



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**CERTIFIED NURSING ASSISTANT  
ALH5209 5 Credit Hours**

**Student Level:**

This course is open to students on the college level in either freshman or sophomore year and to area high school vocational students.

**Catalog Description:**

**ALH5209 - CERTIFIED NURSING ASSISTANT (5 hrs)**

A course designed to provide the individual with the basic skills, human understanding, and attitude to upgrade the services rendered for adult care facilities in the state of Kansas. Upon successful completion of this 90-hour course and the state examination, the student will receive certification from the state of Kansas.

**Prerequisites:**

Student must meet, or exceed minimum reading score of 63 according to the COMPASS Reading test or ACT reading score of 18 or higher; Associate degree or higher to waive the COMPASS test.

At the start of the course, each student will be required to have a background check completed.

**Controlling Purpose:**

This course is designed to help the student increase his or her knowledge concerning geriatric care. The student will be able to care for the basic physical, emotional, and social needs of the residents.

**Learner Outcomes:**

Upon completion of the course, the student will be able to understand the role and have the knowledge and skills necessary to become a nurse's aide.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

**Evaluation Key:**

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been

achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT I: WORKING IN AN ADULT CARE HOME</b>						
Outcomes: Student will demonstrate knowledge of how the health care model is demonstrated in Kansas by long term care facilities.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List goals of a long-term facility.
						Identify the types of long-term care facilities in Kansas.
						Describe the responsibilities of the health care team.
						Identify major categories involved in fulfilling your role as a CNA
						Discuss desirable attitudes and actions which will lead to successful job performance.
						Examine an adult care home's employee policy manual.
						Discuss what is meant by confidentiality.
						Define and discuss legal aspects of resident care as it relates to the role of the CNA.
						Identify legal rights of residents which will be stated in Residents' Rights.
						State the CNA's responsibility concerning residents' rights.
						Recognize the purpose for learning about the aging process and social attitudes toward the aged.
						List some of the stereotypes about aging which are prevalent in our society.
						State facts concerning aging and the elderly.
<b>UNIT II: BASIC COMMUNICATION SKILLS</b>						
Outcomes: Student will demonstrate knowledge of the basic communication skills and their importance in the delivery of health care in the long term care facilities.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify attitudes which promote communication between people.
						Identify behavior which will help accomplish effective communication between the

						CNA and residents.
						Identify factors which promote good communication between the CNA and resident's family and friends.
						Recognize factors which may block effective communication between resident, family and staff.
						Identify factors which promote effective communication between the CNA and other staff members.
						Identify steps for answering resident's call signal.
						Identify techniques which promote communication using telephone or intercom.

**UNIT III: COMMUNICATING WITH THE CONFUSED RESIDENT**

Outcomes: Student will demonstrate knowledge of methods to assist confused residents as a CNA.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify behavior which may show that a resident is confused.
						Identify psychosocial implications of confusion.
						Identify ways of communicating with a confused resident.

**UNIT IV: PRINCIPLES OF BODY MECHANICS-LIFTING AND MOVING THE RESIDENT**

Outcomes: Student will demonstrate knowledge of proper ergonomics in the health care setting.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define and discuss body mechanics as it applies to the CNA.
						Identify and demonstrate rules of body mechanics.
						Identify general principles for lifting and moving residents.
						Demonstrate ability to: raise to sitting position, move toward head of bed, move to one side of bed, turn onto side, transfer from chair to bed and bed to chair, transfer from bed to stretcher.
						Describe correct body alignment.
						Explain why correct alignment is important.
						Describe postural variations which occur in the elderly.
						Demonstrate correct positioning of a person in supine, prone, side lying, and sitting position.
						Identify devices which are used to help position the resident in normal body alignment and describe how they are used.

