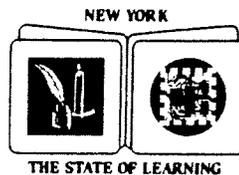
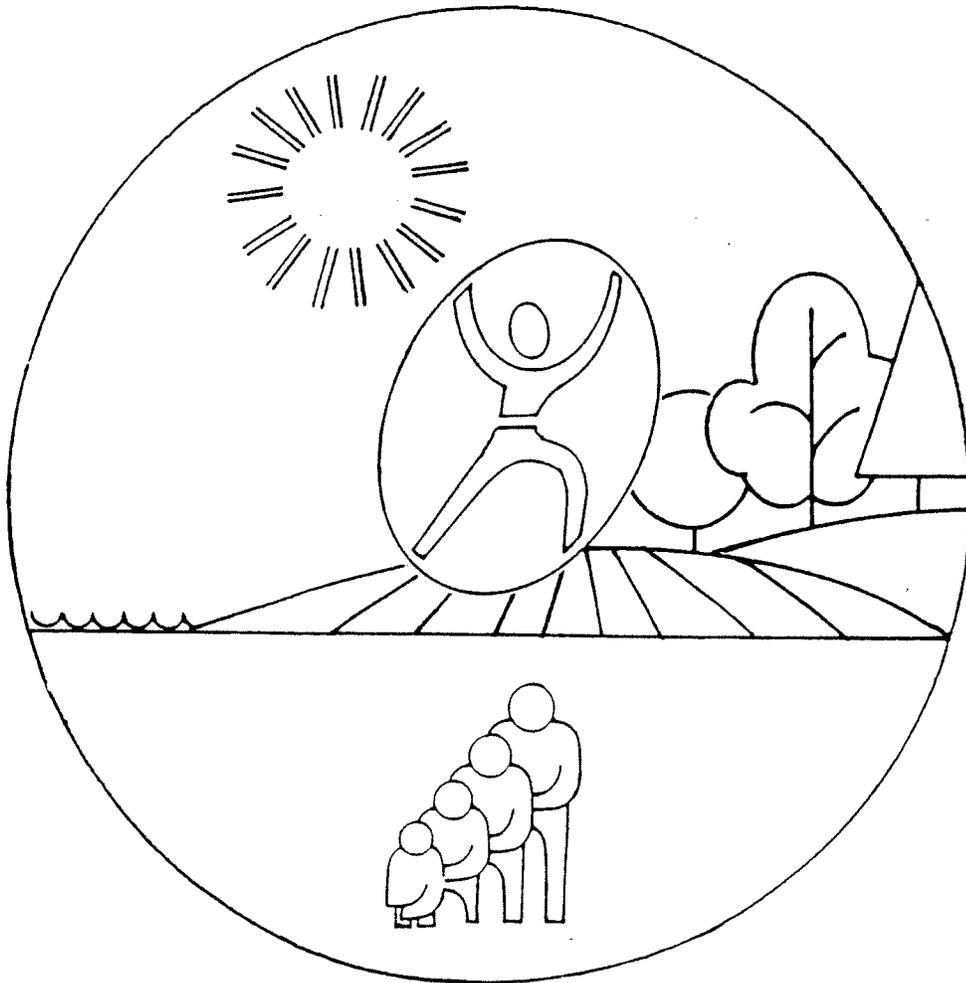
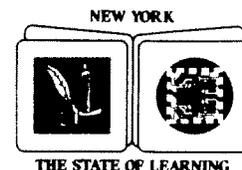


Health Occupations Education Nurse's Assistant/Home Health Aide Curriculum



The University of the State of New York
The State Education Department
Bureau of Business and Health Occupations Programs
Albany, New York 12234

Fall 1991



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OFFICE OF GENERAL AND OCCUPATIONAL EDUCATION
DIRECTOR, DIVISION OF OCCUPATIONAL EDUCATION INSTRUCTION

September 1991

TO: Health Occupations Educators

FROM: Robert A. Jaffarian, Chief *Robert A. Jaffarian*
Bureau of Business and Health Occupations Programs

SUBJECT: Nurse's Assistant/Home Health Aide Curriculum

Enclosed you will find the Nurse's Assistant/Home Health Aide curriculum, which has been developed as an integrated course to avoid repetition of content for those wishing to offer both courses. It is designed to prepare students to render care in a variety of settings as a nurse's assistant and a home health aide.

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NURSE'S ASSISTANT/HOME HEALTH AIDE

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NURSE'S ASSISTANT/HOME HEALTH AIDE

COURSE OVERVIEW

Introduction

The quality of client/resident care in acute and long-term health care facilities depends on the competence of the personnel employed by the facilities. The nurse's assistant and the home health aide are vital members of the health care team since they provide a large portion of the direct client/resident care. There is an ever-increasing need in all communities for allied health workers who have been prepared for entry-level employment, with the broad, transferable skills and specific skills necessary to meet the basic needs of the acutely ill, chronically ill, or disabled client.

The Nurse's Assistant/Home Health Aide Curriculum builds on the competencies developed in the Health Occupations Education Core. It is a compilation of the modules from the respective Nurse's Assistant and Home Health Aide curricula.

In developing a local course of study, the instructor should include in lesson plans specific details related to skill development that reflect the local health care facilities' needs. Supervised clinical experience must be integrated into the program, and student objectives and evaluation instruments developed for it.

Goal

The primary goal of the Nurse's Assistant/Home Health Aide program, which includes the Core, is to provide students with the skills, knowledge and behaviors necessary to obtain employment in the field of health care in either an acute or a long-term care facility. Upon completion of the program, the student will have met the Public Health Department requirements for employment in long-term care facilities. The course also is designed to help students enhance their leadership, communication and management skills.

Description

This course covers entry-level skills, related anatomy and physiology and common abnormal conditions. It is designed to prepare students to render care in a variety of health care facilities as a nurse's assistant and a home health aide. This course, in conjunction with a supervised clinical experience, prepares students to be efficient, caring members of the health care team.

COURSE OVERVIEW, continued**Skills, Knowledge and Behaviors to be Developed**

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

1. Identify the types of health care facilities and their functions
2. Develop positive interpersonal relationships
3. Name and explain structures and functions of the body systems
4. Demonstrate use of the call bell, intercom and telephone
5. Demonstrate bedmaking techniques
6. Demonstrate assisting with sitz baths
7. Demonstrate range of motion exercises and dangling techniques
8. Demonstrate personal care skills
9. Discuss ways in which illness interferes with expression of sexuality
10. Demonstrate feeding a client orally
11. Describe the methods of collecting urine and stool specimens
12. Describe the purposes of various types of therapeutic diets and food modifications
13. Describe various ostomy care techniques and irrigations
14. Demonstrate good body mechanics
15. Demonstrate application of protective restraints
16. Demonstrate transfer of a client to a wheelchair and stretcher
17. Explain the principles of hot/cold applications
18. Identify the needs and related care of the dying client
19. Demonstrate postmortem care
20. Demonstrate job seeking and job keeping skills

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

Special Population Provision

Students who are educationally handicapped have been classified by the local school district Committee on Special Education (CSE) and receive special education to the extent needed for progress in school. Most students who require special education attend regular classes in conjunction with specialized instruction and/or related services. In addition to receiving special education, such students must have access to the full range of programs and services provided by the school district. No student can be denied a membership or participation in a curricular or extracurricular activity on the basis of a disability. It is important that students with handicapping conditions are ensured of access to the total school program.

Most students with handicapping conditions have, by definition, the intellectual capacity to master the curricular content requirements for a high school diploma. Such students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. Students with handicapping conditions are provided instruction in a wide variety of settings from regular education to special education classes. Teachers providing instruction through these modules should become aware of the needs of those students with handicapping conditions who have been appropriately placed within their classes. Instructional techniques and materials must be modified as needed so that the information can be attained by such students. Teachers in both occupational and special education will need to maintain ongoing communication related to programmatic and individual student needs.

Modules include suggestions for modifying instructional strategies and materials. The suggestions are intended to provide teachers with a range of examples and should be viewed as a point from which both special and regular education teachers can develop additional strategies.

GENERAL SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation by using a checklist or a set of questions generated by the class to help students focus on relevant information.
2. When demonstrating an activity or concept, the following may be helpful.
 - First, describe what will be demonstrated, next demonstrate the activity, then repeat the description.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

GENERAL SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS, continued

- Have a student describe the demonstration for the other students. Sometimes a student's explanation makes it more understandable for students with a limited vocabulary.
 - Videotape your demonstration so that it can be reviewed more than once, or provide an illustration of the demonstration.
3. Provide students with an outline of your lecture with spaces to record their notes. This will provide students with a structure and assist with organization for study.
 4. Allow students who have difficulty taking notes to tape lectures and class discussions or to photocopy other students' notes.
 5. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Programs. Both special and occupational education need to work in close cooperation so that the testing modification can be used consistently throughout the student's program.
 6. Use activities before and after films, filmstrips and videotapes to fully utilize this medium. For example:
 - Statements such as "while you are watching this film, pay particular attention to. . .," "list all of the. . ." or "we will be discussing this film after we view it, so you should list any questions, issues, topics you would like to discuss. . ."
 7. Identify, define and preteach key words/terms critical for understanding content/concepts to be presented on a particular topic.
 - Provide students with vocabulary lists, glossaries, etcetera.
 - Define terms as simply as possible, and use them in context or operationally.
 - Provide drawings or illustrations to reinforce defined terms.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

GENERAL SUGGESTIONS FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS, continued

8. Check periodically to determine student understanding of instructional material and how this is related to the overall topic. Encourage students to express their understanding through small group discussions or working with a partner.
9. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and guest speakers for further review within their special education classes.
10. Assign a partner, for the duration of a module, to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.
11. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report selections. Students who have difficulty with organization skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.



COURSE: NURSES'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE
TOPICS: Orientation to Health Care Facilities
Qualifications of a Nurse's Assistant/Home Health Aide
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to introduce students to the various types of health care facilities. The students also will learn the personal characteristics and responsibilities required of a nurse's assistant and a home health aide.

Description

This module is a beginning guide for students interested in a career as a health care worker. It describes the types of health care facilities and promotes field trips to show students the employment opportunities available to nurse's assistants and home health aides. It also describes the personal characteristics required of nurse's assistants and home health aides, and their legal and ethical responsibilities.

Skills, Knowledge and Behaviors to be Developed

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

1. List five health care facilities and state the care provided by each
2. Describe home care and identify community health services
3. Describe the responsibilities of the nurse's assistant/home health aide as a health care team member
4. Describe personal characteristics desirable for a nurse's assistant/home health aide
5. Describe the legal responsibilities related to client care and the health care facilities
6. Discuss the ethical responsibilities related to client care and the health care facilities
7. Define terms related to health care systems

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
 HOME HEALTH AIDE
 TOPIC: Orientation to Health Care Facilities

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
 Action: The student will list five facilities and explain the function of each.
 Level of Mastery: four out of five; four out of five

 In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Identify types of health care facilities
 - c. List the kind of care provided in each facility

2. Special Condition, Materials or Equipment: a list of ten community health agencies
 Action: The student will describe home care and the types of community agencies available for home care clients.
 Level of Mastery: seven out of ten; 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 adaptation of health care to meet the needs of the client in the home
 - c. List types of community health agencies and state the function of each
 - d. List types of clients requiring home care

3. 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 must be able to:
 - a. Define related terminology
 - b. Identify members of the health care team
 - c. List three ways health care workers are organized into teams (e.g., function, 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

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE
TOPIC: Orientation to Health Care Facilities

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: none
Action: The student will describe the role of the home health aide as a member of the home health care team.
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 members of the home health care team
- c. Describe role of the home health aide in relation to the home health care team

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE
TOPIC: Qualifications of a Nurse's Assistant/Home Health Aide

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will describe five personal characteristics and five responsibilities desirable for a nurse's assistant/home health aide.
Level of Mastery: four out of five characteristics; four out of five responsibilities; 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 attitudes, conduct, personal appearance, interpersonal relationships and responsibilities desirable for nurse's assistant/home health aide
 - c. List the nurse's assistant/home health aide's responsibilities to an employer, client and family
2. Special Condition, Materials or Equipment: none
Action: The student will describe five legal responsibilities related to client care.
Level of Mastery: five out of five; 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. List the legal responsibilities of a health care team member related to client care (e.g., negligence, assault, battery, invasion of privacy, libel and slander, confidentiality)
- c. Describe the client's rights as a consumer of health care
- d. Explain the legal responsibilities of the health care team member in relation to client rights and client care policies

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE
TOPIC: Qualifications of a Nurse's Assistant/Home Health Aide

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: none
Action: The student will describe five ethical responsibilities related to client care.
Level of Mastery: five out of five; 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. Explain the ethical responsibilities of the health care team members in relation to client rights and client care policies
- c. Describe the ethical responsibilities related to client care (e.g., confidentiality, individual client rights, performance of duties within job description, attitudes and conduct related to personal integrity)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random selection of ten terms from the attached list
Action: The student will define ten terms.
Level of Mastery: seven out of ten

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

TERMINOLOGY

1. abuse -- mental and physical
2. accountability
3. activities
4. acute
5. agency
6. aide/assistant
7. ambulatory
8. ancillary
9. assault
10. audiologist
11. battery
12. chain of command
13. chronic
14. clinic
15. Code of Ethics
16. communicable
17. community
18. confidentiality
19. convalescent
20. defamation
21. diagnostic
22. diagnostic related group (DRG)
23. dietary

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

TERMINOLOGY, continued

24. dietitian
25. federal
26. flexibility
27. functional nursing
28. Health Department
29. health related facility (HRF)
30. health team
31. home health care
32. honesty
33. hospice
34. indifference
35. inservice
36. invasion of privacy
37. laboratory
38. lackadaisical
39. libel
40. Licensed Practical Nurse (LPN)
41. licensing
42. long-term care
43. malpractice
44. medicaid
45. medical doctor (MD)
46. medical/surgical (med/surg)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

TERMINOLOGY, continued

47. medicare
48. mental health
49. mistreatment
50. neglect
51. negligence
52. Nurse's Assistant/Aide (NA)
53. nursing care plan
54. Obstetrics (OBS)
55. occupational therapist
56. Occupational Therapy (OT)
57. ombudsman
58. orderly
59. outpatient
60. patient/client
61. patient advocate
62. Patient's Bill of Rights
63. Pediatrics (peds)
64. pharmacist
65. physical therapist
66. Physical Therapy (PT)
67. poise
68. pretentious
69. primary nursing

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

TERMINOLOGY, continued

70. psychiatrist
71. public health
72. Registered Nurse (RN)
73. regulatory agencies
74. rehabilitation
75. reimbursement
76. responsibility
77. skilled nursing facility (SNF)
78. slander
79. Department of Social Services (DSS)
80. Social Worker
81. speech therapy
82. state
83. subpoena
84. supervision
85. tact
86. team leader
87. team nursing
88. total patient care
89. Veterans Administration (VA)
90. Visiting Nurse Association (VNA)
91. volunteer
92. ward clerk/unit secretary

COURSE: NURSES'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

SUGGESTED INSTRUCTIONAL STRATEGIES

1. From the list provided, have the students circle various types of health care facilities stating the function of each; identify the departments in which nurse's assistants/home health aides are employed, stating the function of each department; and identify and explain the various types of client care delivery systems offered by each facility.
2. Visit different health care facilities and have the students identify the various team members in each.
3. Have students research facilities in their neighborhoods.
4. Invite speakers to class to lecture about their agencies.
5. Have each student write a report and give an oral presentation about a particular agency.
6. Compare acute care facilities to long-term care facilities and home health care agencies.
7. Identify members of the health care team according to the chain of command.
8. Show the filmstrip/tape from Trainex, "Orientation: Joining the Health Care Team" (#001).

Discuss the role of the nurse's assistant/home health aide stressing attitudes, dress codes, and patient care and safety.

Review: A nurse's assistant takes the learner through the hospital and shows what it is like to be a nursing assistant. Stresses attitudes, dress codes, and patient care and safety. Useful for an introduction to employment in any setting. (ten minutes)
9. Have the students write or give an oral report on confidentiality, morality, ethics, loyalty and dependability - what does it mean to you?
10. Provide copies of organizational charts of various health care facilities.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

11. Videotape different members of the health care team discussing their position in the chain of command.
12. Role play using the chain of command for various types of requests or information.
13. Give a pretest and use it as a post-test.
14. Demonstrate proper grooming by coming to class dressed appropriately and inappropriately, and having the students explain what is correct and incorrect.
15. Dress inappropriately for class and have the class discuss the nonverbal communication. Did your appearance influence their behavior?
16. Obtain and discuss samples of dress codes from various facilities.
17. Create posters by cutting out pictures from uniform catalogues and department store advertisements. Paste on poster paper, mixing examples of "Good" and "Bad." Have students point out "Do's and Don'ts."
18. Discuss the following article: Kalisch, Beatrice J. and Kalisch, Philip A., "Dressing for Success," A.J.N. pp. 887-893, August, 1985.
19. Review the current Patient's Bill of Rights for acute and long-term care.
20. When time permits, play the "Wheel of Fortune" game to practice terminology.
21. Provide samples of a variety of job descriptions.
22. Have the students compile a list of at least 20 tasks and/or responsibilities of a health care worker and adapt ten tasks to meet the needs of the client in the home.
23. Refer to Public Health Law 2803 on patient abuse and reporting.
24. Identify and explain terms that pertain to legality, client rights and abuse law.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INTRODUCTION TO BEING A NURSE'S ASSISTANT/
HOME HEALTH AIDE

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

25. Have the students list why they would be involuntarily terminated from a job.
26. When time permits, play "Sitting in the Dark" game.
27. Use films and filmstrips from Be Attitudes.
 - a. "Well Shut My Mouth"
 - b. "A Gift from Mrs. Timms"
 - c. "A Rose By Any Other Name" -- 15 min./16 mm. Film discusses sexuality and aging, patient rights and attitudes; available from Adelphi University
 - d. "Peege" -- 16 mm/28 min. A grandmother is placed in an adult home; deals with placement, family attitude, losses and importance of reminiscence
28. Refer to New York State case studies of Patient's Bill of Rights and Abuse Reporting Law. Identify the grounds for legal action.
29. Refer to the Incident Reporting Law for acute care for discussion.
30. Provide information sheets pertaining to factors that affect health and appearance, appropriate clothing selection, characteristics of an emotionally mature person and steps to improve personality.
31. Use newspaper clippings and have students pick out the violation.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: **COMMUNICATION AND THE CLIENT**
TOPICS: Verbal and Nonverbal Skills
Reporting
Nervous System and Sensory Organs
Terminology

OVERVIEW OF MODULE

Goal

This module will enable students to establish effective communication skills. The Core content specific to structure and function of the nervous system and sensory organs will be addressed.

Description

This module further develops communication techniques, emphasizes why these techniques are important and teaches the student to identify clients who are sensory deprived. Specific structures and functions of the nervous system and sensory organs are included as well as disease processes and nursing care.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify verbal and nonverbal communication
2. Describe skills used in observing clients
3. Explain positive responses to a client's emotional reaction to illness
4. Identify uses of the signal or call light, intercom and telephone
5. Report objective and subjective observations
6. Describe the care of client records
7. Label structures of the nervous system and describe functions of all systems
8. Identify structures of the ear and eye and describe overall function of both
9. Describe diseases/disorders of the nervous system and sensory organs, including causes and basic nursing care
10. Effectively communicate with clients who have sensory loss
11. Define terms related to communication and the nervous and sensory systems

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: COMMUNICATION AND THE CLIENT
TOPIC: Verbal and Nonverbal Skills

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a simulated situation
Action: The student will give five examples of verbal communication and five examples of nonverbal communication.
Level of Mastery: four out of five verbal; four out of five nonverbal

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

- a. Define related terminology
- b. Distinguish between verbal and nonverbal communication

2. Special Condition, Materials or Equipment: none
Action: The student will describe five skills used in observing a client.
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. Review verbal/nonverbal communication skills from HOE Core
- c. List the skills involved in observation

3. Special Condition, Materials or Equipment: none
Action: The student will explain three positive responses to a client's reaction to illness.
Level of Mastery: two 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. Describe client reactions to illness (e.g., anger, withdrawal, dependency, irritability, sadness)
- b. Identify positive techniques to use when clients demonstrate an emotional reaction to illness
- c. Practice responding to various emotional reactions in simulated situations

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5 / 9 1
MODULE: COMMUNICATION AND THE CLIENT
TOPIC: Reporting

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will identify two uses each for call light, intercom and telephone.
Level of Mastery: one use for each

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

- a. Describe basic communication skills and telephone techniques from the HOE Core
- b. Describe the uses of a signal or call light, intercom and telephone
- c. Practice answering the signal or call light, intercom and telephone

2. Special Condition, Materials or Equipment: none
Action: The student will report five objective and five subjective observations.
Level of Mastery: four out of five objective; four out of five subjective; a degree of accuracy and completeness acceptable to the instructor

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

- a. Describe and compare subjective and objective reporting
- b. Rank observations to be reported immediately, during the shift and at the end of a shift
- c. List information needed for thorough reporting

3. Special Condition, Materials or Equipment: none
Action: The student will describe four important factors relating to the care of client records and/or care plan.
Level of Mastery: three out of four

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

- a. Explain how to maintain confidentiality
- b. Describe the purpose of the client's records: legal document, information for care, accountability
- c. Identify the contents of a client's chart and describe each form (Graphic, I&O, Nurses Notes, Daily Care Sheet, Nursing Care Plan)
- d. Describe the proper technique for handling client records and care plan
- e. List the guidelines for prompt, accurate, thorough reporting

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: COMMUNICATION AND THE CLIENT
TOPIC: Nervous System and Sensory Organs

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a diagram of the nervous system
Action: The student will label five structures of the nervous system and describe two functions of the nervous system.
Level of Mastery: four out of five; two out of two; 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 functions of the nervous system
 - c. Identify major parts of the nervous system on a diagram
 - d. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: a diagram of the eye and ear
Action: The student will identify eight structures of the ear and eight structures of the eye and describe the overall function of the ear and the eye.
Level of Mastery: five out of eight (ear); five out of eight (eye); 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 function of each sensory organ
 - c. Identify major parts of the sensory organs on a diagram
 - d. Describe the biological changes due to aging

3. Special Condition, Materials or Equipment: the attached terminology list
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. Discuss ways to maintain the integrity of the nervous system
 - c. List the diseases/disorders and identify related symptoms and basic nursing care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: COMMUNICATION AND THE CLIENT
TOPIC: Nervous System and Sensory Organs

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: four role playing situations portraying the hearing and visually impaired
Action: The student will effectively communicate in each situation.
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. List ways the nurse's assistant can help reduce sensory deprivation
- b. Indicate by the "clock" the location of foods on a tray
- c. Describe effective ways to communicate with the blind client
- d. Describe effective ways to communicate with the hearing impaired client
- e. Practice various communication techniques

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: COMMUNICATION AND THE CLIENT
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random selection of twenty terms from the attached list
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: COMMUNICATION AND THE CLIENT

NA/HHA 5/91

TERMINOLOGY

1. acceptance
2. accurate
3. anger
4. aphasia
5. assessment
6. auditory canal
7. auditory nerve
8. auricle
9. bargaining
10. body language
11. cataracts
12. central nervous system (CNS)
13. cerebellum
14. cerebral vascular accident (CVA)
15. cerebrum
16. clarity
17. closed question
18. cochlea
19. communication
20. communication barrier
21. conjunctiva
22. convulsions
23. cooperation

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: COMMUNICATION AND THE CLIENT

NA/HHA 5/91

TERMINOLOGY, continued

24. cornea
25. denial
26. depression
27. documentation
28. empathy
29. epilepsy
30. eustachian tube
31. evaluation
32. feedback
33. gestures
34. glaucoma
35. hemiplegia
36. hostile
37. impression
38. inflection (voice tone)
39. iris
40. judgement
41. legal document
42. legally blind
43. legible
44. lens
45. medical record
46. medulla

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: COMMUNICATION AND THE CLIENT

NA/HHA 5/91

TERMINOLOGY, continued

47. nonverbal
48. objective
49. observation
50. open-ended question
51. optic nerve
52. ossicles
53. otitis media
54. paralysis
55. paraplegia
56. paresis
57. Parkinsons's disease
58. perception
59. pinna
60. pituitary
61. pons
62. preconception
63. quadriplegia
64. rapport
65. receiver
66. reflecting
67. relationship
68. reporting
69. retina
70. sclera

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: COMMUNICATION AND THE CLIENT

NA/HHA 5/91

TERMINOLOGY, continued

71. seizure/convulsions
72. semicircular canals
73. sender
74. senses (sight, smell, taste, hear, touch)
75. signs
76. simplicity
77. speech
78. spinal cord
79. stroke
80. subjective
81. sympathy
82. symptom
83. tactile
84. therapeutic
85. trust
86. tympanic membrane
87. verbal
88. vitreous humor
89. withdrawn

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: COMMUNICATION AND THE CLIENT

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students select ten positive and ten negative communication terms from the list provided, and demonstrate or give an example of each.
2. Play games using definitions and abbreviations (e.g., Concentration, Password, Bingo, Flash Cards) from the lists of local institutions.
3. Obtain charting forms and samples of nursing care plans used in affiliating institutions, and have the students practice recording information.
4. Have one student role play a client complaining of discomfort, and have another student observe and report. Use a VHS camera so students can review their behavior.
5. Set up a skit. Disguise yourself and enter the classroom as a robber. Wear a mask, different color top, slacks, two different color socks, and so forth. Set up a dialogue such as, "Okay you, put your hands up..." Walk with a limp, use an accent and jumble your words deliberately. Carry on this dialogue for about seven minutes, then leave. Come back dressed in normal clothes. Have students write down what they saw and heard. See if they picked up small details, such as different colors in outfits, your accent, movement and dialogue.

Relate this to situations in the workplace. Discuss the importance of observations made by health care workers and how everything they see is important. Discuss facts rather than assumptions, and subjective and objective observations.

