

Student/Instructor Guide

This on-line course combines reading the lesson plan from the documents on the Learning Management System and completing each of the workbook exercises in the workbook. If the student completes the reading exercise, completes the workbook exercises, observes any procedure being done that requires competency (temperature, bathing, etc.,) and then completes the on-line portion they will exceed a 75-hour investment in the course. **It is very important that the student logs in to the system to capture the minutes they are spending reading, doing exercises, observing procedures, conducting interviews, etc and competing the on-line course and quizzes to log in the appropriate number of hours.** If a student is getting done too soon the system will not print their certificate and they will not be able to complete the AB forms to qualify to set the examination.

Contained in the LMS under CNA Documents the student will find the following:

(The student would go to the CNA Documents area on the LMS, click on the selection they are working in, i.e., CNA Manual, CNA Workbook, or CNA Competency file and the system will take them to the needed information. It is also an option for the facility or learning organization in which the student is taking the course to order a pre-published manual and workbook from the publisher at <https://www.lulu.com/> go to the bookstore on the website and type in the title or author (Cheryl Parsons))

- CNA MANUAL
- CNA WORKBOOK and Learning Games
- CNA Competency Files

The CNA Manual is broken down into the Introduction and each lesson plan so that the student can open the pdf file and read it from their computer. They can download and print the content if they so desire. **Again, the student should log in and complete the reading assignment as a first step in order for the system to capture the time they are spending.**

The CNA workbook and Learning Games is not broken down by chapter. I suggest that the student print this out at the beginning of the class time or the facility/learning institution print it out for the students so that they have access to it while taking the course. The student should complete the learning exercises such as terms and abbreviations matching or body system matching so they will need an individual copy of these files. **Again, the student should log in and complete the workbook and learning game assignments for the system to capture the time they are spending.**

The CNA Competency Files will need to be printed out for each student and completed for each student. The student should print these out or the facility have then ready for access to the student so that they can secure a copy and review it prior to moving to the clinical experience of actually doing the procedure. **Again, the student should log in and complete the review of the competency sheets assigned to the lesson plan for the system to capture the time they are spending. It is not necessary to count the clinical time to achieve the 75-hour classroom time. Any clinical time should be allotted to clinical hours required by the state in which the student is desiring certification.**

For Missouri Students/Clinical Instructors Approving Competency:

In this set of documents is a new updated AB Form for the state of Missouri. This will need to be completed as the student progresses. You will note my initial is in the Instructor Box (B Form) and my signature on the front sheet (A Form). My signature is invalid unless the entire sheet is completed and filled out and signed appropriately. The student should print this form out before starting and enter the date on the B form that the classroom lesson plan was completed. The LMS does not have a way to track the date the student completed. The student or site supervisor must complete at least three class scores above 80%. The student will receive a grade on each quiz and the system will re-trigger them to take it until the achieve 80% on the quiz. The student should keep track of the scores to enter at least 3 of those scores on the A form. **This must be done manually at this time.**

We have experienced some confusion with the course work and competency sheets not matching the necessary state forms, particularly in an organized formatted fashion. Also, in dates of completion being captured for inclusion on approved state forms. Most states have gone to allowing any manual that has the required curriculum to be used for instruction, rather than printing a different manual for each state. To achieve that, the states quite frankly did not consider the obstacles or barriers to completing paperwork. Most current certification forms have no way of synching directly to any one individual training program. Rather, the learning institution must capture what is completed and when and then match it up to the form the state has approved for achieving record of certification tasks. Some task the learning institution requires may not be included on what the state requires but every requirement the state has must be met in order to achieve certification in that state. There is no way for us to help you avoid this obstacle but that is all it is. It is not a barrier. You will simply need to match the competency within the program to the area on the state required form and complete the recording of necessary data.

Lesson Plan

Introduction			
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
Introduction		The introduction provides an overview of the CNA Program and introduces the importance and meaning of person-centered approaches to care. The introduction defines expectations for course work, qualifications and introduces the student to the author	60 minutes (1 hour)
Instructional Tools	Workbook	Competency Items	Additional Learning Ideas
1. Reading Assignment (10 Pages) 2. LMS Presentation	None	None	<ul style="list-style-type: none"> Have students interview seasoned CNA's regarding why they became CNA's and what they like and do not like about the job. Give students time to talk together (if taking in groups in the classroom or facility) and discuss why they think they chose this career, let them explore what they think the career is and what they hope to gain from the course.

