The rapidly increasing need for persons trained to assist the nursing staff of health facilities presents occupational education programs with both an opportunity and a duty. This course syllabus is designed for the instruction of nurse's assistants and is the minimum course content acceptable for State credit. A program of supervised experience in hospital, clinic, and nursing home environments should be an integral part of instruction. The paramount objective of instruction is graduate employability. The syllabus' introduction contains recommendations regarding selection of teachers and students, suggests ancillary studies, and explains the use of the syllabus in developing a locally effective course of study. Section 1 focuses on orientation to the world of work (overview and health care industry). Section 2 concentrates on the foundations of nurse assisting (part of nursing team, patient's environment, and patient). Section 3 covers the development of the nurse's assistant skills (anatomy, physiology, and by systems). Section 4 examines preparation for employment (occupational experience and job application). Each section is divided into individual units of study describing content, objectives, and teaching suggestions. A resource list of materials in a variety of media, a source directory, and a family health organizations directory complete the document. (Author/JS)
SYLLABUS FOR A COURSE OF INSTRUCTION, PREPARING THE

NURSE'S ASSISTANT

HEALTH OCCUPATIONAL EDUCATION PROGRAM
THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

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Director, Division of Occupational Education Instruction
Robert H. Bielefeld

Chief, Bureau of Health Occupations Education
Ruth-Ellen Ostler
The rapidly increasing need for persons trained to assist the nursing staff of hospitals, convalescent homes, and other health facilities has presented occupational education programs with both an opportunity and a duty. During the past few years, more and more local programs responded to the need for a State standard of education for nurse's assistants. The opportunity presented to the Bureau of Health Occupations Education was the development of a tentative content outline which would serve as a basis for syllabus development. A writing committee was being formed.

While the advisory committee's recommendations were being converted into a tentative content outline, a writing committee was being formed. The rapidly increasing need for persons trained to assist the nursing staff of hospitals, convalescent homes, and other health facilities has presented occupational education programs with both an opportunity and a duty. During the past few years, more and more local programs responded to the need for a State standard of education for nurse's assistants. The opportunity presented to the Bureau of Health Occupations Education was the development of a tentative content outline which would serve as a basis for syllabus development. A writing committee was being formed.

The need for a State standard of education for nurse's assistants was apparent. After initial evaluation of the need, the Bureau of Health Occupations Education became involved. The advisory committee's recommendations were being converted into a tentative content outline which would serve as a basis for syllabus development. A writing committee was being formed.
In July 1974, three teachers of programs of nurse assisting education —

Josephine Colacino, Nurse's Assistant Instructor, Finger Lakes Occupational Education Center, Stanley
Julienne Webster, Health Services Instructor, McEvoy Occupational Education Center, Cortland
Joan Willsey, Nurse Assisting Instructor, Wilson Technological Center, Huntington —

met in Albany to develop a State syllabus from the advisory committee's recommendations. Working with Mrs. Johnson, this group organized an outline of minimum content for a course of instruction. Guided by Mr. Messier, they developed performance objectives and suggestions for teaching the course, compiled a resource list, and wrote instructions for using the syllabus. The completed manuscript was then evaluated and edited by other Department personnel, including staff of the Nursing Education Unit, before being approved as this syllabus for a Health Occupations Education Program — Nurse's Assistant.

G. Earl Hay, Supervisor
Vocational Curriculum Unit
Bureau of Secondary Curriculum Development

Gordon E. Van Hooft, Director
Division of Curriculum Development
MESSAGE TO TEACHERS AND ADMINISTRATORS

The Health Occupations Education Syllabus for nursing assistant education is a statement of the minimum course content acceptable for state credit. A local course of study based upon this syllabus should be an integral part of the curriculum. It should be designed to provide the student with the knowledge and skills necessary to obtain employment in the field of nursing assistance. The paramount objective of instruction is that of all occupations graduate employability.

Every teacher of nursing assistant education should be familiar with the contents. Every teacher of nursing assistant education should be familiar with the contents. Every teacher of nursing assistant education should be familiar with the contents. Every teacher of nursing assistant education should be familiar with the contents.

The fine contribution of the advisory committee members and the teacher-writers, in making this program syllabus a reality, is deeply appreciated. Their enthusiasm for the program, expertise in the field, and sincere effort in developing the course content in cooperation with department personnel, have made this a very practical document for local use.

The introduction to this syllabus contains recommendations regarding selection of students and admission to this program. However, the full text of the syllabus on which this program is based must, however, be preserved for use in instruction in this program. Every teacher of nursing assistant education should be familiar with the contents. Every teacher of nursing assistant education should be familiar with the contents. Every teacher of nursing assistant education should be familiar with the contents. Every teacher of nursing assistant education should be familiar with the contents.

