

**PRESCRIBED GENERALIST CURRICULUM OF NURSING ASSISTANT TRAINING**

**PROGRAMS**

**Approved by the Maine State Board of Nursing**

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## INTRODUCTION

In 1987, the Maine State Legislature authorized the Maine State Board of Nursing to prescribe a curriculum for the training of nursing assistants. The curriculum has been reviewed and updated several times since then. The newest revision of the curriculum changed the content to generalized subject matter with an emphasis on using a current companion nursing assistant text to provide the content. The rationale for the change was two-fold:

1. Use of a current textbook for content will ensure the information provided to the nursing assistant is current, and
2. Specialized training in areas such as maternal health and home care should be done by the facility/organization based on the facility/organization's policies and procedures.

### The Registered Professional Nurse (RN) Instructor

The instructor responsible for the delivery of the program shall be a currently licensed registered professional nurse in the State of Maine or hold a valid compact license from another compact state where the RN legally resides and must meet the requirements to become a CNA instructor.

For questions contact the Department of Health and Human Services, Division of License and Regulatory Services for information on the requirements and the Train the Trainer Programs for CNA instructors.

It is the responsibility of the RN to remain current on federal and state laws and rules and regulations applicable to training and certifying nursing assistants. Refer to the OBRA regulations Federal Register 42 CFR sections 431, 433, and 483 *Medicare and Medicaid Programs; Nurse Aide Training and Competency Evaluation Programs* and the Maine State Board of Nursing *Chapter 5 Regulations Relating to Training Programs and Delegation by Registered Professional Nurses of Selected Nursing Tasks to Certified Nursing Assistants*.

The RN may delegate to the nursing assistant/student only those tasks for which the individual is competent to perform, as evaluated and documented by the instructional staff in the certified nursing assistant program approved by the Maine State Board of Nursing and *Chapter 5 Regulations Relating to Training Programs and Delegation by Registered Professional Nurses of Selected Nursing Tasks to Certified Nursing Assistants additional skills*.

The quality of the educational programming ultimately rests with the RN instructor, who is authorized by the Maine State Board of Nursing to administer and supervise the nursing assistant program.

Members of other disciplines may assist in teaching the CNA program as necessary and desirable. Tools for evaluating student's performance in the classroom, skills laboratory, and in the clinical setting will be developed by the instructor.

## HOW TO USE THIS MANUAL

The manual includes unit objectives and emphasizes some content that should be included but not limited to text subject matter. The generalized outline was developed to use in conjunction with a current nursing assistant textbook. The selected nursing textbook must be current (no older than 5 years). If the company updates the textbook within the 5-year period, the RN must review the changes to make sure they are not substantive. Substantive changes in a textbook would require a change in the textbook sooner than 5 years.

The Board does not recommend a specific nursing assistant textbook but rather suggests the instructor evaluate textbooks for content prior to selecting one for the program. If you are a new nursing assistant instructor, you may want to use the health occupations list serve <https://mailman.informe.org/mailman/listinfo/healthoccs> to ask advice from other instructors.

The **minimum** hours for the curriculum shall be:

Theory	70 hours
Skills Laboratory	20 hours
Clinical	40 hours
<hr/>	
Total	130 hours

Upon successful completion of the program and competency testing, the nursing assistant will be issued a standardized certificate of training by the educational program, who will maintain records of student training and certificates for a minimum of 3 years.

The clinical instructor/student ratio shall be no greater than one instructor for every ten students. However, the clinical instructor/student ratio of one to one may be necessary at times for adequate learning and safe patient care.

All objectives must be met successfully to complete this program. All skills must be demonstrated, and the student must perform return demonstrations satisfactorily, either in the skills laboratory or clinical setting.

A minimum passing standard of 70% is required in the class portion of the program. It is recommended that a system of pass/fail be used in the grading of the skills portion of the program. The criteria necessary to pass each skill should be determined by the instructor and be available to the student prior to the skill evaluation. Students are evaluated through direct observation by the instructor, who determines how many attempts the student should have for each skills item (taking in consideration the safety of the patient). Some students may need a one to one practice session. Make-up time for classroom, skills laboratory, and clinical hours must be provided according to school policy.

Content does not have to be taught in the order listed. Time should be added, and emphasis made by the instructor to highlight certain aspects of the curriculum. Nothing maybe taught beyond content outlined in the CNA curriculum and accompanying CNA textbook.