Unit 1			
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
YOUR CAREER AS A CERTIFIED NURSE ASSISTANT This unit contains three lesson plans designed to facilitate understanding of the role of the CNA across a variety of health care settings. The unit defines the health care team and the CNA's contribution to an intradisciplinary approach to care. Finally, the unit focuses on the skills necessary to facilitate success and continued growth in your career.			
1	Becoming a CNA	<ol style="list-style-type: none"> 1. Describe the role and primary duties of the Certified Nurse Assistant (CNA) 2. List the necessary personal attributes of a successful CNA 	150 minutes (2.5 Hours)

		<ol style="list-style-type: none"> 3. 3. Explain the role of the CNA across various health care settings 4. 4. Describe the legal requirements to practice as a certified nurse assistant. 5. Provide examples of taking care of you first 	
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (32 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	<ol style="list-style-type: none"> 1: A. Person-Centered Care “Putting a Face on those you care for 2. Character: Personal Reflection 3. Personal Reflection 4. Utilizing Qualities 5. Review of Facility Hiring Practices: 6. Taking Care of You 7. Improving You 	None	<ul style="list-style-type: none"> • Have students discuss the exercises in a group and have dialog about what they discovered
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Health Care Team	<ol style="list-style-type: none"> 1. Describe Interdisciplinary Care Delivery 2. Describe Relationship Building with Co-workers, Patients and Families 3. Define Quality of Care, Service and Environment 4. List Attributes of Customer Focused Care and Quality Customer Service 5. Describe Methods of Promoting Patient Advocacy 	150 minutes (2.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (19 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 	<ol style="list-style-type: none"> 1. Job Description: 2. Family Interview 3. Quality of Life 4. Customer Service 5. Patient Advocacy 	None	<ul style="list-style-type: none"> • Have students discuss the exercises in a group and have dialog about what they discovered

3. LMS Presentation			
4. Final Quiz			

Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Skills for a Successful CNA	<ol style="list-style-type: none"> 1. Accepting Assignments 2. Managing Conflict Successfully 3. Becoming a Master of Time Management 4. Conduct Which Could Result in Legal or Disciplinary Action 5. Qualities of a Successful CNA 6. Expanding Your Career in Healthcare 	150 minutes (2.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (23 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	<ol style="list-style-type: none"> 1. Listen to a report 2. Personnel Policy Disciplinary Action or Grounds for Termination Review 3. Review Dress Code and Observe Professionalism 4. Applied Knowledge-Conflict Management 	None	<ul style="list-style-type: none"> • Have students discuss the exercises in a group and have dialog about what they discovered • Have a discussion about a conflict they have had with an individual and if anything, they learned here would have made a difference. • Discuss how people dress and present themselves offers a perception of what kind of a professional they are

Unit 2		<p>ETHICAL AND LEGAL RESPONSIBILITIES</p> <p>This unit contains five lesson plans designed to facilitate understanding of the ethics around health care, resident rights, abuse and neglect, the regulatory process and quality of life of residents. The CNA student should gain knowledge regarding compliance and ethics programs, federal and state laws protecting resident rights, the laws around abuse and neglect including the requirement of long-term care facility staff to be mandated reporters. The survey process is something every long-term care facility does experience, at a minimum of twice a year, and more if there are complaints. The CNA will gain knowledge about the steps in the process as well as his/her role. The quality of life of the resident is everyone's responsibility, including the CNA. Much of the reason we have codes of conduct, laws and a survey process are to assure that the facility and its staff strive to promote quality of life in everything they do.</p>	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Ethics Around HC	<ol style="list-style-type: none"> 1. Describe Ethics and Ethical Decision Making in the Workplace 2. Describe Code of Conduct for Healthcare workers in long-term care. 3. Describe Compliance and Ethics Programs and responsibilities. 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<p>1. Reading Assignment (16 pages)</p> <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz <p>2. Workbook Exercises</p>	None	None	<ul style="list-style-type: none"> • Have students discuss the exercise in a group and have dialog about what they discovered • Have students observe interactions with staff. Did they see any interaction that might violate resident rights.