Robert H. Bielefeld, Director
Division of Occupational Education Instruction

Ruth-Ellen Ostler, Chief
Bureau of Health Occupations Education
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>iii</td>
</tr>
<tr>
<td>MESSAGE TO TEACHERS AND ADMINISTRATORS</td>
<td>v</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>SECTION I — ORIENTATION TO THE WORLD OF WORK</td>
<td>7</td>
</tr>
<tr>
<td>Unit I — General Overview of Employment</td>
<td>7</td>
</tr>
<tr>
<td>Unit II — The Health Care Industry</td>
<td>9</td>
</tr>
<tr>
<td>SECTION II — FOUNDATIONS OF NURSE ASSISTING</td>
<td>11</td>
</tr>
<tr>
<td>Unit I — The Nurse's Assistant as a Member of the Nursing Team</td>
<td>11</td>
</tr>
<tr>
<td>Unit II — The Nurse's Assistant and the Patient's Environment</td>
<td>12</td>
</tr>
<tr>
<td>Unit III — The Nurse's Assistant and the Patient</td>
<td>15</td>
</tr>
<tr>
<td>SECTION III — DEVELOPMENT OF NURSE'S ASSISTANT SKILLS</td>
<td>17</td>
</tr>
<tr>
<td>Unit I — Anatomy and Physiology</td>
<td>17</td>
</tr>
<tr>
<td>Unit II — Skills: By Systems</td>
<td>18</td>
</tr>
<tr>
<td>SECTION IV — PREPARATION FOR EMPLOYMENT</td>
<td>27</td>
</tr>
<tr>
<td>Unit I — Occupational Experience</td>
<td>27</td>
</tr>
<tr>
<td>Unit II — Applying for a Job</td>
<td>27</td>
</tr>
<tr>
<td>RESOURCE LIST</td>
<td>29</td>
</tr>
<tr>
<td>SOURCE DIRECTORY</td>
<td>41</td>
</tr>
</tbody>
</table>
INTRODUCTION

This publication is the product of the combined knowledge and experience of nursing practitioners, nurse's assistant educators, and occupational education curriculum developers. Its content should, then, be of considerable assistance to established as well as to new programs, and to experienced teachers as well as to novices.

This introductory section is provided to assist teachers, counselors, and administrators in effective use of the syllabus. This introduction section is provided to aid teachers, counselors, and administrators in effective use of the syllabus.
Has a history of emotional instability, or antisocial behavior

Cannot achieve a grade of "medium," or better, on the General Aptitude Tests administered by the New York State Department of Labor.

It is recommended that a class group contain no more than 20 well-qualified students per teacher. In clinical experience, the teacher who has not been provided support personnel should supervise no more than 10 students at one time.

THE SYLLABUS

This syllabus is not intended to be used as a course of study. While organized in a logical progression, the content is not in a teaching sequence. The teacher of nurse assisting must develop a course of study which covers the content required by the syllabus, in a sequence and with emphases which meet local needs and conditions, and which reflect the teacher's own personality and selected methodology.

A 3-column format was adopted for the syllabus, for clarity and simplicity of use. Resources, recommended by the teacher-writers, and a source directory were appended.

The first column of the syllabus lists the minimum acceptable content, instruction in which should require approximately 80 percent of the course time, thus allowing addition of content and increased emphases selected to meet local needs.

The second column contains instructional objectives stated in terms of desired student performance — a recommended form which simplifies and improves both planning and evaluation. Two styles of objectives are used:

1. "The student should be able to:" defines the skills and knowledge which the student should be able to demonstrate after instruction, which are considered necessary to entry-level proficiency.

2. "The student should be:" sets forth instruction in areas which are nice to know or helpful in achieving student understandings. Objectives in the affective domain of student attitudes are also written in this style due to the subjective nature of teacher evaluation of this student performance.

Both styles are written in the general terms appropriate to a syllabus. They must be rewritten in expanded detail when made part of the teacher's course of study, to more specifically define the skills and knowledge necessary to employment. Since this column defines what the student is to learn, it is the heart of the syllabus, and should be accorded that importance.

2
The third column contains suggestions for teaching which should help the experienced nurse, who is a novice teacher, to prepare lessons, and should remind the experienced teacher of the course that certain parts of the content which seem to go without saying, must be fully covered for benefit of the as yet far from experienced students. Included in this column are some "tricks of the trade" developed through the experiences of the highly competent teacher-writers of this syllabus which all teachers may find helpful per se, and which should also serve to stimulate each teacher's ingenuity and resourcefulness.

The appendix lists many books and periodicals which are of proven value to teachers of this course. Film catalogs and specific audiovisual aids are mentioned. This list is neither exclusive nor static. It is intended to be only one of the many sources of information regarding texts, references, and audiovisuals to which the teacher should be constantly attuned. Addresses of publishers and suppliers are included for the teacher's convenience.

Included in this column are some "tricks of the trade" developed through the experiences of the highly competent teacher-writers of this syllabus which all teachers may find helpful per se, and which should also serve to stimulate each teacher's ingenuity and resourcefulness.

The appendix lists many books and periodicals which are of proven value to teachers of this course. Film catalogs and specific audiovisual aids are mentioned. This list is neither exclusive nor static. It is intended to be only one of the many sources of information regarding texts, references, and audiovisuals to which the teacher should be constantly attuned. Addresses of publishers and suppliers are included for the teacher's convenience.

It is strongly recommended that course objectives, like the syllabus objectives, be student oriented. It is strongly recommended that course objectives, like the syllabus objectives, be student oriented. It is strongly recommended that course objectives, like the syllabus objectives, be student oriented. It is strongly recommended that course objectives, like the syllabus objectives, be student oriented. It is strongly recommended that course objectives, like the syllabus objectives, be student oriented.
able to do, under what conditions, and to what level of proficiency as a result of the instruction. For the content item, "Taking Vital Signs," the syllabus objective states that "The student should be able to: Demonstrate an accepted method of taking any Vital Sign." When developing this item for the local course of study, the teacher will need to write several additional, more specific objectives defining this skill for each Vital Sign. For example, regarding temperature, the teacher might write that:

The student should be able to:
Identify by sight the oral and the rectal thermometer.

