Training Program Name:

Training Program Address:

## A MINUMUM OF SIXTEEN HOURS OF TRAINING MUST BE PROVIDED IN THE FOLLOWING FIVE (5) AREAS PRIOR TO ANY DIRECT CONTACT WITH A RESIDENT

***CLASSROOM HOURS: 16***

***CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Communication and interpersonal skills 1. Identify things needed for communication to occur
	1. Communication process—verbal and non-verbal 2. Identify things that block communication
	2. Communication blockers 3. Name four things a good listener does
	3. Listening 4. Name the rules to follow when giving directions.
	4. Giving directions 5. State the guidelines to follow when communicating with residents
	5. Aging process and communication that have sensory and other impairments.
	6. Communication devices-call lights 6. Identify channels of communication and reporting intercom, telephone
	7. Channels of communication mechanisms.
	8. Reporting mechanisms 7. Demonstrate how to use communication devices
	9. Tour of facility including observation of residents and 8. Understand methods of reporting observations. day-to-day activities. 9. Identify residents day-to-day activity & services available.
2. Infection Control
	1. Preventing the spread of infection 1. Identify statements that are true about micro-organisms.
	2. Micro-organisms and how they cause infection. 2. Identify how infections are spread.
	3. Hand-washing 3. Demonstrate proper hand-washing technique.
	4. Universal Precautions and appropriate isolation 4. Explain why health care workers use Universal Precautions. Procedures 5. Demonstrate the correct procedure for putting on and removing masks,

gowns and gloves

6. Demonstrate proper care of linen (clean and soiled).

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## MODULE I – INITIAL CLASSROOM TRAINING

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## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE

 ***TO:***

1. Safety / Emergency Procedures:
	1. General safety rules 1. Identify safe practices that prevent accidents.
	2. Safe use of equipment. 2. Identify general safety rules for using equipment
	3. Emergency procedures: seizures, fainting, blocked 3. List steps to be taken in any emergency; demonstrate Heimlich airway/ Heimlich Maneuver. Maneuver: identify ways to prevent falls.
	4. Fire/safety 4. List causes, prevention and action to be taken for fires.
	5. Body mechanisms 5. Demonstrate good body mechanics during lifting
	6. Proper application and release of restraints; guidelines for 6. Demonstrate proper application of restraints. types of restraints (waist, vest, etc.). 7. Understand the purpose of I.D. bands.
	7. Identification bands
2. Promoting residents’ Independence
	1. Assisting with activities of daily living; personal hygiene, 1. List activities of daily living bathing, eating, dressing, elimination
	2. Resident care plan; introduction to resident care conf. 2. Identify levels of independence on the residents care plan.
	3. Rehabilitative philosophy; encourage residents to do as 3. Define adaptive and assistive devices; identify ways to much as possible for themselves. encourage independence.
	4. P.T., O.T., speech therapy 4. Identify roles of P.T., O.T., speech therapist

## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

1. Respecting residents’ rights
	1. Residents’ bill of rights; 1. Demonstrate respect for residents’ rights. (ethnic consideration)
		* Dignity
		* Confidentiality
		* Freedom of choice
		* Privacy
	2. Respecting residents’ rights. 2. Provide choices through communication and actions.
	3. Accommodation of physical, spiritual and emotional needs 3. Describe basic human rights and needs.
	4. Legal responsibility of NA 4. Identify actions that violate rights
	5. Freedom from physical/mental abuse, chemical/physical 5. List ways to protect elder from abuse; identify legal responsibility of the restraint. NA and the consequence of violating residents’ rights.

## Classroom Hours:

***Clinical Hours:***

***CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Taking and recording vital signs
	1. Temperature 1. Identify normal ranges of oral, rectal and axillary temperatures and
		* Oral demonstrate procedure.
		* Rectal
		* Axillary
	2. Pulse 2. Identify normal pulse range and demonstrate procedure.
		* Radial
	3. Respiration 3. Identify normal respiratory rage and demonstrate procedure.
	4. Documentation of vital signs 4. Demonstrate correct documentation of vital signs.
	5. Recognizing and reporting anything unusual. 5. Recognize and report anything unusual.
2. Measuring and recording height and weight
	1. Determine resident’s height and weight 1. Demonstrate procedure for measuring height and weight.
	2. Documentation of height and weight 2. Demonstrate appropriate documentation of height and weight.
	3. Weighing an ambulatory patient. 3. Demonstrate procedure for weighing an ambulatory patient.
3. Caring for the residents’ environment
	1. Care of clothing and personal possessions. 1. Identify proper procedure for labeling resident’s clothing and personal

possessions.

* 1. Care of resident’s unit. 2. Demonstrate proper handling and storage of resident’s belongings in their unit.
	2. Bed-making (occupied and unoccupied) 3. Demonstrate proper procedure for bed-making.

## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

1. Caring for residents when death is imminent
	1. Definition: death as the last stage of the life process. 1. Be aware of the attitudes toward death.
	2. Rights of the dying resident 2. Be familiar with the rights of the resident in regard to dying w/ dignity
	3. Stages of dying: 3. Know the stages of dying.
		* Denial
		* Bargaining
		* Depression
		* Acceptance
	4. Nursing Assistant responsibilities. 4. Identify responsibilities in caring for the dying resident.
	5. Signs of approaching death. 5. Know the physical signs of approaching death
	6. Post-mortem care 6. Demonstrate procedure for post-mortem care.
	7. Providing for the needs of the family and other residents 7. Identify concerns and feeling of the families and other residents
2. Recognizing abnormal changes in body function and the importance of reporting such changes to a supervisor.

Including, but not limited to: 1. Recognize symptoms of common diseases

+ Shortness of breath; + Drowsiness;

+ Rapid respiration; + Excessive thirst;

+ Fever; + Sweating; 2. Identify reporting mechanisms.

+ Coughs; + Pus;

+ Chills; + Blood or sediment in urine;

+ Pains in chest; + Difficulty urinating;

+ Blue color to lips; + Frequent urination in small amts

+ Pain in abdomen; + Pain or burning on urination

+ Nausea / Vomiting + Urine has dark color or strong

odor

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## MODULE III – PERSONAL CARE SKILLS – INCLUDING, BUT NOT LIMITED TO:

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## Classroom Hours:

***Clinical Hours:***

1. Bathing

## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

* 1. Bed bath, complete bath 1. Identify purposes for bathing the resident; proper techniques and safety (test bath water temp)
	2. Tub bath and shower 2. Demonstrate the procedure for bed bath, tub bath & shower
	3. Perineal care (Male and Female) 3. Demonstrate male/female perineal care
	4. Back rub 4. Demonstrate proper procedure for back rub
	5. Observations 5. Identify observations to report
	6. Recognize bathing fears experienced by the cognitively impaired resident.
	7. Identify 3 interventions to redirect residents challenging behaviors during bathing procedure.
1. Grooming
	1. Oral hygiene, dental care, denture care, shaving, hair care, 1. Identify the purpose for oral hygiene, dental care, denture care, shaving nail care, foot care. hair care, nail care and foot care.
2. Dressing
	1. Assisting the resident with dressing and undressing. 1. Select appropriate clothing according the resident’s individual needs;

demonstrate assisting resident with dressing and undressing.

* 1. Dressing and undressing the dependent resident. 2. Demonstrate dressing and undressing dependent resident.
	2. Resident participation in choice of clothing 3. Allow resident to participate in choice of clothing.

***TO:***

1. Toileting
	1. Elimination of stool and urine 1. Demonstrate proper procedure for usage of bedpan, urinal and bedside
	2. Specimen collection commode.
	3. Catheter care and incontinent care 2. Describe specimen collection procedures.
	4. Documentation of bowel movements and urinary out-put. 3. Demonstrate proper procedure for catheter care and incontinent care

4. Define terms used in elimination and observations to report; demonstrate proper procedure for documentation of bowel movements and urinary

out- put.

1. Assisting With Eating and Hydration
	1. Basic nutrition and hydration 1. Identify four food groups and importance of nutrition
	2. Therapeutic diets and supplemental feedings. 2. Identify therapeutic diets and supplemental feedings.
	3. Serving and feeding the resident. 3. Demonstrate serving and feeding the resident.
	4. Intake and out-put 4. Demonstrate measuring and documenting intake and out-put.
	5. Fluid retention and dehydration 5. Identify symptoms of edema and dehydration
2. Proper Feeding Techniques
	1. Positioning for feeding 1. Demonstrate correct positioning for feeding a resident
	2. Promotion of independence 2. Identify ways to promote independence.
	3. Feeding the impaired resident 3. Demonstrate feeding an impaired resident
	4. Documentation of dietary intake 4. Demonstrate documentation of dietary intake.
3. Skin Care
	1. Review of the integumentary system 1. Recognize four functions of the skin.
	2. Effects of aging on the skin. 2. Identify changes in the skin due to aging.
	3. Pressure sore: 3. Identify risk factors, prevention and management of abnormal skin
		* Risk Factors conditions, pressure sores.
		* Prevention
		* Management 4. Understand proper procedure for perineal skin care.
	4. Perineal skin care. 5. Demonstrate observation and reporting of abnormal skin conditions.
	5. Observation and reporting

## TO:

1. Transfer, Positioning and Turning:
	1. Principles of good body mechanics. 1. Identify the principles of body mechanics; demonstrate correct body
	2. Lifting and transfers; transfers bed to chair mechanics.
	3. Positioning & turning, moving in bed, turning side to side. 2. Demonstrate lifting and transferring a resident, transferring patient from
	4. Positioning devices (Pillows, wedges, foot stools). bed to chair, moving up in bed, turning side to side.

