

NEW HORIZONS REGIONAL EDUCATION CENTER

PACING GUIDE

Program: Nursing Assistant

Teacher: C.Fletcher

| Marking Period Topic/Objectives | Virginia State Competencies | Standardized Test Areas | Supporting Equipment Technology |
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| 1st Marking Period (9/7-11/5/10) | | | |
| Orientation to Nursing Assistant Program <ol style="list-style-type: none"> 1) Distribute/Discuss/Collect parent/student orientation forms 2) Discuss student rights; establish classroom rules and committees 3) Introduce students to facility 4) Distribute and Explain Syllabus 5) Discuss HOSA and the students involvement | HMS8362.001 HMS8362.002 HMS8362.003 HMS8362.004 HMS8362.005 | | Orientation Packet |
| Introduction to Health Care Agencies <ul style="list-style-type: none"> • Describe the types, purposes, and organization of health care agencies • Describe members of the health team and nursing team • Describe the nursing service department • Describe four nursing care patterns • Describe the programs that pay for health care • Explain why standards are met | HMS8362.009 HMS8362.011 | Required For Certification | Textbook Chapter 1, Movie, Powerpoint |
| The Nursing Assistant <ul style="list-style-type: none"> • Explain the laws that affect nursing assistants • List the reason for denying, suspending, or revoking a NA's certification • Describe the training and competency evaluation requirements for NA • Identify the information in the NA registry • Describe what NA can do and their role limits • Explain why a job description is important • Describe the delegation process and the NA's role in that process | HMS8362.006 Thru HMS8362.007 | Required for Certification | Textbook Chapter 2 |

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| <ul style="list-style-type: none"> • Explain how to accept and refuse a delegated task | | | |
| Ethics and Laws affecting the Nursing Assistant <ul style="list-style-type: none"> • Describe ethical conduct • Describe the rules of contact for NA • Explain how to maintain professional boundaries • Explain how to prevent negligent acts • Give examples of false imprisonment, defamation, assault, battery, fraud • Describe how to protect the right to privacy • Describe elder, child and domestic abuse | HMS8362.012 HMS8362.015 THRU HMS8362.017 | Required for Certification | Textbook Chapter 3 |
| Work Ethics <ul style="list-style-type: none"> • Identify good health and hygiene practices • Describe how to look professional • Describe the qualities and traits of a successful NA | HMS8362.008 | | Textbook Chapter 4 |
| Communicating with the health team <ul style="list-style-type: none"> • Explain why health team members need to communicate • Describe the rules for good communication • Explain the purpose, parts, and information found in the medical record • Describe the legal and ethical aspects of medical records • List the information you need to report to the nurse • List the rules for recording • Use the 24-hour clock, medical terminology, and medical abbreviations • Explain how to protect the right to privacy when using computers • Describe the rules for answering phones • Explain how to problem solve and deal with conflict | HMS8362.021 | Required for Certification | Textbook Chapter 5 |
| Assisting with the nursing process <ul style="list-style-type: none"> • Explain the purpose of the nursing process • Describe the steps of the nursing process • Explain your role in each step of the nursing process • Explain the difference between objective data and subjective data • Identify the observations that you need to report to the nurse • Explain the purpose of care conferences | | | Textbook Chapter 6 |

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| <p>Understanding the Person</p> <ul style="list-style-type: none"> • Identify the parts that make up the whole person • Explain Abraham Maslow’s theory of basic needs • Explain how culture and religion influence health and illness • Identify the emotional and social effects of illness • Explain the methods and barriers to good communication • Explain how to communicate with persons who have behavior problems, disabilities or who are comatose | | | Textbook Chapter 7 | | | | | |
| <p>Body structure and function</p> <ul style="list-style-type: none"> • Identify the basic structure of the cell • Explain how cells divide • Describe four types of tissue • Identify the structures of each body system • Identify the functions of each body system • Explain how to promote quality of life | | | Textbook Chapter 8 | | | | | |
| <table border="1" data-bbox="191 786 1289 824"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Growth and Development</p> <ul style="list-style-type: none"> • Explain the principles of growth and development • Identify the stages of growth and development • Identify the developmental tasks for each age-group • Describe the normal growth and development for each age-group | | | | | | | | Textbook Chapter 9 |
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| <p>Care of the Older Person</p> <ul style="list-style-type: none"> • Identify the psychological and social changes common in older adulthood • Describe the physical changes from aging and the care required • Describe housing options for older persons • Describe resident rights | | | Textbook Chapter 10 | | | | | |
| <p>Safety</p> <ul style="list-style-type: none"> • Describe accident risk factors • Identify safety measures for infants and children • Explain why you identify a person before giving care • Explain how to correctly identify a person • Describe the safety measures to prevent burns, poisoning and suffocation | | | Textbook Chapter 11 | | | | | |

