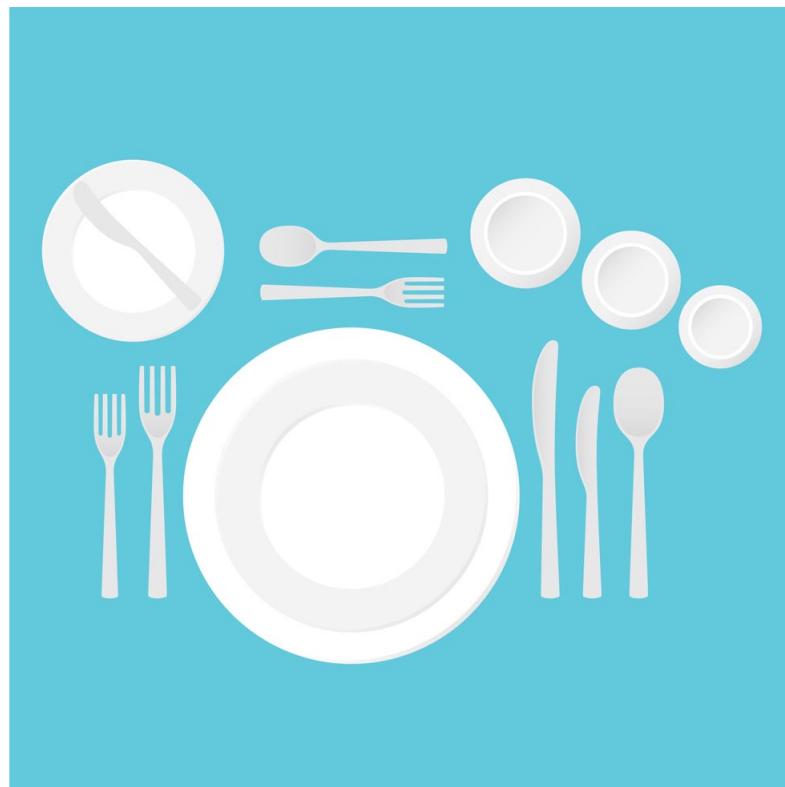


**Oklahoma State Department of Health
State-approved Curriculum for
FEEDING ASSISTANT**



**Nurse Aide and Non-Technical Services Worker
Registry 2024**

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Preface
Feeding Assistant Curriculum

On September 26, 2003, the Centers for Medicare and Medicaid Services (CMS) published the final regulations for requirements for paid feeding assistants in Long Term Care Facilities (Federal Register/Vol. 68, No. 187/Friday, September 26, 2003/Rules and Regulations, page 5539).

The regulations are found under 42 CFR 483, Subpart B § 483.35, 483.75, Subpart D § 483.160; and 42 CFR 488 Subpart E §488.301.

The regulations are effective October 27, 2003, and stipulate that facilities must not use any individual employed in the facility as a feeding assistant unless that individual has successfully completed a State-approved training program for feeding assistants, as specified in the regulations.

The regulations do not apply to licensed nursing personnel, or nurse aides. They do not apply to volunteers, families, or friends. However, any facility employee who feeds residents, if only for a short time each day or occasionally, must successfully complete State-approved feeding assistant training because s/he is functioning as a feeding assistant. This includes individuals whose services at the facility may be paid under contract with another employing agency.

A facility must maintain a record of all individuals, used by the facility as feeding assistants, who have successfully completed the State-approved curriculum for feeding assistants.

A facility must ensure that a feeding assistant feeds only residents who have no complicated feeding problems. Complicated feeding problems include, but are not limited to, difficulty swallowing, recurrent lung aspirations, and tube or parenteral/IV feedings.

The facility must base resident selection for being fed by a feeding assistant on the charge nurse's assessment and the resident's latest assessment and plan of care.

A feeding assistant must work under the supervision of a registered nurse (RN) or licensed practical nurse (LPN).

In an emergency, the feeding assistant must call a supervisory nurse for help using the resident call system.

To meet minimum federal requirements, a program must consist of at least 8 hours of a state approved training course for feeding assistants. The course must meet the requirements of §483.160 and must include the following:

- (a) Feeding techniques.
- (b) Assisting with feeding and hydration.
- (c) Communication and interpersonal skills.
- (d) Appropriate responses to resident behavior.
- (e) Safety and emergency procedures, including the Heimlich Maneuver.
- (f) Infection control.
- (g) Resident rights.
- (h) Recognizing changes in residents that are inconsistent with their normal behavior and the importance of reporting those changes to the supervisory nurse.

This curriculum does not include Bloodborne Pathogen training. Facilities are already required by OSHA to provide this training prior to exposure to individuals with Bloodborne pathogens and on an annual basis, thereafter. The principles and application of gloving, gowning, mask and eyewear protection are not included in this curriculum. It is the responsibility of the facility to provide the appropriate training in applying and removing PPE for any individual who needs this type of protection during feeding a resident. Material on Standard Precautions is limited to basic required application for all residents and does not address Droplet Precautions, Contact Precautions or Transmission-Based Precautions.

This curriculum is approved by the State of Oklahoma for meeting the requirements of the regulations governing the training of feeding assistants. Additional components that expand the curriculum may be added, but not substituted. A minimum of 8 clock-hours of instruction, including skills competency, is required. All skills in this curriculum should be successfully demonstrated with instructor supervision prior to feeding a resident and prior to completion of the program. No attempts have been made to establish a test or grading system for successful completion. The primary instructor, based on instructor evaluation and documented skills competency will determine successful completion of the program. The goal of the program is competency, not failure.

INSTRUCTOR QUALIFICATIONS

The course must be taught by qualified health professionals such as an RN, LPN, registered dietician, speech-language pathologist or speech therapist, or occupational therapist.

TRAINING RESOURCES

Use of up-to-date textbooks is an important learning resource for students. It is recommended that instructors review several and select one that will provide resources to complement the curriculum. Resources such as: (1) *Eating Matters: A Training Manual for Feeding Assistants*, published by the American Dietetic Association, 2003 edition; and *Eating Matters: Feeding Assistants Manual*, published by the American Dietetic Association, 2003 edition; or (2) *Assisted Dining: The Role and Skills of Feeding Assistants*, published by the American Health Care Association, 2003 edition.

Directions for Use of the Feeding Assistant Curriculum

This Feeding Assistant curriculum has been prepared for two groups of people. First, the students, for whom we wish to provide the knowledge and the clinical skills necessary to become competent Feeding Assistants. Second, the teachers, for whom we wish to provide a curriculum that can be used to complement their teaching skills and help them to educate individuals to become knowledgeable, efficient, caring, Feeding Assistants.

The curriculum has been divided into six major sections. Content pertaining to recognizing changes that are inconsistent with normal behavior and the importance of reporting those changes to the supervisory nurse are included throughout the curriculum.

- Unit 1 Role of the Feeding Assistant
- Unit 2 Communication and Interpersonal Skills
Appropriate Responses to Resident Behavior
- Unit 3 Resident Rights
Appropriate Responses to Resident Behavior
- Unit 4 Safety and Emergency Procedures
- Unit 5 Infection Control
- Unit 6 Nutrition and Hydration
Feeding Techniques
Assisting with Feeding and Hydration

The curriculum pages have been divided into three columns. The first column lists the unit objectives. The second column, course content, provides an outline of the information to be covered to meet the objective. The third column, learning activities, is provided for listing individual activities the instructor might choose to enhance student learning. Medical terms, along with definitions, are included at the beginning of each unit.

Skills are listed at the appropriate point in the instructional content. Individual performance checklists for each skill are included in Appendix A, along with the Instructional Objectives and Performance Checklist Summary. Instructors should use the performance checklists to document individual performance and demonstration of skills by the student. A copy of the Instructional Objectives and Performance Checklist Summary as well as the individual Performance Checklists should be maintained in each employee's record to document successful completion of the program.

No attempt has been made to determine a grading policy. The grading policy developed by individual programs should be followed. Competency based education is based on the concept of mastery of behavioral objectives with sufficient time allotted for the individual to achieve mastery.

Unit 1

Role of the Feeding Assistant

Terminology Defined

1. **Feeding Assistant** - Any individual who has successfully completed a State-approved feeding assistant curriculum in accordance with Federal Requirements 42 CFR 483.160 and who works under the supervision of a licensed nurse, feeding residents; does not include nurse aides or licensed nurses when feeding is performed as part of their regular nurse aide or nursing duties.