State the correct term of insertion of each type, necessary to obtain correct readings.

Describe pertinent aseptic techniques.

Demonstrate ability to read the decimal scale.

Demonstrate a professional manner of approaching the various patients to take the temperature by each method.

When writing lesson plans for the course of study, even these objectives may prove too general, requiring separation into still more specific lesson objectives.

Completion of objectives for each unit of content will produce an acceptably complete course of study, but addition of a third column containing miscellaneous notations regarding use of audiovisu als, identification of references, and points of emphasis will be of considerable assistance to the individual teacher engaged in development of lesson plans. A segment of a teacher's course of study, organized as suggested, would approximate the following example:

A. Prevention and Control of Fire

1. Policies

The student should be able to:
Describe in her own words the cooperating health care facility's policy regarding:
Storage of flammables
Disposal of flammables

Copies of hospital and nursing home policies should be provided to students.
2. Procedures

Extinguishing Fires

Underwriters Laboratories

Extinguishing Fires

Reporting of Fires

Reporting of unsafe conditions

Procedures

Reporting of unsafe conditions

State the classification (A, B, or C) of any teacher-specified substance commonly encountered in a health care facility.

State the classification (A, B, or C) of any teacher-specified fire extinguisher.

Demonstrate or describe the proper use of any teacher-specified fire extinguisher.

Describe the limitations and hazards connected with use of any teacher-specified fire extinguisher.

A local course of study developed in this manner serves not only to state the breadth of instruction but also the depth, to clearly define what the instruction is expected to accomplish, and to provide a built-in gauge for evaluation of both the instruction and the instruction.
SECTION I — ORIENTATION TO THE WORLD OF WORK

CONTENT

UNIT I — GENERAL OVERVIEW OF EMPLOYMENT

A. Introduction to the Employment Situation

1. The meaning of "work." "..."

2. General overview of employment

UNIT II — EFFECTS OF UNEMPLOYMENT

3) National
2) State
1) Local

C. Community
B. Family
A. Individual

UNIT III — FACTORS AFFECTING EMPLOYMENT

3) Technological changes
2) Socioeconomic changes
1) Trends in job market

TEACHING SUGGESTIONS

Teaching suggestions

Objectives

The student should be:

1. Acquainted with the way in which a technologically developed society requires specific areas of employment.
2. Able to list three personal advantages in being a working member of society.
3. Aware of the many diverse factors which cause changes in any employment area.
4. Aware of the effects on society as a whole when a large number of people are unemployed or underemployed.

Teaching methods

The student should:

1. Be familiar with the importance of understanding the way in which changes in the job market affect society.
2. Be aware of the effects of unemployment and underemployment on society as a whole.
3. Be able to list three personal advantages in being a working member of society.
4. Be aware of the many diverse factors which cause changes in any employment area.

Student conversations with older friends or family members regarding conditions in the past is a useful method.

The teacher should:

1. Plan the lessons before instruction begins so that each student brings a level of knowledge which matches the level of the lesson.
2. Be able to answer students' questions regarding the chain reaction involved when some people cease to be consumers.
3. Be aware of the effects of unemployment on society as a whole.
4. Be able to list three personal advantages in being a working member of society.

The student should:

1. Be aware of the many diverse factors which cause changes in any employment area.
2. Be aware of the effects on society as a whole when a large number of people are unemployed or underemployed.
3. Be able to list three personal advantages in being a working member of society.
4. Be aware of the many diverse factors which cause changes in any employment area.

 Grundlagen des Arbeitsmarktes
4. Resources for employment information
   a. Public media
      1) Television
      2) Radio
      3) Newspapers
   b. Professional and trade magazines
   c. Employment agencies
      1) Governmental
      2) Private
   d. School personnel
   e. Personal contacts

5. Legal aspects
   a. Age requirements
   b. Withheld taxes
   c. Social Security
   d. Health history and examinations
   e. Workmen's Compensation
   f. Nondiscrimination

B. Responsibilities Involved in Employment

1. The Employer
   a. Employment standards
      1) Full-time worker
      2) Working student
   b. Personnel policies
      1) Hiring
      2) Promotions
         In-grade
         Career ladder
      3) Self-improvement programs.
      4) Dismissal
   c. Adequate salary
   d. Safe working conditions
   e. Work hours

The student should be able to:
Demonstrate a knowledge of employment information resources by listing five different available sources.

Provide a bulletin board.
Assign the continual posting of nurse's assistant employment information.

The student should be able to:
Demonstrate by any teacher-selected means an entry-level knowledge of the legal aspects of nurse's assistant employment.

Literature is available from appropriate federal and state agencies. Resource people are usually effective.

The student should be:
Aware that employment conditions depend upon many factors, some of which are beyond the employer's control.