6. Make up a story approximately two paragraphs long and write it down. Have some students stand outside the classroom. Read the story once out loud to the class, and then again quickly to one student in the front of the class. Call one student in and have any student tell the story from memory. Call in the last student from outside and have student who heard the story in the front of the class tell the story from memory. Then read the story again from the paper. Have the students discuss what details were left out from each story. Discuss the importance of communication, stressing that sender should be sure the receiver understands the message. Also stress that the receiver should question if he/she does not understand the message. Discuss rumors and gossip and how a story changes from person to person.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: COMMUNICATION AND THE CLIENT

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

7. Show filmstrips/tapes from Trainex, "Verbal Barriers to Communication" (#293, 294, 295).

Review: #293 -- stresses importance of listening as one of the basic skills and gives guidelines for effective listening; #294 -- nonverbal barriers are identified, illustrated and explained; and #295 -- illustrates common verbal hindrances to verbal communications.
8. Have the students list and explain the four methods of communication.
9. Use a pretest and post-test on communications to evaluate mastery.
10. Use an information sheet containing examples of objective and subjective observations to generate class discussion.
11. Give the students prepared assignment sheets and have them complete and explain the assignments.
12. Through role playing, have the students demonstrate effective use of the telephone, call light and intercommunication systems.
13. Play charades to practice communicating nonverbally.
14. Have the students make a "communication" book/chart for dysphasic patients. (For reference use SETRC or Special Education Department.)
15. Visit a special education classroom using sign language, or videotape a teacher using sign language.
16. Use information sheets to enhance class discussion on communicating effectively.
17. Role play situations having a student portray a client who is irritable, controlling and dependent. Have other students respond to those behaviors in a positive manner.
18. Prepare narrative descriptions of clients. Have the students practice reporting changes in general appearance and mental condition.
19. Hand out worksheets on terms, ^{have students write} and definitions.

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

20. Have the students complete a self-assessment on voice quality. Discuss the results.
21. Review the Patient's Bill of Rights pertaining to confidentiality of records (e.g., purposes of charting, chart as a legal document).
22. Provide information sheets on listening techniques.
23. Provide the students with a handout describing the guidelines for reporting.
24. Compile a list of observations and ask students to rank them according to their importance from one to ten.
25. Provide a handout on good telephone habits and discuss in class.
26. Have the students state the purpose of a call signal and describe the procedure for answering a call signal.
27. Have the students differentiate between a regular call signal and an emergency call signal.
28. Describe three client case situations about depressed, irritable and dependent clients, and have the students describe their responses to each situation.
29. Use a pretest and post-test on the nervous system to evaluate mastery.
30. Use anatomy charts, computer discs and transparencies to describe the nervous system and sensory organs.
31. Provide diagrams of the nervous system and sensory organs.
32. Have the students complete matching exercises with terms and related definitions.
33. Use flashcards to review terminology.
34. Given a case study about an immobilized client who has been hospitalized for two weeks, ask students to list methods of preventing sensory loss.
35. Design a handout describing various nursing approaches to caring for a blind client.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: COMMUNICATION AND THE CLIENT

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

36. Invite a hearing aid specialist to class to explain and demonstrate the care and use of hearing aids.
37. Have one student volunteer to be blindfolded and have one ear plugged. Drop an item on the floor. Ask the student to tell the class from which direction the sound came. Discuss the need for hearing in two ears to determine direction of sounds.
38. Role play feeding a client who is sensory impaired. Have students try to eat while blindfolded and with their nondominant hand.
39. Have students interview health care professionals to find out how they communicate with persons with various types of disabilities.

To enhance understanding of sensory loss needs...

40. Have the students wear glasses smeared with vaseline and ask them to perform a task.
41. Have the students tape several fingers together and try to pick up something small.
42. Demonstrate frustration by turning a television or video cassette player too low to hear.
43. Have the students attempt to locate items and/or ambulate while blindfolded.
44. Invite a guest lecturer from the Association of the Blind.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 4/90
MODULE: **INFECTION CONTROL**
TOPICS: Medical/Surgical Asepsis
Isolation
Terminology

OVERVIEW OF MODULE

Goal

This module is designed to teach the student about the principles of infection control practices used to maintain a safe environment.

Description

In this module, students will obtain the knowledge and skill necessary to prevent the spread of pathogenic organisms, and become familiar with the types of isolation and isolation techniques.

Skills, Knowledge and Behaviors to be Developed

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

1. List methods of transmitting pathogenic organisms
2. Demonstrate concurrent and terminal disinfection
3. List principles of surgical asepsis
4. Demonstrate appropriate handwashing technique
5. Describe types of isolation precautions
6. Demonstrate strict isolation technique
7. Define related terminology

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL
TOPIC: Medical/Surgical Asepsis

NA/HHA 5/91

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a simulated or clinical situation
Action: The student will demonstrate concurrent disinfection and terminal disinfection.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using the performance checklist

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

- a. Define related terminology
- b. Review principles of medical asepsis
- c. Describe how to perform concurrent disinfection and terminal disinfection of equipment
- d. Describe the difference between bacteriocidal and bacteriostat
- e. Practice concurrent disinfection and terminal disinfection, using performance checklists
- f. Explain the principles and importance of maintaining concurrent and terminal disinfection techniques

2. Special Condition, Materials or Equipment: none
Action: The student will list five principles of surgical asepsis.
Level of Mastery: three out of five principles

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

- a. Define related terminology
- b. List the principle of surgical asepsis
- c. Discuss how health care workers are involved with surgical asepsis

3. Special Condition, Materials or Equipment: a simulated situation
Action: The student will wash his/her hands using the correct 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:

- a. Define related terminology
- b. Describe the principles of asepsis in handwashing, e.g., sink, warm water, circular motion
- c. Describe how to perform handwashing to prevent spread of microorganisms
- d. Practice handwashing technique using a checklist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: INFECTION CONTROL
TOPIC: Isolation

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will describe five types of isolation precautions.
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. Differentiate between various types of isolation procedures and list the purposes of each
 - c. Describe the importance of each isolation procedure
 - d. Identify the equipment necessary for specific isolation set ups
 - e. Discuss the emotional effects of isolation on clients

2. Special Condition, Materials or Equipment: a simulated or clinical situation
Action: The student will demonstrate the proper technique for strict isolation.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using the performance checklist

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Demonstrate proper handwashing techniques
 - *c. Demonstrate safety precautions
 - d. Use principles of medical asepsis
 - e. Practice proper gowning, gloving, masking, capping, double-bagging, entering, and leaving techniques, using performance checklists

*Throughout this document safety precautions always include the Universal Precautions

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL
TOPIC: Terminology

NA/HHA 5/91

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random selection of ten terms from the attached list
Action: The student will define ten terms.
Level of Mastery: seven out of ten

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL

NA/HHA 5/91

TERMINOLOGY

1. active immunity
2. antiseptic
3. asepsis
4. autoclave
5. bacteria
6. bacteriocidal
7. bacteriostatic
8. blood/body fluid precautions
9. carrier
10. clean technique
11. concurrent disinfection
12. contamination
13. cross-infection
14. disinfection
15. double bagging
16. drainage/secretion
17. dysentery
18. endemic
19. enteric precautions
20. epidemic
21. epidemiology
22. feces
23. focal

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL

NA/HHA 5/91

TERMINOLOGY, continued

24. fomites
25. fungi
26. germs
27. habitat
28. host
29. incubation
30. infection
31. infection control
32. infectious disease
33. infectious hepatitis
34. isolation
35. latent
36. local infection
37. medical asepsis
38. meltaway bags
39. microbiology
40. microorganism
41. nonpathogen
42. nosocomial infection
43. pandemic
44. parasite
45. passive immunity
46. pathogen

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL

NA/HHA 5/91

TERMINOLOGY, continued

47. portal of entry
48. precautions
49. primary infection
50. protective isolation
51. quarantine
52. re-infection
53. reservoir
54. resistance
55. respiratory isolation
56. reverse isolation
57. secondary infection
58. staphylococcus
59. sterile
60. sterilization
61. streptococcus
62. strict isolation
63. systemic
64. terminal disinfection
65. transmitting
66. ultraviolet rays
67. vector
68. virulence

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Use a pretest and post-test to evaluate mastery.
2. Provide a handout describing the major classification of microorganisms and have students list at least three.
3. Have the students complete a matching exercise of terms and related definitions.
4. Have the students make posters and/or develop bulletin boards of the major classifications of microorganisms, drawing examples of common types and labeling them with the method of transmission.
5. From the list of terms provided, have the students define the terms "pathogenic," "nonpathogenic" and "infection." Invite an infection control nurse to speak to the class. Develop a handout for pathogenic and nonpathogenic microorganisms.
6. Develop a handout on common diseases produced by the major classification of microorganisms. Have students explain each in their own words.
7. Show the filmstrip/tape from Trainex, "Isolating Communicable, Enteric and Respiratory Diseases" (#42).

Review: Begins with infectious organisms and ends with a patient with an infection.
8. Use a trivial pursuit game to review terms.
9. Develop a handout on the ways microorganisms spread.
10. Discuss the importance of maintaining aseptic technique in the following situations: when handling specimens, when a client displays cold symptoms or when a health care worker has an open wound or cut.
11. Develop a handout on types of medical asepsis and the technique and rules of technique to remember. Have students list the rules and techniques after completing the handout.
12. Visit the central supply department in a hospital or a medical/dental office so that students can see the types of sterilization and disinfection taking place.

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

13. Show the filmstrip/tape from Trainex, "Medical Asepsis."

Review: Explains every health care worker's responsibility to decrease the spread of infection. Illustrates and explains what microorganisms are, how they grow and multiply, how they are transported and how they enter the body. Demonstrates how to control the growth and spread of microorganisms and how to clean equipment. Explains the importance of personal grooming habits, and shows in detail the steps of proper handwashing.

14. Complete the Glo-Germ experiment.

Equipment needed:

- Glo-Germ liquid, (Free from Vestal Co.)
 - Ultra Violet light
1. Place Glo-Germ on students' hands; have them rub hands together thoroughly.
 2. Have students wash their hands.
 3. In a dark place shine an ultraviolet light; unclean areas will glow green.
 4. Review proper handwashing technique, then repeat Glo-Germ procedure until little or no green glow appears.
15. Have the students complete the checklist for maintaining good concurrent and terminal cleaning.
16. Develop a handout on types of surgical asepsis, the technique and rules of technique to remember. Students should list the rules and techniques after completing the handout.
17. Use a pretest and post-test on isolation for evaluating mastery.
18. From the list of terms, have the students differentiate between the various types of isolation procedures, state the function of each and identify the equipment for each.
19. Have the students review and practice isolation techniques. Use a VHS camera so students can review their performance.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: INFECTION CONTROL

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

20. Have the students demonstrate proper gowning, masking, gloving, capping and double-bagging techniques, using the performance checklists.
21. Have the students work in pairs -- one performing handwashing technique and the other evaluating. Have them switch roles and repeat the procedure.
22. Develop a bulletin board or poster to demonstrate each type of isolation technique.
23. Have the students give a verbal report of each type of isolation technique.
24. Show the filmstrip/tape from Trainex, "Principles of Isolation Techniques" (#404).

Review: This is a step-by-step demonstration of isolation procedures.
25. Visit a hospital laboratory to have students observe culture growth.
26. Set up an infection control violation room and have students note violations (e.g., linen on floor, isolation set up improperly).
27. Play the infection control game (free from Stuart Pharmaceuticals).
28. Obtain culturettes and prepared petri dishes from a supply store. Have the students take samples from around the room, each other, et cetera. Place on petri dish and incubate; view in a few days.
29. Make slides of debris found under nails, on table, et cetera, and view under microscope.
30. Prepare various "bacteria" slides for students to view and identify. This can be made into a test where the organism is identified and the method of disinfection, as well as the type of isolation necessary, is explained.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 4/90
MODULE: **PERSONAL CARE**
TOPICS: Bedmaking
Hygiene
Positioning and Range of Motion
Integumentary System
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to provide the student with the knowledge and skill to provide personal care to the client. The student will learn the proper techniques of bedmaking, hygiene, positioning and range of motion. The Core content specific to structure and function of the integumentary system will be addressed.

Description

Through this module, the student will learn to provide the total hygiene necessary for the comfort and care of the client. Using the rules of medical asepsis and body mechanics, the student will make beds, position a client and assist a client with range of motion. Students will learn how to assist in promoting range of motion and how to prevent the complications associated with bed rest. Emphasis will be placed on further study of the functions of the skin. The integumentary system, with related conditions and treatments, also will be presented.

Skills, Knowledge and Behaviors to be Developed

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

1. Demonstrate four types of bedmaking
2. Demonstrate all aspects of personal care
3. Recognize the importance of positioning and range of motion
4. Describe devices used to support and maintain the body in alignment
5. Demonstrate assisting with sitz baths

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

OVERVIEW OF MODULE, continued

Skills, Knowledges and Behaviors to be Developed, continued

6. Identify the client who is at risk for the development of decubiti
7. Identify care for a client with a decubiti
8. Demonstrate range of motion exercise techniques
9. Demonstrate positioning a client in correct body alignment
10. Identify the structures and functions of the skin
11. List the causes and basic nursing care of lesions of the integumentary system
12. Define terms related to personal care and the integumentary system

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: PERSONAL CARE
TOPIC: Bedmaking

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a bed and linen
Action: The student will make a closed bed using correct technique and explain the purpose of a closed bed.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify bedmaking equipment/materials and their use
- c. Demonstrate safety precautions
- d. Use principles of body mechanics
- e. Use principles of medical asepsis
- f. Describe situations when this type of bed is appropriate
- g. Practice the task, using a performance checklist

2. Special Condition, Materials or Equipment: a bed and linen
Action: The student will make an open bed using correct technique and explain the purpose of an open bed.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify bedmaking equipment/materials and their use
- c. Demonstrate safety precautions
- d. Use principles of body mechanics
- e. Use principles of medical asepsis
- f. Describe situations when this type of bed is appropriate
- g. Practice the task, using a performance checklist

3. Special Condition, Materials or Equipment: a bed and linen
Action: The student will make an occupied bed using correct technique, and explain the purpose of an occupied bed.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify bedmaking equipment/materials and their use
- c. Demonstrate safety precautions
- d. Use principles of body mechanics

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: PERSONAL CARE
TOPIC: Bedmaking

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- e. Use principles of medical asepsis
 - f. Maintain client's privacy, comfort and correct body alignment
 - g. Describe situations when this type of bed is appropriate
 - h. Practice the task, using a performance checklist
 - i. Review communication techniques
4. Special Condition, Materials or Equipment: a bed and linen
Action: The student will make a postoperative bed using the correct technique and explain the purpose of a postoperative bed.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify bedmaking equipment/materials and their use
- c. Demonstrate safety precautions
- d. Use principles of body mechanics
- e. Use principles of medical asepsis
- f. Know the purpose of a postoperative bed
- g. Explain reasons for equipment placed at bedside
- h. Describe when a postoperative bed is required
- i. Practice the task, using a performance checklist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Hygiene

NA/HHA 5/91

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a role playing situation with toothbrush, toothpaste, mouthwash, water, towel, emesis basin, cup
Action: The student will demonstrate routine oral care.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
 - b. Identify the equipment necessary for routine oral care
 - c. List the guidelines for routine oral care
 - d. Demonstrate safety precautions
 - e. Practice routine oral care, using a performance checklist
 - f. Use principles of medical asepsis
 - g. Report and record appropriate observations
2. Special Condition, Materials or Equipment: a role playing situation with toothette, lemon/glycerin swab, disposable gloves, tongue blades, water, towel, emesis basin
Action: The student will demonstrate special oral care.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify the equipment necessary for special oral care
- c. List the guidelines for special oral care
- d. Demonstrate safety precautions
- e. Practice special oral care, using a performance checklist
- f. Use principles of medical asepsis
- g. Report and record appropriate observations

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Hygiene

NA/HHA 5/91

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: a role playing situation with dentures, toothpaste, toothbrush, mouthwash, water, towel, emesis basin, cup
Action: The student will demonstrate denture care.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify the equipment necessary for denture care
- c. List the guidelines for denture care
- d. Demonstrate safety precautions
- e. Practice denture care, using a performance checklist
- f. Use principles of medical asepsis
- g. Report and record appropriate observations

4. Special Condition, Materials or Equipment: a role playing situation with bed, linen, water, wash basin, bath thermometer, soap, lotion
Action: The student will give a bed bath and report the procedure.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify the appropriate equipment
- c. List the purposes and guidelines to follow when bathing a client
- d. Differentiate between complete bath, partial bath, AM care and PM care
- e. Identify the guidelines for a back rub
- f. Demonstrate the principles of body mechanics
- g. Demonstrate correct body alignment and positioning for the client
- h. Explain the importance of hand and foot care
- i. Demonstrate safety precautions
- j. Explain emotional discomforts associated with bathing
- k. Explain proper screening and draping of the client for procedures
- l. Review the observations to make during bath time
- m. Use principles of medical asepsis
- n. Explain hygiene techniques to use with persons having disabilities
- o. Report and record appropriate observations
- p. Practice the tasks

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: PERSONAL CARE
TOPIC: Hygiene

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials or Equipment: basin, towel, nail brush, orangewood stick, soap, nail scissors or clipper, file, lotion
Action: The student will give nail care.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify necessary equipment
- c. List the purposes of and guidelines to follow when giving nail care
- d. Explain the importance of hand and foot care
- e. Demonstrate safety precautions
- f. Use principles of medical asepsis
- g. Report and record appropriate observations
- h. Practice the task

6. Special Condition, Materials or Equipment: a role playing situation
Action: The student will give perineal care and report the procedure.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify necessary equipment
- c. List the purposes of and guidelines to follow when bathing a client
- d. Explain perineal care
- e. Demonstrate proper body mechanics
- f. Demonstrate proper body alignment
- g. Demonstrate safety precautions
- h. Identify emotional discomforts of clients
- i. Explain proper screening and draping of clients
- j. Report and record appropriate observations
- k. Demonstrate principles of asepsis
- l. Practice the task

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Hygiene

NA/HHA 5/91

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials or Equipment: a role playing situation

Action: The student will give a backrub.

Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify necessary equipment
- c. List guidelines for a backrub
- d. Demonstrate proper body mechanics
- e. Demonstrate proper body alignment
- f. Demonstrate safety precautions
- g. Use principles of medical asepsis
- h. Practice the task
- i. Report and record appropriate observations

8. Special Condition, Materials or Equipment: a role playing situation or clinical setting with a tub/shower, linen, water, soap, lotion

Action: The student will give a tub bath or shower.

Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. List the purposes and guidelines to follow when giving a tub bath or shower
- b. Identify necessary equipment
- c. Demonstrate safety precautions for each
- d. Remove emotional discomforts associated with bathing/perineal care
- e. Practice the tub baths/showers
- f. Demonstrate good body mechanics
- g. Use principles of medical asepsis
- h. Explain hygiene techniques to use with persons having disabilities
- i. Report and record appropriate observations

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Hygiene

NA/HHA 5/91

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

9. Special Condition, Materials or Equipment: a role playing or clinical setting situation with water, shampoo, linen, bed shampoo tray, comb
Action: The student will give a bed shampoo.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify necessary equipment
- c. Explain the importance of grooming hair
- d. List the guidelines for routine hair care and bed shampoo
- e. Demonstrate safety precautions
- f. Practice a bed shampoo
- g. Use principles of medical asepsis
- h. Report and record appropriate observations

10. Special Condition, Materials or Equipment: a role playing situation
Action: The student will dress and undress a client.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Explain the guidelines for dressing and undressing a client
- c. Demonstrate safety precautions
- d. Practice dressing and undressing a client, using a performance checklist
- e. Explain the modifications needed for assisting the disabled

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Hygiene

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PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

11. Special Condition, Materials or Equipment: a role playing situation or clinical setting with water, wash basin, linen, shaving cream, razor
Action: The student will shave a client.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
 - b. Identify necessary equipment for shaving
 - c. List the guidelines for shaving
 - d. Demonstrate safety precautions
 - e. Practice shaving
 - f. Use principles of medical asepsis
 - g. Report and record appropriate observations
12. Special Condition, Materials or Equipment: a role playing or clinical situation with eye glasses, artificial eye, hearing aids
Action: The student will apply eye and ear prosthetics.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Explain the proper procedures for care of eye glasses and contact lenses
- c. Explain proper care of an artificial eye
- d. Explain the purpose, proper application and care of hearing aids
- e. Demonstrate safety precautions
- f. Practice each skill, using a performance checklist
- g. Use principles of medical asepsis
- h. Identify appropriate observations for reporting and recording

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: PERSONAL CARE
TOPIC: Positioning and Range of Motion

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a role playing situation
Action: The student will assist with active and passive range of motion.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Explain the general rules of performing exercises in bed
- c. Identify the purposes of range of motion exercises
- d. Differentiate between active and passive range of motion
- e. Practice active and passive range of motion, using a performance checklist
- f. Demonstrate safety precautions

2. Special Condition, Materials or Equipment: a role playing situation with comfort devices
Action: The student will position a client in correct body alignment, using appropriate devices.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Practice various positions with correct body alignment, using performance checklist
- c. Identify the devices that can be used to promote comfort, safety and/or support
- d. Demonstrate safety precautions
- e. Review proper body mechanics
- f. Identify situations where a client should not be moved or repositioned

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Integumentary System

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PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a diagram of the skin
Action: The student will label five structures and describe three functions of the skin.
Level of Mastery: four out of five; three out of three; a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Identify the three layers of the skin: epidermis, dermis, subcutaneous
 - c. List and describe the functions of the skin
 - d. Name three appendages of the skin: hair, nails, oil and sweat glands
 - e. Differentiate between oil and sweat glands
 - f. Identify two accessory organs of the skin: blood vessels, nerves
 - g. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: five pictures
Action: The student will describe five types of skin lesions, including their causes and basic nursing care.
Level of Mastery: three out of five; a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. List the five types of skin lesions
 - c. Discuss the general precautions to follow when caring for a client with skin lesions

3. Special Condition, Materials or Equipment: none
Action: The student will list five measures to prevent a decubitus ulcer and five nursing care measures to treat a decubitus ulcer.
Level of Mastery: three out of five; three out of five

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. List the causes of a decubitus ulcer
 - c. List ten sites of decubitus ulcers
 - d. Describe how to prevent a decubitus ulcer from occurring

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: PERSONAL CARE
TOPIC: Integumentary System

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- e. Identify the client who is at risk of developing decubiti
 - f. List the nursing care measures taken to treat an ulcer
 - g. Identify comfort devices used to prevent and/or alleviate the pain from ulcers
 - h. Identify appropriate observations for reporting and recording
4. Special Condition, Materials or Equipment: none
Action: The student will describe an emollient bath.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. State the purpose for giving an emollient bath
 - b. Review the steps for a tub bath
 - c. Practice giving emollient baths, using a performance checklist
 - d. Explain safety precautions
 - e. Identify appropriate observations for reporting and recording
5. Special Condition, Materials or Equipment: a simulated or clinical situation with sitz bath, water, linen
Action: The student will assist a client with a sitz bath and report and record the procedure.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define terminology
- b. Identify equipment
- c. State the purpose of a sitz bath
- d. List the steps to follow when giving a sitz bath
- e. Practice assisting with a sitz bath, using a performance checklist
- f. Demonstrate safety precautions
- g. Identify appropriate observations for reporting and recording
- h. Explain the emotional discomforts associated with sitz baths

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE
TOPIC: Terminology

NA/HHA 5/91

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random selection of twenty terms from the attached list
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY

1. abduction
2. abrasions
3. acne
4. adduction
5. afternoon care (p.m. care)
6. air mattress
7. alignment
8. alternating pressure mattress
9. ambulate
10. anterior
11. anus
12. appendage
13. artificial eye
14. aspirate
15. atrophy
16. axilla
17. back care
18. basal carcinoma
19. bath blanket
20. bath thermometer
21. bed board
22. bed cradle
23. bed pan
24. bed rails

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

25. bedside stand
26. bedsore
27. body alignment
28. body mechanics
29. buttocks
30. cavities
31. cerebral vascular accident (CVA)
32. circulation
33. closed bed
34. complete bed bath (CBB)
35. contact lenses
36. contour sheet
37. contracture
38. contusion
39. cutaneous
40. cyanosis
41. decubitus ulcer
42. deformity
43. dental floss
44. denture adhesive
45. denture cup
46. dentures
47. deodorant
48. dependent edema

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

49. dermatitis
50. dermatology
51. dermis
52. disposable briefs (Attends/Depends)
53. distal
54. diuresis
55. draw sheet
56. egg crate pad
57. elasticity
58. electric bed
59. elimination
60. emesis basin
61. environment
62. epithelium
63. erect
64. erythema
65. etiology
66. eversion
67. excoriation
68. extension
69. eye prosthesis
70. fanfold
71. fatigue

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

72. flaccid
73. flexion
74. foot board
75. foot drop
76. foot rest
77. foot stool
78. Fowler's position
79. gatch
80. genitalia
81. halitosis
82. head board
83. heel/elbow protectors
84. hi-low bed
85. homeostasis
86. hospital bed
87. hour of sleep care (h.s. care)
88. humidity
89. hygiene
90. hyperextension
91. hypertension
92. hypostatic pneumonia
93. hypotension
94. immobility
95. incontinence
96. inferior

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

97. integrity
98. integumentary system
99. intravenous pole/standard (IV)
100. inversion
101. jaundice
102. knee-chest
103. knee gatch
104. laceration
105. lambs wool
106. lateral
107. lemon/glycerine swab
108. lesion
109. lift sheet
110. lithotomy
111. locking arms
112. log rolling
113. low-Fowler's position
114. malnutrition
115. manual bed
116. mechanical lift
117. medial
118. melanin
119. miter
120. morning care (a.m. care)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

- 121. mottling
- 122. mouth wash
- 123. muscle sprain
- 124. muscle tone
- 125. nothing by mouth (NPO)
- 126. occupied bed
- 127. open bed
- 128. opposition
- 129. oral hygiene
- 130. orangewood sticks
- 131. orthopnea
- 132. out of bed (OOB)
- 133. overbed table
- 134. pallor
- 135. paralysis
- 136. partial bath
- 137. peridontal tissue
- 138. perineal area
- 139. peripheral
- 140. pigment
- 141. pivot
- 142. pore
- 143. posterior
- 144. pressure area

TERMINOLOGY, continued

145. primary
146. pronation
147. prone position
148. proximal
149. range of motion (ROM)
150. rectum
151. recumbent
152. regeneration
153. rehabilitation
154. rotation
155. rubber/foam rings
156. rubber/plastic sheet
157. safety razor
158. sand bags
159. screen
160. sebaceous
161. sebum
162. semi-Fowler's position
163. shampoo board/trough
164. sheepskins
165. siderail pads
166. siderails
167. Sims' position
168. sitz bath

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

- 169. skin integrity
- 170. sordes
- 171. sphincter
- 172. splints
- 173. squamous
- 174. staphylococcus
- 175. strain
- 176. stretcher/gurney
- 177. subcutaneous
- 178. sudoriferous
- 179. superior
- 180. supination
- 181. supine position
- 182. sweat glands
- 183. tactile
- 184. tepid
- 185. toepleats
- 186. tongue blades
- 187. transfer
- 188. trauma
- 189. Trendelenburg's position
- 190. trochanter roll
- 191. turgor
- 192. umbilicus

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

TERMINOLOGY, continued

193. unoccupied bed

194. urinal

195. ventilation

196. water mattress

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Show the filmstrip/tape from Trainex, "Occupied Bedmaking."
Review: Demonstrates the complete procedures, from planning a linen check to the final check on the patient's comfort and safety before leaving the unit.
2. Give the students a pretest and post-test to determine knowledge and reinforcement as required.
3. Provide a handout on unoccupied beds, open beds, and special types of beds.
4. Prepare a client unit with hazardous conditions, such as gatch handles out, bed unlocked, water on floor, call bell out of reach, siderails down, dentures on an overbed table, electric cord in traffic area, bed left in high position with client in it, door to bedside stand open, linen on floor or razor on bedside stand. Ask students to identify the unsafe conditions and make the necessary corrections.
5. Provide the students with a handout on body mechanics, including the ten commandments of body mechanics, and demonstrate proper body mechanics, using a performance checklist. Students should attain a passing grade on a redemonstration of the use of correct body mechanics, using a performance checklist.
6. Reinforce medical asepsis within the steps of each skill procedure.
7. Have the students state the purpose and use of open and closed unoccupied beds. Further test their knowledge by asking related vocabulary questions, using the list provided as a reference.
8. Have the students demonstrate making open and closed unoccupied beds, using the performance checklist.
9. Show the filmstrip/tape from Trainex, "Making an Unoccupied Bed."
10. Provide students with a handout on making an occupied bed.
11. Reinforce proper body mechanics, safety factors and medical asepsis using handouts, vocabulary lists and performance checklists.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

12. Have the students state the purpose and use of an occupied bed. Further test their knowledge by asking related vocabulary questions, using the list provided as a reference.
13. Have the students demonstrate making an occupied bed, using the performance checklist.
14. Provide a handout on making a postoperative bed, and demonstrate the postoperative bedmaking procedure.
15. Have the students state the special equipment required, and the purpose and use of postoperative surgical beds. Further test their knowledge by asking related vocabulary questions, using the list provided as a reference.
16. Have the students demonstrate making a postoperative surgical bed, using the performance checklist.
17. Show the filmstrip/tape from Trainex, "Oral Hygiene."

