

**APPLICATION FOR APPROVAL
UNDER THE OMNIBUS BUDGET RECONCILIATION ACT
FOR THE NURSE AIDE TRAINING PROGRAM**

**DELAWARE DEPARTMENT OF HEALTH AND SOCIAL SERVICES
DIVISION OF HEALTH CARE QUALITY**

Please send the completed application and one textbook to the attention of:

Aleen Wilker, APRN, CRNA, RN
CNA Compliance Nurse
263 Chapman Road
Cambridge Building, Suite 200
Newark, DE 19702

NOTICE OF NONDISCRIMINATORY POLICY

The State of Delaware does not discriminate in program funding of services to participants on basis of race, color, religion, sex, national origin, age, handicap, or political affiliation or belief.

APPLICANT NAME: _____

ADDRESS: _____

Training Sites: _____ Types of Training: _____

Contact Person: _____ Tel.: _____

Email Address: _____

Initial Start Date Requested: _____

**Please allow at least 120 days for processing.*

Was the applicant pre-approved by the Department of Education? YES No

To Be Completed by the Division:

APPROVAL DATE: _____ **PROGRAM ID#:** _____ **PIN #:** _____

I. BRIEF DESCRIPTION OF THE PROPOSED PROGRAM ACTIVITY TO BE OFFERED:

- a. Description of course with goals and objectives.
- b. Name of textbook with edition noted. (Cannot be published beyond 5 years of the current date.)
- c. Breakdown of program hours for theory and clinical.
- d. Instructor-to-student ratios for both clinical and classroom.
- e. Proposed funding for the course.
- f. Delaware Approved NATCEP 2023 Textbooks:
 1. Hartman's Nursing Assisting A Foundation in Caregiving, Sixth Edition, by Diana L. Dugan, RN, 2023 Hartman Publishing, ISBN: 978-1-60425-154-8
 2. Lippincott Essentials for Nursing Assistants, A Humanistic Approach to Caregiving, Fifth Edition, by Pamela J. Carter, RN, BSN, Med, CNOR, Wolters Kluwer Health, 2021, ISBN: 978-1-975142575
 3. Nursing Assistant: A Nursing Process Approach, Twelfth Edition, by Barbara Acello MS, RN and Barbara Hegner, MSN, RN, Cengage Publishing, 2022, ISBN: 978-0-357-37202-9
 4. Mosby's Textbook for Nursing Assistants, Tenth Edition, by Sorrentino and Remmert, 2021, Elsevier Publishing, ISBN: 978-0-323-65560-6

II. TRAINING & CURRICULUM DESIGN:

- a. Attach a training outline of your curriculum for your entire course including the amount of time (weeks, hours) devoted to both academic and/or skill development and a brief description of your teaching and evaluation methods. The curriculum content for the Nurse Aide Training Program must include material that will provide a basic level of both knowledge and demonstrable skills for each individual completing the program. The program must be a minimum of 91 hours divided between clinical (16 hours) and classroom (75 hours) instruction. Additional hours may be in either of these two areas or both. (See Appendix, Page 9.)
- b. Include behaviorally stated objectives for each unit of instruction. Each objective must state performance criteria that are measurable and serve as the basis for competency evaluations. The unit objectives must be reviewed with the trainee at the beginning of each unit so that each trainee will know what is expected.
- c. Provide a classroom and clinical schedule showing days and hours of course, subjects, and required reading. Please indicate when tests and quizzes will be administered, lunch and break times are given, and when students will receive CPR certification. Please note that lunch and break times are subtracted from total program hours. It is important to maintain a classroom and clinical schedule

for each class offered once approved. (See Appendix, Page 8.)

- d. Attach a list of equipment and supplies to be used during the training as required in the State of Delaware CNA Training Regulations [16, Del C § 3220]. (See Appendix, Page 11.)
- e. Submit a sample lesson plan for one unit of instruction that includes behavioral objectives, content, and learning activities, including evaluation.

III. PROGRAM LOCATION

- a. Complete a Clinical Facility Request Form for each site used by the program providers.
- b. Please attach a copy of an affiliation agreement(s)/contract for clinical instructions/training if you are not a facility-based program. Please specify the terms of the agreement and the responsibilities of both parties.
- c. Attach clinical objectives and rationale for the selection of the facility.

IV. ENROLLMENT

- a. Indicate how many students can be handled during anyone (1) training period and how often you plan to offer the training in any given year.

V. STAFFING

Submit an organizational chart showing all program positions (administrative, instructional, and support) and their relationship to the overall administrative structure of the agency including the names of staff under each indicated category.

- a. Provide job descriptions for the Primary Instructor (Program Coordinator and other instrumental staff).
- b. Complete Qualification Sheets for all Nursing Instructors and other instructional staff/guest speakers. (See Appendix, Primary Page 6, Secondary Page 7.)

VI. EVALUATIONS AND MONITORING

(Under this heading, describe how you will evaluate and monitor our training program.)

- a. Describe what will be done to determine how your program goals and objectives are met.

APPENDIX

NOTE:

Whichever textbook is chosen, must complete the chapter, pages, class date, and the number of minutes.

CLINICAL FACILITY REQUEST FORM

For an initial request to utilize a (licensed) long-term care facility as a clinical site, the following information is needed to determine the adequacy of the facility before approval can be given. You must also attach a copy of your contract with the clinical facility. Please contact aleen.wilker@delaware.gov for a current list of restricted facilities.

