

NEW JERSEY CURRICULUM
FOR
PERSONAL CARE ASSISTANTS
IN
ASSISTED LIVING RESIDENCES/
ASSISTED LIVING PROGRAMS/
COMPREHENSIVE PERSONAL CARE HOMES

609-633-9051

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PROCESS

The Assisted Living Professional Training Subcommittee, comprised of representatives from the New Jersey State Department of Health, New Jersey Department of Community Affairs, Division on Aging, the New Jersey State Board of Nursing, New Jersey State Nurses Association, providers of health care services and educators was charged in the fall of 1994 with developing a curriculum for the personal care assistant in Assisted Living Program Residence (ALR). The Subcommittee activities included:

1. Reaffirming of the "Standards for Licensure of Assisted Living Residences and Comprehensive Personal Care Homes" Chapter N.J.A.C. 8:36 and implemented by the New Jersey State Department of Health.
2. Reviewing Assisted Living activities and facilities within the State of New Jersey licensed pursuant to N.J.A.C. 8:36 and in other States.
3. Identifying the nature, extent, and characteristics of potential situations involved in personal care assistant training for the initial 1995 curriculum and determining methods to avoid the identified areas of concern.
4. Establishing a framework for dissemination of educational standards and training the instructors through workshops and the use of the monitoring process.

The purpose of the Personal Care Assistant (PCA) training and competency evaluation is to assure that individuals who are enrolled in the course to become a PCA and who provide direct care services to residents in Assisted Living Residences and Comprehensive Personal Care Homes (CPCH) have the basic knowledge and skills needed to perform their duties. The certification of PCAs in assisted living facilities requires that the candidate successfully complete a New Jersey State Department of Health (NJSDOH) approved training program and pass a competency evaluation consisting of a Skills and Written/Oral Examination.

Assessment Systems, Inc. (ASI), an independent testing company under contract with the New Jersey Department of Health, will provide support in the development, administration, scoring, and reporting of results of the Personal Care Assistant in Assisted Living Facilities Competency Evaluation (PCATCEP). The clinical skills competency examination shall be administered to the applicant by a State-approved evaluator other than the applicant's training program instructor.

PHILOSOPHY

Assisted Living Program Residencies (ALR) are intended to serve as an alternative to institutional long term care services which are traditionally organized and staffed along a "medical model." Such facilities are intended to promote the concept of "aging in place" in a homelike setting for frail elderly and disabled individuals, including those who may require formal long term care services as they age.

The intent of assisted living is to offer supportive personal care and health services in an environment that promotes resident values, including independence, choice, individual decision making, and self-direction. Implementing the concept of "aging in place" will enable residents to choose a residential setting with the assurance that they may reside there with a great deal of independence without having to transfer to a more formal and less homelike institution as they age or as their frailties and personal and health care needs increase.

A primary staff person in an Assisted Living Program Residence (ALR) is expected to be the Personal Care Assistant (PCA). The PCA caregiver must be prepared to assist with, or provide, personal and health care services to the resident so as to contribute to the highest possible biological, psychological, cultural and spiritual function of the resident.

The New Jersey Curriculum for the Personal Care Assistant has been developed to provide the foundation for learning for the PCA in such a way as to intrinsically entwine the values and concepts of assisted living into meeting the needs of the assisted living resident, at whatever level of assistance the resident may require.

It is the expectation of the Department of Health that implementation of this curriculum will reflect the preparation of a more caring personal care assistant and result in the provision of an enhanced quality of care and quality of life for residents of assisted living facilities in New Jersey.

COURSE OVERVIEW

Title:

New Jersey Curriculum for Personal Care Assistants in Assisted Living Facilities.

Hours:

A Department approved training course for personal care assistants shall consist of 85 hours of training. This shall include 69 hours of classroom instruction and 16 hours of clinical experience in a New Jersey licensed assisted living facilities. State policy requires at least a total of 45 hours of training in the areas of communication and interpersonal skills, infection control, promoting residents' independence and respecting residents' rights, safety/emergency procedures including the Heimlich maneuver, be taught to the student prior to any direct contact with a resident. Encouraging residents to maintain and enhance autonomy in meeting their own needs is a primary component of the course and shall be reflected throughout the curriculum. This New Jersey curriculum for personal care assistants (PCA) requires completion of Modules I and II prior to giving physical care to residents. While the modules shall be presented in sequence, the lessons within each module may be re-ordered to maximize the teaching process.

Purpose of Course:

The purpose of the Personal Care Assistants in Assisted Living Facilities Course is to:

1. Comply with the requirements of N.J.A.C. 8:35-1.8(a)3 and (c).
2. Provide the caregiver with the basic knowledge and skills needed to care for residents of assisted living facilities.
3. Prepare the personal care assistant to assume the responsibilities of a trained caregiver.

Course Requirements:

1. The student to instructor ratio for classroom instruction shall not exceed a ratio of twenty (20) students to one (1) instructor.
2. The student to instructor ratio for clinical instruction shall not exceed a ratio of ten (10) students to one (1) instructor.
3. Each student shall be under the direct supervision of the registered professional nurse instructor at all times when providing resident care as part of the student's clinical experience in assisted living facilities. The registered professional nurse instructor shall be responsible for evaluating the student's classroom and clinical performance.
4. The nurse instructor shall be responsible for, but not limited to, the following:
 - a. Developing a lesson plan for each lesson in the curriculum. Each lesson plan shall state, at a minimum, the following:

- (1) The behavioral objective(s) of the lesson as stated in the curriculum;
 - (2) The content of the lesson;
 - (3) A description of clinical activities for each lesson, consistent with the objectives in the curriculum;
 - (4) The hours of instruction;
 - (5) Method(s) of presentation and teacher strategies; and
 - (6) Method(s) for evaluation of students with respect to their classroom and clinical performance in the assisted living facility site.
- b. Developing and implementing criteria, related to curricular objectives, for evaluating the classroom and clinical performance of students; and
 - c. Selecting residents for clinical experience and directly supervising the personal care assistant student.
 - d. Developing and implementing criteria to determine whether a student has satisfactorily completed a training course.
5. The personal care assistant training and evaluation program must be conducted to ensure that each personal care assistant student, at a minimum, is able to demonstrate competencies in the basic skills contained in the Content Map. The Content Map throughout contains integrated content threads in the areas of Philosophy of Assisted Living Programs, Resident Rights, Infection Control and Safety. The content threads of the core curriculum are to be emphasized throughout your classroom and clinical instruction.
 6. The assisted living facility, classroom site and clinical laboratory, are the preferred site for the teaching of basic care skills, some of which are identified under "Selected Learning Experiences." Instructor use of Pre and Post Conferences on the clinical experience days will assist the student to identify and discuss the related content threads for the care of the resident during the clinical experience.
 7. The assisted living facility or educational institution conducting a training program shall maintain on file a copy of the lesson plans for the course.

Suggested Teaching Strategies: (Adjunct to Instructor)

Audiovisual
Film
Slides
Videotapes
Chalkboard, Flip Chart, Overhead Projector
Case Studies
Clinical Experience
Computer Software (if available)
Demonstration
Field Visit
Flash Cards
Independent Study
Panel of Experts
Pre-Test/Post-Test
Primary Lecture/Discussion
Return Demonstration
Role Playing
Sensitivity Training

Recommended Instructional Supplies and Equipment:

Apartment hamper	Lubricant for thermometer
Bath basin	Measuring container - 500cc minimum
Bath blanket	Nightgown
Bath thermometer	Oral mercury thermometer
Bath towel	Orangewood stick
Bed with side rails	Privacy curtain or screen
Bedpan/urinal	Protective/positioning devices
Bedside chair/table	Rectal mercury thermometer
Blood Pressure Equipment	Restorative feeding devices
Catheter and reservoir bag	Scale - manual or electronic
Clothing protector	Scissors, clippers, file
Comb	Set of linens
Container for used thermometers	Shower cap
Continent brief	Skin lotion
Dentures	Soap
Denture cleanser/toothpaste	Tissues
Denture cup	Toilet/commode
Disposable gloves and masks	Toilet tissue
Electric or safety razor/shaving cream/lotion	Toothbrush or swabs
Emesis basin	Walker
Foot/bed cradle	Washcloths
Full meal tray - which includes cereal, toast, juice, hot beverage, milk, condiments, utensils, napkins	Washing facilities - sink with running water, paper towels, soap/skin cleanser, wastebasket
Goggles	Watch with second hand
Hair brush	Waterproof pad
Isolation bags	Wheelchair

Clinical Facilities:

Course approval forms must include the signature and title of the assisted living facility administrator for any course which will take place in his/her facility. Course approval forms for courses which are sponsored by a private school, community college or vocational school must include the signature of the head of the school AND the assisted living facility administrator.

Textbook(s) and Educational Materials:

The State of New Jersey does not require a specific textbook to be used for the personal care assistant program. Textbook(s) and educational materials should be reviewed by the designated personnel of the program or assisted living facility administrator with the teaching staff instructor(s) and evaluator(s).

Selected References and Resources:

Individual programs, schools and facilities should have an on-going acquisition of appropriate reference books and learning aids. A current resource and reference listing can be found in Appendix B.

Student Records and Attendance:

- (a) Each ALR or educational institution which conducts a training program shall establish a student record for each student. The student record shall include, at a minimum, the following:
 - 1. The beginning and ending dates of the training course;
 - 2. An attendance record;
 - 3. A signed Skills Competency Check List; and
 - 4. The instructor's evaluation of the student's classroom performance and clinical performance in the facility.
- (b) The facility or educational institution shall retain the records specified at (a)1, 2, and 4 above for at least four years.
- (c) The facility or educational institution conducting a training program shall ensure that a student who is absent receives a reasonable and timely opportunity to obtain the classroom and/or clinical instruction missed. A missed classroom lesson(s) shall be made up prior to the student participating in the clinical experience associated with that lesson(s)

- (d) If a personal care assistant training and competency evaluation program is terminated but the program or educational institution continues to operate, the program or educational institution shall assume responsibility for the records of students and graduates. The Department shall be advised of the arrangements made to safeguard the records.
- (e) If a personal care assistant training and competency evaluation program is terminated and the facility or educational institution ceases to operate, the records of students and graduates shall be transferred to an agency acceptable to the Department.
- (f) Student records and attendance are to be completed in a timely manner and no later than the last day of course.

Coordinator/Instructor/Evaluator Requirements:

The Personal Care Assistant training and evaluation program will be under the direction and supervision of a **Coordinator** who will have overall responsibility for ensuring compliance with the training and administrative requirements of the program.

The coordinator will be knowledgeable about assisted living concepts, values and services and will have management experience in clinical health care/services and/or teaching of adults health care. Responsibilities include planning, implementation and evaluation of the program, as well as monitoring training sessions to ensure the quality of instruction and program effectiveness.

The nurse instructor/evaluator for this training course must be a registered professional nurse currently licensed by the New Jersey State Board of Nursing with a minimum of three years of full-time, or full-time equivalent, clinical experience in a health care facility. This clinical experience must include at least one year of full-time, or full-time equivalent, experience in a licensed health care facility within the five years immediately preceding submission of the resume to the Department of Health for approval.

