



# Utah Nursing Assistant Core Curriculum Guide

---

Utah Nursing Assistant Registry  
450 Simmons Way #700  
Kaysville, UT 84037  
801-547-9947

2<sup>nd</sup> Edition  
January 2023

## Table of Contents

Introduction .....	3
Unit 1:      Certification.....	4
Unit 2:      Introduction to Healthcare & Resident's Rights .....	5
Unit 3:      Communication .....	7
Unit 4:      Infection Prevention and Control .....	9
Unit 5:      Basic Safety & Emergencies .....	11
Unit 6:      Positioning & Ambulation .....	13
Unit 7:      Resident Environment.....	15
Unit 8:      Basic Human Needs .....	16
Unit 9:      Vital Signs .....	18
Unit 10:      Hygiene & Grooming.....	20
Unit 11:      Nutrition .....	21
Unit 12A:      Body Systems – Integumentary System .....	23
Unit 12B:      Body Systems – Musculoskeletal System .....	24
Unit 12C:      Body Systems – Cardiovascular System .....	25
Unit 12D:      Body Systems – Respiratory System.....	26
Unit 12E:      Body Systems – Nervous System .....	27
Unit 12F:      Body Systems – Gastrointestinal System .....	28
Unit 12G:      Body Systems – Genitourinary System .....	29
Unit 12H:      Body Systems – Endocrine System .....	30
Unit 13:      Mental Health & Mental Illness .....	31
Unit 14:      Cognitive Impairment & Dementia.....	32
Unit 15:      Rehabilitation & Restorative Care .....	33
Unit 16:      End of Life Care.....	34

## Introduction

The *Utah Nursing Assistant Core Curriculum Guide, 2<sup>nd</sup> ed.*, provides a framework for both the Utah Nursing Assistant Registry (UNAR) and Nurse Aide Training and Competency Evaluation Programs (NATCEP) in the State of Utah. UNAR will utilize it in the review of current test content and in the creation of future content. NATCEPs' will utilize it to assure that the textbooks and educational materials used in their program meet the objectives set forth within it.



The creation of this document would not have been possible without the time, talent, and knowledge of the UNAR Curriculum Update Committee. UNAR would like to extend gratitude to the committee members for their contribution to the production of this guide.

Tiffany Haggerty, BSN, RN

Jennifer J. Harrington, DNP, MS, RN,

Joy Korth, MSN, RN

Carol Lindsay, MSN, RN

Janine Porter, RN

Mountainland Technical College

Utah Tech University

Davis Technical College

CCCNA

Davis School District

### Utah Nursing Assistant Registry

Cherie Crezee, MSN-Ed, RN

Director

Britanee Garner

Certification Specialist I

Wendy Morehead

Certification Specialist II

Donelle Ricketts, BSN, RN

Former Director

Robyn Steed, BSN, RN

State Skills Specialist

## Unit 1: Certification

---

### Objectives:

1. Define the vocabulary listed and complete unit Nursing Assistant Skill Proficiency Performance (NAPP) list requirement.
2. List the requirements for nursing assistant certification and renewal in the State of Utah.
3. Explain the significance of the Omnibus Budget Reconciliation Act (OBRA) of 1987.
4. Describe the Utah Nursing Assistant Registry (UNAR).
5. Discuss the UNAR Abuse Registry.
6. Explain the lifelong consequences of being placed on the Abuse Registry.
7. Recognize what constitutes abuse.
8. Discuss what constitutes misconduct according to R432-45-6.
9. Locate the *UNAR State Exam Guide* on the UNAR website [utahcnaregistry.com](http://utahcnaregistry.com)
10. Locate the Testmaster Universe website at [ut.tmuniverse.com](http://ut.tmuniverse.com)
11. Explain the benefit of completing certification testing within 3 months of training.