3. LMS Presentation 4. Final Quiz			<ul style="list-style-type: none"> Have students examine a facility Compliance and Ethics policy and procedure.
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Resident Rights & The Elder Justice Act of 2010	<ol style="list-style-type: none"> Describe federal and state laws regarding resident rights Recognize the requirements of the Patient Self Determination Act Describe the role of the Ombudsman in long-term care. 	150 minutes (2.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (17 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None		<ul style="list-style-type: none"> Have students watch an interaction between staff and residents. Do they see any violation of resident rights. Provide examples of what is considered resident rights Have students review resident right policy and procedures
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Abuse and Neglect	<ol style="list-style-type: none"> Describe the laws around abuse and neglect Describe the CNA's Role in Reporting Abuse/Mandated Reporting Describe Grievances and the CNA role in the Grievance Process 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (28 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	1. Abuse and Neglect Policy and Procedure	None	

Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
4	The Regulatory Process	<ol style="list-style-type: none"> 1. Describe the reasons and types of surveys conducted in long-term care facilities 2. Describe the steps in the survey process 3. Describe the role of the CNA in the survey process 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (16 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	<ol style="list-style-type: none"> 1. Review of Statement of Deficiencies 2. DON Interview 	None	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
5	Quality of Life	<ol style="list-style-type: none"> 1. Describe promoting quality of life through dignity and honoring lifetime habits, preferences, and routines 2. Describe the five core characteristics of Person-Centered Care 3. Describe methods for protecting resident rights while maintaining resident self-determination 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (19 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	<ol style="list-style-type: none"> 1. A Dignity Violations Feelings and Reflections 2. Self-Reflection-Your Habits, Preferences and Routines 3. Self-Reflection: Designing Your Own Person-Centered Care 	None	

Unit 3		<p>The Crucial Role of Communication Unit Description This unit contains 5 lesson plans and is designed to facilitate and promote your understanding of crucial role of communication through understanding the types of communication, techniques for being an effective communicator, various healthcare communication tools, and the medical record as a crucial communication document. The unit will also introduce you to skills and procedures for which you must achieve competency in regarding observation, and reporting. Lastly, the unit will introduce you to working with residents who have special communication needs and provide basic skills for facilitating understanding of the best approaches to use when communicating and interacting with these residents. process are to assure that the facility and its staff strive to promote quality of life in everything they do.</p>	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	The Crucial Role of Effective Communication in Health Care	<ol style="list-style-type: none"> 1. Describe the types of communication 2. Describe the necessary components of being an Effective Communicator 3. Describe types of communication breakdown 4. Describe the role of active listening in effective communication. 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (16 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	None	<ul style="list-style-type: none"> • Have students analyze a conversation and identify with the parts of communication used. Discuss the message and the effectiveness of the communication.
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Communications Tools in HC	<ol style="list-style-type: none"> 1. Describe the medical record and its use as a communication tool 2. Describe the core communication document of long-term care (The Care Plan) 	150 minutes (2.5 Hours)