In addition to meeting the above requirement, an instructor/evaluator must have attended an approved Department of Health Nurse Instructor/Evaluator Workshop. Any instructor teaching in a personal care assistant program which is approved by the Department of Education must meet the regulations of same.

An approved training program must maintain a copy of the instructor/evaluator resume on file.

Supplemental Instructor(s) Policy:

Pursuant to state policy, instructors shall have expertise in the area equal to one year full time experience in their respective field.

Training Program Evaluation:

- (a) The facility or educational institution conducting a training program shall develop, implement, and document a process for evaluating the effectiveness of the training program. The evaluation process shall include, at a minimum, the following:
1. Assignment of responsibility for the evaluation process;
 2. An annual written evaluation report, including findings, conclusions, and recommendations;
 3. A written evaluation by the facility or educational institution of instructor(s)/evaluator(s) performance;
 4. A written evaluation by each student of the training program; and
 5. Statistical data, which shall be maintained on file in the facility or educational institution. The statistical data shall include, at a minimum, the following for each course:
 - i. Beginning and ending dates;
 - ii. Number of students enrolled;
 - iii. Number and percentage of students who satisfactorily completed the course;
 - iv. Number and percentage of students who failed the course;
 - v. Number and percentage of students who passed the New Jersey Personal Care Assistant Competency Evaluation Program, including written/oral and skills.
 - vi. Number and percentage of students who failed the New Jersey Personal Care Assistant Competency Evaluation Program, including written/oral and skills.
- (b) The facility or training program shall retain all evaluation reports for at least four years and shall submit a report to the Department upon request.

Exemptions for the Training Course and Skills Evaluation:

The following persons may take the Department's written/oral competency examination without first completing a PCA training course and clinical skills evaluation approved in accordance with N.J.A.C. 8:36-1.8:

1. Student nurses or graduate nurses pending licensure who submit evidence of successful completion of a course in the fundamentals of nursing;
2. Persons who submit evidence of the successful completion of the entire course in the foundations of nursing within the 12 months immediately preceding application to take the written/oral competency examination; and
3. Persons certified as a personal care assistant in another state or military service having similar requirements for certification as a personal care assistant equivalent to requirements of certification for personal care assistant in New Jersey.

End of Course Objectives:

The student will be able to:

1. Identify and put into practice the philosophy, values and concepts of Assisted Living which enables the resident to maintain independence, individuality and privacy.
2. Utilize the required knowledge and skills to practice beginning level competencies for direct resident care under the supervision of licensed nursing staff.
3. Apply communication principles when interacting with residents, peers and other health team members/providers.
4. Demonstrate respect for the dignity, worth and uniqueness of other staff and self.
5. Accept responsibility for the effectiveness of his/her own direct resident care.
6. Identify the qualities required of a personal care assistant caregiver.
7. Consider from a caring perspective the residents' beliefs, interests and needs at all times.
8. Perform protective, maintenance and restorative interventions with residents.
9. Utilize problem solving steps to meet the needs of the resident as part of the resident plan of care.
10. Integrate knowledge into practice decisions that include values and the ethical, moral and legal aspects of performance.
11. Integrate the concept of caring into his/her practice decisions.

SKILLS EVALUATION PROCESS

The instructor is responsible to oversee the satisfactory student performance of personal care assistant clinical skills before the completion of the course. The student is required to have a skills competency checklist available at all times during the course for appropriate sign-off by the instructor observing the student performance (see Appendix C). When a skill is first demonstrated the instructor shall date and initial the appropriate space on Column I of the Skills Competency Checklist. When the student satisfactorily performs the procedure in the classroom under the direct supervision of the instructor, the instructor writes the date in the second column and initials. Onsite observation of the direct care to a resident when the student satisfactorily performs the skill under direct observation of the instructor is documented in the third column of the form with both instructor initials and date passed. Sign-offs of satisfactory performance must be done on the same day as the instructor observation. A copy of the form shall be part of the student record. The completed form must be signed, dated and graded Pass/Fail. If the student received a quantitative grade for the skills competency checklist for clinical performance skills, the Personal Care Assistant Training and Competency Evaluation Program must provide criteria for how the final grade was determined.

MODULE I: CORE CURRICULUM FOR PERSONAL CARE ASSISTANT IN ASSISTED LIVING FACILITIES (33 HOURS)

Respect of a resident's right to privacy, dignity, individuality, and independence, promotion of a resident's safety, and strict adherence to the practice of universal precautions are integral components of each objective in this curriculum and shall be reflected in the teachings throughout this curriculum.

Encouraging residents to maintain and enhance autonomy in meeting their own individual needs is a primary component of this module and shall be reflected throughout the curriculum.

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss the role of State authorities in assisted living facilities.</p>	<p>A. Introduction to the Concepts of Assisted Living</p> <ol style="list-style-type: none"> 1. New Jersey State Licensure Standards (N.J.A.C. 8:36) 	<p>Supplemental Instructor: Administrator or Coordinator</p>
<p>The student will be able to describe the philosophy of assisted living to facilitate resident self-care.</p>	<ol style="list-style-type: none"> 2. Office of the Ombudsman for Institutionalized Elderly 	<p>Share student ideas and beliefs related to the assisted living and the concept of "aging in place."</p>
<p>The student will be able to define the job duties for a personal care assistant within the total organizational framework.</p>	<ol style="list-style-type: none"> 3. Facility Organizational Chart <ol style="list-style-type: none"> a. Job Descriptions b. Personnel Policies 	<p>Review a facility organizational chart</p> <p>Panel - Interdisciplinary team members</p>
<p>The student will be able to identify strategies which enhance resident self-care.</p>	<ol style="list-style-type: none"> B. Responsibilities of the Personal Care Assistant (PCA) <ol style="list-style-type: none"> 1. Resident behaviors to be encouraged <ol style="list-style-type: none"> a. Individuality b. Independence c. Choice d. Privacy e. Maintain and autonomy of self-care 	<p>Role play: Students will be denied independence, choice, privacy and then discuss their feelings in relation to their deprivation</p>
<p>The student will be able to identify ways of providing privacy to a resident.</p>		

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to describe the losses experienced by residents as part of the aging process.</p> <p>The student will be able to assist residents in coping with losses experienced as part of the aging process.</p>	<p>2. Effect of Requiring Personal Care and Services</p> <p>a. Losses experienced by resident</p> <ol style="list-style-type: none"> 1. Identity 2. Independence 3. Mobility 4. Personal possessions 5. Real world life experiences <p>b. Transferring a resident from one unit to another</p> <ol style="list-style-type: none"> 1. Reasons for a transfer 2. Reassurance 3. Protection of belongings <p>3 Resident Service Plans</p> <p>4. Importance of customary daily routine</p> <p>5. Personal grooming and dress code</p> <p>6. Promote Resident Rights</p> <p>a. Prevention of Resident Abuse</p> <ol style="list-style-type: none"> 1. Reporting situations 2. Reporting process 	<p>Participate in a simulated admission procedure. Role play: A resident roommate, family member and PCA</p> <p>Discussion:</p> <p>Review a sample service plan and health care assessment plan</p> <p>Supplemental Instructor: Professional Registered Nurse</p> <p>Handout Resident Rights</p>
<p>The student will be able to discuss how to provide physical and emotional assistance during a resident transfer to a new location.</p> <p>The student will be able to utilize the resident service plan, health care assessment and health care plan as a method to obtain information about the resident to form the basis for providing care.</p> <p>The student will be able to list at least twelve rights of residents in Assisted Living Programs.</p> <p>The student will be able to describe how and to whom an identified resident abuse situation is reported.</p>		

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss how to protect resident belongings.</p> <p>The student will be able to identify various components required for their own self-assessment.</p>	<p>3. Legal findings/outcomes</p> <p>4. Abuse Registry</p> <p>b. Resolution of Resident Grievances and Disputes</p> <ol style="list-style-type: none"> 1. One to One 2. Group <p>c. Care and Security of Personal Possessions</p> <ol style="list-style-type: none"> 1. Facility policy/procedures 2. Misappropriation of resident property <p>C. Self-Assessment for the Personal Care Assistant</p> <ol style="list-style-type: none"> 1. Need for objectivity and self-review 2. Use of problem solving 3. Time management 4. Stress reduction 5. Safety-work related injury and illness 6. Grief responses 	<p>Share experiences where the student observed illegal or unethical conduct as part of a life experience and the consequences, if known</p> <p>Scenarios of incidents where a personal care assistant may become the victim of libel or slander or perform same</p> <p>Supplement Instructor: Personnel Manager, Psychologist, Social Worker</p>