3. Demonstrate positioning & turning a resident; use of positioning devices

## MODULE IV – MENTAL HEALTH AND SOCIAL SERVICES NEEDS

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## Classroom Hours:

***Clinical Hours:***

***CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Modifying aide’s behavior in response to residents’ behavior
	1. Understanding behavior and personality of residents. 1. Demonstrate ability to recognize & report changes in resident’s behavior
	2. Appropriate responses to resident’s behavior 2. Identify techniques that may help in managing resident’s behavior.
	3. Moral standards and code of ethics. 3. Identify the qualities a nursing assistant should have.
	4. Situational role playing. 4. Use of role playing as method of understanding.
2. Identifying developmental tasks associated with the aging process
	1. Developmental tasks of aging. 1. Identify the physical, psychological and sociological changes associated
	2. Myths/facts on aging. with aging.

2. Identify facts from myths on aging.

1. How to respond to resident behavior
	1. Identifying behavior problems. 1. Recognize and describe common behavior problems.
	2. Behavior modification techniques. 2. Define basic behavior and modification techniques.

## BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

1. Allowing the resident to make personal choices, providing and reinforcing other behavior consistent with the resident’s dignity.
	1. Review resident’s rights stressing the importance of 1. Identify ways to encourage resident independence, demonstrate ways personal choice and dignity to allow resident to make personal choices.
	2. Review of the admission process. 2. Identify 3 referral sources of new admission and stress association with each (i.e. home, hospital, assisted living).
	3. Understanding the emotional process of adjusting to a 3. Identify losses experienced by a resident when entering a nursing home adjusting to a new environment.
2. Using the resident’s family as a source of emotional support
	1. Family response to institutional placement, interaction 1. Identify correct ways of staff/ family/ significant other interaction with family members or significant others, inclusion of

family in resident care plan.

## MODULE IV – MENTAL HEALTH AND SOCIAL SERVICES NEEDS CONTINUED

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## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

1. Identifying Psychiatric Disorders
	1. Signs and symptoms of Major Depression, Bipolar 1. Identify four major psychiatric disorders. Disorders, Anxiety Disorders, Schizophrenia, Psychotic 2. Identify three behaviors of each of the disorders.

Disorders. 3. Understand psychiatric symptoms that require immediate professional

* 1. Crisis Intervention Techniques intervention.
		1. Understand effective communication techniques for the symptoms of major psychiatric disorders.
		2. Define nurse aide role in development and implementation of resident’s care plan.

## MODULE V – CARE OF COGNITIVELY IMPAIRED RESIDENTS

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## Classroom Hours:

***Clinical Hours:***

***CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer’s and others)
	1. Effects of aging on behavior-helping confused resident. 1. Demonstrate guidelines to follow when caring for a resident w/ dementia
	2. Reality orientation/validation therapy. 2. Define reality orientation / validation therapy.
	3. Review diagnosis and symptoms of Alzheimer’s 3. Identify two types of Dementia. and related dementia
	4. Review dementia verses delirium 4. Identify difference between dementia and delirium.
2. Communicating with cognitively impaired residents
	1. Definition of confusion; guidelines to be used when 1. Demonstrate guidelines to follow when communicating with cognitively communicating with the confused resident. impaired resident.
	2. Characteristics of a resident with mental retardation. 2. Demonstrate guidelines to follow when communicating with a resident (i.e. developmentally disabled) who has mental retardation.
	3. Effective communication techniques for the cognitively 3. Understand the importance of consistent approach and professional impaired resident. manners toward resident with dementia.
	4. Understand concept of redirection.
3. Understanding the behavior of cognitively impaired Residents
	1. Causes of dementia and resulting behaviors. 1. Identify causes of dementia.
	2. Disorders that cause confusion (acute and chronic). 2. Identify disorders that cause confusion
	3. Symptoms of diseases and disorders that mimic dementia 3. Identify three behaviors of dementia or other cognitive disorders.
	4. Discuss agitation, wandering, inappropriate behavior. 4. Define “sundowning” and behavioral manifestations of “sundowning”.
	5. Gain insight into why resident may exhibit certain behaviors.

