

NURSING ASSISTANT CERTIFICATION TRAINING PROGRAM FOR SCHOOL HEALTH

TRAINING MANUAL

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Maryland State Department of Education
Student Services and Alternative Programs
Branch
200 West Baltimore Street
Baltimore, Maryland 21201
Phone: 410-767-0311
TTY/TDD: 410-333-6442

Maryland Department of Health and
Mental Hygiene Center for Maternal
& Child Health
201 West Preston Street
Baltimore, Maryland 21201
Phone: 1-877-463-3464
TTY/TTD: 1-800-735-2258



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Introduction

This document is modeled after the March 1999, Maryland Board of Nursing Document "Nursing Assistant Certification Training Programs, Training Guidelines: Learning Objectives and Performance Indicators". It addresses specific training guidelines for certified nursing assistants in school health.

The attached document includes the learning objectives and performance indicators that shall form the basis of curriculum development for school Certified Nursing Assistant programs, and prepare individuals to work in a school setting. In planning curriculum and training program, the following should be taken into account:

- ❑ For satisfactory completion of the course, the CNA student must perform all activities accurately (defined as 100%), safely, and appropriately.
- ❑ Whenever possible, CNA students should be given the opportunity to demonstrate their skills in school settings with students, otherwise skills shall be demonstrated and measured in the laboratory settings.
- ❑ Throughout the program CNA students will demonstrate their ability to perform delegated nursing functions with students with various levels of physical, sensory, cognitive and emotional ability.
- ❑ The CNA program requires the successful completion of First Aid and CPR training. Access to this training should be provided by the employing organization.

The following training course consists of basic requirements for persons entering school health as a health assistant. The 104-hour course includes the following components:

- ❑ Basic First Aid Course
- ❑ Pediatric and Adult CPR
- ❑ School Health Medication Technician Training (20 hrs.)
- ❑ Classroom instruction
- ❑ Clinical observation by the school nurse

The course grade is based on successful completion of several components. The theoretical knowledge will be evaluated in four quizzes and one comprehensive final exam. The quizzes and exam each have an 80% passing rate. Return demonstrations as indicated in the curriculum outline will also be utilized to evaluate student learning.

THE ROLE OF THE CNA IN SCHOOL HEALTH

Objectives:

The CNA student will be able to:

Function in a health care environment utilizing professional standards of conduct.

Identify the CNA's role in relation to the school health care program, especially in relation to the performance of delegated nursing functions.

Individualize care to meet the needs of the student.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Describe the roles and responsibilities of members of the school health care team.
- Identify and apply principles for maintaining professional relationship boundaries.
- Recognize personal limitations in performing tasks and seek assistance when needed.
- Describe essential elements of effective teams and how to be an effective team member.
- Describe the role of the school RN and when the RN is to be notified.
- Organize and prioritize work assignment.
- Identify and apply basic workplace skills.
- Provide age/developmentally appropriate assistance as indicated by nursing care plan.

INFECTION CONTROL

Objective:

The CNA student will be able to:

Demonstrate the use of infection control techniques.

Performance Indicators:

Proficiency Level

Demonstrate the ability to:

- Describe the principles of infection control/universal precautions.
 - Apply the principles of medical asepsis.
 - Use standard and transmission based precautions.
 - Consistently use appropriate handwashing techniques.
 - Identify different methods for cleaning and sanitizing furniture and equipment.
 - Clean and sanitize routinely used furniture and equipment (i.e. cots).
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SAFETY AND ENVIRONMENT

Objective:

The CNA student will be able to:

Provide an environment which promotes safety and well being for students, staff, self and others.

SAFETY AND ENVIRONMENT (continued)

- Identify procedures for emergency response to environmental emergencies (fire, weather emergencies, crownings, shootings, bomb threats, fumes)
- Identify role of nursing assistant in local school system's/school's crisis response plan

Performance Indicators:

Proficiency Level

Demonstrate the ability to:

- Identify situations that require calling for emergency assistance.
- Describe procedure/s for calling for emergency assistance.
- Identify, respond to, and report sources of hazard and potential hazard in the environment (broken equipment, water on the floor, torn carpet etc.).
- Identify, respond to, and/or report environmental factors that interfere with the student's well being. (Noise, temperature, etc.)
- Identify the purpose of incident reports and the nursing assistant's role in providing information to complete them.
- Use correct body mechanics.