Objectives	Course Content	Learning Activities	
1.0	Examine the role of the Feeding Assistant	<p>I. The Role of the Feeding Assistant</p> <ul style="list-style-type: none">A. Federal Regulations describing a single-task worker, the Feeding AssistantB. Aging population in facilities more acute than ever before<ul style="list-style-type: none">1. More staff time taken with high levels of care2. Less time for routine tasks like feeding residents who need minimal assistanceC. Goal of Regulations<ul style="list-style-type: none">1. To supplement, not replace CNAs2. To provide more residents with assistance in eating and drinking3. To reduce unplanned weight loss4. To reduce incidence of dehydrationD. Requirements to become a Feeding Assistant<ul style="list-style-type: none">1. Must complete a state-approved minimum 8 hour training course2. Course must include content on:<ul style="list-style-type: none">a. Feeding techniquesb. Assistance with feeding and hydrationc. Communication and interpersonal skillsd. Appropriate responses to resident behaviore. Safety and emergency procedures, including the Heimlich maneuverf. Infection controlg. Resident rightsh. Recognizing changes in residents that are inconsistent with their normal behavior and the importance of reporting those changes to the supervisory nurse.E. Important Points to Remember<ul style="list-style-type: none">1. The Feeding Assistant does not give nursing care2. Feeding Assistants should only perform those tasks for which they have been trained	<p>Discuss regulations 42 CFR 483.35, 483.160, 483.301, 483.7, 483.75</p>

Objectives	Course Content	Learning Activities
2.0 Examine the role of facilities using Feeding Assistants	<p>3. CNAs or other licensed personnel feed the more complicated resident</p> <p>4. Feeding Assistants should only feed residents selected by charge nurse.</p>	

Unit 2

Communication and Interpersonal Skills

Terminology Defined

1. **Abbreviation** – a shortened form of a word or phrase.
2. **ADL** – activities of daily living.
3. **Aphasia** – inability to express oneself properly through speech, or loss of verbal comprehension.
4. **Cognitive** – mental process by which an individual gains knowledge.
5. **Communication** – the exchange of information; a message sent is received and interpreted by the intended person.
6. **Feeling** – state of emotion, not able to be measured; subjective data
7. **Legible** – written in a manner that can be easily read.
8. **Paraphrase** – repeat a message using different words.
9. **Resident record** – a written account of the resident's physical and mental condition
10. **Rapport** – a close relationship with another.
11. **Recording** – writing or charting resident care and observations.
12. **Reporting** – a verbal account of resident care and observations.
13. **Sensory** – relating to sensation involving one or more of the five senses (seeing, hearing, touching, smelling, tasting).

Objectives	Course Content	Learning Activities
2.0 Demonstrate appropriate and effective communication skills.	I. Communication Skills	Have the class identify examples of these elements and discuss ways to handle each of the examples presented.
2.1 Describe the importance of developing good listening skills.	A. Elements that influence relationships with others	Role-play the process of communication.
2.1.1 Identify five positive listening skills that can be used.	1. Prejudices 2. Frustrations 3. Attitudes 4. Life experiences	Discuss ways of showing interest.
2.1.2 Recognize barriers to effective communications.	B. Requirements for successful communications	Have the class divide into groups of three. Select a sender to give a message to two receivers (all senders will use the same prepared message). Have the receivers write down what they heard. Follow small group discussions with class discussion.
	1. A message 2. A sender 3. A receiver	Role-play how the Feeding Assistant shows interest, is patient and helps resident express feelings and concerns.
	C. Listening skills	
	1. Show interest 2. Hear the message 3. Avoid interrupting 4. Ask appropriate questions for clarification 5. Be patient and help resident express feelings and concerns 6. Avoid distractions 7. Note silence between sounds 8. Become involved with the message and the resident 9. Concentrate and be attentive	
	D. Barriers to effective communications	Have the class share past experiences when a communication barrier caused them to end a conversation.
	1. Labeling 2. Talking too fast 3. Avoiding eye contact 4. Belittling a resident's feelings 5. Physical distance 6. Sensory impairment	Role-play ways in which sensory impairment can lead to breakdowns in communication.
	a. confusion b. blindness c. aphasia d. hearing impairment	

	Objectives	Course Content	Learning Activities
2.2	Explain how one will need to modify his or her behavior in response to the resident's behavior.	II. Interpersonal Skills	<p>7. Changing the subject 8. False assurances and clichés 9. Giving advice 10. Ineffective communication <ol style="list-style-type: none"> disguised messages conflicting messages unclear meanings abstractions perception </p> <p>List false assurances, for example, "Everything will be fine, you'll see."</p> <p>Consider clichés rather than abstracts and discuss how the meanings could differ for residents, e.g.,</p> <ol style="list-style-type: none"> "The grass is always greener on the other side of the fence." "A bird in the hand is worth more than two in the bush."
2.2.1	Define the terms sympathy, empathy, and tact.	<p>A. Determined by</p> <ol style="list-style-type: none"> standards and values culture and environment heredity interests feelings and stress expectations others have for us past experience <p>B. Dealing with resident behavior</p> <ol style="list-style-type: none"> Accept every resident Listen to every resident Comply with reasonable requests, when possible Display patience and tolerance Make an effort to be understanding Develop acceptable ways of coping with your negative feelings <ol style="list-style-type: none"> Leave the room after providing for safety Talk with nursing supervisor about your feelings 	Have the class discuss why resident behavior shouldn't be taken personally.

	Objectives	Course Content	Learning Activities
		<ul style="list-style-type: none"> c. Involve yourself in physical activity d. Learn to use relaxation techniques that ease stress 7. Be sensitive to resident's moods 8. Be able to handle disagreements and criticism 	Define anger and role-play situations of an angry and worried resident that lashes out at a health care worker. Discuss how these situations could be handled.
2.3	Develop effective non-verbal communications in keeping with one's role with residents and their families.	III. Communicating with Residents and Families	
2.3.1	List four examples of nonverbal communications.	<ul style="list-style-type: none"> A. Nonverbal communications <ul style="list-style-type: none"> 1. Body language <ul style="list-style-type: none"> a. posture b. gestures c. level of activity d. facial expressions e. appearance f. touch 	<p>Discuss effects of positions and postures when communicating.</p>
		<ul style="list-style-type: none"> B. Verbal communications <ul style="list-style-type: none"> 1. Speak clearly and concisely 2. Give message by tone of voice 3. Face resident, at eye level, when speaking 4. Avoid words having several meanings 5. Present thoughts in logical, orderly manner 	<p>Role-play examples of body language that differ from the verbal message being sent.</p>

Objectives	Course Content	Learning Activities
2.3.2	<p>Communicate effectively with the resident's family and visitors.</p> <p>C. Communicating with the resident's family and visitors</p> <ol style="list-style-type: none"> 6. Learn to paraphrase 7. Types of communication <ol style="list-style-type: none"> a. person to person b. oral report 	<p>Have the class use paraphrasing for a message and discuss their understanding of the message.</p>
2.3.3	<p>Describe specific factors that should be considered when communicating with the hearing impaired resident.</p> <p>D. Factors to consider when communicating with hearing impaired residents</p> <ol style="list-style-type: none"> 1. Encourage resident to use hearing aid 2. Speak slowly using simple sentences 3. Face resident at eye level when speaking 4. Allow resident to lip read if that helps 5. Lower pitch of your voice 	<p>Give examples of information from family members that would affect feeding of a resident.</p>

Objectives	Course Content	Learning Activities
2.3.4	<p>Identify factors to consider when communicating with residents that have decreased vision.</p>	<p>6. Direct speech to stronger ear 7. Use gestures when possible to clarify statements 8. Write when necessary 9. Learn some basic signing if interested</p>
2.3.5	<p>Consider factors that would assist the resident that has difficulty speaking to communicate.</p>	<p>E. Factors to consider when communicating with the resident with decreased sight 1. Speak as you enter room 2. Sit where resident can best see you 3. Make sure lighting is sufficient 4. Allow resident to touch objects and yourself 5. Encourage resident to wear glasses if they help 6. Use touch and talk frequently to communicate your location 7. Encourage resident to use magnifying glass if it helps. 8. Use descriptive words and phrases 9. Make large print materials available</p> <p>F. Factors to consider when communicating with residents who have difficulty speaking 1. Encourage resident to use hands to point out objects 2. Use communication boards/cards 3. Repeat what you heard to be sure you understood resident 4. Allow resident to express feelings 5. Ask yes and no questions</p>

