

Idaho Nursing Assistant Curriculum

2013

This curriculum is to be used by Idaho nursing assistant educators for course design and implementation.



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AUTHORITY FOR CURRICULUM CREATION, REVISION, APPROVAL AND USE

Authority to initiate both curriculum development and major revisions rests ultimately with the Idaho Division of Professional-Technical Education. The health program administrator of the Idaho Division of Professional-Technical Education has responsibility for all required coordination being accomplished prior to approval and is designated as the approving authority for minor revisions to the curriculum.

The curriculum has a technical committee responsible for identifying the purpose, prerequisites, length, resources, intended outcomes and content of the course in relationship to state law, federal law and industry-wide standards. Oversight of the technical committee process rests with the respective program managers of the Idaho Division of Professional-Technical Education. Besides technical committee members, many others eventually participate in the creation and on-going maintenance and revision of the statewide curriculum.

Additionally, appropriate portions of this curriculum were presented to administrators of all associated governing boards for review and correction and the entire curriculum was presented to the Idaho Board of Nursing for final approval.

INTERPRETIVE STATEMENTS OF THE GOVERNING BOARDS

There are three governing bodies involved with CNA training and practice: The Idaho Division of Professional-Technical Education (IDPTE), the Idaho Department of Health and Welfare (IDHW), and the Idaho Board of Nursing (IBN). Each was asked to provide an interpretive statement defining their role in training and/or practice.

Idaho Board of Nursing:

The Idaho Board of Nursing establishes the standards, criteria and curriculum required for programs preparing unlicensed assistive personnel (e.g. CNA) (IDAPA 23.01.01.602.01). The Board of Nursing determines faculty qualification and faculty responsibilities for programs preparing unlicensed assistive personnel and approves primary instructors who meet the criteria (IDAPA 23.01.01.640.01 & 641). The Board of Nursing determines and approves the curriculum for programs preparing unlicensed assistive personnel (IDAPA 23.01.01.681.01-04). IDAPA 23.01.01.603.01 grants the Board the authority to conduct biennial on site-visits and to approve clinical sites, authority not exercised by the Board since 2002.

Idaho Department of Health and Welfare:

In 1987, Congress passed the Omnibus Budget Reconciliation Act (OBRA '87) which included extensive nursing home reform. States were charged with ensuring that all aspects of OBRA '87 were implemented. In Idaho, the Department of Health and Welfare's Bureau of Facility Standards is responsible for oversight of this implementation.

OBRA '87 (42 CFR §483.150 through §483.158) requires:

1. Statewide CNA training curriculum must meet the content requirements as specifically outlined.
2. The State must review and approve or disapprove nurse aide training programs.
3. The State must develop and implement both a skills test and a written test that meet the requirements as specifically outlined.
4. The State must maintain a Nurse Aide Registry.
5. Nursing homes who receive Medicare or Medicaid funding must employ nurse aides who have successfully completed State-approved CNA training and testing.

Idaho Division of Professional Technical Education:

The Division of Professional-Technical Education is responsible for the certification of all teachers in PTE programs both secondary and postsecondary including Health Professions teachers. Teachers must hold an Occupational Specialist Certificate in order to teach the CNA curriculum in PTE approved and funded programs. The PTE office houses a program manager for Health Professions who is responsible for providing statewide leadership, technical assistance and advocacy for Health Professions /CNA education. Professional-Technical Education funding provides added cost funding for secondary programs and funding for programs and positions at the postsecondary level in technical college programs. PTE funding also provides resources for curriculum development, professional development, and program review and approval. The Health Professions program manager works cooperatively with health professionals statewide to ensure that programs meet state and federal guidelines.

ACKNOWLEDGEMENTS

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The technical committee members would like to express deep gratitude to the directors and associate directors of the governing boards over nursing assistant training and practice for their assistance and knowledge sharing throughout the revision process.

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ABOUT THIS REVISION

See the appendices for the history of the Idaho CNA curriculum.

Compiling the Technical Committee and Getting Started:

In the April 2008 Idaho Professional Technical Education (IPTE) Health Professions Council meeting, members determined the 2001 Idaho Nursing Assistant Curriculum was in need of updating, so compiled the Idaho Nursing Assistant Curriculum Technical Committee. The committee first met via phone conference in October 2008. Analysis and design occurred electronically; in May 2009 the committee met at North Idaho College to inform committee members, determine goals and set up an outline of the new curriculum.

Compliance and the Remaining Timeline:

In July 2009 committee members were invited to participate in a phone conference with directors of the three governing bodies involved in CNA training and practice. The goals were to assure the committee was staying within allowed guidelines, to clarify understanding of certain rules and to seek guidance.

Between July 2009 and June 2010, the committee continued the task of revising and fine tuning via meetings, e-mail and phone. In July 2010 the curriculum was put before the Idaho Board of Nursing for approval.

Content Experts, Research and Goals:

The committee was comprised of content experts who are currently involved with CNA training in Idaho. All levels of nursing assistant education were represented; including college/university and high school. The committee consulted members of the healthcare industry.

Members prepared for the revision by researching the 2001 Idaho CNA curriculum, OBRA, the Administrative Rules of the Idaho Board of Nursing, current CNA textbooks, best practice literature and a state-by-state analysis. The committee developed the following goals:

1. Create a generic curriculum that applies to all healthcare settings.
2. Maintain Omnibus Budget Reconciliation Act (OBRA) alignment, which is the foundational federal legislation leading to state-mandated nursing assistant curricula, and assure compliance with the Rules of the Idaho Board of Nursing.
3. Update curriculum, emphasizing emerging issues in healthcare and recognizing national movement toward evidence-based standards.
4. Evaluate curriculum content hour distribution: Didactic, lab and clinical.
5. Revise the Final Skills Checklist.

Title of the Healthcare Consumer:

Throughout this curriculum, the terms person or people are used to identify the healthcare consumer. It is recognized that client, resident or other term may be appropriate in various practice settings, but the goal was to underscore the need to look at consumers as individuals, regardless of setting.

BASIC COMPETENCIES FOR NURSING ASSISTANTS

The Idaho CNA Curriculum revision meets the requirements for preparing nursing assistants by providing instructors learning objectives for students.

Minimal Requirements:

Minimal requirements to successfully complete this CNA training program include the ability to read, speak, and write English and demonstrate basic math skills.

High School Pre-Requisites:

High schools students must pass the IDPTE Health Occupation Program pre-requisites with a grade defined by IDPTE or cannot take the CNA capstone course. The IDPTE website is the source for locating these pre-requisites and minimum grade.

Document Format:

The Idaho Nursing Assistant Curriculum is divided into three large areas: Front Matter, the rules surrounding CNA educational programs; Core Curriculum, the concepts to teach; and Appendices, resources for instructors who teach in CNA training programs.

The Core Curriculum is divided into seventeen modules. Each module lists student learning objectives related to content area, followed by a vocabulary list, then associated manual skills.

Vocabulary lists are not exhaustive. The committee omitted vocabulary if it was encompassed by an objective or manual skill and would be found in any CNA textbook.

Additional Resources for Instructors:

A list of textbooks, websites and media resources is available on the IDPTE website. Instructors should check the website for these additions.

NOTE: Instructors are advised to supplement learning materials if the textbook of choice excludes concepts included in the core curriculum. The resources available on the IDPTE website include avenues for locating supplements.

Goals of the Instructional Program:

1. Introduce learners to concepts related to nursing assisting.
2. Provide learners with experiences in the classroom and in the clinical area that result in development and practice of basic competencies required for nursing assistants.

3. Provide the learner with training required by OBRA.
4. Provide consistency of basic nursing assistant education throughout Idaho.

Nursing Assistant Learning and Performance Expectations:

The curriculum is based on entry level nursing assistant learning and performance expectations. A student is considered competent when they can safely demonstrate the objectives and skills included in this curriculum.

Evaluation:

The learner is required to pass the course with 80% accuracy. To facilitate successful student outcomes, retakes of quizzes or tests may be permitted up to three attempts, with remediation as needed.