Review: Outlines basic principles of mouth care and the techniques used to promote and maintain a clean, healthy mouth. Included are sections on general mouth care and care of clients with dentures. Also presented are nursing observations and actions appropriate for clients with special oral hygiene needs.
18. Use a pretest and post-test on client cleanliness to indicate mastery. Provide students with a handout on how to assist with mouth care.
19. Using questioning techniques, determine the students' knowledge of related vocabulary. Have the students state the special equipment required, purpose, guidelines and methods of oral care. Further test their knowledge by asking related vocabulary questions, using the list provided as a reference.
20. Have the students demonstrate the methods of oral hygiene, using the performance checklist.

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

21. Show the filmstrip/tape from Trainex, "Bed Bath" (#008).
Review: Guides the learner through each step in giving a bedridden patient a bed bath. Other topics include mouth care, shaving and backrub. (#122) "Showers and Tub Bath" demonstrates procedures.
22. Provide the students with a handout on complete baths, partial baths, tub baths, showers and back rubs.
23. Have the students demonstrate complete and partial bed baths, tub bath and showers, perineal care, back rubs and nail care, using performance checklist.
24. Provide simulated clinical settings and necessary supplies for students to practice reporting and recording observations.
25. Have the students demonstrate proper bathing techniques and back massage. Using laboratory anatomical models, demonstrate perineal care using correct technique. Make charts showing direction of back massage. Discuss related equipment and use a treasure hunt game for students to locate such equipment.
26. During the demonstration of bathing/perineal care procedures, have the students explain the possible emotional discomforts associated with the procedures and discuss ways to avoid such discomforts.
27. Provide the students with a handout on combing and shampooing hair and shaving.
28. Have the students demonstrate shampooing hair, dressing/undressing, shaving and caring for eye glasses, contacts and artificial eyes, using the four performance checklists.
29. Invite a guest speaker from a hearing aid company to discuss the care of hearing aids.
30. Visit a cosmetology class for demonstration of hair care.
31. Have the students report on the special needs of either the blind or hearing impaired.
32. Have the students practice dressing and undressing with gowns and street clothes, using the performance checklist.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

33. Show the filmstrip/tape from Trainex, "Range of Motion Exercises to Prevent Contractures" (#399).
Review: Defines terms and demonstrates types of techniques such as active, passive and self-passive.
34. Provide the students with handouts and diagrams on range of motion.
35. Have the students demonstrate active/passive range of motion, using the performance checklist.
36. While students are demonstrating range of motion exercises, ask questions to determine their knowledge of procedures, and have them differentiate between active and passive range of motion.
37. Visit a rehabilitation center or physical therapy department to observe the types of exercise and activity techniques.
38. Draw diagrams of crutch-walking gaits.
39. Show the filmstrip/tape from Trainex, "Positioning to Prevent Complications" (E104).
Review: Explains the effect of immobility on various systems of the body. Demonstrates methods of positioning and supporting patients.
40. Provide the students with handouts on body mechanics and clients positioning, with illustrations of the techniques.
41. Have the students demonstrate proper positioning on each other. Have students work in pairs alternating simulation of various physical disabilities.
42. Have the students demonstrate positioning the client, using the performance checklist.
43. Show the filmstrip/tape from Trainex, "Use of Crutches" (#651).
Review: Demonstrates measurement, crutch gait patterns and basic maneuvers.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

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SUGGESTED INSTRUCTIONAL STRATEGIES, continued

44. Use the filmstrip/tape from Trainex, "Use of Canes and Walkers" (#652).

Review: Demonstrates gait patterns, maneuvers and safety precautions.
45. Show the filmstrip/tape from Trainex, "Transfer Activities and Ambulation."

Review: In the hospital setting, shows step-by-step procedures for assisting the patient to regain strength. Particular attention is given to the special needs of the partially paralyzed or disabled patient. Procedures demonstrated in this program include assuming the sitting position, transfers between the bed and wheelchair, transfers between the wheelchair and the toilet and bathtub and ambulation with assistance of specially designed canes.
46. Give the students a handout on assisting a client to walk.
47. Have the students demonstrate the use of crutches, walkers and canes, using the performance checklist.
48. Have the students circle those terms on the vocabulary list that describe various in-bed positions and explain the indication for each.
49. Show the filmstrip/tape from Trainex, "Lifting and Moving Patients."

Review: Demonstrates lifting techniques in different situations. Emphasizes the importance of correct procedures, and how essential these procedures are in protecting both the patient and health care worker from injury.
50. Have the students demonstrate on each other the proper methods for moving and turning clients in bed.
51. Provide a handout for students on dangling, safety rules for transferring clients, putting clients on a carrier and getting clients into a chair/wheelchair.

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

52. Have the students demonstrate wheelchair transfer, slide transfer, stretcher transfer and assisting clients to sit up in bed, using the performance checklist.
53. Show the filmstrip/tape from Trainex, "Use of Patient Lifters" (#123).

Review: Demonstrates procedures for transfer of patient lifters (e.g., hoyer lift, tub lifts, hydraulic lifts).
54. Show the filmstrip/tape from Trainex, "Skin Care" (#009).

Review: Depicts the nursing action that should be taken to prevent the development of decubitus ulcers. The importance of consistent and frequent attention to skin care is emphasized throughout the program.
55. Give the students a handout on the integumentary system and client hygiene.
56. Use a pretest and post-test on the integumentary system for review.
57. Have the students label diagrams of the skin.
58. Have the students sketch the skin and label parts.
59. Have the students circle appropriate skin lesion terms from the vocabulary list.
60. Discuss with the students how to make pertinent observations and report changes on a day-to-day basis to a charge nurse.
61. Provide handouts of common skin lesions, including precautions to follow and the steps for giving an emollient bath.
62. Have the students complete a worksheet on the integumentary system.
63. Show the filmstrip/tape from Trainex, "Prevention and Treatment of Decubiti" (#185).

Review: Description of basic prevention and treatment of decubiti.
64. Have the students demonstrate caring for decubitus ulcers, using a performance checklist.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PERSONAL CARE

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SUGGESTED INSTRUCTIONAL STRATEGIES, continued

65. Show the filmstrips/tapes from Trainex, "Principles of Prevention" (#1067) and "Cleansing and Debridement" (#1068).

Review: Stresses the extreme importance of preventive measures and discusses common sites, contributory factors, high risk patients and stages of development.
66. Provide a handout showing pressure points and have students identify pressure points on their own body.
67. Have a classroom roundtable discussion on the causes, signs, symptoms and treatment of acne. Include the emotional impact on the individual.
68. Provide pictures of acne conditions.
69. Invite a school nurse or dermatologist to class to discuss acne.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: **HUMAN SEXUALITY**
TOPICS: Reproductive System
Psychosocial Aspects
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to assist the student to examine his/her own attitudes and values toward sexuality, and to identify behaviors which support the client's sexual self-esteem. The Core content specific to structure and function of the reproductive system will be addressed.

Description

This module covers the stages of sexual growth and development, how illness may threaten an individual's sexual self-esteem and describe supportive behaviors of the health care worker. Structure and function of the reproductive system covered in the Core will be explored further, as well as the causes of and the basic nursing care for reproductive diseases/conditions.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the structures and functions of the male and female reproductive systems
2. List the symptoms and basic nursing care of diseases/disorders
3. Describe the phases of the menstrual cycle
4. List sexually transmitted diseases, with related symptoms and basic nursing care
5. Identify psychosocial needs as they relate to sexual development of individuals in each stage of the life cycle
6. Explain how the health care worker's values and beliefs may affect client care
7. Discuss sexual abuse and identify the health care worker's responsibility
8. Discuss ways in which illnesses/conditions interfere with the expression of sexuality
9. List supportive behaviors to maintain a client's sexual self-esteem
10. Define terms related to human sexuality and the reproductive system

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: HUMAN SEXUALITY
TOPIC: Reproductive System

NA/HHA 5/91

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: diagrams of the male and female reproductive systems
Actions: The student will label five structures on each diagram and describe two functions of each system.
Level of Mastery: four out of five; two out of two of each, 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. Name the functions of the male and female reproductive systems
 - c. Label a diagram of the male reproductive system
 - d. Label a diagram of the female reproductive system
 - e. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: none
Action: The student will identify four diseases/disorders of the male reproductive systems, and list symptoms and basic nursing care.
Level of Mastery: three out of four disorders; 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 ways to maintain the integrity of the reproductive system (testicular exam)
 - c. List the common disorders/diseases and identify related symptoms and basic nursing care

3. Special Condition, Materials or Equipment: none
Action: The student will identify four diseases/disorders of the female reproductive systems, and list symptoms and basic nursing care.
Level of Mastery: three out of four disorders; 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 ways to maintain the integrity of the reproductive system (e.g., breast self-exam, pap smear)
 - c. List the common disorders/diseases, and identify related symptoms and basic nursing care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: HUMAN SEXUALITY
TOPIC: Reproductive System

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: none
Action: The student will list ten illnesses/conditions that may affect a client's sexuality.
Level of Mastery: eight out of ten

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

- a. Describe physical, psychological and social impacts of common illnesses and surgery on a client's sexuality (e.g., colostomy, mastectomy, heart attack, spinal cord injury, disorders of the prostate, hysterectomy, arthritis, vasectomy, tubal ligation, reconstructive surgery)
- b. Describe effects of hospitalization which may cause embarrassment or shame (e.g., loss of privacy, loss of control, nakedness, guilt related to previous actions, rectal procedures)
- c. List ways to promote and prevent conception

5. Special Condition, Materials or Equipment: none
Action: The student will identify three sexually transmitted diseases, and list the symptoms of and basic nursing care for each.

Level of Mastery: two out of three diseases; 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 symptoms of and basic nursing care for each sexually transmitted disease
- c. Describe the principles of medical asepsis and infection control to avoid transmission of these diseases

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: HUMAN SEXUALITY
TOPIC: Psychosocial Aspects

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will identify five psychosocial needs as they relate to the development of human sexuality.

Level of Mastery: four out of five

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

- a. Define related terminology
- b. Review the stages of the life cycle and their major characteristics
- c. Discuss "normal" sexual development
- d. Identify psychosocial needs as they relate to the development of human sexuality
 1. infancy: bonding, security, nurturing
 2. childhood: exploration
 3. adolescence: identity, self-esteem
 4. adulthood: satisfaction, self-actualization

2. Special Condition, Materials or Equipment: none
Action: The student will describe how personal values and beliefs related to sexuality might affect client care.

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 alternative forms of sexual expression
- c. Discuss common reactions to alternative forms of sexual expression, breast feeding, perineal care, abortion, STD, et cetera
- d. Discuss the effect these reactions may have on client care
- e. Describe and explain supportive behaviors (e.g., maintaining privacy, adequate draping, explaining treatments, allowing expression of client feelings, allowing client privacy with significant other)
- f. List behaviors which may negatively affect a client's sexual self-esteem

3. Special Condition, Materials or Equipment: none
Action: The student will describe sexual abuse and identify the health care worker's responsibility.

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

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: HUMAN SEXUALITY
TOPIC: Psychosocial Aspects

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

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

- a. Define related terminology
 - b. Discuss types of sexual abuse
 - c. Identify symptoms and behaviors that may be clues to sexual abuse
 - d. Discuss current legislation pertaining to the caregiver's responsibility for reporting abuse
 - e. Explain actions to be taken by the nurse's assistant when sexual abuse is suspected
4. Special Condition, Materials or Equipment: none
Action: The student will list ten illnesses/conditions that may affect a client's sexuality.
Level of Mastery: seven out of ten

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

- a. Describe physical, psychological and social impacts of illnesses and surgery on a client's sexuality (e.g., colostomy, mastectomy, heart attack, spinal cord injury, prostate disorders, hysterectomy, arthritis, vasectomy, tubal ligation, reconstructive surgery, incontinence)
- b. Describe effects of hospitalization which may cause embarrassment or shame (e.g., loss of privacy, loss of control, nakedness, guilt related to previous actions, invasive procedures)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: HUMAN SEXUALITY
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random selection of twenty terms from the attached list
Action: The student will define twenty terms
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: HUMAN SEXUALITY

NA/HHA 5/91

TERMINOLOGY

1. AIDS
2. amenorrhea
3. bisexual
4. breast cancer
5. celibacy
6. cervicitis
7. condom
8. contraception
9. dysmenorrhea
10. endometriosis
11. epididymitis
12. heterosexual
13. homosexual
14. hydrocele
15. hysterectomy
16. impotent
17. mammogram
18. mastitis
19. masturbation
20. metrorrhagia
21. oophoritis
22. orchitis
23. Papanicolaou smear (pap smear)
24. pelvic inflammatory disease (PID)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: HUMAN SEXUALITY

NA/HHA 5/91

TERMINOLOGY, continued

25. phimosis
26. prolapsed uterus
27. prostatitis
28. rape
29. rhythm
30. salpingitis
31. sexual molestation
32. sodomy
33. sterilization
34. testicular carcinoma
35. transvestite
36. tubal ligation
37. undescended testes
38. vaginal foam
39. vaginal suppository
40. vaginitis
41. varicocele
42. vasectomy
43. voyeurism
44. withdrawal

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Review the Core modules Life Cycle (Topic: Developmental Process/Human Needs) and Infection Control.
2. Have the students develop a chart of ten stages of the life cycle: neonate, infant, toddler, pre-school, school-age, preadolescent, adolescent, adulthood, middle-age, later maturity, old-age. Describe the major characteristics of each including physical, emotional, social and intellectual characteristics.
3. Show the filmstrip/tape from Trainex, "Human Sexuality and Aging" (#458).

Review: Explains the biophysical changes that occur in the reproductive system during the aging process and identifies the psychological and social factors that influence sexuality in the aging individual.
4. Show the filmstrip/tape from AHLA, "They Need You" (#18).

Review: Aging is a normal evolutionary process. Discusses the common problems of aging and the causes, how to make life in a long-term care facility more comfortable for elderly residents and why residents who do not appear to be seriously sick still need help and special attention.
5. From the list of terms provided, have the students identify and list at least four terms related to "normal" and "abnormal" sexual development and define each.
6. From the list of terms provided, have the students define at least thirty terms.
7. Provide a handout for students depicting types of birth control. From the list of terms provided, have the students identify five methods of birth control, including advantages, disadvantages and effectiveness of each.
8. Have the students identify sexually transmitted diseases as identified by the instructor and/or a guest lecturer.
9. Provide the students with a matching handout of alternative forms of sexual expression.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: HUMAN SEXUALITY

NA/HHA 5/91

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

10. Provide a matching handout. Have each student choose one term and prepare for a class discussion. Include the common reactions to alternative forms of sexual expression, and effects these common reactions may have on client care and caregiver's behaviors, both supportive and destructive of clients' sexual self-esteem.
11. Review the current Bill of Rights and Abuse Reporting Law for hospitals and nursing homes as discussed in the module, Introduction to Being a Nurse's Assistant. Explain the actions to be taken by the nurse's assistant when sexual abuse is suspected.
12. Have the students role play situations emphasizing the physical, psychological and social impacts of common illness and surgery on the clients sexuality (e.g., colostomy, mastectomy, heart attack).
13. Have the students complete handouts and worksheets about the male and female reproductive systems.
14. Invite a gynecologist, Registered Nurse and/or representative of the American Cancer Society or the Public Health Department to speak about disorders of the reproductive systems and how to maintain a healthy reproductive system, including self breast exam, pap smear and testicular exams.
15. Provide the students with a list of terms. Have them circle those terms associated with disorders of the reproductive system, and list treatments that may be performed by the nursing staff. Have the students circle those terms related to the menstrual cycle and define or describe each.
16. Provide the students with a handout about the phases of a twenty-eight day menstrual cycle.
17. Provide the students with a handout to match diseases with their description.
18. Have the students list those terms related to sexually transmitted diseases from the list of terms provided and define each, including etiology, signs and symptoms.
19. Show the videotape from Walt Disney Films, "Baby Bound."
20. Show the videotape from Walt Disney Films, "AIDS ALERT."
21. Invite a teenage mother to speak to the class.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

OVERVIEW OF MODULE

Goal

The purpose of this module is to develop the student's skills in preparing clients for admission, transfer, discharge and physical exams. Core content specific to communication skills will be addressed.

Description

This module will enable the student to help the client cope with the events of admission, transfer and discharge. The student will learn to handle the client's possessions and valuables carefully and with respect. Related procedures and recording techniques will be covered.

Skills, Knowledge and Behaviors to be Developed

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

1. Assist with admitting and discharging a client in a health care facility
2. Measure and record height and weight
3. List responsibilities required when moving a client
4. Identify the equipment and supplies used during the physical exam
5. Demonstrate positions and how the client should be draped for each position
6. Demonstrate methods of cleaning and disposing of equipment, supplies and specimens after a physical exam
7. Define terminology related to admissions, transfers, discharges and physical exams

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a client, report/record sheet, linen, scale, thermometer, stethoscope, sphygmomanometer
Action: The student will assist with an admission and report/record 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 the steps taken to admit a client
 - c. Demonstrate how to prepare a room for the client for admission
 - d. Demonstrate caring for a client's valuables and clothing
 - e. Identify the observations that should be made of the client on admission
 - f. Review the procedures for taking vital signs
 - g. Demonstrate how to measure and record the height and weight of a client

2. Special Condition, Materials or Equipment: a scale, measuring test
Action: The student will measure and record the height and weight of a client
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor

In order to this, the student must be able to:
 - a. Identify markings on scale and ruler
 - b. Identify apothecary metric systems
 - c. Explain how to convert from one system to another
 - d. List guidelines for weighing and measuring a client (e.g., without shoes)

3. Special Condition, Materials or Equipment: none
Action: The student will list ten responsibilities required to move a client to another room, floor, or facility
Level of Mastery: seven out of ten

In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Identify reasons why clients are transferred
 - c. Describe the procedure for client transfer to another room, floor and facility

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- d. Identify ways to maintain medical asepsis during transfer
 - e. Identify safety precautions for safe transfers
 - f. Identify equipment needed for moving the client
4. Special Condition, Materials or Equipment: a wheelchair, report/record sheet
Action: The student will assist with a discharge and report/record 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. Explain the procedure necessary to discharge a client
 - c. Identify appropriate forms
 - d. Describe legalities involved in discharging clients
 - e. Demonstrate safety precautions relevant to discharge
 - f. Describe what to do if a client wants to leave without an order
 - g. Differentiate between hospital and client property
5. Special Condition, Materials or Equipment: none
Action: The student will identify five pieces of equipment and two supplies used during a physical exam.
Level of Mastery: five out of five; two out of two

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

- a. Define related terminology
 - b. List equipment and supplies used during a physical exam: stethoscope, sphygmomanometer, otoscope, ophthalmoscope, reflex hammer, gloves, tongue depressor
6. Special Condition, Materials or Equipment: a bed, manikin or student, drapes
Action: The student will position and drape for four examinations.
Level of Mastery: three out of four positions; three out of four drapes; a degree of accuracy and completeness acceptable to the instructor

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

- a. Define related vocabulary

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- b. Demonstrate various positions used during a physical exam
 - c. Demonstrate methods of draping a client during the physical exam
7. Special Condition, Materials or Equipment: a simulated situation
- Action: The student will demonstrate methods of cleaning, disposing of and handling equipment, supplies and specimens after a physical exam.
- 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. Demonstrate how to care for equipment and supplies
 - c. Identify types of specimens that can be collected during an exam
 - d. Demonstrate how to handle and care for each specimen after a physical exam
 - e. Identify what tasks should be done in the examining room after the physical exam
 - f. Differentiate between reusable and disposable equipment and supplies
 - g. Use proper aseptic technique
 - h. Demonstrate safety precautions
8. Special Condition, Materials or Equipment: a random list of twenty terms
- Action: The student will define twenty terms.
- Level of Mastery: seven out of ten

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

TERMINOLOGY

1. admission assessment
2. allergies
3. AMA-discharge (Against Medical Advice)
4. applicator
5. cervical specimen
6. culture and sensitivity
7. diagnosis
8. discharge
9. draping
10. Fowler's
11. horizontal recumbent
12. inspection
13. interview
14. jackknife position
15. kilogram
16. knee-chest position
17. lithotomy position
18. lubricant
19. Maslow's basic needs
20. metric
21. nasal speculum
22. nursing care plan
23. objective
24. observation

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

TERMINOLOGY, continued

25. ophthalmoscope
26. otoscope
27. Papanicolaou Smear (pap smear)
28. pelvic exam
29. percussion hammer
30. physical exam
31. pound
32. rectal exam
33. reverse Trendelenburg
34. scale
35. Sim's position
36. skin assessment
37. Snellen chart
38. specimens
39. sphygmomanometer
40. stool specimen
41. subjective
42. tape measure
43. tongue depressor
44. transfer
45. Trendelenburg
46. vaginal speculum
47. weight

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students demonstrate admitting the client and measuring the client's height and weight, using performance checklists.
2. Have the students demonstrate the measurement of temperature, pulse, respiration and blood pressure, using performance checklists.
3. Have the students practice measuring height and weight by measuring each other.
4. Review the procedure for measuring vital signs by having the students practice on each other.
5. Have the students role play greeting and admitting clients in various ways.
6. Have the students role play reporting pertinent observations about a client to a head nurse.
7. Provide a handout on transfer of a client.
8. Have the students demonstrate the discharge/transfer procedure, using performance checklists.
9. Using the list of terms provided, have the students identify five terms related to discharging the client and explain each.
10. Show the filmstrip/tape from Trainex, "Assisting with Physical Examination" (#124).

Review: Shows how to prepare, position and drape the client for a general examination and for pelvic and rectal examinations.
11. Provide the students with a handout on client assessment and documentation, positioning and draping and preparing ophthalmoscopes and otoscopes for use.
12. Give a pre-test and post-test on initial client assessment and documentation to determine a student's mastery.
13. Display and discuss the equipment and supplies used during a physical exam.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE NA/HHA 5/91
MODULE: ASSISTING WITH ADMISSIONS, TRANSFERS, DISCHARGES AND
PHYSICAL EXAMS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

14. Show the filmstrip/tape from Trainex, "Sterile Technique and Dressing Change" (#440).

Review: Covers surgical asepsis, sterile technique, preparation and maintenance of sterile fields.
15. Have the students refer to the information sheet regarding body positions used in various medical procedures, and positioning and draping a client for common medical/diagnostic procedures.
16. Prepare handouts of various positions and methods of draping. Have the students practice positioning and draping using the buddy system.
17. From the list of terms, have the student select three positions commonly used for client examination and explain the actual position and reasons for use.
18. Review collection of specimens and proper handling and labeling.
19. Demonstrate how an examination room should be cleaned after a procedure.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **NUTRITION AND DIET THERAPY**
TOPICS: Maintaining Client Nutrition
Digestive System
Endocrine System
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is for students to learn about basic nutrition and the various types of diets used in treating illnesses and conditions. Meal planning and food preparation will be included. The Core content specific to nutrition, structure and function of the digestive system and endocrine system will be addressed, as will basic nursing care for diseases/disorders.