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REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify information that should remain confidential.</p> <p>The student will be able to demonstrate verbal and non-verbal ways of communicating effectively with residents.</p> <p>The student will be able to demonstrate skills for communicating effectively with a resident with impaired vision.</p> <p>The student will be able to discuss the care of the resident with eye glasses.</p>	<p>D. Communication and Interpersonal Skills</p> <ol style="list-style-type: none"> 1. Elements of a conversation 2. Confidentiality <ol style="list-style-type: none"> a. Verbal b. Written 3. Sensory deficits which affect the communication process 4. Verbal and non-verbal communication <ol style="list-style-type: none"> a. Voice tone b. Body language 5. Communication techniques with the visually impaired resident <ol style="list-style-type: none"> a. Repair/replacement of eye glasses 	<p>Handout or review of definitions Pairs of students to practice, as speaker and as listener</p> <p>Handout of listening techniques Interview an alert resident</p> <p>Discuss examples of confidential information</p> <p>Sensitivity Training - Impaired Vision, Impaired Hearing, Loss of Speech (Role play) Role play: communication with resident</p> <p>Review use of signal light/call bell and how and why it is used</p> <p>Demonstration: Security system(s)</p> <p>Practice techniques to be used when interacting with a visually impaired resident 1) exchanging information, 2) assisting with walking, 3) giving care, 4) meal preparation, and 5) safety</p> <p>Demonstration: Care of eyeglasses</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to demonstrate skills for communicating effectively with a resident with impaired hearing.</p> <p>The student will be able to discuss the care of the resident with a hearing aid.</p>	<p>6. Communication techniques with the hearing impaired resident</p> <ol style="list-style-type: none"> a. Repair/replacement of hearing aid b. Insertion of battery 	<p>Supplemental Instructor: Hearing Specialist, Speech Therapist</p> <p>Role play: Being visually and hearing impaired</p> <p>Demonstration: Care and proper insertion of a hearing aid</p> <p>Use of writing board and picture board</p>
<p>The student will be able to demonstrate for skills communicating effectively with a resident with impaired speech or loss of speech.</p>	<p>7. Communication techniques with the speech impaired resident</p>	<p>Videotape: Infection Control Techniques (Universal precautions)</p> <p>Demonstration: Handwashing</p>
<p>The student will be able to describe methods of infection control.</p>	<p>E. Resident/Staff Infection Control</p> <ol style="list-style-type: none"> 1. Prevention of spread <ol style="list-style-type: none"> a. Effective handwashing b. Universal Precautions 1. Personal Protective Equipment (PPE) <ol style="list-style-type: none"> c. Resident cleanliness d. Care of linens/clothing e. Proper disposal of waste products/body fluids 1. Safe storage of cleaning and disinfecting agents 	<p>Student will wash hands and use PPE</p> <p>Perform proper handwashing skill and linen handling</p> <p>Discussion: Proper storage of cleaning agents</p> <p>Demonstration: Proper techniques for cleaning a blood spill</p> <p>Demonstration: Cleaning bedpan/urinal</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss effective ways to prevent the spread of an infectious disease.</p> <p>The student will be able to demonstrate infection precautions for infectious disease.</p>	<p>F. Infection Precautions</p> <ol style="list-style-type: none"> 1. Personal protective equipment <ol style="list-style-type: none"> a. Use of gown, gloves, mask, goggles 2. Type of Infection Precautions <ol style="list-style-type: none"> a. Universal b. Respiratory c. Strict 3. Disposal of contaminated items 	<p>Practice, in pairs - use of gown/gloves/mask/goggles</p> <p>Demonstration: Put on personal protective equipment</p>
<p>The student will be able to discuss the importance of cleanliness and sanitation in an assisted living environment.</p>	<p>G. Importance of Cleanliness and Sanitation</p> <ol style="list-style-type: none"> 1. Clean utility area 2. Dirty utility area 3. Storage of equipment and clean linen 4. Care of glassware, plastic, metal and rubber items 5. Care of soiled linen and clothes 6. Responsibilities of Various Staff Members for Cleanliness and Sanitation 	<p>Demonstration: Proper disposal of infectious waste</p> <p>Locate specific areas as designated by instructor on floor plan</p>
<p>The student will be able to describe the responsibilities of the personal care assistant, housekeeping and maintenance staff in maintaining an orderly, sanitary, and safe environment for the residents.</p>		<p>Demonstration: Routine housekeeping tasks</p> <p>Student will perform routine housekeeping tasks for resident</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to demonstrate proper techniques for cleaning various resident care items and equipment used in care.</p> <p>The student will be able to describe at least four ways of adjusting the physical environment for the comfort, health and enjoyment of the resident.</p> <p>The student will be able to identify signs and symptoms of hyperthermia to present harm to the resident</p> <p>The student will be able to list at least two ways to prevent hyperthermia.</p> <p>The student will be able to identify signs and symptoms of hypothermia to prevent harm to the resident.</p> <p>The student will be able to list at least two ways to prevent hypothermia.</p>	<p>H. Care of Resident Items/Equipment</p> <ol style="list-style-type: none"> 1. Identification of clean vs. dirty 2. Use sterilization, disinfection and general cleaning 3. Value of mechanical friction and cleaners 4. Types of equipment needed - Specific care of equipment 5. Use of disposable items <p>I. Maintaining a Pleasant Facility Environment</p> <ol style="list-style-type: none"> 1. Ventilation 2. Temperature <ol style="list-style-type: none"> a. Heat alert 3. Humidity 4. Light 	<p>Definitions Supplemental Instructor: Quality Assurance, Administrator, Housekeeping Manager</p> <p>Perform cleaning techniques</p> <p>Locate ventilation and heat/cooling systems and record temperature at time of tour</p> <p>Definitions List ways to prevent hyperthermia and hypothermia</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to describe a resident environment.</p> <p>The student will be able to demonstrate skill in making an unoccupied bed.</p>	<p>J. The Resident Environment</p> <ol style="list-style-type: none"> 1. Resident Unit <ol style="list-style-type: none"> a. Description and arrangement of unit b. Personal care items 2. Resident preferences <ol style="list-style-type: none"> a. Homelike atmosphere b. Hoarding tendencies c. Consent when rearranging room, storing possession, and discarding items 3. Bathroom <ol style="list-style-type: none"> a. Accessible 4. Resident equipment and use (call signal, bed rails, gatch handle, lamps, overbed table etc.) <ol style="list-style-type: none"> a. Defective or missing equipment <p>K. Comfort and safety in bed</p> <ol style="list-style-type: none"> 1. Types of beds - manual, electric, special 2. Safety rules with beds <p>L. Making an unoccupied bed</p> <ol style="list-style-type: none"> 1. Need for a wrinkle-free bed 2. Organization of materials 3. Proper body mechanics 4. Infection control 	<p>Tour resident unit, with permission of resident, and assess the unit for appropriateness</p> <p>Discussion: Homelike Environment</p> <p>Identify and record repairs needed and report to licensed nurse</p> <p>Demonstration: Equipment</p> <p>Operate siderails, electrical bed or gatch bed</p> <p>Demonstration: Unoccupied bed</p> <p>Student will make an unoccupied bed</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss three rules of safety to prevent accidents.</p> <p>The student will be able to identify safety hazards.</p> <p>The student will be able to state at least three accidents that the elderly experience most frequently.</p> <p>The student will be able to describe how each accident may be avoided.</p> <p>The student will be able to discuss the importance of adequate supervision and assistive devices to prevent accidents.</p> <p>The student will be able to demonstrate methods of protecting residents from injury.</p> <p>The student will be able to demonstrate skill in the use of resident protective devices.</p>	<p>M. Accident Prevention</p> <ol style="list-style-type: none"> 1. Pre-plan activities and procedures 2. Safety measures to prevent <ol style="list-style-type: none"> a. Misidentification of resident b. Burns c. Falls 3. Dangers to resident safety 4. Protective devices <ol style="list-style-type: none"> a. Importance of protecting the resident from injury b. Use of protective equipment <ol style="list-style-type: none"> 1. Footrests - bed and wheelchair 2. Cushioning devices 3. Special mattresses 4. Bed cradle 5. Locking mechanisms on wheels of equipment 	<p>Tour the assisted living facility and identify potential accident and safety hazards and record on floor map</p> <p>Videotapes</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss why the use of physical restraints are avoided whenever possible.</p>	<p>5. Restraint reduction</p> <p>a. Resident Rights - Federal requirements (OBRA)</p> <p>1. Least restrictive restraints.</p> <p>a. Monitoring</p>	<p>Tour assisted living environment to observe the use of restraints and alternative methods for providing care</p>
<p>The student will be able to discuss how to meet a resident's needs without the use of restraints.</p>	<p>b. Possible negative outcomes</p> <p>1. Physical</p> <p>a. Malnutrition</p> <p>b. Incontinence</p> <p>c. Decreased bone/muscle strength</p> <p>d. Bruising/cuts/redness of skin</p> <p>e. Fall related injuries</p> <p>f. Pressure sores</p> <p>g. Death by asphyxiation</p> <p>h. Inability to ambulate</p> <p>2. Mental, Emotional or Social</p> <p>a. Mental distress</p> <p>b. Withdrawal/decreased participation</p> <p>c. Inability to ambulate</p> <p>d. Increased sleep disorders</p>	<p>Discussion</p>

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to explain the need for following an established fire or disaster plan.</p>	<p>N. Fire and Disaster Practices</p> <ol style="list-style-type: none"> 1. Adherence to facility master fire and disaster plans <ol style="list-style-type: none"> a. Knowledge of building b. Evacuation process <ol style="list-style-type: none"> 1. R.A.C.E. 2. Fire Prevention <ol style="list-style-type: none"> a. Common causes of fire b. Safety rules - smoking, electrical equipment, and use of oxygen 3. Types of fire extinguishers 4. Prevention of resident injury <p>O. Disaster Safety Plan</p> <ol style="list-style-type: none"> 1. Types of possible disasters 2. Team members responsibilities 3. Reassurance of residents 	<p>Supplemental Instructor: Fire Department Trainer, Administrator, Coordinator</p> <p>Videotapes</p> <p>Participate in a facility fire drill</p> <p>Definitions</p> <p>Participate in a community disaster exercise (if possible)</p> <p>Discussion: Importance of safety in the administration of oxygen</p> <p>Demonstration</p> <p>Identify on floor plan location of fire extinguishers, exit routes, fire doors and sprinklers</p>
<p>The student will be able to list safety rules to prevent fires.</p>		<p>List types of disasters</p>
<p>The student will be able to demonstrate the proper use of a fire extinguisher.</p>		<p>Discussion of weather "watch" versus "warning"</p>
<p>The student will be able to list at least three types of disasters.</p> <p>The student will be able to verbalize proper procedures to be followed in case of a disaster.</p>		

MODULE I

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to perform selected lifesaving carries used for nonambulatory residents.</p> <p>The student will be able to discuss different types of emergencies and what to do in response to each one.</p>	<p>P. Lifesaving Carries for Nonambulatory Residents</p> <ol style="list-style-type: none"> 1. Types and uses <p>Q. Emergency Health Care</p> <ol style="list-style-type: none"> 1. Immediate action to be taken 2. Heimlich method 3. Functions of local First Aid Squad versus transport personnel 	<p>Local First Aid Squad or Scout troop will demonstrate types of carries and emergency care</p> <p>Perform return demonstration of lifesaving carries</p> <p>Demonstration</p> <p>Perform return demonstration of Heimlich method</p>

MODULE II: PSYCHO-SOCIAL NEEDS OF THE RESIDENT (12 HOURS)

Respect of a resident's right to privacy, dignity, individuality and independence, promotion of a resident's safety, and strict adherence to the practice of universal precautions are integral components of each objective in this curriculum and shall be reflected in the teachings throughout this curriculum.

Encouraging residents to maintain and enhance autonomy in meeting their own individual needs is a primary component of this module and shall be reflected throughout the curriculum.