### Vocabulary to Know

Abuse	Misappropriation of Property	Renewal
Abuse Registry	Misconduct	Skills Exam
Certification	Neglect	Utah Nurse Assistant Registry (UNAR)
Department of Health (DOH)	Nursing Assistant Performance List (NAPP)	
Knowledge Exam	Omnibus Budget Reconciliation Act (OBRA)	

## **Unit 2: Introduction to Healthcare & Resident's Rights**

---

### **Objectives:**

1. Define vocabulary and complete unit NAPP list requirement.
2. Describe the structure of the healthcare system.
3. Describe a typical long-term care facility and the residents who live there.
4. Distinguish between policies and procedures.
5. Compare Medicare and Medicaid.
6. Describe person-directed care.
7. Identify members of the healthcare team.
8. Explain the nursing assistant's role on the healthcare team.
9. Discuss professionalism.
10. Demonstrate appropriate personal grooming habits.
11. Recognize the chain of command.
12. Explain scope of practice.
13. Explain the resident care plan and purpose.
14. Explain delegation and the concerns that must be addressed before accepting a delegated task.
15. List guidelines for ethical and legal behavior.
16. Discuss Residents' Rights.
17. Discuss importance of allowing resident to make personal choices.
18. Discuss types of abuse and possible signs of abuse and neglect.
19. Explain the responsibilities of the nursing assistant as a mandated reporter.
20. Explain the role of the ombudsman.
21. Discuss the Health Insurance Portability and Accountability Act (HIPAA) and the nursing assistant's role in confidentiality, protecting privacy, and Protected Health Information (PHI).
22. Identify risks associated with Personal Dignity Exploitation and social media.

## Vocabulary to Know

Abandonment	Home Health	Patient
Abuse	Hospice	Patient Rights
Acute Care	Hospital	Personal Dignity
Adult Protective Services (APS)	Interdisciplinary	Pediatric
Ageism	Job Description	Person-Directed Care
Assault	Liability	Physical Therapist (PT)
Assisted Living	Licensed Practical Nurse (LPN)	Professionalism
Battery	Long Term Care (LTC)	Protected Health Information (PHI)
Certified Nursing Assistant (CNA)	Malpractice	Registered Nurse (RN)
Chronic	Mandated Reporter	Rehabilitation
Client	Medicaid	Resident
Confidentiality	Medical Doctor (MD)	Resident Rights
Defamation	Medicare	Respiratory Therapist (RT)
Delegation	Misappropriation of Property	Scope of Practice
Do Not Resuscitate (DNR)	Neglect	Scope of Responsibility
Ethics	Nursing Team	Sexual Harassment
Exploitation	Omnibus Budget Reconciliation Act (OBRA)	Skilled Nursing Facility (SNF)
False Imprisonment	Occupational Safety and Health Administration (OSHA)	Social Worker (SW)
Fraud	Occupational Therapist (OT)	Speech Therapist/Speech-Language Pathologist (SLP)
Geriatrics	Ombudsman/ombuds	Terminally Ill
Health Care Team	Outpatient Care	Willful Infliction of Harm
Health Insurance Portability and Accountability Act (HIPAA)		

## Unit 3: Communication

---

### Objectives:

1. Define vocabulary and medical abbreviations listed, and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Explain why communication is such a critical part of a nursing assistant's job.
4. Explain the influence of culture on communication and the need for cultural sensitivity.
5. Demonstrate verbal and non-verbal forms of communication.
6. Identify barriers to communication and approaches that can be used to overcome those barriers.
7. Demonstrate how to send and receive clear messages.
8. Demonstrate guidelines for communicating with a resident with vision or hearing impairment.
9. Demonstrate guidelines for communicating with a resident who has a cognitive impairment.
10. Differentiate between objective and subjective information.
11. Demonstrate how to give and receive an accurate shift-change report.
12. Identify what type of information should be reported immediately, including signs of declining condition.
13. List proper documentation guidelines.
14. Explain why resident care plan is important for communication.
15. Demonstrate the use of military time.
16. Identify circumstances requiring an incident report and what information is to be included.
17. Explain guidelines for making and receiving phone calls.
18. Discuss importance of the resident call light system for communication.
19. Discuss the potential of feeling overwhelmed as a caregiver and how to ask for help.