Description

This module covers the basic four food groups, proper nutrition for all age groups, and various therapeutic diets. Emphasis will be placed on planning, preparing, storing and serving a meal. Preparing clients to eat or be fed, feeding techniques and providing between meal nourishments and drinking water will be included. The structure and function of the digestive system and endocrine system will be discussed.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify four basic food groups and the essential nutrients
2. Describe the purpose of various types of therapeutic diets and food modifications
3. Demonstrate planning, preparing and serving a meal.
4. Demonstrate proper storage of foods
5. Demonstrate providing fresh drinking water and between meal nourishments.
6. Demonstrate feeding a client
7. Record intake
8. Identify the structures and functions of the digestive system
9. List the symptoms of and basic nursing care for diseases/disorders of the digestive system
10. Describe diabetes mellitus and related nursing care
11. Identify the structures and functions of the endocrine system

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **NUTRITION AND DIET THERAPY**

OVERVIEW OF MODULE, continued

12. List the symptoms of and basic nursing care for diseases/
disorders of the endocrine system
13. Define terms related to nutrition and diet therapy

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: NUTRITION AND DIET THERAPY
 TOPIC: Maintaining Client Nutrition

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
 Action: The student will identify the basic four food groups and the essential nutrients required for all age groups.
 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. Review the relationship between nutrition and optimal health
 - b. Define and discuss dietary modifications
2. Special Condition, Materials or Equipment: none
 Action: The student will describe six therapeutic/controlled diets and list two food modifications for each.
 Level of Mastery: four out of six descriptions; one out of two modifications for each diet; 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 relationship between nutrition and optimal health
 - c. Define and discuss dietary modifications
 - d. Explain the purpose of each type of therapeutic diet
 - e. Discuss how therapeutic/controlled diets are used for clients with handicapping conditions/disease conditions (e.g., sugar free for hyperactivity)
3. Special Condition, Materials or Equipment: a simulated situation
 Action: The student will plan and shop for a meal.
 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 guidelines for planning and shopping for a meal
- c. Identify the factors to be considered when purchasing food, e.g., budget, dietary preferences/requirements
- d. Practice procedure, using a performance checklist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: NUTRITION AND DIET THERAPY
 TOPIC: Maintaining Client Nutrition

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: a simulated situation
 Action: The student will prepare and serve a meal.
 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 guidelines for preparing a meal and serving and removing trays
 - c. Describe the purpose of between-meal nourishment, including examples of food items usually offered
 - d. Explain the procedures for serving nourishments/fluids
 - e. Demonstrate safety precautions
5. Special Condition, Materials or Equipment: none
 Action: The student will store the food properly and clean the environment
 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 guidelines for storing food properly
 - c. Identify factors required to maintain a clean environment
 - d. Practice procedures, using a performance checklist
6. Special Condition, Materials or Equipment: a simulated or clinical situation
 Action: The student will serve water and between meal nourishments
 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. Describe the purpose of between meal nourishment and list five examples of food items usually offered
 - c. Explain the procedures for serving nourishments and passing water
 - d. Demonstrate safety precautions
 - e. Practice the tasks
 - f. Report appropriate observations

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY
TOPIC: Maintaining Client Nutrition

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials or Equipment: a simulated or clinical situation
Action: The student will feed a client.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Describe factors that encourage the client to eat or drink
- c. Describe factors that decrease the client's appetite
- d. List reasons why a client may need to be fed
- e. Demonstrate safety precautions
- f. Explain the procedures for feeding clients with handicapping conditions
- g. Practice the task
- h. Identify appropriate observations for reporting

8. Special Condition, Materials or Equipment: an intake and output sheet and a list of ten liquids of varying amounts
Action: The student will record the liquid intake of a client.

Level of Mastery: eight out of ten

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

- a. List and compare metric measurements to household measurements
- b. Identify the various forms of intake that must be recorded on an intake and output sheet
- c. Identify normal fluid intake for a twenty-four hour period
- d. Practice measuring and recording intake on a variety of intake and output sheets

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY
TOPIC: Digestive System

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a diagram of the digestive system
Action: The student will label five structures on the diagram and describe two functions of the digestive system.
Level of Mastery: four out of five; two out of two; 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 functions of teeth and salivary glands
 - c. Identify the liver, pancreas and adjacent structures on a diagram or model
 - d. List functions of the liver, gallbladder and pancreas
 - e. Describe the stages of digestion
 - f. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: none
Action: The student will identify five diseases/disorders of the digestive system, and list the symptoms of and basic nursing care for each.
Level of Mastery: four out of five diseases; 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 factors necessary to maintain the integrity of the digestive system
 - c. List the diseases/disorders, and identify related symptoms and basic nursing care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY
TOPIC: Digestive System

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: none
Action: The student will describe diabetes mellitus and related nursing care.
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 the function of the pancreas
- c. Identify the functions and importance of insulin
- d. List the dietary restrictions for a diabetic
- e. List the special nursing considerations when caring for a diabetic
- f. Explain the etiology, signs and symptoms of diabetes mellitus
- g. Identify appropriate observations for reporting and recording

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY
TOPIC: Endocrine System

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a diagram of the endocrine system
Action: The student will label five structures on the diagram and describe one function of the endocrine system.
Level of Mastery: four out of five; one out of one; 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 endocrine glands on a diagram
 - c. Review the main function of the endocrine system
 - d. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: none
Action: The student will list five diseases/disorders of the endocrine system and the symptoms and basic nursing care for each.
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 factors necessary to maintain the integrity of the endocrine system
 - c. Identify related symptoms and basic nursing care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random selection of twenty terms from the attached list
Action: The student will define twenty terms.
Level of Mastery: seventeen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

TERMINOLOGY

1. absorption
2. additive
3. advertisement
4. alimentary canal
5. allergies
6. amino acids
7. anus
8. appendix
9. appetite
10. ascending colon
11. atherosclerosis
12. avitaminosis
13. bargain
14. brand name
15. calorie
16. carbohydrate
17. chemical
18. cholecystitis
19. cholelithiasis
20. cholesterol
21. colitis
22. colon
23. colostomy
24. commode
25. condiment

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

TERMINOLOGY, continued

26. constipation
27. convenience
28. Crohn's disease
29. cubic centimeter(cc)
30. deficient
31. descending colon
32. diabetes mellitus
33. diabetic coma
34. diarrhea
35. dietitian
36. diet therapy
37. digestion
38. diverticulitis
39. drop (gtt.)
40. duodenum
41. dysphagia
42. edema
43. enzymes
44. Escherichia coli (E.coli)
45. esophagus
46. fasting blood sugar (FBS)
47. fat
48. fatty acid
49. food poisoning
50. food stamps

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

TERMINOLOGY, continued

51. force fluids
52. fortified
53. fractional
54. gallbladder
55. gallon
56. gastric juices
57. gastritis
58. gastroenteritis
59. gastrointestinal
60. gastrostomy
61. gavage
62. generic
63. glucose
64. glycosuria
65. graduate
66. hemorrhoids
67. hepatitis
68. hernia
69. hormone
70. hydrochloric acid
71. hyperglycemia
72. hyperinsulism
73. hypertension
74. hyperthyroidism
75. hypervitaminosis

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

TERMINOLOGY, continued

76. ileostomy
77. ileum
78. incontinence
79. insulin shock
80. intake and output (I & O)
81. intestines
82. jaundice
83. jejunum
84. ketones
85. legumes
86. lipid
87. liquid diet
88. liter
89. liver
90. low-fat diet
91. malignancy
92. malnutrition
93. meals on wheels
94. mechanical digestion
95. menu
96. metabolic
97. metric
98. milliliter (ml)
99. minerals
100. mucous membrane

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

TERMINOLOGY, continued

101. nasogastric tube
102. nutrient
103. nutrition
104. nutritive value
105. obesity
106. osteoporosis
107. ounce (oz)
108. pancreas
109. pancreatitis
110. peristalsis
111. peritoneum
112. peritonitis
113. pharynx
114. pint (pt.)
115. polyps
116. proctoscopy
117. protein
118. pureed
119. pylorus
120. quality
121. quantity
122. quart (qt.)
123. ready mix products
124. recommended daily allowance (RDA)
125. rectum

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

TERMINOLOGY, continued

126. regular diet
127. regulate
128. restrict fluids
129. rugae
130. salivary glands
131. Salmonella
132. saturated fats
133. sigmoid
134. soluble
135. sphincter
136. staple foods
137. stomach
138. sugar and acetone (S & A)
139. surplus foods
140. taste buds
141. therapeutic diet
142. transverse colon
143. ulcer
144. ulcerative colitis
145. unit price
146. unsaturated fats
147. uvula
148. villi
149. vitamins
150. women, infants and children (WIC)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: NUTRITION AND DIET THERAPY

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Review the Core module, Personal Health and Wellness.
2. Have the students review the filmstrip/tape from Trainex, (#645) "Concepts in Nutrition: Diet & Health."

Review: Introduces the subject of nutrition and health as it relates to the quality of nursing care. Begins with a discussion of the functions of food. Familiar sources are presented for each of the essential nutrients: carbohydrates, liquids, proteins, vitamins, minerals and water. Factors which influence diets, including the perception of nutritional needs, information about food, criteria in food selection and eating patterns also are discussed.

3. Have the students complete terminology worksheets.
4. Prepare a list of the six nutrients and have students complete a chart with the source and major function of each.
5. Have the students complete a worksheet on eating a balanced diet.
6. Practice meal planning using the four basic food groups.
7. Have the students review the filmstrip/tape from Trainex, "Concepts in Nutrition: Guidelines in Diet Selection" (#649).

Review: Focuses on the problems with food selection and offers practical recommendations in three important areas. Part one in this program considers RDA and the four food groups as guidelines for obtaining a balanced diet. Part two considers dietary precautions drawn from current research on potential diet-related health risks. Part three considers the expanded food supply and methods for selecting nutritious foods.

8. Have the students create posters or a bulletin board showing the four basic food groups, including examples of each.
9. Have the students complete a worksheet on their daily activities.
10. Provide posters and charts of the various therapeutic diets and the necessity of each.
11. Have the students prepare a poster showing examples of the foods allowed and prohibited on the various therapeutic diets.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

12. Have the students write descriptions of the various therapeutic diets. Collect their descriptions to review in class.
13. Have the students circle each type of therapeutic diet on the terminology sheet and state the purpose of each.
14. Have the students demonstrate feeding the client, using the performance checklist.
15. Review the film from AHCA, "More than Nutrition" (#20).

Review: Long-term care patients need more than nutrition for their meals. Demonstrates how to maintain a friendly, social atmosphere at mealtime and provide for food preferences and special diets. Use of special utensils and dishes to help in self-feeding, teaching a blind patient to feed himself and feeding a patient are included.
16. Have the students observe and report on the precautions necessary to prevent aspiration while feeding/tube feeding.
17. Review the filmstrip/tape from Trainex, "Feeding the Patient" (#010).

Review: Introduces the essentials of feeding a patient. Different types of diets are illustrated and explained. Serving the food and feeding helpless patients are shown. Special needs, including needs of the temporarily or permanently blind patient, needs of the patient with loose fitting dentures and care of the patient before mealtime, are explained in detail.
18. In a simulated situation, have the students pass nourishments and water.
19. In a simulated situation, have the students practice preparing and feeding clients, including those with handicapping conditions, and returning the trays to the assigned location.
20. Develop handouts on preparing the client for feeding.
21. Have the students prepare a report about the types of and reasons for tube feeding. Include specific observations and rules to follow when caring for a client requiring a tube feeding.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

22. Provide the students with lists of standard measurements from local institutions and a handout of metric conversions.
23. Practice recording intake and output on I & O sheets.
24. Provide containers containing various levels of fluid for students to calculate intake.
25. Have the students demonstrate measuring and recording intake and output, using the performance checklists.
26. Provide the students with a worksheet of matching terms.
27. Provide handouts about teeth.
28. Invite a dental hygienist to class to speak about the care of teeth.
29. Provide the students with a handout on salivary glands.
30. Give the students a handout of the digestive system and instruct them to label the organs and the accessory organs.
31. Using a model or chart, have the students trace a morsel of food from entry into the alimentary canal to its expulsion from the anus. Explain the action of enzymes and digestive juices.
32. Have the students sketch and name all parts of the alimentary canal, including the accessory organs.
33. From the list of terms provided, have students select at least ten terms associated with disorders of the digestive system, and complete a chart identifying definitions, signs, symptoms and treatment for each disorder.
34. Have each student prepare and present an oral report about diabetes mellitus. Include the importance and function of insulin, and the etiology, signs and symptoms of diabetes mellitus, insulin shock and diabetic coma. Discuss possible handicapping conditions that may result from diabetes, such as blindness.
35. Show the filmstrip/tape from Trainex, "This is Diabetes."

Review: Presents facts related to having diabetes. Helps students understand the development of diabetes and identifies situations that can make it better or worse. Defines and illustrates some common factors in the development of diabetes, and also describes the four phases or classifications of diabetes.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: NUTRITION AND DIET THERAPY

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

36. Review the therapeutic diets specifically as they relate to the diabetic client.
37. Have the students prepare a two-day diabetic meal plan.
38. Have a guest lecturer visit (dietician and/or diabetic individual) to discuss dietary restrictions and special nursing considerations when caring for the diabetic client.
39. Have each student demonstrate the use of the ketodiastix, according to the directions on the bottle.
40. Have the students plan a diet for each of the following: a pregnant woman, a toddler, a teenager and an obese person.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **ELIMINATION PROCEDURES**

OVERVIEW OF MODULE

Goal

In this module, the student will learn a variety of procedures related to bowel and bladder functioning and assisting the client with elimination. The Core content specific to structure and function also will be addressed, as well as basic nursing care for common urinary diseases/disorders.

Description

In this module, the student will perform a variety of procedures relating to elimination. The student also will make related observations regarding the normal characteristics of both stool and urine. Specimen collection will be discussed. Further understanding of the structure and function of the urinary system will be emphasized.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the principles involved in using the bedpan, urinal and bedside commode
2. Record intake and output
3. Identify the procedure for obtaining stool specimens
4. Describe three types of enemas and the health care worker's responsibilities for administering them
5. Demonstrate various ostomy care techniques
6. Explain the differences between colostomy and ileostomy
7. Demonstrate various ostomy care techniques
8. Explain the purpose of performing an irrigation on a permanent colostomy
9. Identify structures and functions of the urinary system
10. List the symptoms of and basic nursing care for common diseases/disorders of the urinary system
11. Identify types of urine specimens that can be collected
12. Demonstrate the methods of collecting urine specimens
13. Demonstrate the procedure for testing urine for sugar and acetone
14. Identify the principles of caring for a client with an indwelling catheter
15. Make and report related observations
16. Define terms related to elimination

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: bedpan, urinal, commode, toilet paper, manikin, bed, intake and output sheet
 Action: The student will assist with the use of a bedpan, urinal and bedside commode, including observation and reporting of output.

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. Describe principles of medical asepsis as related to elimination
 - d. Identify characteristics of normal urine and stool
 - e. Identify principles involved in the use of bedpan, urinal and bedside commode
 - f. Identify factors that modify the task, i.e., fracture pan, indwelling catheter, dependent client
 - g. Demonstrate safety precautions
 - h. Practice each task using a performance checklist
 - i. Describe related reporting/recording on intake and output sheets
 - j. Practice measuring fluid and recording on intake and output sheets, using a performance checklist
2. Special Condition, Materials or Equipment: a simulated situation using stool specimen container, tongue blade, bedpan
 Action: The student will collect a stool 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 equipment
- c. List the rules for collecting stool specimens
- d. Explain how stool specimens are collected
- e. Identify the appropriate observations for reporting/recording
- f. List the various tests that require stool specimens

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: none
Action: The student will describe three types of enemas and responsibilities when administering.
Level of Mastery: two out of three; a degree of accuracy and completeness acceptable to the instructor
- In order to do this, the student must be able to:
- Define related terminology
 - Identify types of enemas and their purposes
 - List safety factors
 - Identify related equipment
4. Special Condition, Materials or Equipment: bedpan, disposable enema kit, pre-mixed enema, disposable padding, lubricant, water, toilet tissue
Action: The student will administer an enema and report/record the results.
Level of Mastery: a degree of accuracy and completeness acceptable to the instructor
- In order to do this, the student must be able to:
- Define related terminology
 - Identify related equipment/supplies
 - Practice administering retention, soap suds and pre-mixed enemas, using a performance checklist
 - Identify the appropriate observations for reporting/recording
 - Demonstrate safety precautions
 - Explain the emotional discomforts associated with enemas
5. Special Condition, Materials or Equipment: none
Action: The student will describe two reasons for using a suppository and two reasons for using a rectal tube.
Level of Mastery: two out of two for each
- In order to do this, the student must be able to:
- Define related terminology
 - Describe reasons for the use of a rectal tube and suppository

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

6. Special Condition, Materials or Equipment: rectal tube, suppository, tissues, disposable bed padding, lubricant, disposable gloves
Action: The student will insert a rectal tube or suppository and report/record the results.
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 necessary equipment
 - b. Practice insertion of both rectal tubes and suppositories using performance checklists
 - c. Demonstrate safety precautions
 - d. Identify the appropriate observations for reporting/recording
7. Special Condition, Materials or Equipment: none
Action: The student will describe a colostomy and an ileostomy.
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. State the purpose of a colostomy and explain the reasons for having one
- c. State the purpose of an ileostomy and explain the reasons for having one
- d. Identify various stoma sites

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

8. Special Condition, Materials or Equipment: ostomy kit, towel, washcloth, soap, water, adhesive, toilet tissue, gloves, disposable bag
Action: The student will change a colostomy or ileostomy bag and report/record the results.
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 related equipment
 - b. Demonstrate skin and stoma care
 - c. Practice colostomy and ileostomy care, using performance checklists
 - d. Demonstrate safety precautions
 - e. Identify the appropriate observations for reporting/recording
 - f. Explain the emotional discomforts associated with the procedure
9. Special Condition, Materials or Equipment: none
Action: The student will identify the purpose of performing an irrigation on a permanent colostomy.
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 the purpose of colostomy irrigations for elimination

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

10. Special Condition, Materials or Equipment: a diagram of the male and female urinary systems
Action: The student will label five structures on each diagram and describe two functions of the urinary system.
Level of Mastery: four out of five for each; two out of two
In order to do this, the student must be able to:
- a. Define related terminology
 - b. Identify major structures of the urinary system on a diagram
 - c. Review the main functions of the urinary system
 - d. Describe the biological changes due to aging
11. Special Condition, Materials or Equipment: none
Action: The student will identify five common diseases/disorders of the urinary system and list symptoms of and basic nursing care for each.
Level of Mastery: four out of five diseases/disorders; 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. Describe factors necessary to maintain the integrity of the urinary system
 - d. List the common diseases/disorders, and identify related symptoms and basic nursing care
 - e. Review the procedure for routine perineal care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

12. Special Condition, Materials or Equipment: four simulated situations using sterile specimen containers, urinal, bedpan, strainer, graduate
Action: The student will collect (1) routine, (2) culture and sensitivity, (3) twenty-four hour and (4) fractional urines.

Level of Mastery: four out of four; with 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 procedures
 - c. Identify the appropriate observations for reporting/recording
 - d. Practice obtaining urine specimens, using performance checklists
 - e. Demonstrate safety precautions
13. Special Condition, Materials or Equipment: urine, specimen container, chemical reagents
Action: The student will test urine for sugar and acetone and report/record the results.
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. Explain the various methods for testing urine for sugar and acetone
- c. Practice the task, using a performance checklist
- d. Identify the appropriate observations for reporting/recording
- e. Demonstrate safety precautions

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: ELIMINATION PROCEDURES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

14. Special Condition, Materials or Equipment: urine, container, strainer, graduate
 Action: The student will strain urine and report/record the results.
 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
 - c. Explain the proper procedure for straining urine
 - d. Practice straining urine, using a performance checklist
 - e. Demonstrate safety precautions
 - f. Identify appropriate observations for reporting/recording
15. Special Condition, Materials or Equipment: external and indwelling catheters, collecting bags, graduate, cleansing solution
 Action: The student will care for an external and indwelling catheter.
 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. Explain the reasons for using an indwelling catheter, external catheter and leg bag
 - c. List the guidelines for caring for a client with an indwelling catheter and an external catheter
 - d. Identify principles of emptying urinary drainage bags and leg bags
 - e. Use proper aseptic technique
 - f. Demonstrate safety precautions
 - g. Practice emptying urinary drainage bags and caring for clients with indwelling catheters and external catheters, using performance checklists
 - h. Identify the appropriate observations for reporting/recording
 - i. Explain the emotional discomforts associated with catheters

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

TERMINOLOGY

1. adrenal gland
2. bedpan
3. bladder
4. catheter
5. clean catch
6. colostomy
7. commode
8. constipation
9. culture and sensitivity (C & S)
10. cystitis
11. defecation
12. descending
13. diarrhea
14. dysuria
15. elimination
16. enema
17. evacuation
18. fecal impaction
19. feces
20. flatulence
21. flatus
22. foley catheter
23. fractional urines
24. glycosuria
25. hematuria

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

TERMINOLOGY, continued

26. hemorrhoids
27. ileostomy
28. incontinence
29. indwelling catheter
30. intake
31. kidney
32. midstream urine
33. nephron
34. oil retention enema
35. ostomy
36. output
37. ova and parasites
38. peristalsis
39. proctoscopy
40. prostate
41. rectum
42. renal calculi
43. retention catheter
44. retention enema
45. routine urine
46. sigmoidoscopy
47. Sim's position
48. specimen
49. sphincter

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

TERMINOLOGY, continued

50. stoma
51. stool
52. suppository
53. twenty four hour urine
54. uremia
55. ureters
56. urethra
57. urinal
58. urinary bladder
59. urinary drainage bag
60. urinary meatus
61. urinary retention
62. urinary tract infection (UTI)
63. urologist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students demonstrate colostomy care and enemas, using performance checklists.
2. Provide handouts on types of enemas and suppositories.
3. Have the students practice collecting and setting up the equipment for enema administration and fecal disimpaction.
4. Have the students demonstrate collection of stool specimens, using a performance checklist.
5. From the list of terms provided have the students select five types of enemas and define the purpose of each.
6. Show the filmstrip/tape, "Cleansing Enema" (Trainex #016).

Review: Describes clinical situations in which a cleansing enema may be ordered and then explains the assembly and preparation of a typical disposable enema administration, and illustrates the positions in which patients may and may not be given enemas. The filmstrip uses realistic, full color photographs to detail each step of the enema administration procedure.

7. Provide the students with handouts on enema equipment and procedures.
8. Have the students demonstrate giving a pre-packaged enema, rectal suppository, cleansing enema, retention enema and Harris Drip (Flush), using the performance checklist.
9. Provide the students with a handout on colostomy and ileostomy care and related equipment.
10. Have the students demonstrate ostomy care, using the performance checklist.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

11. Show the filmstrip/tape, "Colostomy Care" (Trainex #268).
Review: Describes a colostomy, types of colostomies and basic steps of colostomy care, including irrigation procedure, types of stoma covering, skin care, diet and psychological adjustment.
12. Have the students demonstrate rectal tubes and suppositories, using the performance checklist.
13. Provide the students with a handout on insertion of rectal suppositories and rectal tubes.
14. Provide the students with a handout on collection of feces/stool specimens.
15. From the list of terms provided, have the students identify conditions that require collection of a stool specimen.
16. Have the students demonstrate collection of stool specimens, using the performance checklist.
17. Show filmstrip/tape, "Bowel Elimination" (Trainex #341)
Review: Demonstrates emptying bed pan, characteristics of feces, collection of specimens, removal of fecal impaction and insertion of rectal suppositories.
18. Show the filmstrip/tape, "Assisting Your Patient with Urine Elimination" (Trainex #338).
Review: Includes use of bedpan, female and male urinal, fracture pan, assisting patient to bathroom and safety factors.
19. Provide the students with handouts on use of the commode, collecting urine specimens, placing client on bedpan, and terms and characteristics of normal urine.
20. Have the students role play transferring a client to commode.
21. Have the students role play using a bedpan, urinal and commode.
22. Have the students role play emptying bedpan, urinal and commode.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

23. Using various charts for intake and output, demonstrate recording urine output.
24. Have the students demonstrate use of the bedpan, using the performance checklist.
25. Show the filmstrip/tape, "Care of the Patient with a Catheter" (Trainex #015).

Review: Includes anatomy and physiology of urinary system, function of urinary catheters, special care required for patient with retention catheter, avoidance of contamination and proper maintenance of closed urinary drainage system. Also includes peri care, emptying of drainage bag, replacement of drainage bag and ambulating a patient.
26. Have the students demonstrate care of the client with an indwelling catheter, using the performance checklist.
27. Provide the students with a handout on equipment and catheter care.
28. Show filmstrip/tape, "Collecting Urine Specimen" (Trainex #017).

Review: Presents step by step demonstration of techniques for collecting routine, mid-stream and 24-hour urine specimens, including use of required equipment, sending specimens to lab and reporting and recording observations.
29. Provide the students with a handout on mid-stream collection and 24-hour specimen collection.
30. Have the students complete oral or written reports about a condition requiring urinary specimens.
31. Have the students demonstrate urine specimen collection, and intake and output, using the performance checklist.
32. Show the filmstrip/tape, "Testing the Urine for Glucose and Ketones" (Trainex #340).

Review: Demonstrates technique for testing, including ketodiasticks.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ELIMINATION PROCEDURES

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

33. Have the students demonstrate testing the urine for sugar and acetone, using the performance checklist.
34. Have the students demonstrate straining urine, using the performance checklist.
35. Provide the students with a handout on the urinary system and conditions related to the urinary tract.
36. Review urinary system anatomy and physiology.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **LIFTING, MOVING AND TRANSPORTING**
TOPICS: Muscular and Skeletal Systems
Client Movement
Orthopedic Care
Terminology

OVERVIEW OF MODULE

Goal

This module will develop the student's understanding of how to lift, move and transfer clients. Emphasis is on transfer and lifting techniques, and includes care of the orthopedic client. The core specific to the structure and function of the muscular and skeletal systems will be addressed.

