

# **ALABAMA DEPARTMENT OF PUBLIC HEALTH**



## **CERTIFIED NURSE AIDE TRAINING PROGRAM GUIDE**

## About this handbook

Nurse Aide Training instructors may use this handbook as a guide for their Nurse Aide Training Program in order to prepare students for the Alabama certification examination to become a Certified Nurse Aide (CNA).

The handbook contains information that enables the instructor to complete the required application process to become a Nurse Aide Training instructor approved by the Alabama Department of Public Health (ADPH) Bureau of Health Provider Standards.

The handbook includes the curriculum for the Nurse Aide Training Program and the integrated lesson plan for instructors.

## CERTIFICATION TEST PROVIDERS

Nurse Aide Training Programs may choose one of the following test providers for Certified Nurse Aide Examination.

### **Pearson VUE**

**(suggestive testing center for nursing students)**

[www.pearsonvue.com](http://www.pearsonvue.com)

Download a candidate handbook; obtain information for testing application, test sites and dates, and view nurse aide practice examination.

### **Prometric**

<https://www.prometric.com/en-us/clients/Nurseaide/pages/AL.aspx>

Download an information booklet, testing application, interactive practice examination, and general instructions.

### **IHN**

<http://www.medcomrn.com/>

Download an information booklet, testing application, interactive practice examination, and general instructions.

## REFERENCES

[www.adph.org](http://www.adph.org)

### **Alabama Department of Public Health**

Obtain information on official regulations and guidelines for nurse aides

## Table of Contents

<b>INSTRUCTIONS FOR COMPLETING THE APPLICATION PROCESS.....</b>	<b>4-5</b>
<b>IMMUNIZATIONS.....</b>	<b>5</b>
<b>PROGRAM CHECKLIST (ADPH).....</b>	<b>6</b>
<b>OVERVIEW OF FEDERAL REGISTRY AND CERTIFICATION TESTING.....</b>	<b>7-8</b>
<b>CURRICULUM AND INTEGRATED LESSON PLAN.....</b>	<b>9 - 16</b>
<b>SKILL PERFORMANCE/COMPETENCY EVALUATION FORM.....</b>	<b>17 20</b>
<b>STUDENT CLINICAL ASSIGNMENT TRACKING FORM.....</b>	<b>21</b>
<b>STUDENT CERTIFICATE OF COMPLETION.....</b>	<b>22</b>
<b>EQUIPMENT LIST FOR NNAAP SKILLS EVALUATION.....</b>	<b>23 -25</b>
<b>MAILING ADDRESS, DIRECTIONS, AND DIAGRAMS FORM .....</b>	<b>26</b>
<b>REQUEST LETTER (EXAMPLE) .....</b>	<b>27</b>
<b>APPROVED TRAIN THE TRAINER WORKSHOPS.....</b>	<b>28</b>

## INSTRUCTIONS FOR COMPLETING THE APPLICATION PROCESS

The Nurse Aide Training Program application packet must be mailed to:

Alabama Department of Public Health  
Bureau of Health Provider Standards  
ATTN: Ray Gibson, RN  
P.O. Box 303017  
Montgomery, AL 36130-3017  
Email: [NARCorrespondence@adph.state.al.us](mailto:NARCorrespondence@adph.state.al.us)

*(Emailed or faxed applications will not be accepted. Email is for correspondence and questions)*

The application packet should contain the following:

- **Private school license** obtained through the Alabama Department of Education Post Secondary (334-293-4500)
- **Business license**
- Cover letter on school letterhead
- Name of curriculum and format for training *(include the name and author of the textbook being used)*
- Number of classroom hours, lab hours, clinical hours and the total hours *(this information is located at the end of the Nurse Aide Training Curriculum)*
- Name of the program coordinator *(provide the name of Instructor-Must be an RN)*
- Name of the primary instructor *(provide the name of Instructor-can be an RN or LPN)*
- Name of any additional instructors *(This will include any nurse who is assisting with the CNA training in the classroom or clinicals. The instructor can be a RN or LPN, but also MUST meet the same qualifications as the coordinator as listed below. If you are using another nurse to serve as a clinical instructor, their information must be submitted with the packet for approval.)*
- Name of the Nursing Home (Long-Term Care Facility) where the clinical practice will be conducted (16 hours)
- Clinical Evaluator (RN) certified through the vendor and cannot instruct the students they are evaluating.