Name of Provider Initiation Request: _____

Facility to Be Used: _____

Address: _____

Tel.: _____

Facility Administrator: _____ State License #: _____

Director of Nursing: _____ Total Bed Capacity: _____

Daily Patient Average or Number of Patients Served: _____

CLINICAL AREA(S) TO BE USED:		
TYPE	NUMBER OF UNIT(S)	AVERAGE CENSUS PER UNIT
Long-Term Care		
Home Care		
Acute Care		
Psychiatric Care		
Other		

Describe The Size, Location, And Availability of Offices and Equipment Available for The Nursing Instructors: _____

Provisions for Faculty & Students: (Describe size, location, and availability.)

Library: _____

Conference Rooms: _____

Classrooms: _____

Locker Rooms and/or Dressing Rooms for Faculty/Students: _____

Instructional Aids & Equipment: _____



**Delaware Health
and Social Services**

Division of Health Care Quality

**"TO IMPROVE THE QUALITY OF LIFE FOR DELAWARE'S CITIZENS BY PROMOTING HEALTH AND WELL-BEING,
FOSTERING SELF-SUFFICIENCY, AND PROTECTING VULNERABLE POPULATIONS."**

NURSING ASSISTANT PRIMARY DIDACTIC INSTRUCTOR QUALIFICATIONS

Please forward completed forms with the required documentation to: aleen.wilker@delaware.gov.

Full Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

School/Program: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Full Time: Part Time:

Nursing License #: _____ *Attach Current Copy

BLS Certification: _____ *Attach Current Copy

PPD Documentation Annual if Clinical Faculty: _____ *Attach Current Copy

Government Issued Photo ID: *Attach Current Copy

Attach Resume with Employment History for Past 5 Years: Include employer name with address and telephone number, dates employed (month/day/year), and position.

NOTE: Applicant must have a minimum of 2 years of Registered Nurse experience. At least 1 of those years of nurse employment must be in the provision of federal skilled nursing home facility services or supervision and/or teaching of students in a Delaware-licensed nursing facility.

Applicant must have a minimum of 1-year teaching experience of adults or staff development or DHSS-DHCQ approved "Train the Trainer" Certificate. If the applicant has attended the "Train the Trainer" class, provide the date, sponsor, and certificate of completion.

I certify that the above information is correct. I give permission to the Division of Health Care Quality to contact my current/past employers to verify the accuracy of this information.

Applicant Signature: _____ **Date:** _____

Newark Office: 263 Chapman Road, Suite 200, Newark, DE 19702 Phone: (302) 421-7400 Fax: (302) 421-7401
Milford Office: 24 NW Front Street, Suite 100, Milford, DE 19963 Phone: (302) 424-8600 Fax: (302) 424-2939



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NURSING ASSISTANT SECONDARY CLINICAL INSTRUCTOR QUALIFICATIONS

Please forward completed forms with the required documentation to: aleen.wilker@delaware.gov.

Full Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

School/Program: _____ NATCEP #: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Full Time: Part Time:

Nursing License #: _____ *Attach Current Copy

BLS Certification: _____ *Attach Current Copy

PPD Documentation Annual if Clinical Faculty: _____ *Attach Current Copy

Government Issued Photo ID: *Attach Current Copy

Attach Resume with Employment History for Past 5 Years: Include employer name with address and telephone number, dates employed (month/day/year), and position.

NOTE: Applicant must have a minimum of 2 years of Registered Nurse experience OR 3 years of licensed Practical Nurse experience.

Applicant must have a minimum of 1-year teaching experience of adults or staff development or DHSS-DHCQ approved “Train the Trainer” Certificate. If the applicant has attended the “Train the Trainer” class, provide the date, sponsor, and certificate of completion.

I certify that the above information is correct. I give permission to the Division of Health Care Quality to contact my current/past employers to verify the accuracy of this information.

Applicant Signature: _____ **Date:** _____

HOTLINES:

Office of Health Facilities and Licensing: 800-942-7373 / Office of Long-Term Care Residents Protection: 877-453-0012