Description

This module is designed to teach the student how to lift, move and transfer a client to a wheelchair or stretcher using good body mechanics or a mechanical lift. The nurse's assistant needs to have a basic understanding of safety and the use of protective restraints. The structure and functions of the muscular and skeletal systems will also be addressed

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the structures and functions of the muscular and skeletal systems
2. Demonstrate application of protective restraints
3. List common signs and symptoms of and basic nursing care for common diseases/disorders
4. List the rules to follow when lifting, moving and transferring client, and demonstrate good body mechanics
5. Demonstrate transfer of a client to a wheelchair and stretcher
6. Identify procedures pertaining to the treatment of the orthopedic client
7. Define terms related to the muscular and skeletal systems

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: LIFTING, MOVING AND TRANSPORTING
 TOPIC: Muscular and Skeletal Systems

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: diagrams of the muscular system
 Action: The student will identify five structures of the muscular system and describe two functions of the muscular system.
 Level of Mastery: three out of five for each; two out of two
 In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Explain the functions of the muscular system
 - c. List the four general types of bones and give examples of each
 - d. List three major types of joints and give examples of each
 - e. Explain how groups of muscles work together to form a body motion
 - f. Identify five muscles on a diagram
 - g. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: none
 Action: The student will identify five diseases/conditions of the muscular system, and list two symptoms of and the basic nursing care for each.
 Level of Mastery: four out of five diseases/conditions; 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 ways to maintain the integrity of the muscular system
 - c. List five diseases/conditions related to muscular system
 - d. List the symptoms and nursing care related to each disease/condition

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: LIFTING, MOVING AND TRANSPORTING
 TOPIC: Muscular and Skeletal Systems

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: a diagram of the skeletal system
 Action: The student will identify five structures and describe two functions of the skeletal system.
 Level of Mastery: three out of five; two out of two
- In order to do this, the student must be able to:
- Define related terminology
 - Identify ways to maintain the integrity of the skeletal system
 - Identify five bones on a diagram
 - Describe the biological changes due to aging
4. Special Condition, Materials or Equipment: none
 Action: The student will identify five diseases/conditions of skeletal system, and list two symptoms of and basic nursing care for each.
 Level of Mastery: four out five; a degree of accuracy and completeness acceptable to the instructor
- In order to do this, the student must be able to:
- Define terminology
 - Identify ways to maintain the integrity of the skeletal system
 - List five diseases/conditions of the skeletal system
 - List the symptoms of and nursing care for each
5. Special Condition, Materials or Equipment: restraints, manikin or student
 Action: The student will describe the purpose of restraints and apply three types of restraints.
 Level of Mastery: a degree of accuracy and completeness acceptable to the instructor, three out of three
- In order to do this, the student must be able to:
- Define related terminology
 - Identify the types of protective restraints
 - Describe the appropriate use of each type of protective restraint
 - Demonstrate safety precautions
 - Practice applying protective restraints, using a performance checklist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: LIFTING, MOVING AND TRANSPORTING
 TOPIC: Client Movement

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: simulated situations with both independent and helpless clients, wheelchair, stretcher, manikin or student
 Action: The student will transfer two clients to a wheelchair and a stretcher (one independent, one helpless).
 Level of Mastery: two out of two wheelchair transfers and two out of two stretcher transfers

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

- a. Define related terminology
- b. Demonstrate safety precautions
- c. List the guidelines for using stand pivot and sliding board techniques
- d. Demonstrate good body mechanics
- e. Explain the modifications needed to assist the helpless and the independent client, respectively

2. Special Condition, Materials or Equipment: mechanical lift, manikin or student
 Action: The student will transfer a client, using a mechanical lift.
 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. Demonstrate safety precautions
- c. Practice transfers, using a performance checklist
- d. Demonstrate good body mechanics

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING
TOPIC: Orthopedic Care

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

1. Special Condition, Materials or Equipment: simulated situations

Action: The student will assist with the use of three types of orthopedic devices.

Level of Mastery: three out of three; a degree of accuracy and completeness acceptable to the instructor, using a performance checklist

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

- a. Define related terminology
- b. Identify the common types of orthopedic devices: crutches, walkers, canes
- c. Describe the use of transfer belt, splints, braces and foot board
- d. Describe the purpose and use of each device
- e. Demonstrate safety precautions
- f. Practice using orthopedic devices
- g. Report and record appropriate observations

2. Special Condition, Materials or Equipment: none

Action: The student will list five guidelines for observation and care of a client.

Level of Mastery: four out of five

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

- a. Define terminology
- b. List appropriate observations (e.g., edges, odor, color)
- c. List principles of cast care (e.g., always turn client away from casted side)

3. Special Condition, Materials or Equipment: none

Action: The student will identify five guidelines for observation and care of a client in traction.

Level of Mastery: four out of five

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

- a. Define related terminology
- b. Demonstrate safety precautions
- c. Discuss pertinent observations of a client with a traction device

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING

TERMINOLOGY

1. abductors
2. Achilles tendon
3. adductors
4. alignment
5. ambulatory
6. amputation
7. ankle
8. antagonist
9. appendicular
10. arthritis
11. arthroscopy
12. articulation
13. atrophy
14. axial
15. biceps
16. body mechanics
17. brace
18. Buck's extension
19. bursitis
20. cane
21. carpals
22. cartilage
23. casts
24. cellulitis
25. cerebral palsy
26. cervical traction

COURSE: NURSE'S ASSISTANT
MODULE: LIFTING, MOVING AND TRANSPORTING

TERMINOLOGY, continued

27. circo-electric bed
28. clavicle
29. coccyx
30. comminuted
31. compound fracture
32. contractility
33. contracture
34. contusion
35. costals
36. crutches
37. Crutchfield tongs
38. cyanosis
39. dangle
40. deltoid
41. depressors
42. dislocation
43. edema
44. elasticity
45. exercise
46. extensors
47. facial bones
48. femur
49. fibula
50. flaccid

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING

TERMINOLOGY, continued

51. flexors
52. foramen
53. fracture
54. friction
55. frontal
56. gastrocnemius
57. gluteus maximus
58. greater trochanter
59. green stick fracture
60. Guillain-Barre
61. hemiparesis
62. hemiplegia
63. humerus
64. ilium
65. intercostals
66. intramuscular
67. involuntary
68. irritability
69. joint
70. joint dislocation
71. Kirschner wire
72. logrolling
73. levators
74. ligament

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING

TERMINOLOGY, continued

75. mandible
76. maxilla
77. metacarpals
78. metatarsals
79. multiple sclerosis
80. muscle atrophy
81. muscle fatigue
82. muscular dystrophy
83. myasthenia gravis
84. myology
85. occipital
86. orthopedics
87. osteoarthritis
88. osteomyelitis
89. osteoporosis
90. paralysis
91. paraplegic
92. parietal
93. patella
94. pathological fractures
95. pectoralis major
96. pelvic traction
97. phalanges
98. postures
99. quad cane
100. quadriplegia

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING

TERMINOLOGY, continued

101. radius
102. restraints
103. rheumatoid
104. ruptured disc
105. sacrum
106. scapula
107. sinus
108. skeletal muscles
109. skin traction
110. slipped disc
111. sphincters
112. splint
113. sprain
114. sternocleidomastoid
115. sternum
116. stretcher (litter/gurney)
117. stryker frame
118. symphysis pubis
119. synovial fluid
120. tarsals
121. temporal
122. tendon
123. tibia
124. traction
125. transfer
126. trapeze

COURSE: NURSE'S ASSISTANT
MODULE: LIFTING, MOVING AND TRANSPORTING

TERMINOLOGY, continued

- 127. trapezius
- 128. trauma
- 129. triceps
- 130. tuberculosis
- 131. ulna
- 132. vertebrae
- 133. vertebral disc
- 134. voluntary
- 135. walkers
- 136. wheelchair
- 137. xyphoid process

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Provide the students with a handout on the muscular and skeletal systems and their functions.
2. Give the students a pre and post-test on the musculoskeletal system to indicate mastery.
3. Show the filmstrip from Trainex, "The Skeletal and Muscular Systems" (#325).

Review: Introduces basic facts on human anatomy and physiology. Describes major bones, specific areas of the human skeleton and the nature and function of various muscles.
4. Plan a field trip to an X-ray department. Arrange for students to see X-rays of fractures.
5. Invite a physiotherapist to class to demonstrate joint movement and the role of muscles in moving joints.
6. Have the students locate the bones on a skeleton.
7. Have the students locate various muscles on a model or a skeleton.
8. From the list provided, have the students identify the common diseases and disorders of the musculoskeletal system.
9. Have the students choose a common disease or disorder of the musculoskeletal system and prepare a report including its definition, and related signs, symptoms and nursing care. Report can be oral or written.
10. Have the students demonstrate bed to wheelchair transfer, stretcher transfer and sliding transfer, using performance checklists.
11. Demonstrate body mechanics, lifting, transfers and moving a client in bed. Have the students work in teams to practice.
12. Provide handouts on correct posture, getting a client into a wheelchair and putting a client on a stretcher.
13. Show the filmstrip/tape from Trainex, "The Use of Wheelchairs" (#653).

Review: Presents use of wheelchair for safe movement of clients including features of wheelchairs, and transferring and securing patients.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFTING, MOVING AND TRANSPORTING

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

14. Show the filmstrip/tape from Trainex, "The Use of Stretchers" (#654).

Review: Presents use of stretchers for safe movement of patients, including features of stretchers and guidelines for stretcher transfers.

15. From the list provided, have the students identify at least five common orthopedic conditions. Include definitions and required nursing care.

16. From the list provided, have the students select five types of orthopedic equipment and state the use of each.

17. Have the students demonstrate assisting with the use of crutches, walkers and canes, using the performance checklists.

18. Show the filmstrip/tape from Trainex, "The Use of Crutches" (#651).

Review: Methods to assist and educate the patient about proper use of crutches including measuring, basic gait patterns and maneuvers.

19. Display pictures of orthopedic equipment, such as casts, splints, traction devices and turning game, or have available the actual items.

20. Provide students with a handout on types of casts, care of patients in casts and types of fractures.

21. Show the filmstrip/tape from Trainex "Care of Patient in Traction" (#441).

Review: Explains principles of traction and prevention of complications, promotion of healing and psychological aspects. Also includes skin care, ROM, signs and symptoms of complications, daily care, emotional needs and maintenance of equipment.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE 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 insure 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 a surgical procedure
3. Demonstrate the application of binders and elastic stockings
4. Describe postoperative nursing care measures
5. Assist with turning and deep breathing
6. Define terminology related to preoperative and postoperative care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
 Action: The student will list ten nursing care measures necessary for preparing a client for surgery.
 Level of Mastery: eight out of ten

 In order to do this, the student must be able to:
 - a. Define related terminology
 - b. List five factors that might cause preoperative anxiety and ways to counter them
 - c. List safety factors
 - d. List procedures included on a preoperative surgical checklist

2. Special Condition, Materials or Equipment: a simulated situation
 Action: The student will demonstrate skin preparation for a surgical 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 the types of skin preparations used for surgical procedures
 - c. Identify the necessary equipment
 - d. Explain the purpose and extent of surgical preparations
 - e. Practice various types of skin preparation techniques, using a performance checklist
 - f. Demonstrate safety precautions

3. Special Condition, Materials or Equipment: a scultetus binder, T binder, straight binder, manikin
 Action: The student will apply a scultetus binder, straight binder and T binder
 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 four types of binders
 - c. Discuss the purpose of each binder
 - d. Practice applying binders, using a performance checklist
 - e. Demonstrate safety precautions

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: a pair of elastic (antiembolism) stockings
 Action: The student will apply the elastic stockings.
 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. Discuss the purpose of antiembolitic stockings
- c. Measure for stockings
- d. Practice applying the stockings, using a performance checklist
- e. Demonstrate safety precautions

5. Special Condition, Materials or Equipment: none
 Action: The student will describe ten nursing care measures necessary for caring for the postoperative client.
 Level of Mastery: eight out of ten; 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 observations to be made about the client during postoperative care
- c. Identify symptoms that are to be reported immediately to a superior
- d. Explain why initial voiding is important
- e. Describe postoperative complications
- f. Identify basic nursing care measures to prevent postoperative complications
- g. List postoperative equipment and supplies
- h. Identify principles of asepsis

6. Special Condition, Materials or Equipment: a simulated situation
 Action: The student will assist the client to turn and deep breathe.
 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

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- b. Discuss the importance of moving, turning and repositioning the client postoperatively
 - c. Practice deep breathing using a performance checklist
 - d. Demonstrate safety precautions
 - e. Discuss the harmful effects of having the postoperative client cough, as it causes the client's bronchioles to constrict
7. Special Conditions, Materials or Equipment: a random list of seven terms
Action: The student will define seven terms.
Level of Mastery: five out of seven
- In order to do this, the student must be able to:
- a. Define all words on the terminology list
 - b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

TERMINOLOGY

1. abdominal binder
2. ace bandage
3. ambulation
4. anesthesia
5. anesthesiologist
6. anesthetic
7. antiembolism stocking
8. aseptic technique
9. aspiration
10. atelectasis
11. binders
12. breast binders
13. deep breathing
14. emboli
15. flatus
16. general anesthesia
17. hemorrhage
18. Hemovac
19. incentive spirometer
20. informed consent
21. level of consciousness
22. local anesthesia
23. nasogastric tube

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

TERMINOLOGY, continued

24. nausea
25. operating room
26. pneumonia
27. prosthesis
28. recovery room
29. scultetus binders
30. sedation
31. spinal anesthesia
32. surgery
33. surgical skin preparation
34. sutures
35. T binders
36. thrombophlebitis
37. urinary retention
38. vertigo

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

SUGGESTED INSTRUCTIONAL STRATEGIES

1. From the list of terms provided, have the students identify and define four preoperative procedures required to prepare a client for surgery, and state their purpose.
2. Have the students role play anxieties of a preoperative client and ways to help alleviate fears.
3. From the list of terms provided, have the students identify major surgical sites and explain the extent of a skin shave preparation as it relates to the operative site.
4. Make handouts showing areas usually shaved for various surgeries.
5. Have the students prepare a report for class discussion regarding general surgical preparations including urinary bladder care, preoperative medication, preoperative check list and safety factors to be considered for all preoperative clients.
6. Review surgical bed preparation from the Personal Care Module.
7. Practice postoperative beds in the lab, using the performance checklist.
8. Obtain a preoperative checklist from a local facility and have students fill out appropriate sections.
9. Demonstrate preoperative shaving and have the students practice on the manikin, using the performance checklist.
10. Have the students demonstrate shaving the client in preparation for surgery, using the performance checklist.
11. Have the students demonstrate applying binders, using the performance checklist.
12. From the list of terms, have the student select three types of binders and explain their use.
13. Have the students practice the use of four types of binders and application of elastic stockings.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

14. Have the students demonstrate applying antiembolitic stockings, using the performance checklist.
15. Show the filmstrip/tape from Trainex, "Care of Patient Receiving IV Therapy" (#435).

Review: Emphasizes responsibility for monitoring an intravenous infusion, observing and reporting the client's response and daily care required.
16. Show the filmstrip/tape from Trainex, "Application of Bandages and Binders" (#431).

Review: Teaches basic purposes of bandages and binders and guidelines for use, including application and precautions.
17. Provide the students with a handout headed "night before," "morning of," "just before," and "operative period." Have them list preoperative duties for each period.
18. Have the students prepare a report for class discussion on the general postoperative care observations.
19. From the list of terms, have the students identify and define five postoperative complications, and specify steps for precaution and immediate treatment required.
20. Have the students role play teaching and performing deep breathing techniques.
21. Have the students demonstrate assisting the client with deep breathing exercises and care of client with IV therapy, using the performance checklist.
22. Review dangling, ambulation, vital signs, body mechanics, turning and repositioning from the "Personal Care Module" as it relates to the postoperative client.
23. Simulate situations in which students will record and report observations about postoperative clients.
24. Have the students practice turning and positioning postoperative clients.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: PREOPERATIVE AND POSTOPERATIVE CARE

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

25. Have the students practice taking vital signs.
26. Have the students practice assisting clients in dangling and initial ambulation.
27. Prepare a handout on postoperative discomforts and have the students fill in one way to counter each.
28. Have the students practice filling out a variety of postoperative check sheets.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **CIRCULATORY AND RESPIRATORY CARE**
TOPICS: Circulatory and Respiratory Systems
Terminology

OVERVIEW OF MODULE

Goal

In this module, the student will learn about the interrelated functions of the circulatory and respiratory systems, with emphasis on measuring vital signs and applying heat and cold. The Core content specific to structure and function will be addressed, as well as basic nursing care for diseases/disorders.

Description

In this module, the student will identify the relationship between the vital signs and the body systems. Emphasis is on further developing the student's understanding of the structure and function of the circulatory and respiratory systems, and skill in the areas of axillary and rectal temperatures, apical pulse and hot and cold applications.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify structures and functions of the circulatory system
2. Describe the relationship between vital signs and body systems
3. Measure an apical pulse
4. Measure rectal and axillary temperatures
5. Explain the principles of hot and cold applications
6. Identify structures and functions of the respiratory system
7. List nursing care guidelines for a client with oxygen therapy
8. List signs and symptoms of and basic nursing care for the diseases/disorders of the circulatory and respiratory systems
9. Define terminology related to circulatory and respiratory care

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: CIRCULATORY AND RESPIRATORY CARE
 TOPIC: Circulatory and Respiratory Systems

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a diagram of the heart and circulatory system
 Action: The student will identify ten structures and describe two functions of the circulatory system.
 Level of Mastery: four out of five; two out of two; 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. Label the chambers of the heart on a diagram
 - c. Review the functions of the circulatory system
 - d. Label three major arteries and three veins on a diagram
 - e. Describe the biological changes due to aging

2. Special Condition, Materials or Equipment: a diagram of the respiratory system
 Action: The student will identify five structures and describe two functions of the respiratory system.
 Level of Mastery: four out of five; two out of two; 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. Label structures of the respiratory system on a diagram
 - c. Describe the functions of the respiratory system
 - d. Describe the biological changes due to aging

3. Special Condition, Materials or Equipment: none
 Action: The student will list five guidelines for nursing care of a client receiving oxygen therapy.
 Level of Mastery: five out of five

 In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Identify devices used in the administration of oxygen

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE
TOPIC: Circulatory and Respiratory Systems

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- c. List safety factors
 - d. Report and record appropriate observations
4. Special Condition, Materials or Equipment: none
Action: The student will describe the relationship between vital signs and body systems.
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. Describe the procedures for observing and recording vital signs
 - c. Give the normal ranges for vital signs
 - d. Identify irregularities in vital signs
 - e. Describe the physiological factors that influence vital signs; e.g., exercise, eating, smoking, drugs, emotions, diseases/disorders
5. Special Condition, Materials or Equipment: a simulated situation
Action: The student will measure rectal and axillary temperature.
Level of Mastery: within .2 degrees (F) of instructor's reading for rectal and axillary

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

- a. Define related terminology
- b. Review numerical markings on a thermometer
- c. Describe oral temperature technique
- d. Maintain medical asepsis
- e. Identify appropriate equipment
- f. Demonstrate safety precautions
- g. Practice measuring rectal and axillary temperatures, using a performance checklist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: CIRCULATORY AND RESPIRATORY CARE
 TOPIC: Circulatory and Respiratory Systems

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

6. Special Condition, Materials or Equipment: a simulated situation
 Action: The student will measure an apical pulse.
 Level of Mastery: within four beats of instructor's measurement

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

- a. Define related terminology
- b. Review counting a pulse
- c. Locate the apical pulse and pulse points (femoral, radial, popliteal, carotid, brachial, pedal)
- d. Practice measuring an apical pulse, using a performance checklist
- e. Identify appropriate observations for reporting/recording

7. Special Condition, Materials or Equipment: none
 Action: The student will identify five diseases/disorders of the circulatory system and list symptoms of and basic nursing care for each.
 Level of Mastery: four out of five; two out of two

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

- a. Define related terminology
- b. Describe ways to maintain the integrity of the circulatory system
- c. List the common diseases/disorders of the circulatory system and identify their signs and symptoms and basic nursing care required

8. Special Condition, Materials or Equipment: none
 Action: The student will identify five diseases/disorders of the respiratory system and list two symptoms of and basic nursing care for each.
 Level of Mastery: four out of five, two out of two

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

- a. Define related terminology
- b. Describe ways to maintain the integrity of the respiratory system
- c. List the diseases/disorders of this system and identify their symptoms
- d. Review the procedure for counting and recording respirations
- e. Identify appropriate observations for reporting/recording

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE
TOPIC: Circulatory and Respiratory Systems

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

9. Special Condition, Materials or Equipment: a simulated situation
Action: The student will apply hot and cold applications.
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. Explain the purposes of hot/cold applications
- c. List safety factors
- d. List the rules to follow when caring for a client with hot/cold applications
- e. Practice applications, using a performance checklist

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE
TOPIC: Terminology

1. Special Condition, Materials or Equipment: a random list of twenty terms
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

TERMINOLOGY

1. allergy
2. alveoli
3. anemia
4. angina pectoris
5. aorta
6. aphasia
7. apical pulse
8. apnea
9. Aquamatic K pad
10. arteries
11. arteriosclerosis
12. aspiration
13. asthma
14. atherosclerosis
15. atrium/auricle
16. axillary temperature
17. blanching
18. blood
19. blood pressure
20. blood transfusion
21. blood types
22. bounding

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

TERMINOLOGY, continued

23. brachial pulse
24. bradycardia
25. bronchi
26. bronchioles
27. bronchitis
28. capillaries
29. carbon dioxide
30. cardiac arrest
31. carotid pulse
32. cells
33. cerebral vascular accident (CVA)
34. Cheyne-Stokes
35. chronic obstructive pulmonary disease (COPD)
36. circulatory
37. clammy
38. commercial compress pack
39. complete blood count
40. congestive heart failure (CHF)
41. constrict
42. coronary arteries
43. cyanosis

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

TERMINOLOGY, continued

44. diaphragm
45. diastole
46. dilation
47. dysphagia
48. dysphasia
49. dyspnea
50. ecchymosis
51. edema
52. electrocardiogram (EKG)
53. electroencephalogram (EEG)
54. embolism
55. emphysema
56. endocardium
57. epiglottis
58. exhalation
59. expiration
60. femoral pulse
61. flushed
62. frothy
63. gangrene

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

TERMINOLOGY, continued

64. heat lamp
65. hemiparesis
66. hemiplegia
67. hemoglobin
68. hemorrhage
69. hot water bag
70. hypertension
71. hyperthermia
72. hyperventilation
73. hypotension
74. hypothermia
75. ice collar/cap
76. inferior vena cava
77. inhalation
78. inspiration
79. irregular
80. larynx
81. leukemia
82. lobes
83. lung cancer
84. medulla
85. mitral valve

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

TERMINOLOGY, continued

86. mottling
87. myocardial infarction (MI)
88. nasal cannula
89. nasal cavity
90. oral temperature
91. oxygen
92. pallor
93. pericardium
94. pharynx
95. plasma
96. platelets
97. pleura
98. pneumonia
99. popliteal pulse
100. pulmonary artery
101. pulmonary vein
102. quality
103. radial pulse
104. rectal temperature
105. red blood cells
105. respiratory
106. rheumatic heart disease

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

TERMINOLOGY, continued

107. secretion
108. sinusitis
109. soaks
110. sphygmomanometer
111. stethoscope
112. stroke
113. superior vena cava
114. systole
115. tachycardia
116. tachypnea
117. tepid
118. thready
119. thrombus
120. trachea
121. tricuspid valve
122. tuberculosis
123. valves
124. veins
125. vertigo
126. vital signs
127. wheezing
128. white blood cells (WBC)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Provide the students with a handout on the respiratory system.
2. Give the students a pre and post-test on the respiratory system.
3. Use flashcards for defining terminology.
4. Invite a respiratory therapist to class to discuss the treatment of various respiratory diseases.
5. Visit the respiratory department of a local facility.
6. Have the students prepare a report for class discussion, including examples of normal breathing patterns and abnormal respiration.
7. Show a tracheotomy set and tubes and explain its use.
8. From the list of terms, have the students identify and describe three abnormal respiration patterns, and explain the procedure for reporting to the team leader or nurse.
9. From the list of terms, have the students select five common diseases of the respiratory system and describe the major signs, symptoms, etiology of and general nursing measures for each disease.
10. Have the students prepare a report for class discussion on practical ways to protect the respiratory system and measures that will increase respiratory efficiency.
11. Provide the students with a handout on preparing a piped-in oxygen unit, use of a nasal cannula and use of an oxygen mask.
12. Have the students demonstrate using oxygen safely, using a performance checklist.
13. Provide the students with a handout on the circulatory system and the structure of the heart.
14. Give a pre and post-test on the circulatory system.
15. Have the students demonstrate hot and cold applications, using the performance checklist.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: CIRCULATORY AND RESPIRATORY CARE

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

16. Create a crossword puzzle of circulatory terms.
17. Have the students sketch a diagram of the heart and the major blood vessels of the body.
18. Have the students observe an EKG being recorded.
19. From the list of terms provided, have the students identify and define three principal components of blood plasma, and state the purpose of each.
20. Have the students prepare a report for class discussion on blood cells, including the four blood groups.
21. Have the students organize and participate in a blood donor drive, as a class project.
22. Have the students demonstrate measuring body temperature, pulse and respiratory rates and blood pressure, using the performance checklist.
23. From the list of terms provided, have the students identify three irregularities of the pulse and explain the significance and importance of reporting each.
24. From the list of terms provided, have the students identify ten conditions of the circulatory system and explain the etiology, signs and symptoms, treatment, dietary considerations and nursing care related to each.
25. Provide the students with a handout on types of equipment used for hot and cold applications.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **THE CHILD CLIENT**

OVERVIEW OF MODULE

Goal

The purpose of this module is to give students the required knowledge and skills to work effectively with children.

Description

This module explores situations in which children may require home care. The stages of child growth and development are also addressed, and the basic and personal needs of the ill/disabled child are emphasized. Life Cycle and Emergency Care modules from the Core curriculum should be reviewed.