- Qualifications for Program Coordinator and Instructor
  1. Current Alabama Nursing License (*include a copy of license*)
  2. Resume (*must have two years nursing experience and one must be in caring for geriatric patients*)
  3. Adult teaching experience by ONE of the following:
    - a) Masters in nursing
    - b) Attended an approved Alabama Train-the-Trainer course
    - c) Completed instructor training at American Red Cross (*include copy of instructor certification*)
    - d) Experience teaching at the college level
  
- Curriculum and Additional Information
  1. Copy of Curriculum
  2. Objectives and Educational Philosophy (*need to insert your educational philosophy*)
  3. Lesson plans (*need to insert the page and chapter numbers for each day based on your textbook*)
  4. Time designated to teach each lesson: theory, lab, and clinical. Each day should be totaled.
  5. Reference materials (*need to insert information for textbook and additional references*)
  6. Skills check off and training competency forms
  7. Copy of student certificate (*to be given to each student completing the training program*)
  8. Copy of Clinical Training Agreement with Nursing Home (where clinical practice will be conducted)
  
- Copy of Approval Letter for Student Liability Insurance
  
- Mailing address, training facilities diagram, and equipment
  1. Mailing address of school and contact information (*must include*)
  2. Classroom and lab diagram (*may include an actual photo of classroom and lab*)
  3. Equipment list (*a copy of the recommended equipment is provided*)

## IMMUNIZATIONS

\* Be sure to verify that all Nurse Aide Training students have up-to-date immunizations, TB skin test, and Hepatitis B series. Maintain a copy of these documents in the student's training file.

*Use the following checklist when compiling the application packet for the Nurse Aide Training Program.  
The checklist includes all items described within the instructions.*

<b>NURSE AIDE TRAINING PROGRAM CHECKLIST</b>		
<i>This checklist includes all items required for the application packet as described in the previous pages. ADPH will also use this checklist to evaluate a request for a Nurse Aide Training Program.</i>		
<b>Name of Facility</b>	<b>Reviewer's Initials</b>	<b>Date</b>
<b>Private School License</b> (copy)		
Cover Letter (on facility letterhead)		
Name of curriculum and format for training.		
Number		
a) Classroom hours		
b) Lab hours		
c) Clinical hours		
d) Total hours ( <b>Must be at least 75 hours with 16 hours being clinical hours</b> )		
Name of the Program Coordinator ( <b>REQUIRED</b> ) ( <b>Must be RN</b> )		
Name of Primary Instructor ( <b>RN, LPN</b> )		
Name of Additional Instructors ( <b>LPN or RN</b> )		
b) Location for Clinical Training (Name and Address of Nursing Home)		
<b>Requirements of the Instructor/s</b> (the following must be included for each instructor)		
Current Alabama Nursing License		
Resume ( <b>two years nursing experience, one year in caring for geriatric patients</b> )		
Adult teaching experience obtained by <b>one</b> of the following:		
a) Master's Degree in Nursing		
b) Attended a State approved Train the Trainer course-(Approved Alabama Course)		
c) Completed instructor's training course at American Red Cross		
d) Taught adults at the college level		
<b>Curriculum plus Lesson Plan</b> (copy)		
Training Objectives		
Copy of Educational Philosophy		
<b>Lesson Plan Should Outline the Following:</b>		
a) Page number of lesson being taught (i.e. page 12)		
b) Day of lesson (Day One, two, etc...)		
c) Chapter number (i.e. Chapter 5)		
<b>Hours for Each Lesson</b> (time designated to teach) Theory (ie: 2 hours) Lab (ie: 2 hours) Clinical (ie: 2 hours)		
Additional Reference Materials		
Copy (blank) Skill/Competency Evaluation Form		
Copy (blank) of Student Certificate of Completion		
Copy of Clinical Training Agreement (with Nursing Home where clinical practice will be conducted)		
Copy of Approval Letter Student Liability Insurance (Blanket Policy for Health Science program)		
Mailing Address including Directions to Facility (school)		
<b>Facility's Layout and Equipment (identify)</b>		
a) Classroom (photo of classroom may be submitted)		
b) Lab Location (photo of lab may be submitted)		
Types of Equipment used for training (include equipment list)		
<b>Initial/Annual Dementia Management and patient abuse prevention training</b>		

## **OVERVIEW OF FEDERAL REGISTRY FOR CNA TRAINING PROGRAM AND CERTIFICATION TESTING**

An individual must successfully complete a State-approved Nurse Aide Training and Competency Evaluation Program and pass both the written and skills tests to be listed on the Nurse Aide Registry. Individuals who enter the competency evaluation/test and do not pass by their third attempt and within 24 months of the training must be retrained in a State-approved Nurse Aide Training Program before retaking the competency test.