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| <ul style="list-style-type: none"> • Identify the signs and causes of choking • Explain how to prevent equipment accidents • Explain how to handle hazardous substances • Describe safety measures for the fire prevention ad oxygen use • Explain what to do during a fire • Explain how to report accidents and errors • Explain how to protect yourself from workplace violence | | | |
| <p>Preventing falls</p> <ul style="list-style-type: none"> • Identify the causes and risk factors for falls • Describe the safety measures that prevent falls • Explain how to use bed rails safely • Explain the purpose of hand rails and grab bars • Explain how to use wheel locks safely • Describe how to use transfer/gait belts • Explain how to help the person who is falling | | | Textbook Chapter 12 |
| <p>Promoting a restraint free environment</p> <ul style="list-style-type: none"> • Describe the purpose of restraints • Identify restraint alternatives • Identify the complications from restraint use • Explain the legal aspects of restraint use • Explain how to use restraints safely | | | Textbook Chapter 13 |
| <p>Preventing Infection</p> <ul style="list-style-type: none"> • Identify what microbes need to grow • List the signs and symptoms of infection • Explain the chain of infection • Describe healthcare –associated infections and the persons at risk • Describe the practices of medical asepsis • Describe disinfection and sterilization methods • Explain isolation precautions • Describe Standard Precautions and Transmission-based precautions • Explain the blood borne pathogen standard | HMS8362.078 | Required for Certification | Textbook Chapter 14 |

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| <ul style="list-style-type: none"> • Explain the principles and practices of surgical asepsis • Demonstrate hand-washing procedure • Demonstrate donning Personal Protective Equipment | | | |
| Basic Emergency Care <ul style="list-style-type: none"> • Describe the rules of emergency care • Identify the signs of sudden cardiac arrest and the emergency care required • Describe the signs, symptoms and emergency care for hemorrhage • Identify the signs, symptoms, and emergency care for shock • Describe the causes and types of seizures and how to care for a person during a seizure • Describes the causes, types and emergency care for burns • Identify common causes and emergency care for fainting • Describe the signs, symptoms, and emergency care for stroke • Explain how to promote quality of life | | | Textbook Chapter 49 CPR TRAINING |
| 2nd Marking Period (11/8 – 1/26/11) | | | |
| Body Mechanics <ul style="list-style-type: none"> • Explain the purpose of rules of body mechanics • Explain how ergonomics can prevent work-related injuries • Identify the causes, signs, and symptoms of back injuries • Position persons in the basic bed positions and in a chair | HMS8362.085 | Required for Certification | Textbook Chapter 15 |
| Safely handling, moving, and transferring the person <ul style="list-style-type: none"> • Identify comfort and safety measures for handling, moving, and transferring the person • Explain how to prevent work-related injuries when handling, moving and transferring persons • Describe four levels of dependence • Identify the information needed from the nurse and care plan before handling, moving and transferring a person • Demonstrate raising a person's head and shoulders, moving a person up in bed, moving a person to the side of the bed, turning and repositioning a person, logrolling a person , assisting a person to dangle, transfer a person to a chair or wheelchair and back to the bed, transfer a person using a mechanical lift, | HMS8362.086 Thru HMS8362.087 | Required for Certification | Textbook Chapter 16 |