APPENDIX A

DELAWARE CURRICULUM FOR CNA TRAINING PROGRAMS 2023

<p>NOTE: Must complete the chapter, pages, class date, and the number of minutes.</p>	<p>Corresponding Pages from Lippincott Essential for Nursing Assistant, 5th Edition by Pamela J. Carter, RN, Med – 2021 Published</p>	<p>Class Date & Number of Minutes</p>
<p>a. Introduces the characteristics of an effective nursing assistant including but not limited to personal attributes, on-the-job conduct, appearance, grooming, health, and ethical behavior.</p>	<p>Ch # 3, PP # 43-47</p>	
<p>b. Presents the responsibilities of the nursing assistant as a member of the resident/patient care team.</p>	<p>Ch # 2, PP # 22-28</p>	
<p>c. Relevant Federal & State statutes are reviewed</p>	<p>Ch # 1, PP # 3-14</p>	
<p>I. COMPETENCIES</p>		
<p>a. Define the role and functions of the nursing assistant and provide awareness of the legal limitations of a nursing assistant.</p>	<p>Ch #2, PP # 19-27</p>	
<p>b. Recognize the responsibilities of the nursing assistant as a member of the health care team. Understand the relevant State and Federal regulations for long-term care and the legalities of reporting and documenting incidents and accidents.</p>	<p>Ch #1, PP # 26</p>	
<p>c. Understand the role of long-term care advocates, investigators, and surveyors.</p>	<p>Ch #1, PP # 10-12</p>	
<p>d. Identify the “chain of command” in the organizational structure of the health care agency.</p>	<p>Ch # 1, PP # 6-8</p>	
<p>e. Maintain personal hygiene and exhibit dress practices which meet professional standards.</p>	<p>Ch # 3, PP # 45</p>	
<p>f. Recognize the importance of punctuality and commitment to the job.</p>	<p>Ch # 3, PP # 43</p>	
<p>g. Differentiate between ethical behavior and unethical behavior on the job.</p>	<p>Ch # 2, PP # 38</p>	
<p>h. Understand the role, responsibility, and functional limitations of the nursing assistant.</p>	<p>Ch # 2, PP # 23</p>	
<p>i. Demonstrate behavior that maintains resident/patient rights.</p>	<p>Ch #2, PP #31</p>	
<p>j. Provide privacy and maintenance of confidentiality.</p>	<p>Ch # 1, PP # 32</p>	

NURSING ASSISTANT TRAINING COURSE

Example of Unit Objectives

Unit #1: Introduction to the Nursing Assistant Course

At the completion of this unit, the students will:

- 1) Describe how agencies make services available to patients and families.
- 2) Explain the purposes and goals of the nursing assistant services.
- 3) Discuss the roles of the nursing assistant in the hospital, long-term care facility, and at home.
- 4) Explain why nursing assistants do NOT administer medications.
- 5) Identify ways to manage time and conserve resources.
- 6) Identify resources within the family and the community.
- 7) Identify ways in which people communicate with each other.
- 8) Describe the difference between verbal and non-verbal communication.
- 9) Describe methods for achieving therapeutic communication.
- 10) Describe basic human needs which nursing assistant services help to meet.
- 11) Identify ways in which individuals and families may differ.
- 12) Describe how people pay feel and behave when needs are unmet.

STATE OF DELAWARE
CNA TRAINING REGULATIONS
(16, Del C. §3220)

3.10 MINIMUM EQUIPMENT REQUIRED

- 3.10.1 Audio/Visual
- 3.10.2 Teaching Mannequin, Adult for Catheter and Perineal Care
- 3.10.3 Hospital Bed
- 3.10.4 Bedpan/Urinal
- 3.10.5 Bedside Commode
- 3.10.6 Wheelchair
- 3.10.7 Scale
- 3.10.8 Overbed Table
- 3.10.9 Sphygmomanometer
- 3.10.10 Stethoscope
- 3.10.11 Resident/Patient Gowns, Linens, And At Least Four (4) Pillows
- 3.10.12 Thermometers
- 3.10.13 Crutches
- 3.10.14 Canes (Variety)
- 3.10.15 Walker
- 3.10.16 Gait Belt
- 3.10.17 Miscellaneous Supplies
 - Bandages _____
 - Compresses _____
 - Heating Pad _____
 - Hearing Aid _____
 - Dentures _____
 - Toothbrushes _____
 - Razors _____
 - Bath/Emesis Basins _____
 - Compression Stockings _____

- 3.10.18 Foley Catheter Drainage Bag
- 3.10.19 Mechanical Lift
- 3.10.20 Adaptive Eating Utensils/Equipment

NATCEP #		CLINICAL SITE	
STUDENT NAME		INSTRUCTOR NAME	

CLINICAL SKILLS	COMPLETION DATE	STUDENT INITIALS	FACULTY INITIALS
1. *Hand washing/hand hygiene.			
2. *Apply and remove a full set of PPE.			
3. Perform isolation precautions.			
4. <i>*Ensure resident rights: knock/identify/explain/ privacy.</i>			
5. <i>*Ensure resident room safety.</i>			
6. *Make an occupied bed.			
7. *Turn and position the resident on the side or back.			
8. *Transfer resident from bed to wheelchair w/ transfer belt.			
9. *Assist with ambulation with a gait belt.			
10. <i>*Assist ambulation using a walker.</i>			
11. <i>*Assist a resident to use a cane.</i>			
12. Use a mechanical lift.			
13. <i>*Measure water temperature.</i>			
14. *Provide hand and nail care.			
15. *Provide foot care.			
16. *Provide mouth care – a person with teeth.			
17. *Oral care/clean and store dentures.			
18. <i>*Shave beard/mustache.</i>			
19. <i>*Groom/shampoo hair.</i>			
20. <i>*Provide a complete bed bath.</i>			
21. *Provide a modified bed bath (partial).			
22. <i>Provide backrub/PM care.</i>			
23. *Provide perineal care for the incontinent resident.			
24. *Provide Foley catheter care.			
25. <i>Apply a condom catheter.</i>			
26. *Measure and record fluid output (drainage bag).			
27. *Assist with a bedpan.			
28. <i>*Assist with a urinal.</i>			