Course Completion Certificate:

The sponsoring professional-technical college/university/school or high school must either maintain a non-expiring transcript system for each student successfully completing the CNA training program or must distribute course completion certificates.

If certificates are distributed, students should be informed this certificate means only that the learner has successfully completed the nursing assistant course of study. Students are required to pass the state skill and written exam components to be placed on the CNA registry and, thus become a CNA.

NURSING ASSISTANT TRAINING PROGRAM STANDARDS

Administration:

1. Testing competency evaluation programs shall be administered through one of the six area professional-technical colleges/universities.
2. Nursing assistant training in high schools will be approved by the Idaho Division of Professional-Technical Education Manager of Health Professions in collaboration with the Idaho Board of Nursing.
3. Training programs must be administered through the nearest professional-technical colleges/universities or a participating high school.
4. Each professional-technical college/university/school or participating high school must designate a qualified registered nurse to oversee the training programs.
5. Clinical facilities used for clinical training must be approved by the Idaho Department of Health and Welfare. Survey results determine agency participation or a two year ban on participation in a Nursing Assistant Training and Competency Evaluation Program (NATCEP).

Applicable Rules of the Idaho Board of Nursing

(IDAPA 23.01.01; <http://www.ibn.idaho.gov>):

631.01 – Administration of program – Programs preparing unlicensed assistive personnel

633 – Record maintenance of program

641.03 – Faculty Responsibilities – Number of administrators needed

643.01 – Administrator responsibilities

643.02 – Administrator qualifications

660.01 – Students, educational programs – For unlicensed assistive personnel

Applicable Federal Laws Enforced by the Idaho Department of Health and Welfare

(OBRA, 42 CFR; <http://gpo.gov>):

§ 483.151 – State review and approval of nurse aide training and competency evaluation programs and competency evaluation programs.

Faculty Qualifications:

1. Primary instructors must:
 - a. Meet minimal requirements for PTE occupational specialist certificate in Idaho, *although post-secondary instructors are not required to obtain the certificate unless the position is funded by IDPTE*. These are supported by the Administrative Rules of the Idaho Board of Nursing.
 - b. Be a Registered Nurse (RN) with an *unencumbered, current Idaho* license.

- c. Have evidence of three years experience working as a RN.
 - d. Have evidence of two years of experience caring for the elderly or chronically ill of any age.
 - e. Have documentation of completion of an instructor development course; train-the-trainer course; or equivalent. Courses are offered through the area professional-technical colleges/universities.
2. For agency-based programs, per federal law (OBRA), primary instructors must not be the Director of Nursing of that agency.
 3. Licensed practical nurses (LPN) or professional nurses (RN), who have a minimum of two years experience in caring for the elderly or chronically ill of any age, may assist with training under the supervision of an approved primary instructor.
 4. Any instructor who has not been approved by the Idaho Board of Nursing may not act as the primary instructor.

Applicable Rules of the Idaho Board of Nursing

(IDAPA 23.01.01; <http://www.ibn.idaho.gov>):

640.01 – Faculty qualifications – Programs preparing unlicensed assistive personnel

Applicable Federal Laws Enforced by the Idaho Department of Health and Welfare

(OBRA, 42 CFR; <http://gpo.gov>):

§ 483.152 – Requirements for approval of a nurse aide training and competency evaluation program.

Faculty Responsibilities:

Programs must have enough qualified instructors to meeting the objectives and purpose of the training program in an ever-changing healthcare environment. In the clinical setting there must be enough instructors to assure learning objectives are met and assure patient safety. There can be no more than ten students per instructor in the clinical setting. Deviation from this ratio requires the instructor to provide feedback in the annual report about strategies taken to assure patient safety and meet learning objectives.

Applicable Rules of the Idaho Board of Nursing

(IDAPA 23.01.01; <http://www.ibn.idaho.gov>):

641 – Faculty responsibilities

01 – Numbers needed

02 – Faculty-student ratio

644.01 – Faculty responsibilities – For unlicensed assistive personnel

Continued Faculty Competence:

It is recommended that the regional professional-technical college/university offer eight (8) hours of continuing education on an annual basis, related to nursing assistant education or practice, for instructors needing to maintain a PTE occupational specialist teaching certificate.

Curriculum Requirements:

1. **Applicable Rules of the Idaho Board of Nursing**
(IDAPA 23.01.01; <http://www.ibn.idaho.gov>):

Many rules of the Idaho Board of Nursing apply specifically to CNA curriculum requirements:

- 400 – Decision-making model
 - 01 – Determining scope of practice
 - 02 – Deciding to delegate
 - 03 – Monitoring delegation
- 490 – Unlicensed assistive personnel*
 - 01 – Not a substitute for a licensed nurse
 - 02 – Delegation
 - 03 – Training
 - 04 – Nurse aide registry
 - 05 – Assistance with medications (must take Assistance with Medications course)
 - 06 – Prohibitions and limitations
- 602.01 – Approval of a new educational program – For program preparing unlicensed assistive personnel*
- 603.01 – Continuance of full approval of educational program – For program preparing unlicensed assistive personnel*
- 604 – Discontinuance of educational program
 - 01 – Notify in writing
 - 02 – Follow plan
- 680.01.a – Curriculum, educational programs – Student competence
- 680.02 – Curriculum, educational programs – Program evaluation
- 681.02 – Curriculum changes
- 681.04 – Unlicensed assistive personnel* curriculum

**Unlicensed assistive personnel or UAP is the title assigned to any person assisting the licensed nurse, who does not take a licensure exam. CNAs do not take a licensure exam, so are unlicensed assistive personnel.*

2. **Applicable Federal Laws Enforced by the Idaho Department of Health and Welfare**
(OBRA - 42 CFR; <http://gpo.gov>):

Three laws enforce by the Idaho Department of Health and Welfare apply specifically to CNA curriculum requirements:

§ 483.151 – State review and approval of nurse aide training and competency evaluation programs and competency evaluation programs.

§ 483.152 – Requirements for approval of a nurse aide training and competency evaluation program.

§ 483.154 – Nurse aide competency evaluation.

3. **Basic Requirements:**

Both the Omnibus Budget Reconciliation Act (OBRA) and Rules of the Idaho Board of Nursing support the following basic requirements:

- a. **All programs must use the curriculum:** This curriculum must be used for all nursing assistant training in Idaho.
- b. **Hour requirements:** The minimum total completion time for nursing assistant training in Idaho is **120 hours**. Of this:
 - i. The minimum time for classroom and laboratory work in the basic curriculum is **80 hours**.
 - ii. The minimum amount of time required in a clinical facility is **32 hours**.
 - iii. The additional **eight (8) hours** may be classroom, laboratory or clinical learning.
 - iv. Eight hours of clinical may occur in a home health setting, but only if it can be verified that a RN is onsite at all times a student is present.
 - v. The remaining **24 hours** shall occur at a nursing home or hospital, where an RN is onsite at all times.
 - vi. Assisted living facilities may **NOT** be used for clinical training.
- c. **Clinical requirements:**
 - i. **Matching experience to course objectives:** Clinical experience shall be selected to facilitate accomplishment of course objectives.
 - ii. **Required learning before direct care:** At least sixteen (16) hours of classroom instruction shall be provided before direct involvement with a facility resident. The concepts and skills must include the following topics: Communication, interpersonal skills, infection control, safety-emergency procedures, promoting residents' independence and respecting residents' rights.

- iii. **Competence before direct care:** Learners must not provide any services to residents for which they have not trained and been found proficient by the instructor.
- iv. **Nursing supervision required in clinical:** Learners who are providing services to residents must be under the general supervision of a licensed nurse.

4. **Final Skills Checklist:**

Training programs must use a skills checklist to document students' performance of all skills taught in the program. A copy of the Final Skills Checklist can be found in the appendix section of the curriculum. Upon program completion, a copy of that performance record must be given to the student.