Objectives	Course Content	Learning Activities
2.3.6	Recognize techniques that can be used to help the resident to communicate.	G. Communicating with depressed residents <ol style="list-style-type: none"> 1. Exercise patience 2. Allow time for resident to express feelings
2.3.7	Identify ways one can communicate with residents with memory loss.	H. Communicating with residents with memory loss <ol style="list-style-type: none"> 1. Encourage resident to talk 2. Talk about things resident remembers 3. Ask one question at a time containing one thought 4. Keep questions simple 5. Rephrase questions that are not understood 6. Avoid asking resident to make a choice
2.3.8	Communicate with residents according to their stage of development.	I. Communication based on stage of development <ol style="list-style-type: none"> 1. Treat all residents with dignity and respect 2. Encourage residents to make choices when appropriate 3. Use simple sentences 4. Emphasize positive qualities 5. Do not attempt to exert power over the resident 6. Encourage residents to do all they can for themselves 7. Be patient 8. Take time to explain what residents are to do or what you are going to do for them 9. Use age appropriate speech 10. Allow residents to express feelings, ideas and frustrations 11. Gain resident's attention and speak clearly, in a normal voice 12. Never assume that you aren't heard or understood 13. Never address residents as if they are children

Objectives	Course Content	Learning Activities
2.4	Observe by using the senses to report resident behavior to the nurse.	<p>IV. Observation and Reporting</p> <p>A. Using Senses for observation and reporting</p> <ol style="list-style-type: none"> 1. Sight <ol style="list-style-type: none"> a. rash b. skin color 2. Hearing <ol style="list-style-type: none"> a. wheezing b. moans 3. Touch <ol style="list-style-type: none"> a. cold b. perspiration c. hot 4. Smell <ol style="list-style-type: none"> a. odor of breath b. odor of wounds c. odor of body
2.4.1	Recognize changes that are inconsistent with normal behavior.	<p>B. Recognizing Changes</p> <ol style="list-style-type: none"> 1. Observe continuously using senses method 2. Listen and talk to the resident 3. Ask questions 4. Be aware of a situation and any changes 5. Observe for changes in attitude, moods, and emotional condition 6. Pay attention to complaints 7. Be alert to changes in condition or unusual happenings
2.4.2	Discuss differences between objective and subjective data.	<p>C. Reporting</p> <ol style="list-style-type: none"> 1. Reports are made to the supervisory nurse <ol style="list-style-type: none"> a. promptly b. thoroughly c. accurately 2. Use pad and pencil to jot down information for reporting 3. Report only facts, not opinions <ol style="list-style-type: none"> a. objective data b. subjective data

Unit 3

Resident Rights

Terminology Defined

1. **Abuse** – the willful infliction of injury, unreasonable confinement, intimidation or punishment with resulting physical harm, pain or mental anguish.
2. **Advocate** – one that pleads the cause of another.
3. **Aiding and Abetting** – not reporting dishonest acts that are observed.
4. **Assault** – attempt or threat to do violence to another.
5. **Battery** – an unlawful attack upon another person.
6. **Confidential** – keeping what is said or written private, or to oneself.
7. **Defamation** – injuring the name and reputation of another person by making false statements to a third person.
8. **Dignity** – the quality or state of being worthy, honored, or esteemed.
9. **Discrimination** – prejudiced or prejudicial outlook, action or treatment.
10. **Drugs** – Any chemical compound that may be used on or administered as an aid in the diagnosis, treatment or prevention of disease or other condition or the relief of pain or suffering or to control or improve any physiological pathologic condition.
11. **Diversion of Drugs** – The unauthorized taking or use of any drug.
12. **Ethics** – a set of moral principles and values.
13. **Fraud** – an intentional deception or misrepresentation made by a person with the knowledge that the deception could result in some unauthorized benefit to himself or some other person. This includes any act that constitutes fraud under applicable Federal or State law.
14. **Gossip** – talking about residents or co-workers.
15. **Grievance** – a cause of distress felt to afford reason for complaint or resistance.
16. **Harassment** – to worry or annoy persistently.
17. **HIPPA** – Health Information Privacy and Portability Act.

18. **Invasion of Privacy** – a violation of a person's right not to have one's name, photograph, or private affairs exposed or made public without giving consent.
19. **Misappropriation** – the deliberate misplacement, exploitation, or wrongful, temporary or permanent use of a resident's belongings or money without the resident's consent.
20. **Neglect** – a failure to provide goods and services necessary to avoid physical harm, mental anguish or mental illness.
21. **Negligence** – an unintentional wrong in which a person fails to act in a reasonable and prudent manner and thereby causes harm to another person or the person's property.

Objectives	Course Content	Learning Activities
3.1 Support the resident's right to make personal choices to accommodate individual needs.	<p>I. Residents' Rights</p> <p>A. Basic human rights</p> <ol style="list-style-type: none">1. Protected by the Constitution2. Laws clarify these rights<ol style="list-style-type: none">a. right to be treated with respectb. right to live in dignityc. right to pursue a meaningful lifed. right to be free of fear3. Behavior that infringes on these rights<ol style="list-style-type: none">a. addressing residents as childrenb. demeaning nicknames for residentsc. not providing privacyd. threatening a resident with harm	Brainstorm and list personal choices that would contribute to a meaningful life.
3.1.1 Describe the Resident's Bill of Rights.	<p>B. The Resident's Rights</p> <ol style="list-style-type: none">1. Ethical and legal basis2. Federal and state regulations3. Posted in facility4. Distributed on admission in many facilities5. Residents have the right to:<ol style="list-style-type: none">a. considerate and respectful careb. obtain complete current information concerning diagnosis, treatment and prognosisc. receive information necessary to give informed consent prior to treatments or proceduresd. refuse treatment to the extent permitted under lawe. privacy of resident's body, record, care and personal affairsf. confidential treatment of all recordsg. reasonable response to request for serviceh. examine bill and receive explanation of chargesi. be informed of any facility rules/regulations	Review: Resident's Rights and HIPPA

Objectives	Course Content	Learning Activities
3.1.2 Demonstrate behavior that maintains residents' rights.	<p>C. Behavior that maintains residents' rights</p> <ol style="list-style-type: none">1. Address as Mr., Mrs., or Miss unless asked to use a specific name2. Avoid being rude or unkind<ol style="list-style-type: none">a. never withhold social responsivenessb. don't ignore residentsc. make eye contactd. allow residents to complete sentences prior to leaving roome. don't shut or slam door to quiet a resident3. Never threaten or intentionally hurt4. Help meet emotional/spiritual/social needs through encouragement5. Explain the feeding assistance you plan to give6. Observe safety precautions7. Obtain proper consent after identifying resident8. Treat all residents equally9. Promote positive attitudes10. Report errors to your supervising nurse immediately	List advantages of explaining feeding assistance to a resident prior to starting.
3.2 Administer feeding assistance that ensures that the resident is free from abuse, neglect, misappropriation of property, diversion of drugs and fraud.	<p>II. Mistreatment of the Elderly</p> <p>A. Federal and State Definitions of Mistreatment of the Elderly:</p> <ol style="list-style-type: none">1. Abuse2. Neglect3. Misappropriation of Property4. Diversion of Drugs5. Fraud	Define terms, using State and Federal regulations.

Objectives	Course Content	Learning Activities
	<p>B. Resident's Right to be Free from Abuse</p> <ol style="list-style-type: none">1. Physical2. Verbal3. Sexual4. Mental5. Corporal Punishment6. Involuntary Seclusion <p>C. Signs of Abuse</p> <ol style="list-style-type: none">1. Fractures2. Bruises of face, upper arms, upper thighs, abdomen3. Fearfulness4. Withdrawn <p>D. Examples of Abuse</p> <ol style="list-style-type: none">1. Threatening a resident2. Frightening a resident3. Pinching, slapping, pushing or kicking a resident4. Withholding food or fluids5. Restraining a resident against her/his will without an apparent reason6. Leaving resident in soiled linen or clothing7. Yelling angrily at or making fun of resident8. Refusing to reposition resident or give treatment9. Not answering a call light/bell/signal10. Humiliating a resident11. Making disparaging derogatory remarks12. Sexual coercion13. Sexual harassment14. Verbal harassment	

Objectives	Course Content	Learning Activities
	<p>E. Identification of Residents at Risk for Abusing Other Residents</p> <ol style="list-style-type: none">1. Residents with history of aggressive behavior <p>F. Identification of Residents at Risk for Being Abused</p> <ol style="list-style-type: none">1. Noisy individuals2. Wandering individuals3. Philandering individuals4. Socially/logistically isolated individuals <p>G. Reporting Abuse</p> <ol style="list-style-type: none">1. If observed, report <u>immediately</u> to supervisory nurse2. Cause for immediate dismissal of perpetrator if proven3. Know your state law4. Aiding and abetting	<p>Role-play appropriate responses to observed mistreatment of the elderly.</p> <p>Review Oklahoma law and Federal regulations regarding abuse.</p>

Unit 4

Safety and Emergency Procedures

Terminology Defined

1. **Convulsion** – violent and sudden contractions or tremors of muscles.
2. **Cardiopulmonary Resuscitation (CPR)** – combines the techniques of artificial respiration and cardiac compression to restore circulation.
3. **Dementia** – progressive mental deterioration due to organic brain disease.
4. **Disoriented** – confused about time, place and person or objects.
5. **Heimlich Maneuver** – a forceful upward thrust on the abdomen, between the sternum and the navel.
6. **Seizure** – involuntary muscle contraction and relaxation.