## Vocabulary to Know

Bias	Documentation	Receiver
Body Language	Hearing Impaired	Reporting
Care Plan	Incident Report	Sender
Cliché	Medical Abbreviations	Sign
Cognitive Impairment	Medical Record	Subjective
Communication	Medical Terminology	Symptom
Cultural Diversity	Message	Verbal Communication
Culturally Sensitive Care	Non-Verbal Communication	Visual Impairment
Culture	Objective	

## Abbreviations to Know

AKA - above knee amputation	Dx - diagnosis	OOB – out of bed
Amb - ambulate	FBS – fasting blood sugar	PO – by mouth
ASAP - as soon as possible	FWB – full weight bearing	PPE- personal protective equipment
BID - twice a day	HOB – head of bed	PRN – as needed
BKA - below knee amputation	HS – hour of sleep	PWB - partial weight bearing
BRP - bathroom privileges	I&O – intake and output	q - every
č - with	LLE – left lower extremity	RLE – right lower extremity
cl liq - clear liquid	LUE – left upper extremity	RUE – right upper extremity
c/o - complains of	NKA – no known allergies	š - without
	NWB - non-weight bearing	TID – three times a day

## **Unit 4: Infection Prevention and Control**

---

### **Objectives:**

1. Define vocabulary and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Recognize the relationship between microorganisms and infections.
4. Describe the chain of infection.
5. Explain the body's defenses against infection.
6. Demonstrate standard precautions.
7. Recognize transmission-based precautions.
8. Explain the principles of medical and surgical asepsis.
9. Explain personal and environmental infection prevention and control measures.
10. Demonstrate guidelines for handling equipment and laundry.
11. List guidelines for cleaning spills involving blood, body fluids, or glass.
12. Summarize the role of OSHA related to infection prevention and control.
13. Discuss bloodborne pathogens.
14. Recognize common diseases associated with the immune and lymphatic systems.

## Vocabulary to Know

Acquired Immunodeficiency Syndrome (AIDS)	Dirty	Influenza
Airborne precautions	Disinfect	Isolation
Anti-microbial	Disinfectant	Microorganism
Asepsis	Disposable	Multidrug-resistant Organisms (MDRO's)
Bacteria	Doff	Non-Pathogen
Biohazard/Biohazardous	Don	Normal Flora
Bloodborne Pathogens (BBP)	Droplet precautions	Occupational Safety and Health Administration (OSHA)
Cancer	Exposure Control Plan	Pathogen
Center for Disease Control (CDC)	Exposure Incident	Personal Protective Equipment (PPE)
Chain of Infection	Hand Hygiene	Reverse Isolation
Clean	Healthcare-Associated Infection (HAI)	Sexually Transmitted Infection (STI)
Clostridium Difficile (C-Diff)	Hepatitis	Standard Precautions
Communicable	Human Immunodeficiency Virus (HIV)	Sterile
Contact Precautions	Immune System	Transmission-based Precautions
Contamination	Immunity (specific/nonspecific)	Tuberculosis (TB)
COVID-19	Infection	Tumor
Cross Contamination	Infection Prevention and Control (IPC)	Virus

## Unit 5: Basic Safety & Emergencies

---

### Objectives:

1. Define vocabulary and acronyms and complete unit NAPP list requirement.
2. Discuss residents' rights in relationship to unit content.
3. List various methods used by facilities for a CNA to verify a resident's identity before providing care.
4. Describe the principles of body mechanics.
5. Explain the significance and use of the Safety Data Sheet.
6. List safety guidelines for oxygen use.
7. Describe what is considered a restraint and what limited circumstances allow for the use of restraints.
8. List physical problems associated with the use of restraints.
9. Describe psychological problems associated with the use of restraints.
10. Describe restraint alternatives and how to promote a restraint-free environment.
11. Identify potential hazards that may occur in any setting and how to minimize.
12. Discuss basic first aid procedures.
13. Identify potential fire hazards.
14. Describe how to respond to fires.
15. Identify potential disasters.
16. Discuss how to respond to a disaster in the care setting.
17. Discuss how to recognize and respond to medical emergencies and urgent care needs including first aid.
  - Allergic Reaction
  - Bleeding
  - Burns
  - Cerebrovascular Accident (CVA/ stroke)
  - Choking
  - Fainting (syncope)
  - Hyperglycemia (High blood sugar)
  - Hypoglycemia (Low blood sugar)
  - Myocardial Infarction (MI/ heart attack)
  - Nosebleed (epistaxis)
  - Poisoning
  - Seizure
  - Shock
  - Vomiting

