



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**RESTORATIVE AIDE
ALH5210 2 Credit Hours**

Student Level:

This course is open to students on the college level in either the freshman or sophomore year.

Catalog Description:

ALH5210 - RESTORATIVE AIDE (2 hrs)

A 30-hour course designed to assist the student in enhancing the optimum potential of physical and mental function for independence in self-care and ADL's.

Prerequisite:

Current CNA certification.

Controlling Purpose:

This course is designed to help the student increase his/her knowledge concerning Rehabilitative Nursing. The student will be able to assist the Physical Therapist, Occupational Therapist or the Registered Nurse in providing an exercise program for the individual resident in the long term care, acute care or rehab care setting that will promote strengthening, and help the individual to regain the highest level of functioning in activities of daily living. This course is designed to assist the student in enhancing the optimum potential of physical and mental function for independence in self care and ADL's, thus preserving a person's individuality, autonomy, dignity, and self-worth. Adaptive equipment and alternate methods are utilized as needed to prevent and minimize undesired effects of disease processes.

Learner Outcomes:

Upon completion of this course, the student will be able to:

1. Explain and demonstrate the role of the Restorative Aide in the health care setting.
2. Recognize and implement measures of preventive care.
3. Explain and demonstrate exercises and skills required to enhance individual's ability to achieve or maintain self care.
4. Explain and demonstrate the skills needed for utilizing adaptive equipment and alternate methods to achieve individual's goals.

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.

Unit 1: The Rehabilitative Aide

Outcomes: Students will demonstrate knowledge of the Restorative Aide's role in the delivery of health care through their input to the health care team.

| A | B | C | D | F | N | Specific Competencies: |
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| | | | | | | Describe the role of the Restorative Aide. |
| | | | | | | Understand the interpretation of the Adult Care Home Regulations, and the federal laws as they apply to individual settings. |
| | | | | | | Discuss various equipment options available for setting up a Rehabilitation/Restorative Program. |
| | | | | | | Explain the Standards of Practice. |
| | | | | | | Discuss the Nursing Home Resident's Legal Rights |
| | | | | | | Identify the different aspects of the Care Plan / Team: Need to set up a Rehabilitation/Restorative Department Understand the daily care needs Follow documentation guidelines Understand the Rehabilitative/Restorative Aide Program Implement and follow the team approach, identify team members. |
| | | | | | | Identify program goals and Caregivers roles for specific deficit areas. |
| | | | | | | Understand the treatment circle. |

Unit 2: Medical Terminology

Outcomes: Students will demonstrate the knowledge of medical terminology related to the

| Restorative Aide. | | | | | | |
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| A | B | C | D | F | N | Specific Competencies: |
| | | | | | | Understand and utilize common medical abbreviations used in rehabilitation settings. |
| | | | | | | Describe common rehabilitation terms used among team members. |
| | | | | | | Demonstrate a thorough understanding of terms as needed for the Caregiver's Role. (Anatomical directions & range of motions movements) |
| | | | | | | Understand the anatomy at work with the human skeleton. |
| | | | | | | Understand the perfect curve of the human vertebral column and the necessary us of good body mechanics. |

| Unit 3: Ongoing Educational Training | | | | | | |
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| Outcomes: Students will be able to communicate with residents, family members, and other staff through presenting teaching/training to those people about the restorative process. | | | | | | |
| A | B | C | D | F | N | Specific Competencies: |
| | | | | | | Understand the importance of continuing education. |
| | | | | | | Prepare an in-service presentation. |
| | | | | | | Provide training to other team members in your setting. |
| | | | | | | Begin preparation for "hands on" learning by selecting lab opportunities. |
| | | | | | | Learn understanding and empathy, by practicum activity of three symptoms. |

| Unit 4: The Aging Process | | | | | | |
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| Outcomes: Student will demonstrate knowledge about the holistic care needed to help residents as they age. | | | | | | |
| A | B | C | D | F | N | Specific Competencies: |
| | | | | | | Identify own personal "myths" of aging. |
| | | | | | | Understand the normal aging process (in cognition, skin, cardiac, pulmonary, skeletal, muscular, neurological, sensory system, gustatory, olfactory, tactile and kinesthetic). |
| | | | | | | Identify the role of the Caregiver. |
| | | | | | | Apply strategies to the work setting. |

Unit 5: Psychological Aspects of Physical Dysfunction

Outcomes: Students will demonstrate knowledge of the psychological affects of physical dysfunction and how to respond to the needs of the resident to create a positive impact through Restorative care.

| A | B | C | D | F | N | Specific Competencies: |
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| | | | | | | Be able to describe the feelings that you have towards the physically disabled. |
| | | | | | | Explain the common emotional responses that occur when someone becomes disabled—learned helplessness. |
| | | | | | | Learn the Caregiver’s role for working with the physically disabled. |

Unit 6: Diagnoses

Outcomes: Students will demonstrate knowledge of how to appropriately provide restorative services to residents with various health care challenges.

| A | B | C | D | F | N | Specific Competencies: |
|---|---|---|---|---|---|---|
| | | | | | | Define the role of the Restorative / Rehabilitative Aide in caring for the following diagnoses: epilepsy, common orthopedic diagnoses, visual impairments, cerebrovascular accidents, arthritis, joint protection, diabetes, multiple sclerosis, Parkinson’s disease, hearing disorders, heart disease and hypertension, normal pressure hydrocephalus, overactive bladder (O.A.B.), depression, Alzheimer’s and other dementias. |
| | | | | | | Learn first aid techniques for dealing with seizures. |
| | | | | | | Learn prevention strategies and how to modify your risk for these diagnoses. |
| | | | | | | Learn the appropriate protocol for working with residents. |
| | | | | | | Explain the symptoms of each diagnoses included in this chapter. |
| | | | | | | Assist caregivers to cope with difficult behaviors |