## **PHILOSOPHY**

Nursing care is concerned with the basic needs of individuals, all of whom have physical, mental, spiritual, social, and cultural dimensions. The CNA with appropriate education and training can provide basic nursing care under the supervision and delegation of a registered professional nurse.

Learning involves the whole person, including his or her intellect, feelings, values, attitudes, and interests. Learning progresses from simple to complex and takes into consideration the past experiences that serve as a basis for new knowledge and understanding. The instructor helps the student fulfill the programs' objectives by creating a climate in which shared knowledge and the exposure of the learner to planned experiences will effect a change in the behavior of the student.

All efforts must be made to preserve the safety, dignity, individuality, privacy, and confidentiality of the patient.

The certified nursing assistant is a valuable member of the nursing team. The certified nursing assistant's role is to assist the registered professional nurse in tasks that support nursing practice.

## UNIT I BECOMING A NURSING ASSISTANT

1. Describe the roles of the healthcare team as they relate to the certified nursing assistant.

**Content** (included but not limited to)

- Administration
  - Licensed Nursing Staff
  - Unlicensed Staff
  - Ancillary Staff
2. Describe the certified nursing assistant's function on the health care team.
  3. Describe the different kinds of healthcare and human service programs available to the patient.

**Content** (included but not limited to)

- Short term care
  - Long term care
  - Residential care
  - Home and community-based care
4. Describe your responsibilities and conduct as an employee.
  5. Describe your rights as an employee.

## UNIT II LEGAL, REGULATORY AND ETHICAL ASPECTS OF CARE

1. Describe regulatory aspects of healthcare important to the certified nursing assistant.

**Content** (include but not limited to)

- 32 MRSA Chapter 31, The Law Regulating the Practice of Nursing
  - Chapter 5 Regulations Relating to Training Programs and Delegation by Registered Professional Nurses of Selected Nursing Tasks to Certified Nursing Assistants.
  - Certified Nursing Assistant and Direct Care Worker Registry Rule 10-144 Chapter 128
  - Federal Register 42 CFR sections 431, 433, and 483 Medicare and Medicaid Programs; Nurse Aide Training and Competency Evaluation Programs
2. Explain basic patient rights and confidentiality.

**Content** (include but not limited to)

- Examples of patient right documents
3. Describe the legal status of patients.

**Content** (include but not limited to)

- Guardianship
  - Advanced Directives
4. Recognize the signs and symptoms of abuse.

**Content** (include but not limited to)

- Sexual
  - Verbal
  - Psychological
  - Physical
  - Exploitation
  - Neglect
5. Explain the responsibilities of a mandated reporter.
  6. Discuss the definition of ethics and ethical behavior.
  7. Boundaries

**Content** (Include but not limited to)

- National Council State Boards of Nursing (NCSBN) information in appendix
8. Social Media

**Content** (Include but not limited to)

- National Council State Boards of Nursing (NCSBN) information in appendix

### **UNIT III COMMUNICATION , OBSERVATION, REPORTING AND DOCUMENTATION**

1. Describe the requirements concerning observation, reporting and documentation.
2. Identify the situations that require an incident report to be written.
3. Explain the function of documentation and why documentation is an important and necessary part of the job.

**Content** (include but limited to)

- Current guidelines of documentation including legal and ethical aspects
- Discuss culture, sexuality, and individual choices

### **UNIT IV INFECTION CONTROL**

1. Describe the chain of infection and how to break it.

**Content** (include but not limited to)

- Recognize signs and symptoms of an infection
- Standard and transmission precautions
- Discuss medical terminology related to the chain of infection

#### **UNIT V PATIENT CARE AND COMFORT**

1. Discuss and demonstrate the activities of daily living (ADLs) and grooming.
2. Describe patient care of the dying and care after death

#### **UNIT VI BODY SYSTEMS, DISORDERS, AND COMMON PATIENT CARE PROCEDURES**

##### **A. INTRODUCTION TO ANATOMY AND PHYSIOLOGY**

1. Define Anatomy and Physiology.

**Content** (include but not limited to)

- Discuss the terms anatomy and physiology
2. Define medical terminology for each system.
  3. Define anatomical positioning.
  4. Identify Systems.