		<ol style="list-style-type: none"> Describe communication tools for the CNA including INTERACT Describe communicating through report Describe HIPPA and the Importance of confidentiality. 	
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> Reading Assignment (20 pages) <ol style="list-style-type: none"> Glossary of Terms Review Practice Quiz Workbook Exercises LMS Presentation Final Quiz 	1. CNA Charting Review	1. Giving Effective and Thorough Report of Critical Information (<i>this is a required competency for this course but is usually not on the list of required competencies for state requirements, so may not be found on state competency certification paperwork</i>)	<ul style="list-style-type: none"> Have students observe report. Create a situation on a patient/resident and ask the student to give you a report on that situation Practice giving report on clinical situations in classroom time
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Documentation in the Medical Record	<ol style="list-style-type: none"> Recognize and apply common medical terms & medical abbreviations Describe and demonstrate documenting the legal and professional requirements of documenting in the medical record Describe the use of electronic medical records 	150 minutes (2.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> Reading Assignment (14 pages) <ol style="list-style-type: none"> Glossary of Terms Review Practice Quiz Workbook Exercises LMS Presentation Final Quiz 	1. Terms and Abbreviations Matching Exercise	None	<ul style="list-style-type: none"> Students should review nurses notes and patient/resident charts and interpret abbreviations found also check for use of abbreviations that are not approved Review facilities approved abbreviation list or policy and procedure Discuss the importance of safeguarding any password or access information for EMR
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
4	Observation and Reporting	<ol style="list-style-type: none"> Describe Keys to Good Observation around the resident's physical, mental and spiritual condition Describe the role of the patient history and physical in observation and reporting Describe and demonstrate competency in using vital signs as critical observation techniques 	150 minutes (2 Hours)

Instructional Tools 1. Reading Assignment (57 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	Workbook Exercise 1. Temperature Skills 2. Pulse Skills 3. Respiratory Skills 4. Blood Pressure Skills 5. Pulse Oximetry Skills 6. Height and Weight Skills	Competency Items 1. Measuring Temperature (oral, axillary, rectal and electronic forms) 2. Measuring Pulse (radial and apical) 3. Measuring Respiration Rate 4. Measuring Pulse Oximeter 5. Measuring Blood Pressure 6. Measuring Weight and Height <i>(These are required competency items for state certification. Some states forms may still list outdated procedures and or not include newer procedures)</i>	Additional Learning Ideas <ul style="list-style-type: none"> Assign students five patients/residents to take vital signs and weight/height on. Have students check each other.. Remember Competency has to be practiced and then observed by a trained nurse to determine competency. That person must sign off that competency was achieved.
Lesson Plan 5	Topic Special Communication Needs of Residents	Concept/Objectives 1. Describe and recognize communication deficits 2. Describe techniques in communicating with the hearing-impaired resident 3. Describe techniques in communicating with the visually impaired resident 4. Describe techniques in communicating with the speech impaired resident 5. Describe techniques in communicating with the cognitively impaired resident 6. Describe techniques in communicating with residents who have Behavior Problems	Estimated Time-All Instructional Tools 120 minutes (2 Hours)
Instructional Tools 1. Reading Assignment (15 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	Workbook Exercise None	Competency Items None	Additional Learning Ideas <ul style="list-style-type: none"> Discuss with students' people they have been around who have special communication needs. What are their feelings? What were the challenges?

Unit 4		Mental and Emotional Needs of Residents Unit Description This unit contains 3 lesson plans and is designed to facilitate and promote your understanding of psychosocial development across the life span. The unit will identify common mental illness, Alzheimer’s Disease, and its stages. Many of the residents that you care for will display disturbing behaviors due to mental illness or due to dementia. Understanding behavioral symptoms can help you learn to effectively manage them to promote the best possible quality of life for all residents. Lastly, we will outline methods of observing, reporting, documenting, and communicating behaviors and mental status	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Psychosocial Development	<ol style="list-style-type: none"> 1. Describe psychosocial development across the life span 2. Describe the emotional needs of residents/patients 3. Explain Trauma Informed Care 4. Identify the sexual and intimacy needs of the aged. 5. List methods of caring for residents with developmental disabilities 6. Identify cultural diversity needs of residents 	90 minutes (1.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (26 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	None	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Mental Illness and Dementia	<ol style="list-style-type: none"> 1. Describe common mental illnesses 	150 minutes (2.5 Hours)

		<ol style="list-style-type: none"> 2. Identify Alzheimer’s Disease and Other Forms of Dementia 3. Describe Potential Threats to Mental Health in the Long-Term Care Setting 4. Describe Techniques for Managing Behaviors Effectively 	
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (24 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 			
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Observing, Reporting, Documenting and Communicating Behaviors and Mental Status	<ol style="list-style-type: none"> 1. Demonstrate methods of effective communication regarding behaviors 2. Describe keys to observing and reporting behaviors 3. Recognize and demonstrate the use of the STOP AND WATCH Early Warning Signs Tool. 	150 minutes (2.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (10 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None	None	