Skills, Knowledge and Behaviors to be Developed

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

1. Demonstrate the skills necessary to care for infants and children
2. Identify physical and emotional needs of infancy, childhood and adolescence
3. Describe reactions children may exhibit during stress/illness in each stage of development
4. List the dietary needs of infancy, childhood and adolescence
5. Identify the community services available to meet the needs of well, ill or disabled children
6. Describe child abuse and neglect in each stage of development
7. Define related terminology

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: THE CHILD CLIENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: appropriate supplies and equipment
 Action: The student will demonstrate the skills necessary for the care of an infant.
 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. Prepare infant formula
 - c. Bottle feed an infant
 - d. Demonstrate personal care of infants and children (e.g., nail care, umbilical care, care of hair and scalp, dressing/undressing)
 - e. Demonstrate safety precautions
 - f. Record and report appropriate observations
 - g. Practice procedures, using a performance checklist
2. Special Condition, Materials or Equipment: none
 Action: The student will identify physical and emotional needs of the infant, child and adolescent.
 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. Describe normal development in each growth stage
 - c. Describe the basic physical, social and emotional needs of each stage of development
 - d. Explain the modifications needed for assisting the disabled
3. Special Condition, Materials or Equipment: none
 Action: The student will explain reactions children may exhibit during stress/illness in each stage of development.
 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 reactions to stress/illness (e.g., jealousy, aggressive behavior, shyness, regression, denial)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: THE CHILD CLIENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

- c. Describe ways home health aides can establish and maintain relationships with all age groups and family members
4. Special Condition, Materials or Equipment: none
 Action: The student will list the dietary needs of the infant, child and adolescent.
 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 nutritional needs in each developmental stage
 - c. Identify the diet modifications that must be made for the ill child in each developmental stage
5. Special Condition, Materials or Equipment: none
 Action: The student will identify the community services available to meet the needs of the child who is well, ill or disabled.
 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. Describe the reasons for a child to receive home care
 - c. Discuss the community services available to assist with the needs of the child
6. Special Condition, Materials and Equipment: none
 Action: The student will describe the child abuse/neglect during each stage of development.
 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. Define the various kinds of abuse/neglect
- c. List reasons for abuse/neglect
- d. Describe the emotional effects of abuse/neglect
- e. Discuss the role of the home health aide in dealing with abuse/neglect

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: THE CHILD CLIENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials or Equipment: a random list of twenty terms selected from the attached terminology list
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: THE CHILD CLIENT

TERMINOLOGY

1. abnormality
2. abuse
3. adolescence
4. adolescent
5. adopted
6. cesarean section
7. conception
8. denial
9. development
10. disability
11. discipline
12. emotional
13. fetus
14. foster
15. gestation period
16. immunity
17. incision
18. infant
19. jealousy
20. lethargy

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: THE CHILD CLIENT

TERMINOLOGY, continued

21. low birth weight
22. Maslow
23. neglect
24. neonatal
25. obstetrics
26. pediatrician
27. pediatrics
- 28. physical
29. premature
30. psychological
31. puberty
32. regression
33. retardation
34. sibling
35. social
36. toddler
37. withdrawal

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: THE CHILD CLIENT

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Instruct the students to compare the prices of cloth diapers (per dozen), disposable diapers and at least three brands of formula, at a local drug store, a supermarket and a department store, respectively. Tell them to choose which items they would buy and why.
2. Write a case study about a mother with four children ages four, nine, thirteen and sixteen. Have the students make a daily schedule to meet the needs of the family.
3. Visit a day care center or preschool. Have the students observe and take notes of children at various age levels. Discuss at next class meeting. Have them make note of any special teaching or environmental modifications which were used for the disabled children.
4. Visit a pediatric hospital or a pediatrician's office. Discuss various common illnesses of children.
5. Have the students bring toys to class and classify them according to safety, age level and educational value.
6. Have the students label pictures of various developmental stages by age.
7. Visit an immunization clinic. Discuss ages at which various immunizations are given.
8. Make available growth and development films, filmstrips and software packages for individualized instruction.
9. Show charts of various birth defects. Discuss emotional impact on family and child at various ages.
10. Have the students fill in key characteristics of each age group on a development chart.
11. Have the students listen to records of games and rhymes for children of various ages.
12. Assign each student to do an entertainment project for a child of a certain age (e.g., soap carvings, riddle books, paper folding, mobiles). Display the labeled projects on parent's night.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: THE CHILD CLIENT

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

13. Provide the students with a case study. Have the students write down Maslow's basic needs; then, beside each need, have them explain how they would meet it for each child in the study.
14. Have the students list four major keys to communication in working with the children of each age group.
15. Provide the students with New York State Health Department handouts on "The Growing Years" or whatever is currently being used.
16. Use Gerber's "Baby Book, A Manual of General Information" as a handout.
17. Invite parents of different age group children to class to speak to students, and discuss their roles as parents. Invite parent(s) of a disabled child, if known and available.
18. Have the students list three characteristics of each age group and describe why they think the characteristics are important to remember (e.g., toddlers are curious, so extra safety precautions are necessary).
19. Invite adopted children to class to discuss their feelings about being adopted.
20. Invite a social worker or lawyer to class to speak on adoption procedures.
21. Have the students discuss their observations about parents of teenagers.
22. Have the students prepare anecdotal reports on characteristics of the preschool child.
23. Encourage involvement with toddlers by arranging a visit from two and three year old children, including younger sisters and brothers, nieces and nephews and neighbors' children.
24. Discuss child discipline and encourage debates on the type students prefer.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MENTAL ILLNESS/MENTAL RETARDATION

OVERVIEW OF MODULE

Goal

The purpose of this module is to provide the student with the knowledge to distinguish between good mental health and mental disability. This information will enable the home care worker to work effectively with mentally disabled clients and the clients' families.

Description

This module addresses the needs of mentally disabled clients and their families, with an emphasis on available community services. Common defense mechanisms and guidelines in caring for the mentally disabled will be explored.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the characteristics of the mentally ill and mentally retarded client
2. List the common defense mechanisms
3. List the community services available to meet the needs of the mentally ill and/or retarded client and the client's family
4. Describe several methods of care for the mentally ill and mentally retarded client
5. Define related terminology

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: MENTAL ILLNESS/MENTAL RETARDATION

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a list of characteristics
 Action: The student will identify the characteristics of the mentally ill and mentally retarded 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. Define related terminology
 - b. List characteristics of good mental health
 - c. List common symptoms of mental illness (e.g., hallucination, sleeplessness, disorientation)
 - d. List common characteristics of mental retardation

2. Special Condition, Materials or Equipment: a list of defense mechanisms
 Action: The student will list the common defense mechanisms.
 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. Describe the common defense mechanisms
 - c. Explain how the defense mechanisms are used
 - d. Identify behaviors that portray each defense mechanism

3. Special Condition, Materials or Equipment: a list of community services
 Action: The student will list the community services available to meet the needs of the mentally ill or retarded client and the client's family.
 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 the community services available to assist with the needs of the mentally ill or retarded.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MENTAL ILLNESS/MENTAL RETARDATION

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: none
Action: The student will describe several methods of care for the mentally ill or mentally retarded 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. Define related terminology
 - b. Describe the home health aide's role in working with the client, family and mental health team
 - c. Report and record appropriate observations
5. Special Condition, Materials or Equipment: a random list of twenty terms selected from the attached terminology list
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MENTAL ILLNESS/MENTAL RETARDATION

TERMINOLOGY

1. abusive
2. acute
3. aggression
4. anxiety
5. chronic
6. crisis
7. defense mechanism
8. denial
9. depression
10. disability
11. hyperactivity
12. mental health
13. neurotic
14. projection
15. psychiatric
16. psychologist
17. psychotic
18. rationalization
19. regression
20. repression
21. retardation (mental)
22. stress
23. substance abuse

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MENTAL ILLNESS/MENTAL RETARDATION

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Pass out a list of mental health traits along with character sketches of several people. Have the students underline any traits that indicate the mental health of an individual. Have them analyze all traits and mark the people in the sketches mentally healthy or mentally disabled, giving the rationale. Discuss as a group.
2. Hand out case studies showing different ways mentally healthy individuals cope with stress. Have the students state how they, as health care workers, would handle each reaction.
3. Provide a series of questions or statements for small group discussion, such as:
 - What is mental health?
 - What traits does it evidence?
 - What is mental disability?
 - What causes it?
 - Describe several defense mechanisms.
4. Display cartoons of various defense mechanisms and have students identify the defense mechanisms.
5. Visit a psychiatric ward in a hospital or a psychiatric hospital.
6. Invite a psychiatrist, psychologist, psychiatric nurse or a social worker to class to discuss mental disability, and its causes and treatment.
7. Have the students describe behaviors that may indicate mental illness/disability.
8. Pass out mental health pamphlets for students to review.
9. Have the students write a case study about a client who begins to develop symptoms of a mental disability (e.g., severe depression over the loss of a spouse or child). Have the students include in the study things they observed, recorded and reported that would help the home health aide's supervisor decide what action to take.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFE CHANGES AND ADAPTATIONS

OVERVIEW OF MODULE

Goal

The student will identify the psychosocial changes that may occur in aging. The physical, emotional and spiritual needs of dying clients, their families and the health care team also are addressed.

Description

The student will acquire the skills necessary to provide care to meet the needs of the dying client. Emphasis is placed on further understanding of the psychosocial changes due to aging, and the grieving/dying process. Postmortem care also is addressed.

Skills, Knowledge and Behaviors to be Developed

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

1. Describe the physical changes that may occur throughout the life process
2. Describe the psychosocial changes that may occur in the older adult
3. Describe the reactions of the older adult and family to illness/disability
4. Identify the needs and related care of the dying client
5. Demonstrate postmortem care
6. Define related terms

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: LIFE CHANGES AND ADAPTATIONS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
 Action: The student will describe the physical changes that may occur throughout the life process.
 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. Recall the Core module, Life Cycle
 - c. Describe the common health problems of the elderly

2. Special Condition, Materials or Equipment: none
 Action: The student will describe three psychosocial changes that may occur in the 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. Recall the Core module, Life Cycle
 - c. List the emotional and social changes that may occur with aging; e.g., retirement, more recreation time, changes in family interaction, loss of friends or spouse, fixed/limited income, activity limitations

3. Special Condition, Materials or Equipment: none
 Action: The student will describe the reactions of the older adult and family to illness/disability.
 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. Express his or her attitudes toward the elderly
 - c. Describe the reactions of the older adult and family toward illness/disability (e.g. denial, aggression, withdrawal)
 - d. Describe how the health care worker can establish and maintain relationships with an older client and the client's family

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: LIFE CHANGES AND ADAPTATIONS

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials or Equipment: none
 Action: The student will list five needs of the dying client and describe related 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. Recall the five stages of dying/grieving as described by Dr. Elizabeth Kubler-Ross
- c. State the guidelines that should be followed in caring for the dying client
- d. List the physical, emotional and spiritual needs of the dying client
- e. List the signs of approaching death
- f. List ways to provide emotional comfort to the client, family and the health care team

5. Special Condition, Materials or Equipment: a simulated situation
 Action: The student will complete postmortem care.
 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 supplies necessary for postmortem care
- c. Explain how valuables and personal possessions are handled after death
- d. Demonstrate the procedure for postmortem care, using the performance checklist
- e. Report and record accurate observations
- f. Demonstrate safety precautions

6. Special Condition, Materials or Equipment: a random list of eight terms
 Action: The student will define eight terms.
 Level of Mastery: five out of eight

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFE CHANGES AND ADAPTATIONS

TERMINOLOGY

1. acceptance
2. aging
3. anger
4. autopsy
5. bargaining
6. cyanosis
7. death
8. denial
9. depression
10. Do Not Resuscitate (DNR)
11. hospice
12. medicaid
13. medicare
14. morgue
15. mortician
16. no code
17. postmortem care
18. rigor mortis
19. shroud
20. social security
21. terminally ill
22. unconscious
23. undertaker

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFE CHANGES AND ADAPTATIONS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Show the filmstrip/tape from AHCA, "Death and Dying" (#32).
Review: Addresses acceptance of the reality of death, and how to inform other residents when a death occurs. It covers the dying resident's reaction to the knowledge of imminent death, and how to give help and comfort to the resident through these normal stages of reaction.
2. Show the filmstrip/tape, "Care of the Patient Who is Dying".
Review: By presenting the death of a patient as a natural event and by discussing the considerations that surround a death in a straightforward manner, this program guides the learner to accept the events accompanying death in the hospital, and to cope with the emotional reactions of the hospital staff, the family and the patient. The program teaches relevant procedures and nursing care measures, the signs of approaching death and the care and preparation of the body following death.
3. Make available copies of On Death and Dying, by Dr. Elizabeth Kubler-Ross.
4. Have each student write an essay expressing his or her feelings about death and dying.
5. Invite a guest speaker (e.g., clergy member, hospice representative, mortician) to speak on his or her role in caring for the dying.
6. Have the students define all the terms from the list of related terminology.
7. Have the students complete a handout of matching terms and true/false questions.
8. Review the modules in the nurse's assistant curriculum pertaining to positioning, oral care and bowel/bladder care of the incontinent client.
9. Refer to the film resource list for special needs of the unconscious client.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFE CHANGES AND ADAPTATIONS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

10. Demonstrate postmortem care. Have the students practice using the performance checklist.
11. Role play postmortem care in the lab, using a manikin.
12. Practice filling out identification tags.
13. Obtain a procedure sheet on postmortem care from the local institution and demonstrate accordingly.
14. Prepare a questionnaire of preconceived ideas regarding the older adult. Have students complete them and discuss stereotypes.
15. Have each student role play various aging processes.
 - a. Poor sight -- use glasses with plastic wrap over them, then try to walk up and down the stairs
 - b. Poor hearing -- wear earmuffs, then try to have a serious conversation with another person
 - c. Arthritis -- tie yardstick to leg, then try to walk up and down the stairs
16. Have the students prepare a daily schedule and plan menus for a week, based on various case studies of older adults.
17. Provide the students with a list of some types of neglect and abuse of the elderly. Encourage students to identify other types of which they may be aware. Have students list ways to prevent abuse and how the health care worker may become aware of such things.
18. List the systems of the body on the board. Have the students write the expected changes with age in each system and guidelines for care.
19. Brainstorm stresses of old age and ways a home health aide can deal with them.
20. Visit a senior citizen center. Have students identify how the needs of the elderly are being met in that environment.
21. Have a fair inviting various elderly people in the community to come and show their achievements (e.g., paintings, needlework, writing, carpentry, crafts).

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: LIFE CHANGES AND ADAPTATIONS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

22. Show the films "The Shopping Bag Lady," "To Hell with Grandma", or any others that portray the elderly.
23. Have the students write or given an oral report on how different cultures treat older people.
24. Have the students fill out the same questionnaire on their beliefs about the elderly, at the beginning and again at the end of the course and then compare them.
25. Have the class adopt an elderly person, through the Department of Social Services, to provide for during a holiday, such as Thanksgiving.
26. Write a case study about an older female client who needs home care and have the students identify types of assistance she might need. Repeat the case study with a male client. Students will see that traditional sex roles can have an impact on service needs.
27. Have the students read a case story that depicts a day in the life of an older adult home care client. Have the students write down what should have been observed and reported to the home health aide's supervisor.



COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: **THE DYING CLIENT**

OVERVIEW OF MODULE

Goal

The purpose of this module is to provide students with knowledge and understanding of the needs of dying clients, their families and the health care team.

Description

In this module, the student will identify the needs and related nursing care of the dying client. The Core content of the life cycle should be addressed.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the needs and related care for the dying client
2. Demonstrate postmortem care

Suggested Teaching Time: 3 hours

COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: THE DYING CLIENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will identify the needs and related care for the dying 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. Define related terminology
- b. Review the five stages of dying/grieving as described by Dr. Elizabeth Kubler Ross
- c. Identify the guidelines that should be followed in caring for the dying client
- d. List the physical, emotional and spiritual needs of the dying client
- e. List the signs of approaching death
- f. List ways to provide emotional comfort to the client, family and the health care team

2. Special Condition, Materials or Equipment: simulated situation
Action: The student will demonstrate postmortem care.
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 supplies necessary for postmortem care
- c. Explain how valuables and personal possessions are handled after death
- d. Report and record accurate observations
- e. Demonstrate safety precautions
- f. Practice procedure, using the performance checklist

COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: THE DYING CLIENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: a random list of twenty terms selected from the attached terminology list
Action: The student will define twenty terms
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: THE DYING CLIENT

TERMINOLOGY

1. acceptance
2. aging
3. anger
4. autopsy
5. bargaining
6. cyanosis
7. death
8. denial
9. depression
10. diaphoresis
11. Do Not Resuscitate (DNR)
12. hospice
13. morgue
14. mortician
15. no code
16. postmortem care
17. rigor mortis
18. shroud

COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: THE DYING CLIENT

TERMINOLOGY, continued

19. terminally ill
20. unconscious
21. undertaker

COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: THE DYING CLIENT

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Show the filmstrip/tape from AHCA, "Death and Dying" (#32).

Review: Concerns acceptance of the reality of death and how to inform other residents when a death occurs. Covers the dying resident's reaction to the knowledge of imminent death and how to effectively give help and comfort to the resident through these normal stages of reaction.
2. Show the filmstrip/tape, "Care of the Patient Who is Dying."

Review: By presenting the death of a patient as a natural event and by discussing the considerations that surround a death in a straightforward manner, this program guides the learner to accept the events accompanying death in the hospital and to cope with the emotional reactions that occur which affect the hospital staff, the family and the patient. Teaches relevant procedures and nursing care measures, the signs of approaching death and the care and preparation of the body following death.
3. Make available copies of On Death and Dying by Dr. Elizabeth Kubler Ross.
4. Have students write an essay explaining their personal feelings about death and dying.
5. Invite a guest speaker (e.g., clergy member, Hospice representative, mortician) to speak on his/her role in caring for the dying.
6. Have students define all the terms from the list of related terminology.
7. Have students complete a handout of matching terms and true/false questions.
8. Review the modules in the nurse's assistant curriculum pertaining to positioning, oral care and bowel/bladder care of the incontinent client.
9. Refer to the film resource list for the special needs of the unconscious client.
10. Demonstrate postmortem care and have students practice, using the performance checklist.

COURSE: NURSE ASSISTANT/HOME HEALTH AIDE
MODULE: THE DYING CLIENT

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

11. Role play postmortem care in the lab with a manikin.
12. Practice filling out identification tags.
13. Obtain a procedure sheet on postmortem care from the local institution and demonstrate accordingly.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **MAINTAINING THE HOME ENVIRONMENT**

OVERVIEW OF MODULE

Goal

The purpose of this module is to provide the home health aide with the skills and knowledge necessary to maintain a clean environment.

Description

Through this module, students will learn to schedule and perform housekeeping tasks. Aseptic techniques are emphasized. The Core content, Microbes and the Environment, will be reviewed.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the role of the health care worker in maintaining the home environment
2. Describe aseptic techniques needed to maintain the home environment
3. Prepare a schedule of work activities
4. Demonstrate dusting, cleaning rugs and floors and disposing of trash and garbage
5. Demonstrate cleaning a kitchen
6. Demonstrate cleaning a bathroom
7. Identify the principles of maintaining safe and appropriate storage areas
8. Demonstrate laundry procedures and clothes maintenance
9. Define related terminology

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MAINTAINING THE HOME ENVIRONMENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: appropriate supplies and equipment
Action: The student will identify the role of the health care worker in maintaining the home environment.
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 factors related to room temperature, humidity level, ventilation and proper lighting
- c. Identify daily, weekly and seasonal home cleaning procedures
- d. List principles of aseptic and concurrent disinfection

2. Special Condition, Materials or Equipment: none
Action: The student must know how to maintain the home environment.
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. Describe a well-cared for home environment
- c. Describe the physical and psychological effects of a well-cared for environment

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MAINTAINING THE HOME ENVIRONMENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: none
Action: The student will prepare a schedule of work activities.
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 the value of planning
- b. List the responsibilities that the family can assume for housekeeping tasks
- c. Describe how housekeeping in home care differs from housekeeping in one's own home
- d. List the various tasks that home health aides might be assigned to perform
- e. Describe the types of home environments in which home health aides will be asked to work
- f. Describe situations that could alter the plan for housekeeping tasks
- g. Describe problems that could occur while performing housekeeping tasks

4. Special Condition, Materials or Equipment: appropriate supplies and equipment
Action: The student will demonstrate dusting, cleaning rugs and floors and disposing of trash and garbage.
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 four basic kinds of household cleaning products and their purposes
- c. Demonstrate safety precautions
- d. Identify the cleaning tools and equipment
- e. Practice procedures, using performance checklists

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: MAINTAINING THE HOME ENVIRONMENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials or Equipment: appropriate supplies and equipment
 Action: The student will demonstrate cleaning a kitchen.
 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 the supplies and equipment needed to clean the stove, refrigerator and freezer
- c. Describe the health and safety factors that make these tasks important
- d. Demonstrate safety precautions
- e. Practice procedures, using performance checklists

6. Special Condition, Materials or Equipment: appropriate supplies and equipment
 Action: The student will demonstrate cleaning a bathroom.
 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 supplies and equipment needed to clean the tub, shower, sink, toilet bowl, medicine cabinet and accessories
- c. Describe the health and safety factors that make these tasks important
- d. Demonstrate safety precautions
- e. Practice procedures, using performance checklists

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: MAINTAINING THE HOME ENVIRONMENT

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

7. Special Condition, Materials or Equipment: none
 Action: The student will identify principles of maintaining safe and appropriate storage areas.
 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. State reasons for maintaining storage areas
 - c. Describe the principles of maintaining a variety of storage areas, including areas for kitchenware, food, linens, cleaning supplies and medication treatment apparatus
 - d. Describe the home health aide's role in organizing storage areas
8. Special Condition, Materials or Equipment: appropriate supplies and equipment
 Action: The student will demonstrate laundry procedures and clothes maintenance.
 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 supplies and equipment needed for laundry and mending
 - c. Describe home laundry techniques, e.g., sorting, spotting, folding, putting away, ironing, pressing, hand washing, using an automatic washer and dryer
 - d. Describe mending techniques, e.g., hemming, sewing seams, buttons, snaps and hooks, patching
 - e. Demonstrate safety precautions
 - f. Practice procedures, using performance checklists
9. Special Condition, Materials or Equipment: a random list of twenty terms selected from the attached terminology list
 Action: The student will define twenty terms.
 Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MAINTAINING THE HOME ENVIRONMENT

TERMINOLOGY

1. abrasive
2. ammonia
3. bleach
4. chlorine
5. concurrent
6. detergent
7. disinfectant
8. fumes
9. humidity
10. incinerator
11. inhalation
12. knick-knacks
13. mildew
14. molds
15. pathogens
16. pesticide
17. sanitary
18. scouring
19. solvent
20. temperature
21. ventilation

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MAINTAINING THE HOME ENVIRONMENT

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Ask the students how housekeeping tasks can contribute to individual and family well-being and needs.
2. Pass out a list of activities for housekeeping and maintenance of the home. Have the students mark them as "appropriate" or "inappropriate" for the home health aide.
3. Pass out a list of laundry products. Have the students circle those that should be used only in the wash water and underline those that should be used in the final rinse.
4. Role play how to teach family members to do household tasks. Have students develop strategies for disabled family members.
5. From case histories provided, have students decide how housekeeping tasks are different in each situation and how they are similar.
6. Have the students discuss how they would have family members become involved in household tasks in the cases from #5.
7. Practice correct body mechanics.
8. Make a plan for the housekeeping chores in various simulated home care cases.
9. Give the students a list of housekeeping chores from which to prepare time schedules for completion of the chores.
10. Have the students list equipment needed for each task in #9.
11. Have the students collect samples of flooring (e.g., tiles, linoleum, wood) with cleaning instructions for each.
12. Visit an incinerator to observe how it works.
13. Distribute the pamphlet "Cleaning, Sinks, Tub and Toilet," from the Coop Extension Service, University of Minn., St. Paul, MN. 55108.
14. Display various cleaning products. Ask the students to name the tasks for which the products are used.
15. Have students list accident risks in their own homes, room by room. Share with class.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: MAINTAINING THE HOME ENVIRONMENT

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

16. Have the students list safety precautions that would be necessary for assigned case studies.
17. Have the students list precautions to prevent accidents in the bathroom.
18. Show transparency of a kitchen with safety hazards. Have the students point out hazards and ways to correct them.
19. Have the students make posters of safety hazards and safety precautions.
20. Invite a fireman to class to explain what to do in case of fire.
21. Have the students plan a community safety campaign, as part of a student leadership project.
22. Have the students make a daily schedule of how they plan to spend their time, and then record what they actually do. Maintaining a record for a week gives a student a more realistic appraisal of his/her time management ability.

At the end of the week, have the students complete the following statements. Conduct a class discussion on the importance of and techniques for time management.

Statements:

- a. As a result of this exercise, I learned or relearned _____.
- b. The things I planned to do were _____.
- c. I spent my time _____.
- d. I gained _____ from the time I spent on _____.
- e. I wasted my time by _____.
- f. I could manage my time better by _____.

Materials Needed: Copies of statements



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **MANAGING FAMILY RESOURCES**

OVERVIEW OF MODULE

Goal

The purpose of this module is to provide the student with the knowledge and skills necessary to manage family resources.

Description

Through this module, the students will learn to manage client and family resources within the policies of the agency. The Core content relating to legal and ethical responsibilities also will be addressed.

Skills, Knowledge and Behaviors to be Developed

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

1. List and describe family and community resources
2. Prepare a budget
3. Manage resources within the client's budget
4. Maintain the client's financial records
5. Define related terminology

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: MANAGING FAMILY RESOURCES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
 Action: The student will list five family and five community resources.
 Level of Mastery: four out of five; four out of five
 In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Identify resources within the family and the community

2. Special Condition, Materials or Equipment: none
 Action: The student will describe eight effective uses of family and/or community resources.
 Level of Mastery: five out of eight
 In order to do this, the student must be able to:
 - a. Define related terminology
 - b. Describe how client's/family's values, culture and lifestyle may influence the use of resources
 - c. Describe resources available within the family and community

3. Special Condition, Materials or Equipment: appropriate materials
 Action: The student will prepare a budget.
 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 preparing a budget
 - c. Prepare a budget

4. Special Condition, Materials or Equipment: none
 Action: The student will manage resources within the client's budget.
 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. Determine expenses according to estimated income
 - c. Explain the need to conserve client/family resources

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MANAGING FAMILY RESOURCES

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials or Equipment: appropriate materials
Action: The student will maintain a financial record.
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 of a good financial record, e.g., accurate, current, simple
- c. Prepare a financial record

6. Special Condition, Materials or Equipment: a random list of twenty terms selected from the attached terminology list
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty.