CLINICAL SKILLS	COMPLETION DATE	STUDENT INITIALS	FACULTY INITIALS
29. *Feed residents who cannot feed themselves.			
30. <i>*Measure and record meal intake.</i>			
31. <i>Measure and record fluid intake.</i>			
32. <i>Assist resident with meal set-up.</i>			
33. *Dress and undress resident with the affected arm.			
34. Put elastic stockings on the resident.			
35. *Perform passive range of motion (shoulder).			
36. *Perform passive range of motion (elbow/wrist/hand).			
37. *Perform passive range of motion (hip/knee/ankle/foot).			
38. *Take and record pulse.			
39. *Count and record respirations.			
40. *Take and record blood pressure.			
41. *Take and record the temperature.			
42. *Measure and record height.			
43. *Measure and record weight.			
44. Provide cold application safely.			
45. Provide heat application safely.			
46. Apply heat/elbow protectors.			
47. *Provide appropriate care for sensory impairment.			
48. *Respectful delivery of care.			
49. *HIPPA/confidentiality maintained.			
50. Uniform/identification appropriate.			
51. Non-verbal communication is appropriate.			
52. *Recognizes dementia/anxiety/resident fears.			

# OF CLINICAL HOURS			
FACULTY SIGNATURE		DATE	
STUDENT SIGNATURE		DATE	

* Completion required before clinical rotation.

BOLD – Included in Prometric testing.

ITALICS – Included in or supportive of testing skill.

INSTRUCTOR REMINDER:

Document clinical attendance dates & number of hours to attendance tracking sheet.

<p align="center">Delaware Curriculum for CNA Training Programs <u>2023</u></p> <p align="center"><i>Must complete the chapter, pages, class date, and the number of minutes.</i></p>	<p>Corresponding Pages From: Mosby's Textbook for Nursing Assistants, 10th Edition by Sorrentino & Remmert-Published 2021</p>	<p align="center">Class Date & Number of Minutes</p>
<p>Appendix A</p>	<p align="center">*****</p>	<p align="center">*****</p>
<p align="center">I. MODULE: The Nursing Assistant Role and Function</p>		
<p>A. Introduces the characteristics of an effective nursing assistant including but not limited to personal attributes, on-the-job conduct, appearance, grooming, health, and ethical behavior</p>	<p>Ch #2, pp #22-24, 33-34,37-40</p>	
<p>B. Presents the responsibilities of the nursing assistant as a member of the resident/patient care team</p>	<p>Ch #2, pp # 14-18, 26</p>	
<p>C. Presents the responsibilities of the nursing assistant as a member of the resident/patient care team</p>	<p>Ch #2, pp # 14-18, 26</p>	
<p>D. Relevant Federal and State statutes are reviewed</p>	<p>Ch #2, pp # 19-21</p>	
<p>1. COMPETENCIES:</p>		
<p>a. Define the role and functions of the nursing assistant and provide awareness of the legal limitations of being a nursing assistant</p>	<p>Ch #2, pp # 20-21, 31-34</p>	
<p>b. Recognize the responsibilities of the nursing assistant as a member of the health care team. Understand the relevant State and Federal regulations for long-term care and the legalities of reporting and documenting incidents and accidents</p>	<p>Ch #2, pp # 14-18, 19-21 Ch #3, pp# 45-48</p>	
<p>c. Understand the role of long-term care advocates, investigators, and</p>	<p>Ch #3 , pp # 49</p>	

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surveyors		
d. Identify the "chain of command" in the organizational structure of the health care agency	Ch #1, pp #4-7	
e. Maintain personal hygiene and exhibit dress practices which meet professional standards	Ch #6, pp #58-60	
f. Recognize the importance of punctuality and commitment to the job	Ch #6, pp #61	
g. Differentiate between ethical and unethical behavior on the job	Ch #3, pp #22	
h. Understand the role, responsibility, and functional limitations of the nursing assistant	Ch #2, pp #21, 26	
i. Understand the role, responsibility, and functional limitations of the nursing assistant	Ch #3, pp #21,26	
j. Demonstrate behavior that maintains resident/patient rights	Ch #2, pp #12-18	
k. Provide privacy and maintenance of confidentiality	Ch #2, pp #15	
l. Promote the resident/patient right to make personal choices to accommodate individual needs	Ch #2, pp #15	
m. Give assistance in resolving grievances	Ch #2, pp #16	
n. Provide needed assistance in going to and participating in resident/patient and family	Ch #2, pp #16	

<p style="text-align: center;">Delaware Curriculum for CNA Training Programs 2023</p> <p style="text-align: center;"><i>Must complete the chapter, pages, class date, and the number of minutes.</i></p>	<p style="text-align: center;">Corresponding Pages From: Mosby's Textbook for Nursing Assistants, 10th Edition by Sorrentino & Remmert-Published 2021</p>	<p style="text-align: center;">Class Date & Number of Minutes</p>
groups and other activities		
o. Maintain care and security of resident/patient possessions as per the resident/patient desires	Ch #2 , pp # 16	
p. Provide care which ensures that the resident/patients are free from abuse, mistreatment, neglect, or financial exploitation, and report any instances of same to the Division	Ch #2, pp #16	
q. Discuss the psychological impact of abuse, neglect, mistreatment, misappropriation of property, and/or financial exploitation of residents/patients	Ch #2, pp #16	
r. Maintain the resident/patient environment and care through appropriate nursing assistant behavior to keep the resident/patient free from physical and chemical restraints	Ch #2, pp #17	
s. Discuss the potential negative outcomes of physical restraints, including side rails	Ch #2, pp #16	
II. MODULE: Environmental Needs of the Resident/Patient		
A. Introduces the nursing assistant to the need to keep residents/patients safe from injury and infection in the long-term care setting	Ch #16, pp #222-226	
B. The nursing assistant is taught why and how to use infection control and isolation techniques	Ch #17, pp #247-253	
C. Safety through prevention of fires and accidents, and emergency procedures for	Ch #13, pp #178-179	

