

## **HEALTH SCIENCE TECHNOLOGY**

**Title:** Gerontology (CNA)

**Credits:** 1 unit

**Teacher:** Health Science Technology Instructor

### **Course Description:**

This course is designed to provide information on the aging process, the physical care skills and psychological care skills of the geriatric clients, and the role of the nurse aide. Students are prepared to perform nursing related services to patients and residents in hospitals or long-term care facilities, under the direction and supervision of a registered nurse. To assure students' eligibility for the South Carolina Department of Health and Human Services nurse aide certification, both school based and long term care facility training must be provided.

### **Instructional Philosophy:**

Due to the increase in the elderly population in the United States, the need for trained caregivers is on the increase. South Carolina, in order to raise the level of education of those caring for our aging population, has developed regulations regarding the training and testing of those employed in long term care.

Student assessment will be base on mastering the skills mandated by the Omnibus Reconciliation Act and the performance of those skills in a long term care facility under the supervision of a registered nurse.

Students will be expected to meet the standards of the classroom and course with the teacher's assistance. They will also be encouraged to sit for the South Carolina nurse aide exam.

### **Course Goals:**

Upon completion of this course, the student will:

- Identify requirements for and advantages of nurse aide training and certification.
- Discuss and describe the purpose of communication between health care team members, residents, and their families.
- Demonstrate skills related to standard precautions and infection control.
- Identify and practice procedures related to safety and emergencies.
- Summarize the Patient's Bill of Rights.
- Demonstrate and perform activities of daily living and basic nursing skills.
- Define dementia, Alzheimer's disease, and cognitive impairment, including the impact on team and family.
- Differentiate basic communication strategies appropriate for those with dementia and those without dementia.

- Identify and describe behaviors associated with Alzheimer's disease and dementia including agitation, confusion, sun downing, paranoia, wandering, hiding and hoarding, catastrophic reaction, hallucinations, delusions and hyper reality.
- Describe appropriate responses to behaviors associated with cognitive impairment by recognizing a particular behavior, defining what triggered that behavior and associating what resulted from that behavior.
- Define reality orientation and describe the effect on an individual with cognitive impairment.

### **Major Course Projects:**

Complete all written assignments  
 Demonstrate competency in OBRA skills in the lab  
 Perform total care for one resident at a long-term care facility.  
 Interact with all team members at a long-term care facility.

### **Instructional Delivery Plan:**

The instructor introduces the course and class activities, distributes the syllabus and schedule of written work, and explains the requirements.  
 Classroom, lab, school, and long term care facility policies and procedures are outlined.  
 The evaluation and grading system are introduced at the beginning of the course to advise the student of the standards they are expected to meet.

### **Class Operation**

The instructor provides direction and manages the class but the student is responsible for managing his or her time and for completing all written work as scheduled and all OBRA skills before being allowed to perform actual resident care. Mastery of skills must be accomplished.

### **Monitoring, evaluating and grading performances**

Each student is to complete all assignments in the time allotted. The students are graded on performance of mastered skills in the clinical setting.

### **Makeup Policy:**

Students are responsible for contacting the teacher for makeup assignments. The number of days given to make up an assignment is equal to the number of days absent.

### **Assessment Plan:**

Student assessment will be based on group work, individual completion of assignments, written reports, tests and selected skill performances. Check lists will be used for the

skills performances. If the student scores unsatisfactory on a skill, the student will be given the opportunity to practice and perform the skill until a satisfactory grade is obtained.

Grades will be assigned using the following breakdown:

Tests/Clinical	60%	100-93	A
Journal/hmwk/clwk	20%	92-85	B
ERS	20%	84-77	C
		76-70	D
		69-0	F

### **Course Outline:**

#### **I. INTRODUCTION**

**(\*Required 16 hours of curriculum instruction before direct resident contact)**

##### **A. COMMUNICATION AND INTERPERSONAL SKILLS**

**The student will be able to:**

1. Explain the purpose of communication between members of the health team.
2. Discuss correct methods of reporting information to include accidents, errors, and injuries.
3. Describe changes in the resident's condition.
4. Describe how communication skills of the nurse aide affect the quality of care provided residents.
5. Describe the chain of command and interaction with supervision and staff.

##### **B. INFECTION CONTROL**

**The student will be able to:**

1. Describe blood borne pathogens and standard precautions as described by the Occupational Safety and Health Administration (OSHA).
2. Describe and give examples of standard precautions as described by the Occupational Safety and Health Administration.
3. List conditions that promote the growth of bacteria.
4. Describe and demonstrate proper hand washing techniques.
5. Describe clean versus dirty areas.

##### **C. SAFETY/EMERGENCY PROCEDURES**

**The student will be able to:**

1. List reasons for immediate call light response and appropriate action to be taken by the nurse aide.
2. Explain rationales for the statement "All residents are my responsibility."
3. List ways to prevent falls, burns, and other accidents.
4. Describe the immediate response and observations of a resident who has fallen.
5. Identify ways to control bleeding.

6. List emergency response and observation of residents with bleeding, fainting, and seizures.
7. Demonstrate management of obstructed airway (Heimlich Maneuver).
8. Identify procedures for disaster/fires.
9. Demonstrate the use of good body mechanics for the nurse aide.