### Vocabulary to Know

Abdominal Thrust	Epistaxis	Poisoning
Anaphylaxis	Fainting (syncope)	Restraint Alternatives
Aspiration	First Aid	Restraints
Body Mechanics	Fracture	Safety Data Sheet (SDS)
Cardiopulmonary Resuscitation (CPR)	Hyperglycemia	Seizure
Cerebrovascular Accident (CVA, Stroke)	Hypoglycemia	Shortness of Breath (SOB)
Choking	Incident Report	Shock
Conscious	Myocardial Infarction (MI, Heart Attack)	Unconscious
Emesis	Oxygen	Vomit

### Acronym to Know

<u>F.A.S.T</u>	<u>PASS</u>	<u>RACE</u>
Face drooping	Pull	Rescue/Remove
Arm weakness	Aim	Activate/Alarm
Speech difficulty	Squeeze	Confine/Contain
Time	Sweep	Extinguish/Evacuate

## Unit 6: Positioning & Ambulation

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Describe the principles of body mechanics.
4. Demonstrate how to safely position residents.
5. Explain how guidelines for proper positioning promote skin health.
6. Recognize the importance of preventing the complications of immobility.
7. Demonstrate how to safely transfer a resident.
8. Discuss the use of mechanical lifts (any assistance provided by an employee that is <18 is done so as a junior member of the team and must be accompanied by a trained adult member of the team).
9. Demonstrate the use of commonly used assistive devices.
10. Demonstrate caring for a resident with an affected side.
11. Demonstrate how to assist a falling resident and how to care for a resident who has just fallen.
12. Demonstrate the proper use of a gait belt in transfers and ambulation.

## Vocabulary to Know

Abduction	Dangle	Passive Range of Motion (PROM)
Active Range of Motion (AROM)	Flexion	Pivot
Adduction	Foot Drop	Pneumonia
Affected	Fowler's	Pressure Injury/Ulcer/Sore
Alignment	Full Weight Bearing (FWB)	Prone
Ambulate	Gait	Quadriplegia
Assistive/Adaptive Devices	Gait/Transfer Belt	Range of Motion (ROM)
Atrophy	Hemiplegia	Rotation
Base of Support	High-Fowler's	Semi-Fowler's
Bed Cradle	Hip Replacement	Shearing
Blood Clot	Lateral	Sim's
Body Mechanics	Logrolling	Supine
Bony Prominences	Mechanical Lift	Supportive Devices
Cane	Non-skid Soles	Walker
Contracture	Non-weight Bearing (NWB)	Weight Bearing
Crutches	Paraplegia	Wheelchair
Draw/Lift/Transfer Sheet	Partial Weight Bearing (PWB)	Unaffected
Extension		

## Unit 7: Resident Environment

---

### Objectives:

1. Define vocabulary listed and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Explain how a Certified Nursing Assistant can make a patient/resident's environment comfortable, safe, and clean.
4. Demonstrate proper placement/answering of call lights.
5. Describe the general furniture/equipment in a resident's room and its proper use.
6. Demonstrate guidelines for handling both clean/dirty equipment, linen, and clothing.
7. Describe the process of admitting, discharging, and transferring a patient/resident.
8. Describe how to maintain care and security of resident's personal possessions.

### Vocabulary to Know

Bed Protector/linen protector	Height (Ht)	Scale
Call Light	Inventory/Belonging List	Side Rails
Closed Bed	Mitered Corner	Toe Pleat
Draw/Lift/Transfer Sheet	Occupied Bed	Trapeze
Fan Fold	Open Bed	Weight (Wt)

## Unit 8: Basic Human Needs

---

### Objectives:

1. Define vocabulary.
2. Discuss residents' rights in relationship to unit content.
3. List stages of human development with special focus on late adulthood.
4. Describe losses associated with aging.
5. Discuss developmental disabilities.
6. List guidelines for providing care to a person with a developmental disability.
7. Explain holistic care.
8. Identify basic human needs.
9. Recognize physical, mental, psychosocial, and sexual needs of the elderly.
10. Describe Maslow's hierarchy of needs.
11. Distinguish between spirituality and religiousness.
12. Recognize the need to respect each individual's spiritual, cultural, and religious beliefs and the importance of accommodating those differences.
13. Discuss guidelines for respecting sexual needs in all stages of life.
14. Discuss sexual orientation, gender identity, and gender pronouns.
15. Discuss families and their role as a source of emotional support.
16. Explain the importance of maintaining independence and self-care in the elderly.
17. List ways to promote resident independence.
18. List the benefits of physical activity.
19. List the problems related to inactivity.
20. Discuss ways to assist residents in getting to and participating in resident, family, and other group activities.
21. List 5 key categories of the social determinants of health.
22. Discuss active listening to recognize patient specific social determinants of health needs.
23. Discuss how to report patient specific social determinants of health to nurse.