**UNIT V: SAFE USE OF MECHANICAL DEVICES-PROMOTING RESTRAINT-FREE ENVIRONMENT**

Outcomes: Student will demonstrate knowledge of the regulations and need to promote a restraint-free environment.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify safety in the use of mechanical devices used to assist in ambulation, transportation of residents.
						Identify and discuss the safety precautions involved in the use of wheelchairs and geriatric chairs.
						Identify and discuss safety precautions involved in the operation of portable hydraulic lifts to move residents.
						Identify alternatives to restraints.
						Identify negative outcomes of using restraints.
						Discuss and demonstrate the ability to safely apply restraints.
						List types of restraints and the negatives or positives of their use over other restraints.

**UNIT VI: INFECTION PREVENTION AND CONTROL**

Outcomes: Student will demonstrate knowledge of Universal Precautions to prevent the spread of Blood Borne Pathogens and other diseases.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify reasons why infection prevention and control is important.
						Discuss conditions which affect bacterial growth.
						Name ways in which pathogens are spread.
						Identify practices which hinder the spread of infection.
						Discuss the reasons for good handwashing and gloving.
						Identify key points of the handwashing routine. Demonstrate effective handwashing.
						Identify methods used to control microorganisms on supplies.
						State reasons for using isolation practices.
						Use terminology associated with the isolation unit.
						Identify isolation precautions.
						Identify reasons why infection prevention and control is important.
						Discuss conditions which affect bacterial growth.

						Name ways in which pathogens are spread.
						Identify practices which hinder the spread of infection.
						Discuss the reasons for good handwashing and gloving.
						Identify key points of the handwashing routine. Demonstrate effective handwashing.
						Identify methods used to control microorganisms on supplies.
						State reasons for using isolation practices.
						Use terminology associated with the isolations unit.
						Identify isolation precautions.

**UNIT VII: BASIC NURSING CARE: THE RESIDENT’S UNIT**

Outcomes: Student will demonstrate knowledge of the resident’s unit and the CNA’s role in maintaining it.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and state the purpose for times in the resident’s unit.
						Discuss ways of keeping the resident’s environment comfortable.
						Identify tasks involved in assuring that the resident’s unit is safe and completely furnished.
						Discuss measures which make the bed comfortable.
						Identify types of bed-making and when each is appropriate.
						Demonstrate making occupied and unoccupied beds.

**UNIT VIII: OBSERVING AND MEASURING VITAL SIGNS**

Outcomes: Student will demonstrate knowledge and skill in observing and measuring vital signs as a CNA.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify measurements taken when “vital signs” are to be measured. Identify abbreviations for the vital signs.
						Identify what causes body temperature.
						Identify “normal” or average body temperature and state how the older person may vary from this level.
						List situations which may cause the thermometer reading to vary from “normal” or average.
						Identify types of glass thermometers and situations in which used.

						Identify other types of thermometers and their use.
						State how to care for glass thermometers.
						Describe for each method of checking temperature – situations when used, how to place or insert thermometer, time needed for thermometer to register.
						Discuss how the CNA should record and report temperature measurements.
						Describe what causes pulse.
						Describe characteristics of “normal” or average pulse.
						Identify variation from the “normal” pulse which should be reported.
						Identify the site and actions used to accurately measure radial and apical pulses.
						Discuss how to record and report pulse measurements.
						Identify what is meant by respiration and an average respiratory rate.
						Identify variations from normal respirations which should be reported.
						Describe how to measure respiratory rate.
						Identify what causes blood pressure.
						Identify meanings for the terms, systolic and diastolic blood pressure.
						Identify “normal” or average blood pressure.
						Describe variations in blood pressure.
						Identify instruments to check blood pressure.
						Describe how to check blood pressure.
						Identify how to record and report blood pressure measurements.
						Demonstrate how to accurately measure temperature, pulse, respiration and blood pressure.
						Demonstrate how to measure height and record.

**UNIT IX: SAFETY**

Outcomes: Student will demonstrate knowledge of how to assist the elderly to maintain a safe environment.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and discuss reasons for safety precautions for the elderly.
						Identify safety precautions the CNA should take to prevent falls.
						Identify precautions the CNA should take to prevent burns.
						Identify safety precautions the CNA should take to prevent falls from bed, chairs,

						and wheelchairs.
						Identify safety precautions the CNA should take to prevent choking.
						Identify precautions the CNA should take to prevent ingestion of harmful substances.
						Identify safety precautions for oxygen use.
						Identify actions to take when a fire is discovered.
						Describe what action the CNA should take when a fire is discovered in an adult care home.
						Identify residents at risk and action to be taken when a resident elopes.