Mention that some employers require health examinations and fingerprinting as conditions of employment — and that the applicant may refuse by rejecting employment. The student should know about probationary periods.
2. The Employee

a. Fair day's work for fair day's pay
b. Safeguarding the employer's property
c. Ethical conduct
d. Continuous self-improvement
e. Maintaining interpersonal relations
f. Maintaining good public relations

Unit II --- THE HEALTH CARE INDUSTRY

A. Overview of the Health Care Industry

1. Types
   a. Hospitals
   b. Nursing homes
   c. Infirmaries
   d. Physician's office
      1) Private practice
      2) Group practice
   e. Physician's office
   f. Nurse's office
      1) Private practice
      2) Group practice
   g. Health maintenance organizations
   h. Neighborhood health centers
   i. Half-way houses
   j. Related facilities
      1) Senior citizens residences
      2) Respiratory facilities
      3) Other

2. Categories and qualifications
   a. Professional
   b. Technical
   c. Assisting
      1) Health workers
      2) Ancillary services
   d. General
      1) Property
      2) Pay
      3) Benefits
      4) Fair day's work for fair day's pay
      5) Satisfaction of the employer's expectations
      6) Good public relations
      7) Professional growth
      8) Ethical conduct
      9) Property protection
      10) Pay and benefits
3. Purposes of health care facilities
   a. Care of sick and injured
   b. Maintaining health
   c. Rehabilitation
   d. Research
   e. Education
      1) Personnel
      2) Public

B. Organization of a Health Care Facility

1. Types of services provided
2. Types of personnel employed
3. Levels of authority

Describe the chain of command in any teacher-specified health facility.

Develop charts or other visual representations of the staffing scheme of various facilities.
UNIT I ---- THE NURSE'S ASSISTANT AS A MEMBER OF THE NURSING TEAM

SECTION II

OBJECTIVES

A. Responsibilities of the Nurse's Assistant

1. toward Self
2. toward Nursing Team
3. toward Patients
4. toward the Public

B. Ethics

1. regarding Peers
2. regarding Superiors
3. regarding Patients
4. regarding the Public

C. Interpersonal Relations

1. demonstrating knowledge of and commitment to standard medical ethics.
2. demonstrating desirable interpersonal relations with the variety of persons with whom a nurse's assistant is in contact.

Teaching Suggestions

Emphasize the critical importance of personal appearance. A progressive record of daily grading of the student's appearance should be kept. Student awareness of this continuous evaluation has considerable motivational value.

Student grades must reflect an evaluation of the student's work attitudes since an evaluation of the student's grades must reflect commitment to the accepted responsibilities of the nurse's assistant.

The student should be able to: demonstrate knowledge of and commitment to the acceptable responsibilities of the nurse's assistant.

The student should be able to: demonstrate in a role-playing situation, a knowledge of and commitment to, the accepted responsibilities of the nurse's assistant.
D. Reporting, Recording

1. Observations
   a. Signs
   b. Symptoms
   c. Behavior

The student should be:
Aware of the importance of constant alertness to any conditions concerning the patient.

2. Procedures

3. Treatments

The student should be able to:
Complete standard reporting and recording forms.

The student should experience a variety of forms.

E. Messenger Duty

1. For the Patient

The student should be:
Acquainted with the floor plan of any participating health facility.

2. For Superiors

/Unit II — THE NURSE'S ASSISTANT AND THE PATIENT'S ENVIRONMENT

A. Prevention and Control of Fire and Safety Hazards.

1. Policies

Aware of the importance of safety consciousness.

2. Procedures

Acquainted with established safety policies and procedures.

The student should be able to:
Describe safety procedures for any teacher-specified situation, applied to classroom or participating facility.

Resource people — fire department personnel, building inspectors, health facility administrators — should be utilized in addition to charts, films, and pamphlets.

Students should know the selection and use of extinguishers on small fires.
B. Prevention of Transmission of Infection

1. Handwashing

The student should be:

- Aware of the many forms of microorganisms.

2. Asepsis

Aware that not all groups of microorganisms produce disease.

3. Sterilization

Aware of the various means of achieving a sterile condition.

4. Disinfection

- Aware of the various means of disinfecting a non-sterile condition.
- Aware that not all groups of microorganisms produce disease.

B. Prevention of Transmission

1. Handwashing

Emphasize the importance of handwashing:

- Before any time during a procedure that a possible contamination of hands may occur.
- After a procedure is completed.
- Any time during a procedure.

2. Asepsis

- Aseptic techniques.
- Personal and patient-related aseptic techniques.

3. Sterilization

- Sterilization and antisepsics.
- Differences among antimicrobials, disinfectants, and antiseptics.
- Describe by defining, the difference between the three.

4. Disinfection

- Disinfectants.

C. Environmental Controls

1. Temperature

- Natural

2. Humidity

- Artificial

3. Noise

- Articulate

4. Light

List and describe factors which affect the patient's environment.

Demonstrate in a role-playing situation, the limits of a nurse's assistant's authority to modify the patient's environment.

The student should be able to:

- Demonstrate aseptic techniques.
- Personal and patient-related aseptic techniques.
- Differences among antimicrobials, disinfectants, and antiseptics.
- Describe by defining, the difference between the three.

List and describe the various portals of entry of microorganisms into the body.

Demonstrate in a role-playing situation, the limits of a nurse's assistant's authority to modify the patient's environment.

The student should be able to:

- Demonstrate aseptic techniques.
- Personal and patient-related aseptic techniques.
- Differences among antimicrobials, disinfectants, and antiseptics.
- Describe by defining, the difference between the three.

List and describe factors which affect the patient.

Demonstrate in a role-playing situation, the limits of a nurse's assistant's authority to modify the patient's environment.

The student should be able to:

- Demonstrate aseptic techniques.
- Personal and patient-related aseptic techniques.
- Differences among antimicrobials, disinfectants, and antiseptics.
- Describe by defining, the difference between the three.

List and describe the various environmental factors which affect the patient.

Demonstrate in a role-playing situation, the limits of a nurse's assistant's authority to modify the patient's environment.