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<p>fire and other disasters are presented</p>		
<p>COMPETENCIES:</p>		
<p>a. Apply the basic principles of infection control</p>	<p>Ch #17, pp #241-244</p>	
<p>b. Identify how diseases are transmitted and understand concepts of infection prevention</p>	<p>Ch #16, pp #222-226</p>	
<p>c. Demonstrate proper hand washing technique</p>	<p>Ch #16, pp #227-230</p>	
<p>d. Demonstrate appropriate aseptic techniques in the performance of normal duties and understand the role of basic cleaning, disinfecting, and sterilization tasks</p>	<p>Ch #16, pp #231-232</p>	
<p>e. Demonstrate proper isolation and safety techniques in the care of the infectious resident/patient, and proper handling and disposal of contaminated materials</p>	<p>Ch #17, pp #251-252</p>	
<p>f. Assist the basic emergency procedures</p>	<p>Ch #58, pp #846</p>	
<p>g. Follow safety and emergency procedures</p>	<p>Ch #58, pp #846-847</p>	
<p>h. Identify safety measures that prevent accidents to residents/patients</p>	<p>Ch #14, pp #191-203</p>	
<p>i. Recognize signs when a resident/patient is choking or may have an obstructed airway</p>	<p>Ch #58, pp #856</p>	
<p>j. Assist with clearing obstructed airway</p>	<p>Ch #44, pp #671-674, 850</p>	
<p>k. Call for help when encountering convulsive disorders, loss of consciousness,</p>	<p>Ch #58, pp #856-863</p>	

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shock, or hemorrhage, and assist the resident/patient until professional help arrives		
l. Follow disaster procedures	Ch #13, pp #177	
m. Report emergencies accurately and immediately	Ch #13, pp #178-181	
n. Identify potential fire hazards	Ch #13, pp #178-181	
o. Provide a safe, clean environment	Ch #17, pp #242	
p. Identify the resident's/patient's needs for a clean and comfortable environment	Ch #21, pp #308-321	
q. Describe types of common accidents in the nursing home and their preventive measures	Ch #14, pp #191-203 Ch #13, pp #157,186	
r. Be aware of the impact of environmental factors on the resident/patient in all areas including, but not limited to light and noise levels	Ch #21, pp #310-312	
s. Report unsafe conditions to the appropriate supervisor. Use the nurse call system effectively	Ch #21, pp #318-319	
t. Report evidence of pests to appropriate supervisory personnel	Ch #16, pp #223-224	
u. Report nonfunctioning equipment to appropriate supervisory/charge personnel	Ch #13, pp #174	
v. Prepare soiled linen for laundry	Ch #16, pp #233-234	
w. Make arrangements of furniture and equipment for the	Ch #36, pp #561	

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<p>resident's/patient's convenience and to keep the environment safe</p>		
<p>III. MODULE: Psychosocial Needs of the Resident/Patient</p>		
<p>1. Focus is placed on the diverse social, emotional, recreational, and spiritual needs of residents/patients in a long-term care setting</p>	<p>Ch #12, pp #145-151</p>	
<p>2. The curriculum shall describe some of the physical, mental, and emotional changes associated with aging and institutionalization, and present ways in which the nursing assistant may effectively communicate with residents/patients and their families</p>	<p>Ch #12, pp 145-154</p>	
<p>3. COMPETENCIES:</p>		
<p>a. Demonstrate basic skills by identifying the psychosocial characteristics of the populations being served in the nursing facility including persons with intellectual/developmental disabilities, mental illness, dementia, and other related disorders</p>	<p>Ch #7, pp # 1, 74, 81</p>	
<p>b. Indicate the ways to meet the resident's/patient's essential needs for physical and psycho-social well-being</p>	<p>Ch #7, pp #71</p>	
<p>c. Modify his/her own behavior in response to the resident's/patient's behavior</p>	<p>Ch #7, pp #82</p>	
<p>d. Respect the resident's/patient's beliefs recognizing cultural differences in holidays, spirituality, sexual orientation, gender identification, clothing, foods, and medical treatments</p>	<p>Ch #7, pp # 71-73</p>	

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<p>e. Identify methods to ensure that the resident/patient may fulfill his/her maximum potential within the normal aging process</p>	<p>Ch #7, pp #71-72</p>	
<p>f. Provide training in, and the opportunity for, self-care according to the resident's/patient's capabilities</p>	<p>Ch #45, pp #679-686</p>	
<p>g. Demonstrate principles of behavior management by reinforcing appropriate behavior and reducing or eliminating the inappropriate behavior</p>	<p>Ch #7, pp #82-83</p>	
<p>h. For persons with dementia, recognize that cognitive functions are impaired, determine what the resident/patient is trying to communicate, and respond appropriately</p>	<p>Ch #53, pp #784-785</p>	
<p>i. Demonstrate skills that allow the resident/patient to make personal choices and promote the resident's/patient's dignity</p>	<p>Ch #2, pp #17</p>	
<p>j. Utilize the resident's/patient's family as a source of emotional support and recognize the family's need for emotional support</p>	<p>Ch #53, pp #795</p>	
<p>k. Recognize how age, illness, and disability affect memory, sexuality, mood, and behavior, including wandering</p>	<p>Ch #12, pp #148-150</p>	
<p>l. Recognize aggressive behavior and learn management techniques</p>	<p>Ch #7, pp #82-83</p>	
<p>m. Recognize that certain behaviors, such as wandering, are a form of communication</p>	<p>Ch #53, pp #787-788</p>	