### **Federal Registry/Vol. 58 No. 187 CNA Training**

**483.152** Requirements for approval of a nurse aide training and competency evaluation program.

A. In order for a nurse aide training & competency program to be approved by the State, it must contain a minimum of the following:

- 1) Consist of no less than 75 clock hours of training (total)
- 2) Include at least the subjects specified in paragraph (B) of this section
- 3) Include at least 16 hours of supervised practical training (clinical training) and 16 hours of lab training
- 4) Ensure that:
  - Students do not perform any services for which they have not trained and been found proficient by the instructor.
  - Students who are providing services to residents are under the general supervision of a licensed nurse or a registered nurse.

B. The curriculum of the nurse aide training program must include:

- 1) At least a total of 16 hours of training in the following areas prior to any direct contact with a resident:
  - Communication and interpersonal skills
  - Infection control
  - Safety/emergency procedures including the Heimlich maneuver
  - Promoting residents' independence
  - Respecting residents' rights
- 2) Basic nursing skills include:
  - Taking and recording and recording vital signs
  - Measuring and recording height and weight
  - Caring for the residents' environment
  - Recognizing abnormal changes in body functioning and the importance of reporting such changes to a supervisor
  - Caring for residents when death is imminent

- 3) Personal care skills, including but not limited to:
  - Bathing
  - Grooming, including mouth care
  - Dressing
  - Toileting
  - Assisting with eating and hydration
  - Proper feeding techniques
  - Skin care
  - Transfers, positioning and turning
  
- 4) Mental health and social service needs:
  - Modifying aide's behavior in response to residents' behavior
  - Awareness of developmental tasks associated with the aging process
  - How to respond to residents' behavior
  - Allowing resident to make personal choices, proving and reinforcing other behavior consistent with the resident's dignity
  - Using the resident's family as a source of emotional support
  
- 5) Care of cognitively impaired residents:
  - Techniques for addressing the unique needs and behaviors of individual with dementia (Alzheimer's and others)
  - Communicating with cognitively impaired residents
  - Understanding the behavior of cognitively impaired residents
  - Appropriate responses to the behavior of cognitively impaired residents
  - Methods of reducing the effects of cognitive impairments
  
- 6) Basic restorative services:
  - Training the resident in self-care according to the resident's ability
  - Use of assistive devices in transferring, ambulating, eating and dressing
  - Maintenance of range of motion
  - Proper turning and positioning in bed and chair
  - Bowel and bladder training
  - Care and use of prosthetic and orthotic devices
  
- 7) Residents' Rights:
  - Providing privacy and maintenance of confidentiality
  - Promoting the residents' right to make personal choices to accommodate their needs
  - Giving assistance in resolving grievances and disputes Providing needed assistance in getting to and participating in resident and family groups and other activities
  - Maintaining care and security of residents' personal possessions
  - Promoting the resident's right to be free from abuse, mistreatment and neglect and the need to report any instances of such treatment to appropriate facility staff
  - Avoiding the need for restraints in accordance with current professional standards}



## CURRICULUM and INTEGRATED LESSON PLAN

### I. INTRODUCTION TO LONGTERM CARE ASSISTING- Theory (8 hrs) + Lab (8 hrs)

**Objective:** Students will demonstrate knowledge and skills related to communication, safety, infection control, resident rights, and independence with satisfactory performance prior to engaging in direct contact with residents.