**UNIT X: CLEANLINESS AND GROOMING**

Outcomes: Student will demonstrate knowledge of proper hygiene and grooming for the elderly according to their needs.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss factors which affect a person's hygiene needs and practices.
						Name goals for oral hygiene.
						Identify general practices for oral hygiene.
						State and demonstrate the correct method to use toothbrush.
						Identify how to safely care for the resident's dentures.
						Discuss how to safely give mouth care to the unconscious resident.
						Identify the purposes of bathing.
						Identify general guidelines to follow when bathing the resident.
						Demonstrate bedbath. Identify actions which promote comfort for the resident.
						Identify situations in which perineal care needs to be given.
						Discuss how whirlpool baths are given.
						Discuss how shower and tub baths are given.
						Discuss why, when, and how a back rub is given.
						Discuss how to dress and undress the resident.
						Discuss the care of the resident's hair – shampooing, combing the hair, cutting, and beard care.
						Discuss the care of a resident's fingernails and toenails.
						Discuss shaving resident's facial hair.
						Describe the signs and symptoms of pressure ulcer. Identify locations which are

							prone to ulcer formation.
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**UNIT XI: NUTRITION AND FLUIDS**

Outcomes: Student will demonstrate knowledge of the nutritional and fluid intake needed for residents and the monitoring of those needs.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the function of parts of the digestive system.
						Discuss factors which affect the nutritional state of the elderly.
						Identify the responsibility of dietary in providing for the resident's nutrition.
						Identify the role of the CNA in promoting good nutrition for the resident.
						Identify the importance of adequate hydration.
						Describe how to avoid transmission of microorganisms.
						Identify ways to encourage adequate fluid intake.
						Discuss why a resident's weight may be regularly measured and recorded.
						Describe how to check weight accurately.
						Identify how modified diets differ from a regular diet.
						Discuss how to promote a positive atmosphere for mealtime.
						Identify devices and techniques which may be used to help the resident maintain independence while eating.
						Describe how to feed a resident.

**UNIT XII: ELIMINATION**

Outcomes: Student will demonstrate knowledge human elimination and the requirements of CNAs to monitor and assist the elderly as needed.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify correct procedure for assisting resident with using the bedside commode or toilet.
						Identify correct procedure for assisting resident with using urinal.
						Identify and demonstrate correct procedure for assisting resident with bedpan or fracture pan.
						Describe measures to provide proper skin care, perineal care and comfort after toileting and care for the incontinent resident using aseptic techniques.
						Identify signs which may indicate that a resident is constipated.
						Identify measures which may be part of a resident's care in order to prevent or relieve constipation.

						Identify what is meant by fluid balance, fluid imbalance, and effects of aging on fluid balance.
						Identify reasons for measuring intake and output. State the abbreviations used for intake and output.
						Identify and demonstrate the procedure for measuring and recording fluid intake.
						Identify what is meant by the terms: force fluids, restrict fluids, and NPO.
						Identify procedure for measuring output.

**UNIT XIII: BASIC HUMAN NEEDS**

Outcomes: Student will demonstrate knowledge of the basic human needs and how they relate to the elderly.

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
						Describe Maslow’s hierarchy of needs.
						Identify ways the CNA assist the resident to meet the need.

**UNIT XIV: POSSIBLE LOSSES DUE TO AGING**

Outcomes: Student will demonstrate knowledge of the possible losses due to aging and the impact those losses can have on the aging person.

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
						Identify psychosocial losses which may accompany aging.
						Identify physical losses which may accompany aging.
						Identify aspects of independent living a person loses when becoming a resident in a long term care facility.
						Identify ways in which the CNA may help ease the impact of losses for the resident entering a long term care facility.
						Identify positive ways an older person may deal with losses.