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify ways of encouraging independence, choice and individuality for a resident.</p> <p>The student will be able to identify strategies which enhance residents ability to meet their own psycho-social needs.</p> <p>The student will be able to discuss at least three factors which influence resident behavior.</p> <p>The student will be able to discuss the behavior of the resident which results from the physical, mental and emotional changes of aging.</p>	<p>A. Responsibilities of the Personal Care Assistance (PCA)</p> <ol style="list-style-type: none"> 1. Maintenance and restoration of psychological and social needs 2. Implementation of resident health care plan <p>B. Psycho-Social Characteristics of Resident Living in Assisted Living Facilities</p> <ol style="list-style-type: none"> 1. Basic Needs of Man 2. Characteristics of Aging Process <ol style="list-style-type: none"> a. Potential Physical Changes 	<p>Discussion: Review basic needs of man and relate to changes which occur during the aging process which impact on the psycho-social needs of specific residents</p> <p>Definitions</p> <p>Discussion: Values and concepts of Assisted Living</p> <p>Diagram <u>Maslow's Hierarchy of Needs</u></p>

MODULE II

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to describe ways personnel can help meet the residents' need for approval, acceptance, recognition, respect and self-esteem.</p> <p>The student will be able to describe the losses experienced by residents in an assisted living facility.</p> <p>The student will be able to understand methods to become more sensitive to residents with behavioral changes.</p> <p>The student will be able to discuss how aging affects each person differently.</p> <p>The student will be able to identify the emotional needs of residents in an assisted living facility.</p> <p>The student will be able to explain why residents may behave as they do to express their emotional needs.</p> <p>The student will be able to identify types of behavioral changes in a resident.</p>	<p>b. Potential Mental and Emotional Changes</p> <p>C. Individual Responses to the Aging Process</p> <ol style="list-style-type: none"> 1. Concepts of dependence, independence and interdependence 2. Capacity to remember, to learn, to be self-directive <p>D. Emotional Needs and Support of the Resident</p> <ol style="list-style-type: none"> 1. Basic Emotional Needs 2. Types of behavior residents may display in attempting to fulfill their needs <ol style="list-style-type: none"> a. Recognition of change in status b. Modifying caregiver responses to meet emotional needs 	<p>Life review</p> <p>Write on large, blank sheet attached to wall with masking tape for review/discussion by students the way personnel can help meet the residents' needs</p> <p>Discussion: Various roles students play in their lives</p> <p>Interview a resident on the unit to discuss his/her perceived role change - well, sick, disabled, etc.</p> <p>Group discussion</p> <p>Discussion</p> <p>Supplemental Instructor: Social Worker, Psychologist, Psychiatric Nurse Practitioner</p> <p>Definitions</p> <p>Discussion: Time-out, Back-off and Use of a rocking chair</p>

MODULE II

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify feelings which residents and/or family members may experience.</p> <p>The student will be able to demonstrate a non-judgmental approach to the resident and family interactions.</p>	<p>3. Concept of Behavior Modification</p> <ul style="list-style-type: none"> a. Uses b. Skills supporting age-appropriate behavior c. Use of reinforcers <p>4. Methods of indicating care for the resident</p> <p>5. Recognizing the feelings of family members</p> <p>6. Non-judgmental approach to family interactions</p> <ul style="list-style-type: none"> a. Listening b. Referral 	<p>Discussion: Behavior Modification</p> <p>Discussion: Acceptable forms of response with distraught families</p> <p>Role Play: Family member with angry resident</p>
<p>The student will be able to identify the behavioral changes in a resident and report to supervisor.</p>	<p>E. Characteristics of the Resident with Abnormal Behavior or Cognitive Impairment</p> <ul style="list-style-type: none"> 1. Reason for abnormal behavior <ul style="list-style-type: none"> a. Depression b. Delirium c. Dementia 	<p>Definitions</p>
<p>The student will be able to discuss important considerations when providing care to a resident with Alzheimer's disease.</p>	<p>F. Residents with Dementia (Alzheimer's Disease)</p> <ul style="list-style-type: none"> 1. Current myths 2. Stages and characteristics 	<p>Definitions</p> <p>Handouts</p>

MODULE II

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify three behaviors which residents with dementia may exhibit.</p> <p>The student will be able to identify methods to decrease agitated behavior in a resident.</p> <p>The student will be able to discuss important considerations when providing care to a resident with Alzheimer's disease.</p> <p>The student will be able to demonstrate skills for communicating as evidenced by the proper use of selected communication techniques with confused or disoriented residents.</p>	<p>3. Behavioral manifestations</p> <ol style="list-style-type: none"> a. Types b. Factors that worsen behavioral problems c. Methods of reducing the effects of cognitive impairment <p>4. Treatment plan (strategies)</p> <ol style="list-style-type: none"> a. Need for a routine b. Accept recall deficits - select activities which rely on remote memory <ol style="list-style-type: none"> 1. Reminiscence 2. Music, sing-a-longs c. Need for repetition d. Rewards and promises e. Distraction f. Use of touch g. Need for short, simple statements h. Avoidance of argument or over-correction of resident statements <ol style="list-style-type: none"> i. Validation j. Distraction 	<p>Supplemental Instructor: Alzheimer Support Group, Alzheimer Association</p> <p>Videotape</p> <p>Communication with a cognitively impaired resident</p> <p>Videotape</p> <p>Discussion: Current resident care plans</p> <p>Discuss important considerations when providing care to a resident with Alzheimer's disease</p> <p>Discussion: Value of exercise, use of walking, barrier straps, rocking chair, etc.</p>

MODULE II

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss the need for reality orientation and reminiscence for residents in long-term care facilities.</p> <p>The student will be able to demonstrate basic skills in reality orientation techniques.</p>	<p>G. Concept of Reality Orientation</p> <ol style="list-style-type: none"> 1. Reduction in awareness <ol style="list-style-type: none"> a. Use of cues-name, age, room, time, recent events b. Resident withdrawal c. Implementation techniques <ol style="list-style-type: none"> 1. Use of touch, speech, identity, instructions and time 	<p>Discussion: Purpose and value of reality orientation and reminiscence in everyday life</p> <p>List reality orientation materials - clock, activity board, calendar, pictures, personal belongings, television, music, arts and crafts for special occasions, reading newspaper, etc.</p>

MODULE III: PHYSICAL NEEDS OF THE RESIDENT (32 HOURS)

Respect of a resident's right to privacy, dignity, individuality, and independence, promotion of a resident's safety, and strict adherence to the practice of universal precautions are integral components of each objective in this curriculum and shall be reflected in the teachings throughout this curriculum.

Encouraging residents to maintain and enhance autonomy in meeting their own individual needs is a primary component of this module and shall be reflected throughout the curriculum.

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify ways of encouraging independence, choice and individuality for a resident.</p>	<p>A. Responsibility of the Personal Care Assistant (PCA)</p> <ol style="list-style-type: none"> 1. Maintenance and restoration of physical needs 2. Implement of resident health care plan 	<p>Discussion: Review selected resident health care plans and identify potential physical concerns for these residents and possible outcomes.</p>
<p>The student will be able to identify strategies which enhance residents' ability to meet their own physical needs.</p>	<p>B. Lifting and Moving Techniques</p> <ol style="list-style-type: none"> 1. Need for plan of care <ol style="list-style-type: none"> a. Interdisciplinary team 	<p>Supplemental Instructor: Physical Therapist, Restorative Aide and Activities Director</p>
<p>The student will be able to lift, move and transfer a resident according to the resident health care plan.</p>	<ol style="list-style-type: none"> 2. Moving, positioning and transfer techniques <ol style="list-style-type: none"> a. Bed to stretcher b. Mechanical lift 	<p>Supplemental Instructor: Administrator, Occupational Therapist, Coordinator</p>
<p>The student will be able to discuss the importance of a team approach to rehabilitation.</p>		<p>Definitions Videotape</p>
<p>The student will be able to assist a resident to reposition in bed.</p>		
<p>The student will be able to assist a resident to ambulate at least 50 feet.</p>		<p>Demonstration: Lifting techniques-lift sheet; Moving techniques-log rolling, side-position away and toward caregiver, move in bed with assistance: Transfer techniques- pivot, dependent resident; assist resident to ambulate at least 50 feet</p>
<p>The student will be able to transfer a resident using a mechanical lift.</p>		

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to list at least two assistive devices.</p>	<p>3. Ambulation techniques</p> <p>a. Types of Assistive Devices</p> <ol style="list-style-type: none"> 1. Dressing 2. Feeding 3. Mobility - walking, wheels <ol style="list-style-type: none"> a. Safety factors 	<p>Assist a resident who uses adaptive devices to dress/eat</p>
<p>The student will be able to safely assist a resident who uses a cane or walker.</p>		<p>Assist a resident who uses a cane or walker</p>
<p>The student will be able to safely assist a resident who uses a wheelchair.</p>		<p>Assist a resident who uses a wheelchair</p>
<p>The student will be able to discuss the care of a resident who uses an artificial body part.</p>	<p>b. Types of artificial body parts</p>	<p>Properly store artificial body parts</p>
<p>The student will be able to perform exercise programs according to the resident plan of care.</p>	<p>4. Exercise techniques</p>	<p>Videotape</p>
<p>The student will be able to describe the physical and emotional benefits of bathing a resident.</p>	<p>C. Importance of Bathing</p> <ol style="list-style-type: none"> 1. Functions 2. Procedure for bathing 	<p>Demonstration: Bed bath/occupied bed</p>
<p>The student will be able to state the proper water temperature for bathing residents.</p>	<p>a. Bed bath</p> <ol style="list-style-type: none"> 1. Equipment and supplies 2. Technique 3. Special considerations and observations <ol style="list-style-type: none"> a. Water temperature 	<p>Return Demonstration: Students, in pairs, bed bath, occupied bed</p> <p>Videotape</p>
<p>The student will be able to give a complete bed bath to a resident.</p>		<p>Bathe a resident in bed, tub or shower</p>
<p>The student will be able to identify alternative strategies both for the maintenance of and cleanliness in personal hygiene.</p>		<p>Student will test the bath water with the proper equipment at a temperature not to exceed 110 degrees Fahrenheit</p>
<p>The student will be able to identify the importance of privacy and modesty while assisting the resident with personal care.</p>	<ol style="list-style-type: none"> 1. Resident choice within safe parameters 	

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to make an occupied bed.</p> <p>The student will be able to give a tub bath or shower to a resident.</p> <p>The student will be able to give a complete backrub.</p> <p>The student will be able to explain the importance of observing and reporting physical changes in a resident to the licensed nurse.</p> <p>The student will be able to describe the physical changes that should be noted and reported.</p> <p>The student will be able to distinguish between objective and subjective observations.</p> <p>The student will be able to list three examples of objective observations.</p> <p>The student will be able to list three examples of subjective observations.</p>	<p>b. Make an occupied bed</p> <p>c. Partial bed bath</p> <p>d. Showers/tub bath</p> <p>3. Procedure - Backrub</p> <p>D. Observing and Reporting of Physical Changes</p> <p>1. Importance of observing changes</p> <p>a. Outward signs</p> <p>b. Reporting process by PCA</p> <p>2. Significant physical changes</p> <p>a. Objective versus subjective</p> <p>1. Color of skin</p> <p>2. Texture of skin</p> <p>3. Type of breathing</p> <p>4. Mobility</p> <p>5. Appetite</p> <p>6. Mental status</p> <p>7. Weight</p>	<p>Student will make an occupied bed</p> <p>Demonstration: Observe the student give a backrub</p> <p>Discussion</p> <p>Videotape</p> <p>Photographs</p> <p>Observe individuals in the classroom or assisted living environment and discuss the observations</p> <p>Definitions</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to explain the purposes of hand and foot care.</p> <p>The student will be able to provide a resident with foot care.</p> <p>The student will be able to groom a resident's fingernails with proper care equipment.</p>	<p>8. Pressure sores</p> <p>9. Bruises and cuts</p> <p>10. Pain</p> <p>11. Incontinence</p> <p>12. Edema</p> <p>E. Care of Hands and Feet</p> <ol style="list-style-type: none"> 1. Purposes 2. Special considerations <ol style="list-style-type: none"> a. Nail care - facility policy b. Shoe fit c. Diabetes 3. Procedure <p>F. Skin Changes with Aging</p> <ol style="list-style-type: none"> 1. Anatomy and physiology 2. Positioning techniques/safety factors <ol style="list-style-type: none"> a. Supine b. Fowlers c. Prone d. Sims 	<p>Supplemental Instructor: Manicurist, Podiatrist</p> <p>Demonstration: Nail care and foot care</p> <p>Student will accurately test the water with the proper equipment at a temperature not to exceed 110 degrees Fahrenheit</p> <p>Chart/diagrams</p> <p>Demonstration: Supine, Fowlers, Prone, Sims</p> <p>Pair off students to position manikin or student volunteer</p> <p>Student will position resident, who needs assistance turning in bed</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify at least two purposes of skin care.</p>	<p>3. Special consideration with elderly</p>	
<p>The student will be able to provide effective skin care.</p>	<p>a. Aging skin</p> <p>1. Purposes of skin care</p>	
<p>The student will be able to properly apply continence briefs.</p>	<p>b. Sedentary</p> <p>c. Positioning-chair, bed</p>	
<p>The student will be able to discuss the importance of keeping an incontinent resident clean and dry.</p>	<p>d. Friction-continent briefs, linens, undergarments</p> <p>4. Incontinent care</p>	<p>Demonstration: Proper application of continence briefs</p>
<p>The student will be able to list at least three possible causes and signs of pressure sores.</p>	<p>a. Bowel</p> <p>b. Bladder</p> <p>5. Pressure sores and ulcers</p>	<p>Student will apply appropriate size continence brief to resident</p>
	<p>a. Causes</p> <p>1. Pressure on body parts</p>	<p>Videotape</p>
	<p>2. Circulation problems</p> <p>3. Decreased activity</p>	
	<p>4. Inadequate nutrition</p> <p>5. Improper cleanliness</p>	
	<p>6. Incontinence</p> <p>b. Sites for occurrence</p>	
	<p>1. Bony prominences</p>	<p>Videotape</p>
<p>The student will be able to identify the possible sites in the body where pressure sores may develop.</p>		

