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INTRODUCTION

The Nurse Assistant Training and Assessment Program (NATAP) Model Curriculum is updated/revised every 3-4 years in order to keep the strong foundation curriculum current with the community standards of practice. The original curriculum published in 1994, revised in 1998, 2004 and 2010, has provided guidance to hundreds of Nurse Assistant programs. However health care is a constantly changing environment with new knowledge appearing in practice every day. A prime example can be found in the area of Confidentiality (HIPAA), Disaster Preparedness and the increasing use of electronic medical records. In recent years, there has also been a move to lessen the “institutional” feel of long term care facilities and more emphasis has been given to promoting independence and dignity of residents. The revised curriculum has also expanded the Recommended Teaching Strategies and Assignments, Clinical Demonstration/Method of Evaluation and updated terminology, references and sample test questions. The intent of the most recent revision was to include new terminology and new procedures that reflect the current practices, to assist instructors with more resources, and to improve the health care given to residents in long-term care facilities.

The NATAP Model Curriculum meets the Title 22: California Code of Regulations, Division 5, Chapter 2.5, Section 1337-1338.5 Certified Nurse Assistant Program and the Omnibus Budget Reconciliation Act (OBRA) requirements 42CFR Chapter IV Section 483.152-483.158. The curriculum meets 60 hours of theory and 100 hours of clinical stated in the Title 22.

The purpose, philosophy and conceptual framework of the curriculum foundation have held fast over the past nineteen years. The organization of the content is arranged to verify the compliance of content with the California Department of Public Health (CDPH) guidelines. Nurse Assistant educators from across the state were convened to revise the curriculum and input was sought from experts from various fields of health care.

ACKNOWLEDGEMENTS

As Project Director, I want to express my appreciation to Barbara Whitney, MSN, RN, now retired. For many years, she was the Specialist, Educational Services & Economic Development Division, Chancellor's Office, California Community Colleges, Sacramento, CA. Her continued support and guidance in developing and revising the NATAP curriculum for over twenty years was invaluable. Barbara provided the enthusiasm, time and funding required to maintain a standard of education and testing of Nurse Assistants in the state of California.

A long list of persons has contributed to this curriculum over the past nineteen years. They are acknowledged for their work, which set a solid foundation for the content. The previous work made the 2009 revision a much easier process. A special thanks to the following educators and curriculum experts whose hard work is demonstrated in the revision of the NATAP curriculum, and to Cassandra Dietzman, RHORC Administrative Assistant for all of her tireless dedication to the project.

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DESCRIPTION

The model curriculum was developed following California Department of Public Health Services (CDPH) guidelines. The theory and clinical hours listed are the minimum hours of study required to meet CDPH's approval. However, additional time is strongly encouraged to adequately cover the material. A majority of Nurse Assistants are prepared in the Regional Occupation Programs and Adult Education programs. This has enabled the faculty to expand the content in a less restricted length of time. There are still many programs limited to the state mandated 150 hours plus the additional 10 hours required to address the special needs with developmental disorders and Elder Abuse. The content is designed to be flexible for other programs.

The following forms and documents will be found in the appendices.

- Appendix A- HS276 - Nurse Assistant Certification Training Program Application
- Appendix B- HS 276A - Nurse Assistant Certification Training Program Skills Check List
- Appendix C- HS 276C - Nurse Assistant Certification Training Program Individual Student Record
- Appendix D- Glossary
- Appendix E- Handout 1.3a - HS283B Application Form
- Appendix F- Handout 1.3b - HS283C Renewal Form
- Appendix G- Handout 1.5 Abuse Reporting form- SOC341
- Appendix H- MDS Version 2.0 All Forms
- Appendix I- Title 22 Excerpts

The Omnibus Budget Reconciliation Act (OBRA) regulations were also incorporated in the development of the curriculum. Section 483.152 of OBRA has been threaded into the curriculum where appropriate. The OBRA and Title 22 regulations require that the following content areas be included in the curriculum:

