NAS 9/90

NURSE'S ASSISTING SUPPLEMENT

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: HOE Educators

Date: July 16, 1990

From: Jeanette Canaday/Patricia Hodgins, Associates JC PH
Bureau of Business and Health Occupations Program

Subject: Nurse's Assisting Curriculum

Enclosed is a supplement to the Nurse's Assisting curriculum necessary to meet the requirements of the Federal OBRA regulations. It consists of performance objectives and supporting competencies, suggested instructional strategies and terminology. These should be inserted in the existing NA curriculum by page number. The resource material is an addendum to be placed at the end of your present document.

Please call the Bureau of Business and Health Occupations Programs at 518/474-6240 if you have any questions.

USE OF THIS DOCUMENT

This document is meant to be used in conjunction with the Nurse's Assisting Curriculum. The specific information meets the requirements of the federal OBRA regulations. It should be adapted by the instructor with consideration for teaching style, appropriateness to the community and student needs.

The term "client" as used in this document refers to a person who engages the professional services of another.

The term resident must be used when referring to a client in a Residential Health Care Facility (R.H.C.F.).

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

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

4. Special Condition, Materials and Equipment: the Senior Citizens' Bill of Rights, adopted at the 1961 White House Conference on Aging.
   Action: The student will describe six ethical responsibilities which maintain the older adult's rights.
   Level of Mastery: four out of six, 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 rights listed in the bill
   c. Describe ethical responsibilities related to each right

5. Special Condition, Materials and Equipment: copy of the Public Health Law Section 2803-D (See Resource Document)
   Action: The student will describe and report three examples of client abuse.
   Level of Mastery: three out of three

   In order to do this, the student must be able to:
   a. Define related terminology
   b. Discuss the law
   c. Review situations of abuse, e.g., false imprisonment, assault, battery, harassment, and negligence
   d. Describe the procedure for reporting abuse

6. Special Condition, Materials and Equipment: None
   Action: The student will list one local, one state and one national organization/publication that could serve as resources and support to the older adult.
   Level of Mastery: one organization/publication from each category: local, state and national

   In order to do this, the student must be able to:
   a. Identify local resources (e.g., Rotary, church, schools, civic groups, community health agencies, AAA)
   b. Identify state resources (e.g., SOFA)
   c. Identify national resources (e.g., AARP, SAGE, Gray Panthers)
   d. List publications available as resources (e.g., Modern Maturity, newspaper supplements, SAGE newsletter)

1. adult day care center
2. adult home
3. ageism
4. American Association of Retired People (AARP)
5. elder hostel
6. geriatrician
7. geriatrics
8. harassment
9. intermediate care facility (ICF)
10. nutrition sites
11. Office of the Aging
12. respite

PERFORMANCE OBJECTIVE/SUPPORTING COMPETENCY

3. Special Condition, Materials and Equipment: none
Action: The student will identify three attitudinal barriers while relating to the older adult.
Level of Mastery: three out of three

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

a. Discuss the effects of myths and stereotypes on effective communication
b. Discuss the effects of ageism (e.g., youth-oriented society, lack of exposure to elderly, media portrayal)
c. Discuss the effects of personal hang-ups (e.g., fear of dying, fear of old age)

COURSE: NURSE'S ASSISTING SUPPLEMENT NAS 9/90
MODULE: **COMMUNICATION AND THE CLIENT**
TOPIC: Terminology

1. Chronic Organic Brain Syndrome

2. Transient Ischemic Attack

COURSE: NURSE'S ASSISTING SUPPLEMENT
MODULE: **LIFE CHANGES AND ADAPTATIONS**

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

5. Special Condition, Materials and Equipment: Maslow's Hierarchy of Needs
   Action: The student will describe Maslow's Hierarchy of Needs as it relates to the older adult.
   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 Maslow's Hierarchy of Needs
   c. Discuss each need as it relates to the older adult