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify the four stages of pressure sores.</p> <p>The student will be able to discuss the prevention of pressure sores.</p>	<p>c. Four stages of pressure sores</p> <ol style="list-style-type: none"> 1. Early signs of problem <p>d. Preventive measures</p> <ol style="list-style-type: none"> 1. Observation 2. Cleanliness/regular toileting 3. Physical activity 4. Nutrition and hydration 5. Special cushioning devices 6. Change linens and clothing 	<p>Provide direct care to a resident with a pressure sore(s)</p>
<p>The student will be able to apply a non-sterile dressing and record.</p>	<ol style="list-style-type: none"> 7. Application non-sterile dressings 	<p>Student will apply non-sterile dressing to resident</p> <p>Demonstration: Application non-sterile dressings</p>
<p>The student will be able to give perineal skin care.</p>	<ol style="list-style-type: none"> 8. Tracking position changes <p>e. Special considerations</p> <ol style="list-style-type: none"> 1. Feeding tubes 2. Contracture(s) <p>f. Perineal skin care</p> <p>g. Report observations</p>	<p>Demonstration: Tracking documentation of position changes</p> <p>Observe the student giving perineal care</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to help dress and undress a resident showing consideration for a resident's preferences and physical condition.</p>	<p>G. Dressing and Undressing</p> <ol style="list-style-type: none"> 1. Purposes 2. Procedure 3. Special considerations 4. Placement of clothes - cleaned, soiled 	<p>Role play: Students, in pairs, dress each other, while acting paralyzed</p>
<p>The student will be able to state the purposes of mouth and denture care and its importance to the physical and psychological well-being of residents.</p> <p>The student will be able to assist or give appropriate mouth care based on individual resident need.</p>	<p>H. Mouth Care</p> <ol style="list-style-type: none"> 1. Purposes 2. Age-related changes 3. Routine mouth care 	<p>Student will assist a resident with dressing, using clothing which is labeled, clean, in good condition, correct size, seasonal and appropriate for the time of day</p> <p>Supplemental Instructor: Dental Assistant</p> <p>Demonstration: Brushing teeth</p> <p>Use of disclosing tablets</p> <p>Students practice in pairs - Brush teeth</p>
<p>The student will be able to demonstrate routine denture care.</p>	<ol style="list-style-type: none"> 4. Special considerations <ol style="list-style-type: none"> a. Denture care b. Disabled 5. Report observations 	<p>Demonstration: Denture Care</p> <p>Student will give routine and special mouth care to resident</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to explain the reasons for hair care.</p> <p>The student will be able to demonstrate appropriate positioning for the elderly when shampooing the hair.</p> <p>The student will be able to give daily haircare including combing, brushing and shampooing as needed.</p> <p>The student will be able to use an electric or safety razor to shave a resident.</p> <p>The student will be able to shave a resident and/or provide care to beard.</p>	<p>I. Personal Grooming</p> <p>1. Care of hair</p> <p>a. Purposes</p> <p>1. Physical</p> <p>2. Emotional</p> <p>b. Shampooing</p> <p>c. Daily hair care</p> <p>d. Pediculosis</p> <p>e. Special considerations</p> <p>1. Age appropriate</p> <p>2. Ethnically appropriate</p> <p>3. Physical limitations</p> <p>J. Shaving and Beard Care</p> <p>1. Purposes</p> <p>2. Procedure</p> <p>a. Shave</p> <p>b. Beard care</p>	<p>Supplemental Instructor: Licensed Beautician/Barber</p> <p>List in order of occurrence their own daily grooming activities to impress upon the student the importance of individualizing resident care</p> <p>Student will test the temperature of the water with proper equipment at a temperature not to exceed 110 degrees Fahrenheit</p> <p>Demonstration: Hair care</p> <p>Demonstration: Male student staff member or resident volunteer</p> <p>Student will safely shave a male or female resident with proper equipment</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to demonstrate skill in assisting/giving personal care to a resident.</p> <p>The student will be able to discuss the purposes and characteristics of both rest and sleep.</p> <p>The student will be able to define effect of lack of sleep.</p> <p>The student will be able to discuss the reasons for changes in sleep patterns as part of the aging process.</p>	<p>3. Special considerations</p> <ul style="list-style-type: none"> a. Age appropriate b. Ethnically appropriate c. Physical limitations <p>K. Personal Care of Resident</p> <ul style="list-style-type: none"> 1. Morning <ul style="list-style-type: none"> a. Toilet needs b. Mouth care c. Preparation for breakfast 2. Evening <ul style="list-style-type: none"> a. Physical needs b. Emotional needs <p>L. Rest and Sleep</p> <ul style="list-style-type: none"> 1. Purposes 2. Characteristics of Sleep <ul style="list-style-type: none"> a. Body system changes b. Changes in sleep patterns c. Fears 	<p>Student will give morning care</p> <p>Student will give evening care</p> <p>Definitions Discussion: Residents' right to select bedtime and sleep needs, and students' experience with sleep deficit</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss the importance of fluids in the body.</p> <p>The student will be able to identify at least two signs of dehydration.</p>	<p>M. Importance of Fluids to the Body</p> <ol style="list-style-type: none"> 1. Body composition and functions of fluids 2. Dehydration <ol style="list-style-type: none"> a. Signs and symptoms <ol style="list-style-type: none"> 1. Physical outcomes 2. Mental outcomes b. Methods of fluid loss c. Hydration needs <ol style="list-style-type: none"> Increase <ol style="list-style-type: none"> 1. Fever 2. Vomiting 3. Diarrhea Decrease <ol style="list-style-type: none"> 1. Certain cardiac conditions 2. Edema 	<p>Film</p> <p>Lecture/Discussion</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to serve fluids to a resident, practicing infection control.</p>	<p>N. Serving Fluids to Residents</p> <ol style="list-style-type: none"> 1. Fluids as ordered 2. Encouragement of elderly to drink beverages <ol style="list-style-type: none"> a. Daily requirement of fluids 3. Infection control <ol style="list-style-type: none"> a. Facility policy - containers and fresh water <p>O. Monitoring of Fluid Intake</p> <ol style="list-style-type: none"> 1. Purpose of measuring 2. Procedures <ol style="list-style-type: none"> a. Define cc's, ounces b. Calculate cc's, ounces 3. Intake/output record 4. Report observations <p>P. Cardiovascular and Respiratory Changes with Aging</p> <ol style="list-style-type: none"> 1. Anatomy and physiology 2. Common disease conditions <ol style="list-style-type: none"> a. Tuberculosis 	<p>Definitions</p> <p>Discussion</p>
<p>The student will be able to accurately measure, record, and report fluid intake.</p>		<p>Student will accurately measure, record, and report, if necessary, fluid intake</p>
<p>The student will be able to discuss causes of common cardiovascular and respiratory disorders.</p>		<p>Charts/Diagrams</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss the value of knowing the body temperature of a resident.</p> <p>The student will be able to take a resident's temperature safely and read and record temperature within ± 0.2 degrees of the instructor's reading.</p> <p>The student will be able to locate and count a resident's pulse rate within ± 4 beats per minute of the instructor's reading.</p>	<p>3. Vital signs</p> <ol style="list-style-type: none"> a. Temperature <ol style="list-style-type: none"> 1. Normal 2. Ranges of abnormal 3. Value of measuring body heat 4. Causes of variations in body temperature 5. Types of thermometers 6. Review parts of body used in taking temperature including when used, type of thermometer used, time required, and special precautions 7. Measuring the temperature <ol style="list-style-type: none"> a. Oral b. Rectal c. Axillary d. Ear b. Counting the pulse <ol style="list-style-type: none"> 1. Various sites 2. Calculations 	<p>Definitions</p> <p>Videotapes</p> <p>Demonstration: Use of oral and rectal thermometer</p> <p>Videotape</p> <p>Chart/diagram comparing the Fahrenheit and Celsius Scales</p> <p>Compare both Fahrenheit and Celsius Scales</p> <p>Students will take and record routine temperature and pulse</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to record a resident's respirations within ± 2 breaths per minute of the instructor's reading.</p>	<p>c. Counting the respirations</p> <ol style="list-style-type: none"> 1. Calculations 2. Importance of coughing 	<p>Student will count respirations</p> <p>Discussion: Methods to facilitate coughing and deep breathing</p> <p>Definitions</p>
<p>The student will be able to measure the systolic and diastolic blood pressure</p>	<p>d. Measuring the blood pressure</p> <ol style="list-style-type: none"> 1. Cuff size 2. Care of equipment 3. Positioning 	<p>Definitions</p> <p>Demonstration</p> <p>Students practice in pairs: blood pressure</p>
<p>The student will be able to discuss the functions and products of the digestive system.</p>	<p>4. Normal blood pressure ranges</p> <p>e. Report observations</p> <p>Q. Gastrointestinal Changes with Aging</p> <ol style="list-style-type: none"> 1. Anatomy and physiology 	<p>Students will take and record blood pressure</p> <p>Student will take the vital signs on a resident</p>
<p>The student will be able to discuss causes of common gastrointestinal disorders.</p>	<ol style="list-style-type: none"> 2. Functions and changes in elderly 3. Major disease conditions <ol style="list-style-type: none"> a. Cancer 	<p>Charts and Diagrams</p> <p>Supplemental Instructor: American Cancer Society</p> <p>Handouts</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to list the seven warning signs of cancer.</p>	<p>4. Bowel elimination</p> <ul style="list-style-type: none"> a. Normal characteristics of stool b. Abnormal characteristics <ul style="list-style-type: none"> 1. Constipation 2. Impaction 	<p>Definitions</p>
<p>The student will be able to identify the abnormal characteristics of stool.</p>	<p>5. Assisting the Resident with Elimination</p> <ul style="list-style-type: none"> a. Ambulatory resident <ul style="list-style-type: none"> 1. Bathroom 2. Commode chair 3. Privacy 4. Safety precautions 5. Cleansing procedure 6. Observation of stool 7. Ostomy care b. Non-ambulatory resident 	<p>Student will assist the resident to the bathroom, with the use of a commode or the use of a urinal</p>
<p>The student will be able to assist a resident with functions of elimination, including use of bathroom and bedpan.</p>		<p>Clean a commode chair</p>
<p>The student will be able to assist a resident with ostomy care</p>		<p>Definition</p>
<p>The student will be able to safely and comfortably assist the resident to use the bedpan.</p>	<ul style="list-style-type: none"> 1. Bedpan procedure <ul style="list-style-type: none"> a. Privacy 2. Ostomy care 3. Techniques to promote effective results 	<p>Demonstration: Use of bedpan Assist the resident to use a bedpan</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify the relationship between weight and height.</p>	<ol style="list-style-type: none"> 4. Safety precautions - resident transfer 5. Reassurance 6. Resident weight and height <ol style="list-style-type: none"> a. Variations with body structure b. Reasons for monitoring of weight and height <ol style="list-style-type: none"> 1. Medications 2. Disease conditions 3. Food and fluid intake c. Variations in weight <ol style="list-style-type: none"> 1. Causes 2. Unexplained weight loss d. Causes of edema <ol style="list-style-type: none"> 1. Contributing factors e. Procedure to measure height and weight <ol style="list-style-type: none"> 1. Weighing <ol style="list-style-type: none"> a. Types of scales b. Proper use of scales c. Safety precautions 2. Measuring height 	<p>Definitions</p> <p>Demonstration</p> <p>Student will weigh a resident</p>
<p>The student will be able to measure the height of a resident and record.</p>		<p>Students practice in pairs: Measure height in standing</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to describe a well-balanced diet, discussing the body's need for the basic food pyramid.</p>	<p>7. Nutritional needs of the elderly</p> <ol style="list-style-type: none"> The Food Guide Pyramid Basic functions of carbohydrates, fats, protein and water Factors affecting food intake with age-related changes Factors influencing food likes and dislikes <ol style="list-style-type: none"> Cultural Emotional Religious Social 	<p>Supplemental Instructor: Dietician, Coordinator</p> <p>Discussion: Role of staff to communicate needed dietary changes</p>
<p>The student will be able to discuss why a resident may require a modified/therapeutic diet.</p>	<p>8. Modified/therapeutic diets</p> <ol style="list-style-type: none"> Dietary restrictions <ol style="list-style-type: none"> Personal preferences Physician prescribed Dietary identification of special resident diets Special considerations - medications Alternate feeding methods <ol style="list-style-type: none"> Safety Report observations 	<p>Identify specific modified/therapeutic diet coding used by dietary department with the specific diet prescribed by the physician</p> <p>Demonstration/Videotape</p> <p>Student will care for resident or manikin with nasogastric tube, peg tube etc.</p>
<p>The student will be able to discuss the responsibilities of a personal care assistant when giving care to a resident receiving special feeding.</p>		