Objectives	Course Content	Learning Activities
4.0 Assist with basic emergency procedures.	I. Basic Emergency Procedures	Review the general safety rules and have the class relate these to home as well as the health care facility.
4.1 Adhere to general safety rules.	A. General safety rules	
4.1.1 List ten rules of general safety.	<ol style="list-style-type: none"> 1. Walk in halls and on stairs, never run 2. Keep to the right-hand side of the hall 3. Approach swinging doors with caution 4. Use handrails going up and down stairs 5. Keep handrails in halls and on stairs free of obstacles 6. Check labels on all containers prior to using contents 7. Wipe up spilled liquids 8. Pick up litter and place it in the proper container 9. Follow instructions of your supervisory nurse for feeding a resident 10. Report shocks and injuries promptly 11. Never use damaged or frayed electrical cords 12. Ask for an explanation of things you don't understand 13. Provide for resident safety 14. Check linen for personal items contained in folds prior to sending to the laundry 15. Report unsafe conditions when noticed 	Discuss students' personal experiences with accidents and consider the general safety rules that may have prevented the accident.
4.2 Identify safety measures that prevent accidents to residents.	II. Safety Measures that Prevent Accidents	
	A. Keep frequently used articles within reach of resident	
	B. Lock brakes on movable equipment	
	<ol style="list-style-type: none"> a. wheel chairs b. beds 	

Objectives	Course Content	Learning Activities
	<ul style="list-style-type: none">C. Properly position residents - ask nurse aide to properly position resident in<ul style="list-style-type: none">a. bedb. wheelchairc. chairD. Provide assistance at mealtime to prevent spilling hot liquidsE. Identifying residents<ul style="list-style-type: none">1. Use identification bracelets2. Call resident by name3. Use I.D. systems that involve photographs4. Realize that feeding wrong resident can threaten lifeF. Preventing other injuries<ul style="list-style-type: none">1. Keep resident's bed in lowest position except when giving bedside feeding assistance2. Place call bell/signal within reach	
4.3 Discuss the emergency treatment of a choking resident	III. Assisting with the Choking Resident	<ul style="list-style-type: none">A. Causes of choking<ul style="list-style-type: none">1. Occurs when the throat is blocked or closed up and air cannot get to the airway2. Victim cannot breathe or speak

Objectives	Course Content	Learning Activities
4.3.1 Assist with cleaning an obstructed airway.	<p>B. Airway blocked by</p> <ol style="list-style-type: none"> 1. Food 2. Blood 3. Foreign objects 4. Vomitus <p>C. Tilting the head back may clear the airway since this pulls the tongue forward.</p> <p>D. If victim is coughing, do not intervene</p> <ol style="list-style-type: none"> 1. Stay near 2. Encourage coughing – most effective way to dislodge obstructions <p>E. Signals of a complete airway blockage</p> <ol style="list-style-type: none"> 1. Unable to speak 2. High pitched sounds with inhalation 3. Grasping the throat – distress signal <p>F. Obstructed Airways and the Heimlich Maneuver</p> <ol style="list-style-type: none"> 1. Equipment – gloves 2. Procedure – The Heimlich Maneuver <p>G. Seek assistance from the nurse</p> <ol style="list-style-type: none"> 1. Use emergency alarm 2. Use resident call system 3. Yell for help 	<p>Demonstration: Performance Checklist #1 The Heimlich Maneuver</p> <p>Return demonstration.</p> <p>Discuss the reason for chest thrusts instead of abdominal thrusts for obese residents.</p>
4.4 Discuss and explain your responsibilities in assisting with the resident who may have an emergency involving the heart	<p>IV. Cardiopulmonary Resuscitation</p> <p>A. Agencies providing CPR instruction</p> <ol style="list-style-type: none"> 1. American Heart Association 2. American Red Cross 3. EMS Squads 	

	Objectives	Course Content	Learning Activities	
4.5	Discuss and explain your responsibilities in assisting the resident until professional help arrives for convulsive disorders.	<p>B. Common observations or resident complaints that signal a heart problem</p> <ol style="list-style-type: none"> 1. Chest discomfort <ol style="list-style-type: none"> a. Pressure, fullness, squeezing, or pain in center of chest behind breastbone. b. May spread to either shoulder, neck, jaw, or arm c. Usually lasts longer than a few minutes. d. May come and go. 2. Fainting 3. Sweating 4. Nausea 5. Shortness of breath <p>C. Seek assistance</p> <ol style="list-style-type: none"> 1. use emergency alarm 2. use resident call system 3. yell for help <p>V. Recognizing Convulsive Disorders (Seizures)</p> <p>A. Causes</p> <ol style="list-style-type: none"> 1. infectious disease 2. omitted medication 3. head injury 4. stroke 5. seizure syndrome <p>B. Types</p> <ol style="list-style-type: none"> 1. Partial 2. General <ol style="list-style-type: none"> (1) Tonic-clonic (grand mal) (2) Absence (petit mal) 3. Unclassified <p>C. Seek Assistance from the nurse</p> <ol style="list-style-type: none"> 1. summon help and use resident call system 2. stay with the resident 3. protect from injury <ol style="list-style-type: none"> (a) lower to floor if appropriate (b) move objects away that might cause injury 4. do not restrain the resident 	Discuss the differences in types of seizures.	Discuss how to physically protect the resident.

Objectives	Course Content	Learning Activities
4.6 Report emergencies accurately and immediately.	<p>5. loosen constricting clothing (around neck)</p> <p>6. place pillow under head and turn face to one side</p> <p>7. note time seizure began and report to supervisory nurse</p> <p>8. allow resident to rest after seizure</p> <ul style="list-style-type: none"> a. very tired b. may be confused c. often disoriented <p>VI. Reporting emergencies</p> <ul style="list-style-type: none"> A. Never panic, remain calm <ul style="list-style-type: none"> 1. try a few slow deep breaths 2. observe your surroundings 3. assess resources available B. Evaluate the situation <ul style="list-style-type: none"> 1. check resident's condition 2. determine safety of environment C. Call or send for help immediately (activate resident call system) D. Know your limitations E. Reassure the resident 	<p>Suggest reasons why the face would be turned to the side.</p> <p>Provide the class with a description of an accident or health emergency that has occurred. The student is the only person on the scene. Ask them to explain how he/she would handle the situation.</p>

Unit 5

Infection Control

Terminology Defined

1. **Asepsis** – being free of disease-producing microorganisms.
2. **Biohazardous waste** – refers to items that are contaminated with blood, body fluids, or body substances that may be harmful to others.
3. **Bloodborne Pathogens:** Disease causing microorganisms that are present in human blood and can cause disease in humans; these pathogens include, but are not limited to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and Hepatitis C Virus (HCV).
4. **Contaminated** – dirty, unclean, soiled with germs.
5. **Disinfection** – the process of destroying most, but not all, pathogenic organisms.
6. **Exposure incident** – a mucous membrane, non-intact skin, or sharps-injury contact with blood or potentially infectious materials that results from the performance of an employee's duties.
7. **Fomite** – any object contaminated with germs, and able to transmit disease.
8. **Germ** - a microorganism, especially one that causes disease.
9. **Isolation** – an area where the resident with easily transmitted diseases is separated from others.
10. **Medical Asepsis** – the practice used to remove or destroy pathogens and to prevent their spread from one person or place to another person or place, clean technique.
11. **Microorganisms** – living bodies so small, they can only be seen with the aid of a microscope, especially bacteria.
12. **Pathogen** – a microorganism that is harmful and capable of causing an infection.