## Vocabulary to Know

Autism	Ethnicity	Race
Belief	Faith	Religion
Belonging	Gender	Safety
Cerebral Palsy	Gender Identity	Security
Clergy	Gender Pronouns	Self-Care Deficit
Culture	Holistic Care	Self Esteem
Customs	Intellectual Disability	Sex
Dignity	Maslow's Hierarchy of Needs	Sexuality /Sexual Orientation
Disabled/Disability	Physical	Spiritual
Diversity	Psychosocial	Values
Down Syndrome		

## Unit 9: Vital Signs

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Explain the importance of monitoring vital signs.
4. List factors which can affect vital signs.
5. Identify parameters for reporting vital signs.
6. Demonstrate guidelines for measuring and recording oral, tympanic, and temporal temperatures.
7. Describe guidelines for measuring and recording a rectal temperature.
8. Demonstrate measuring and recording apical and radial pulse.
9. Demonstrate measuring and recording respirations.
10. Demonstrate measuring and recording blood pressure with both manual and electronic cuffs.
11. Describe how to recognize and report pain.
12. Identify measures to reduce pain.
13. Discuss guidelines for warm and cold applications.
14. Identify parameters for reporting oxygen saturation.
15. List guidelines for the use of oxygen.
16. Demonstrate the use of oxygen delivery devices.
17. Recognize that nursing assistants never stop, adjust, or administer oxygen without proper delegation by a nurse.

## Vocabulary to Know

Antiembolism Stocking	Ear Canal	Oral
Apical	Electronic Thermometer	Orthostatic
Apnea	Embolism	Pain
Axillary	Exhale/Exhalation/ Expiration	Pulse
Blood Pressure	Face Mask	Pulse Oximeter
Brachial Artery	Fahrenheit	Radial Artery
Centigrade	Flow Meter	Rectal
Cold pack	Humidifier	Respirations
Concentrator	Hypertension	Sphygmomanometer
Diaphragm	Hypotension	Stethoscope
Diastolic	Inhale/Inhalation/Inspiration	Systolic
Digital Thermometer	Irregular	Temporal
Dyspnea	Nasal Cannula	Thermometer
	Non-rebreather Mask	Tympanic

## Unit 10: Hygiene & Grooming

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Demonstrate personal care of residents.
4. Describe AM and PM care.
5. Identify guidelines for basic skin care.
6. Demonstrate guidelines for preventing pressure ulcers.
7. Discuss guidelines for assisting with bathing including, showers, tub bath, bed bath, partial bed bath, and perineal care.
8. Describe safety guidelines for showers and tub baths.
9. Describe guidelines for grooming; nail care (including trimming nails and toenails), foot care, shaving, and haircare.
10. Recognize that facility policy or the care plan may disallow CNA's from trimming the nails of certain patients.
11. Demonstrate guidelines for assisting with dressing.
12. Describe assistive devices used to assist residents with dressing.
13. Demonstrate Guidelines for oral care, including denture care, conscious and unconscious oral care.

### Vocabulary to Know

AM Care	Foreskin	Perineum
Aspiration Precautions	Grooming	Rectum
Circumcised	HS/PM Care	Scrotum
Denture	Hygiene	Uncircumcised
Drape	Labia	Unconscious
Emesis Basin	Mucous Membrane	Urinary Meatus
Expectorate	Penis	Vagina
Feces	Perineal Care	