- Communication and interpersonal skills
- Infection control
- Safety and emergency procedures (including the Heimlich maneuver)
- Promoting the independence of patients
- Respecting the rights of patients
- Basic nursing skills
- Personal care skills
- Mental health and social service needs
- Care of cognitively impaired
- Basic restorative services
- Resident's rights

The model curriculum is organized into sixteen modules, with each module containing lesson plans. The lesson plans include performance standards, terminology, suggested learner activities, suggested teaching strategies, references, content for each standard, suggested evaluation methodology, clinical applications, manual skills (where appropriate), handouts and sample test items. Educators are encouraged to mold the curriculum to suit their program needs.

The performance standards are broad, whereas the suggested content for each standard is specific, allowing for multiple teaching and evaluation strategies. Suggestions for teaching are given, but instructors are encouraged to personalize the teaching strategies to their own style and add literacy.

It is suggested that the sample test items be used in a pre/post-test format, as quiz items, or as part of a unit final. The instructor is encouraged to expand upon these items, as they represent only a sample of the content.

The model curriculum has been formatted in an easily navigable CD format. Many of the materials, such as the lesson plans, charts, and forms, can be individually printed out and incorporated into a syllabus or student guide for use by the students.

EVALUATION

To meet Title 22 regulations, students must successfully complete the curriculum modules/objectives listed below **prior to any direct patient/resident contact. These include the required content of 16 hours, in five content areas.** Orientation can be expanded. A required attendance record is found in Appendix A. This Form HS276-C "Nurse Assistant Certification Training Program Individual Student Record " from the California Department of Public Health Clinical Application Checklist documents each student's completion of the federally mandated content and provides a record of the student's satisfactory demonstration of those clinical application skills from the curriculum. Also refer to Title 22 regulations at website www.calregs.com (List of CCR Titles-Title 22-Division5-Chapter 2.5). Excerpts from Title 22 are found in Appendix B.

The following chart shows the Modules/Objectives from California Department of Public Health "Nurse Assistant Certification Training Program Individual Student Record "(Form CDPH 276C (07/12) that are included in the NATAP Model Curriculum.

Required Topics Prior to Patient Care (Form CDPH 276-C)	
Module 1: Introduction	Module 5: Body Mechanics
A. Role and responsibilities of Certified Nurse Assistant (CNA)	A. Basic body mechanics
B. Title 22	B. Transfer techniques
C. Requirements for Nurse Assistant certification	C. Ambulation
D. Professionalism	D. Proper body mechanics/positioning techniques
E. Ethics and confidentiality	
Module 2: Patients' Rights	Module 6: Medical and Surgical Asepsis
A. Title 22	A. Microorganisms
B. Health and Safety Code	B. Universal precautions
C. Code of Federal Regulations	C. Principles of asepsis
Module 3: Communication/Interpersonal Skills	Module 7: Weights and Measures
A. Communications	A. Metric System
B. Defense mechanisms	B. Weight, Length, and liquid volume
C. Sociocultural factors	C. Military time, i.e., a 24-hour clock
D. Attitudes illness/health care	
E. Family interaction	
Module 4: Prevention and Management of Catastrophe and Unusual Occurrences	
A. Emergency	
B. General safety rules	
C. Fire and disaster plans	
D. Roles and Procedures for CNA	
E. Patient Safety	