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MANAGING FAMILY RESOURCES

TERMINOLOGY

1. accurate
2. balance
3. banking
4. budget
5. check book
6. County Cooperative Extension Agency
7. discount
8. estimate
9. expenditure
10. expenses
11. finances
12. financial records
13. income
14. insufficient funds
15. irregulars
16. management
17. manager
18. maximum
19. minimum
20. preferences
21. priorities
22. profit and loss
23. purchasing
24. receipt

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MANAGING FAMILY RESOURCES

TERMINOLOGY, continued

- 25. receipt book
- 26. recordkeeping
- 27. spend
- 28. value

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MANAGING FAMILY RESOURCES

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Give the students a list of income and expenses from which to prepare a budget.
2. Invite representatives of various home agencies to explain the policy of their agencies on handling a client's money.
3. Discuss the budget prepared in #1. List ways the client should be involved in making choices about how to spend money.
4. List expenses in #1 according to the client's priorities.
5. Discuss areas in #1 where savings could be made.
6. Give the students sample financial records. Have them identify items of information that should be included in all financial records.
7. Have the students complete a project in which they:
 - a. compare pricing policies of different stores;
 - b. list stores that accept food stamps;
 - c. list stores that have unit pricing;
 - d. compare convenience of location; and
 - e. decide the best store in which to shop, and explain why.
8. Have the students role play comparison shopping for food, clothing, appliances, household items, drugs and medication.
9. Show samples of several types of warranties.
10. Provide the students with handouts of shopping tips.
11. Show slides of "Unit Pricing" and "Shopping Hints" (Self Help Community Services).
12. As part of a student organization activity, prepare a yearly budget for the organization.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: MANAGING FAMILY RESOURCES

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

13. Instruct the students to complete the following questions on energy conservation. Discuss responses.

ENERGY CONSERVATION

- a. Do you believe that the average American uses more energy than other consumers in the world? Why or why not?
- b. Name two alternative forms of energy.
- c. If you were building a home, explain three ways that your home could be constructed to insure energy conservation.
- d. How can you, as a teenager, conserve energy?
- e. Identify two purchases, and explain how energy conservation could be related to a buying decision.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

OVERVIEW OF MODULE

Goal

The purpose of this module is to acquaint the student with the principles and practices of assisting a self directed client with medication. Emphasis is placed on accuracy and safety.

Description

This module will enable the student to assist with administration of medication by the client including: prompting as to time, identifying the medication, bringing medication and necessary supplies/equipment, opening the container, positioning the client for medication administration, disposing of supplies/equipment and storing medication properly.

Skills, Knowledge and Behaviors to be Developed

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

1. Identify the Home Health Aide's role/responsibilities when assisting a self-directed client with medications
2. Demonstrate assisting a self-directed client with medications
3. Define related terminology

Suggested Teaching Time: 3 hours

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
 MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
 Action: The student will identify the home health aide's responsibilities/role when assisting a self-directed client with medication.
 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 and discuss personal attitudes and values about medication
- c. Explain why assistance may be required, i.e., vision problems, mobility, etc.
- d. Identify the classifications of medications, i.e., prescription, non-prescription
- e. List the types of medications, i.e., oral, topical, rectal, injectable, etc.
- f. List the guidelines to follow when administering medication

2. Special Condition, Materials or Equipment: simulated situation
 Action: The student will demonstrate assisting a self-directed client with medication.
 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 in assisting in administration of medications, i.e., right client, right medication, right dose, right time, and right route
- d. Demonstrate medical asepsis
- e. Demonstrate accuracy and safety precautions
- f. Discuss the emotional discomforts that may be associated with some medications, i.e., injections, rectal, etc.
- g. Practice procedures, using a performance checklist
- h. Report and record appropriate observations

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

3. Special Condition, Materials or Equipment: a random list of twenty terms selected from the attached terminology list
Action: The student will define twenty terms.
Level of Mastery: fourteen out of twenty

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

TERMINOLOGY

1. accuracy
2. administration
3. alcohol
4. ampule
5. application
6. applicators
7. assistance
8. at bedtime (HS)
9. attitude
10. before meals (ac)
11. brand name
12. capsule
13. container
14. dispensing
15. dose
16. dropper
17. every other day (QOD)
18. every day (ID)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

TERMINOLOGY, continued

19. expiration date
20. five rights
21. formula
22. four times a day (QID)
23. generic name
24. inhalant
25. inhaler
26. injection
27. instillation
28. intramuscular
29. intra-ocular
30. intra-oral
31. label
32. medication
33. nasal
34. needle
35. non-prescription
36. ointment (oint)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

TERMINOLOGY, continued

37. oral
38. over-the-counter (OTC)
39. pharmacy
40. pre-filled
41. pre-measured
42. prescription
43. rectal
44. route
45. self-directed
46. site
47. subcutaneous
48. suppositories
49. syringe
50. tablet
51. three times a day (TID)
52. topical
53. two times a day (BID)
54. vaginal

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

TERMINOLOGY, continued

- 55. values
- 56. vial
- 57. whenever necessary (PRN)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: ASSISTING A SELF DIRECTED CLIENT WITH MEDICATION

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Show examples of various types of medication, i.e., pills, tablets, lozenges, troches, suspensions, liquids, ointments, injectables.
2. Send the students on scavenger hunts to assemble equipment for various types of medication administration.
3. Have the students practice positioning each other for different types of medication administration.
4. Have the students make posters of the "five rights" of medication administration.
5. Show examples of prescriptions.
6. Give the students a simulated client prescription list and have the students make a timetable worksheet to assist the client with self administration.
7. Hold up containers of various medications and have the students determine the best storage area for each.
8. Have some students open containers and assemble equipment for medication administration, while others critique their aseptic technique.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: **JOB SEEKING AND JOB KEEPING SKILLS**
TOPICS: Sources of Employment
Completing an Application Form
Writing a Resume/Cover Letter
Successful Interviewing
Resignation
Terminology

OVERVIEW OF MODULE

Goal

The purpose of this module is to increase the student's knowledge of the techniques for seeking and keeping employment in the health care field.

Description

This module is designed to give the student an opportunity to practice the verbal and written skills necessary to secure, maintain and leave a job. The Core content on job preparation will be addressed.

Skills, Knowledge and Behaviors to be Developed

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

1. Obtain sources of job information
2. List factors that influence job selection
3. Update a resume and cover letter
4. Complete an application form
5. Participate in a job interview
6. Write a follow-up letter
7. Describe reasons for leaving a job
8. Write a letter of resignation
9. Define terms related to job seeking/job keeping

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS
TOPIC: Sources of Employment

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials, or Equipment: none
Action: The student will obtain five sources of job information for the health care worker.
Level of Mastery: five out of five

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

- a. Identify local resources with potential for employment
 - b. Locate printed job advertisements in newspapers
 - c. Explain the use of private contracts for employment
2. Special Condition, Materials or Equipment: none
Action: The student will list eight factors that influence job selection.
Level of Mastery: six out of eight

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

- a. Review the sources of job information
- b. Determine factors that influence job selection (interests, values, salary, benefits, status, security, time off, abilities, advancement possibilities, location, travel time, etc.)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS
TOPIC: Completing an Application Form

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will state the purpose of an application form.
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 reasons why an employer uses formal application forms (e.g., to obtain educational and work history, to determine a prospective employee's ability to write neatly and accurately)
 - b. State reasons why it helps the employee
2. Special Condition, Materials or Equipment: an application form
Action: The student will complete an application form.
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 information necessary to complete an application form
- b. Answer all questions on the application form
- c. Write neatly and concisely

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS
TOPIC: Writing a Resume/Cover Letter

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a personal resume
Action: The student will update his/her resume.
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. Recall appropriate data to be included in a resume
- b. Organize data in correct sequence
- c. Update data on past schooling/work experience, leadership experience and references

2. Special Condition, Materials or Equipment: a sample cover letter

Action: The student will prepare an accompanying cover letter for a selected job.

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. Review the purpose of a cover letter
- b. Describe the areas to be included in a cover letter, e.g., job applying for, qualifications, follow-up time frame
- c. Follow established cover letter format

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS
TOPIC: Successful Interviewing

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a simulated situation
Action: The student will participate in a job interview.
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 factors involved in first impressions, e.g., appearance, smoking, communication, hand shake, arrival time
- b. Explain how appearance contributes to a successful interview
- c. Explain the importance of communication skills in an interview situation
- d. List the personal characteristics that contribute to a successful interview
- e. Discuss what kinds of questions a prospective employee should ask, and be expected to answer, during an interview

2. Special Condition, Materials or Equipment: job interview
Action: The student will write a follow-up letter.
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. Follow accepted format for a business letter
- b. Describe the areas to be included in a follow-up letter

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS
TOPIC: Resignation

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: none
Action: The student will give four reasons for leaving a job.
Level of Mastery: three 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. List positive reasons for leaving a job, e.g., promotion, career change
 - b. List negative reasons for leaving a job, e.g., low pay, no future, job dissatisfaction, working conditions, termination

2. Special Condition, Materials or Equipment: a simulated situation
Action: The student will write a hypothetical letter of resignation.
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. Follow a sample format for a resignation letter
 - b. List areas to be included in a resignation letter
 - c. Explain how a past employer is useful to future employment

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS
TOPIC: Terminology

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCIES

1. Special Condition, Materials or Equipment: a random list of terms
Action: The student will define five terms.
Level of Mastery: four out of five

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

- a. Define all words on the terminology list
- b. Write appropriate sentences for the words

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS

TERMINOLOGY

1. administration
2. agency
3. application
4. classified advertisements
5. contract
6. cover letter
7. credentials
8. insubordination
9. interview
10. personal data sheet
11. personnel
12. qualifications
13. references
14. resignation
15. resume
16. supervisor

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Have the students complete an assessment of their abilities and interests. Tell them to:
 - a. List all schools they have attended and any special courses they have completed.
 - b. List their special skills/abilities.
 - c. List any honors they have received.
 - d. List all work experience they have had including full time, part time and volunteer.
 - e. List any community organizations/activities with which they have been involved.
 - f. List their hobbies.
2. Provide a sample letter requesting permission to use a person's name as a reference.
3. Using a sample format on a transparency as an example, have students prepare a resume including the information in #1.
4. Provide the students with the following guide for composing a cover letter.
 - a. First paragraph: identify position for which you wish to be considered an applicant; indicate how you learned about the opening.
 - b. Second paragraph: explain why you are the right person for the job; emphasize what you can do and why you are particularly interested in the company/type of work; refer to enclosed resume.
 - c. Third paragraph: ask for an interview; state where, when and how you can be reached.
5. Have the students select an advertisement for a health-related job and prepare an appropriate cover letter in response to it. In small groups, discuss letters and make additions or corrections.
6. Have the students cut out a variety of newspaper advertisements for health-related jobs. Compare their anticipated qualifications to those required by the advertising employer.
7. Have the students practice interviewing, in groups of three; one student is the employer, one student is the employee and one is the observer. The observer will record areas where the interviewee did well and areas that could be improved.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

8. Invite a guest speaker from a local health related employment agency to conduct practice interviews. Videotape the interviews to replay for critique.
9. Invite a representative of the New York State employment office to speak to the class about the services they provide and area employment opportunities in the health care field.
10. Obtain the Guide to Preparing a Resume from the New York State Department of Labor.
11. Define personal references and explain how important they can become. Discuss the nature of a personnel file and explain how such a file is maintained, the procedure for access and the importance of maintaining one's own file and record system for future employment.
12. Assign each student a specific role as a health care employer, such as a nursing director, dentist or personnel director of a health facility. Instruct the students to develop a list of the characteristics and skills important to look for in job candidates and explain how they would choose an employee for a position.
13. Identify a variety of health related jobs published in the classified advertisements. Ask the students to choose one of the jobs and explain how they would go about seeking that job. Distribute an outline of a general job acquisition procedure and compare it with students' responses.
14. Have each student interview a classmate he/she does not know well.
15. Instruct the students to write a follow-up letter to an interviewer or to a potential employer who did not respond to an application.
16. Instruct the students to role play using telephones to inquire about jobs and follow-ups.
17. Instruct the students to rank in order factors that would influence their job selection, e.g., interests, values, salary, benefits, status, security, time off, abilities, advancement possibilities, location, travel time.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
MODULE: JOB SEEKING AND JOB KEEPING SKILLS

SUGGESTED INSTRUCTIONAL STRATEGIES, continued

18. Instruct the students to construct an application form and compare it to some classroom samples.
19. Have the students brainstorm reasons why people leave their jobs, including reasons why they themselves have left jobs in the past.
20. Use the National HOSA leadership contest on Job Seeking Skills to practice techniques related to obtaining employment.



COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
UNIT: SUPERVISED CLINICAL EXPERIENCE

CONTENT

- I. Organizing and Adapting Nursing Care
 - 1. Communication skills
 - 2. Related terminology
 - 3. Organization of assignments
 - 4. Application of nursing principles
 - 5. Care of equipment
 - 6. Report and record observations

- II. Professional Responsibilities
 - 1. Relationship with client, health care team and family/visitors
 - 2. Professional behavior

- III. Personal Appearance/Behavior
 - 1. Attendance
 - 2. Attitude
 - 3. Grooming

TOTAL TEACHING TIME: 1 Unit/108 hours

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
UNIT: SUPERVISED CLINICAL EXPERIENCE

Goal

The purpose of a supervised clinical experience is to give the students an opportunity to organize and follow a basic nursing care plan, apply principles of nursing care, observe, report and record pertinent information, demonstrate professional responsibility and exhibit the ability to work well with others.

In order to do this, the student will be given assignments to administer total client care in a health care facility. The student's performance will be evaluated by a predetermined competency evaluation sheet.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
UNIT: SUPERVISED CLINICAL EXPERIENCE

TOPIC I: Organizing and Adapting Nursing Care

Goal

Through this topic, the student will learn the manipulative skills, care of equipment, organizing of assignments and application of nursing principles.

Description

This topic is designed to have the students practice organizational skills and the clinical use of the basic nursing care plan by adapting it to the specific needs of clients. The student will use and care for equipment properly, and demonstrate an understanding of nursing principles that ensure client safety and comfort.

Skills, Knowledge and Behaviors to be Developed

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

1. Demonstrate use of appropriate related terminology
2. Demonstrate ability to organize an assignment
3. Demonstrate understanding and application of nursing principles
4. Demonstrate safe and proper use of all equipment

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
UNIT: SUPERVISED CLINICAL EXPERIENCE

TOPIC II: Professional Responsibilities

Goal

This topic is designed to develop the student's professional attitude toward his/her responsibilities as a health care worker.

Description

In this topic, the students will learn to report and record situations accurately, maintain confidentiality and ethical standards at all times and display professional values.

Skills, Knowledge and Behaviors to be Developed

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

1. Demonstrate professional behavior in all aspects of client care and interpersonal relationships by using good judgement, maintaining confidentiality, cooperating, assuming responsibility, maintaining integrity and demonstrating initiative
2. Report and record pertinent observations

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
UNIT: SUPERVISED CLINICAL EXPERIENCE

TOPIC III: Personal Appearance/Behavior

Goal

This topic is designed to teach the students to follow appropriate behavior, dress codes and attendance practices as established by both the health care facility and the educational center.

Description

Through this module, the students will learn to wear the accepted school uniform, display proper grooming, maintain attendance within acceptable school limits and conduct themselves in a professional manner.

Skills, Knowledge and Behaviors to be Developed

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

1. Demonstrate appropriate work habits as they pertain to attendance, punctuality and behavior
2. Accept constructive criticism and seek means of self-improvement
3. Wear accepted school uniform and display appropriate grooming



RESOURCES

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF AUDIOVISUAL RESOURCES

American Learning Systems, Inc. (HOSA)

Suite 212D
4300 Highlin Blvd.
Oklahoma City, OK 73108

Appleton-Century-Crofts

Medical/Nursing Publishers
25 Van Zant St.
East Norwalk, CT 06855
(203) 838-4400

AU-VID Services

P.O. Box 1927
Garden Grove, CA 92642
(714) 539-7666

Brady Company

College Telemarketing
c/o Prentice-Hall
Englewood Clifts, NY 07632
1 (800) 638-0220

Career Aids, Inc.

20417 Nordhoff St., Dept. N3
Chatsworth, CA 91311
(818) 341-8200

Colwell Systems, Inc.

201 Kenyon Rd., P.O. Box 4024
Champaign, IL 61820-1324
(217) 351-5400

Concept Media

P.O. Box 19542
Irvine, CA 92712
1 (800) 233-7078

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
DIRECTORY OF AUDIOVISUAL RESOURCES, continued

Coronet Instructional Media

65 E. South Water St.
Chicago, IL 60601

Educational Media

468 Park Ave. South
New York, NY 10016
(212) 684-5910

EIMC Publications

Extension Instruction and Materials Center
University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716

Fleets Co. Video

Harris-Tuckman Production, Inc.

751 N. Highland Ave.
Hollywood, CA 90038

Human Relations Media

175 Tompkins Ave.
Pleasantville, NY 10570
(914) 769-6900

Lippincott

East Washington Square
Philadelphia, PA 19105
(800) 523-2945

Media Library

Educational Communications Center
24 Capen Hall
SUNY @ Buffalo
Buffalo, NY 14260

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF AUDIOVISUAL RESOURCES, continued

Medical Electronic Educational Services, Inc.

930 Pitner Avenue
Evanston, IL 60202

National Innovative Media Co.

Route #2, Box 301B
Calhoun, KY 42327
1 (800) 962-6662

OMRDD

Staff Development
100 Watervliet Ave.
Albany, NY 12206

Sunburst Communications

39 Washington Ave.
Pleasantville, NY 10570
(914) 747-3310

Trainex Corporation

P.O. Box 116
Garden Grove, CA 92642
1 (800) 854-2485

The University of Texas at Austin

Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218

Walt Disney Films

500 South Buena Vista
Burbank, CA 91521
1 (800) 423-2555

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR

American Journal of Nursing

"Care of the Patient with Respiratory Problems"
"Coming and Going: Caring for the Terminally Ill"
Emotional Adaptation to Physical Illness (3 films)
Entering a Nursing Home (4 films)
"Inner World of Aphasia"
"Safety Accident Prevention: Everyone's Responsibility"
"Sounds of Anger, Echoes of Fears"
Therapeutic Relationships (3 films)

American Learning Systems, Inc.

"HOSA Serves the Community"
"National HOSA Competitive Events"
"Promoting your HOSA Chapter Activities"

American Red Cross

"Beyond Fear"
"Public Education"

Appleton-Century-Crofts

"Anatomy and Physiology"
"Bioethics"

Cardiovascular Series

"Angina Pectoris"
"Symptoms of Heart Attack"
"Heart Attack"
"High Blood Pressure"
"Peripheral Vascular Disease/Foot"
"Heart Risk Factors"

Nutrition Series

"Living with Low Sodium Diets"
"Obesity and Weight Management"

Diabetes Series

"Understanding and Preventing Diabetes Acid"
"Understanding and Preventing Insulin Reaction"
"Living with Diabetes"
"Skin and Foot Care/Diabetes"
"Living with Diabetes Requiring Insulin"
"Living with Diabetes No Insulin"
"Living with Mastectomy - #236"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Appleton-Century-Crofts, continued

"Understanding Recurrent Cystitis"
 "Your Gallstone Operation"
 "Understanding Cancer"
 "Physiologic Manifestations of Stress"
 "Family Stress in Critical Illness"
 "Giving a Complete Bed Bath"
 "Making an Occupied Bed"
 "Oral Care"
 "Bed to Wheelchair Transfer. Stretcher Transfer of a
 Dependent Patient"
 "Body Mechanics: Passive Range of Motion Exercises"
 "Positioning the Patient in Bed"
 "Applying Restraints"
 "Measuring Blood Pressure. Measuring Body Temperature."
 "Measuring Pulse and Respiratory Rates"
 "Assisting the Patient with the Bedpan"
 "Care of the Indwelling Catheter"
 "Applying Anti-embolism Stockings and Ace Bandages"
 "Applications of Binders"
 "Hot and Cold Applications"
 Complete Series
 Instructor's Guide

AU-VID Services

"Medical Terminology - Anatomical"

Brady Company

"Being a Homemaker/Home Health Aide"

Career Aids

Anatomy-Physiology-Human Body Systems
 "Blood in the Human Body"
 "Blood Factors, Groups & Types"
 "Cells, Tissues & Membranes"
 "Circulation, The Human Body I"
 "Circulation, The Human Body II"
 "Digestion In the Human Body"
 "Endocrine System-Human Body"
 "Immunity in the Human Body"
 "Introduction to Anatomy and Physiology"
 "Lymphatic System-Human Body"
 "Muscular System-Human Body"
 "Nervous System-Human Body"
 "Reproductive System-Human Body"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Career Aids, continued

"Respiration-Human Body"
 "Sensory System-Human Body"
 "Skeletal System-Human Body"
 "Skin-Integumentary System"
 "Urinary System-Human Body"
 Vital Signs (8 films)
 "Introduction to Medical Terminology"
 "Human Reproductive System"
 "Concepts in Nutrition: Cultural Foundations of Diet"
 "Scientific Foundations of Nutrition"
 "Digestion in the Human Body"
 "Allied Health: Respiratory Procedures"
 Aseptic Techniques (3 films)
 An Introduction to Nutrition (6 films)
 "Living with Dying"
 "Group: A Man Ups and Dies"
 "Coronary Artery Disease, Clarified"
 "Pulmonary Emphysema, Clarified"
 "Upper Respiratory Diseases, Introduction"
 "Lower Respiratory Diseases, Introduction"
 "Congestive Heart Failure, Clarified"
 "Fundamentals of Cancer"
 "Basic First Aid"
 "First Aid at the Burn Accident Scene"
 "Treating Wounds"
 "Treatment for Bleeding"
 "Emergency Artificial Respiration"
 "Treating Physical Shock"
 "Treating Fractures and Dislocations"
 "Emergency Transportation of Injured"
 "Treatment for Choking"
 "Treatment for Poisoning"
 "Artificial Respiration"
 "Bleeding"
 "Poison"
 "Shock"
 "Burns"
 "Fractures"
 "Rescue and Transfer"
 "First Aid Review"
 "Frostbite/Hypothermia"
 "Excessive Heat"
 "Choking"
 "Sudden Illness"
 "Bites"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Career-Aids, continued

- "Snakebite"
- "Head Injuries"
- "Multiple Injuries"
- "The ABC's of Life Support"
- "CPR: How to Save a Life"
- "Your Health: It's Your Responsibility"
- "Computers in Diagnostic Medicine"

Concept Media

- "Activities of Daily Living"
- "Biologic Changes of Aging"
- "Blood Pressure"
- "Effective Speaking I"
- "Effective Speaking II"
- "Finding the Right Job"
- "Lifting and Moving Patients"
- "Mobility"
- "Psychosocial Implications"
- "Stay in Control"
- "The Aphasic Patient"
- "Taking the Patient's Temperature"
- "Temperature, Pulse and Respiration"
- "Bed Bath"
- "Nature of Stroke"
- "Acute Nursing Care"
- "Deficits"

Human Relations Media

- "Part I -- Introduction & Artificial Breathing"
- "Part II -- Chest Compressions"
- "Part III -- Special Techniques...Choking"
- "Old Age"
- "Eight Stages of Human Life"
 - "Prenatal Development"
 - "Infancy"
 - "Early Childhood"
 - "Late Childhood"
 - "Adolescence"
 - "Young Adulthood"
 - "The Mature Adult"
 - "Old Age"
- "Stay in Control"
- "Suicide"
 - "Causes"
 - "Prevention"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Lippincott

"Basic Bedmaking for Patient Comfort and Safety"

Medical Electronic Educational Services, Inc.