*\*This information must be provided based on the teaching resource you are using.  
\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>***(insert)</i>
Student will identify proper channels related to the process of communication and demonstrate effective interpersonal skills.	1		n/a			
Student will demonstrate proficiency and knowledge in the area of infection control.	2	2	n/a			
Student will satisfactorily demonstrate skills related to safety, to include emergency procedures (Heimlich maneuver (abdominal thrust, etc).	3	6	n/a			
Student will describe the purpose of resident's rights and the importance of respecting the rights.	1		n/a			
Student will define independence and describe methods for promoting resident independence.	1		n/a			

*NOTE: Learning Objectives 1-5 represent the items addressed in the federal registry as the first required 16 hours prior to direct contact with resident.*

#### EVALUATION:

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

## CURRICULUM and INTEGRATED LESSON PLAN

### II. BASIC NURSING SKILLS - Theory (6 hrs) + Lab (7 hrs)

**Objective:** Student will identify basic nursing skills related to long term care and demonstrate knowledge and proficiency associated with the skills.

*\*This information must be provided based on the teaching resource you are using.*

*\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>*(insert)</i>
Student will correctly define the importance of vital signs and demonstrate skills for taking temperature, pulse, respiration, and blood pressure to include recording.	1	4				
Student will accurately demonstrate skills measuring height and weight and recognize the importance of assessing height and weight.	1	1				
Student will identify steps to maintaining and caring for the resident's environment.	1	2				
Student will recognize abnormal changes in elderly body functions and demonstrate steps for reporting findings.	2					
Student will define stages in death and dying and identify steps associated with caring for the dying resident.	1					

#### EVALUATION:

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

## CURRICULUM and INTEGRATED LESSON PLAN

### III. PERSONAL CARE SKILLS - Theory (4 hrs) + Lab (7.5 hrs)

**Objective:** Students will recognize and describe the importance and procedures related to personal care skills in the long term care setting and demonstrate satisfactory performance of skills.

*\*This information must be provided based on the teaching resource you are using.  
\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>***(insert)</i>
Student will demonstrate knowledge and skills needed for providing a bath and perineal care.	0.5	2				
Student will demonstrate the procedures necessary for grooming residents, to include oral hygiene.	0.5	0.5				
Student will demonstrate procedures for dressing residents.	0.5	0.5				
Student will describe methods of toileting and demonstrate procedures for assisting with elimination.	0.5	0.5				
Student will demonstrate steps for feeding residents.	0.5	1				
Student will recognize the importance of nutrition and hydration and will assist residents with eating and hydration.	0.5	0.5				
Student will describe the importance of skin care and demonstrate steps of providing skin care.	0.5	0.5				
Student will describe and demonstrate skills for transfer, positioning, and turning residents.	0.5	2				

#### EVALUATION:

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

## CURRICULUM and INTEGRATED LESSON PLAN

### IV. MENTAL HEALTH AND SOCIAL SERVICES - Theory (2.5 hrs) + Lab (1 hr)

**Objective:** Students will recognize the stages of the aging process, correctly identify the role of family support, and accurately describe methods for responding to behavioral problems in long term care.

*\*This information must be provided based on the teaching resource you are using.  
\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>***(insert)</i>
Student will correctly modify behavior in response to resident behavior.	0.5					
Student will identify appropriate steps for responding to residents based on their behavior.	0.5					
Student will describe the aging process and recognize developmental task for the resident's age.	0.5					
Student will allow resident to make personal choices and will demonstrate behavior that provides for residents' sense of dignity.	0.5	0.5				
Student will recognize the role family members have in regards to support of resident and in planning resident care.	0.5	0.5				

#### EVALUATION:

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

## CURRICULUM and INTEGRATED LESSON PLAN

### V. CARE OF COGNITIVELY IMPAIRED RESIDENTS - Theory (2.5 hrs) + Lab (1 hr)

**Objective:** Students will correctly identify procedures for communicating and working with residents who have cognitive impairments to include Alzheimer’s disease and students will satisfactorily demonstrate behavioral skills to meet the needs of these residents.

*\*This information must be provided based on the teaching resource you are using.  
\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>***(insert)</i>
Students will understand techniques for addressing unique needs and behaviors of individuals with dementia.	0.5					
Student will recognize and understand skills for communicating with residents who suffer with cognitive impairments.	0.5					
Student will understand cognitively impaired residents.	0.5					
Student will respond appropriately to the behaviors of cognitively impaired residents.	0.5	0.5				
Student will demonstrate methods of reducing the effects of cognitive impairments.	0.5	0.5				

**EVALUATION:**

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

## CURRICULUM and INTEGRATED LESSON PLAN

### VI. BASIC RESTORATIVE SERVICES - Theory (3.5 hrs) + Lab (4 hrs)

**Objective:** Students will demonstrate knowledge and skills associated with basic restorative services for residents in long term care.