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| transferring a person to and from the toilet | | | |
| The Person's Unit <ul style="list-style-type: none"> Identify the room temperatures required by OBRA Describe how to protect the person from drafts List ways to prevent or reduce odors and noise Explain how lighting affects comfort Describe the basic bed positions Identify hospital be entrapment zones and the person at risk for entrapment Describe how to provide safety, privacy, and comfort in the person's unit Explain how to maintain the person's unit Describe the OBRA requirements for resident rooms | | | Textbook Chapter 17 |
| Bed making <ul style="list-style-type: none"> Describe open, closed, occupied, and surgical beds Explain when to change linens Explain how to use drawsheets Handle linens following the rules of medical asepsis Demonstrate how to make a closed, open, occupied, and surgical bed | HMS8362.082 THRU HMS8362.084 | | Textbook Chapter 18 |
| Personal Hygiene <ul style="list-style-type: none"> Explain why personal hygiene is important Describe the care given before and after breakfast, after lunch, and in the evening Describe the rules for bathing Identify safety measures for tub baths and showers Explain the purposes of a back massage Explain the purposes of perineal care Identify the observations to report and record while assisting with hygiene Demonstrate how to brush and floss teeth, provide mouth care to an unconscious person, provide denture care, giving a complete bed bath, assist with the partial bath, assisting with a tub bath or shower, giving a back massage, giving female and male perineal care | | | Textbook Chapter 19 |
| Grooming <ul style="list-style-type: none"> Explain why grooming is important Identify the factors that affect hair care Explain how to care for matted and tangled hair, and describe how to shampoo hair | | | Textbook Chapter 20 |

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| <ul style="list-style-type: none"> • Describe the measures practiced when shaving a person • Explain why nail and foot care is important • Describe the rules for changing clothing and gowns • Demonstrate how to brush/comb a person’s hair, shampoo a person’s hair, shave a person with a safety razor, give nail and foot care, undress and dress a person, and change the gown of a person with an IV | | | |
| <p>Urinary Elimination</p> <ul style="list-style-type: none"> • Describe normal urine • Identify the observations to report to the nurse • Describe urinary incontinence and the care required • Describe straight, indwelling and condom catheters • Explain why catheters are used • Explain how to care for persons with catheters • Describe two methods of bladder training • Demonstrate how to offer a bedpan, offer an urinal, and give catheter care | | | Textbook Chapter 21 |
| <p>Bowel Elimination</p> <ul style="list-style-type: none"> • Describe normal defecation • List the observations to make about defecation • Identify the factors that affect bowel elimination • Describe the common bowel elimination problems • Explain how to promote comfort and safety during defecation • Describe bowel training • Explain why enemas are given • Describe the common enema solutions • Describe the rules for giving enemas • Describe how to care for a person with an ostomy • Demonstrate how to give a cleansing enema, give an oil-retention enema, and change a ostomy pouch | | | Textbook Chapter 22 |
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| <p>Exercise and Activity</p> <ul style="list-style-type: none"> • Describe bedrest | | | Textbook Chapter 26 |

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| <ul style="list-style-type: none"> • Explain how to prevent the complications from bedrest • Describe the devices used to support and maintain body alignment • Explain the purpose of a trapeze • Describe range-of-motion exercises • Describe four walking aids • Perform passive and active range of motion | | | |
| <p>Comfort, Rest, and Sleep</p> <ul style="list-style-type: none"> • Explain why comfort, rest and sleep are important • List the OBRA room requirements for comfort, rest, and sleep • Describe 4 types of pain and the factors affecting pain • Explain why pain is personal • List the s/s of pain and the nursing measures that relieve pain • Explain why meeting basic needs is important for rest and why rest is needed • Describe the stages of sleep and the factors that affect sleep • Describe the common sleep disorders • List the nursing measures that promote rest and sleep | | | Textbook Chapter 27 |
| <p>Rehabilitation and Restorative Nursing Care</p> <ul style="list-style-type: none"> • Describe how rehabilitation and restorative care involve the whole person • Describe how rehabilitation can help restore the person to his/her highest level of physical, psychological, social and economic function • List the common rehabilitation programs and services • Explain your role in rehabilitation and restorative care • Explain how to promote quality of life | | | Textbook Chapter 36 |
| <p>Nutrition and Fluids</p> <ul style="list-style-type: none"> • Describe the functions and sources of nutrients • Describe the OBRA requirements for serving food • Describe the special diets and between-meal nourishments • Describe fluid requirements and the causes of dehydration • Explain what to do when the person has special fluid orders • Explain the purpose of intake and output records • Explain how to assist with food and fluid needs • Explain how to assist with calorie counts • Explain how to prevent food borne illnesses | | | Textbook Chapter 23 |