##### **B. CARE OF THE PATIENT'S SKIN**

1. Discuss structures of the integumentary system.

**Content** (include but not limited to)

- Layers; Epidermis, Dermis and Subcutaneous
  - Appendages; Hair and Nails
2. Describe the basic functions of the integumentary system.
  3. Describe common diseases/disorders of the integumentary system.
  4. List the observations to be reported by the CNA to the nurse.

**Content** (include but not limited to)

- Color of skin, lips, nail beds and sclera
  - Texture
  - Locations of irregularities
  - Skin temperature (warm, hot, cool, cold)
  - Patient reports of pain or discomfort
5. Demonstrate procedures related to the integumentary system.

**Content** (include but not limited to)



- Preventive skin care
  - Repositioning the patient
  - Skin protective devices (according to facility/organizational policy)
  - Special mattresses
  - Apply simple dressings (according to facility/organization policy)
6. Define common medical terms of the integumentary system

### **C. CARE OF THE PATIENT'S SKELETAL SYSTEM**

1. Discuss examples of the major bones.

**Content** (include but not limited to)

- Skull
  - Humerus
  - Radius
  - Ulna
  - Pelvis
  - Tibia
  - Fibula
  - Vertebra
2. Describe the basic function of the skeletal system.
3. Describe the types and functions of joints.
4. Describe the common diseases/disorders of the skeletal system.
5. List observations to be reported by the CNA to the nurse
6. Define common medical terms of the skeletal system

### **D. CARE OF THE PATIENT'S MUSCULAR SYSTEM**

1. Discuss the examples of major muscles.
2. Describe the basic functions of the muscular system.
3. Body motion (moveable joints) flexion/extension, adduction/abduction, rotation internal/external
4. Describe common diseases/disorders of the muscular system.
5. List observations to be reported by the CNA to the nurse.

**Content** (include but not limited to)

- Change in range of motion and or mobility
  - Abnormal alignment of extremities
  - Complaints of pain and/or reddened areas over joints
  - Weakness
6. Demonstrate procedures related to the muscular system.

**Content** (include but not limited to)

- Transfer/Transport patient wheelchair/stretchers/geri-chair
  - Stand pivot transfer (one and 2 persons assist)
  - Use of gait belt
  - Use of mechanical lift
  - Use of common orthopedic equipment
  - Perform range of motion
  - Apply warm and cold packs
  - Assist with gait training
  - Assist patient with walker and cane
  - Provide care of patient with cast
7. Define common medical terms of the muscular system

**E. CARE OF THE PATIENT'S GASTROINTESTINAL SYSTEM**

1. Discuss examples of the major structures of the gastrointestinal system.

**Content** (included but not limited)

- Mouth
  - Teeth
  - Tongue
  - Pharynx
  - Esophagus
  - Stomach
  - Small Intestine
  - Large Intestine
  - Anus
  - Liver
  - Pancreas
2. Describe the basic function of the gastrointestinal system
3. Describe common diseases/disorders of the gastrointestinal system.
4. List observations to be reported by the CNA to the nurse.

**Content** (include but not limited to)

- Complaints of nausea, vomiting, constipation pain
  - Change in eating habits
  - Stools (amount, consistency, and frequency)
5. Demonstrate procedures related to the gastrointestinal system.

**Content** (include but not limited to)

- Administer colostomy/ileostomy care per organizational policy
- Assist patient with elimination
- Collect stool specimen
- Measure intake and output

6. Define common medical terms of the gastrointestinal system

**F. NUTRITIONAL AND FLUID BALANCE NEEDS OF PATIENT**

1. Define the different kinds of nutrients.

**Content** (include but not limited to)

- Carbohydrates
- Fats
- Protein

2. List the food groups and give examples of each group.
3. Define different types of diets and supplements.

**Content** (include but not limited to)

- Clear liquid
- Full liquid
- Low calorie
- Bland
- Low cholesterol
- Low salt
- Pureed
- Soft
- Ground
- Diabetic
- High calorie
- High protein

4. Discusses the importance of intake/output.

**Content** (include but not limited to)

- Calculations/conversions
- Encouraging/restricting fluids
- Documentation

5. Describe patient feeding techniques.

**Content** (include but not limited to)

- Independent patient
- Dependent patient
- Swallowing precautions
- Visually impaired patient