The student should be able to:

- Demonstrate aseptic techniques.
- Personal and patient-related aseptic techniques.
- Differences among antimicrobials, disinfectants, and antiseptics.
- Describe by defining, the difference between the three.
D. Care of the Patient's Immediate Environment

1. Concurrent
   Differentiate between concurrent and terminal care.

2. Terminal
   Demonstrate an approved method of cleaning a unit during the patient's stay in the hospital, and following discharge.

E. Care of Patient's Personal Property

1. Clothing
   The student should be:
   Aware of the patient's concern for his property.

2. Valuables
   The student should be able to:
   Describe the common procedures employed to safeguard the patient's property.

3. Flowers, plants

4. Reading materials

5. Other

F. Care of Linen

1. Clean
   List and describe the uses of the various types of linen.

   Folding, storing, and conserving linen is a responsibility of a nurse's assistant.

2. Soiled
   Demonstrate an approved method of disposal of soiled linen.

   Emphasize the need to consider soiled linen as an inherent source of infection.
Care of Equipment and Supplies

1. Cleaning
2. Maintaining
3. Sterilizing, disinfecting
4. Storing

Unit III -- The Nurse's Assistant and the Patient

A. The Patient's Daily Needs

- Physical
  - Comfort
  - Hygiene
  - Nutrition
- Mental
- Spiritual
- Social

B. The Needs of Specific Patients

1. Special Diets

The student should:

- Be aware that the fulfillment of the patient's needs influences the patient's recovery.
- Be aware of the interrelationships of the patient's physical, mental, spiritual, and social needs.

The student should be able to:

- List and describe the basic needs of all individuals and state their interrelationships.
- Identify the correct tray and correct patient.
- List and describe different types of special diets.
- Have a dietitian from a health facility discuss food preparation and service.

Notes:

- Instruction should include the routing of materials to and from storage.
- Demonstrating care and maintenance of bedside equipment and supplies, the positioning of materials, and the cleaning of bedside units. 
- Supplies commonly located in the patient's bedside unit.
2. Therapy

The student should be:

Aware of the different methods of therapies and their uses.

Acquainted with the various therapies in which the nurse's assistant may be involved under direct supervision.

Use pictures of prepared foods for mock-up trays representing normal and special diets. Have students identify those intended for, or definitely not for, patients on specific diets.

Therapies here mean those more complicated treatments in which the nurse's assistant may aid a superior working with a patient, but never the patient directly.
SECTION III --- DEVELOPMENT OF NURSE'S ASSISTANT SKILLS

CONTENT

Unit I ---- ANATOMY AND PHYSIOLOGY

A. Body Systems

1. Integumentary
2. Musculo-Skeletal
3. Nervous
4. Gastro-Intestinal
5. Respiratory
6. Cardiovascular
7. Urinary
8. Reproductive

B. Abnormal Conditions (Common Disorders)

1. Anomalies
2. Trauma
3. Infection-Inflammation
4. Tumors
5. Obstruction
6. Obstructive
7. Urinary
8. Cardiovascular

Teaching Suggestions

The student should be able to:

- Describe the structure and function of the listed body systems.
- Explain the interrelationships of the body systems.
- Define terms applied to common disorder groupings.
- Recognize the signs and symptoms of common disorder groupings.
- Select specific disorders to be discussed as examples of each group.
- Emphasize the importance of reporting all departures from normally expected conditions.

Charts, films, and models are available from several commercial suppliers. Selection of specified disorders, to be discussed as examples of each group, is at the teacher's discretion.
A. Skills Related to the Integumentary System

1. Bathing the patient
   a. Bed
   b. Tub
   c. Shower
   d. Infant bath

2. Care for the hair
   a. Hygienic
      1) Cleansing shampoo
      2) Medicated shampoo
   b. Aesthetic
      1) Cutting
      2) Shaving
      3) Cosmetics

3. Caring for hands and feet

4. Care for pressure areas
   a. Positioning
   b. Lotions
   c. Special devices

The student should be able to:
Demonstrate in a role-playing situation, an ability to follow accepted procedures and standards in bathing and shampooing the patient.

Emphasize the need to remain alert to conditions affecting the patient's comfort and safety.

In some facilities, the nurse's assistant is not allowed to trim the patient's fingernails and toenails.

Describe the daily care of pressure areas listing performance and materials, and devices used.

Emphasize the importance of position change.

Discuss decubitis care.

State the purpose and function of materials and devices used in preventing development of pressure areas.
B. Skills Related to the Musculo-Skeletal and Nervous Systems

1. Application of restraints
   a. Safety
   b. Legal aspects

2. Assisting the patient in active and passive exercise

3. Assisting the patient in dangling and ambulation procedures

4. Assisting in operating hydraulic lifts

C. Skills Related to the Gastro-Intestinal System

1. Assisting the patient in oral hygiene
   a. Dentures
   b. The unconscious patient

The student should be:

- Acquainted with the legal and safety aspects of restraint use.
- Demonstrated procedures in ass.-
- Demonstrating the patient in dangling and ambulation procedures.
- Demonstrating the purposes of oral hygiene.
- Demonstrating the difference between active and passive exercise.
- Demonstrating the patient in bed mobility.

The student should be able to:

- Demonstrate the physical effects of lack of exercise.
- Describe the difference between active and passive exercise.
- Demonstrate procedures in assisting the patient in dangling and ambulation.
- Demonstrate procedures and explain the purposes of oral hygiene.