Unit 5		Human Anatomy & Physiology-The Impact of Aging Unit Description This unit contains 1 lesson plan and is designed to facilitate and promote your understanding of the structure, function, age-related changes, and common and chronic diseases of the body systems. The student will gain an understanding of the difference between acute and chronic disease. The unit describes cancer and its impact on body systems and finally the unit will introduce the student to the infectious process and how it can impact the human body.	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Body Systems Impact of Aging	<ol style="list-style-type: none"> 1. Describe the structure, function, age-related changes and conditions and chronic disease of the Body System. 2. Define the differences between acute vs. chronic conditions 3. Describe various cancers and their impact on body systems 4. Describe infectious processes and their impact on body systems 	180 minutes (3 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (75 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	None	<ul style="list-style-type: none"> • Have students look at diagnosis and match the body system that is affected

Unit 6		Safety Measures and The Environment Unit Description This unit contains 3 lesson plans and is designed to facilitate and promote your understanding of The various safety measure for the patient and the environment, fire, natural disaster and other emergency preparedness, ergonomic rules of safety and the roles and responsibilities of the CNA.	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Safety Measures and the Environment	<ol style="list-style-type: none"> 1. Describe the CNA's role in Safe Practices Regarding Wet Floors and Other Hazards 2. Describe the CNA's role in Safe Practices in Electrical Safety 3. Describe the CNA's role in Safe Practices in Chemical Safety 4. Identify the CNA's role in Fall Prevention & Management 5. Identify the CNA's role in Elopement Prevention & Management 6. Identify the CNA's role in Cardiac Arrest Response & Management 7. Identify the CNA's role in Chocking Prevention & Management 8. Describe the CNA's role in Safe Practices in Burn Prevention & Response 9. Identify the CNA's role in Hemorrhage Response & Management 10. Identify the CNA's role in Seizure Response & Management 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (15 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	<ol style="list-style-type: none"> 1. Perform First Aide for Choking-Conscious 2. Perform First Aide for Choking-Unconscious 3. Preform First Aide for Chemical Exposure 4. Perform First Aide for Electrical Burn 5. Demonstrate Stopping a Fall <p><i>(Competency items 1 and 2 are required for most state certifications. Competencies 3-5 are required for this certification course and are not required in all states.)</i></p>	

Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Fire Natural Disaster and Other ER	<ol style="list-style-type: none"> 1. Describe Disaster and Emergency Policy and Procedure 2. Identify Weather Related Disasters 3. Describe CNA Role and Responsibilities Regarding Fire Safety 	90 (1.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (11 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None	<ol style="list-style-type: none"> 1. Emergency Transfer Techniques 	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Ergonomic Rules of Safety	<ol style="list-style-type: none"> 1. Describe Use of Body Mechanics to Lift and Move Individuals 2. Identify CNA Role and Responsibilities in Injury Prevention 	90 minutes (1.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (10 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None	None	

Unit 7		Infection Control Unit Description This unit contains 2 lesson plans and is designed to facilitate and promote your understanding of the various infection and control measures for safe practice and quality resident/patient care.	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Infection Control	<ol style="list-style-type: none"> 1. Identify Microorganisms and explain how they cause infection. 2. Describe the Chain of Infection- The Infection Process 3. Describe and Apply Standard Precautions <ol style="list-style-type: none"> a. Demonstrate Effective Handwashing b. Demonstrate Effective Gloving c. Demonstrate Cleaning, Disinfection and Explain Sterilization Techniques 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (24 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises <ol style="list-style-type: none"> 3. LMS Presentation 4. Final Quiz 	<ol style="list-style-type: none"> 1. Review Facility Policy and Procedure on Infection Control 2. Observe 5 handwashing or gloving procedures 	<ol style="list-style-type: none"> 1. Perform Handwashing 2. Don and Remove Disposable Gloves 3. Don and Remove Protective Gown 4. Don and Remove Mask 	<ul style="list-style-type: none"> • Discuss the workbook exercises and what the students experienced or observed.
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Transmission Based Precautions	<ol style="list-style-type: none"> 1. Describe Transmission Based Precautions 2. Describe Isolation Procedures 3. Describe the Psychosocial Needs of Residents in Isolation 4. Identify Resistant Organisms and Practice for Control and Prevention 5. Describe Communicable Disease and Measures to Contain and Prevent 6. Identify the Role of the CNA in Specimen Collection 	120 (2 Hours)