6. Demonstrate patient feeding activities.

**Content** (include but not limited to)

- Prepare patient for meal

- Serve food and remove tray
- Feed Patient
- Provide personal care after meals
- Calculate percentage of food consumed

## **G. CARE OF THE PATIENTS RESPIRATORY SYSTEM**

1. Discuss structures of the respiratory system.

**Content** (include but not limited to)

- Nose/mouth
- Pharynx
- epiglottis
- Larynx
- Trachea
- Bronchi
- Bronchioles
- Alveoli
- Lungs
- Diaphragm

2. Describe the basic function of the respiratory system.
3. Describe the common disorders of the respiratory system.
4. List observations to be reported by the CNA to the nurse.

**Content** (include but not be limited to)

- Difficult breathing
- Bluish-gray skin color
- Respiratory rate changes (such as shallow or noisy)
- Coughing

5. Demonstrate procedures related to the respiratory system.

**Content** (include but not limited to)

- Positioning (for feeding and activity)
- Pulse oximeter
- Plug and unplug oxygen for transport
- Convert to and from portable oxygen
- Convert to and from back-up oxygen tank
- Adjust oxygen liter flow concentration for increased and decreased activity as indicated on nursing care plan
- Assist patient with deep breathing

6. Define common medical terms of the respiratory system.

## H. CARE OF THE PATIENT'S CARDIOVASCULAR SYSTEM

1. Discuss the structures of the cardiovascular system.

**Content** (include but not limited to)

- Heart
  - Blood vessels
  - Blood components
2. Describe the basic function of the cardiovascular system.
  3. Describe common diseases/disorders of the blood and cardiovascular system.
  4. List observations to be reported by the CNA to the nurse.

**Content** (include but not limited to)

- Complaint of pain
  - Change in vital signs
  - Faintness/dizziness
  - Skin changes; swelling
5. Demonstrate procedures related to the Cardiovascular system.

**Content** (included but not limited to)

- Apply anti embolism stockings
  - Apply ace bandages
6. Define common medical terms related to the cardiovascular system.

## I. VITAL SIGNS

1. Discuss the importance of measuring vital signs.
2. Define common medical terms related to vital signs.
3. List factors that affect vital signs.
4. List normal range for vital signs.

**Content** (included but not limited to)

- Adult
  - Geriatric
5. Explain reporting and recording procedures.
  6. Describe and demonstrate how to take a temperature.

**Content** (include but limited to)

- Location of areas to measure temperature
  - Types of thermometers
7. Describe and demonstrate measuring a pulse.
  8. Describe and demonstrate measuring respirations.
  9. Describe and demonstrate measuring blood pressure (manually and electronically).

**Content** (include but not limited to)

- Selecting appropriate cuff size
- Appropriate technique
- Reporting results to nurse

10. Describe and demonstrate use of the pulse oximeter.

**Content** (include but not limited to)

- Appropriate technique
- Reporting results to the nurse

11. Discuss the collection of pain data.

**J. CARE OF THE PATIENT’S ENDOCRINE SYSTEM.**

1. Discuss structures of the endocrine system.
2. Describe the basic function of the endocrine system.
3. Define common medical terms of the endocrine system.
4. Describe the common diseases/disorders of the endocrine system.
5. List observations to be reported by the CNA to the nurse.

**Content** (include but not be limited to)

- Signs and symptoms of hypo and hyperglycemia

6. Demonstrate procedures related to the endocrine system.

**Content** (include but not limited to)

- Blood glucose monitoring

**K. CARE OF THE PATIENT’S URINARY SYSTEM**

1. Discuss structures of the urinary system.
2. Describe the basic function of the urinary system.
3. Describe the common diseases/disorders of the urinary system.
4. List observations to be reported by the CNA to the nurse.
7. Demonstrate procedures related to the endocrine system.

**Content** (include but not limited to)

- Measure output
- Offer and remove bedpan and urinal
- Provide catheter care
- Provide care to established urostomy
- Strain urine

8. Define the common medical terms of the urinary system.

**L. CARE OF THE PATIENT'S NERVOUS AND SENSORY SYSTEM**

1. Discuss structures of the nervous and sensory system.
2. Describe the basic function of the nervous and sensory system.
3. Describe the common diseases/disorders of the nervous and sensory system.
5. List observations to be reported by the CNA to the nurse.