*\*This information must be provided based on the teaching resource you are using.*

*\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>***(insert)</i>
Student will describe steps involved in training residents to perform task based on their abilities.	0.5					
Student will demonstrate knowledge and skills related to assistive devices for transfer, ambulation, eating, and dressing residents.	1.0	1				
Student will define the importance of range of motion and accurately demonstrate steps for providing exercises for long term care residents.	0.5	1				
Student will identify and demonstrate positioning and turning techniques for residents.	0.5	1				
Student will recognize steps involved in bowel and bladder training and satisfactorily demonstrate procedure.	0.5	0.5				
Student will correctly demonstrate skills related to the care and use of prosthetic and orthotic devices.	0.5	0.5				

#### EVALUATION:

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

## CURRICULUM and INTEGRATED LESSON PLAN

### VII. RESIDENT RIGHTS - Theory (3.5 hrs) + Lab (0.5 hrs)

**Objective:** Students will recognize the role of resident rights in long term care and demonstrate skills in maintaining resident rights in daily activities.

*\*This information must be provided based on the teaching resource you are using.*

*\*\*Enter day of lesson based on allowed class time for your class, such as day one, two, three, etc.*

Registry Requirement	Theory Hours	Lab Hours	Clinical Hours	Textbook Chapter # <i>*(insert)</i>	Textbook Page # <i>*(insert)</i>	Day of Lesson <i>***(insert)</i>
Student will identify steps for providing privacy and maintaining confidentiality of residents in long term care facilities.	0.5	0.5				
Student will promote resident's right to make choices and accommodate their needs while in long term care.	0.5					
Student will recognize the steps involved in resident grievance and assist resident with resolving disputes.	0.5					
Student will assist resident to participate in family groups and other activities while in long term care.	0.5					
Student will recognize their role providing care and security of resident personal possessions while in long term care.	0.5					
Student will promote residents right to be free from abuse, mistreatment, and neglect while in long term care.	0.5					
Student will demonstrate knowledge and understanding of resident right to be free from restraint use.	0.5					
Clinical assignment will be completed.			16			

**EVALUATION:**

- A) Written/Oral Examination – use test item bank
- B) Performance Evaluation – return demonstration of task in lab setting

**\*A MINIMUM OF 16 CLOCK HOURS OF CLINICAL ASSIGNMENTS, IN A LONG TERM CARE FACILITY, WILL BE PERFORMED UPON SUCCESSFUL COMPLETION OF THE CURRICULUM.**

## **CURRICULUM and INTEGRATED LESSON PLAN**

### **TOTAL PROGRAM TIME**

<b>THEORY HOURS</b> <i>(Completion of Section I (16 hrs) required before direct contact with residents)</i>	<b>LAB HOURS</b> <i>(minimum 24 hrs required)</i>	<b>CLINICAL HOURS</b> <i>(minimum 16 hrs required)</i>	<b>TOTAL HOURS FOR NURSE AIDE TRAINING PROGRAM</b> <i>(minimum 75 hrs required)</i>
<b>30</b>	<b>29</b>	<b>16</b>	<b>75</b>

### **REFERENCES**

**TEXTBOOK REFERENCE:** *(insert below)*

---

**ADDITIONAL REFERENCE MATERIALS:** *(insert below)*

---

### **PHILOSOPHY**

**EDUCATIONAL PHILOSOPHY:** *(insert below)*

---

---

---



## SKILL PERFORMANCE/COMPETENCY EVALUATION FORM

Student Name \_\_\_\_\_ Last 4 Digits of SS# \_\_\_\_\_

Address \_\_\_\_\_

Program Start Date \_\_\_\_\_ Program Completion Date \_\_\_\_\_

### Grading Criteria

- 1) Enter the number grade earned on the theory portion for each objective area.
- 2) Enter the grade earned for lab skills performed for each objective area using the scale below.
- 3) Enter the grade earned for clinical skills performed using the scale below.  
Lab/Clinical Scale: S= Satisfactory U=Unsatisfactory