5. **Teaching Facilities:**

- a. A classroom must be provided that has the following:
 - i. Adequate space for the number of students
 - ii. Adequate lighting and ventilation
 - iii. Comfortable temperature
 - iv. Appropriate audio-visual equipment
 - v. Skills lab equipment to simulate a facility unit – See appendices for list.
 - vi. Clean and safe environment
 - vii. Appropriate textbooks and reference materials
- b. Office space must be provided for the primary instructor's use during program operation, to include a desk, chair and secure storage space for student records and other sensitive, training-related documents.

6. **Program Approval, Re-Approval and Discontinuance:**

Training programs must be approved and re-approved using procedures defined by the Idaho Board of Nursing and Idaho Department of Health and Welfare. When programs are discontinued an exact plan must be disclosed to these governing boards, regarding record disposition and how training standards will be maintained until the final group has completed the training program.

7. **Competency Evaluation:**

OBRA requires a two part examination for individuals to be placed on the state registry: A written and a skills component. OBRA establishes minimum criteria for examination content, rater qualifications and number of attempts at each exam.

a. **Manual Skills Evaluation:**

- i. Evaluation of skills competency should occur following completion of the 120 hour training program.
- ii. Approved procedures must be used, per the current Rater Guidelines available from the area Professional Technical college/university.
- iii. Colleges/Universities that administer the manual skills evaluation must assure:
 1. Each student who successfully completes a state-approved nursing assistant training program is allowed three opportunities to pass the manual skills evaluation.*
 2. Each student who successfully completes a state-approved nursing assistant training program is allowed six months from program completion to pass the manual skills evaluation.*
 3. Students test in the region of training unless otherwise approved by both the designated, qualified RN administrator of the professional-technical college/university where the student trained and the designated, qualified RN administrator of the professional-technical college/university where the student will test.
 4. A student trained in another area of the state has received a passing grade in the course, has not used more than the three attempts allowed and has not exceeded the six month deadline.
 5. Security of the test is maintained through a visual check of a valid government issued picture ID at the testing site, by the exam rater, upon entry to the exam area.
- iii. Only those who meet primary instructor requirements and who have completed annual rater training may conduct the skills competency evaluation.
- iv. The person evaluating the manual skills exam cannot have been involved with any portion of the didactic, lab or clinical components of the training program. This includes the course instructor, a nurse employed by a facility if the training took place in that facility, or a nurse employed in the same facility as the nurse aid.
- v. Evaluation may be conducted at the professional-technical college/university or at the clinical training site, provided all necessary equipment is available and all approved procedures are followed.

*If the manual skills exam candidate is unsuccessful after three attempts at the examination, or has not exhausted all three opportunities to test at six months, he must successfully complete another nursing assistant

program and successfully pass state testing to be placed on the Idaho Registry.

b. Written Evaluation:

- i. All nursing assistants who wish to be placed on the Idaho CNA Registry must write the Idaho Department of Health and Welfare-approved test.
- ii. Evaluation of didactic competency should occur following completion of the 120 hour training program and the manual skills evaluation.
- iii. Colleges/Universities that administer the written evaluation must assure:
 1. Students have passed the manual skills evaluation prior to taking the written evaluation.
 2. Each student who successfully completes a state-approved nursing assistant training program is allowed three opportunities to pass the written evaluation.*
 3. Each student who successfully completes a state-approved nursing assistant training program is allowed one year from program completion to pass the written evaluation.*
 4. Students test in the region of training unless otherwise approved by both the designated, qualified RN administrator of the professional-technical college/university where the student trained and the designated, qualified RN administrator of the professional-technical college/university where the student will test.
 5. A student trained in another area of the state has received a passing grade in the course, has not used more than the three attempts allowed and has not exceeded the one year deadline.
 6. Security of the test is maintained through a visual check of a valid government issued picture ID at the testing site, by the exam proctor, upon entry to the exam area.
 7. All students are provided an oral option for testing.

* If the written exam candidate is unsuccessful after three attempts at the examination, or has not exhausted all three opportunities to test at one year, he must successfully complete another nursing assistant program and successfully pass state testing to be placed on the Idaho Registry.

c. Rater Guidelines:

The *Rater Guidelines for Evaluating the Clinical Skills Competency of Nursing Assistants in Idaho* is associated with the state manual skills test. It is distributed only to the professional-technical colleges/universities, which have the responsibility of providing rater training and assuring the document is kept secure. Primary instructors who are interested in becoming a rater should contact their area college/university.

Because there are items associated with both testing and training in that manual, but not all instructors choose to be raters, the following can be found in the appendices of both the rater guidelines and this curriculum. See table of contents.

1. Charting Sheet
2. Dear Skills Test Candidate letter
3. Procedure Lists for Testable Skills

Addendum: In Summer 2013 a technical committee finished a manual skills test revision. This resulted in changes to the appendices *Manual Skills Test Charting Sheet, Dear Skills Test Candidate Letter, and Procedures Lists for Testable Skills*. Rather than replace these within this curriculum, all three documents are now being placed on the Idaho PTE website, in the same area as this curriculum. The title page to the curriculum was updated at that time to 2013 after consultation with the Idaho Board of Nursing.

IDAHO CNA RE-CERTIFICATION REQUIREMENTS

Instructors and students can locate information on re-certification requirements via the following avenues:

Idaho CNA Registry

3232 Elder Street

P.O. Box 83720, Boise, ID 83720-0036

Toll free: 1-800-748-2480

Local: (208) 334-6620

Fax: (208) 334-6629

E-mail: IDNAP@dhw.idaho.gov

Website:

<http://www.healthandwelfare.idaho.gov/Medical/LicensingCertification/FacilityStandards/CertifiedNursingAssistants/tabid/282/Default.aspx>

Typing 'Idaho CNA Registry' in the Internet search window will bring up the Idaho Department of Health and Welfare CNA Registry website as an option.

Instructors and students may wish to take that avenue to access the registry website.

IDAHO NURSING ASSISTANT CORE CURRICULUM

Module 1: The nursing assistant in holistic care

The student will be able to:

- Define the vocabulary listed.
- Describe the role of the nursing assistant within the nursing and health care team and across the continuum of health care delivery systems.
- Define nursing assistant standards of practice and associated state regulations regarding delegated tasks.
- List the personal characteristics and behaviors needed to function effectively as a nursing assistant.
- Describe a basic overview of the health care system structure: Services; providers; payers; regulators; vendors.
- Identify the influences (e.g. culture change) driving change within long term care environments and their impact on nursing assistants.

Vocabulary to Know

ACUTE	FACILITY SURVEY	LONG TERM CARE
ASSISTED LIVING FACILITY	HOLISM/HOLISTIC CARE	MEDICAID
CERTIFICATED NURSING ASSISTANT (CNA)	INTERDISCIPLINARY TEAM	MEDICARE
CHRONIC	JOINT COMMISSION FOR THE ACCREDITATION OF	PATIENT
DELEGATE/DELEGATION	HEALTH CARE	POLICY & PROCEDURE MANUAL
DIAGNOSIS	ORGANIZATIONS (JCAHO)	REGISTERED NURSE (RN)
EVIDENCE-BASED CARE	LICENSED PRACTICAL NURSE (LPN)	RESIDENT
		SELF-DETERMINATION

Manual Skills Related To This Unit

- None

Module 2: Legalities and ethics

The student will be able to:

- Define the vocabulary listed.
- Describe the ethical behavior and legal responsibility of the nursing assistant, including practices that could result in malpractice, liability, and/or negligence.
- Describe the nursing assistant role in maintaining standards of the Health Insurance Portability and Accountability Act.
- Explain the rights of healthcare consumers in different care settings and why rights are important in promoting quality of life and quality of care.
- Describe the role of OBRA and how it applies to nursing assistant practice.
- Describe signs and symptoms of elder, child, and domestic abuse or neglect and responsibility of the nursing assistant in reporting.
- Describe the nursing assistant role in incident reporting and recording.