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Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (20 pages) <ul style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises <ul style="list-style-type: none"> 3. LMS Presentation 4. Final Quiz 	1. Matching Game Exercise	<ul style="list-style-type: none"> 1. Collect Stool Specimen 2. Collect Urine Specimen 	

Unit 8		Nutrition and Hydration Unit Description This unit contains 2 lesson plans and is designed to facilitate and promote your understanding of the importance of nutrition and hydration to both ongoing wellness and to the healing process and to the importance of oral care in promoting not only self-esteem and good grooming but in facilitating appetite as well.	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Nutrition and Hydration	<ol style="list-style-type: none"> 1. Describe the role of nutrition in health and the essential elements of nutrition. 2. Demonstrate Serving Meals and Liquids 3. Identify Methods of Determining and Honoring Resident Food Preferences 4. Demonstrate Managing Dietary Supplements and Food Consistency Modifications 5. Describe the Role of Modified Diets and Promoting Resident Compliance While Respecting Choice 6. Assist an Individual Dependent on Feeding to Eat and Drink 7. Describe the CNA's Role in Managing Residents with Feeding Tubes 8. Describe the CNA's Role in Dysphagia Management 9. Observe, Measure and Record Food Intake 10. Describe and Demonstrate Methods of assisting with hydration 11. Observe, Measure and Record Fluid Intake 12. Management and Prevention of Dehydration 	150minutes (2.5 Hours)

Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (30 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	1. Observe Meal	1. Feeding Dependent Residents 2. Utilizing Products to Alter Food and Liquid Consistency 3. Observing and Recording Food Intake 4. Observing and Recording Liquid Intake	<ul style="list-style-type: none"> Discuss the workbook exercises and what the students experienced or observed.

Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	The Importance of Oral Care	1. Describe the importance of oral care and Demonstrate providing oral care 2. Demonstrate providing care of dentures 3. Demonstrate providing oral care for a comatose resident	120 (2 Hours)

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Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (15 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	1. Providing Oral Care to Dependent Residents 2. Provide Denture Care 3. Provide Oral Care to Comatose Resident <i>(Competency 1 matches to Assist with oral Hygiene on MO's A/B form and Competency 2 matches with Mo's A/B form Administer Oral Hygiene to resident that requires)</i>	

Unit 9		Elimination Unit Description This unit contains 3 lesson plans and is designed to facilitate and promote your understanding of the body's elimination of urine and the bowel. We will also examine establishing elimination patterns and address bowel and bladder retraining.	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools

1	Urine Elimination	<ol style="list-style-type: none"> 1. Describe the purpose of the urinary system, the impact of normal aging and most common diseases and problems 2. Describe assisting with Urinary Elimination 3. Describe Toileting with Dignity 4. Describe and Demonstrate Appropriate Methods for Providing Perineal Care 5. Describe and Demonstrate Appropriate Catheter Care 6. Demonstrate Assisting with Toileting 7. Describe Observing and Reporting Problems with Urinary Elimination 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (28 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	<ol style="list-style-type: none"> 1. Assist to Use a Bedpan 2. Assist to Use a Urinal 3. Provide Catheter Care 4. Empty a Urinary Drainage Bag <p><i>(Competency items 3 and 4 are combined on the same competency sheet in our program.)</i></p>	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Bowel Elimination	Describe the purpose of the digestive system, the impact of normal aging and most common diseases and problems Describe Management & Prevention of Constipation Describe Management & Prevention of Diarrhea Describe and Demonstrate Ostomy Care Observe and Report Bowel Elimination Problems	60 (1 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (18 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 	None	<ol style="list-style-type: none"> 1. Empty an Ostomy Bag 	