DIRECT PATIENT CARE TECHNIQUES

Mobility and Positioning

Objectives:

The CNA student will be able to:

Position and transfer students.

Assist the student with ambulation.

Perform range of motion exercises as delegated by Physical Therapist.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Apply principles of proper body alignment when positioning students.
- Position the student in wheelchairs for student comfort, care and safety.
- Reposition student for comfort and safety.
- Position student to promote optimal skin integrity.
- Transfer students from bed/cot, to and from stretcher/chair/toilet.
- Use assistive devices when transferring and/or positioning clients, as appropriate.
- Physically support the client during ambulation.

- Use mechanical and supportive devices to assist the student with, walker, crutches, gait belt, prostheses, etc. as appropriate.

Elimination

Objectives:

The CNA student will be able to:

Assist the student with toileting.

Demonstrate basic care for external urinary catheters.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Assist student to control bowel and bladder functions.
- Assist students to adhere to bowel and bladder control programs.
- Describe the use of assistive devices for toileting.
- Provide diapering and perineal care for the continent and incontinent student.
- Identify the different types of catheters and their uses.

Hygiene and Grooming

Objectives:

The CNA student will be able to:

Perform and/or assist the student with personal grooming and hygiene.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Provide basic skin care.
- Perform and/or assist student with oral care including brushing and flossing client's teeth, using both toothbrushes and oral swabs.
- Perform care and maintenance of hearing aids, and glasses.

Treatments

Objectives:

The CNA student will be able to:

Perform selected treatments on a variety of students.

Assist students to meet nutritional needs.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Provide non-sterile wound care, which may include non-sterile dressing change.
- Provide cast care.
- Identify client's need for assistance with meals, snacks and fluid and provide required assistance and diet monitoring (may include g tube feedings if delegated)

- Provide supervision of students' glucose monitoring as delegated.

DATA COLLECTION

Objectives:

The CNA student will be able to:

Obtain vital signs on a variety of students and staff and report the results.

Obtain the height and weight of a variety of students and record and report the results.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Take radial pulse by palpation.
- Manually take blood pressure using the One-Step Blood Pressure method.
- Count respirations.
- Take temperature using both glass and electronic thermometers.
- Take temperature by mouth, ear, and axilla.
- Measure height.
- Measure weight.
- Record peak flow monitoring results.

COMMUNICATION

Observing, Recording, Reporting

Objectives:

The CNA student will be able to:

Identify and apply basic observational, recording and reporting skills.

Performance Indicators:

Proficiency Level:

Demonstrate understanding of legal requirements of documentation and confidentiality.

Demonstrate the ability to:

- Identify and collect observational data/information.
- Differentiate between subjective and objective observations.
- List sources for obtaining data/information.
- Identify various techniques for recording and reporting.
- Observe, record and report:
 - Student response to care and treatment provided.
 - Student physical condition, emotional state and/or behavior patterns.
 - Changes in student's physical condition, emotional state and/or behavior patterns.
 - Student's refusal/non-compliance with treatment or

- care.
- Statistics collection as appropriate.
- Communication with parent/guardian/school staff
- Student disposition.
- Maintain confidential student records.

INTERPERSONAL RELATIONS

Objectives:

The CNA student will be able to:

Apply interpersonal relationship skills in the school health workplace.

Use effective communication techniques to promote the student's well being.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Identify verbal and nonverbal communication techniques and barriers to communication.
- Identify ways to establish positive relationships with students and families.
- Introduce self and role to students, staff and families.
- Describe the effect of illness and other stress on the student's feelings and behavior.
- Identify verbal and nonverbal indicators of the student's emotional state.
- Identify ways to adjust approach to accommodate student's emotional needs.
- Identify and manage personal feelings in response to students and families.
- Describe approaches to communicating with students with special needs, including but not limited to, cognitive and sensory and cultural differences, impairments, language and cultural differences and any developmental level.
- Explain interventions to the student before and during care.
- Treat all students/families non-judgmentally.
- Demonstrate professional and confidential telephone communication with parents and care providers.