Emphasize the need of:

1) An order to use restraint
2) Loosening restraints at short intervals
3) More frequent observation of restrained patients

Students should be instructed in body mechanics before practicing these skills.

Careful handling of dentures should be emphasized in instruction.

The student must be in care of un-

The student should be emphasized

in instruction.
2. Serving water and nourishment
   a. Distributing pitchers
   b. Restricted patients

3. Serving meals
   a. Correct diet
   b. Feeding the patient

4. Giving and removing bedpans

5. Assisting with rectal treatments
   a. Enemas
   b. Suppositories
   c. Sitz bath
   d. Rectal tubes

6. Collecting stool specimens

Demonstrate standard methods of providing fluids to patients scheduled to receive them.

Demonstrate the feeding of patients having various disabilities.

Role-play or description may be used, at the teacher's discretion.

The student should be instructed to report patients who are eating very little, or those on special diets who do not eat specific items.

The student should be able to:

Demonstrate procedures for assisting the patient with elimination.

List the types of rectal treatment and state the purposes of each.

Select from a representative sample the equipment needed for any teacher-specified treatment, and demonstrate the technique of use.

Select the proper container for stool specimen collection.

Clearly label the container and route for tests.

Emphasize the importance of knowing which patients are restricted in intake.

Role-play or description may be used, at the teacher's discretion.

The student should be instructed to report patients who are eating very little, or those on special diets who do not eat specific items.

Emphasize the critical importance of thorough handwashing.
Skills Related to the Respiratory and Cardiovascular System

1. Taking Vital Signs
   a. Temperature
   b. Pulse rate
   c. Respiratory rate
   d. Blood pressure
   e. Blood pressure
   f. Temperature

2. Collecting sputum specimens

3. Disposing of respiratory discharges

4. Applying binders
   a. Demonstrate any teacher-selected means, an awareness of the many factors involved in observing, recording, and reporting patient's gastric discharges.
   b. List by name the various types of binders.
   c. Select equipment needed to take any Vital Sign.
   d. Demonstrate the purpose and use of any teacher-specified binder.

Classroom instruction may be limited to description of various situations to prepare the student for the realities of clinical experience. A/V lab, commercial art program, or teacher-made mockups of equipment are useful aids.

The student should be alert to the patient's general condition when taking Vital Signs.
4. Applying heat
   a. Bag
   b. Compresses
   c. Soaks
   d. Lamps
   e. Electric pad
   f. Sitz bath

   Describe the purposes of hot and cold applications.

   Emphasize safety.

5. Application of cold
   a. Bag
   b. Collar
   c. Compress
   d. Soaks
   e. Sponge bath

   List the common methods of applying heat and cold.

   Impress upon the students that excessive cold is as dangerous as excessive heat.

   Demonstrate accepted procedures in any teacher-specified hot or cold application.

E. Skills Related to the Urinary System

1. Giving and removing urinals

2. Collecting specimens
   a. Routine
   b. Clean catch
   c. Catheterized

   Describe the purpose of collecting urine.

   Describe the methods of collecting, and the equipment used for each.

   Catheterization here refers only to collecting specimens from indwelling catheters.

3. Measuring intake and output

   The student should be:
   Acquainted with the metric system of volume measurement.

   Each hospital will have recorded the metric capacities of its food tray items. The nurse's assistants must have access for recording intake.

   The student should be able to:
   State the purposes of measuring intake and output.

   Emphasize the importance of observation to assure that the patient actually has ingested the provided fluids.

   Accurately measure intake and output.

5. Irrigating the indwelling catheter. Recognize conditions indicating actual irritation of the catheter.

2. Giving vaginal irrigation. b. Nonsterile, sterile

1. Applying breast binders. Describe the purpose of each type of breast binder.

Skills Related to the Reproductive System

1. Applying breast binders
2. Giving vaginal irrigation

The student should be able to:

- Identify and apply the supportive and restrictive type of breast binders.
- Identify by sight or describing, the equipment needed for vaginal irrigation.
- State the purposes of vaginal irrigation.
- Recognize conditions indicative of a malfunctioning catheter.
- Describe the purposes and procedure of irrigating an indwelling catheter.
- State the purposes of an intrascrotal, an indwelling catheter.
- Identify by sight, or by de-
- Results, test and immediately report the test and immediately report the method of testing.
3. Giving perineal care

The student should be:

Acquainted with the several procedures of perineal care.

The depth and breadth of instruction in perineal care is at the teacher's discretion.

G. General Skills

1. Admitting the Patient

The student should be able to:

Demonstrate in a role-playing situation an entry-level ability to perform the procedures required in admitting, transferring, and discharging the patient.

2. Transferring the Patient

Identify by name the patient body position necessary for any teacher-specified examination.

Identify by name, sight, and description the equipment needed for any teacher-specified examination.

Demonstrate approved methods of positioning and draping the patient for any teacher-specified examination.

3. Discharging the Patient

List the procedures involved in both preoperative and postoperative care.

Demonstrate in a role-playing situation, an entry-level ability to perform pre- and postoperative care.

Where the educational program includes a course in commercial art, a large-scale mockup of the examination equipment makes an effective teaching aid.

4. Positioning and Draping for Examination

Where the educational program includes a course in commercial art, a large-scale mockup of the examination equipment makes an effective teaching aid.