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss the responsibilities of a personal care assistant when serving and feeding residents.</p> <p>The student will be able to calculate the percentage of food eaten by a resident, if required by resident health care plan.</p> <p>The student will be able to demonstrate ability to report changes in a resident's eating and/or swallowing pattern.</p> <p>The student will be able to feed a resident who is eating impaired in a safe and caring manner.</p>	<p>9. Personal care assistant responsibilities</p> <ul style="list-style-type: none"> a. Resident handwashing/cleanliness b. Portion sizes c. Food temperatures d. Liquid temperatures e. Meal monitoring process f. Report observations g. Between meal and bedtime snacks h. Availability of beverages <p>10. Feeding a dependent resident</p> <ul style="list-style-type: none"> a. Feeding techniques solids and liquids b. Preparation c. Encouragement d. Communications e. Complications 	<p>Supplemental Instructor: Dietitian, Administrator, Coordinator</p> <p>Monitor and record percentages of food intake</p> <p>Discussion: Importance of mealtime for the physical, emotional and social needs of a resident</p> <p>Students practice in pairs: Feeding a dependent resident and/or self - Blind, Hemiplegia, improperly positioned, confused resident, and swallowing disorders</p> <p>Student will feed a dependent resident</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to promote maximum resident independence in dining.</p>	<p>11. Meal environment and service</p> <ul style="list-style-type: none"> a. Emotional component <ul style="list-style-type: none"> 1. Resident interaction 2. Pleasure experience b. Physical component <ul style="list-style-type: none"> 1. Preparation for dining 2. Positioning to facilitate chewing and swallowing 3. Furnishings <ul style="list-style-type: none"> a. Accommodation of chairs/tables 4. Lighting, ventilation, sound level, cleanliness and odors 5. Use of utensils and assistive feeding devices 6. Assisting resident 	<p>Discussion: Relate how the enjoyment of eating is affected by the environment and atmosphere</p> <p>Supplemental Instructor: Occupational Therapist</p> <p>Demonstration: Adaptive equipment</p> <p>Observe actual dining experience and critique</p>
<p>The student will be able to discuss how the enjoyment of eating is affected by the environment and surrounding atmosphere.</p>	<p>R. Endocrine Disorder Changes with Aging</p> <ul style="list-style-type: none"> 1. Anatomy and physiology 2. Common disease conditions 	<p>Charts/diagrams</p>
<p>The student will be able to identify the common signs and symptoms of diabetes and thyroid disorders.</p>		

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to demonstrate skill in testing the blood for glucose and record.</p>	<ul style="list-style-type: none"> a. Diabetes <ul style="list-style-type: none"> 1. Types 2. Monitoring b. Thyroid 	<p>Demonstration: Glucometer and use of universal precautions</p>
<p>The student will be able to identify the signs and symptoms that can occur in urinary system disorders.</p>	<p>S. Urinary Changes with Aging</p> <ul style="list-style-type: none"> 1. Anatomy and physiology 2. Common disease conditions 3. Principles of fluid balance <ul style="list-style-type: none"> a. Importance of intake/output b. Importance of fluids c. Consideration with the elderly 	<p>Charts/diagrams</p> <p>Definitions</p>
<p>The student will be able to describe the general functions and products of the urinary system.</p>	<ul style="list-style-type: none"> 4. Elimination of urine <ul style="list-style-type: none"> a. Normal characteristics b. Abnormal characteristics 	<p>Measure contents of a bedpan or urinal</p>
<p>The student will be able to identify the major reasons for incontinence.</p>	<ul style="list-style-type: none"> 5. Measuring urinary output <ul style="list-style-type: none"> a. Purposes b. Procedure 6. Reasons for incontinence <ul style="list-style-type: none"> a. Special concerns 	<p>Definition</p> <p>Discussion: Emotional implications of incontinence</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to demonstrate skill in properly collecting urine specimens.</p> <p>The student will be able to care for a resident with a urinary catheter demonstrating precautions for control of infection, injury or distention.</p> <p>The student will be able to measure and record the contents of the Foley catheter bag within ± 50 cc's of the instructor's reading.</p> <p>The student will be able to describe the concept of bowel and bladder retraining.</p>	<ol style="list-style-type: none"> 1. Inability to ambulate to the bathroom in a timely manner 2. Physical problems 3. Forgetfulness 7. Specimen collection <ol style="list-style-type: none"> a. Urine - types 1. Routine single specimen 2. "Clean catch" specimen 8. Urinary catheter <ol style="list-style-type: none"> a. Prevention of injury, infection and distention b. Retraining after removal c. Consideration of resident feelings 9. Bowel and bladder re-training <ol style="list-style-type: none"> a. Concept of re-training <ol style="list-style-type: none"> 1. Previous elimination 2. Individual retraining plan b. Value of reestablishing control c. Factors which improve outcomes d. Report observations 	<p>Demonstration: Collection containers</p> <p>Review need for cleanliness and accurate measurement</p> <p>Accurately and safely collect urine specimen from urinal, bedpan or clean catch</p> <p>Student will care for a resident with an indwelling foley catheter and bag</p> <p>Student will measure the contents of the catheter bag</p> <p>Discussion</p> <p>Review facility policy and procedure for retraining program</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify signs and symptoms that can occur in musculoskeletal system disorders.</p> <p>The student will be able to describe the care of a resident who wears a cast/splint.</p> <p>The student will be able to perform exercise programs according to the resident plan of care.</p>	<p>T. Musculoskeletal Changes with Aging</p> <ol style="list-style-type: none"> 1. Anatomy and physiology 2. Age-related changes resulting in bone and muscle wasting and resultant conditions. <ol style="list-style-type: none"> a. Care of resident with cast or splint. 3. Use of exercises 4. Concept of passive and active range of motion (ROM) 	<p>Charts/diagrams/skeleton model</p> <p>Observe the student give direct care to the resident with a cast or splint</p> <p>Videotape: Exercising</p> <p>Supplemental Instructor: Physical Therapist</p> <p>Students practice in pairs: ROM</p> <p>Assist a resident with exercise</p>
<p>The student will be able to identify signs and symptoms that can occur in neurological system disorders.</p> <p>The student will be able to discuss the care of a resident who uses a brace.</p>	<p>U. Neurological Changes with Aging</p> <ol style="list-style-type: none"> 1. Anatomy and physiology 2. Common disease conditions <ol style="list-style-type: none"> a. Parkinsonism b. Stroke (CVA) c. Seizures 3. Care of a resident with seizures <ol style="list-style-type: none"> a. Prevention 	<p>Demonstration: Passive and Active Range of Motion</p> <p>Charts/diagrams</p> <p>Definitions</p> <p>Properly store braces and splints</p> <p>Discussion: Review emergency measures to be taken when a resident experiences a seizure</p>

MODULE III

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify signs and symptoms that can occur in reproductive system disorders.</p> <p>The student will be able to discuss misconceptions and myths about aging and sexuality.</p>	<p>V. Reproductive System Changes with Aging</p> <ol style="list-style-type: none"> 1. Anatomy and physiology 2. Age related female gynecological and male reproductive problems 3. Sexuality in the elderly <ol style="list-style-type: none"> a. Myths, misconceptions and stereotypes related to aging <ol style="list-style-type: none"> 1. Physical 2. Mental 3. Sexual-satisfaction, impotence, intercourse, masturbation b. Sexual deviations and molestation c. Privacy and respect 	<p>Definition</p> <p>Discussion: Sexual needs of the handicapped and elderly and role of the caregiver</p>

MODULE IV: SPIRITUAL, RECREATIONAL AND ACTIVITY NEEDS OF THE RESIDENT (8 HOURS)

Respect of a resident's right to privacy, dignity, individuality and independence, promotion of a resident's safety, and strict adherence to the practice of universal precautions are integral components of each objective in this curriculum and shall be reflected in the teachings throughout this curriculum.