LEGAL AND ETHICAL ISSUES

Objective:

The CNA student will be able to:

Describe the ethical and legal issues affecting the work of the nursing assistant.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Identify and respond appropriately to potential ethical dilemmas.
- Identify and report potential indicators of abuse and neglect.
- List student's rights and responsibilities, including but not limited to, inclusion, religious observance, etc.
- Describe the purpose and importance of maintaining student confidentiality.
- Provide for student privacy.
- Explain key elements of Maryland Minor Consent Law.
- Describe importance of obtaining parent/guardian permission for interventions/care.

COMMUNICABLE DISEASE PREVENTION

Objective:

The CNA student will be able to:

Describe strategies to prevent and control communicable diseases.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Demonstrate awareness of universal precautions
- Identify reportable and non-reportable diseases and procedures for reporting to supervising RN.
- Identify appropriate communicable disease fact sheets and need to follow the outlined procedures.

SCREENING ACTIVITIES

Objective:

The CNA student will be able to:

Describe required screenings of students.

Provide head lice screening.

Performance Indicators:

Proficiency Level:

- CNA student will identify what screenings are required in school and their role, if any, in the following screenings:
 - Vision/hearing screening
 - Scoliosis screening
 - Describe cause of head lice infestation and prevention measures.
- Perform head lice screening

HEALTH ROOM MANAGEMENT

Objective:

The CNA student will be able to:

Provide a safe, secure, orderly environment in the school health suite.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Describe CNA's role in
 - Maintaining and ordering adequate supplies
 - Records Management
 - Security and storage
 1. Medications
 2. Records
- Identify strategies to maintain order in health room

IMMUNIZATIONS

Objective:

The CNA student will be able to:

Describe the legal requirements of immunizations.

Performance Indicators:

Proficiency Level:

Demonstrate the ability to:

- Provide for student record privacy.
- Track and document immunizations.
- Identify required immunizations for school entry.
- Describe reporting procedure for student out of compliance with immunizations.
- Transcribes immunizations on DHMH 896 correctly, if appropriate.

Core Knowledge and Skill	Elements
Basic Anatomy and Physiology	<ul style="list-style-type: none"> ● Name and location of major body parts and organs ● List body systems and their primary functions
Basic human need/hierarchies	<ul style="list-style-type: none"> ● Identify hierarchies of basic human needs
Life span growth and development	<ul style="list-style-type: none"> ● Identify the developmental stages of childhood and adolescence
Medical terminology/abbreviations	<ul style="list-style-type: none"> ● Identify commonly used medical terms and abbreviations
Measurements	<ul style="list-style-type: none"> ● Units ● Volumes ● Conversions
Basic Math	<ul style="list-style-type: none"> ● Subtract ● Multiply ● Divide ● Add
Basic Nutrition	<ul style="list-style-type: none"> ● Basic food pyramid and daily requirements ● Food storage and sanitation
ADL's	<ul style="list-style-type: none"> ● Definition of ADL's
Basic understanding of disease process and acute vs. chronic childhood illnesses	<ul style="list-style-type: none"> ● Recognize how illness in a main body system and/or disabilities may affect the care/needs of a student <p><u>Acute</u></p> <ol style="list-style-type: none"> 1. Viral illnesses 2. Rashes 3. Gastrointestinal <ol style="list-style-type: none"> a. Nausea and vomiting b. Diarrhea c. Stomach ache 4. Earache 5. Headache 6. Toothache 7. Menstrual Complaints <p><u>Chronic</u></p> <ol style="list-style-type: none"> 1. Diabetes 2. Asthma and allergy 3. Seizure disorders 4. Cancer 5. ADHD 6. Sickle cell disease

	<ul style="list-style-type: none"> 7. HIV/AIDS 8. Emotional, behavioral disorders 9. Depression, suicide ideation 10. Heart Disease
Core Knowledge and Skill	Elements
Completion of 16 hr. BON approved School Health Medication Assistant Training Course	See training manual
Completion of Basic First Aid Course	Injury Care and Prevention
Completion of CPR training	Emergency response techniques including obstructed airway
Child Abuse Prevention	Required school training per COMAR
Harrassment training	Required school training per COMAR
Bloodborne pathogen training	Required school training per COMAR

Training Program Schedule

and

Sample Performance Criteria Checklists For Use with School Health Certified Nursing Assistant Students

Our gratitude to Baltimore City, Baltimore County, and Anne Arundel County School Health Services programs for sharing their documents.