## Unit 11: Nutrition

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. List the 6 basic nutrients and their basic functions.
4. Explain MyPlate and healthy food choices.
5. Recognize how food preferences may influence a resident's intake.
6. Explain why a resident would be on the following diets: bland, clear liquid, gluten free, low sodium, low fat/low cholesterol, low protein, high protein, diabetic, modified calorie, and vegetarian.
7. Describe the texture and/or consistency of the following diets and why a resident would be on such a diet: liquid, soft, mechanical soft, and pureed.
8. List the guidelines for tube feedings.
9. Discuss fluid balance (I & O) and its importance.
10. Demonstrate how to measure and record fluid intake.
11. List guidelines for preventing and reporting signs of dehydration.
12. List guidelines for preventing and reporting signs of fluid overload.
13. Explain the use of thickened liquids.
14. List guidelines for serving meal trays.
15. Demonstrate how to safely serve residents meals.
16. Explain how to make dining an enjoyable experience.
17. List guidelines for promoting residents' appetite.
18. Recognize and report signs of swallowing difficulty to prevent aspiration.
19. List guidelines for assisting a resident with eating including, those living with Parkinson's disease, dementia, head trauma, vision-impaired, confusion, and stroke.
20. Describe assistive devices used to assist residents with eating.
21. Demonstrate how to estimate food intake at mealtime.

## Vocabulary to Know

Adaptive Devices	Fiber	Modified Calorie
Aspiration	Fluid Balance	MyPlate
Bland	Fluid Restriction	Nasogastric Tube
Milliliter (mL)	Full Liquid	NPO
Carbohydrates	Gastrostomy Tube	Output
Clear Liquid (Cl Liq)	Gluten Free	Ounces (oz)
Dehydration	High Protein	Protein
Diabetic Diet	Intake	Pureed
Diet Card	Intravenous (IV)	Soft
Dietician	Low Cholesterol	Speech Therapist/Speech Language Pathologist (SLP)
Dysphagia	Low Fat	Total Parenteral Nutrition (TPN)
Dysphasia	Low Sodium	Vegetarian
Edema	Low Protein	
Fat	Mechanical Soft	

## Unit 12A: Body Systems – Integumentary System

---

### Objectives:

1. Define vocabulary listed.
2. Identify the basic structures and function of the integumentary system.
3. Explain the normal changes of aging related to the integumentary system.
4. Describe common diseases and/or conditions of the integumentary system.
5. Recognize signs and symptoms that must be reported to a nurse for the integumentary system.

### Vocabulary to Know

Burns	Inflammation	Rash
Decubitus	Integumentary	Scabies
Dermis	Lice	Shingles
Epidermis	Pressure Injury/Ulcer/Sore	Subcutaneous Tissue

## Unit 12B: Body Systems – Musculoskeletal System

---

### Objectives:

1. Define vocabulary listed and complete unit NAPP list requirements.
2. Identify the basic structures and function of the musculoskeletal system.
3. Explain the normal changes of aging related to the musculoskeletal system.
4. Describe common diseases and/or conditions of the musculoskeletal system.
5. Recognize signs and symptoms that must be reported to a nurse for the musculoskeletal system.

### Vocabulary to Know

Abduction pillow/wedge	Fracture	Muscle
Amputation	Hip Fracture	Osteoarthritis
Arthritis	Hip Replacement	Osteoporosis
Atrophy	Joint	Phantom Pain
Bone	Knee Replacement	Rheumatoid Arthritis
Contracture	Ligament	Tendon

## Unit 12C: Body Systems – Cardiovascular System

---

### Objectives:

1. Define vocabulary listed.
2. Identify the basic structures and function of the cardiovascular system.
3. Explain the normal changes of aging related to the cardiovascular system.
4. Describe common diseases and/or conditions of the cardiovascular system.
5. Recognize signs and symptoms that must be reported to a nurse for the cardiovascular system.

### Vocabulary to Know

Angina	Congestive Heart Failure (CHF)	Hypotension
Anemia	Coronary Artery Disease (CAD)	Myocardial Infarction (MI, Heart Attack)
Artery	Cyanosis	Pacemaker
Blood Clot	Edema	Peripheral Vascular Disease (PWD)
Capillary	Hypertension	Vein
Cardiac		

## Unit 12D: Body Systems – Respiratory System

---

### Objectives:

1. Define vocabulary listed.
2. Identify the basic structures and function of the respiratory system.
3. Explain the normal changes of aging related to the respiratory system.
4. Describe common diseases and/or conditions of the respiratory system.
5. Recognize signs and symptoms that must be reported to a nurse for the respiratory system.