Unit 7: Mobility of the Resident

Outcomes: Student will be able to appropriately assist residents with mobility.

| A | B | C | D | F | N | Specific Competencies: |
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| | | | | | | Demonstrate correct postural alignment. |
| | | | | | | Discuss the importance of body mechanics when transferring a resident. |

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| | | | | | | Demonstrate the correctly transfer technique for a resident with hemiplegia. |
| | | | | | | Discuss bed mobility techniques. |
| | | | | | | Demonstrate how to position a resident in the supine, prone and side lying position. |
| | | | | | | List considerations for the correct fit for a resident in a wheelchair. |

Unit 8: Ambulation

Outcomes: Students will demonstrate knowledge of appropriate ambulation techniques in restorative care.

| A | B | C | D | F | N | Specific Competencies: |
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| | | | | | | Demonstrate the correct use of a walker for a resident with a hip-pining. |
| | | | | | | Demonstrate the correct technique for stair climbing for a resident with hemiplegia. |
| | | | | | | Discuss the different types of weight-bearing patters. |
| | | | | | | Demonstrate sighted guide techniques. |
| | | | | | | List important safety issues to consider when walking a resident. |
| | | | | | | List risk factors that should be considered prior to establishing an independent walking program for a resident. |
| | | | | | | Understand fall prevention techniques. |

Unit 9: Prescribed Exercise Programs

Outcomes: Students will demonstrate knowledge of how to provide restorative care through the programs prescribed by the physician and developed by the Physical Therapist &/or the Occupational Therapist.

| A | B | C | D | F | N | Specific Competencies: |
|---|---|---|---|---|---|--|
| | | | | | | Discuss important information and skills required, prior to beginning an exercise program. |
| | | | | | | Discuss range of motion categories. |
| | | | | | | Demonstrate upper extremity range of motion. |
| | | | | | | Discuss hand and wrist activities and the importance of offering a variety of activities. |
| | | | | | | Name the principles of joint protection. |
| | | | | | | Demonstrate exercises for the resident with a shoulder replacement. |

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| | | | | | | Demonstrate lower extremity range of motion. |
| | | | | | | Discuss the importance of specialized lower extremity amputee exercises. |
| | | | | | | Demonstrate exercises for the resident with a total hip and total knee replacement. |

Unit 10: Modalities

Outcomes: Students will demonstrate knowledge of modalities and how to correctly use them.

| A | B | C | D | F | N | Specific Competencies: |
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| | | | | | | Discuss the many varieties of modalities available to the resident. |
| | | | | | | Demonstrate paraffin bath procedure correctly. |
| | | | | | | List the correct safety protocol and procedure for placing hot packs on a resident. |
| | | | | | | Describe the safety protocol and procedure for whirlpool. |
| | | | | | | Discuss the sterilization procedure for whirlpool. |
| | | | | | | Demonstrate the safety check-off list. |

Unit 11: Activities of Daily Living

Outcomes: Students will demonstrate restorative care related to Activities of Daily Living.

| A | B | C | D | F | N | Specific Competencies: |
|---|---|---|---|---|---|--|
| | | | | | | Demonstrate one-handed dressing techniques accurately. |
| | | | | | | Discuss adaptive equipment options for the resident with a total hip replacement. |
| | | | | | | List methods that the caregiver can use to help facilitate increased independence in dressing. |
| | | | | | | Demonstrate bath transfer techniques for the resident with hemiplegia. |
| | | | | | | Demonstrate adaptive equipment used by a resident to increase their independence. |

Unit 12: Special Care

Outcomes: Students will demonstrate knowledge of how to improve restorative outcomes in special care residents.

| A | B | C | D | F | N | Specific Competencies: |
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| | | | | | | Describe spasticity and identify methods to reduce spasticity in the hand. |

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| | | | | | | Discuss foot drop and why it is so important to practice prevention techniques. |
| | | | | | | Demonstrate how to position the edematous hand in order to reduce swelling. |
| | | | | | | Discuss swallowing problems and possible secondary complications. |
| | | | | | | Discuss skin breakdown and prevention techniques. |
| | | | | | | Identify the three types of sling. |
| | | | | | | Demonstrate how to use an adaptive glove with an exercise program. |
| | | | | | | Understand use of splinting and successful eating techniques. |

Unit 13: Record Keeping

Outcomes: Student will demonstrate restorative documentation.

| A | B | C | D | F | N | Specific Competencies: |
|---|---|---|---|---|---|---|
| | | | | | | Demonstrate an understanding of documentation requirements for a restorative/rehabilitative aide. |
| | | | | | | Demonstrate the ability to use appropriate screening forms. |
| | | | | | | Discuss the importance of documentation. |
| | | | | | | Appropriately complete a progress note in the SOAP format. |

Unit 14: Caregiver

Outcomes: Student will demonstrate knowledge of motivational techniques to aid in restorative care.

| A | B | C | D | F | N | Specific Competencies: |
|---|---|---|---|---|---|---|
| | | | | | | Discuss special care for the caregiver. |
| | | | | | | Provide resource section and community service information. |
| | | | | | | Discuss motivational techniques that can be used with the resident. |

Projects Required:

None

Textbook:

Contact Bookstore for current textbook.

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.