First Aid

Goal: Perform First Aid techniques safely.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Seven hours	<p>American Red Cross Standard First Aid</p> <p>a. Achieve 80% on the written test.</p> <p>b. Perform First Aid techniques consistent with the American Red Cross guidelines.</p>	<p>Lecture Demonstration Video</p>	<p>Standard First Aid Guidelines from the American Red Cross</p>	<p>Exam Return demonstration</p>

CPR

Goal: Perform CPR techniques safely.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Six hours	<p>American Heart Association Heartsaver CPR Course</p> <p>a. Achieve 84% on the written test.</p> <p>b. Perform CPR techniques on an adult, child, and infant mannequin consistent with the American Heart Association guidelines.</p>	<p>Lecture Demonstration Video</p>	<p>Heartsaver CPR Guidelines from the American Heart Association</p>	<p>Exam Return demonstration</p>

Module 1

Goal: Provide an overview of the nursing assistant certification program for school health.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
One hour	<p>Introduction/Overview</p> <p>a. Introduce trainers and participants.</p> <p>b. Hear overview of school health services program.</p> <p>c. Hear overview of the training program.</p> <p>d. Review the training schedule</p>	<p>Lecture Discussion Handouts</p>	<p>a. Activity for introductions.</p> <p>b. School Health Services Program overview</p> <p>c. Training program</p> <ul style="list-style-type: none"> • Objectives • Expectations • Attendance • Evaluation • Clinical <p>d. Training schedule</p>	

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
<p>Module 1 (continued)</p> <p>One hour</p>	<p>Role of School Health Assistant</p> <p>a. Discuss the responsibilities of the school health assistant.</p> <p>b. Describe the school organizational structure and the school health assistant's role.</p> <p>c. Describe the school nurse and school health assistant relationship.</p> <p>d. Discuss school health team functioning</p>	<p>Lecture Discussion Handouts</p>	<p>a. Role of the school health assistant.</p> <p>b. Relationship of school health assistant to principal, teachers, and other school staff.</p> <p>c. Relationship between the school nurse and the school health assistant</p> <ul style="list-style-type: none"> • Scope of practice • Delegation <p>d. Job descriptions of the school health assistant and the school nurse</p> <p>e. Working as part of the school team</p>	

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
<p>Module 1 (continued)</p> <p>One hour</p>	<p>Ethical and Legal Responsibilities</p> <p>a. List rights of school children</p> <p>b. Discuss ethical behavior</p> <p>c. Discuss laws that affect unlicensed personnel</p>	<p>Lecture Discussion Handouts</p>	<p>a. Rights of children, youth, and families</p> <ul style="list-style-type: none"> • Confidentiality • Inclusion • Privacy <p>b. Code of ethics for health care providers</p> <p>c. Federal, state, and local education, health, and mental health laws (i.e., ADA, nurse practice act, special education laws, sexual harassment, child abuse and neglect).</p>	

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
<p>Module 1 (continued)</p> <p>One hour and one-half hours</p>	<p>Bloodborne Pathogens</p> <p>a. Define standard precautions and explain school health assistant role in complying with these precautions.</p> <p>b. Describe bloodborne illnesses.</p> <p>Infection Control</p> <p>a. List type and characteristics of microorganisms.</p> <p>b. Explain the chain of infection and the body's defense against infections.</p> <p>c. Define medical asepsis and explain how the school health assistant can promote it.</p> <p>d. Explain the importance of handwashing and demonstrate effective handwashing technique.</p>	<p>Lecture Discussion Video Demonstration</p> <p>Lecture Discussion Demonstration</p>	<p>a. Standard precautions</p> <ul style="list-style-type: none"> • Equipment • Usage • Waste disposal <p>b. Bloodborne pathogens</p> <ul style="list-style-type: none"> • HIV • Hepatitis B and C • Hep B vaccine <p>a. Microorganisms</p> <ul style="list-style-type: none"> • Bacteria • Viruses • Fungi <p>b. Chain of infection</p> <p>c. Medical asepsis</p> <p>d. Handwashing</p> <ul style="list-style-type: none"> • Facts • Demonstration 	<p>Quiz</p> <p>Return demonstration Quiz</p>