**Content** (include but not limited to)

- Tremor
  - Changes in balance or speech
  - Facial drooping, lack of expression, c/o double vision or blurriness
  - Change in mentation/orientation
6. Demonstrate procedures related to the nervous and sensory system.

**Content** (include but not limited to)

- Care of hearing aides
  - Care of glasses
7. Define common medical terms of the nervous and sensory system.

**M. CARE OF THE PATIENT'S REPRODUCTIVE SYSTEM**

1. Discuss structures of the reproductive system.

**Content** (include but not limited to)

- Female (uterus, labia, vagina, clitoris, and urethra)
  - Male (penile shaft, scrotum, urethral meatus, and prostate)
2. Describe the basic function of the reproductive system system.
  3. Describe the common diseases/disorders of the reproductive system.
  4. List observations to be reported by the CNA to the nurse.

**Content** (include but not limited to)

- Female (foul smelling vaginal discharge, itching, burning, swelling, soreness, pelvic pain, bleeding between periods, excessive flow, discharge/lumps in breast or axilla)
  - Male (Changes in urination, rashes, urethral discharge)
5. Demonstrate procedures related to the ~~endocrine~~ reproductive system.
  6. Define common medical terms of the reproductive system.

**UNIT VIII MENTAL HEALTH AND SOCIAL SERVICE NEEDS**

1. Discuss how to modify behavior in response to resident's behavior
2. Discuss developmental tasks associated with the aging process.
3. Discuss how to respond to resident behavior.
4. Discuss how resident's family can be used for emotional support.
5. Discuss ways to reduce the effects of cognitive impairment in the resident.

6. Discuss how to communicate with cognitively impaired residents.
7. Discuss behavior as it relates to cognitively impaired residents.
8. Discuss why it is important for the resident to make personal choices.
9. Discuss techniques for addressing unique needs and behaviors of residents with dementia (Alzheimer's and others).