6. Special Condition, Materials and Equipment: Eric Erikson's Developmental Stages
   Action: The student will describe the developmental tasks throughout the life cycle as described by Eric Erikson.
   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 stages of life cycle from HOE Core, and identify the eight stages of man as described by Eric Erikson
   c. Discuss integrity versus despair in the older adult

7. Special Condition, Materials and Equipment: none
   Action: The student will describe how the aging process produces stress.
   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 "stress," "eustress" and "distress"
   b. Discuss stress as a human response to change
   c. Discuss a stress response to a physical/psychosocial change

COURSE: NURSE'S ASSISTING SUPPLEMENT
MODULE: **LIFE CHANGES AND ADAPTATIONS**

PERFORMANCE OBJECTIVES/SUPPORTING COMPETENCIES, continued

8. Special Condition, Materials and Equipment: none
   Action: The student will identify five adaptive mechanisms commonly utilized throughout the life cycle.
   Level of Mastery: three out of five

   In order to do this, the student must be able to:
   a. Discuss denial
   b. Discuss projection
   c. Discuss regression
   d. Discuss repression
   e. Discuss fixation

9. Special Condition, Materials and Equipment: none
   Action: The student will discuss alcohol and other drug abuse as an adaptive behavior.
   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 frequently abused substances (e.g., alcohol, over-the-counter drugs, nicotine, caffeine, prescription drugs)
   c. Discuss alcohol and other drug abuse as an adaptive behavior

10. Special Condition, Materials and Equipment: none
    Action: The student will identify two measures to assist the older adult and the family in adjusting to placement (admission, transfer, discharge).
    Level of Mastery: two out of two

    In order to do this, the student must be able to:
    a. Discuss reactions of the elderly to placement (e.g., loss of independence, separation from family and friends, loss of possessions)
    b. Discuss reactions of family members to placement (e.g., fear, guilt)
    c. Identify measures in adjusting to placement (e.g., personal belongings, communication with family and facility activities)

1. adaptation
2. centenarian
3. chronological
4. despair
5. eustress
6. fixation
7. projection
8. regression
9. repression
10. role reversal
11. senescence

COURSE: NURSE'S ASSISTING SUPPLEMENT
MODULE: **LIFE CHANGES AND ADAPTATIONS**

SUGGESTED INSTRUCTIONAL STRATEGIES

1. Develop simulations to portray the adaptive mechanisms implemented by the elderly.

2. Show the film "Peege," 16mm/28 minutes.

   Review: A grandmother is placed in an adult home. Deals with placement, family attitude, losses and importance of reminiscing.

3. Show the film "Side by Side."

4. Have students complete the following exercises: read and assess color charts; do daily activities looking through yellow-colored glasses; utilize prism glasses to assess balances and proprioception; practice sitting and standing with shoelaces tied together; use a wheelchair for a period of time, moving in and out of doorways, into bathrooms, up to tables, refrigerators, sinks, etc.

5. Invite guest speakers, such as representatives of Alcoholic's Anonymous, local chapter of Alcohol and Other Drug Abuse, local chapter of AARP and/or RSVP. If possible, invite a family member who is familiar with role reversals. (Resources include long-term care facilities and support groups such as Alzheimer's Organization.)

6. Complete an observation at a local long-term care facility or a local day care center.

7. Complete an interview activity with personnel, clients and personal family members in long-term care facilities, day care and home care.

8. Interview persons from the "young old," the "middle old" and the "old old."

9. Have students compare their attitudes and needs.

COURSE: NURSE'S ASSISTING SUPPLEMENT

RESOURCES

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A Profile of Older Americans. AARP, Program Resources Department, 1909 K Street, N.W., Washington, DC 20049.

Basic Caregivers Course: Workbook and Tapes. (AGES) Applied Gerontology/ Educational Seminars. P.O. Box 23800, St. Louis, MO 63121.

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A highly practical and informational book dealing with a variety of ways of dealing with and aiding aging parents. $2.95 (paperback).

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