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## MODULE V – CARE OF COGNITIVELY IMPAIRED RESIDENTS CONTINUED

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## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

1. Appropriate responses to the behavior of cognitively impaired residents
	1. Dealing with difficult behavior. 1. Identify proper response to the behavior of cognitively impaired resident
	2. Environmental modification: 2. List ways to avoid increasing confusion.
		* Large calendars/bulletin boards
		* Maintenance of day/night cycle through appropriate dress and verbal cues
		* Low stimulus environment
	3. Intervention for potentially dangerous or inappropriate 3. Learn skills to approach and respond to potentially dangerous and behavior. Inappropriate behavior.
2. Methods of reducing the effects of cognitive impairments
	1. Cues and reminders 1. Name two types of therapy that may be useful in reducing the effects
	2. How to give directions effects of cognitive impairments.
	3. Therapeutic recreation. 2. Demonstrate how to give directions to the cognitively impaired resident
	4. Maintaining continuity. 3. Name activities appropriate for residents with cognitive impairment.
	5. Motivation therapy.
	6. Sensory stimulation.
	7. Reminiscent therapy.
	8. Validation therapy.
	9. Need for activity/ rest balance.
3. Caregiver Issues Encountered With Dementia Residents
	1. Personal reactions. 1. Identify stresses in caregiving.
	2. Discuss personal emotions involved with caregiving process.

## MODULE VI – BASIC RESTORATIVE SERVICES

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## Classroom Hours:

***Clinical Hours:***

***CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Training the resident in self-care according to the resident’s abilities
	1. ADL capabilities. 1. Identify resident ADL capabilities; give 3 examples of resident ADL.
	2. Resident care plan interdisciplinary approach 2. Identify ways of encouraging independence on the resident care plan in
	3. Encourage maximum level of function nursing, PT, OT, recreation, social service, dietary.
2. Use of assistive devices in transferring, ambulation, eating & dressing
	1. Discuss assistive devices available 1. Demonstrate use of mechanical lifts; demonstrate use of ambulation
		* mechanical lifts devices; identify types of adaptive feeding and dressing equipment.
		* ambulation devices (cane, walker, NA assistance)
		* adaptive feeding equipment (spoons, plates)
		* adaptive and assistive dressing devices (reaches button closers)
3. Maintaining range of motion
	1. Active and passive ROM. 1. Define active and passive ROM and benefits of both
	2. Performing and response to ROM during ADL; 2. Demonstrate ROM exercises documentation of contractures 3. Define atrophy and contractures.
4. Proper turning and positioning in bed and chair
	1. Turning and positioning the resident in bed and chair; use 1. Demonstrate proper positioning and use of supportive devices of supportive devices.
	2. Complications caused by poor body alignment. 2. Identify complications caused by poor body alignment.
5. Bowel and Bladder Training:
	1. Principles and techniques of bowel and bladder training 1. Identify the nurse assistant’s role in bowel and bladder management.
	2. Proper documentation. 2. Demonstrate documentation

## MODULE VI – BASIC RESTORATIVE SERVICES CONTINUED

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## CLASSROOM COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:

1. Care and use of prosthetic and orthotic devices
	1. Definition and application of prosthetic and orthotic 1. Demonstrate proper positioning and use of supportive devices. Devices (artificial eye, limb, hearing aid, special shoes). 2. Demonstrate care of an application of devices.

## \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* MODULE VII – RESIDENT’S RIGHTS

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***Clinical Hours:***

***CLASSROOM / CLINICAL COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Providing privacy and maintenance of confidentiality
	1. Respecting residents’ rights and privacy during personal 1. Demonstrate several ways confidentiality and privacy will be maintained care; confidentiality-ethical and legal behavior.
2. Promoting the residents’ right to make personal choices to accommodate their needs
	1. Review resident’s right to make personal choices. 1. List three areas where a resident may make choices in personal care.
	2. Listen to resident as he/she expresses their needs.
3. Giving assistance in resolving grievances and disputes
	1. Grievance procedure/facility policy. 1. Identify grievance procedure and reporting mechanism
	2. Reporting mechanism /chain of command.
4. Providing needed assistance in getting to and participating in resident and family groups and other activities
	1. Importance of resident participation in activities of choice 1. Identify benefits of resident participation in activities
	2. CNA’s role in assisting residents to activities. 2. Describe CNA role.
5. Maintaining care and security of residents’ personal possessions
	1. Review of resident’s rights with regard to personal 1. Demonstrate knowledge of resident’s rights. Possessions.
	2. Identification of resident’s personal possessions 2. Identify ways to mark personal possessions.
	3. Review of facility policy regarding valuables/reporting 3. Identify ways to secure valuables and report loss. losses.

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***CLASSROOM / CLINICAL COMPONENTS BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

1. Promoting the resident’s right to be free from abuse, mistreatment and neglect, and the need to report any such instance to appropriate facility staff
	1. Define abuse physical/ emotional/ verbal. 1. Identify what constitutes resident abuse.
	2. Facility policy and procedure for reporting suspected 2. Name the steps to be followed in reporting suspected abuse. abuse.
	3. Function of State Ombudsman. 3. Define the duties of the State Ombudsman.
2. Avoiding the need for restraints in accordance with current Professional standards
	1. Specify guidelines for restraint use and alternatives to 1. Identify types of restraints and alternatives which can be used.
	2. Complications associated with restraint use. 2. Identify three safety features within facility.