Vocabulary to Know

ABUSE	INCIDENT REPORT	OMBUDSMAN
ASSAULT	INFORMED CONSENT	OMNIBUS BUDGET RECONCILIATION
BATTERY	LAW	ACT (OBRA)
CODE OF ETHICS	LIABILITY	PATIENT'S BILL OF RIGHTS
CONFIDENTIALITY	MALPRACTICE	QUALITY OF LIFE
ETHICS	MISAPPROPRIATION	RESIDENT RIGHTS
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)	MISTREATMENT	VULNERABLE ADULT
	NEGLECT/NEGLIGENCE	

Manual Skills Related To This Unit

- None

Module 3: Communication

The student will be able to:

- Define the vocabulary listed.
- Describe principles and specific techniques for effective communication (verbal/non-verbal communication), active listening, and relationship building.
- Identify barriers to, and implementation of, effective communication and relationship building (e.g. cultural differences, sensory changes, body language, dementia).
- Identify communication alternatives for persons with impaired verbal communication, including sign language, assistive devices, letter/ communication boards and TDD.
- Define the nursing assistant role in developing and implementing a person-centered nursing care plan.
- Describe how the nursing assistant can build community among residents and staff in long term care environments.
- Distinguish objective (sign) from subjective (symptom) observations as it relates to documentation.
- Recognize common forms found in a chart.
- Explain general guidelines for documentation, including computerized charting, medical terminology and correct documentation of abbreviations, directional terms and military time.
- Explain proper procedure for answering the telephone and use of a consumer call system.

Vocabulary to Know

AGGRESSIVE	FLOW SHEET	OBJECTIVE
ASSERTIVE	GRAPHIC SHEET	PARAPHRASE
ASSIGNMENT SHEET	KARDEX	PASSIVE
CARE CONFERENCE	MILITARY TIME	PASSIVE-AGGRESSIVE
CARE PLAN	MINIMUM DATA SET (MDS)	RECORD/RECORDING
CHANGE OF SHIFT REPORT	NON-VERBAL COMMUNICATION	REPORT/REPORTING
CHART/CHARTING	NURSES NOTES	RESPECT
DOCUMENTATION	NURSING PROCESS	SUBJECTIVE

Manual Skills Related To This Unit

- Charting

Module 4: Diversity, human needs, growth and development

The student will be able to:

- Define the vocabulary listed.
- Describe the impact of religious and cultural values on behaviors of self and others.
- Demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious individuals and groups.
- Discuss strategies for applying Maslow’s Hierarchy of needs to nursing assistant care.
- Describe growth and development principles when caring for people through the life span (expected growth, Erikson’s developmental stages, risk factors, information processing).

Vocabulary to Know

BIAS	EMPATHY/EMPATHETIC	PEDIATRICS
COMPASSION/COMPASSIONATE	ETHNICITY	PREJUDICE
CULTURE	GROWTH	RACISM
DEVELOPMENT	GERIATRICS	RELIGION
DISCRIMINATION	PATIENCE	STEREOTYPE

Manual Skills Related To This Unit

- None

Module 5: Infection control

The student will be able to:

- Define the vocabulary listed.
- Diagram and explain the chain of infection.
- Explain the differences between medical asepsis, surgical asepsis, disinfection and sterilization, including the CNA role in each.
- Describe standard precautions.
- Describe the Blood borne Pathogen Standard.
- Identify the rationale for transmission-based (isolation) precautions and the impact of isolation and PPE on basic human needs.
- Identify common health-care associated infections, causes, and at-risk clients.
- Describe multi-drug resistant organisms (MDROs) and the diseases with which they are most often associated.
- List the signs and symptoms of localized and systemic infection.

Vocabulary to Know

ANTIBIOTIC	CONTAMINATED/CONTAMINATION	MICROORGANISM
BACTERIA	DISINFECTANT/DISINFECTION	MULTIDRUG-RESISTANT ORGANISMS
BIOHAZARD	FLORA	(MDRO)
BODY FLUIDS	HEPATITIS	NOSOCOMIAL
CARRIER	HAND HYGIENE	PATHOGEN
CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)	INFECTION	SEPSIS
CONTACT PRECAUTIONS	INFECTION CONTROL	SPORE
	ISOLATION	VIRUS

Manual Skills Related To This Unit

- Donning and removing Personal Protective Equipment (PPE):
 - Gown
 - Gloves
 - Mask
 - Goggles
- Hand washing

Module 6: Safety and emergency care

The student will be able to:

- Define the vocabulary listed.
- List general rules of safety and accident prevention in health care settings for residents and staff.
- Identify major causes of fire in any setting and list prevention guidelines.
- List guidelines for safe oxygen use.
- Demonstrate how to recognize and respond to medical emergencies and disasters.
- Describe use, rationales, potential problems, and federal guidelines related to physical and chemical restraint.
- Describe alternatives to restraint use (alarms, distraction, meeting needs, 1:1 care).

Vocabulary to Know

BODY MECHANICS

DISASTER

EVACUATION

MATERIAL SAFETY DATA SHEETS (MSDS)

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION
(OSHA)

POINT, AIM, SQUEEZE, SWEEP (PASS)

RESCUE, ALARM, CONFINE, EXTINGUISH (RACE.)

Manual Skills Related To This Unit

- Healthcare provider cardiopulmonary resuscitation (CPR)
- Using correct body mechanics
- Working with restraints

Module 7: Admission, discharge, transfer & unit care

The student will be able to:

- Define the vocabulary listed.
- Describe a standard patient or resident unit.
- Define the admission process, including unit orientation and the significance of meeting a new resident or patient for the first time.
- Discuss considerations for transferring a person to another unit or room within a facility. Define the CNA role for discharging a person from a care facility.
- Describe the nursing assistant's role in providing and maintaining a safe, private, comfortable home-like environment within a resident's individual unit.
- Identify how temperature, odors, noise and lighting affect comfort level.
- Explain the importance of sleep and environmental factors impacting sleep.
- Describe the nursing assistant role in promoting comfort, rest, and sleep.
- Discuss types of specialty beds and bedmaking techniques.

Vocabulary to Know

BEDSIDE TABLE

CLEAN UTILITY ROOM

DRAW SHEET (TRANSFER SHEET, LIFT SHEET, TURN SHEET)

INVENTORY LIST/BELONGINGS LIST

OVERBED TABLE

PATIENT IDENTIFICATION

SOILED UTILITY ROOM

Manual Skills Related To This Unit

- Bedmaking
 - Unoccupied bed (open or closed)
 - Occupied bed

Module 8: Vital measurements

The student will be able to:

- Define the vocabulary listed.
- Define normal and abnormal vital signs values, characteristics for different age groups and reporting criteria.
- Explain the rationale for vital sign measurement.
- Discuss sites and rationale for site selection, when measuring temperature, pulse and blood pressure.
- Identify causes of inaccurate vital sign readings and contraindications for temperature, pulse or blood pressure site selection.
- Discuss the importance of establishing a baseline height and weight and strategies for measurement in the ambulatory, bedfast or wheelchair bound person.
- List common observations related to pain and pain character.
- Describe the nursing assistant role in caring for a person in pain.

Vocabulary to Know

APNEA	EXPIRATION	ORTHOSTATIC HYPOTENSION
AXILLARY TEMPERATURE	FAHRENHEIT	PAIN SCALE
BRACHIAL ARTERY	HYPERTENSION (HTN)	PHANTOM LIMB PAIN
CELSIUS	HYPOTENSION	SPHYGMOMANOMETER
CHEYNE-STOKES	HYPOTHERMIA	STETHOSCOPE
DIASTOLIC	INSPIRATION	SYSTOLIC
DYSPNEA	IRREGULAR PULSE	TYMPANIC MEMBRANE

Manual Skills Related To This Unit

- Measuring temperature
 - Electronic/disposable thermometer
 - Axillary, oral, tympanic, rectal, and temporal
- Taking a radial pulse
- Counting respirations
- Measuring blood pressure
- Measuring weight
- Measuring height

Module 9: Moving, lifting, positioning and transfers

The student will be able to:

- Define the vocabulary listed.
- Discuss the benefits of exercise and activity.
- Discuss complications that can occur because of partial or complete immobility.
- Explain nursing assistant care guidelines related to moving and positioning.
- Describe use of various positioning aids.
- Describe principles of transfer safety as it relates to wheelchairs, beds, gurneys, lifts, etc.