**UNIT XV: CARING FOR THE CONFUSED OR WITHDRAWN RESIDENT**

Outcomes: Student will demonstrate knowledge of the needs of confused or withdrawn residents.

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
						Identify behaviors which may be symptoms of Alzheimer’s Disease, Dementia or confusion.
						Identify psychosocial implications of confusion for the resident (how the person feels and interacts with others).
						Identify some of the possible causes of confusion.

						Identify ways in which some of the causes of confusion may be minimized.
						Identify behaviors which may be seen in the person who is withdrawn.
						Identify some causes of withdrawn behavior.
						Identify symptoms/treatment of depression.
						Discuss problem of Elopement – regulations, discuss importance of monitoring resident and use of door alarms.
						Validation Therapy
						Discuss Reality Orientation as a therapy for confused and withdrawn people understanding that persistent Reality Orientation or arguing with the resident does more harm than good.
						Identify appropriate responses to inappropriate behavior.
						Discuss the use of Remotivation Groups in helping people who are confused and/or withdrawn.
						Discuss the use of Reminiscing Groups in helping the confused or withdrawn resident.

**UNIT XVI: SEXUALITY IN AGING**

Outcomes: Student will demonstrate knowledge of sexuality in the aging person.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define the term sexuality.
						Identify some of the physical changes which may affect sexuality in the aging person.
						Discuss some of the social aspects of sexual function in the elderly.

**UNIT XVII: CARING FOR THE DYING RESIDENT**

Outcomes: Student will demonstrate knowledge of how to care for the dying resident as a CNA.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify some of American society’s attitudes about death and how these are continuing to change from the past.
						Identify the 5 stages of grief as described by Kubler-Ross. For each, identify behaviors the dying person might demonstrate.
						Identify how approaching death affects the needs of the person.
						Describe responses by the CNA to emotional needs of the dying resident.
						Identify emotions which may be experienced in response to the death of others.
						Discuss the importance of and ways to acknowledge the death or a resident in an

						adult care home.
						Identify physical signs of approaching death.
						Identify care measures which the CNA should provide for the dying resident.
						Identify the meaning for the term “Post mortem care” and the steps involved in providing post mortem care.

**UNIT XVIII: PHYSICAL CHANGES ACCOMPANYING AGING**

Outcomes: Student will demonstrate knowledge of the physical changes accompanying aging and how the CNA assists to provide a higher quality of life.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe <u>basic</u> structure and function of the eye.
						Describe how the CNA might observe that a resident has impaired vision.
						Describe changes in vision which accompany aging.
						Name the diseases which may cause visual impairment.
						List ways to change the environment to encourage independence and promote safety.
						Describe <u>basic</u> structure of the ear.
						Identify warning signs of hearing impairment.
						Describe changes in hearing which may accompany aging.
						List ways to modify communication to a person with a hearing loss.
						List nursing actions to help prevent injury to the resident with impaired touch.
						Describe changes in behavior which may follow loss of the senses of taste and smell.
						Describe <u>basic</u> structure and function of cardiovascular system.
						Describe the changes of aging which may affect the heart and blood vessels.
						Identify descriptions of common cardiovascular diseases.
						Identify changes the resident may experience as a result of cardiovascular diseases.
						Describe <u>basic</u> structure and function of respiratory system.
						Describe how the changes of aging affect respiratory function.
						Describe the result of common chronic respiratory diseases.
						Identify names of common respiratory diseases of aging.
						Identify nursing measures to aid the resident with shortness of breath.
						Describe how the changes of aging may affect gastrointestinal function.
						Describe the special care the CNA might give a resident with a digestive disorder.
						Describe <u>basic</u> structure and function of endocrine system.