*\*Skills in BOLD are the specific skills for evaluation*

**\*\*Insert Information**

Clinical Objective	Theory Grade/Date <b>**<i>(insert)</i></b>	Lab Skill/Date <b>**<i>(insert)</i></b>	Clinical Skill/Date <b>**<i>(insert)</i></b>	RN/LPN <b>**<i>(initials)</i></b>
<b>I. Introduction to Long-term Care Assisting</b>			(Completion of Section I required before direct contact with residents)	
1. Communication and interpersonal skills			n/a	
2. Infection control Lab Skills: <b>*hand washing, *gloving, masking, *gown, *donning and removing PPE</b>			n/a	
3. Safety and emergency Lab Skills: fire extinguisher, evacuation, falling, choking, CPR, bleeding, restraints			n/a	
4. Resident's rights			n/a	
5. Independence			n/a	
<b>II. Basic Nursing Skills</b>				
1. Vital Signs Lab/Clinical Skills: <b>*blood pressure, pulse, *respiration, radial/apical pulse, temperature-oral, auxiliary, rectal</b>				
2. Height and weight Lab/Clinical Skills: <b>*weight of ambulatory patient</b> floor scale, wheel chair scale, in bed				
3. Resident environment Lab/Clinical Skills: <b>*bed making, closed, *occupied bed</b>				
4. Abnormal changes in elderly body functions				

Note: In-complete applications will be voided after 30 days.

<b>Student Name:</b> _____				<i>Page 2 of 3</i>
<b>SKILL PERFORMANCE/COMPETENCY EVALUATION FORM</b>				
<b>Clinical Objective</b>	<b>Theory Grade/Date</b> <i>**(insert)</i>	<b>Lab Skill/Date</b> <i>**(insert)</i>	<b>Clinical Skill/Date</b> <i>**(insert)</i>	<b>RN/LPN</b> <i>**(initials)</i>
<b>III. Personal Care Skills</b>				
1. Bath and perineal care Lab/Clinical Skills: <b>*bedbath</b> , shower, <b>*perineal care</b> , <b>*catheter care</b> , <b>*foot care</b>				
2. Grooming and oral hygiene Lab/Clinical Skills: <b>*fingernail care</b> , hair, shaving, mouth care, <b>*upper and lower dentures</b>				
3. Dressing residents Lab/Clinical Skills: dress in diaper, slacks, shirt, socks, shoes, <b>*apply knee-high elastic stocking</b> , <b>*dress client with affected right arm</b>				
4. Toileting and elimination Lab/Clinical Skills: <b>*bedpan</b> , calculate intake, <b>*measure urinary output</b> , empty catheter bag, collect urine specimen, bedside commode				
5. Feeding residents Lab/Clinical Skills: <b>*feed dependent resident</b>				
6. Nutrition and hydration Lab/Clinical Skills: calculate intake, provide drinking water				
7. Skin care Lab/Clinical Skills: back rub, lotion				
8. Transfer, positioning, and turning Lab/Clinical Skills: dangle, stand, ambulate, <b>*transfer bed to wheelchair (transfer belt)</b> , 2-person transfer, <b>*assist to ambulate using transfer belt</b> , position in chair, turn toward and away, move with drawsheet, log roll, position in fowlers, semi prone, supine, sims, <b>*position on side</b>				
<b>IV. Mental Health and Social Services</b>				
1. Behavior modification				
2. Responding to resident behavior				
3. Aging process and developmental process				
4. Personal choice and dignity Lab/Clinical Skills: role play choice				
5. Family support in planning care Lab/Clinical Skills: admission procedure				