Vocabulary to Know

ABDUCTION PILLOW

DANGLE

LOG ROLL

AMBULATE/AMBULATION

FOOTBOARD

PIVOT

BODY ALIGNMENT

HAND ROLL

TROCHANTER ROLL

Manual Skills Related To This Unit

- Moving in bed, using a lift sheet:
 - Moving up in bed
 - Moving to side of bed
- Positioning:
 - Supine
 - Prone
 - Sidelying/Semi sidelying
 - Sims'
 - Fowler's (Low, Semi, High)
 - Lithotomy in bed
- Transferring a person:
 - Transferring to/from bed and chair or wheelchair
 - Transferring to/from wheelchair and toilet
 - Transferring to/from bed or wheelchair and commode
 - Transfer using a mechanical lift (total/sit-to-stand)
- Assisting a falling person safely to the floor

Module 10: Personal care

The student will be able to:

- Define the vocabulary listed.
- Discuss methods for bathing, including tub bath, bed bath, showers, partial bath and perineal care.
- Describing methods for maintaining personal hygiene (bathing, oral care, denture care, nail care, hair care, shaving and dressing).
- List observations to report and record during and after bathing and grooming.
- Explain the benefits of bathing and grooming.
- Discuss guidelines, safety measures and special care considerations involved with bathing and grooming the conscious or unconscious person.

Vocabulary to Know

HYGIENE

PERINEAL/PERINEUM

PODIATRIST

SAFETY RAZOR

TOWEL BATH

WATERLESS BATHING

Manual Skills Related To This Unit

- Performing denture care
- Assisting with oral care (brushing, flossing, rinsing, swabbing)
- Giving a back rub
- Nail Care (fingernails; toenails unless contraindicated)
- Bath (tub bath, bedbath)
- Showering
- Perineal Care (Male and female)
- Brushing/combing hair
- Shampooing hair
- Shaving (face, axilla, and legs)
- Dressing in a gown (including IV gown)
- General dressing assistance
- Eye glass care/contact lens care
- Hearing aid care

Module 11: Nutrition and hydration

The student will be able to:

- Define the vocabulary listed.
- Describe the food guide pyramid and list basic nutrients.
- Describe the importance of good nutrition and signs and symptoms of poor nutrition.
- State importance of proper hydration and signs of dehydration and over-hydration.
- Describe special diets used in health care settings.
- List culturally significant dietary practices.
- Describe preparing, serving and feeding of clients who require assistance.
- Verbalize observations to make while feeding a person and what to report to the supervising nurse.
- Describe safety precautions to use when feeding a person with swallowing difficulties.
- Describe nursing assistant observations and limitations in caring for a person with an Intravenous or tube feeding, and what to report to the nurse.

Vocabulary to Know

CALORIE COUNT	FLUID RESTRICTION	NOTHING BY MOUTH (NPO)
CUBIC CENTIMETER (CC)	ENCOURAGE FLUIDS	OBESITY
DEHYDRATION	INTAKE AND OUTPUT (I & O)	OUNCE
DIETICIAN	MILLILITER (ML)	SUPPLEMENT
DYSPHAGIA	NAUSEA	TUBE FEEDING

Manual Skills Related To This Unit

- Calculating dietary intake (meal percentage)
- Measuring intake and output (I & O), including ounce to ml conversion
- Preparing a person for a meal
- Serving meal trays
- Feeding assistance
- Preparing thickened liquids

Module 12: Mental health & illness

The student will be able to:

- Define the vocabulary listed.
- Define mental health and illness.
- Describe causes of mental illness.
- Distinguish between dementia, developmental disability, and mental illness.
- Describe the connection between mental and physical wellness.
- Explain the nursing assistant role in caring for people with mental illness, including reporting guidelines.
- Discuss indicators of suicide risk, immediate interventions and reporting guidelines.
- Explain contributors to anger and/or aggression in residents, visitors, &/or family members and key methods of de-escalation.
- Describe specific interventions for common behavioral problems.

Vocabulary to Know

APATHY	ILLUSION	PSYCHIATRIST
DELUSION	MANIA	PSYCHOSIS
DEPENDENCE	PANIC ATTACK	REFLECTION
DEPRESSION/DEPRESSED	PARANOIA	STRESS/STRESSOR
HALLUCINATION	POST TRAUMATIC STRESS DISORDER (PTSD)	WITHDRAWAL
HOARDING	PROFESSIONAL BOUNDARIES	

Manual Skills Related To This Unit

- None

Module 13: Dementia

The student will be able to:

- Define the vocabulary listed.
- Discuss signs and symptoms of dementia, depression, and delirium.
- Identify the stages, characteristics, and behaviors of a person with of Alzheimer’s disease.
- Explain contributors to anger and/or aggression in residents, visitors, &/or family members and key methods of de-escalation.
- Describe the importance of understanding the person’s history and remaining capacities when planning person-directed care.
- Describe basic techniques for communicating effectively with people who have dementia.
- List interventions for behaviors common to dementia: Wandering; hoarding, sundowning, hallucinations.
- Describe the impact of dementia on family members and how the nursing assistant can provide support.
- Describe how reality orientation, validation therapy, and reminiscence are effectively employed in caregiving.
- List observations nursing assistants should report when caring for people with dementia.
- Identify appropriate therapeutic recreation/activities for people with dementia, including both structured and spontaneous activities.

Vocabulary to Know

AGITATION	DEMENTIA	REFLECTION
AGGRESSION	DISORIENTED/DISORIENTATION	REMINISCE/REMINISCENCE
CATASTROPHIC REACTION	HALLUCINATE/HALLUCINATION	SUNDOWNING
COMBATIVE	HOARDING	VALIDATION THEREAPY
DELIRIUM	REALITY ORIENTATION	WANDERING

Manual Skills Related To This Unit

- None

Module 14: Rehabilitation and restorative care

The student will be able to:

- Define the vocabulary listed.
- Define difference between rehabilitation and restorative care.
- Discuss nursing assistant responsibilities for promoting independence while avoiding frustration.
- Describe risks and benefits associated with range of motion.
- List safety considerations for ambulating a person with or without the use of assistive devices, including canes, crutches, walkers, and gait belts.
- Describe application and removal of established prosthetics, orthotics, immobilizers, braces and postural support.
- Describe how physical and mental deficits (disability) may impact a person's ability to perform Activities of Daily Living (ADL).
- Discuss actions nursing assistants can use to help a person who has difficulty communicating.
- Describe appropriate adaptations and considerations for people with sensory, motor and cognitive limitation.
- Describe the role of family in the rehabilitation team.

Vocabulary to Know

ACTIVITIES OF DAILY LIVING (ADL)	DEFICIT	OCCUPATIONAL THERAPY (OT)
ADAPTIVE EQUIPMENT	DEPENDENT	PHYSICAL THERAPY (PT)
APHASIA	DYSPHAGIA	SAFE SWALLOWING TECHNIQUES
ASSISTIVE DEVICES	FOOT DROP	SPEECH THERAPY (ST)
BOWEL AND BLADDER PROGRAM	INDEPENDENT/INDEPENDENCE	

Manual Skills Related To This Unit

- Performing range of motion (ROM)
- Dressing/undressing a person with sensory, motor and/or cognitive limitations
- Ambulating – Gait belt
- Ambulating – Cane, crutches, walker

Module 15: End of life care

The student will be able to:

- Define the vocabulary listed.
- Explain factors affecting attitudes about death (age, culture, religion, degree of illness).
- List and describe the stages of grief.
- Describe strategies for meeting the physical, psychological, social and spiritual needs of a dying person.
- List the rights of the dying person.
- Describe needs unique to family of the dying person.
- Identify the goal of hospice care.
- Discuss legal and ethical issues surrounding death.
- List the signs of dying, including the signs of imminent death.
- List the signs of death.
- Describe nursing assistant measures in caring for the dying and deceased person.