**D. PROMOTING RESIDENT'S INDEPENDENCE**

**The student will be able to:**

1. Describe the nurse aide's role in promoting resident's independence, such as allowing residents to make personal choices and reinforcing other behavior consistent with the resident's dignity.
2. Describe and give examples of ways to provide care according to resident's abilities to promote independence and self-esteem.

**E. RESPECTING RESIDENTS RIGHTS**

**The student will be able to:**

1. Describe and list the Residents Bill of Rights and list examples of each.
2. Define and describe the resident's rights to protection and confidentiality.
3. Define and discuss abuse (mental, verbal and physical, neglect, and misappropriation of resident property).
4. Describe the allegations and process for revoking the certification of a nurse aide.
5. Describe measures and importance of avoiding the need for restraints.

**II. CORE CURRICULUM (16–40 hours)**

**A. ROLE OF THE NURSE AIDE – 1.5 hours**

**The student will be able to:**

1. Identify the nurse aide's role in the long term care setting (e.g., job description, in-service training).
2. Describe requirements for nurse aide training and competency evaluation.
3. Describe ethical and legal behaviors.
4. Describe and demonstrate good health and hygiene practices.
5. Describe guidelines for dependability, punctuality, resignation, and job seeking.
6. Describe the role of nurse aide in reporting identified changes in resident's condition.
7. Describe and demonstrate the appropriate methods of answering the telephone.

**B. RESIDENTS RIGHTS – 3.0 hours**

**The student will be able to:**

1. Describe the nurse aide's role in protecting and maintaining the dignity of each resident.
2. Discuss the role of the nurse aide as it relates to protecting the residents' rights.
3. Discuss various myths and stereotypes associated with aging/older adults.
4. Define confidentiality.
5. Discuss the nurse aide's responsibilities in relation to confidentiality.

6. Describe the protection of the resident's right to privacy.
7. Describe the protection of the resident's personal items (clothing; assistive devices such as hearing aids, dentures, glasses, flowers/food, etc.)
8. Describe the purpose of informed consent.
9. Explain the difference between a will, a living will, and an advanced directive.
10. Describe the role of the nurse aide regarding a resident's living will.
11. Discuss the resident's right to refuse care.
12. Describe ways the nurse aide can provide assistance to residents in resolving grievances and disputes.
13. Describe the role of the ombudsman in long-term care.
14. Describe the promotion of resident's right to make personal choices.

**C. BASIC NURSING SKILLS – 7 hours**

**The student will be able to:**

1. Demonstrate oral and written reporting of resident information.
2. Demonstrate the proper technique for obtaining and recording vital signs:
  - a. Temperature: oral, axillary, rectal and tympanic membrane method using glass and electronic thermometers.
  - b. Pulse: locate various sites and characteristics of pulses.
  - c. Respiration: normal respirations, rate and rhythm and the terminology for variations in breathing.
  - d. Blood pressure: hypotension/hypertension, factors affecting B/P.
  - e. Height and weight: techniques for ambulatory and non-ambulatory residents.
3. Discuss the normal range of vital signs.
4. Describe changes in resident's condition (signs and symptoms).
5. Describe observations and reporting of signs of acute illness, to include:
  - a. shortness of breath
  - b. rapid respiration
  - c. fever
  - d. coughs
  - e. chills
  - f. pains in chest
  - g. bluish color of lips
  - h. pain
  - i. nausea
  - j. vomiting
  - k. drowsiness
  - l. excessive thirst
  - m. sweating
  - n. pus
  - o. blood or sediment in urine
  - p. difficulty urinating
  - q. frequent urination in small amounts
  - r. pain or burning on urination; or
  - s. dark color or strong odor of urine
6. Demonstrate the collection, labeling, and transportation of specimens of urine, stool, and sputum.
7. Discuss importance of proper hydration.

- fluids.
8. Describe proper hydration, including intake, output, restricting and forcing
  9. Describe warning signs of dehydration.
  10. Describe observation and recording of types of bowel movements.
  11. Describe the procedure for changing a colostomy bag of a resident with an established colostomy (no irrigations).
  12. Describe and demonstrate the procedure for catheter care (no irrigations).
  13. Define the commonly used abbreviations and terminology used in the long- term care setting.
  14. Describe the ABC's of emergency care.
  15. Describe the procedure for assisting residents with bedpan/urinal.
  16. Describe the types of isolation techniques and the use of personal protective equipment (PPEs).
  17. Describe the signs and symptoms of an infection.
  18. Define nosocomial infection.
  19. Define medical and surgical asepsis, disinfection versus sterilization.
  20. Demonstrate the proper use of gloves.
  21. Describe and give examples of bio-hazardous waste, the symbols and disposal of such waste.
  22. Describe end of life care of a resident whose death is imminent.
  23. Describe postmortem care.
  24. Describe the nurse aide's role in caring for the resident's environment and resident care equipment.
  25. Describe therapeutic diets and the use of supplemental and in between meal feedings.