**NURSING ASSISTANT TASK LIST**

**Comment (if applicable)**

**Initial L/C**

**INFECTION CONTROL**

Handwashing \_\_\_\_\_

Gowning \_\_\_\_\_

Gloving \_\_\_\_\_

Mask technique \_\_\_\_\_

**Comment (if applicable)**

**Initial L/C**

**PATIENT CARE AND COMFORT**

Bedmaking (closed) \_\_\_\_\_

Bedmaking (occupied) \_\_\_\_\_

Post mortem care \_\_\_\_\_

Complete bed bath \_\_\_\_\_

Partial bed bath \_\_\_\_\_

Shower \_\_\_\_\_

Tub bath \_\_\_\_\_

Shaving/electric/safety razor \_\_\_\_\_

Hair care \_\_\_\_\_

Mouth care \_\_\_\_\_

\*natural teeth \_\_\_\_\_

\*dentures \_\_\_\_\_

Provide ADL's for patient with IV \_\_\_\_\_

**CARE OF THE PATIENT'S SKIN**

Apply topical creams, lotions, ointments \_\_\_\_\_

Apply band aid/4x4 gauze \_\_\_\_\_

Skin protectors \_\_\_\_\_

**CARE OF THE PATIENT'S MUSCULAR/SKELETAL SYSTEM**

Moving patient in bed \_\_\_\_\_

Turning dependent patient

\*supine \_\_\_\_\_

\*sims \_\_\_\_\_

**Comment (if applicable)**

**Initial L/C**

\*lateral \_\_\_\_\_

\*fowlers \_\_\_\_\_

Range of motion (passive) \_\_\_\_\_

Stand, pivot, transfer

\*one person \_\_\_\_\_

\*two  
persons \_\_\_\_\_

\*gait belt \_\_\_\_\_

Use of slide board (stretcher) \_\_\_\_\_

Assist with transfer board to wheelchair \_\_\_\_\_

Ambulate with cane \_\_\_\_\_

Ambulate with walker \_\_\_\_\_

Apply splint \_\_\_\_\_

Bed cradle \_\_\_\_\_

Apply prosthesis/braces \_\_\_\_\_

**CARE OF THE PATIENT'S GASTROINTESTINAL SYSTEM**

Provide care Colo/ileostomy care (well established) \_\_\_\_\_

\*change appliance (well established ostomy) \_\_\_\_\_

\* Collect stool specimen \_\_\_\_\_

\* apply to hemocult card \_\_\_\_\_

**NUTRITIONAL AND FLUID BALANCE NEEDS OF PATIENTS**

Patient feeding

\*serve and set up tray \_\_\_\_\_

\* prepare patient for meals \_\_\_\_\_

\* feed patient with dysphagia \_\_\_\_\_

\*dependent feed \_\_\_\_\_

**Comment (if applicable) Initial L/C**

\*use of thickeners \_\_\_\_\_

\*pass nourishments \_\_\_\_\_

**CARE OF THE PATIENT'S RESPIRATORY SYSTEM**

Pulse oximeter \_\_\_\_\_

Oxygen (convert between the following established plan of care)

\*wall \_\_\_\_\_

\* tank \_\_\_\_\_

\*concentrator \_\_\_\_\_

Adjust O2 flow for activity (based on established care plan) \_\_\_\_\_

Assist patient with exercise breathing devices \_\_\_\_\_

Assist patient to turn, deep breathe, cough \_\_\_\_\_

**CARE OF THE PATIENT'S CARDIOVASCULAR SYSTEM**

**VITAL SIGNS**

**Patient temperature**

Oral \_\_\_\_\_

Tympanic \_\_\_\_\_

Axillary \_\_\_\_\_

Temporal \_\_\_\_\_

Document \_\_\_\_\_

Report \_\_\_\_\_

**Pulse**

\*Radial \_\_\_\_\_

\*Brachial \_\_\_\_\_

\*Apical \_\_\_\_\_

Document/record # beats \_\_\_\_\_

Report rate rhythm and quality \_\_\_\_\_

**Comment (if applicable)**

**Initial L/C**

**Respirations**

Provide relief obstructed airway \_\_\_\_\_

Document/ record # \_\_\_\_\_

**Blood Pressure**

Select correct cuff size \_\_\_\_\_

Obtain manually \_\_\_\_\_

Obtain electronically \_\_\_\_\_

Obtain orthostatic blood pressure \_\_\_\_\_

Document Report Abnormalities \_\_\_\_\_

Obtain height and weight \_\_\_\_\_

Assist patient with anti-embolism stockings/devices \_\_\_\_\_

**CARE OF THE PATIENT'S ENDOCRINE SYSTEM**

Perform finger stick/blood sampling \_\_\_\_\_

Report and document \_\_\_\_\_

**CARE OF THE PATIENT'S URINARY SYSTEM**

Measure output \_\_\_\_\_

Offer and remove bedpan/urinal \_\_\_\_\_

Provide catheter care \_\_\_\_\_

Collect urine specimens \_\_\_\_\_

Provide incontinent care \_\_\_\_\_

Apply appropriate size adult brief \_\_\_\_\_

**CARE OF THE PATIENT'S NERVOUS AND SENSORY SYSTEM**

Provide care for eyeglasses/contacts \_\_\_\_\_

**The knowledge of all the skills have been demonstrated satisfactorily by the student.**

**Instructors initials and Signature** \_\_\_\_\_

**School** \_\_\_\_\_

## APPENDAGE A: A NURSE'S GUIDE TO THE USE OF SOCIAL MEDIA (NSCBN)

Go to [www.ncsbn.org](http://www.ncsbn.org), click on Resources and Communication Library.

# A Nurse's Guide to the Use of Social Media



### DESCRIPTION

This brochure is designed to help both new and experienced nurses understand how social media can be properly used in the profession without breaking patient privacy and confidentiality laws. It outlines:

- Potential consequences for violating patient confidentiality by using various scenarios and situations
- Uncovers common myths and misunderstandings about social media
- Provides tips for how nurses can use social media appropriately while avoiding disclosing confidential patient information

## APPENDAGE B: A NURSE'S GUIDE TO PROFESSIONAL BOUNDARIES (NCSBN)

Go to [www.ncsbn.org](http://www.ncsbn.org), click on Resources and Communication Library.

# A Nurse's Guide to Professional Boundaries



### DESCRIPTION

This brochure helps nursing students, educators, health care organizations and the public understand and apply the concepts of professional boundaries between a nurse and a client.

### PUBLISH DATE

2018

### TOPIC

Education, Practice, Professional Boundaries

### FROM

[Communications Library](#)

### TYPE

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