13. **Personal Protective Equipment (PPE)** – specialized clothing or equipment worn by an employee for protection against a hazard.
14. **Phagocyte** – a cell that can ingest bacteria, foreign particles and other cells.
15. **Other Potentially Infectious Materials (PIM):**
 - human body fluids: semen, vaginal secretions, cerebrospinal fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, and saliva in dental procedures.
 - any tissue or organ (other than intact skin) or tissue or organ cultures.
16. **Standard Precautions** – CDC procedures that contain two tiers:
 - Standard Precautions are those designed for the care of all residents, regardless of their diagnosis or presumed infection status. Standard Precautions include setting up barriers to prevent contact with blood, blood serum derived from body fluids, fluids that contain blood, and any moist body substances.
 - Transmission-Based Precautions are to be used when caring for only those residents who are known or suspected to be infected or colonized with contagious pathogens that can be transmitted by airborne, droplet transmission, or contact with skin or contaminated surfaces.
17. **Virus** - the smallest organism identified using an electron microscope. There are 400 known viruses.

Objectives	Course Content	Learning Activities
5.0 Apply the basic principles of infection control.	<p>I. Infection Transmission</p> <p>A. Microorganisms – germs</p> <ol style="list-style-type: none">1. Microscopic-seen with the aid of a microscope2. Surround us<ol style="list-style-type: none">a. in airb. on our skin and in our bodiesc. in the food that we eatd. on every surface we touch3. Some germs cause<ol style="list-style-type: none">a. illnessb. infectionc. disease4. Some germs benefit us by maintaining a balance in our environment and in our body5. Require certain elements to survive:<ol style="list-style-type: none">a. oxygen – aerobicb. no oxygen – anaerobicc. warm temperaturesd. moisturee. dark area to growf. food6. Body defenses<ol style="list-style-type: none">a. external natural defenses<ol style="list-style-type: none">(1) skin acts as mechanical barrier(2) mucous membrane(3) cilia – fine microscopic hairs(4) coughing and sneezing(5) hydrochloric acid in stomach(6) tearsb. internal natural defenses<ol style="list-style-type: none">(1) phagocytes(2) inflammation(3) fever(4) immune response	<p>Have the class list ways in which nonpathogenic organisms benefit man:</p> <ol style="list-style-type: none">1. cultured milk products2. fermentation3. cause bread to rise4. decomposition of organic materials

Objectives	Course Content	Learning Activities
5.1 Identify how diseases are transmitted.	<p>7. Chain of infection</p> <ul style="list-style-type: none"> a. causative agent <ul style="list-style-type: none"> (1) bacteria (2) viruses (3) fungi (4) protozoa b. reservoir of the agent <ul style="list-style-type: none"> (1) humans with active cases or those that carry disease (2) animals (3) fomites (4) environment c. portal of entry <ul style="list-style-type: none"> (1) cuts/breaks in skin (2) openings in mucous membrane (3) cardiovascular system (4) respiratory system (5) gastrointestinal system (6) urinary system (7) reproductive system (8) fluid exchange from mother to fetus d. portal of exit <ul style="list-style-type: none"> (1) tears (2) saliva (3) urine (4) feces (5) wound drainage (6) genital and respiratory tract secretions e. mode of transmission <ul style="list-style-type: none"> (1) contact <ul style="list-style-type: none"> (a) direct – person to person (b) indirect – fomite to person (c) droplet – common cold 	
5.1.1 List the six components of the chain of infection.	<p>Relate fomites to facility supplies and discuss objects that might be involved in the spread of infection.</p>	<p>Have class members select a causative agent and illustrate the chain of infection.</p>

Objectives	Course Content	Learning Activities
	<p>(2) common vehicle - salmonella in food (3) airborne – tuberculosis (4) vectorborne – mosquito harbors malaria parasite</p> <p>f. host – individual who harbors infectious organisms</p>	
5.2 Define medical asepsis.	II. Medical Asepsis A. Definition - practice used to remove or destroy pathogens and to prevent spread from one person to another.	
5.2.1 Identify practices one can use to promote medical asepsis.	B. Practices to promote medical asepsis in personal life and work setting 1. Washing hands after use of bathroom 2. Washing hands prior to handling food 3. Washing fruits and vegetables before serving or consuming 4. Providing individual personal items for each resident during feeding 5. Covering the nose and mouth prior to coughing, sneezing, or blowing nose, and then immediately washing hands 6. Bathing, washing hair and brushing teeth on a regular basis 7. Washing cooking and eating utensils with soap and water after each use 8. Adhering to sanitation practices 9. Washing hands after feeding each resident 10. Washing hands prior to feeding a resident 11. Washing hands before meals 12. Maintaining a clean resident unit 13. Cleaning all reusable equipment after use 14. Using approved waterless hand cleaner 15. Do not sit on resident's bed 16. Do not transport equipment from one resident's room to another	Have the class relate practices to promote medical asepsis to other areas of employment (teachers, food workers, sales people, etc.).

Objectives	Course Content	Learning Activities	
5.3	Demonstrate an understanding of the basic principles of Standard Precautions.	III. Standard Precautions - CDC procedures to control and prevent infections. A. Use for the care of all residents B. Precautions 1. Feeding Assistant should not touch blood, body fluids, secretions, or excretions. 2. Immediately report all incidences of contact with blood, body fluids, secretions and excretions to nurse supervisor. C. Handwashing Techniques 1. Equipment a. Sink b. Running water c. Soap dispenser d. Paper towels e. Waste container 2. Reasons for handwashing a. Everything you touch contains germs b. Handwashing is one of the most effective ways of controlling infection if done properly c. Prevents cross contamination d. Prevents growth of and washes away many microorganisms on skin e. Handwashing <u>must</u> be done prior to and after feeding assistance 3. To properly wash your hands: a. Warm running water should be used b. Use clean paper towels to turn hand-operated faucets off c. Avoid touching the soap dish when using bar soap d. Hold hands and forearms lower than the elbows during the procedure	
5.3.1	Identify the reasons for washing hands frequently and using good technique.		

Objectives	Course Content	Learning Activities
5.3.2 Demonstrate proper handwashing technique.	<ul style="list-style-type: none">e. Give frequently missed areas added attention:<ul style="list-style-type: none">(1) sides of hands(2) knuckles(3) thumbs(4) little fingers(5) under nails<ul style="list-style-type: none">(a) file used for cleaning(b) tips of fingers rubbed against palmsf. For handwashing to be effective:<ul style="list-style-type: none">(1) use enough soap to produce a lather(2) use friction – vigorous rubbing(3) rinse wellg. Use a brush to remove resistant substancesh. Use a lotion after cleaning to:<ul style="list-style-type: none">(1) prevent chapping(2) prevent dry skin4. Procedure – Handwashing<ul style="list-style-type: none">a. Wash with soap and water immediately or as soon as feasible following contact with blood or other potentially infectious materials5. Use of alcohol gels<ul style="list-style-type: none">a. If there has been no exposure to blood or potentially infectious materials, antiseptic hand cleaners may be used as an appropriate handwashing practice	Demonstration: Performance Checklist #2 Handwashing Return demonstration of handwashing technique.

Unit 6

Nutrition and Hydration

Terminology Defined

1. **Anemia** – a deficiency of red blood cells, hemoglobin or both.
2. **Aspiration** – breathing fluid or food into the lungs.
3. **Calorie** – the amount of energy produced from the burning of food.
4. **Carbohydrates** – nutrient which provides the greatest amount of energy in the average diet.
5. **Dehydration** – a decrease of the amount of water in body tissue.
6. **Dysphagia** – difficulty swallowing.
7. **Fats** – nutrient that provides most concentrated form of energy.
8. **Malnutrition** – poor nutrition that lacks adequate food and nutrients.
9. **Metabolism** – the burning of food for heat and energy by the cells.
10. **NPO** – Nothing by mouth
11. **Nutrient** – a substance that is ingested, digested, absorbed and used by the body.
12. **Nutrition** – the entire process by which the body takes in food for growth and repair and uses it to maintain health.
13. **Osteoporosis** – the most common metabolic disease of bone in the United States, caused by a decrease in the mass of bony tissue.
14. **Peristalsis** – involuntary muscle contractions in the digestive system that move food through the alimentary canal.
15. **Protein** – nutrient essential for growth and repair of tissue.
16. **Recommended Dietary Allowances (R.D.A.)** – considered to be the amounts of essential nutrients adequate to meet the needs of practically all healthy people.
17. **Therapeutic Diet** – modification of the normal diet used in the treatment of specific health conditions.