5. Pre- and Postoperative Care

a. Skin Preparation

b. The Anesthetized Patient

c. Special Equipment

The breadth and depth of instruction in this content is at the teacher's discretion.
6. Isolation Technique
   a. Different types of isolation
   b. Demonstrating isolation techniques
   c. Awareness of the different isolation procedures

7. Bed Making
   a. Occupied
   b. Unoccupied
   c. Demonstrating the differences

8. First Aid
   a. Sudden Unconsciousness
   b. Burns
   c. Seizures
   d. Hemorrhages
   e. Falls

The student should be:
- Aware of the stringent limitations upon the application of first aid
- Able to demonstrate an entry-level ability to make up any teacher-specified bed
- Able to identify by sight or by describing any teacher-specified type of bed
- Aware of the nurse's assistant's responsibility here
- Familiar with the equipment used in pre- and postoperative care
- Familiar with the purpose and general function of the equipment

While every student should experience the Red Cross course in basic first aid, the first aid instruction for nurse's assistant education consists of emergency action in those rare situations when the assistant is the only person present and immediate action must be taken immediately.
9. Postmortem Care

Acquainted with the contents of the standard postmortem care kit.

The student should be able to:
Demonstrate in a role-playing situation, an entry-level ability to complete the procedures of postmortem care.
UNIT I -- OCCUPATIONAL EXPERIENCE

A. School
1. Theory
2. Lab

B. Health Care Institutions
1. School Program Affiliation
2. Part-time Employment

UNIT II -- APPLYING FOR A JOB

A. Seminar of Clinical Experience
1. Student Self-evaluation
2. Student Evaluation of the Nurse's Assistant Program

B. Job Applications
1. Forms
2. Resume

SECTION IV: PREPARATION FOR EMPLOYMENT

OBJECTIVES

The student should be able to:

1. Demonstrate at least entry-level proficiency as a nurse's assistant in actual service in a health facility.
2. Demonstrate ability to communicate pertinent work experience to the teacher and to classmates, and to state how the school program affected their experiences.
3. Complete teacher-supplied sample job application forms.
4. Compose a clear, concise, informative resume.

TEACHING SUGGESTIONS

It is the expression of the student's personal impressions which is valuable. Health facility evaluations of the student's clinical experience should be discussed with the student before resume writing is practiced.
3. Interview

Demonstrate proper conduct and attire in a simulated job interview.
BOOKS


**PAMPHLETS**


Keaton, William L. *Understanding alcoholism.* New York State Department of Mental Hygiene, Albany.

Mechanisms of life: Bone and joints.
Bolly Pitt Assoc., 2211 Michigan Ave., Santa Monica, Calif.

Hospital maternity care — Family centered care
A concept of maternal and neonatal care
American Maternity Assn., 50 West 25th Street, New York, N. Y.

FILMS
Every film should be previewed before showing.

Pharmacology of child development. The Department. Washington.

Pediatric health information series no. 72. The Department. Washington.

Reproductive and mental health administration. The Department. Washington.

Health information centers and pamphlets of the health professions.

The Special Action Office for Drug Abuse Prevention announce the most frequently asked questions about drug abuse.

Drug problems — Drug info. The Department. Albany.

Drug problems — New York State's total approach. The Department. Albany.


Take time to look out. The Council. Chicago.

Take time to be safe around the clock. The Council. Chicago.


Churchill Films, 662 North Robertson Blvd., Los Angeles, Calif. 90069.
   Drugs and the Nervous System (Use and abuse)
   Kevin (A blind 10-year-old)
   Soon There Will Be No More Me (Diary of a young mother with terminal cancer)

CRM. Films, 1104 Camino Del Mar, Del Mar, Calif. 92014.
   Information Processing (How people receive, store, and then retrieve information)

Coronet Films, 65 E. South Watu St., Chicago, Ill. 60607.
   Masculine or Feminine: Your Role In Society (Stereotypes breaking down)
   Muscles and Bones of the Body (An anatomy student talks to a younger brother)

Encyclopaedia Britannica Films, 180 Post Road, White Plains, N.Y. 10602.
   The Blood (Circulation, composition, and functions)

Film Fair Communications, 10990 Ventura Blvd., Studio City, Calif. 91604.
   Nobody’s Victim (Basics of personal safety, home security, self-defense)

   A Child is Born (Adapted from the Swedish film "The Child")

Learning Corp. of America, 711-5th Ave., New York, N.Y. 10022.
   Loneliness... And Loving (Emotional ties with family)
   When Parents Grow Old (Understanding and accepting the aging process)

   Future shock (Based upon the modern classic by Alvin Toffler)
   Human reproduction (The biological, psychological, emotional, and moral aspects)
   When life begins (The developing fetus from fertilization to birth)

National Medical Audio-Visual Center (annex), Station K. Atlanta, Georgia.
   Message to no one; mis-748 (communication)
   Silent world muffled world; omo 1279 (deaf)
   Something can be done; mis 835 (arthritis)
   The mind benders; m 1533 x (hallucinogens)

New York State Health Department Film Library, Office of Public Health Education, 84 Holland Avenue, Albany, New York 12208.
   A family affair
   A practical view of syphilis
Pyramid Films, Box 1048, Santa Monica, Calif.
11:59 Last minute to choose (Kids tell of the pleasure of drugs as well as the pain)

Sandoz Medical Film Library, Hanover, N.J. 07936.
Normal delivery
Years for living (Geriatrics)