Vocabulary to Know

ADVANCED DIRECTIVE	DURABLE POWER OF ATTORNEY	PATIENT SELF-DETERMINATION ACT
APNEA	EUTHANASIA	POSTMORTEM
AUTOPSY	GRIEF	RIGOR MORTIS
BEREAVEMENT	HOSPICE	QUALITY OF LIFE
CHEYNE-STOKES RESPIRATION	LIVING WILL	TERMINAL ILLNESS
CORONER	MOTTLED SKIN (MOTTLING)	
DO NOT RESUSCITATE (DNR)	PALLIATIVE CARE	

Manual Skills Related To This Unit

- Postmortem care

Module 16: Professional development

The student will be able to:

- Define the vocabulary listed.
- Describe Idaho state requirements to work as a certificated nursing assistant.
 - Initial Certification:
 - Training
 - Testing
 - Certification renewal
- Define the purpose of the Idaho CNA Registry.
- Describe health and hygiene practices and guidelines for professional appearance.
- Describe how to effectively conduct a brief job search, complete an employment application, participate in a successful employment interview, and appropriately terminate employment.
- Identify potential employment criteria, including criminal history background check, drug screen and credit check.
- List common reasons for losing a job.
- List skills necessary to maintain employment, including:
 - Professionalism
 - Competence (including continuing education and in-service training)
 - Decision-making, problem solving and time management (organization, prioritizing)
 - Effective teamwork and communication
 - Effective management of workplace challenges:
 - Conflict resolution
 - Stress management
 - Criticism vs. constructive feedback
 - Effectively giving and receiving constructive feedback
 - Planning for childcare and transportation,

Vocabulary to Know

CERTIFICATION

COMPETENCE

CONTINUING EDUCATION

EMPLOYMENT APPLICATION

INTERVIEW

IN-SERVICE TRAINING

JOB DESCRIPTION

PERFORMANCE EVALUATION

PRIORITIZING

PROFESSIONALISM

SEXUAL HARASSMENT

TIME MANAGEMENT

Manual Skills Related To This Unit

- None

Module 17: Body systems

List of body systems:

- The cardiovascular system
- The respiratory system
- The nervous system
- The gastrointestinal system
- The urinary system
- The reproductive system
- The integumentary system
- The musculoskeletal system
- The endocrine system
- Cancer and the immune systems

Objectives for all body systems:

For each body system, the student will be able to:

- Define the vocabulary listed for the body system.
- Identify basic structure and function of the system.
- Discuss age-related changes to the system.
- Identify common disorders of the system.
- Compare and contrast disease and disorder of the system and normal age-related changes to the system.
- Describe nursing assistant observations related to the body system and when to report to the supervising nurse.
- Discuss nursing assistant measures to prevent or care for clients with diseases or disorders of that body system.
- Discuss safety measures related to nursing assistant care procedures and appropriate care of medical devices.

Vocabulary related to body systems:

Cardiovascular System

ANGINA	CORONARY ARTERY DISEASE (CAD)	PERIPHERAL VASCULAR DISEASE (PVD)
ANTI-EMBOLIC/ANTI-EMBOLISM	CYANOSIS/CYANOTIC	PHLEBITIS
APICAL	DIAPHORESIS/DIAPHORETIC	PULMONARY EDEMA
ARTERIOSCLEROSIS	EDEMA	SEQUENTIAL COMPRESSION DEVICE (SCD)
CARDIAC ARREST	ELECTROCARDIOGRAM (ECG)	TELEMETRY
CARDIAC CATHETERIZATION	EMBOLISM	THROMBOSIS/THROMBUS
CARDIAC REHABILITATION	HYPERTENSION (HTN)	
CONGESTIVE HEART FAILURE (CHF)	HYPOTENSION	
CORONARY ARTERY BYPASS GRAFT (CABG)	MYOCARDIAL INFARCTION (MI)	

Respiratory System

ASPIRATION	EXPECTORATE	PNEUMONIA
ASTHMA	INCENTIVE SPIROMETRY	POSTURAL DRAINAGE
CHEST TUBE	INTUBATION	RESPIRATOR
CHRONIC OBSTRUCTIVE PULMONARY DISEASE (COPD)	NASAL CANNULA	SPUTUM
CYANOSIS	NEBULIZER	SUCTION/SUCTIONING
DYSPNEA	ORTHOPNEA	TRACHEOSTOMY
EMPHYSEMA	OXYGEN (O2)	TUBERCULOSIS
	OXYGEN SATURATION	VENTILATOR

Nervous System

ALERT	COMA/COMATOSE	PARKINSON'S DISEASE
BLINDNESS	EQUILIBRIUM	QUADRAPLEGIA
CATARACT	LETHARGY	REFLEXES
CEREBROVASCULAR ACCIDENT (CVA)	LEVEL OF CONSCIOUSNESS	SEIZURE
CLOSED HEAD INJURY (CHI)	ORIENTATION	STROKE
COGNITIVE	PARALYSIS	TREMOR
	PARAPLEGIA	UNCONSCIOUS

Gastrointestinal System

ANAL INCONTINENCE	FECAL IMPACTION	NAUSEA
BOWEL MOVEMENT (BM)	FECES	OCCULT BLOOD
COLOSTOMY	FLATUS, FLATULENCE	OSTOMY
CONSTIPATION	GASTROESOPHAGEAL REFLUX	PERISTALSIS
CROHN'S DISEASE	DISEASE (GERD)	STOMA
DEFECATION	HEMORRHOIDS	STOOL
DIARRHEA	ILEOSTOMY	SUPPOSITORY
DIVERTICULITIS	FECAL INCONTINENCE	
ENEMA	IRRITABLE BOWEL SYNDROME	

Urinary System

CATHETER	HEMATURIA	URINARY TRACT INFECTION (UTI)
DIALYSIS	MICTURITION	URINATION
DYSURIA	NOCTURIA	VOIDING
END-STAGE RENAL FAILURE (ESRF)	POLYURIA	
FREQUENCY	URINARY INCONTINENCE	

Reproductive System

BENIGN PROSTATIC HYPERTROPHY (BPH)	HYSTERECTOMY	SEXUALLY TRANSMITTED DISEASE (STD)
GENDER IDENTITY	IMPOTENCE	SEXUAL INTERCOURSE
HETEROSEXUAL	MENOPAUSE	SEXUALITY
HOMOSEXUAL	PUBERTY	

Integumentary System

AQUATHERMIA, K-PAD	ERYTHEMA	PSORIASIS
ATHLETE'S FOOT	EXCORIATION	RING WORM
BLISTERS	FRICTION	SCABIES
BONY PROMINENCES	FUNGUS	SECRETIONS
CALLUSES	GANGRENE	SHEAR INJURIES
CLAMMY	LESION	SHINGLES
CORNS	LICE	SITZ BATH
CYANOSIS	MITE	SKIN TEARS
DECUBITUS ULCER (PRESSURE SORE; PRESSURE ULCER)	MOLE	STASIS ULCER
ECZEMA	NECROSIS	SWELLING/SWOLLEN
EDEMA	PEDICULOSIS	TURGOR
ELASTICITY	PODIATRIST	WOUND DRAIN
	PRESSURE POINT	

Musculoskeletal System

AMPUTATION
ATROPHY
CAST
CONTINUOUS PASSIVE MOTION
(CPM)
CONTRACTURE
DISLOCATION

FRACTURE
HEMI-ARTHROPLASTY
HIP PRECAUTIONS
OPEN REDUCTION, INTERNAL
FIXATION (ORIF)
OSTEOARTHRITIS (OA)
OSTEOPOROSIS

RHEUMATOID ARTHRITIS (RA)
TOTAL HIP REPLACEMENT (THR)
TOTAL KNEE REPLACEMENT (TKR)
TRACTION
WEIGHT BEARING (FULL, PARTIAL,
NON)