Objectives	Course Content	Learning Activities
6.0 Identify the general principles of basic nutrition.	I. Principles of Nutrition A. Good Nutrition 1. Promotes physical and mental health 2. Provides increased resistance to illness 3. Produces added energy and vitality 4. Aids in the healing process 5. Assists one to feel and sleep better B. Functions of Food 1. Provides energy 2. Growth and repair of tissue 3. Maintenance and regulation of body processes C. Factors influencing dietary practices 1. Personal preference 2. Appetite 3. Finance 4. Illness 5. Culture a. Rice and tea favorites of Chinese, Japanese, Koreans, and people from Far East b. Spicy dishes containing rice, beans and corn are preferred by Spanish-speaking people c. Italians known for liking spaghetti, lasagna, and other pastas d. Scandinavians have a lot of fish in their diets e. Americans like meat, fast foods, and processed foods f. Use of sauce and spices culturally are related g. Preparation influences (1) frying (2) baking (3) smoking (4) roasting	
6.1 Recognize factors that influence dietary practices.		
6.1.1 Review cultural variations in diet.		

Objectives	Course Content	Learning Activities
6.1.2 List five examples of foods avoided by various religious denominations.	<p>6. Religion</p> <ul style="list-style-type: none">a. Days of fasting when all or certain foods are avoidedb. Dietary practices<ul style="list-style-type: none">(1) Christian Science – avoid coffee/tea and alcohol(2) Roman Catholic – avoid food one hour before communion, observe special fast days(3) Muslim/Moslem – avoid alcohol, pork products(4) 7th Day Adventist – avoid coffee/tea, alcohol, pork and some meats, caffeine(5) Some Baptists avoid coffee, tea and alcohol(6) Greek Orthodox – fast days, but usually “forgiven” when ill(7) Conservative Jewish Faith<ul style="list-style-type: none">(a) prohibits shellfish, non-kosher meats (pork)(b) requires special utensils for food preparation(c) forbids cooking on Sabbath(d) forbids eating of leavened bread during Passover(e) forbids serving milk and milk products with meat(f) strict rules regarding sequence in which milk products and meat may be consumed	Discuss the religious practices related to food by the various denominations represented in the class.

Objectives	Course Content	Learning Activities
6.1.3	Cite five age-related changes that affect the resident's nutritional status.	E. Age-related changes affecting nutrition <ul style="list-style-type: none">1. Need for fewer calories2. Vitamin and mineral requirements change3. Drugs that affect how nutrients are absorbed and used4. Teeth/dentures affect ability to chew food5. Diminished sense of taste and smell6. Assistance required with eating7. Decreased saliva secretions8. Discomfort caused by constipation9. Decreased appetite and thirst
6.1.4	Recognize the signs of good nutrition.	F. The signs of good nutrition include: <ul style="list-style-type: none">1. Healthy, shiny looking hair2. Clean skin and bright eyes3. A well-developed, healthy body4. An alert facial expression5. An even, pleasant disposition6. Restful sleep patterns7. Healthy appetite8. Regular elimination habits9. Appropriate body weight
6.1.5	Report five results of poor nutrition.	G. Results of poor nutrition <ul style="list-style-type: none">1. Hair and eyes appear dull2. Irregular bowel habits3. Weight changes4. Osteoporosis and other diseases5. Lack of interest – mental slowdown6. Skin color and appearance poor7. Anemia leading to<ul style="list-style-type: none">a. tired feelingb. shortness of breathc. increased pulsed. pale skine. poor sleep patternsf. headachesg. problems with digestion

Objectives	Course Content	Learning Activities
6.2 Discuss the six basic food groups that contribute to a well-balanced diet.	<p>II. Six Basic Food Groups (Food Guide Pyramid)</p> <p>A. Vegetable Group</p> <ol style="list-style-type: none">1. Provides:<ol style="list-style-type: none">a. vitaminsb. mineralsc. fiber (roughage)2. Easier to chew if cooked, chopped or diced3. Three to five servings daily <p>B. Fruit Group</p> <ol style="list-style-type: none">1. Provides:<ol style="list-style-type: none">a. vitaminsb. mineralsc. fiber (roughage)2. Two to four servings daily <p>C. Milk, yogurt, cheese group</p> <ol style="list-style-type: none">1. Provides:<ol style="list-style-type: none">a. proteinsb. vitamins (A)c. minerals (calcium)d. carbohydratese. fat2. Two to three servings daily <p>D. Grain group (breads, cereal, rice and pasta)</p> <ol style="list-style-type: none">1. Provides:<ol style="list-style-type: none">a. carbohydratesb. mineralsc. roughage2. Six to eleven servings daily <p>E. Meat, poultry, fish, dry beans, eggs, and nuts group</p> <ol style="list-style-type: none">1. Provides:<ol style="list-style-type: none">a. proteinb. fatsc. vitaminsd. minerals2. Two to three servings daily	

	Objectives	Course Content	Learning Activities
	<p>F. Fats, Oils and Sweets Group</p> <ol style="list-style-type: none"> 1. Provides <ol style="list-style-type: none"> a. little to no nutritional value b. high in calories c. use sparingly 2. No recommended servings or serving sizes 		
6.3	Define a therapeutic diet and recognize the need for alterations in a regular diet.	III. Therapeutic Diet	
6.3.1	List three purposes of a therapeutic diet.	<p>A. Purposes of therapeutic diets</p> <ol style="list-style-type: none"> 1. Add or eliminate calories to cause a change in body weight 2. Assist with digestion of food by taking foods out of the diet that irritate the digestive system 3. Restrict salt intake to prevent or decrease edema 4. Help body organs to maintain and/or regain normal function 5. Treat metabolic disorders by regulating amount of food 	Hand out examples of sample menus for discussion.
6.3.2	Discuss the types of therapeutic diets that the physician might order for a resident.	<p>B. Types of therapeutic diets</p> <ol style="list-style-type: none"> 1. Clear liquid 2. Full liquid 3. Bland 4. Restricted residue 5. Controlled carbohydrate (Diabetic) 6. Low fat 7. Low cholesterol 8. Low calorie 9. High calorie 10. Low sodium 11. High protein 12. Mechanical soft, chopped, pureed <p>C. Residents may have difficulty accepting special diets.</p>	

	Objectives	Course Content	Learning Activities
6.4	Recognize adaptive devices used to assist residents with eating.	<p>IV. Adaptive Devices</p> <ul style="list-style-type: none">A. Food GuardsB. Divided PlatesC. Built-up handled utensilsD. Easy grip mugs/glassesE. Residents have to be taught how to use these devices	<p>Demonstrate the use of adaptive devices.</p> <p>Encourage students to handle equipment.</p>
6.5	Identify the responsibilities in preparing and serving residents meals.	<p>V. Preparing and Serving Resident's Meals</p> <ul style="list-style-type: none">A. Meals enjoyable, social experience.B. Provide pleasant environment<ul style="list-style-type: none">1. Clean area2. Odor-free area3. Adequate lightingC. Flowers/decorations and music add interest to dining area.D. Resident Preparation<ul style="list-style-type: none">1. Face and hands washed2. Raise the head of the bed3. Assure resident is in comfortable position4. Check to be certain resident receives right tray and has the correct diet5. Food should be attractively served and placed within reach6. Check the tray to see that everything needed is there7. Assist resident as needed<ul style="list-style-type: none">a. cutting meatb. pouring liquidsc. buttering breadd. opening containers	

Objectives	Course Content	Learning Activities
6.6 Describe feeding techniques	<ul style="list-style-type: none"> 8. Residents should be encouraged to do as much as possible for themselves. 9. Allow time for resident to complete meal 10. Display a pleasant, patient attitude 11. Remove tray when meal is finished 12. Report unconsumed food to supervisory nurse 13. Call signal and supplies positioned within reach 14. Hands washed before and after assistance with feeding resident 	
6.7 Discuss the various types of supplementary nourishments.	<p>VI. Feeding Techniques</p> <ul style="list-style-type: none"> A. Use a spoon and fill it only half full B. Give the food from the tip of the spoon C. Introduce food on non-paralyzed side of mouth D. For blind or confused residents, name each mouthful of food E. Offer foods in logical order F. Allow hot foods to cool G. Feed the resident slowly. H. Encourage but do not force I. Warn resident if offering something hot J. Use a straw for liquids, if resident prefers K. Be sure mouth is empty before offering more food <p>VII. Supplementary Nourishments</p> <ul style="list-style-type: none"> A. Types of Nourishments <ul style="list-style-type: none"> 1. Milk 2. Juice 3. Gelatin 4. Custard, ice cream sherbet 5. Crackers 6. Nutritional supplementation products (ex. Ensure, Mighty Shake, etc.) B. Usually served <ul style="list-style-type: none"> 1. Midmorning 2. Mid-afternoon 3. Bedtime C. Ordered by physician 	<p>Have students practice feeding techniques with their class members using appropriate techniques.</p>