2. Workbook Exercises 3. LMS Presentation 4. Final Quiz			
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Bowel and Bladder Retraining	<ol style="list-style-type: none"> 1. Describe Urinary Incontinence prevalence, causes and the CNA's role in Prevention 2. Describe methods for determining elimination patterns 3. Describe methods for promoting elimination patterns 	60 minutes (1 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (11 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	CASE STUDY	None	

Unit 10		Personal Care Unit Description This unit contains 2 lesson plans and is designed to facilitate and promote your understanding of providing personal care with a person-centered approach by incorporating resident history, preferences, and routines. The second lesson plan focuses on the prevention and care of decubitus ulcers	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Person-Centered Personal Care	<ol style="list-style-type: none"> 1. Describe Methods of Providing Personal Care for the Resident, Incorporating Resident Personal History, Preferences and Routines. 2. Demonstrate Shaving a Male and Female Resident 3. Demonstrate Hair Care 4. Demonstrate Finger and Toenail Care and Nail Care for the Diabetic 5. Demonstrate Dressing and Undressing a Resident 6. Demonstrate the Different Types of Baths <ol style="list-style-type: none"> a. a. Bed Bath b. b. Tub Bath c. c. Shower Bath d. d. Whirlpool Bath 7. Demonstrate Making an Occupied and Unoccupied Bed 8. Demonstrate Skin Care-Backrub 9. Describe Methods of Caring for the Residents Personal Possessions 10. Describe Promoting Sleep and Nighttime Routines 	180 minutes (3 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (54 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	1. Review Facility Policy and Procedure on Infection Control 2. Observe 5 handwashing or gloving procedures	<ol style="list-style-type: none"> 1. Provide Complete Bed Bath 2. Provide Tub Bath 3. Provide Shower Bath 4. Assist with Complete Shampoo 5. Provide a Bed Shampoo 6. Assist with Shaving a Male Resident's Face with Disposable Razor 7. Assist with Shaving a Male Resident with Electric Razor 8. Assist with Combing/Brushing Hair 	

		<ul style="list-style-type: none"> 9. Provide Fingernail Care 10. Provide Toenail Care 11. Assist a Resident to Dress and Undress 12. Provide Back Rub and Give Skin Care 13. Make Occupied Bed 14. Make Unoccupied Bed 15. Apply Elastic Stockings 	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Preventing and Caring for Pressure Ulcers	<ul style="list-style-type: none"> 1. Describe How Pressure Ulcers Form 2. Describe Methods of Preventing Skin and Pressure Injuries 3. Demonstrate Providing Stage I Pressure Ulcer Care 4. Describe “Head to Toe” Skin Observation 	120 (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ul style="list-style-type: none"> 1. Reading Assignment (20 pages) <ul style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None	<ul style="list-style-type: none"> 1. Provide Stage I Pressure Ulcer Care <p><i>(The Missouri A/B form, specifically the B form adds some competency items that we did not include as they are included in the instruction in general in this lesson plan. These will need to be added to comply with the new B form Missouri approved in May of 2021. They include: Discuss Pressure Relieving Devices, Reposition for pressure relief in Bed, Reposition for Pressure Relief in Chair, Suspend Resident Heels. Please note that our positioning competency sheets in Unit 11 cover what these separate competency sheets cover)</i></p>	

Unit 11	Positioning and Restorative Nursing Unit Description This unit contains 3 lesson plans and is designed to facilitate and promote your understanding of providing restorative nursing and its principles, ambulating, transferring, positioning, and range of motion exercise. The second lesson plan reviews correct positioning and mobility equipment and its safe and effective use. The third lesson plan will help you understand the importance of ADL functional evaluation and the role of the CNA in observing and reporting changes promptly, thereby initiating interventions to prevent decline in ADL function as quickly as possible.		
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Principles of Restorative Nursing	<ol style="list-style-type: none"> 1. Describe the Principles of Restorative Nursing 2. Describe and Demonstrate Using Body Mechanics to Lift and Move Residents 3. Describe and Demonstrate Transferring Residents 4. Describe and Demonstrate the Use of the Gait Belt 5. Describe and Demonstrate Safe Ambulation Techniques 6. Describe and Demonstrate Range of Motion Exercise 7. Describe and Demonstrate Positioning the Resident 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (48 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	1. Word Search Puzzle	<ol style="list-style-type: none"> 1. Position a Resident in Bed (One and Two Person) 2. Turing and Positioning Supine to Side-lying 3. Transfer from Bed to chair, commode, or toilet 4. Transfer from Chair to Bed (One and Two Person) 5. Transfer with Mechanical Lift 6. Range of Motion Exercises 7. Ambulating a Resident with Gait Belt 8. Ambulating a Resident with Walker 9. Ambulating with a Cane 	

Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Positioning and Mobility Devices	<ol style="list-style-type: none"> 1. Describe the Use Positioning and Seating Device 2. Describe Determining if a Device is a Restraint 3. Describe Observation for and Prevention of Injuries from Mobility Devices 	120 (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (8 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None		
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Observing and Reporting Mobility	<ol style="list-style-type: none"> 1. Describe the ADL Functional Evaluation 2. Describe the CNA's Role in Restoring and/or Maintaining ADL Function 3. Describe Methods of Preventing Decline in ADL Function 4. Describe Observations Around ADL Function 	90 minutes (1.5 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (26 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None	None	

Unit 12		Advanced and Specialty Care	
		Unit Description This unit contains 6 lesson plans and is designed to facilitate and promote your understanding of managing oxygen therapy for residents with breathing problems, caring for the resident/patient undergoing dialysis, and end of life care. The unit will also promote your understanding and caring for a resident at the end of life. Finally, the unit will explore the role of the CNA in the admission, transfer, or discharge of the resident and pre- and post-operative care of those residents undergoing surgical interventions.	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
1	Oxygen Therapy	1. Describe and Demonstrate Managing Residents with Shortness of Breath and Oxygen Therapy	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (18 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz		1. Administer oxygen by nasal cannula 2. Administer oxygen by Simple Face Mask 3. Assist with Incentive Spirometer 4. Assist with Deep Breathing and Coughing and Diaphragmatic Breathing <i>(These competencies are not required for MO Competency Review but are required for our program.)</i>	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
2	Care of Dialysis Resident	1. Describe the Types of Dialysis a. Peritoneal Dialysis b. Hemodialysis	
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (7 pages)	None		

a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz			
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
3	Pain Management	<ol style="list-style-type: none"> 1. Describe and Define Pain and Pain Levels 2. Describe Non-pharmacological Pain Management and other Pain Treatments 3. Describe the CNA's Role in Observing and Reporting Pain 	60 minutes (1 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (17 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	None	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
4	Pre- and Post-Operative Care	<ol style="list-style-type: none"> 1. Describe and Demonstrate Pre-Operative Care 2. Describe Post-Operative Care 	60 minutes (1 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
1. Reading Assignment (7 pages) a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz	None	None	

Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
5	End of Life Care	<ol style="list-style-type: none"> 1. Identify the Stages of Grief 2. Identify the Physical Signs of End of Life 3. Describe Promoting and Supporting Physical, Emotional and Spiritual Comfort During End of Life Identify the Role of Advanced Care Directives 4. Describe the Role of Hospice Care in End-of-Life Care 5. Demonstrate Postmortem Care 	120 minutes (2 Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (18 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	1. Religion and Cultural Differences around End of Life	<ol style="list-style-type: none"> 1. Give Postmortem Care 	
Lesson Plan	Topic	Concept/Objectives	Estimated Time-All Instructional Tools
6	Admission, Transfer and Discharge	<ol style="list-style-type: none"> 1. Describe the Admission Process to the facility <ol style="list-style-type: none"> a. Adjustment Difficulty b. Inventory of Personal Effects c. Personnel History 2. Describe in-house transfer 3. Describe the discharge process 	60 minutes (1Hours)
Instructional Tools	Workbook Exercise	Competency Items	Additional Learning Ideas
<ol style="list-style-type: none"> 1. Reading Assignment (11 pages) <ol style="list-style-type: none"> a. Glossary of Terms Review b. Practice Quiz 2. Workbook Exercises 3. LMS Presentation 4. Final Quiz 	None	None	