Bed Baths
Bed Making
Hygenic Care
Position and Transfer of Immobile Patients

Sunburst Communications

"CPR - How to Save a Life"
"First Aid (Newest Techniques Series B)
(Frostbite/Hypothermia, Excessive Heat, Choking,
Sudden Illness)"
"First Aid: Newest Techniques
(Burns, Fracture, Rescue and Transfer -- Review)"
"First Aid: Newest Techniques Series B
(Bites, Snakebite, Head Injuries, Multiple Injuries)"
"First Aid: Newest Techniques
(Artificial Respiration, Bleeding, Poison, Shock)"

Trainex Corporation

"Blood Pressure"
"Medical Asepsis"
"TPR - Set 1"
"Methods of Birth Control"
"Drug Dependency - Stimulants, Depressants, Psychedelics"
"Biologic Changes of Aging: Function & Capacity"
"Employee Health and Handwashing"
"Disinfection, Sterilization & Asepsis"
"How to Work All Day Without Getting Hurt"
"Use of Restraints"
"Use of Wheelchairs"
"Important Procedures in Asepsis: Respiratory Assistant and
Management of Patient with Infection"
"Precautions for Wound and Skin"
"Sterile Technique and Dressing Change"
"Disorders of the Central Nervous System - Cranial Trauma:"
"The Brain: Vital and Protected/Brain Injury and
Intracranial Pressure"
"Diet and the Management of Insulin Dependent Diabetes"
"Diet and Management of Noninsulin Dependent Diabetes"
"Teaching the Patient with Diabetes"
"Testing Your Urine for Sugar and Ketones"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Trainex Corporation, continued

- "This is Diabetes"
- "Treatment of Insulin Dependent Diabetes"
- "What is Insulin Dependent Diabetes?"
- "What is Non-insulin Dependent Diabetes?"
- "Disorders of the Biliary Tract-Calculus Biliary Disease of the Gallbladder. A study of Structure/Function/The Formation of Gallstones"
- "Disorders of the Biliary Tract-Calculus Biliary Disease: An Appraisal of Cholecystectomy/Alternatives to Surgery"
- "Disorders of the Biliary Tract-Calculus Biliary Disease" "Cholecystitis/Pain RUQ/Surgical Rounds: a Clinical View of Cholecystitis"
- "Disorders of the Cardiovascular System-Coronary Artery Disease/Coronary Artery Bypass Grafting"
- "Disorders of the Central Nervous System-Cranial Trauma: The Brain Vital and Protected/Brain Injury and Intra-cranial Pressure"
- "Disorders of the Female Reproductive System - Complications of Labor: Diagnostic Testing"
- "Disorders of the Female Reproductive System - Tumors of the Uterus and Cervix: Radiation: Another Therapy"
- "Disorders of the Female System - Tumors of the Uterus and Cervix: Surgical Management/After the Hysterectomy"
- "Disorders of the Male Reproductive System - Diseases of the Prostate Gland: Cancer of the Prostate: An Overview of Therapies"
- "Disorders of the Male Reproductive System - Diseases of the Prostate Gland: Diagnostic Testing"
- "Disorders of the Male Reproductive System - Diseases of the Prostate Gland: Prostatectomy: Surgical Treatment of Prostate Disease"
- "Disorders of the Female Reproductive System - Complications of Labor/Cesarean Section: A Surgical Alternative"
- "Disorders of the Male Reproductive System - Diseases of the Prostate Gland: Surgical Treatment of Prostate Disease"
- "Venereal Disease"
- "Admission and Discharge"
- "Application of Binders and Bandages"
- "Basic Bedmaking for Patient Comfort and Safety"
- "Bed Bath"
- "Blood Pressure"
- "Bowel Elimination"
- "Care of the Dying Patient"
- "Closed Urinary System"
- "Collecting Urine Specimens"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Trainex Corporation, continued

"Feeding the Patient"
 "Intake and Output"
 "Intramuscular and Subcutaneous Injections"
 "Lifting and Moving Patients"
 "Local Application of Heat and Cold"
 "Medical Asepsis"
 "Occupied Bedmaking"
 "Oral Hygiene"
 "Patient Safety: From Thermometers to Wheelchairs"
 "Peri Care"
 "Positioning to Prevent Complications"
 "Range of Motion Exercises to Prevent Complications"
 "Recognition and Prevention of Bedsores"
 "Showers and Tub Baths"
 "Taking the Patient's Temperature"
 "Temperature, Pulse and Respirations"
 "Transfer Activities and Ambulation"
 "Urinary Care"
 "Breast Cancer"
 "Colostomy Care"
 "Colostomy Irrigation"
 "Complications of Advanced Cancer"
 "Care of the Patient with Leukemia"
 "Care of the Patient Receiving Intravenous Therapy"
 "Congestive Heart Failure"
 "Hypertension - Your Patient and You"
 "Management of Blood Transfusions"
 "Myocardial Infarction: Nursing Care"
 "Nursing Care of the Newborn: Circulation of the Fetus and
 Transitional Circulation of the Newborn"
 "Care of the Patient in a Cast"
 "Care of the Patient in Cervical Traction"
 "Care of the Patient with a Head Injury"
 "Care of the Patient with Emphysema"
 "Care of the Patient with Gastroduodenal Ulcer Surgery"
 "Hospital Acquired Infections"
 "Aspects of Microbiology and Antimicrobial Therapy"
 "The Susceptible Host and the Recognition of Infection"

Train-Ease Corp.

"An Introduction to the Nursing Care Plan"
 "Basic Input and Output"
 "Basic Medical Asepsis"
 Basic Nursing Skills Module-M900 (6 films)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

AUDIOVISUAL RESOURCES AVAILABLE BY VENDOR, continued

Train-ease Corp., continued

Body Mechanics Module - M1080 (5 films)
 Care of the Dying Patient Module - M1160 (2 films)
 Care of the Orthopedic Patient Module - M1110 (3 films)
 "Charting"
 "Developing the Skills of Observation"
 "Ethics"
 "Handling and Preparation of Food"
 "Hospital Fires - Their Cause and Prevention"
 Housekeeping Module - M1070 (5 films)
 "Incidents and Accidents"
 Monitoring Vital Signs Module - M910 (2 films)
 "Nurse - Patient Communication"
 "Nursing Care of the Patient in Pain"
 Patient Teaching Module - M1200 (17 films)
 "Physiological and Emotional Aspects of Pain"
 "Psychological and Emotional Aspects of Pain"
 Rehabilitation Nursing Module - M1090 (6 films)
 "Special or Modified Diet Preparation"
 "Staff Communication"

 "The Anxious Patient"
 "The Hospital"
 The Patient in Isolation Module - M1150 (3 films)
 The Patient with Cardiac Disease Module - M1120 (4 films)
 The Patient with Respiratory Disease Module - M1130
 (4 films)
 The Ward Unit Clerk Module - M1170 (5 films)
 Urological Nursing Module - M1140 (3 films)

Walt Disney Films

"AIDS Part I and II"
 "Baby Bound"

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SELECTING SOFTWARE

There are a number of ways to select good software. Here are a few to get you started.

1. Ask as many other teachers as possible who are using software programs in their classrooms for their evaluations of these products. Review some of the products they recommend to see what other teachers consider to be good software.
2. Find out if there are any resource centers in your area with computers and software products available to preview.
3. Talk to any school personnel who are knowledgeable about computer software products.
4. Find out about and plan to attend any upcoming local, county or statewide computer conferences in education. (Producers and distributors of school software exhibit their products at these conferences.)
5. Look for software catalogs in libraries or local resource centers. Select a number of programs that sound promising in their catalog descriptions and write to these software companies, asking to preview their programs. (Choose programs that correlate well with the curriculum.)
6. Start looking in a number of computer and educational journals that regularly review new software products.

So much of evaluation is subjective. You will have to decide what you consider to be good software. Consider the following in your evaluation.

- Are you interested in tutorial programs -- teaching a concept step-by-step?
- Are you interested in simulation programs -- graphically depicting a process or activity?
- Do you want programs which are interactive, so the student must continually type in information and "work" with the computer?
- How much decision making and problem solving do you want?

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SELECTING SOFTWARE, continued

- Does the software cover areas of interest in your curriculum?
- Is the readability level appropriate for your grade level?
- Is the software for remediation, reinforcement or new information?
- Is there too much emphasis on attractive graphics and animation and not enough on content?
- Is the amount of text presented on the screen appropriate?
- Are the instructions clear and easy to follow?
- Is the amount of typing required appropriate for your grade level?
- Does the software do something that could not be done in a text or workbook?
- Are there positive rewards for correct answers, and nonjudgmental responses for incorrect answers?
- Is there documentation (written material) to accompany the software?
- Are there student activity sheets to accompany the software?

Software programs fall into many categories. There are simulations, tutorials with graphics and animation, tutorials that are basically reading experiences and instructional games. Some of the programs have the students making decisions, solving problems and estimating numbers; some ask questions throughout, at the end or not at all. You must decide what is right for you, your students and your situation.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

ORDERING SOFTWARE

Each publisher may have different ordering policies. Before ordering, consider the following points.

- Did you consider the type, model and memory size of your computer?
- Does the program come with a backup disk?
- Does the publisher offer a 30-day evaluation period during which you can preview the software?
- Does the publisher have a policy for replacing defective disks?
- Is a phone number provided that you may call for technical assistance?
- Does the publisher have a quantity discount policy?
- Does the publisher have a networking policy?

If you are not in a hurry, write to the suppliers for more information about the software you wish to purchase -- ask for catalogs, order forms and the latest prices.

If you do not have an order form from the supplier and wish to be billed for the purchase, use an official school purchase order form. You will need to contact the supplier to find out about shipping and handling charges, if you wish to send payment with your order.

Be sure to include the following information with your order.

- The full name, address and telephone number of your school.
- The name and position of the person who is to be billed.
- The name, address and phone number of the person to whom the material is to be shipped.
- The quantity, catalog number and program name for all items.
- Your computer type and model.
- The format (specify cassette or diskette).
- If you are sending payment, be sure to include the check or money order. NEVER SEND CASH.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES

Addison-Wesley Publishing Co.

Jacob Way
Reading, MA
(617) 944-3700

Aquarius Software, Inc.

P. O. Box 128
Indian Rocks Beach, FL 33535
(813) 595-7890

Apple Computer, Inc.

10260 Bandley Dr.
Cupertino, CA 95014
(408) 996-1010

Bare Bones Software

5817 Franklin Ave.
LaGrange, IL 60525
(312) 246-7457

Brain Bank, Inc.

Roger Deal
220 Fifth Ave.
New York, NY 10001
(212) 686-6565

Career Aids, Inc.

20417 Nordhoff St.
Dept. N3
Chatsworth, CA 91311
(818) 341-8200
(distributes other publishers' materials)

Career Development Software, Inc.

207 Evergreen Dr.
Vancouver, WA 98661
(206) 696-3529

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

CBS Software

c/o Lynn VanAlstyne
A unit of CBS Inc.
1 Fawcett Pl.
Greenwich, CT 06836
(203) 622-2500
(also distributes microcomputer
workshop materials)

Curriculum Publications Clearinghouse

Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917

Colwell Systems, Inc.

201 Kenyon Rd.
P.O. Box 4024
Champaign, IL 61820-1324

Computer Spirit Graphics

P.O. Box 845
Williamsville, NY 14221
(716) 688-1982
Mary L. Thomas, owner

Curriculum Publications Clearinghouse

Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(microcomputer applications in
Voc. Ed. -- HOE)

Decision Development Corporation

2346 Stanwell Dr.
Concord, CA 94520
(415) 798-3311

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

Delmar Publishers Inc.

2 Computer Dr. West
Box 15-015
Albany, NY 12212
1 (800) 252-2550
Chris Conti -- (617) 731-9268
Leslie Boyer -- (518) 459-1150

Designware

185 Berry St.
San Francisco, CA 94107
(415) 546-1866

Dorsett Educational Systems, Inc.

P.O. Box 1226
Norman, OK 73070
(405) 321-0000

Educational Activities, Inc.

P. O. Box 392
Baldwin, NY 11520
(516) 223-4666

Focus Media, Inc.

839 Stewart Ave.
P. O. Box 865
Garden City, NY 11530
(516) 794-8900

Gregg/McGraw-Hill

P.O. Box 401
Hightstown, NJ 08520
(609) 426-5000

Hartley Courseware, Inc.

P.O. Box 431
Dimondale, MI. 48821
(517) 646-6458

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

Health Care Systems

T. J. Terry
649 West Minnesota
Deland, FL 32720
(904) 738-4488

Heinemann Computers in Education Ltd.

22 Bedford Square
London, WC1B 3HH
Distributed by Scott Foresman
1900 East Lake Ave.
Glenview, IL 60025

HRM Software

A Division of Human Relations Media
175 Tompkins Ave.
Pleasantville, NY 10570
(914) 769-6900

Intellectual Software

798 North Ave.
Bridgeport, CT 06606
(203) 333-7268

Island Software

P. O. Box 300
Lake Grove, NY 11755
(516) 585-3755

J & S Software

140 Reid Ave.
Port Washington, NY 11050
(516) 944-9304

John Wiley & Sons, Inc.

605 Third Ave.
New York, NY 10158
(212) 850-6417
(201) 469-4400

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

Lawrence Hall of Science

The Math and Computer Ed. Project
University of California
Berkley, CA 94720
(415) 642-5133

Learning Technologies

25041 Mackenzie
Laguna Hills, CA 92653
(714) 859-2865

J. B. Lippincott Co.

East Washington Square
Philadelphia, PA 19105
Jeanne Hallahan
1 (800) 523-2945
Carol Dregenbergh, consultant
(IL) (312) 272-7192

MECC (Minnesota Education Computing Corp)

3490 Lexington Ave. North
St. Paul, MN 55112
(612) 481-3500

Micro Power & Light Company

12820 Hillcrest Rd. 224
Dallas, TX 75230
(214) 239-6620

Microcomputer Applications

3485 Mock Orange Ct. South
Salem, OR 97302
(503) 364-1090

Microcomputer Education Programs, Inc.

157 South Kalamazoo Mall
Kalamazoo, MI 49007
1 (800) 421-4157

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

Microcomputer Workshops Courseware

225 Westchester Ave.
Port Chester, NY 10573
(914) 937-5440

Micrograms, Inc.

P. O. Box 2146
Loves Park, IL 61130
(815) 965-2464

Nationwide Computer Products

P. O. Box 61
3180 South Pennsylvania Ave.
Morrisville, PA 19067
(215) 295-0055

Orange Cherry Media

P. O. Box 427, Department F
Bedford Hills, NY 10507
(914) 666-8434

Orange Juice Software Systems

222 South Washington Ave.
New Richmond, WI 54017
(715) 246-3588

Oswego County BOCES

Resource Room
Kathy Finnerty
County Rte. 64
Mexico, NY 13114
(315) 963-7251

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

Prentice Hall, Inc.

(Parent Co. of Brady-Appleton-
Century-Crofts)
1 (800) 638-0220

Right on Programs

140 East Main St.
Center Islip, NY 11743
(516) 348-1577

Scholastic Software

P. O. Box 7502
2931 East McCarty St.
Jefferson City, MO 65102
(314) 636-5271

School & Home Courseware, Inc.

301 West Mesa
Fresno, CA 93704
(209) 431-8300

Science Systems Software, Inc.

11899 West Pico Blvd.
West Los Angeles, CA 90064
1 (800) 421-6636

Spectrum Software

75 Todd Pond Rd.
Lincoln, MA 01733
(617) 794-0353

Statewide Teaching Aids

(developed by Oswego BOCES)
5845 Gardner Highway
Alexandria, LA 71303
(318) 445-2572

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

DIRECTORY OF SOFTWARE RESOURCES, continued

Sunburst Communications

39 Washington Ave.
Pleasantville, NY 10570
(914) 747-3310

TYC (Teach Yourself by Comp. Software)

2128 West Jefferson Rd.
Pittsford, NY 14534
(716) 427-7065

VMI (Visual Materials, Inc.)

4172 Grove Ave.
Gurnee, IL 60031
(312) 249-1710

W. B. Saunders Co.

Joseph Chudzinski
West Washington Square
Philadelphia, PA 19105
(215) 574-4700

*CLT Software Catalog (This is a free publication summarizing
software available)

Northeast Curriculum Coordination Center
200 Old Matawan Rd.
Old Bridge, NJ 08857

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SOFTWARE PACKAGES AVAILABLE BY VENDOR

Aquarius Software

PROGRAMS/DISKETTES

How to Get and Hold a Job
Interviewing
New on the Job
Self-Concept and Your Work
The Job and You

Brainbank Inc.

PROGRAMS/DISKETTES

The Human Body: An Overview
The Skeletal System

Career Aids, Inc.

PROGRAMS/DISKETTES

A Balanced Diet
Cells
Circulation System
Experiments in Human Physiology
Fitness - A State of Body and Mind
Food Group Puzzles
Health Awareness Game
Lifeline: Nutrition
Male and Female Reproductive Systems and Conception
Menucalc
Normal Growth and Development: Vocabulary
Nutrient Analysis
Nutrition Analysis
Nutrition: Game Format Study Aid
Nutrition Pursuit
Sexually Transmitted Diseases
Spelling for Careers in Medicine
The Daily Menu Analyzer
The Human Body: An Overview
Venereal Disease
What Did You Eat Yesterday
You Are What You Eat: Menu Analysis
Your Body - Series

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SOFTWARE PACKAGES AVAILABLE BY VENDOR, continued

Career Development Software, Inc.

PROGRAMS/DISKETTES

Interview Stress
Skill Identification
The Four Stages of Interviewing
The Values Option
The Work Activities Inventory
The Worst Possible Interview in History

CBS Software

PROGRAMS/DISKETTES

Success with Math
The Body in Focus

Curriculum Publications Clearinghouse

PROGRAMS/DISKETTES

Microcomputer Applications in
Vocational Education:
Health Occupations I & II

Designware

PROGRAMS/DISKETTES

Body Transparent

Dorsett Educational Systems, Inc.

PROGRAMS/DISKETTES

Basic Psychology
Basic Sociology
First Aid and Safety
Fractions
Percents and Decimals

Educational Activities, Inc.

PROGRAMS/DISKETTES

Cells: Basic Cell Structure & Cell Division
Heart Lab: Simulation Model of a Functioning Human
Heart

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SOFTWARE PACKAGES AVAILABLE BY VENDOR, continued

Focus-Media Inc.

PROGRAMS/DISKETTES

The Heart Simulator

The Human System: Series 1

The Human System: Series 2

Gregg/McGraw-Hill

PROGRAMS/DISKETTES

Resume

Health Care Systems

PROGRAMS/DISKETTES

Introduction to Services and Therapies

Basic Body Mechanics

Heinemann Computers in Education Ltd.

PROGRAMS/DISKETTES

Physiological Simulation

HRM Software

PROGRAMS/DISKETTES

Experimenting in Human Physiology

Intellectual Software

PROGRAMS/DISKETTES

Pregnancy and You Part I

Pregnancy and You Part II

Island Software

PROGRAMS/DISKETTES

Anatomy Challenge

Lawrence Hall of Science

PROGRAMS/DISKETTES

What's In Your Lunch?

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SOFTWARE PACKAGES AVAILABLE BY VENDOR, continued

Learning Technologies

PROGRAMS/DISKETTES

Bleeding
Building Blocks of the Body
Burns
CPR
Choking
Fractures
Introduction to First Aid
Poisoning Part I
Poisoning Part II
Poisoning Part III
Shock
The Circulatory System
The Digestive System
The Muscles
The Endocrine System
The Nervous System
The Reproductive System
The Respiratory System
The Senses
The Skeletal System
The Skin

MCE, Inc.

PROGRAMS/DISKETTES

Filling out Job Applications

Micro Power & Light Company

PROGRAMS/DISKETTES

Reproduction (Process)

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

SOFTWARE PACKAGES AVAILABLE BY VENDOR, continued

Microcomputer Educational Programs Inc.

PROGRAMS/DISKETTES

Job Readiness: Assessment and Development
Job Readiness: Attitude Assessment
Filling Out Job Applications
Successful Job Interviewing
Resources for Job Hunting
Personal Habits for Job Success
Work Habits for Job Success
First Day on the Job
Strategies for Test Taking
Effective Study Skills: A Learning Style Approach
Following Written Directions
Managing Your Time

Microcomputer Software

PROGRAMS/DISKETTES

The Heart Simulator

Microcomputer Workshops Courseware

PROGRAMS/DISKETTES

Biology Achievement I: Cells and Tissues

Minnesota Educational Competency Consortium

PROGRAMS/DISKETTES

Food Facts
Health Maintenance Volume I: Facts
Health Maintenance Volume II: Assessment
Nutrition - Volumes I & II

Orange Juice Software Systems

PROGRAMS/DISKETTES

Food Poisoning, Sanitation and Preservation
Foods: Measuring Techniques
Systems of the Body-A Game Format Study Aid

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE
SOFTWARE PACKAGES AVAILABLE BY VENDOR, continued

Prentice-Hall Publishers, Inc.

PROGRAMS/DISKETTES

Arrakis Advantage: Biology Volume I
Arrakis Advantage: Biology Volume II
Arrakis Advantage: Biology Volume III
Arrakis Advantage: Biology Volume IV

Science Systems Software, Inc.

PROGRAMS/DISKETTES

Health Awareness Games

Spectrum Software

PROGRAMS/DISKETTES

Teeth: Animal Skull & Human Teeth

Statewide Teaching Aids

PROGRAMS/DISKETTES

Digestion, Part I and II
Review of Digestion

Sunburst Communications

PROGRAMS/DISKETTES

The Smoking Decision

VMI (Visual Materials, Inc)

PROGRAMS/DISKETTES

Alcohol and Health (junior high, high school, adults)

W. B. Saunders Company

PROGRAMS/DISKETTES

Building a Medical Vocabulary

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

TEXTBOOK RESOURCES

Health Careers

- Badasch and Chesebro. The Health Care Worker.
Bowie: Brady Communications Company, Inc., 1985.
- Birchenall and Streight. Introduction to Health Careers.
Philadelphia: J.B. Lippincott Co., 1978.
- Breitung, Joan C. Caring for Older Adults.
Philadelphia: W.B. Saunders Co., 1987.
- Caldwell and Hegner. Health Care Assistant.
Albany: Delmar Publishers Inc., 1985.
- Latkiewicz, Anderson and Dyer. Health Occupations Career Explorations. Exeter: Heinemann Educational Books, 1984.
- Rambo and Watson. Your Career in Health Care.
New York: Gregg Division/McGraw-Hill Book Co., 1976.
- Simmers, Louise. Diversified Health Occupations.
Albany: Delmar Publishers Inc., 1983.

Health Education

- Lazarus and Vorys. Health and Safety. Reading:
Addison-Wesley Publishing Co., 1987.
- McClendon and Johnson. Health and Wellness.
New York: Laidlaw Publishers, 1987.
- McGinley, Helen. Caring, Deciding and Growing.
Lexington: Ginn and Company, 1983.
- Pollock, Purdy and Carroll. Health: A Way of Life.
Glenview: Scott, Foresmand and Company, 1982.

Nutrition

- Pawlson and Goodwin. How To Be a Nurse Aide In A Nursing Home.
Washington: American Health Care Association, 1985.
- Townsend,Carolynn E. Nutrition and Diet Therapy.
Albany: Delmar Publishers, Inc., 1985.
- Williams, Sue. Essentials of Nutrition and Diet Therapy.
St. Louis: CV Mosby Co., 1982.
- Zins, Sandra. Aging in America. An Introduction to Gerontology.
Albany: Delmar Publishers Inc., 1987.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

TEXTBOOK RESOURCES, continued

Leadership/Decision Making

Daggett, Willard R. Your Future: Plans and Choices.
Pelham Manor: South-Western Publishing Co., 1985.

Jameson, David B. Leadership Handbook. New Castle:
David B. Jameson, 1978.

Milliken, Bettye. Understanding Human Behavior.
Albany: Delmar Publishers Inc., 1987.

Williams, Badrkhan, Daggett. Technology For Tomorrow.
Pelham Manor: South-Western Publishing Co., 1985.

Terminology

Austrin, Miriam G. Young's Learning Medical Terminology.
St. Louis: C.V. Mosby Co., 1983.

LaFleur and Starr. Exploring Medical Language.
St. Louis: C.V. Mosby Co., 1985.

Lillis, Carol A. Brady's Introduction to Medical Terminology.
Bowie: Brady Communications Company, Inc., 1983.

Wroble, Eugene M. Terminology for the Health Professions.
Philadelphia: J.B. Lippincott Co., 1982.

Life Cycle

Goodspeed and Smith. This Is The Life!
Peoria: Bennett Publishing Company, 1981.

Henderson, Gail: Dimensions of Life.
Pelham Manor: South-Western Publishing Co., 1985.

Ryder, Verdene. Contemporary Living. South Holland:
Goodheart-Willcox Company, Inc., 1985.

Emergency Care

Buttaravoli and Stair. Common Simple Emergencies.
Bowie: Brady Communications Company, Inc., 1985.

Campbell, John E. Basic Trauma Life Support.
Bowie: Brady Communications Company, Inc., 1985.

Emergency Victim Care. Ohio State Education Department
Division of Vocational Education, 1976.

Grant, Murray, Bergeron. Emergency Care.
Bowie: Brady Communications Company, Inc., 1982.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

TEXTBOOK RESOURCES, continued

Equipment and Supplies

Bolcik, Veronica. J.A. Preston Corp. 60 Page Rd.,
Clifton, NJ 07015.

Heyman, Doreen H. Achievement Products, Inc.
P.O. Box 547 Mineola, NY 11501. (516) 747-8899

Levi, Tamara. Flaghouse. 15 D N. MacQuestion Parkway
Mount Vernon, NY 10550. (914) 699-1900 or 1 (800) 221-5185

Rhodes, John. Rifton Equipment for the Handicapped. RA 213
Rifton, NY 12471. (914) 658-3141

Samson, Fred Inc. Professional Health Care Catalog.
Box 32, Brookfield, IL 60513-0032.

Microbiology

Ferris and Fong. Microbiology for Health Careers.
Albany: Delmar Publishers Inc., 1985.

Skills

Bentz, Ellis and Nowlis. Modules for Basic Nursing Skills.
Boston: Houghton Mufflin Co., 1980.

Hornemann, Grace V. Basic Nursing Procedures.
Albany: Delmar Publishers Inc., 1980.

Wood and Rambo. Nursing Skills for Allied Health Services.
Philadelphia: W. B. Saunders Co., 1977.

Structure and Function

Anthony and Thibeau. Structure and Functions of the Human Body.
St. Louis: C.V. Mosby Co., 1983.

Ferris, Skelley and Fong. Basic Structures and Functions.
Albany: Delmar Publishers Inc., 1984.

Memmler and Wood. Structure and Function of the Human Body.
Philadelphia: J. B. Lippincott Co., 1983.

COURSE: NURSE'S ASSISTANT/HOME HEALTH AIDE

TEXTBOOK RESOURCES, continued

Home Health Aide

C. Coviello, A. Huber, A. Spatz. Homemaker/Home Health Aide.
Second Edition. Delmar Publishers Inc., 1985.

Zucker, Elana D. Being a Homemaker/Home Health Aide.
Second Edition. RJ Brady Communications Co. Inc., 1988.

G.E. Tasker, Cornell University. Basics of Housecleaning and Home Care.

Resources

A Handbook for the Homemaker - Home Health Aide. E. Gilberton,
National Home Caring Council, 1985.

Family Health and Home Nursing. American Red Cross, Doubleday &
Co., Inc., 1978.

Home Care Curriculum. Office of Human Resource, Division of
Administration, New York State Department of Social Services, 1987.

Home Nursing Care for Elderly. M.O. Hogstel, Brady Communications
Co., Inc. 1985.

Instructor's Guide for Being a Homemaker/Home Health Aide. J.K.
Wernig and B. Baranishyn, Brady Communications Co., Inc., 1985.

The Lippincott Manual of Nursing Practice - 2nd Edition. L.S.
Bunner, D. Smith-Suddarth, et al, J.B. Lipponcott Co., 1978.

Workbook for Being a Homemaker/Home Health Aide. E. Zucker, Brady
Communications Co., Inc., 1985