	Objectives	Course Content	Learning Activities
6.8	Demonstrate the procedure for serving supplementary nourishments.	<ul style="list-style-type: none">D. Serve as directed by supervisory nurseE. Provide necessary eating utensils/straw/napkin. <p>VIII. Serving Supplementary Nourishments</p> <ul style="list-style-type: none">A. Supplies – nourishments, napkins, feeding aids (straws, flatware)B. Procedure – Serving Supplementary Nourishments	<p>Demonstration: Performance Checklist #3</p> <p>Serving Supplementary Nourishments.</p> <p>Return demonstration after practice.</p>
6.9	Identify the special fluid orders that the physician could write for residents.	<p>IX. Fresh Drinking Water</p> <ul style="list-style-type: none">A. Fresh water should be provided periodically throughout the dayB. Encourage residents to drink 6-8 glasses daily if appropriateC. Note residents who have special fluid orders.<ul style="list-style-type: none">1. N.P.O.2. Fluid restrictions - Remind resident of restrictions3. Force fluids<ul style="list-style-type: none">a. Offer fluids in small quantitiesb. Offer fluids (resident preference) without being askedc. Remind resident of importance of fluids in getting better4. No iceD. Providing Fresh Drinking Water<ul style="list-style-type: none">1. Supplies – cart, pitchers, cups, scoop for ice, straws2. Procedure – Providing Fresh Drinking Water	<p>Follow facility policy for distribution of nourishments.</p>
6.9.1	Demonstrate the procedure for providing fresh drinking water.		<p>Demonstration: Performance Checklist #4</p> <p>Providing Fresh Drinking Water.</p> <p>Return demonstration after practice.</p>
6.10	Identify normal changes in the digestive system as they relate to the aging process.	<p>X. Aging Changes</p> <ul style="list-style-type: none">A. Decreased number of taste budsB. Slowing of peristalsis causing constipationC. Slower absorption of nutrientsD. Difficulty chewing and swallowingE. Loss of bowel muscle tone	<p>Follow facility policy for distribution of drinking water.</p> <p>Suggest a reason that would explain why some residents would add a lot of salt to their food.</p>

Objectives	Course Content	Learning Activities	
6.11	F. Decrease in amount of digestive enzymes and saliva production G. Decreased appetite H. Loss of teeth I. Altered taste and smell		
6.11.1	Discuss signs and symptoms of dysphagia.	XI. Challenging Feeding Problems	A. Dysphagia 1. Signs and Symptoms a. Foods "pocket" in cheeks b. Resident says food will not go down c. Excessive drooling d. Unexplained weight loss e. Frequently coughs or chokes f. Complains of heartburn g. Recurrent pneumonia 2. Report to nurse supervisor signs of dysphagia when feeding a resident 3. Do not continue to feed resident with dysphagia
6.11.2	Demonstrate feeding techniques for use with the resident who has had a stroke.	B. A stroke victim with dysphagia should not be fed by feeding assistant. If dysphagia not present: 1. Introduce the spoon on the unaffected side of the mouth 2. Utilize adaptive feeding utensils 3. Observe for "pocketing" of food on affected side 4. One sip, then swallow 5. Approach from the unaffected side	
6.11.2	Demonstrate feeding techniques for use with the blind resident.	C. Blindness 1. Tell the resident what is on the tray 2. Arrange and describe location of foods according to the face of a clock	Demonstration: Performance checklist #5 Feeding a Resident. Return demonstration after practice.

APPENDIX A

INSTRUCTIONAL OBJECTIVES AND PERFORMANCE CHECKLIST SUMMARY

Instructional Objectives and Performance Checklist Summary

Student Name: _____ **Instructor Name:** _____

Note: Upon completion of this Feeding Assistant course, all information should be completed and placed in the Feeding Assistant's file.

Column A: Date taught

Column B Date skill successfully demonstrated, when applicable

Column C Instructors initials

The Role of the Feeding Assistant

1. Explain the role of a Feeding Assistant
2. Lists course requirements to become a Feeding Assistant
3. Explain the role and responsibilities of facilities who choose to use Feeding Assistants
4. Describe three feeding problems that a resident might have that would not allow feeding by a Feeding Assistant

Communication and Interpersonal Skills

5. Define terms important to the study of Communication and Interpersonal Skills.
6. Describe effective communication skills.
7. List elements that influence relationships with others.
8. Describe the importance of developing good listening skills.
9. Identify positive listening skills that can be used.
10. Recognize barriers to effective communication.
11. Give examples of situations in which the Feeding Assistant must modify his/her behavior in response to the resident's behavior.
12. Define sympathy, empathy, tact, and anger.
13. Demonstrate effective non-verbal communications.
14. List examples of nonverbal communications.
15. Describe effective communication with the resident's family and visitors.
16. List specific factors to consider when communicating with hearing impaired residents.

Communication and Interpersonal Skills (cont.)

17. List factors to consider when communicating with residents that have decreased vision.
18. List ways to communicate with residents with memory loss.
19. List factors to consider when communicating with a resident that has difficulty speaking.
20. Demonstrate effective communication with residents who have hearing, vision, speaking or memory loss difficulties.
21. Identify techniques that can be used to help the resident to communicate.
22. List techniques to communicate with residents based on their developmental stage.
23. List the elements in the Senses Method of observation, giving an example of each.
24. Describe behaviors that are inconsistent with normal resident behavior.
25. Define objective and subjective data.
26. Explain the elements essential for reporting to the supervisory nurse.

Resident Rights

27. Define terms important to the study of Resident Rights.
28. Describe the laws that protect the resident's right to make personal choices.
29. Give examples of behavior that would infringe on resident rights.
30. Describe the Resident's Bill of Rights and HIPPA and how they are used in resident care.
31. Identify behaviors that help maintain resident rights.
32. List the advantages of explaining feeding assistance to a resident prior to starting.
33. Identify important elements defined in Federal and State definitions of mistreatment of the elderly.
34. List signs of abuse of the elderly.
35. List examples of abusive behavior.
36. Identify individuals that might be at risk for being abused.

Resident Rights (cont.)

37. Describe important elements to observe when reporting suspected abuse.

Safety and Emergency Procedures

38. Define important terms used in Safety and Emergency Procedures
39. List rules of general safety.
40. Identify safety measures that prevent accidents.
41. Discuss key elements that might block the airway of a resident.
42. Enumerate the key steps for assisting to clean an obstructed airway to include the Heimlich maneuver.
43. Correctly perform the Heimlich maneuver.
44. Explain the responsibilities for assisting with a resident who may have an emergency involving the heart.
45. Discuss and explain the responsibilities when assisting the resident with seizures.
46. List important elements to observe when reporting emergency situations.

Infection Control

47. Define key terms important to Infection Control.
48. Discuss general principles that guide Infection Control techniques.
49. List the components of the chain of infection, giving examples of each.
50. Identify practices that promote medical asepsis.
51. Demonstrate a basic understanding of standard precautions.
52. List reasons for washing hands frequently.
53. List key steps to proper handwashing.
54. Correctly demonstrate handwashing.

Nutrition and Hydration

55. Correctly define Nutrition and Hydration terms.
56. Discuss the purpose of good nutrition and the functions of food.
57. Discuss factors influencing dietary practices.
58. List examples of foods avoided by various religious denominations.
59. Cite age-related changes that affect the resident's nutritional status.
60. Identify signs of good nutrition.
61. Describe results of poor nutrition.
62. List the basic food groups.
63. List purposes of therapeutic diets.
64. List types of therapeutic diets.
65. Recognize and describe adaptive devices used in feeding assistance.
66. Demonstrate the use of adaptive devices used in feeding assistance.
67. Identify Feeding Assistant responsibilities in serving resident meals.
68. List steps in preparing the resident for feeding assistance.
69. List techniques used when assisting with feeding.
70. Demonstrate feeding techniques.
71. Discuss the various types of Supplementary Nourishments.
72. Identify when Supplementary Nourishments are usually served.
73. Correctly demonstrate Serving Supplementary Nourishments
74. Identify how often fresh water should be provided to a resident each day and the amount to be encouraged.
75. Identify and describe special fluid orders that the physician could write for a resident.
76. Correctly demonstrate Providing Fresh Drinking Water
77. Identify normal changes in the digestive system as they relate to the aging process.
78. Discuss the signs and symptoms of dysphagia.