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n. Learn to apply strategies to promote safe behaviors	Ch #7, pp #82-83	
o. Discuss how appropriate activities are beneficial to residents/patients with cognitive impairments	Ch #53, pp #784	
p. Recognize and utilize augmentative communication devices and methods of nonverbal communication	Ch #7, pp #75-78	
q. Demonstrate appropriate and effective communication skills	Ch #7, pp #70-85	
r. Demonstrate effective verbal and nonverbal communication in keeping with the nursing assistant's role with residents/patients, their families, and staff	Ch #7, pp #78-80	
s. Observe by using the senses of sight, hearing, touch, and smell to report resident/patient behavior to the nurse	Ch #8, pp #96-97	
t. Document observations using appropriate terms and participate in the care planning process	Ch #8, pp #97-98	
u. Recognize the importance of maintaining the resident's/patient's record accurately and completely	Ch #8, pp #87	
v. Communicate with residents/patients according to their state of development	Ch #8, pp #78-80	
w. Identify barriers to effective communication	Ch #8, pp #78-80	
x. Recognize the importance of listening to residents/patients	Ch #7, pp # 75-79	

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<p>y. Participate in sensitivity training to understand the needs of residents/patients with physical or cognitive impairments</p>	<p>Ch #7, pp #70-82</p>	
<p>z. The CNAs dementia-specific training shall include:</p>	<p>*****</p>	<p>*****</p>
<p>Communicating with persons diagnosed as having Alzheimer's disease or other forms of dementia, the psychological, social, and physical needs of those persons;</p>	<p>Ch #53, pp #784-785</p>	
<p>Safety measures need to be taken with those persons, and</p>	<p>Ch #53, pp #785</p>	
<p>Prevention of patient abuse that shall include definitions and signs and symptoms of abuse and neglect, reporting requirements, and prevention strategies</p>	<p>Ch #5, pp #45-49</p>	
<p align="center">VI MODULE: Physical Needs of the Resident/Patient</p>		
<p>1. Presents the basic skills which nursing assistants use in the physical care of residents/patients</p>	<p>Ch #10, pp #113</p>	
<p>2. The nursing assistant will learn basic facts about body systems and what is needed to promote good functioning</p>	<p>Ch #10, pp #113-128</p>	
<p>3. The nursing assistant will learn to provide physical care to residents/patients safely and to keep the residents/patients nourished, hydrated, clean, dry, and comfortable</p>	<p>Ch #24, pp #353-362</p>	
<p>4. The nursing assistant will also learn to make observations regarding residents/patients and to record and/or</p>	<p>Ch #8, pp #96-97</p>	

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report observations		
5. The nursing assistant will be introduced to the basics of a range of motion and learn to integrate a range of motion into routine personal care activities	Ch #34, pp #535-539	
4. COMPETENCIES:		
a. Apply the principles of basic nutrition in the preparation and serving of meals	Ch #30, pp #457-458	
b. Incorporate principles of nutrition and hydration in assisting residents/patients at meals	Ch #30, pp #458	
c. Understand basic physiology and nutrition and hydration	Ch #31, pp #480	
d. Understand basic physiology and malnutrition and dehydration	Ch #31, pp #480	
e. Identify risk factors for poor nutritional status in the elderly:	Ch #31, pp #489	
Compromised skin integrity	Ch #41, pp #633,635	
Underweight or overweight	Ch #30, pp #464-466	
Therapeutic or mechanically altered diet	Ch #32, pp #489-495	
Poor dental status	Ch #23, pp #339- 346	
Drug-nutrient interactions	Ch #30, pp #464	
Acute/chronic disease	Ch #30, pp #465	
Depression or confusion	Ch #52, pp #774-775	
Decreased appetite	Ch #30, pp #458, 464	
f. Recognize how the aging process	Ch #30, pp #464	

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affects digestion		
g. Accurately calculate and document meal intake and report inadequate intake or changes in the normal intake	Ch #30, pp #468-469	
h. Accurately calculate and document fluid intake and report inadequate intake or changes in the normal intake	Ch #30, pp #480-482	
i. Recognize and report signs and symptoms of malnutrition and dehydration	Ch #30, pp #480-481	
j. Understand concepts of therapeutic diets including dysphagia diets and the related risks associated with dysphagia including aspiration and aspiration pneumonia	Ch #30, pp #467-468	
k. Incorporate food service principles into meal delivery including:	*****	*****
Distributing meals as quickly as possible when they arrive from the kitchen to maintain food temperature	Ch #30, pp #150, 471	
Assisting residents/patients with meal set-up if needed (i.e., opening packets or cartons, buttering bread if desired)	Ch #30, pp #471	
Serving meals to all residents/patients seated together at the same time	Ch #30, pp #471-472	
Offering appropriate substitutions if the residents/patients don't like what they have received	Ch #30, pp #470-472	