Endocrine System

BLOOD GLUCOSE
DIABETES
EXCRETE
HYPOTHYROIDISM

INSULIN
INSULIN SHOCK
INSULIN RESISTANCE
KETONES

METABOLISM
SECRETE

Cancer and the Immune System

ACQUIRED IMMUNODEFICIENCY
SYNDROME (AIDS)
ALLERGY
AUTOIMMUNE DISEASE
BENIGN
BIOPSY

CANCER
CHEMOTHERAPY
HOMOPHOBIA
HUMAN IMMUNODEFICIENCY
VIRUS (HIV)
IMMUNITY

MALIGNANT
METASTASIS
RADIATION THERAPY
REMISSION
TUMOR

Manual skills related to body systems:

Cardiovascular:

- Auscultating the apical pulse
- Palpating pedal pulses
- Application and removal of anti-embolism stockings

Respiratory:

- Collecting a sputum sample
- Assisting with coughing and deep breathing exercises
- Assisting with Incentive spirometry
- Assisting with oxygen with close supervision
- Refilling portable oxygen tanks
- Measuring pulse oximetry

Gastrointestinal*:

- Assisting with a bedpan
- Performing ostomy care
- Applying/removing incontinence briefs
- Collecting a stool specimen

Urinary*:

- Assisting with a urinal
- Performing catheter care: Male and female
- Emptying and measuring output from a urinary drainage bag
 - Removing/applying a condom catheter
 - Collecting a urine specimen

Endocrine:

- Measuring blood glucose

Nervous, Reproductive, Integumentary*, Musculoskeletal, Cancer/Immune:

- None

*The following manual skills were purposely **omitted** or **removed** from the curriculum as they are nursing responsibilities requiring nursing knowledge and judgment:

1. Enema administration
2. Preparing the occult blood testing slide
3. Removing an indwelling catheter
4. Changing from a bedside drainage bag to a leg bag (and vice versa)
5. Dressing change

Student's Name: _____

**APPENDIX I
Final Skills Checklist**

Directions: The skills listed below are included in the Idaho Nursing Assistant Curriculum. Each student should demonstrate competency of every task in the laboratory/classroom setting before performing in the clinical setting. Simulation or checking for competency of concepts via written exam may be necessary for some skills due to limitations of a classroom. CPR competency is checked in a Healthcare Provider CPR class, but a student may perform it in clinical, so it is included.

The instructor should indicate competency by dating/initialing the Laboratory/Classroom Setting box once a student demonstrates competence. The instructor or licensed nurses/CNAs the student is working with should date/initial the Clinical Setting column indicating the student had an opportunity to perform the task in the clinical setting. Upon course completion, the instructor should sign the document and provide the student a copy.

#	Skill	Lab/Class Setting	Clinical Setting
1.	Charting		
2.	Donning and removing an isolation gown		
3.	Donning and removing gloves		
4.	Donning and removing a mask		
5.	Donning and removing goggles		
6.	Hand washing		
7.	Performing cardiopulmonary resuscitation (CPR)		
8.	Using correct body mechanics		
9.	Working with restraints		
10.	Making an unoccupied bed (open or closed)		
11.	Making an occupied bed		
12.	Measuring temperature		
13.	Taking a radial pulse		
14.	Counting respirations		
15.	Measuring blood pressure		
16.	Measuring weight		
17.	Measuring height		
18.	Moving person in bed using a lift sheet (up, to side)		
19.	Positioning – Supine		
20.	Positioning – Prone		
21.	Positioning – Sidelying/semi-sidelying		
22.	Positioning – Sims’		
23.	Positioning – Fowler’s (low, semi, high)		
24.	Positioning – Lithotomy in bed		
25.	Transferring to/from bed and chair or wheelchair		
26.	Transferring to/from wheelchair and toilet		
27.	Transferring to/from bed or wheelchair and commode		
28.	Transferring using a mechanical lift		
29.	Assisting a falling person safely to the floor		
30.	Performing denture care		
31.	Assisting with oral care (brushing, flossing, rinsing, swabbing)		
32.	Giving a back rub		

#	Skill	Lab/Class Setting	Clinical Setting
33.	Assisting with nail care (fingernails; toenails unless contraindicated)		
34.	Bathing (tub bath or bed bath)		
35.	Showering		
36.	Assisting with perineal Care- Male		
37.	Assisting with perineal Care – Female		
38.	Brushing/combining hair		
39.	Shampooing hair		
40.	Shaving (face, axilla, or legs)		
41.	Dressing in a gown (including IV gown)		
42.	General dressing assistance		
43.	Dressing/undressing – Sensory, motor and/or cognitive limitations		
44.	Eye glass/contact lens care		
45.	Hearing aid care		
46.	Calculating dietary intake (meal percentage)		
47.	Measuring intake and output (I&O)		
48.	Preparing a person for a meal		
49.	Serving meal trays		
50.	Feeding assistance		
51.	Preparing thickened liquids		
52.	Performing range of motion (ROM)		
53.	Ambulating – gait belt		
54.	Ambulating - cane		
55.	Ambulating - crutches		
56.	Ambulating - walker		
57.	Performing postmortem care		
58.	Auscultating the apical pulse		
59.	Palpating pedal pulses		
60.	Application and removal of anti-embolism stockings		
61.	Collecting a sputum sample		
62.	Assisting with coughing and deep breathing exercises		
63.	Assisting with Incentive spirometry		
64.	Assisting with oxygen with close supervision		
65.	Refilling portable oxygen tanks		
66.	Measuring pulse oximetry		
67.	Assisting with a bedpan		
68.	Performing ostomy care		
69.	Assisting with incontinent briefs		
70.	Collecting a stool specimen		
71.	Assisting with a urinal		
72.	Performing catheter care – Male		
73.	Performing catheter care – Female		
74.	Emptying and measuring output from a urinary drainage bag		
75.	Removing/Applying a condom catheter		
76.	Collecting a urine specimen		
77.	Measuring blood glucose		

Instructor comments: _____

Instructor signature: _____

APPENDIX II
CNA PRIMARY INSTRUCTOR QUALIFICATION FORM

Area PTE College/University: _____

Site of Course Offering: _____

Name of Instructor: _____

a. Idaho RN License Number: _____

b. Prior Long Term Care Experience (start with most recent):

Name and Location of Facility	Position Held	Dates of Employment

c. Preparation for Teaching

Train-the-Trainer Course _____ Yes _____ No

_____ Date Completed

Methods of Instruction Course _____ Yes _____ No

_____ Date Completed

APPENDIX III
SUPPLY LIST FOR A CNA LAB

Note: Medical equipment can be very expensive. Cost can be reduced by partnering with a local health agency (donations), rotating students through stations so fewer of the items are required for the group or partnering with another training program.

Supplies with an asterisk (*) are for testable skills.