Module 8: Patient Care Skills	Module 10: Vital Signs
A. Bathing/medicinal baths	A. Purpose of vital signs
B. Dressing	B. Factors affecting vital signs
C. Oral Hygiene	C. Normal ranges
D. Hair care, shampoo, medicinal shampoo, nail care, shaving	D. Methods of measurement
E. Prosthetic devices	E. Temperature, pulse, respiration
F. Skin care/decubitus ulcers	F. Blood pressure
G. Elimination needs	G. Abnormalities
H. Bowel and bladder retraining	H. Recording
I. Weigh and measure patient	
Module 9: Patient Care Procedures	Module 11: Nutrition
A. Collection of specimens, including: stool, urine, and sputum	A. Proper nutrition
B. Care of patient with tubing, gastric, oxygen, urinary, IV. This care does not include inserting, suctioning, or changing the tubes.	B. Feeding techniques
C. Intake and Output (I&O)	C. Diet therapy
D. Bed making	Module 12: Emergency Procedures
E. Cleansing enemas, laxative suppositories	A. Signs and symptoms of distress
F. Admission, transfer, discharge	B. Immediate and temporary intervention
G. Bandages, non-sterile dry dressing application of non-legend topical ointments to intact skin	C. Emergency codes

Module 13: Long Term Care Patient	Module 15: Observation and Charting
A. Needs of persons with retardation, Alzheimer's, cerebral palsy, epilepsy, dementia, or mental illness	A. Observation of patients and reporting responsibility
B. Introduction to anatomy and physiology	B. Patient care plan
C. Physical and behavioral needs and changes	C. Patient care documentation
D. Community resources available	D. Legal issues of charting
E. Psychological, social, and recreational needs	E. Medical terminology and abbreviations
F. Common diseases/ disorders including signs and symptoms	
Module 14: Rehabilitative Nursing	Module 16: Death and Dying
A. Promoting patient potential	A. Stages of grief
B. Devices and equipment	B. Emotional and spiritual needs of patient and family
C. ADLs	C. Rights of dying patient
D. Family interactions	D. Signs of approaching death
E. Complications of inactivity	E. Monitoring the patient
F. Ambulation	F. Postmortem care
G. Range of motion (ROM)	

State of California- Health and Human Services Agency

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SAMPLE FORM

**NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM
 INDIVIDUAL STUDENT RECORD**

TYPE OR PRINT LEGIBLY

Student Name	Social Security Number*	Start Date	Completion Date	
Instructor Signature	Printed Name	Initials	Date	Final Grade

Instructor: Date and initial in the theory column when student completes hours.

THEORY			CONTENT	TEST SCORES
HOURS	DATE	INITIALS	Prior to any direct contact with a patient, at least a total of sixteen (16) hours of training shall be provided in the following areas: 1) Communications and interpersonal skills. Modules 1, 3, 15A, C 2) Infection control. Module 6 3) Safety and emergency procedures including the Heimlich maneuver. Modules 4, 5, 12 4) Promoting the independence of patients. Modules 8E, H, 14 5) Respecting the rights of patients. Modules 2, 16C	
			MODULE 1: Introduction	
			A) Roles and responsibilities of a Certified Nurse Assistant (CNA)	
			B) Title 22	
			C) Requirements for nurse assistant certification	
			D) Professionalism	
			E) Ethics and confidentiality	
			MODULE 2: Patients' Rights	
			A) Title 22	
			B) Health and Safety Code	
			C) Code of Federal Regulations	
			MODULE 3: Communication / Interpersonal Skills	
			A) Communications	
			B) Defense mechanisms	
			C) Sociocultural factors	
			D) Attitudes illness / health care	
			E) Family interaction	
			MODULE 4: Prevention and Management of Catastrophe and Unusual Occurrences	
			A) Emergency	
			B) General safety rules	
			C) Fire and disaster plans	
			D) Roles and procedures for CNA	
			E) Patient safety	
			MODULE 5: Body Mechanics	
			A) Basic body mechanics	
			B) Transfer techniques	
			C) Ambulation	
			D) Proper body mechanics / positioning techniques	

All records pertaining to individuals who have successfully completed the program shall be available for the Department's inspection for a period of four (4) years beginning from the date of enrollment. Compliance with the Bureau for Private Postsecondary Education requires that all student records (including those who do not complete the course) must be kept for five (5) years from the date of enrollment.

**NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM
INDIVIDUAL STUDENT RECORD**

Student Name			Instructor Signature	Initials
THEORY			CONTENT	TEST SCORES
HOURS	DATE	INITIALS		
			MODULE 6: Medical and Surgical Asepsis	
			A) Microorganisms	
			B) Universal precautions	
			C) Principles of asepsis	
			MODULE 7: Weights and Measures	
			A) Metric system	
			B) Weight, length, and liquid volume	
			C) Military time, i.e., a 24-hour clock	
			MODULE 8: Patient Care Skills	
			A) Bathing / medicinal baths	
			B) Dressing	
			C) Oral hygiene	
			D) Hair care, shampoo, medicinal shampoo, nail care, shaving	
			E) Prosthetic devices	
			F) Skin care / decubitus ulcers	
			G) Elimination needs	
			H) Bowel and bladder retraining	
			I) Weigh and measure patient	
			MODULE 9: Patient Care Procedures	
			A) Collection of specimens, including: stool, urine, and sputum	
			B) Care of patient with tubing, gastric, oxygen, urinary, IV. This care does not include inserting, suctioning, or changing the tubes.	
			C) I and O	
			D) Bed making	
			E) Cleansing enemas, laxative suppositories	
			F) Admission, transfer, discharge	
			G) Bandages, nonsterile dry dressing application of nonlegend topical ointments to intact skin	
			MODULE 10: Vital Signs	
			A) Purpose of vital signs	
			B) Factors affecting vital signs	
			C) Normal ranges	
			D) Methods of measurement	
			E) Temperature, pulse, respiration	
			F) Blood pressure	
			G) Abnormalities	
			H) Recording	
			MODULE 11: Nutrition	
			A) Proper nutrition	
			B) Feeding technique	
			C) Diet therapy	

NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM INDIVIDUAL STUDENT RECORD

Student Name			Instructor Signature		Initials
THEORY			CONTENT	TEST SCORES	
HOURS	DATE	INITIALS			
			MODULE 12: Emergency Procedures		
			A) Signs and symptoms of distress		
			B) Immediate and temporary intervention		
			C) Emergency codes		
			MODULE 13: Long-Term Care Resident		
			A) Needs of persons with retardation, Alzheimer's, cerebral palsy, epilepsy, dementia, mental illness		
			B) Introduction to anatomy and physiology		
			C) Physical and behavioral needs and changes		
			D) Community resources available		
			E) Psychological, social, and recreational needs		
			F) Common diseases / disorders including signs and symptoms		
			MODULE 14: Rehabilitative Nursing		
			A) Promoting patient potential		
			B) Devices and equipment		
			C) ADLs		
			D) Family interactions		
			E) Complications of inactivity		
			F) Ambulation		
			G) ROM		
			MODULE 15: Observation and Charting		
			A) Observation of patients and reporting responsibilities		
			B) Patient care plan		
			C) Patient care documentation		
			D) Legal issues of charting		
			E) Medical terminology and abbreviations		
			MODULE 16: Death and Dying		
			A) Stages of grief		
			B) Emotional and spiritual needs of patient and family		
			C) Rights of dying patient		
			D) Signs of approaching death		
			E) Monitoring the patient		
			F) Postmortem care		

INFORMATION COLLECTION AND ACCESS-PRIVACY STATEMENT

*Social Security Number Disclosure: Pursuant to Section 866(a)(13) of Title 42 of the United States Code and California Family Code, Section 17520, subdivision (d), the California Department of Public Health (CDPH), is required to collect social security numbers from all applicants for nursing assistant certificates, home health aide certificates, hemodialysis technician certificates or nursing home administrator licenses. Disclosure of your social security number is mandatory for purposes of establishing, modifying, or enforcing child support orders upon request by the Health Integrity and Protection Data Bank as required by 45, CFR §61.1 et seq. Failure to provide your social security number will result in the return of your application. Your social security number will be used by CDPH for internal identification, and may be used to verify information on your application, to verify certification with another state's certification authority, for examination identification, for identification purposes in national disciplinary databases or as the basis of a disciplinary action against you.