### Vocabulary to Know

Alveoli	Cyanotic	Larynx
Apnea	Diaphragm	Nares
Aspiration	Dyspnea	Pertussis
Asthma	Epiglottis	Pneumonia
Bronchi	Emphysema	Respiration
Bronchitis	Exhale/Exhalation/Expiration	Trachea
Chronic Obstructive Pulmonary Disease (COPD)	Inhale/Inhalation/Inspiration	Tuberculosis (TB)
COVID-19		

## Unit 12E: Body Systems – Nervous System

---

### Objectives:

1. Define vocabulary listed.
2. Identify the basic structures and function of the nervous system.
3. Explain the normal changes of aging related to the nervous system.
4. Describe common diseases and/or conditions of the nervous system.
5. Recognize signs and symptoms that must be reported to a nurse for the nervous system.

### Vocabulary to Know

Alzheimer's Disease	Deafness	Paraplegia
Aphasia	Dementia	Parkinson's Disease
Blindness	Dysphagia	Quadriplegia
Brain	Dysphasia	Seizure
Cataract	Epilepsy	Spinal Cord
Central Nervous System (CNS)	Glaucoma	Spinal Cord Injury
Cerebrovascular Accident (CVA, Stroke)	Hemiplegia	Traumatic Brain Injury (TBI)
Cerebral Palsy	Multiple Sclerosis	Vertigo
Confusion	Nerve	

## Unit 12F: Body Systems – Gastrointestinal System

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Identify the basic structures and function of the gastrointestinal system.
3. Explain the normal changes of aging related to the gastrointestinal system.
4. Demonstrate guidelines for assisting with bowel elimination needs.
5. Describe common diseases and/or conditions of the gastrointestinal system.
6. Recognize signs and symptoms that must be reported to a nurse for the gastrointestinal system.

### Vocabulary to Know

Bedpan	Diarrhea	Ileostomy
Bedside Commode	Dysphagia	Nausea
Bowel Movement (BM)	Enema	Occult Blood
Bowel Obstruction	Fecal Impaction	Ostomy
Bowel Retraining	Feces	Ostomy Bag
Brief	Flatus	Reflux
Colostomy	Fracture Pan	Stoma
Constipation	Gastroesophageal Reflux (GERD)	Stool
Defecation	Hemorrhoid	Ulcer
Elimination	Hepatitis	Vomit
Emesis	Incontinence	

## Unit 12G: Body Systems – Genitourinary System

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Identify the basic structures and function of the genitourinary system.
3. Explain the normal changes of aging related to the genitourinary system.
4. Demonstrate guidelines for assisting with urinary elimination needs.
5. Describe common diseases and/or conditions of the genitourinary system.
6. Recognize signs and symptoms that must be reported to a nurse for the genitourinary system.

<u>Vocabulary to Know</u>		
24 hr. Urine Collection	Graduate	Straight Catheter
Benign Prostatic Hypertrophy (BPH)	Incontinence	Suprapubic Catheter
Bladder	Incontinent Pad	Ureterostomy
Bladder Retraining	Indwelling Catheter	Urinal
Clean Catch/Midstream	Kidney Stone	Urinalysis
Collection Device (Hat)	Labia	Urinary Incontinence
Condom Catheter	Leg Bag	Urinary Meatus
Dialysis	Nocturia	Urinary Retention
Down Drain Bag	Perineum	Urinary Tract Infection (UTI)
Dysuria	Polyuria	Urination
Female External Catheter	Renal Failure	Voiding
Foreskin	Sample/Specimen	

## Unit 12H: Body Systems – Endocrine System

---

### Objectives:

1. Define vocabulary listed.
2. Identify the basic structures and function of the endocrine system.
3. Explain the normal changes of aging related to the endocrine system.
4. Describe common diseases and/or conditions of the endocrine system.
5. Recognize signs and symptoms that must be reported to a nurse for the endocrine system.