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Utilize a tray card or another mechanism to ensure the resident/patient is served his/her prescribed diet and identify whom to notify if a resident/patient received the wrong diet	Ch #30, pp #471-473	
Demonstrate understanding of how to read menus	Ch #30, pp #465, 467	
Assist residents/patients who are unable to feed themselves	Ch #30, pp #474	
l. Demonstrate techniques for feeding someone who:	*****	*****
Bites down on utensils	Ch #30, pp #468	
Can't or won't chew	Ch #30, pp #464	
Holds food in his/her mouth	Ch #30, pp #468	
Pockets of food in his/her cheek	Ch #30, pp #468	
Has poor lip closure	Ch #30, pp #468	
Has missing or no teeth	Ch #30, pp #464	
Has ill-fitting dentures	Ch #30, pp #464	
Has a protruding tongue or tongue thrust	Ch #30, pp #468	
Will not open mouth	Ch #30, pp #467	
m. Demonstrate proper positioning of residents/patients at mealtime	Ch #30, pp #464	
n. Demonstrate skills for feeding residents/patients who:	*****	*****
Are cognitively impaired	Ch #30, pp #464	
Have swallowing difficulty	Ch #30, pp #464-467	

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Have sensory problems	Ch #30, pp #468	
Have physical deformities	Ch #30, pp #467	
o. Demonstrate positioning techniques for residents who:	*****	*****
Have poor sitting balance	Ch #30, pp #474	
Must take meals in bed	Ch #30, pp #474-478	
Fall forward when seated	Ch #30, pp #468	
Lean to one side	Ch #30, pp #468	
Have poor neck control	Ch #30, pp #478	
Have physical deformities	Ch #30, pp #464	
p. Demonstrate the use of assistive devices	Ch #30, pp #470	
q. Identify signs and symptoms that require alerting a nurse, including:	*****	*****
Difficulty swallowing or chewing	Ch #30, pp #464	
Coughing when swallowing liquids	Ch #30, pp #464	
Refusal of meals	Ch #30, pp #468	
Choking on food and/or fluids	Ch #30, pp #467	
Excessive drooling	Ch #30, pp #467	
Vomiting while eating	Ch #30, pp #468	
r. Incorporate principles of a pleasant dining environment when assisting residents/patients at mealtime including, but not limited to:	*****	*****
Ensuring adequate lighting	Ch #21, pp #311	
Eliminating background noise	Ch #21, pp #310	

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Sitting at the resident/patient level	Ch 30, pp #475	
Being engaged with the resident/patient	Ch #30, pp #475	
s. Demonstrate positive interaction with residents/patients recognizing individual resident/patient needs	Ch #7, pp #71, 81	
t. Ensure residents/patients are dressed appropriately	Ch #26, pp #391-392	
u. Allow residents/patients to eat at their own pace	Ch #30, pp #473	
v. Encourage independence and assist as needed	Ch #2, pp #17	
w. Recognize and report, as appropriate, the risk factors and signs and symptoms of malnutrition, dehydration, and fluid overload	Ch # 30, pp# 468-469 Ch #31, pp #480-482	
x. Accurately calculate and document intake and output including meal percentages and fluids	Ch #30, pp #469	
y. Demonstrate understanding of basic anatomy and physiology in the following areas:	*****	*****
Respiratory system	Ch #10, pp #122-123	
Circulatory system	Ch #10, pp #120-122	
Digestive system	Ch #10, pp #123-124	
Urinary system	Ch #10, pp #124-125	
Musculoskeletal system	Ch #10, pp #115-116	
Endocrine system	Ch #10, pp #128	

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Nervous system	Ch #10, pp #117-118	
Integumentary system	Ch #10, pp #114	
Sensory system	Ch #10, pp #119-120	
Reproductive system	Ch #10, pp #125-127	
z. Recognize abnormal signs and symptoms of common illnesses and conditions. Examples are:	*****	*****
Respiratory infection – report coughing, sneezing, elevated temperatures	Ch #49, pp #743-745	
Diabetes – report excessive thirst, frequent urination, change in urine output, drowsiness, excessive perspiration, headache Understand healing process as it relates to diabetes	Ch #50, pp #759-760	
Urinary tract infection – report frequent urination, burning or pain on urination, elevated temperature, change in amount and color of urine, blood or sediment in the urine, and strong odors	Ch #49, pp #762-767	
Cardiovascular conditions – report shortness of breath, chest pain, blue color to lips, indigestion, sweating, change in pulse, edema of the feet or legs	Ch #49, pp #739-742	
Cerebral vascular conditions – report dizziness, changes in vision such as seeing double, change in blood pressure, numbness in any part of the body, or inability to move arm or leg	Ch #48, pp #719-724	