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| <ul style="list-style-type: none"> • Demonstrate how to measure intake and output, feed a patient | | | |
| Nutritional support and IV therapy <ul style="list-style-type: none"> • Identify the reasons for nutritional support and IV therapy • Describe scheduled and continuous feedings • Explain how to prevent aspiration • Describe the comfort measures for the person with a feeding tube • Identify the observations to report when a person has nutritional support or IV therapy • Identify the equipment used in IV therapy | | | Textbook Chapter 24 |
| 3rd Marking Period (1/31/11 – 4/1/11) | | | |
| Clinicals (2/1/11 - 4/14/11) | | | |
| Measuring Vital Signs <ul style="list-style-type: none"> • Explain why vital signs are measured • List the factors affecting vital signs • Identify the normal ranges for each temperature site • Explain when to use each temperature site • Explain when to use each temperature site • Identify the pulse sites • Describe a normal pulse and normal respirations • Describe the practices to follow when measuring blood pressure • Know the normal vital signs for different age-groups • Demonstrate how to measure temperature, respirations, pulse and blood pressure | | | Textbook Chapter 25 |
| Admissions, transfers, and discharges <ul style="list-style-type: none"> • Describe C.N.A. role during admissions, transfers, and discharges • Explain how you can help new residents feel comfortable in the nursing center • Identify the rules for measuring weight and height • Explain the reasons for transfers to another nursing unit • Identify the different equipment used to measure weight and height • Demonstrate how to weigh and measure the height of an ambulatory person • Demonstrate how to measure the height of a person in bed | | | Textbook Chapter 28 |
| The person having surgery <ul style="list-style-type: none"> • Describe the common fears and concerns of surgical patients | | | Textbook Chapter 31 |

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| <ul style="list-style-type: none"> • Explain how people are prepared for surgery • Describe how to prepare a room for the post-operative patient • List the signs and symptoms to report after surgery • Explain how to meet the person's needs after surgery • Demonstrate how to apply elastic stockings | | | |
| 4th Marking Period (4/11/11 - 6/16) | | | |
| <p>Collecting Specimens</p> <ul style="list-style-type: none"> • Explain why urine, stool, sputum, and blood specimens are collected • Explain the rules for collecting specimens • Describe the different types of urine specimens • Demonstrate how to collect random urine specimen, midstream specimen, and a 24-hour urine specimen • Demonstrate how to strain urine • Demonstrate how to collect a stool specimen and a sputum specimen | | | Textbook Chapter 30 |
| <p>Wound Care</p> <ul style="list-style-type: none"> • Describe skin tears, pressure ulcers, circulatory ulcers, and diabetic foot ulcers and their causes • Identify the pressure points in each body position • Identify signs and symptoms of pressure ulcers • Identify the person at risk for skin tears, pressure ulcers, circulatory ulcers, and diabetic foot ulcers • Describe how to prevent skin tears, pressure ulcers, circulatory ulcers, and diabetic foot ulcers • Describe the process, types, and complications of wound healing • Describe how to meet the basic needs of persons with wounds • Describe what to observe about wounds and wound drainage | | | Textbook Chapter 32 |
| <p>Oxygen Needs:</p> <ul style="list-style-type: none"> • Describe the factors affecting oxygen needs • List the s/s of hypoxia and altered respiratory function • Describe the tests used to diagnose respiratory problems • Explain the measures that promote oxygenation • Describe the oxygen devices | | | Textbook Chapter 34 |

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| <ul style="list-style-type: none"> • Explain how to safely assist with oxygenation • Describe how to set up for oxygen administration | | | |
| <p>Confusion and Dementia</p> <ul style="list-style-type: none"> • Describe confusion and it's causes • List the measures that help confused persons • Explain the difference between delirium, depression and dementia • Describe Alzheimer's Disease (AD) and it's s/s • Explain the care required for persons with AD and other Dementias • Describe the effects of AD on the family • Explain validation therapy | | | Textbook Chapter 44 |
| <p>The Dying Person</p> <ul style="list-style-type: none"> • Describe terminal illness • Describe the 5 stages of dying (grief) • Explain the purpose of the Patient Self-Determination Act • Explain what is meant by a "Do not Resuscitate" order • Identify the s/s of approaching death and the signs of death • Demonstrate how to do postmortem care | | | Textbook Chapter 50 |