### Vocabulary to Know

Blood Glucose	Hormones	Metabolism
Diabetes Type 1 (T1DM)	Hyperglycemia	Prediabetes
Diabetes Type 2 (T2DM)	Hypoglycemia	Pancreas
Gland	Insulin	Thyroid
Glucometer		

## Unit 13: Mental Health & Mental Illness

---

### Objectives:

1. Define vocabulary listed.
2. Discuss residents' rights in relationship to unit content.
3. Describe differences between mental health and mental illness.
4. Distinguish between dementia, intellectual disability, and mental illness.
5. Explain guidelines for communicating with individuals living with mental illness.
6. Explain guidelines for interacting with residents displaying combative, angry, or inappropriate behavior.
7. Describe common symptoms of anxiety.
8. Describe common symptoms of depression.
9. Identify signs of substance abuse.
10. Discuss suicide awareness.

### Vocabulary to Know

Anxiety	Hallucination	Post-Traumatic Stress Disorder (PTSD)
Bipolar Disorder	Intellectual Disability	Redirection
Confusion	Mania	Schizophrenia
De-escalation	Mental Health	Stress
Depression	Mental Illness	Substance Abuse
Delusion	Obsessive Compulsive Disorder (OCD)	Suicide
Dementia	Phobia	

## Unit 14: Cognitive Impairment & Dementia

---

### Objectives:

1. Define vocabulary listed.
2. Discuss residents' rights in relationship to unit content.
3. Explain cognitive impairment.
4. Discuss confusion and common causes of confusion.
5. Explain dementia.
6. Explain guidelines in caring for person experiencing cognitive impairment.
7. Discuss strategies for communicating with a person living with dementia.
8. Explain interventions for a person living with dementia who is having difficulty performing activities of daily living (ADLs).
9. Explain interventions and appropriate responses to common behaviors of a person living with dementia.

### Vocabulary to Know

Agitation	Confusion	Perseveration
Alzheimer's Disease	Delirium	Parkinson's Disease
Anxiety	Delusions	Sundowning
Catastrophic Reaction	Dementia	Stress
Cognition	Hallucinations	Triggers
Cognitive Impairment	Pacing	Validation Therapy
		Wandering

## Unit 15: Rehabilitation & Restorative Care

---

### Objectives:

1. Define vocabulary listed and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Distinguish between rehabilitation and restorative care.
4. Discuss the importance of promoting independence and self-care according to resident's ability.
5. List ways that exercise improves health.
6. Discuss importance of range of motion exercises.
7. Demonstrate how to assist with range of motion exercises.
8. Describe common assistive devices and equipment.
9. Discuss guidelines for the care and use of prosthetic and orthotic devices.
10. Describe bowel and bladder retraining.
11. Discuss the benefits of deep breathing exercises.
12. Discuss the use and function of an incentive spirometer.

### Vocabulary to Know

Abduction	Extension	Range of Motion (ROM)
Ability	Flexion	Rehabilitation
Active Range of Motion (AROM)	Mobility Skills	Restoration
Adaptive/Assistive Devices	Occupational Therapy	Restorative Care
Adduction	Orthotic	Rotation
ADLs	Passive Range of Motion (PROM)	Self-care Deficit
Amputation	Phantom Pain	Speech Therapy (SLP)
Amputee	Physical Therapy	Spinal Cord Injury
Cerebrovascular Accident (CVA, Stroke)	Prostheses	Traumatic Brain Injury (TBI)
Disability		

## Unit 16: End of Life Care

---

### Objectives:

1. Define vocabulary and complete unit NAPP list requirements.
2. Discuss residents' rights in relationship to unit content.
3. Discuss the stages of grief and the grieving process.
4. Explain hospice care.
5. Explain palliative care.
6. Discuss advanced directives, power of attorney, living will, physician order for life sustaining treatment (POLST), and do not resuscitate (DNR).
7. Discuss feelings, attitudes, and cultural differences about death.
8. Discuss how to care for a dying resident.
9. Discuss positioning for comfort.
10. Discuss how to treat the dying resident and their family with dignity and to honor their rights/wishes.
11. Describe common signs of approaching death.
12. Describe changes that may occur in the body after death.
13. Describe postmortem care.

### Vocabulary to Know

Advance Directive	Expire	POLST (Physician Order for Life Sustaining Treatment)
Apnea	Hospice	Postmortem care
Cheyne-Stokes	Life Support Systems	Power of Attorney
Dignity	Living Will	Rigor Mortis
DNR (Do Not Resuscitate)	Mottling	Spiritual Needs
Empathy	Palliative Care	Sympathy
		Terminal Illness