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<p>Skin conditions – report breaks in the skin, discoloration such as redness, bruising, rash, itching</p>	<p>Ch #47, pp #714-715</p>	
<p>Gastrointestinal conditions – Report nausea, vomiting, pain, inability to swallow, bowel movement changes such as color, diarrhea, and constipation</p>	<p>Ch #50, pp #751-754</p>	
<p>Infectious diseases</p>	<p>*****</p>	<p>*****</p>
<p>aa. Provide personal care and basic nursing skills as directed by the nurse in the appropriately licensed entity</p>	<p>Ch #4, pp #32-38</p>	
<p>bb. Provide for resident/patient privacy and dignity when providing personal care</p>	<p>Ch #2, pp #17</p>	
<p>cc. Assist the resident/patient to dress and undress</p>	<p>Ch #26, pp #390-395</p>	
<p>dd. Assist the resident/patient with bathing and personal grooming</p>	<p>Ch #24, pp #353-362</p>	
<p>ee. Observe and report condition of the skin</p>	<p>Ch #40, pp #623-624</p>	
<p>ff. Assist the resident/patient with oral hygiene, including prosthetic devices</p>	<p>Ch #23, pp #345-346</p>	
<p>gg. Administer oral hygiene for the unconscious resident/patient</p>	<p>Ch #23, pp #344</p>	
<p>hh. Demonstrate measures to prevent decubitus ulcers, including, but not limited to positioning, turning, and applying heel and elbow protectors</p>	<p>Ch #40, pp #616-617, 619</p>	

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ii. Assist the resident/patient in using the bathroom. Understand the consequences of not assisting resident/patient to the bathroom	Ch #27, pp #402	
jj. Assist the resident/patient in using a bedside commode, urinal, and bedpan	Ch #27, pp #403-408	
kk. Demonstrate proper bed-making procedures for occupied and unoccupied beds	Ch #22, pp #332-335	
ll. Feed resident/patient oral table foods in an appropriate manner. Demonstrate proper positioning of resident/patient who receives tube feeding	Ch #30, pp #470 Ch #32, pp #492-494	
mm. Distribute nourishment and water	Ch #31, pp #470-475	
nn. Accurately measure and record with a variety of commonly used devices:	*****	*****
Blood pressure	Ch #33, pp #526-528	
Height and weight	Ch #36, pp #564-568	
Temperature, pulse, respiration	Ch #33, pp #507-508,514	
oo. Report a significant change in vital signs	Ch #33, pp #504	
pp. Assist resident/patient with shaving	Ch #25, pp #383-384	
qq. Shampoo and groom hair	Ch #25, pp #376,380	
rr. Provide basic care of toenails unless medically contraindicated	Ch #25, pp #385-387	
ss. Provide basic care to fingernails	Ch #25, pp #385-387	

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unless medically contraindicated		
tt. Demonstrate proper catheter care	Ch #28, pp #422-425	
uu. Demonstrate proper perineal care	Ch #24, pp #366-371	
vv. Assist the nurse with a physical examination	Ch #37, pp #577	
ww. Apply a non-sterile dressing properly	Ch #40, pp #628	
xx. Apply non-sterile compresses and soaks properly and safely	Ch #40, pp #625-626, 628	
yy. Apply cold and/or heat applications properly and safely	Ch #40, pp #630,647,649	
zz. Demonstrate how to properly apply compression stockings	Ch #40, pp #629-630	
ccc. Demonstrate proper application of physical restraints including side rails	Ch #15, pp #204-220	
ccci. Demonstrate skills that incorporate principles of restorative care under the direction of a nurse	Ch #45, pp #679-680	
cccii. Assist the resident/patient in bowel and bladder training	Ch #29, pp #439,444	
ccciii. Assist the resident/patient in activities of daily living and encourage self-help activities	Ch #45, pp #679-680	
ccciv. Assist the resident/patient with ambulation aids, including, but not limited to single point cane, quad cane, walker, crutches, wheelchair, and transfer aids, such as a mechanical lift	Ch #45, pp #679-680	
cccv. Perform a range of motion	Ch #34, pp #531,535	

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exercises as instructed by the physical therapist or the nurse		
cccvi. Assist in the care and use of prosthetic devices	Ch #45, pp #682	
cccvii. Assist the resident/patient while using proper body mechanics	Ch #18, pp #256-258	
cccviii. Assist the resident/patient with sitting on the side of the bed, standing, and walking	Ch #34, pp #539-542	
cccviii. Assist the resident/patient with sitting on the side of the bed, standing, and walking	Ch #19, pp #281	
cccix. Demonstrate proper turning and/or positioning both in bed and in a chair	Ch #19, pp #270-280	
cccx. Demonstrate the proper technique of transferring resident/patient from low and high bed to chair	Ch #20, pp #291-293	
cccxi. Demonstrate safety and emergency procedures including proficiency in the Heimlich maneuver and certification in cardiopulmonary resuscitation (CPR)	Ch #13, pp #170-172	
cccxi. Provide care to resident/patient when death is imminent	Ch #59, pp #867	
cccxiii. Discuss your own feelings and attitudes about death	Ch #59, pp #866	
cccxiv. Explain how culture and religion influence a person's	Ch #59, pp #866	

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<p>attitude toward death</p>		
<p>cccxv. Discuss the role of the CNA, the resident's/patient's family and significant others involved in the dying process</p>	<p>Ch #59, pp #865</p>	
<p>cccxvi. Discuss the stages of death and dying and the role of the nursing assistant</p>	<p>Ch #59, pp #865-867</p>	
<p>cccxvii. Provide care, if appropriate, to the resident's/patient's body after death</p>	<p>Ch #59, pp #865</p>	