						Identify the body change which causes diabetes.
						Describe how diabetes is treated.
						Name complications which may occur with diabetes.
						Describe <u>basic</u> structure and function of reproduction system.
						Identify descriptions of reproductive system disorders.
						Describe <u>basic</u> structure of urinary system.
						Describe changes of aging which may affect urinary function.
						Discuss how the CNA can help promote good kidney function.
						Describe <u>basic</u> structure and function of musculoskeletal system.
						Describe changes of aging which affect the musculoskeletal system.
						Identify descriptions of common musculoskeletal disorders.
						List measures to assist the resident.
						Describe <u>basic</u> structure and function of nervous system.
						Describe the changes of aging which may affect the nervous system.
						Identify descriptions of common nervous system disorders.
						Discuss nursing measures which may help the residents who have nervous system disorders.

**UNIT XIX: COMPLICATIONS OF IMMOBILITY AND THEIR PREVENTION**

Outcomes: Student will demonstrate knowledge of the complications of immobility and how the CNA can assist to prevent further damage.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss how to prevent pressure ulcers.
						Identify devices used to prevent pressure.
						Describe the signs and symptoms of a pressure ulcer. Identify locations which are prone to ulcer formation.
						Identify negative effects of immobility.
						Discuss methods of treatment.
						Identify measures which prevent complications of immobility.
						Identify importance of proper sling and splint application.
						List the areas of concern when checking resident with a cast.
						Identify causes for amputations.
						List nursing responsibilities for prosthesis and stump care.

**UNIT XX: REHABILITATIVE/RESTORATIVE CARE**

Outcomes: Student will demonstrate knowledge of the role of the CNA in rehabilitation and restorative care of the resident.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define restorative services.
						Define similarities and differences between a physical therapist and occupational therapist.
						Identify the requirements for restorative services in a LTC.
						Describe role of nursing staff in restorative program in LTC
						Describe the importance of rehabilitative/restorative services in LTC.
						List the main areas for rehabilitative intervention to improve functional ability.
						Identify the difference between passive and active ROM and situations where each are appropriate.
						Demonstrate proper techniques for ROM.
						For ROM exercises, identify the purpose, safety, precautions, which may assist a resident.

**UNIT XXI: SPECIAL PROCEDURES**

Outcomes: Student will demonstrate knowledge of special procedures in long term care.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the effect of heat on skin and nearby tissues.
						Describe safety precautions in carrying out heat application.
						Identify the effect of cold on skin and nearby tissues.
						Describe safety precautions in carrying out cold applications.
						Identify safety measures when caring for a person with intravenous infusion.
						Describe application of ted hose/elastic stockings.
						Describe care of resident with hearing aid.
						Describe care of resident with artificial eye.
						Describe CNA's responsibility in giving a vaginal douche.
						Identify general guidelines for collecting specimens.
						Describe CNA's care when obtaining a sputum specimen.

**UNIT XXII: URINARY ELIMINATION**

Outcomes: Student will demonstrate knowledge of urinary elimination and the role of the CNA in assisting with monitoring of urinary elimination.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Name, locate on a chart, and identify briefly the function of the kidneys, ureters, urethra, and bladder.
						Identify ways in which urinary function may be altered in the aged person.
						Use correctly the terms for urinating and urine.
						Describe normal and abnormal appearance of urine and abnormal sensation while urinating.
						Identify general guidelines for collecting specimens.
						Identify possible reasons for and procedure for obtaining a routine urine specimen.
						Identify purpose and procedure for collecting a midstream clean-catch urine specimen.
						Recognize the way in which a urinary catheter works.
						Identify steps to maintain a closed drainage system to help prevent urinary infection and provide dignity.
						Identify measures which will help keep a urinary catheter draining correctly, observations which indicate it is not draining.
						Identify proper steps for catheter care using aseptic technique and standard precautions.
						Identify proper steps in emptying a urinary drainage bag.
						Identify proper steps to disconnect catheter from tubing and attach to leg bag urinary drainage.
						Describe an external drainage system for the male and measures for correct use.
						Identify preventative measures to decrease incidence of urinary tract infections.