Encouraging residents to maintain and enhance autonomy in meeting their own individual needs is a primary component of this module and shall be reflected throughout the curriculum.

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to identify ways of encouraging independence, choice and individuality for a resident.</p> <p>The student will be able to identify strategies which enhance residents ability to meet their own spiritual, recreational and activity needs</p> <p>The student will be able to discuss how unmet social needs may create changes in the behavior and mood of a resident.</p> <p>The student will be able to discuss the types and range of activities in which a resident may participate.</p>	<p>A. Responsibilities of the Personal Care Assistant (PCA)</p> <ol style="list-style-type: none"> 1. Maintenance and enhancement of spiritual, recreational and activity needs 2. Implementation of resident health care plan <p>B. Resident Needs for Activity and Recreation</p> <ol style="list-style-type: none"> 1. Concepts <ol style="list-style-type: none"> a. Need for meaningful activity b. Importance of variety c. Approach to resident(s) 2. Types and value of activities <ol style="list-style-type: none"> a. Passive recreation - sensory needs b. Arts and crafts 	<p>Discussion: Review facility activity calendar and identify when, where and how residents would be included</p> <p>Supplemental Instructor: Occupational Therapist, Administrator, Coordinator</p>

MODULE IV

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to assist a resident to participate in recreational activities.</p> <p>The student will be able to prepare a resident for transport.</p> <p>The student will be able to discuss residents' different spiritual needs.</p>	<ul style="list-style-type: none"> c. Physical activity - games, nature walks, exercise class, dancing d. Mental activities - games, discussion/study groups, information programs, reading, pet therapy e. Hobbies - gardening, birds, collectibles, music, drama, writing articles f. Community service work - youth group, adopt foster grandchildren, prepare and present programs for special need children <p>3. Appropriateness of functions</p> <ul style="list-style-type: none"> a. Individual interest b. Desire for companionship c. Energy level d. Self-confidence <p>4. Preparation of a resident for participation</p> <p>C. Spiritual Needs of the Resident</p> <ul style="list-style-type: none"> 1. Concepts <ul style="list-style-type: none"> a. Spiritually - mind, body, spirit <ul style="list-style-type: none"> 1. Give life meaning 	<p>Participate with a resident 1:1 in a recreational activity</p> <p>Prepare a resident for activities and transport</p> <p>Supplemental Instructor: Member of Clergy, Administrator, Coordinator</p> <p>Discussion</p>

MODULE IV

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to discuss different religious beliefs.</p>	<p>b. Religion</p> <ol style="list-style-type: none"> 1. Right to belief 2. Confirmation of individuality and identity 3. Celebration of his/her life <p>c. Religious customs/rituals - respect</p>	<p>Group discussion of the religious beliefs and customs of the students</p>
<p>The student will be able to assist a resident to satisfy the resident's religious need.</p>	<p>d. Preparation of resident for religious events</p>	<p>Each student will choose a different religious sect to describe to the class as it relates to the beliefs regarding illness and death</p>
<p>The student will be able to discuss the concept of dying with dignity.</p>	<p>D. Coping with Death and Dying</p> <ol style="list-style-type: none"> 1. Right to die with dignity 	<p>Supplemental Instructor: Hospice staff or Volunteer</p>
<p>The student will be able to define an Advance Directive.</p>	<ol style="list-style-type: none"> a. Concept of Advance Directive b. Role of RCA 	<p>Handout: Sample of Advance Directives, Living Will</p>
<p>The student will be able to identify the role of the PCA in caring for a resident with an Advance Directive.</p>	<ol style="list-style-type: none"> 2. Needs of dying resident 	
<p>The student will be able to discuss how to meet the physical and emotional needs of the dying resident.</p>	<ol style="list-style-type: none"> 3. Emotional support - caregivers, family and significant other 	
<p>The student will be able to discuss the goals of hospice care.</p>	<ol style="list-style-type: none"> 4. Hospice care or alternative approaches <ol style="list-style-type: none"> a. Concepts b. Program approach 	<p>The student will voluntarily discuss their experience with death and dying</p> <p>Handouts</p>

MODULE IV

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to describe the emotional stages of grieving.</p>	<p>E. Age Adjustment to Loss</p> <ol style="list-style-type: none"> 1. Loss experienced by resident and his/her family <ol style="list-style-type: none"> a. Stages of dying (grief) <ol style="list-style-type: none"> 1. Denial/isolation 2. Anger 3. Bargaining 4. Depression 5. Acceptance <p>F. Caregiver Skills</p> <ol style="list-style-type: none"> 1. Positive and caring attitudes <ol style="list-style-type: none"> a. Avoidance of false hope b. "Helper" role 2. Comfortable physical care <ol style="list-style-type: none"> a. Realistic approach b. Changes in care plan 3. Availability to resident - non-avoidance <ol style="list-style-type: none"> a. Active participation 4. Sensitive to cultural and religious needs 5. Family involvement as caregiver 	<p>Role play: death experience</p> <p>Student will write own obituary and plan own funeral arrangements</p> <p>Discussion: Concept of Unconditional Love and establishing a special relationship</p> <p>Panel Discussion: The steps and strategies to help the resident and caregiver feel more comfortable with the dying process</p> <p>Care for a terminally ill resident</p>
<p>The student will be able to discuss the care of the terminally ill resident.</p>		

MODULE IV

REQUIRED STUDENT OBJECTIVES	CONTENT MAP	SUGGESTED LEARNING EXPERIENCES
<p>The student will be able to describe the signs of approaching death.</p>	<p>G. The Resident with Terminal Illness</p> <ul style="list-style-type: none"> a. Signs of approaching death b. Resident control over unfinished business or last wishes <ul style="list-style-type: none"> 1. Permission granted to resident to "let go" 	<p>Videotape</p>

APPENDIX

APPENDIX A

NEW JERSEY STATE DEPARTMENT OF HEALTH OPERATIONAL DEFINITIONS

The following words and terms, when used in this material, have the following meanings, unless the context clearly indicates otherwise:

"Abuse" means the willful infliction of injury, unreasonable confinement, intimidation, or punishment with resulting physical harm or pain or mental anguish, or deprivation by an individual, including a caretaker, of goods or services that are necessary to attain or maintain physical, mental, and psychosocial well-being.

"Accountability" means being answerable for how ones nursing practice is performed.

"Activities of daily living (ADL)" means the functions or tasks for self-care which are performed either independently or with supervision or assistance. Activities of daily living include at least: mobility, transferring, walking, grooming, bathing, dressing and undressing, eating, and toileting.

"Advance directive" means a written statement of a resident's instructions and directions for health care in the event of future decision making incapacity, in accordance with the New Jersey Advance Directives for Health Care Act, N.J.S.A. 26:2H-53 et seq., P.L. 1991, c.201. An advance directive may include a proxy directive, an instruction directive, or both.

"Aging in place" means a process whereby individuals remain in their living environment despite the physical and/or mental decline and growing needs for supportive services that may occur in the course of aging. For aging in place to occur, services are added, increased, or adjusted to compensated for the person's physical and/or mental decline.

"Assisted living" means a coordinated array of supportive personal and health services, available 24 hours per day, to residents who have been assessed to need these services, including residents who require formal long-term care. Assisted living promotes resident self direction and participation in decisions that emphasize independence, individuality, privacy, dignity, and homelike surroundings.

"Assisted living facility" means an entity licensed pursuant to N.J.A.C. 8:36 to provide appropriate living services. This includes assisted living residences and comprehensive personal care homes.

"Assisted living program" as defined at N.J.A.C. 8:36.

"Assisted living residence" means facility which is licensed by the Department of Health to provide apartment-style housing and congregate dining and to assure that assisted living services are available when needed, for four or more adult persons unrelated to the proprietor. Apartment units offer, at a minimum, one unfurnished room, a private bathroom, a kitchenette, and a lockable door on the unit entrance.

"Assistance with transfer" means providing verbal and physical cuing or the physical assistance of no more than two facility staff or both while the resident moves between bed and a standing position or between bed and a chair or wheelchair.

"Available" means ready for immediate use (pertaining to equipment) or capable of being reached (pertaining to personnel), unless otherwise defined.

"Bedridden" means physically unable to rise from bed, even with assistance with transfer from the bed.

"Caring" means commitment and respect for the dignity of each resident. It involves values, a commitment, communication, knowledge, actions and outcomes.

"Classroom instruction" means hours in which topics identified in the content map are taught by the instructor in a specified location and are demonstrated and tested. A group of students are taught together according to a standing subject.

"Cleaning" means the removal by scrubbing and washing, as with hot water, soap or detergent, or vacuuming, of infectious agents and of organic matter from surfaces on which and in which infectious agents may find conditions for surviving or multiplying.

"Clinical experience" means hours at a pre-designated site where the direct treatment, care and observation of residents is performed under the supervision of the personal care assistant training instructor.

"Clinical laboratory" means a room which contains special equipment and materials in which students work to enhance skills, remedy deficiencies or perform return demonstrations in a particular content area.

"Communicable disease" means an illness due to a specific infectious agent or its toxic products which occurs through transmission of that agent or its products from a reservoir to a susceptible host.

"Communication" means the transmission of information, opinion, feelings, and intentions between two or more individuals. Includes verbal, non-verbal and written forms.

"Comprehensive personal care home" means a facility which is licensed by the Department of Health to provide room and board and to assure that assisted living services are available when needed, to four or more adults unrelated to the proprietor. Residential units in comprehensive personal care homes house no more than two residents and have a lockable door on the unit entrance.

"Conspicuously posted" means placed at a location within the facility accessible to and seen by residents and the public.

"Contamination" means the presence of an infectious or toxic agent in the air, on a body surface, or on or in clothes, bedding, instruments, dressings, or other inanimate articles or substances, including water, milk, and food.

"Continuing care retirement community" means a facility that has received a certificate of authority pursuant to the Continuing Care Retirement Community Regulation and Financial Disclosure Act, N.J.S.A. 52:27D-330 et seq.

"Current" means up-to-date, extending to the present time.

"Delirium" means a state of mental confusion and disorientation that is caused by infection, disease, chemicals, drugs, toxins or other agents that affect the brain and nervous system. Delirium has rapid onset and can be resolved when the cause is remedied.

"Dementia" means a slowly progressive disease of the brain that causes deterioration in the ability to remember, reason, use and understand language and function in daily activities. The disease causes changes in the chemistry and structure of the brain which leads to the disability of the resident.

"Demonstration" means the act of exhibiting the operation or use of a skill or device.

"Department" means the New Jersey State Department of Health.

"Dignity" means that in their interactions with residents, staff carry out activities which assist the resident to maintain and enhance the resident's self-worth.

"Direct supervision" means supervision on the premises within view of the supervisor.

"Disinfection" means the killing of infectious agents outside the body, or organisms transmitting such agents, by chemical and/or physical means, directly applied.