**D. CARE OF COGNITIVELY IMPAIRED RESIDENTS – 5 hours**

**The student will be able to:**

1. Define Alzheimer's disease, dementia and cognitive impairment, including impact on team and family.
2. Describe differences between normal aging and dementia.
3. Describe symptoms related to the three stages of dementia.
4. Describe how basic communication differs between those with dementia and those without dementia.
5. Describe communication strategies appropriate for the three stages of dementia.
6. Differentiate between verbal and non-verbal communication.
7. List barriers to communication (hearing, visual, and speech loss).
8. Demonstrate knowledge of recognizing pain in the cognitively impaired resident.
9. Describe validation techniques versus reality orientation.
10. Identify and describe behaviors associated with Alzheimer's disease and dementia to include: agitation, confusion, sun-downing, paranoia, wandering, hiding and hoarding, eloping, catastrophic reactions, hallucinations, delusions, and hyperorality.
11. Discuss and apply the concept that behavior is a means of communicating and requires examination for an appropriate response.
12. Recognize the concept that behaviors related to dementia are not deliberate but due to the disease.

13. Describe appropriate responses to behaviors associated with cognitive impairment by recognizing a particular behavior, identifying what triggered the behavior, and associating what resulted from the behavior.
14. Identify and demonstrate appropriate responses to the behaviors associated with cognitive impairment including: agitation, confusion, sun-downing, paranoia, wandering, hiding and hoarding, catastrophic reactions, hallucinations, delusions, and hyperorality.
15. Define reality orientation and describe its possible effect on individuals with cognitive impairment.
16. Identify environmental factors that affect the individual with cognitive impairment.
17. Describe basic underlying principles of care to include encouraging remaining skills, simplifying and breaking down tasks, eliminating choices, providing encouragement, and establishing daily routines.

**E. MENTAL HEALTH AND SOCIAL SERVICE NEEDS – 2 hours**

**The student will be able to:**

1. Describe the various behavior patterns residents display, rationale for these patterns, and appropriate response.
2. List ways the nurse aide can assist with feeling of loneliness, and sensory deprivation.
3. Define ageism and list losses.
4. Define self-worth, self-esteem, and stress as it relates to the nurse aide, resident, and family.
5. Describe ways the nurse aide can use the resident's family as a source of emotional support.
6. Describe methods of reality orientation.
7. Describe memory changes and how they impact the resident's plan of care.
8. List ways the nurse aide can recognize and intervene with confusion in a resident.
9. Describe the nurse aide's role with social/activity staff.
10. Describe the nurse aide's role in providing needed assistance in getting to and participating in resident, family groups, and other activities.

**F. PERSONAL CARE SKILLS – 2.5 hours**

**The student will be able to:**

1. Describe and demonstrate the types of baths and the techniques for each.
2. Describe and demonstrate skin care, perineal care, foot care, and care of the nails.
3. Describe and demonstrate grooming measures, such as the hair, mouth, and dentures.
4. Describe and demonstrate dressing techniques used for special populations such as those with resistive and/or combative behavior and physical disabilities.
5. Describe and demonstrate the technique for administering the bedpan and urinal and care of the incontinent resident.
6. Describe feeding techniques and hydration measures.
7. Describe the warning signs that indicate a risk for unintended weight loss.

8. Describe and demonstrate the technique and principles for making an occupied and unoccupied bed.
9. Discuss the nurse aide's role in preparing the resident for rest and sleep.
10. Discuss the procedures for AM and PM care.

**G. BASIC RESTORATIVE SERVICES – 3 hours**

**The student will be able to:**

1. Demonstrate the appropriate techniques in transferring and ambulating, with or without assistive devices.
2. Demonstrate the use of devices used during meals and dressing.
3. Demonstrate appropriate techniques used in turning, positioning, and lifting a resident in bed. Example: Fowlers, supine, prone, and lateral.
4. Demonstrate passive range of motion exercises.
5. Demonstrate the proper technique used in applying and removing elastic stockings.
6. Describe skin care for the prevention of pressure areas.
7. Describe the maintenance of room temperature in the long-term care facility.
8. Demonstrate the use of a manual and electric bed.
9. Describe the care and use of prosthetic and orthotic devices
10. Define bedrest, partial weight bearing, and dangling.
11. Describe measures to prevent complications of bed rest using positioning and exercise.
12. Describe the care of a resident who is receiving tube feedings, IV therapy, and G-tube feedings.
13. Describe care and use of footboards, trochanter rolls, handrails, bed cradles, trapeze bars, crutches, canes, and walkers.
14. Describe the use of various mechanical lifts.
15. Demonstrate the following positions: Fowlers, Semi-Fowlers, prone, and supine.
16. Describe the care and safety of a resident receiving oxygen.
17. Define and discuss physical, speech, and occupational therapies as related to resident care.
18. List non-verbal signs and symptoms suggesting pain.
19. Describe and list comfort measures for residents with pain.
20. Describe the goals and outcomes of rehabilitative services for resident independence.
21. List members of the rehabilitative team and their role in promoting independence.
22. Describe types of adaptive equipment used to promote residents independence.
23. Describe and demonstrate the use of transfer (gait) belt.
24. Describe bowel and bladder retraining protocol.