**UNIT XXIII: BOWEL ELIMINATION**

Outcomes: Student will demonstrate knowledge of bowel elimination and the role of the CNA in monitoring and documentation.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the normal structure and function of the lower intestinal tract.
						Identify terms used for bowel elimination. Describe normal and abnormal appearance of feces.
						Identify effects of aging on function of the lower intestinal tract.
						Identify the reason for and procedure for collecting a stool specimen.
						Identify signs which may indicate that a resident is constipated.
						Identify measures which may be part of a resident's care in order to prevent or relieve constipation.

						Identify the purpose and procedure for a cleansing enema.
						Identify purpose of a pre-packaged, ready to use enema and compare how it is different from other cleansing enemas in equipment needed and length or time before evacuation occurs.
						Identify the purpose and procedure for an oil retention enema.
						Identify what is meant by fecal impaction.
						Identify symptoms which might indicate that a resident has a fecal impaction.
						Identify causes of fecal impaction in the elderly.
						Identify the role of the CNA in preventing fecal impaction.
						Identify the procedure for the aide to remove a fecal impaction.
						Identify causes of incontinence and measures for caring for the resident who is incontinent of feces.
						Identify goals of bowel and bladder retraining.
						Identify factors which go into preparing a bowel/bladder retraining program.
						Identify steps involved in bowel retraining.
						Identify steps involved in bladder retraining.
						Identify what is meant by colostomy, how the anatomy is altered when this procedure is done, and why this procedure is done.
						Identify the difference between ileostomy, colostomy, and ureterostomy.
						Recognize various ostomy appliance and methods used to apply them.
						Identify nursing problems which one should be aware of when caring for a resident with a colostomy.

**UNIT XXIV: OBSERVING, REPORTING AND RECORDING**

Outcomes: Student will demonstrate knowledge of the role of the CNA in observing, reporting and reporting.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List attitudes and actions which are pre-requisites for making observations about residents.
						Identify observations to be made during resident care.
						Describe how to report and record observations.
						Identify and use common medical abbreviations.
						Identify purpose for medical record and how to use information in the medical record.

**UNIT XXV: THE RESIDENT'S CARE PLAN**

Outcomes: Student will demonstrate knowledge of the role of the CNA in the care plan process.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the purposes for a resident care plan.
						Identify the CNA's role in using the resident care plan.

**UNIT XXVI: ADMITTING OR DISCHARGING A RESIDENT**

Outcomes: Student will demonstrate knowledge of how to admit and discharge residents and the role of the CNA in those processes.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify feelings the resident and family may have at the time of admission.
						Identify actions the CNA may take to assist the resident during admission.
						Identify feelings the resident may have when discharged.
						Identify how the CNA might assist with discharge.

**UNIT XXVII: FIRST AID IN THE ADULT CARE HOME**

Outcomes: Student will demonstrate knowledge of the role of the CNA in first aid in the adult care home.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify general guidelines for the CNA response to an emergency requiring first aid.
						Identify first aid measures the CNA should take when a resident has an abrasion or a laceration.
						Identify methods to help control nosebleeds.
						Identify first aid measures for burns.
						Identify signs which indicate that a resident may be experiencing a medical emergency and for each set of symptoms, identify what the CNA's first aid action should be.
						Identify first aid measures for someone who faints.
						Identify first aid measures for someone who has fallen.
						Identify first aid for a resident who has ingested poison or harmful substance.

**UNIT XXVIII: FIRE PREVENTION AND SAFETY: TORNADO PREPAREDNESS**

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify causes of fires in long term care facilities.
						Identify measures which should be taken to prevent fires in a long term care facility.
						Identify actions which should be taken by the aide if a fire is discovered.
						Identify devices which are used when a fire occurs in an adult care home.
						Identify steps for use of a fire extinguisher.
						Identify measures for removing an immobile resident from fire danger.
						Identify safety measures to be taken when there is a threat of a tornado.

**Projects Required:**

None

**Textbook:**

Contact Bookstore for current textbook.

**Reference Materials:**

“Kansas Certified Nurse Aide Curriculum Guidelines” by the Kansas Department of Health and Environment.

**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

402.00 Academic Code of Conduct

263.00 Student Appeal of Course Grades

403.00 Student Code of Conduct

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.