It is suggested that the students pass a written exam covering all major topics for each objective in each unit. The level of student performance expected should be determined by the instructor to meet both curriculum goals and standards of practice, especially those related to resident safety.

In addition, students should demonstrate proficiency in all clinical tasks. The instructor will determine the level of performance expected to ensure that the Nurse Assistant has the skills necessary to consistently perform these tasks safely. Since many skills are integrated with other skills exhibited during patient care, it is expected that ongoing observation and evaluation of resident care skills will occur throughout the clinical experience. The National Nurse Aide Assessment Program (NNAAP) manual skills check list published in the California Nurse Assistant Candidate Handbook by Pearson Vue can be used to monitor the successful completion of these skills. The steps listed in the NNAAP skills are used in the manual skills certification exam. You can download the California Nurse Assistant Candidate Handbook at <http://www.asisvcs.com/publications/pdf/070500.pdf>.

Instructors who evaluate students should provide feedback throughout the training. Areas that require improvement should be discussed with the student in addition to strategies or remedies for improvement. The student may or may not be able to experience each clinical application in the educational setting, but the instructor should try to provide the opportunity for students to either role-play or demonstrate the application of these skills.

STATEMENT OF PHILOSOPHY

The intent of this curriculum is threefold: to promote quality of patient care; to provide entry-level skills for employment as a Nurse Assistant and to provide awareness of opportunities/choices in health care occupations. To achieve its threefold purpose, the Nurse Assistant Curriculum is based upon the following beliefs:

Individuals have the right to receive optimum health care delivered in a safe environment by a competent caregiver.

Learning occurs in an atmosphere of mutual respect, where questioning is welcomed, problem solving is encouraged, and opportunities for guided practice exist.

The Nurse Assistant is an important member of the health care team. The Nurse Assistant, under the direct supervision of licensed nursing personnel, provides direct care to the resident, promotes comfort measures, and collects, records and reports data.

Individuals have the right to the fulfillment of their basic physical, psychosocial, and spiritual needs.

CONCEPTUAL FRAMEWORK

The unifying theme of the curriculum is Maslow's Hierarchy of Needs: physiological, safety and protection, love and belonging, self-esteem, and self-actualization.

The additional organizing principles of caring, critical thinking/problem solving, team building, ethics, and cultural sensitivity have been integrated with selected curriculum activities.

Caring

- The demonstration of empathy and concern for the client's comfort and well-being
- Respecting the client's lifestyle, personal beliefs, environment, and personal property
- Recognizing the importance of the client's family, caregivers, and other relationships

Critical Thinking/Problem Solving

The identification and collection of relevant information and collaboration with others to address the situation or problem
Recognizing assumptions vs. facts

Team Building

Interacting effectively with members of the health care team, family, or others involved in the care of the client
Demonstrating accountability and loyalty to the team

Ethics

- The demonstration of honesty, confidentiality, and integrity
- Recognizing the need for separation of the Nurse Assistant role from one's personal life

Cultural Sensitivity

The awareness of and respect for various cultural, ethnic, and religious beliefs and practices

GOAL AND OBJECTIVES

The Nurse Assistant Training and Assessment Program Model Curriculum has been developed to prepare the Nurse Assistant for certification by the State of California as an entry-level worker on a health care team in a long-term care facility. The curriculum is structured to provide theory and practical application on skills needed to function as a Nurse Assistant.

In order to achieve the stated goal, the curriculum is designed to focus on the needs of learners and society at large by:

- Providing learning experiences that respond to learner interests
- Promoting clarity and understanding of the larger world
- Fostering development of citizenship and economic survival skills
- Developing learners' feelings of self-understanding and personal worth
- Implementing a curriculum that meets OBRA and California Title 22 Guidelines for safe and quality care in long-term care settings
- Promoting consistency in training that responds to practice as reflected in the State Certification Exam
- Promoting consistency and equity between different teaching environments.