Module 2: Growth and Development, Body Systems

Goal: Present an overview of human development and body systems.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Six hours	<p>Growth and Development and Body Systems</p> <p>a. List principles of growth and development.</p> <p>b. Identify the normal age range for each stage of growth and development.</p> <p>c. List some of the developmental tasks for age ranges.</p> <p>d. Describe body systems</p>	<p>Lecture Discussion</p>	<p>a. Principles of growth and Development</p> <ul style="list-style-type: none"> • Simple to complex • Developmental tasks • Growth rate – range of normalcy • Growth stages <p>b. Age ranges</p> <ul style="list-style-type: none"> • Infancy (birth to one yr.) • Toddler (1 – 3 yrs.) • Preschool (3 – 6 yrs.) • Middle childhood (6 – 8 yrs.) • Late childhood (9 – 12 yrs.) • Adolescence (12 – 18 yrs.) • Adulthood (18 and up) <p>c. Examples of developmental tasks</p> <p>d. Body systems</p>	

Module 3: Temperature, Pulse, Height and Weight

Goal: Measure accurate temperature, pulse, height, and weight.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Six hours	<p>Temperature</p> <ul style="list-style-type: none"> a. Measure a student’s temperature orally. a. Note factors that affect body temperature. b. State normal range for body temperature. c. Describe methods for measuring body temperature. d. Describe types of thermometers. e. Record a temperature. 	<p>Lecture Demonstration Video Handouts</p> <p>Clinical skills lab</p>	<ul style="list-style-type: none"> a. Definition of and measuring temperature. b. Factors that affect body Temperature c. Normal oral temperature d. Methods/routes of temperature taking e. Types of thermometers f. Temperature recording 	Return demonstration
	<p>Pulse</p> <ul style="list-style-type: none"> a. Define the term pulse. b. State the normal pulse ranges for children and adults. c. List factors that would increase or decrease the pulse. d. Accurately take a pulse. e. Record the pulse measurement. 	<p>Lecture Demonstration Video Handouts</p> <p>Clinical skills lab</p>	<ul style="list-style-type: none"> a. Pulse definitions b. Normal ranges for children and adults c. Factors affecting the pulse d. Procedure for measuring the pulse e. Recording the pulse measurement. 	Return demonstration

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Module 3 (continued)	<p>Height and Weight</p> <ul style="list-style-type: none"> a. Accurately measure a height and weight. b. Utilize a stand up scale. c. Record the height and weight accurately. d. Utilize a height and weight chart to determine normal height and weight ratio. 	<p>Lecture Demonstration Clinical skills lab</p>	<ul style="list-style-type: none"> a. Procedure for measuring height and weight. b. Use of a stand up scale c. Recording height and weight. c. Pediatric height and weight chart. 	<p>Return demonstration</p>

Module 3: Blood Pressure and Respirations

Goal: Measure an accurate blood pressure and respiration.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Six hours	<p>Blood Pressure</p> <ul style="list-style-type: none"> a. Define blood pressure. b. List factors that affect blood pressure. c. State normal blood pressure range for the pediatric population. d. Perform blood pressure check. e. Record blood pressure results accurately. 	<ul style="list-style-type: none"> Lecture Demonstration Video Handouts Clinical skills lab 	<ul style="list-style-type: none"> a. Definition of blood pressure. b. Factors affecting blood Pressure c. Normal blood pressure range in the pediatric population d. Procedure for measuring blood pressure e. Recording blood pressure measurement 	Return demonstration
	<p>Respirations</p> <ul style="list-style-type: none"> a. Define respirations. b. List factors that may influence or respiratory rate. c. State the normal range for respirations. d. Perform respiratory count. e. Record respiratory rate accurately. 	<ul style="list-style-type: none"> Lecture Demonstration Video Handouts Clinical skills lab 	<ul style="list-style-type: none"> a. Definition of respiration b. Factors affecting respiration c. Normal range for the pediatric population d. Procedure for counting respirations e. Recording respiratory rate 	Return demonstration