<b>Student Name</b>				<i>Page 3 of 3</i>
<b>Clinical Objective</b>	<b>Theory Grade/Date</b> <i>**(insert)</i>	<b>Lab Skill/Date</b> <i>**(insert)</i>	<b>Clinical Skill/Date</b> <i>**(insert)</i>	<b>RN/LPN</b> <i>**(initials)</i>
<b>V. Care of Cognitively Impaired Residents</b>				
1. Unique needs and dementia				
2. Communicating with cognitive impairments				
3. Understanding cognitive impairment				
4. Response to cognitively impaired residents Lab/Clinical Skills: role play/communication skills				
5. Reducing effects of cognitive impairments Lab/Clinical Skills: role play				
<b>VI. Basic Restorative Services</b>				
1. Residents task based on ability				
2. Assistive devices Lab/Clinical Skills: crutch, cane, walker, dressing, eating				
3. Range of motion Lab/Clinical Skills: <b>*perform passive range of motion exercises (knee, ankle, shoulder, etc)</b>				
4. Positioning and turning techniques Lab/Clinical Skills: turning and positioning				
5. Bowel and bladder training Lab/Clinical Skills: training schedule				
6. Prosthetic and orthotic devices Lab/Clinical Skills: prosthetic and orthotic				
<b>VII. Residents Rights</b>				
1. Privacy and confidentiality Lab/Clinical Skills: HIPAA standards and regulations, sign confidentiality form, role play				
2. Resident choices and accommodation of needs				
3. Grievances and resolving disputes				
4. Participation in family groups and activities				
5. Security of personal possessions				
6. Freedom from abuse, neglect, and mistreatment				
7. Free from restraints				

**SKILL PERFORMANCE/COMPETENCY EVALUATION FORM**

Student Name \_\_\_\_\_ Last 4 Digits of SS# \_\_\_\_\_

Address \_\_\_\_\_

Program Start Date \_\_\_\_\_ Program Completion Date \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**The above student has satisfactorily completed the competencies as listed on the skill performance/competency evaluation form.**

\_\_\_\_\_  
Print Instructor's Name (Primary Instructor)

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Instructor's Name (Additional Instructor)

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date



# CERTIFICATE OF COMPLETION

**This Certifies That**

---

*(Student's Name as Stated on Photo Identification)*

**Has completed the requirements of**

**NURSE AIDE TRAINING PROGRAM**

**at**

---

*(Name of Program/School)*

**and is awarded this certificate on**

---

*(Month-Day-Year)*

---

**Instructor Signature (Primary Instructor)**

---

**Instructor Signature (Additional Instructor)**

---

**Program Site (required)**

---

**Program Number (required)**

**Equipment List Skills Evaluation**

<b>START –UP FURNITURE AND EQUIPMENT</b>			
<b>ITEM</b>	<b>YES</b>	<b>NO</b>	<b>RECOMMENDED AMOUNTS</b>
Adjustable bed with side rails ( <i>must be working</i> )			1 per candidate testing
Chair			1 per candidate testing
Clock preferred or Wrist Watch with second hand			1 per candidate testing unless wall clock can be clearly seen from all testing areas
Dedicated Fax machine ( <i>accessible to skills lab</i> )			1 per testing site
Mannequin with removable catheter ( <i>must be a full female mannequin</i> )			1 for usage of all candidates
Privacy curtain, Screen or Door if private room			1 per candidate testing
Scale, calibrated ( <i>bathroom/standing</i> )			1 for usage of all candidates
Signaling device ( <i>may be non-functional</i> )			1 per skills bed
Sink with running water in room			@ least 1 for usage of all candidates
Soiled linen container			1 per candidate testing
Table, bedside			1 per candidate testing
Table, over bed			1 per candidate testing
Toilet/Bedside Commode/Collection container clearly labeled commode			1 per candidate testing
Wastebasket with liner			1 by each bed used 1 by each sink used
Wheelchair with footrests			1 for usage of all candidates
<b>SUPPLIES</b>			
<b>ITEM</b>	<b>YES</b>	<b>NO</b>	<b>RECOMMENDED AMOUNTS</b>
Basin, bath			4 per candidate testing
Basin, emesis			2 per candidate testing
Bedpan ( <i>standard</i> )			2 per candidate testing
Blood pressure cuff			1 standard per candidate testing 1 XL for usage of all candidates
Denture cup w/lid			1 per candidate testing