A	B	C

Nutrition and Hydration (cont.)

79. Identify feeding techniques to be used with residents who have had a stroke.
80. Identify feeding techniques to be used with residents who are blind.
81. Correctly demonstrate Feeding a Resident.

APPENDIX B

PERFORMANCE CHECKLISTS INDEX

Feeding Assistant Curriculum

Performance Checklists Index

	<u>Performance Checklist No.</u>
Unit 1 Role of the Feeding Assistant None	
Unit 2 Communication and Interpersonal Skills None	
Unit 3 Resident Rights None	
Unit 4 Safety and Emergency Procedures Performing Heimlich Maneuver	1
Unit 5 Infection Control Washing Hands	2
Unit 6 Nutrition and Hydration Serving Supplementary Nourishments..... Providing Fresh Drinking Water..... Setting up a Meal Tray and Feeding a Resident.....	3 4 5

APPENDIX C

PERFORMANCE CHECKLISTS

PERFORMANCE CHECKLIST FOR FEEDING ASSISTANT

Procedure 1: Performing Heimlich Maneuver

Name _____

To be completed by instructor during observation of 100%, unassisted mastery of procedure. Date and sign below.

Equipment: No equipment

Conscious victim:

- _____ 1. Ask person who appears to have choked but who is **not** coughing, "Are you choking?"
- _____ 2. Determine that victim can not expel object on own and state that you will help.
- _____ 3. Stand behind victim.
- _____ 4. Wrap arms around victim's waist.
- _____ 5. Clench fist, keeping thumb straight.
- _____ 6. Place clenched fist, thumb side in, against abdomen between navel and tip of sternum.
- _____ 7. Grasp clenched fist with opposite hand.
- _____ 8. Push abdomen forcefully with upward thrusts until object is removed, victim starts to cough, or becomes unconscious.

Chest thrusts for obese victim:

- _____ 1. Stand behind victim.
- _____ 2. Place arms around victim directly under armpits.
- _____ 3. Form fist and place thumb side of fist against sternum, level with armpits.
- _____ 4. Grasp fist in opposite hand and administer thrusts, pulling straight back, until object is removed, victim starts to cough, or becomes unconscious.

Unconscious victim with obstructed airway:

- _____ 1. Place victim on back.
- _____ 2. Activate EMS system.
- _____ 3. Finger sweep mouth to remove object.
- _____ 4. If unsuccessful, open airway with head-tilt/chin-lift maneuver.
- _____ 5. Try to ventilate; if still obstructed, reposition head and try to ventilate again.
- _____ 6. If ventilation unsuccessful, give five abdominal thrusts:
 - a. straddle victim's thighs or kneel next to victim
 - b. place heel of one hand on abdomen above navel
 - c. place other hand in same position over first
 - d. keep elbows straight and thrust inward and upward five times
- _____ 7. If unsuccessful, finger sweep mouth.
- _____ 8. Repeat steps 4-7 until effective or EMS arrives.

Pass _____ **Instructor's Signature** _____ **Date** _____

The above signature attests that the evaluator did not prompt, give hints, or otherwise assist the individual in the performance of the skills when the individual was being evaluated for competency.

PERFORMANCE CHECKLIST FOR FEEDING ASSISTANT

Procedure 2: Washing Hands

Name _____

To be completed by instructor during observation of 100%, unassisted mastery of procedure. Date and sign below.

Equipment: Soap or soap dispenser, sink, running water, paper towels, waste receptacle

- _____ 1. Assemble equipment if necessary.
- _____ 2. Push sleeves and watch 4-5 inches up on arms.
- _____ 3. Stand back from sink and adjust water temperature until warm.
- _____ 4. Wet wrists and hands without splashing and with fingertips pointed downward.
- _____ 5. Apply soap using friction.
- _____ 6. Lather well, keeping hands lower than elbows.
- _____ 7. Rub hands together in circular motion, being sure to wash between fingers and two inches above wrists.
- _____ 8. Clean under nails by rubbing against palms.
- _____ 9. Wash for at least 15 seconds or longer, if grossly contaminated, according to facility policy.
- _____ 10. Rinse wrists and hands with running water.
- _____ 11. Dry hands thoroughly with paper towel and discard towel into waste receptacle.
- _____ 12. Turn faucets off with new paper towel and discard into waste receptacle.

Pass _____ Instructor's Signature _____ Date _____

The above signature attests that the evaluator did not prompt, give hints, or otherwise assist the individual in the performance of the skills when the individual was being evaluated for competency.

PERFORMANCE CHECKLIST FOR FEEDING ASSISTANT

Procedure 3: Serving Supplementary Nourishment

Name _____

To be completed by instructor during observation of 100%, unassisted mastery of procedure. Date and sign below.

Equipment: Nourishments, napkins, feeding aids (straws, utensils)

- _____ 1. Receive directions from supervisor regarding individuals with special dietary needs.
- _____ 2. Wash hands.
- _____ 3. Assemble supplies.
- _____ 4. Allow each resident to choose from available nourishments.
- _____ 5. Place nourishment, napkin and feeding aids within reach.
- _____ 6. Provide assistance as needed.
- _____ 7. Remove glasses and dishes after use. Do not touch rim of glass.
- _____ 8. Repeat steps 4-7 for each resident.
- _____ 9. Return used equipment to kitchen to be washed.
- _____ 10. Wash hands.

Pass _____ Instructor's Signature _____ Date _____

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PERFORMANCE CHECKLIST FOR FEEDING ASSISTANT

Procedure 4: Providing Fresh Drinking Water

Name _____

To be completed by instructor during observation of 100%, unassisted mastery of procedure. Date and sign below.

Equipment: Cart, pitchers, cups, trays, ice, scoop for ice, straws

- _____ 1. Receive direction from supervisor regarding residents with special needs (NPO, fluid restrictions, no ice).
- _____ 2. Wash hands.
- _____ 3. Assemble supplies.
- _____ 4. Take cart with clean supplies and add ice and water to pitchers (use scoop for ice). Do not allow handle of scoop to touch ice.
- _____ 5. Place fresh drinking water within reach.
- _____ 6. Offer to fill cup with fresh water.
- _____ 7. Provide assistance as requested or needed.
- _____ 8. Return cart containing any used supplies to kitchen to be washed.
- _____ 9. Wash hands.

Pass _____ Instructor's Signature _____ Date _____

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PERFORMANCE CHECKLIST FOR FEEDING ASSISTANT

Procedure 5: Setting up a Meal Tray and Feeding a Resident Name _____

To be completed by instructor during observation of 100%, unassisted mastery of procedure. Date and sign below.

Equipment: Basin, towel, washcloth, soap, oral hygiene products

- _____ 1. Knock before entering room.
- _____ 2. Address resident by name.
- _____ 3. State your name and title.
- _____ 4. Identify resident.
- _____ 5. Explain procedure and obtain permission.
- _____ 6. Wash hands.
- _____ 7. Check tray for correct name, type of diet, and food. Inform resident what is on tray.
- _____ 8. Position towel/napkin/bib under chin if requested.
- _____ 9. Prepare food by opening cartons, removing covers, cutting meat and/or buttering bread.
- _____ 10. Assist as needed, while encouraging to do as much as possible for his or her self.
- _____ 11. Allow hot foods to cool before offering.
- _____ 12. Use straw for liquids if appropriate.
- _____ 13. Feed from tip of half-filled spoon.
- _____ 14. Tell resident what he or she is eating.
- _____ 15. Provide time to chew.
- _____ 16. Alternate solids and liquids.
- _____ 17. Wipe mouth as needed.
- _____ 18. Encourage to eat as much as possible; observe that all food is swallowed and not pocketed in cheek.
- _____ 19. Wash hands when finished.
- _____ 20. Provide comfort with call signal in reach.
- _____ 21. Report any abnormal observations to supervisor.

Pass _____ Instructor's Signature _____ Date _____

The above signature attests that the evaluator did not prompt, give hints, or otherwise assist the individual in the performance of the skills when the individual was being evaluated for competency.