Medication Technician Training

Goal: Administer medication in a safe and competent manner.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
20 hours	<p>Board of Nursing Approved Medication Technician Training Program (20 hours)</p> <p>NOTE: The student in this course must successfully complete a reading examination and math examination prior to taking the medication technician training program.</p> <p>100% return demonstration on simulated medication administration test.</p> <p>70% on written test.</p>	<p>Lecture Demonstration Video Handouts</p> <p>Clinical skills lab</p>	<p>Chapter I Medications and Related Issues</p> <p>Section 1 Medication Issues</p> <p>a. RN delegation Responsibilities</p> <p>b. Principles of medication Administration</p> <p>Section 2 Observation skills</p> <p>a. Effects</p> <p>b. Signs and symptoms</p> <p>c. Communication</p> <p>d. Safety and emergency response</p> <p>Section 3 Reporting and Recording Changes</p> <p>Chapter 4 Health Care Visit</p> <p>Chapter II Medication Administration and Documentation</p> <p>Section 1 Categories and response of medications</p> <p>Section 2 Storage of medications and preparation for administration</p> <p>Section 3 Administering medications</p> <p>Section 4 Documenting medications</p> <p>Chapter III Abbreviations and Terminology</p> <p>Chapter IV Chronic</p>	<p>Feedback exercises for chapters I, II, III, and V</p> <p>Return demonstration</p> <p>Simulated medication administration test</p> <p>Clinical medication administration with student</p>

			Childhood/Youth Illnesses Chapter V High Risk Medications	
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Module 4: Chronic and Acute Illness

Goal: Present common childhood illnesses and the role of the school health assistant.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Four and one half hours	<p>Chronic and Acute Illness</p> <p>a. List examples of acute and chronic illnesses.</p> <p>b. State the role of the school health assistant in care of students with acute and chronic illness.</p> <p>c. State the role of the school health assistant in assisting students with acute and chronic health needs.</p> <p>d. State when to alert the school nurse.</p>	<p>Lecture</p> <p>Discussion</p> <p>Scenarios</p> <p>Role plays</p>	<p>a. Acute Illnesses</p> <ul style="list-style-type: none"> • Viral illnesses • Rashes • Gastrointestinal Nausea & vomiting Diarrhea Stomach ache • Earache • Headache • Toothache • Menstrual complaints <p>b. Chronic Illnesses</p> <ul style="list-style-type: none"> • ADHD • Asthma and allergy • Cancer • Depression/suicide ideation • Diabetes • Eating disorders • Emotional/behavior disorders • Handicapping conditions • Heart disease • HIV/AIDS 	<p>Analyses of scenarios and role plays</p>

			<ul style="list-style-type: none"> • Seizure disorders • Sickle cell disease <p>c. Role of the school health assistant</p> <ul style="list-style-type: none"> • Alerting the nurse 	
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Module 4: Immunizations

Goal: Provide an overview of immunizations for school.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
One and one-half hours	<p>IMMUNIZATIONS</p> <p>a. Describe the legal requirements for immunizations.</p> <p>b. State school system role for school health assistant in immunization tracking and documentation.</p>	Lecture Demonstration	<p>a. Immunization requirements for school entry</p> <p>b. Role of the school health assistant in tracking and documenting immunizations per local system</p> <p>c. Reporting procedures for students out of compliance with immunizations</p>	Return demonstration