Dentures			1 set or 2 uppers or 2 lowers for usage of all candidates
Knee-high elastic stockings			1 stocking per candidate testing
Measuring container ( <i>graduated – at least 250 ml’s/cc’s units clearly visible</i> )			1 per candidate testing
Stethoscope, dual earpiece			1 per candidate testing
Syringe for Catheter			1 per testing
Transfer ( <i>gait</i> ) belt / with extender			1 per candidate testing
<b>DISPOSABLE SUPPLIES</b>			
<b>ITEM</b>	<b>YES</b>	<b>NO</b>	<b>RECOMMENDED AMOUNTS</b>
Alcohol swab or Alcohol and cotton ball			2 per candidate scheduled
Antimicrobial Spray/Wipes – <i>clearly labeled</i>			1 container per candidate testing
Drinking cup ( <i>disposable</i> )			8 per candidate testing
Emery board ( <i>can be broken in half</i> )			4-6 per candidate testing
Food ( <i>typically be eaten with spoon-no finger food</i> ) and beverage ( <i>water</i> )			2 cups of “fruit cocktail” for each candidate testing
Gloves, large, disposable non-latex			3 pair per candidate scheduled
Gown, Isolation ( <i>long sleeve w/neck &amp; waist ties-cloth or disposable</i> )			2 per candidate testing
Hand Sanitizer			1 container per candidate testing
Hand Wipes ( <i>may use washcloth</i> )			2 per candidate scheduled
Lotion, in pump container ( <i>hypoallergenic &amp; unscented</i> )			1 bottle per candidate testing
Meal tray with client’s name on meal card			1 per candidate testing
Napkins/Paper Towels			4-6 per candidate testing
Orangewood stick ( <i>can be broken in half</i> )			4-6 per candidate testing
Paper plates			8 per candidate testing
Paper towels			2 rolls for usage of all candidates
Plastic bags ( <i>for wastebasket</i> )			2 per each wastebasket
Soap, liquid in pump container ( <i>hypoallergenic &amp; unscented/not rinseless</i> )			1 per candidate testing



Spoons ( <i>disposable</i> )			8 per candidate testing
Toilet tissue or Wipes			1 roll per candidate testing or 2 wipes per candidate scheduled
Toothbrush ( <i>individually wrapped</i> )			4-6 per candidate testing
Toothpaste			1 per candidate testing
<b>LINEN/CLOTHING</b>			
<b>ITEM</b>	<b>YES</b>	<b>NO</b>	<b>RECOMMENDED AMOUNTS</b>
Clothing protector ( <i>bib, towel or napkin</i> )			2 per candidate testing
Clothing ( <i>extra large tops that open in the front – no hospital gowns</i> )			2 per candidate testing
Gowns ( <i>patient</i> )			2 per candidate testing
Linens: pillowcase, top and bottom sheets ( <i>fitted or flat</i> )			3 sets per candidate testing
Pad, waterproof/incontinent ( <i>may use towel or drawsheet as waterproof pad</i> )			2 per candidate testing
Pillows			1 per skills bed
Towels			2 per candidate scheduled
Supportive devices ( <i>pillows, blanket rolls, wedges</i> )			3 per candidate testing
Washcloth			3 per candidate scheduled

**NURSE AIDE TRAINING PROGRAM**

**Mailing Address, Directions, and Diagrams**

<b>School Name, Mailing Address, and Contact Information:</b> <i>(insert information)</i>
---

<b>Directions to School from Montgomery, AL:</b> <i>(insert information)</i>
--

<b>Classroom Diagram or Photograph</b> <i>(insert)</i>	<b>Laboratory Diagram or Photograph</b> <i>(insert)</i>
---	--

# CNA Academy Inc.

(Sample Letter)

DATE:

Mr. Ray Gibson  
Alabama Department of Public Health  
Certified Nurse Aide Registry  
Division of Health Care Facilities  
RSA Tower  
201 Monroe Street Suite 710  
Montgomery, Al 36104

Dear Mr. Gibson:

We respectfully request your approval for a Nursing Assistant program at ABC Nursing Assistant program, 456 Boulevard, Montgomery, Alabama 36000.

Our program will consist of 30 classroom, 29 lab and 16 clinical hours for a total of 75 program hours. The curriculum will be 'How to Be a Nursing Assistant' 4<sup>th</sup> edition. The program clinical training site will be ABC Nursing Home, Montgomery Alabama.

The program coordinator will be Sue Smith, RN and primary instructor will be Barbara Jones, LPN. Our students will complete their certification exams with Pearson Vue or Prometric (which one your program chooses).

John Doe  
CNA Academy

Shown below is a list of Train-the-Trainer Programs in the state of Alabama:

Wallace State Community College  
Center for Economic & Workforce Development  
(334) 556-2390

Gadsden State Community College  
Gadsden State Community College  
256-549-8686

Management Training Programs  
William E. Garove, PhD  
205-979-0471