NON-DISPOSABLE ITEMS	
1.	Hospital bed (In good repair with bed/head/feet raising capacity and side rails)*
2.	Teaching stethoscope*
3.	Stethoscope*
4.	B/P cuff*
5.	Clock*
6.	Gait belt*
7.	Wash basin*
8.	Towel*
9.	Wash cloth*
10.	Bath blanket*
11.	Underpad*
12.	Pillows (a variety of flat and thick)*
13.	Pillow cases*
14.	Fitted sheet*
15.	Top sheet*
16.	Dirty linen disposal bag or basket*
17.	Medical grade blanket or bedspread (without rounded corners to facilitate learning mitered corners)*
18.	Mock dietary card*
19.	Manikin (with male and female perineum)*
20.	Wig*
21.	Wheel chair or chair (wheelchair in good repair with removable legs)*
22.	Commode*
23.	Something to imitate a call light*
24.	Accessible sink with soap, paper towel dispenser and garbage can*
25.	Ten pound box*
26.	Draw sheet
27.	Hospital gown
28.	IV gown
29.	Serving tray
30.	Walker
31.	Crutches
32.	Cane
33.	Medical grade electronic thermometer and probe covers
34.	Nail clippers (student may bring from home)
35.	Pulse oximeter

36.	Blood glucose meter
37.	Medical grade scale
38.	Mechanical lift
39.	Overhead frame with trapeze
40.	Hand towels
41.	Electric razor
42.	Warm and cold applications (disposable or non-disposable available)
43.	Shampoo board
44.	Shower chair (commode without bucket can simulate)
45.	CPR equipment, if training occurs onsite
NON-DISPOSABLE ONLY IN TRAINING (assigned to each resident in agency)	
46.	Urinary catheter (small enough for instructor to cannulate manikin urethra)*
47.	Bedside drainage bag*
48.	Leg strap or other catheter-securing device*
49.	Syringes for urinary catheter balloon (Leur Lok tip; for instructor to place catheter)*
50.	Manual skills charting sheet*
51.	Denture brush*
52.	Dentures (upper, lower, and/or partial plate)*
53.	Denture cup*
54.	Anti-embolic stockings – Thigh high (preferably open toed)*
55.	Hair brush/comb*
56.	Non-slip footwear (Here to clarify not over looked; ambulation requires human. For infection control students should wear their own footwear)*
57.	Appropriate clothing (ambulating requires, but student clothing are sufficient if stated)*
58.	Clothes for manikin* <ul style="list-style-type: none"> • Pants • Shirt – Open front • Shirt – Over head • Socks
59.	Urinal – Male
60.	Bed pan – Regular
61.	Bed pan – Fracture
62.	Measuring container (e.g. graduate)
63.	Elbow/heel /skin protectors
64.	Sample charting forms (flow sheets, I&O sheets, assignment sheets, Kardex, etc.)
65.	Isolation gown – disposable
66.	Shoe covers
67.	Adult incontinent briefs
68.	Ostomy supplies: <ul style="list-style-type: none"> • Ostomy (manikin option or can simulate) • Wafer • Bag with clip or closing device • Measuring device • Small scissors • Paste • Deodorant

69.	Kidney basin
70.	Sponge or glycerin swabs
71.	Anti-embolic stockings - Knee high (preferably open toed)
72.	N-95 masks for demonstration
73.	Pick style comb
74.	Female urinal
75.	Specimen containers (urine, sputum and stool)
76.	Incentive spirometer
77.	Glasses
78.	Hearing aids
79.	Sample contact lenses, lens solution and carrying case
80.	Abduction pillow/wedge
81.	Splints and braces (hand splints, support braces, foot boards, etc.)
82.	Shampoo
83.	Mouthwash
84.	Bedpan cover
85.	Condom catheter
86.	Catheter bag cover
87.	Thickener, to thicken liquids
DISPOSABLE ITEMS (frequent replacement necessary)	
88.	Alcohol swabs*
89.	Disposal gloves* <ul style="list-style-type: none"> • Small, medium and large – perhaps XS, XL • Powdered or non-powdered • Latex or non-latex
90.	Food for feeding with a spoon, if not brought by students*
91.	Disposable spoons*
92.	Disposable plates*
93.	Disposable cups*
94.	Napkins*
95.	Soap*
96.	Toilet paper*
97.	Lotion (suggest empty bottles for back rub)*
98.	Denture paste*
99.	Tooth brushes – If used on self, have each student bring own
100.	Toothpaste
101.	Floss
102.	Standard face masks – Tie type
103.	Denture tablets
104.	Disposable razors
105.	Balloons (for shaving)
106.	Disposable knives and forks
107.	Lotion (full bottles for nail care)
108.	Orange sticks, emery board (student may bring from home)

APPENDIX IV
HISTORY OF THE IDAHO NURSING ASSISTANT CURRICULUM

The 2001 revision:

1. History and personnel:

In August 1999 the Idaho Division of Professional-Technical Education formed a technical committee to address the need to revise the Idaho Nursing Assistant Curriculum. The committee began meeting in December 1999 under the supervision of Dr. Gary Lauer, Health Professions Program Manager for IDPTE. All members of the committee were registered nurses with experience in the Idaho Nursing Assistant Training Program. Members were:

Randy Goss RN, MS – Chair
Lewis Clark State College

Jolene Tucker RN, BSN
Lewiston High School

Linda Stricklin RN, MHS
Boise State University

Jennifer Zimmerman RN, BSN
Boise Samaritan Village

The committee worked closely with Sandy Evans, Executive Director, and Vicky Goettsche, Associate Director, of the Idaho Board of Nursing and their assistance is greatly appreciated.

2. Rationale:

The initial focus of the committee was to define a model by which the Nursing Assistant Curriculum could be offered on the Internet. Having at least some portions of the course on the Internet would greatly enhance accessibility and cost effectiveness in underserved areas. After the initial meeting, the committee recognized that the extent of modification required to convert the existing curriculum to an internet compatible format would have the effect of creating a separate curriculum. In addition, the existing curriculum was five years old and in need of updating to reflect changes in the healthcare environment. As a consequence, the committee refocused its efforts on revising the generic Nursing Assistant Curriculum.

3. Goals:

- Create a generic Nursing Assistant Curriculum that reflects the contemporary health care environment and is compatible with classroom delivery as well as alternative models of delivery.

- Gain approval of the curriculum by the Idaho Board of Nursing.
- Upon approval of the curriculum, create an Internet based version of the theory portions of the course and a model by which the skills and clinical portions can be accomplished.
- Based on the Internet course, develop instructor and student resources that can be used regardless of the model of course delivery.

4. **Guiding philosophy for curriculum revision**

- The primary requirement of the curriculum is to address OBRA guidelines and the administrative rules of the Idaho Board of Nursing.
- There will continue to be only one approved version of the curriculum.
- The curriculum includes content that nursing assistants must know. Additional content can be included at the instructors' discretion.
- Content that nursing assistants must know is developed to the fullest extent possible.
- Board of Nursing approval pertains to the content, regulations, and objectives. Instructor and student resources are educational documents that do not require board approval.
- The curriculum must be compatible with secondary and post-secondary environments as well as classroom and alternative delivery models.

5. **Process:**

- The existing curriculum was reviewed task by task by committee members. The “need to know vs. nice to know” philosophy was applied.
- Based on mutual agreement by the committee, each member revised assigned sections to reflect decisions made as a group.
- The committee met periodically to review and revise.
- The Board of Nursing was informed of our process and provided input.
- The initial full draft of the document was reviewed and the language standardized.
- A draft was provided to a group of peer reviewers who geographically represented the entire state and who represented various educational and employment settings.
- The committee considered input from the peer group and made needed changes.
- The curriculum was submitted to the Board of Nursing for approval.

6. **Substantive changes from the 1996 curriculum**

- Theory objectives, skill objectives and the skills exam were separated into three distinct sections. Rationale – Alternative delivery requires the capacity to teach theory separate from skills. Classroom offerings can mingle theory and skills easily.
- Some objectives were “built out” more completely. Rationale – If an objective is included, it is important to fully present it.
- Overall, the sections are similar to existing curriculum, but some subsections have been relocated. Rationale – Some of the revisions led to subsections fitting better in different places.
- Several skills were eliminated. Rationale – The skills that were eliminated were not required by OBRA nor Board of Nursing, no longer applicable to the workplace, or more practical to be taught in the workplace on the specific equipment available. The “theory” aspects of skills are still in the curriculum and instructors who deem it necessary to teach them as skills are welcome to do so.
- Skills check sheets were replaced by skills objectives. Rationale – A final check sheet for all skills is included in the appendix. Student progress in skill performance can be tracked with this sheet.
- The Acute Care and Home Care modules were not changed. Rationale – The scope of the technical committee was to revise the basic curriculum.

7. Before 1996:

The history of the Idaho CNA curriculum before 1996 was not found in the 2001 curriculum. The committee is grateful to the Sandra Evans, Executive Director of the Idaho Board of Nursing, for her verbal review of the history of the curriculum between 1987, the year of OBRA creation, and 1996.