Module 4: Records Management/Documentation (note: each jurisdiction will use documentation specific to their system)
Goal: Provide an overview and practice of school health documentation.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Four hours	<p>Records Management/Documentation</p> <ol style="list-style-type: none"> List sources for obtaining student data and information Explain difference between subjective and objective data Identify and apply basic observational, recording, and reporting skills. Identify forms included in student health record Accurately complete documentation on health room forms List legal requirements for documentation and records maintenance 	<p>Lecture Discussion Demonstration Handouts Skills lab</p>	<ol style="list-style-type: none"> Student data and information Subjective and objective data Observing, recording, reporting student responses, physical condition, etc. Local system forms for student health record Documentation <ul style="list-style-type: none"> • Legal requirements • Parameters Records maintenance <ul style="list-style-type: none"> • Legal requirements • Confidentiality 	Return demonstration
Two hours	<p>Health Room Management</p> <ol style="list-style-type: none"> Awareness of federal, state and local responsibility related to clean and safe environment List procedure for ordering and maintaining supplies Maintain and store orderly records Maintain and securely store medications 	<p>Lecture Discussion</p>	<ol style="list-style-type: none"> Health and safety standards pertaining to school health room Ordering and maintaining adequate supplies Security and storage of Medications and records 	

Module 4: Screening Procedures

Goal: Present an overview of school health screening programs and procedures.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Four hours	<p>Screening Programs/Procedures</p> <ul style="list-style-type: none"> a. State role of school health assistant in screening program. b. List ways to organize mass screenings. c. State and explain procedures for use of audiometer and vision chart 	<p>Lecture Demonstration Handouts Skills lab Video</p>	<ul style="list-style-type: none"> a. Role of the school health assistant in screening b. Screening programs and parent volunteers c. Organization of mass screenings d. Vision screening e. Hearing screening f. Scoliosis screening g. Referral procedures for hearing, vision, and scoliosis 	<p>Return demonstration</p> <p>Practice with audiometer and vision chart</p>

Module 4: Communicable Diseases and Pediculosis/Safety and Emergency Response

Goal: Provide an overview of communicable diseases reporting and safety/emergency response.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Two hours	<p>Communicable Diseases and Pediculosis</p> <p>a. State the procedure for alerting the school nurse to reportable and nonreportable communicable diseases.</p> <p>b. State school health program policy on head lice.</p>	<p>Lecture Demonstration Handouts Skills lab Video</p>	<p>a. Maryland communicable disease list</p> <ul style="list-style-type: none"> • Reportable • Nonreportable • Alerting the school nurse <p>b. Characteristics of pediculosis (head lice)</p> <p>c. Local system policy on head lice</p> <p>c. Head lice checks</p>	<p>Return demonstration</p> <p>Practice head lice check</p>

Module 5: Body Mechanics, Mobility, and Positioning

Goal: Gain knowledge of safety for students who need mobility assistance.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Four hours	<p>Body Mechanics, Mobility, and Positioning</p> <p>a. Describe principles of body alignment.</p> <p>b. Handle adaptive equipment safely.</p> <p>c. Demonstrate transfer techniques.</p> <p>d. List interventions for maintaining skin integrity.</p>	<p>Lecture Demonstration Skills lab</p>	<p>a. Principles of body Alignment</p> <p>b. Adaptive equipment</p> <ul style="list-style-type: none"> • Crutches • Wheelchairs • Posture boards <p>c. Transfer techniques</p> <p>d. Toileting (wheelchair)</p> <p>e. Positioning (wheelchair)</p> <p>f. Posturing (standing, sitting, lying)</p>	<p>Return demonstration</p>
Two hours	<p>Review final exam topics</p>	<p>Discussion Small group work</p>	<p>a. Review objectives from the course</p> <p>b. Review topics from each day</p>	

Final Exam

Goal: Measure participant’s ability to meet grading criteria.

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
Four hours	<p>Final Exam</p> <p>Meet grading criteria of 80%.</p>			Final exam

The 40-hour clinical component of the Nursing Assistant Certification Training Program for School Health will be completed in each jurisdiction that offers the program.

The 16-hour pre-clinical requirements include content on the role of the CNA, infection control, safety/emergency procedures, Heimlich maneuver, environment, communication, (observing, recording, reporting and interpersonal relations) and legal/ethical considerations.