"Documented" means written, signed, and dated. If an identifier such as a master sign-in sheet is used, initials may be used for signing documentation, in accordance with applicable professional standards of practice.

"Drug administration" means a procedure in which a prescribed drug is given to a resident by an authorized person in accordance with all laws and regulations governing such procedures. The complete procedure of administration includes removing an individual dose from a previously dispensed, properly labeled container (including a unit dose container), verifying it with the prescriber's orders, giving the individual dose to the resident, seeing that the resident takes it (if oral), and recording the required information, including the method of administration.

"Drug dispensing" means a procedure entailing the interpretation of the original or direct copy of the prescriber's order for a drug or a biological and, pursuant to that order, the proper selection, measuring, labeling, packaging, and issuance of the drug or biological to a resident or a service unit of the facility, in conformance with all applicable federal, state, and local rules and regulations.

"Employee" means a person who is gainfully employed in the assisted living facility on a full or part-time basis and for whom a record of hours worked and wages paid are maintained and who meets the health, age and other requirements of this chapter. Reimbursement for such employment may include salaries, wages, room and board, or any combination thereof. A person placed in the assisted living facility under a purchase of care or service agreement by the facility, or the resident, is not considered an employee.

"Epidemic" means the occurrence or outbreak in a facility of one or more cases of an illness in excess of normal expectancy for that illness, derived from a common or propagated source.

"Formal long-term care" means ongoing assistance with activities of daily living and health care services, provided on a daily or regular basis to people with disabling long-term

illnesses by nurses or other health care professionals or by personnel under the direction and supervision of health care professionals, as ordered by a physician.

"Full-time" means relating to a time period established by the facility as a full working week, as defined and specified in the facility's policies and procedures.

"Governing authority" means the organization, person, or persons designated to assume legal responsibility for the management, operation, and financial viability of the facility.

"Guardian" means a person appointed by a court of competent jurisdiction to handle the affairs and protect the rights of any resident of the facility who has been declared a mental incompetent. Guardian does not include a person affiliated with the facility, its operations or personnel, unless ordered by the court.

"Health" means marked by energy and vigor. It encompasses the requirement that the resident is to be provided the necessary care and services to attain or maintain the highest practicable biological, physical, mental and psychosocial well-being.

"Health care service" means any service provided to a resident of an assisted living residence or comprehensive personal care home that is ordered by a physician and required to be provided or delegated by a licensed, registered or certified health care professional. Any other service, whether or not ordered by a physician, that is not required to be provided by a licensed, registered or certified health care professional is not to be considered a health care service. For purposes of this definition a certified health care professional excludes certified homemaker/home health aide and certified nurse aides.

"Health care facility" means a facility so defined in N.J.S.A. 26:2H-1 et seq., and amendments thereto.

"Highest practicable well-being" means whether the care provided by the facility has enabled residents to reach or maintain their optimum state and how staff have contributed to the resident's care and outcome. The review of whether a resident has attained or maintained the highest practicable well-being is based on the Quality of Care Assessment.

"Hospice" means a program of palliative and supportive services provided to terminally ill persons and their families in the form of physical, psychological, social and spiritual care.

"Lesson plan" means an instructor aide with lists for each lesson, specific objective(s) indicating the knowledge and skills to be learned, the content which is to be taught to the students to meet the objective(s), the hours of classroom and clinical instruction, method(s) of presentation and teacher strategies, a description of clinical activities for the lesson and a method(s) for evaluation of students with respect to their classroom and clinical performance.

"Licensed nursing personnel" (licensed nurse) means registered professional nurse or practical (vocational) nurse licensed by the New Jersey State Board of Nursing.

"Lived Experiences" means the way individuals encounter situations in terms of their own personal concerns, background, cultural orientation, emotions and thought processes.

"Monitor" means to observe, watch, or check.

"Neglect" means failure to provide goods and services necessary to avoid physical harm, mental anguish, or mental illness.

"Nursing supervision" means services which are provided to a resident whose condition requires continued monitoring of vital signs and physical and cognitive status. Such services shall be medically complex enough to require ongoing assessment, planning, or intervention by a nurse; required to be performed by or under the supervision of licensed nursing personnel or other professional personnel for safe and effective performance; required on a daily basis; and consistent with the nature and severity of the resident's condition or the disease state or stage.

"Novice" means that stage of skill acquisition where no background knowledge or understanding of the situation exists which are required for safe entry and performance in the situation. In some instances, the personal care assistant may not come to the experience as a novice in skills but has not performed in the care of the persons "aging in place."

"OBRA" means Omnibus Budget Reconciliation Act of 1987.

"Ombudsman" means Office of the Ombudsman for the Institutionalized Elderly.

"Personal care" means services supportive to residents' care and comfort, including, but not limited to, assistance with activities of daily living. Except as required by these rules, personal care need not be provided by a personal care assistant.

"Personal care assistant" means a person who is qualified in accordance with N.J.A.C. 8:36-1.8.

"Reality Orientation" means orientation that is measured in terms of a person's awareness of time, place, person and situation; that is the when, where, who and why of one's awareness. Time orientation includes time of day, date, year, season or other measurements of time relationships, such as "after lunch", "before bedtime", "tomorrow". Place orientation is awareness of surroundings and location. Person awareness is recognition of both the self and others, the relationship of oneself to the others in the environment. Situational awareness or orientation is knowing the purpose or intent of the activity or event one finds oneself in. Reality orientation is a technique which focuses a resident's attention on objects, information or cues in the environment that can be seen, heard, and touched. Reminders or cues are provided to keep a resident aware of the time, place, persons and situation. The drawbacks include the repetitiousness sometimes needed when the resident has severe memory loss, a very limited attention span or is in a state of depression.

"Resident" means a person who lives in an assisted living residence or comprehensive personal care home.

"Residential unit" means a separate apartment or unit where one or more individuals reside within the assisted living residence or a room or rooms where residents reside within a comprehensive personal care home.

"Responsible person" means a person who has been designated by the resident and who has agreed to assist the resident, as needed, in arranging for health, social and financial services or making decisions regarding such services.

Reminiscence" means a therapeutic technique or activity which utilizes long term memory of the elderly because long term memory endures longer than short term memory. The benefit to the elderly centers around sharing memories with contemporaries and enhancing self-esteem.

"Shift" means a time period defined as a full working day by the facility in its policy manual.

"Signature" means at least the first initial and full surname and title (for example, R.N. L.P.N., D.D.S., M.D., D.O.) of a person, legibly written with his or her own hand. A controlled electronic signature system may be used.

"Specialized care" or **"specialized long-term care"** means the care of individuals who must use a respirator or mechanical ventilator and the care of patients with severe behavior management problems, such as combative, aggressive, and disruptive behaviors.

"Supervised practical training" means training in a clinical laboratory or facility setting in which the trainee demonstrates knowledge while performing tasks on an individual under the direct supervision of a registered nurse or a licensed practical nurse.

"Supervision" means authoritative procedural guidance by a qualified person for the accomplishment of a function or activity within his or her sphere of competence, with initial direction and periodic on-site inspection of the actual act of accomplishing the function or activity.

"Supplemental instructor" means additional personnel from the health-related professions who supplement the primary registered nurse instructor and who have at least one year experience in their respective field.

"Universal Precautions" means the use of infection control for all residents to protect them from blood borne pathogens or any body fluid visibly contaminated with blood.

" Validation Therapy" means a therapeutic technique which focuses on empathetic response to the feeling or mood state of a resident. It is unlike reality orientation, focusing on the content of what a resident states. Validation therapy focuses on context, the way in which the resident states his concern. This technique is used to calm or modify anxiety, and to provide feedback to "validate" the resident's feelings.

APPENDIX B

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APPENDIX C

SKILLS COMPETENCY CHECKLIST

Student: _____

Date of Course: Start _____ End _____

School Code: _____

Instructor(s): _____

Final Performance Rating: Pass:

Fail:

Skill	Demo Date by Instructor & Initials	Student Demo Date & Inst. Initials	Inst. Initials & Date Student Passed Clinical Performance
Handwashing	_____	_____	_____
Cleaning			
Bedpan	_____	_____	_____
Urinal	_____	_____	_____
Universal Precautions			
Soiled linen, clothes	_____	_____	_____
Use of gown, gloves mask, goggles	_____	_____	_____
Bedmaking			
Unoccupied	_____	_____	_____
Heimlich Method	_____	_____	_____
Transfers			
OOB - assist one	_____	_____	_____
- assist two	_____	_____	_____
Out of bed to chair/ wheelchair	_____	_____	_____
Ambulation			
Assist resident to ambulate	_____	_____	_____
Walker	_____	_____	_____
Cane	_____	_____	_____

Skill	Demo Date by Instructor & Initials	Student Demo Date & Inst. Initials	Inst. Initials & Date Student Passed Clinical Performance
Positioning			
Move up in bed	_____	_____	_____
Use of positioning devices	_____	_____	_____
Assist resident to turn on side	_____	_____	_____
With catheter	_____	_____	_____
Bathing			
Complete bedbath	_____	_____	_____
Partial bedbath	_____	_____	_____
Tub bath/shower	_____	_____	_____
Backrub			
Bedmaking			
Occupied	_____	_____	_____
Routine finger nail care	_____	_____	_____
Routine foot care	_____	_____	_____
Assist Bowel/Bladder Retraining			
Incontinent Care			
Application continent briefs	_____	_____	_____
Perineal care	_____	_____	_____
Dressing			
Complete	_____	_____	_____
Partial	_____	_____	_____
Mouth Care			
Routine Care	_____	_____	_____
Denture Care	_____	_____	_____
Hair grooming			
Shampoo	_____	_____	_____
Comb/brush	_____	_____	_____
Shaving			
Male	_____	_____	_____

Student Name

Skill	Demo Date by Instructor & Initials	Student Demo Date & Inst. Initials	Inst. Initials & Date Student Passed Clinical Performance
Assisting Resident			
Use of bedpan	_____	_____	_____
Use of urinal	_____	_____	_____
Use of commode	_____	_____	_____
Output - Urinary			
Bedpan & record	_____	_____	_____
Urinal & record	_____	_____	_____
Foley & record	_____	_____	_____
Height			
Ambulatory	_____	_____	_____
Weight			
Ambulatory	_____	_____	_____
Non-Ambulatory	_____	_____	_____
Meal/Feeding			
Preparing resident for meal	_____	_____	_____
Set up food/tray	_____	_____	_____
Feeding dependent resident	_____	_____	_____
Intake - Monitor & Record	_____	_____	_____
Vital Signs & Measurements			
Temperature			
Oral	_____	_____	_____
Rectal	_____	_____	_____
Axillary	_____	_____	_____
Pulse Radial	_____	_____	_____
Respirations	_____	_____	_____
Blood Pressure	_____	_____	_____
Glucometer	_____	_____	_____
Collection of Specimens			
Urine	_____	_____	_____
Bowel Elimination			
Observation & record	_____	_____	_____
Application Non-Sterile Dressings	_____	_____	_____

Instructor Signature (#1) Initials

Instructor Signature (#2) Initials

Student Signature

Date