Squibb, P.O. Box 4000, Princeton, N.J. 08540.
A way out (Rehabilitation of Mental Patients)
Antepartal problems
CVA: the challenge of management
Hypertension: the challenge of diagnosis
Immediate postoperative care
Low cervical caesarean section
Normal delivery of triplets
Normal delivery
The management of obesity

Sterling Educational Films, 241 East 34th St., New York, N.Y. 10016.
His responsibilities (The unwed father)
Society and you (Disenchantment with present-day society)
The maturing female
Who cares? (The aging parent)

Wilson Research Foundation Film Library, c/o Association Films, 600 Grand Avenue, Ridgefield, N.J. 07657.
Changing view of the change of life

Wombat Production, Inc., 77 Tarrytown Road, White Plains, N.Y. 10607.
Almost everyone does (Alternatives to drug use)
I think (The voice within)

Childbirth without fear

FILMSTRIPS

Care of the geriatric patient (22-0202)
Care of the terminally ill (22-0203)
Isolation technique (118)
Lifting and moving patients (109)
Preoperative and postoperative care (116)
Prevention and treatment of Decubiti (185)
Spiritual needs of the patient (155)
Teaching crutch walking (175)
Temperature, pulse and respiration (105)

FILM LOOPS

Nursing skills and techniques

TRANSPARENCIES

Medi-Visuals, Inc. 342 Madison Avenue, New York, N.Y. 10017.
Obstetric Series
OB 1-001, 002, 003
OB 2-001, 002, 003
OB 3-001, -02, 003, 004, 005, 006
OB 9-001, 002
OB 10-001, 002
OB 11-002, 003
WHERE TO FIND HELPFUL TEACHER-INFORMATION

FAMILY HEALTH ORGANIZATIONS

ADOPTION


International Social Service. 345 East 46th Street, New York, N.Y. 10017.

AGING


ALCOHOLISM

Al-Anon Family Group Headquarters. P.O. Box 182, Madison Square Station, New York, N.Y. 10010.

Alcoholics Anonymous. P.O. Box 459, Grand Central Station, New York, N.Y. 10017.

National Institute on Alcohol Abuse and Alcoholism. National Institute of Mental Health. 5600 Fisher Lane, Rockville, Md. 20852.

ALLERGIES

Children's Asthma Research Institute and Hospital. 3401 West 19th Avenue, Denver, Colo. 80204.

National Institute of Allergy and Infectious Diseases. Office of Information. Bethesda, Md. 20014.

ARTHRITEIS

Arthritis Foundation. Dept. FH. G.P.O. Box 2525, New York, N.Y. 10001.

DRUGS

EPILEPSY
Epilepsy Foundation of America. 733 15th Street N.W., Washington, D.C. 20005.

EYE CARE
American Optometric Association. Public Information Division. P.O. Box 13157, St. Louis, Mo. 63119.

FAMILY PLANNING

HEARING

HEART DISEASE
American Heart Association. 44 East 23rd Street, New York, N.Y. 10010.
INSURANCE

Blue Cross Association. 147 East 50th Street, New York, N.Y. 10022.

HEALTH

Health Insurance Institute. 277 Park Avenue, New York, N.Y. 10017.

MENTAL HEALTH

National Association for Mental Health. Office of Information, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Md. 20852.

MENTAL RETARDATION


NARCOTICS

National Clearinghouse for Drug Abuse Information, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Md. 20852.

NUTRITION

Food and Drug Administration. Office of Consumer Affairs, Office of Consumer Information, 5600 Fishers Lane, Rockville, Md. 20852.

PARKINSON'S DISEASE

American Parkinson Disease Association. 147 East 50th Street, New York, N.Y. 10022.

President's Committee on Mental Retardation. Washington, D.C. 20201.

MENTAL HEALTH

Blue Cross Association. 840 North Lake Shore Drive, Chicago, Ill. 60611.
PHYSICAL FITNESS

President's Council on Physical Fitness and Sports. Room 2600, 7th and "D" Streets S.W., Washington, D.C. 20202.

POISON CONTROL


Nebraska Master Poison Control Center. Children's Memorial Hospital, 44th and Dewey Avenue, Omaha, Neb. 68105.

If your state poison control center is unreachable during an emergency, the Nebraska center (tel. 402: 553-5400) will provide first-aid information on a poisoning problem any time of the night or day. No literature furnished.

POLLUTION


Izaak Walton League of America. 1326 Waukegan Road, Glenview, Ill. 60025.

PREGNANCY

Maternal and Child Health Service. Office of Information. Parklawn Building, 5600 Fishers Lane, Rockville, Md. 20852.

Maternity Center Association. 48 East 92nd Street, New York, N.Y. 10028.

QUACKERY


Speech Rehabilitation Institute. 61 Irving Place, New York, N.Y. 10003.

SUICIDE

Center for Studies of Suicide Prevention. National Institute of Mental Health. 5600 Fishers Lane, Rockville, Md. 20852.


Provides 24-hour emergency telephone service for crisis counseling and potential suicides. No literature furnished.

TUBERCULOSIS


VENEREAL DISEASE

American Social Health Association. 1740 Broadway, New York, N.Y. 10019.

Center for Disease Control. Office of Information. Atlanta, Ga. 30333.

VETERANS' HEALTH CARE

Veterans Administration. 810 Vermont Avenue N.W., Washington, D.C. 20420.

ZOONOSES

Health Services and Mental Health Administration Inquiries Branch. 5600 Fishers Lane, Rockville, Md. 20852.