

# **CERTIFIED NURSING ASSISTANT (CNA) – SCHOOL HEALTH STATUS TRAINING PROGRAM OUTLINE**

## **Initial CNA Training and Orientation Program: School Health Setting**

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### INTRODUCTION

In compliance with the Maryland Nurse Practice Act, COMAR 10.39.01.09C, this document addresses specific training guidelines for the local school health services programs hiring individuals who do not possess a certified nursing assistant (CNA) status in any other setting. These individuals will receive training by the local school health services program to meet the requirements for the CNA-School Health Status. Upon successful completion of the training for the school health setting, the individual will be eligible to complete the Maryland Board of Nursing's (MBON) initial application for the CNA-School Health Status.

The information in this training outline includes the learning objectives and performance indicators for the school health setting that shall form the basis of curriculum development to prepare the newly hired individual, without previous CNA status, to become a CNA in the school health services setting. In planning the 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 candidates 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 candidates will demonstrate their ability to perform delegated nursing functions in the school setting with various levels of physical, sensory, cognitive, and emotional ability.
- ❑ The CNA program requires the successful completion of First Aid and Cardiopulmonary Resuscitation (CPR) training. Access to this training should be provided by the employing organization.

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The following training course consists of basic requirements for persons entering school health as a CNA. The 100-hour course shall include a minimum of 60 hours of didactic instruction with classroom laboratory practice and 40 hours shall be devoted to clinical training experiences in the clinical facility (i.e., school health suite). Below is an outline of the minimum components for the CNA training for school health status:

- Basic First Aid Course (3 hours)
- Pediatric and Adult CPR (4 hours)
- School Health Certified Medication Technician (CMT) Training (20 hours)
- Didactic Classroom Instruction - required learning objectives and performance indicators (31.5 hours)
- Didactic Classroom Review and Final Exam (1.5 hours)
- Clinical observation by the school nurse – application of all required learning in the school setting (40 hours)

The course grade is based on successful completion of several learning modules. The theoretical knowledge will be evaluated in a comprehensive final exam with a passing grade of 80% and above.

**\*Note:** The local school health services programs may choose to hire individuals with a current, existing CNA status from other categories, e.g., Geriatric Nursing Assistant, Home Health Aide, and Dialysis Technician (See COMAR 10.39.01.09). When this occurs, the training outline should be implemented with appropriate adjustments (See Appendix 1). The training must provide for the orientation of these individuals to the school health setting, and the eligibility to apply for the CNA-School Health Status with the Maryland Board of Nursing.

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A summary of the didactic learning and clinical experiences for this training program outline includes the following:

### Summary of Initial CNA Training and Orientation Program Outline

Didactic	Total Hours without CMT training	Total Hours including CMT training
<ul style="list-style-type: none"> <li>• Prerequisite Training for Healthcare Providers (Basic First Aid, CPR)</li> <li>• Certified Medication Technician Training (training need determined by local school health services program)</li> </ul>	7.0 hours 20.0 hours	7.0 hours 20.0 hours
• Module 1: Introduction – Role of the CNA in the School Health Setting.	7.0 hours	7.0 hours
• Module 2: Growth and Development, Body Systems	6.0 hours	6.0 hours
• Module 3: Vital Signs (Temperature, Pulse, Respirations, Blood Pressure, Height/Weight)	6.0 hours	6.0 hours
• Module 4: Acute and Chronic Illness, Immunizations, Records Management, Screening	18.0 hours	18.0 hours
• Module 5: Hygiene, Treatments, Safety/Emergency Response, Body Mechanics/Positioning	12.0 hours	12.0 hours
• Final Exam	4.0 hours	4.0 hours
<b>Total Didactic Hours</b>	<b>80.0 hours</b>	<b>80.0 hours</b>
<ul style="list-style-type: none"> <li>• Clinical Training Experiences – School Health Setting The school health suite/school health room is the clinical setting and should include the following topics: <ul style="list-style-type: none"> <li>○ The Role of the CNA in School Health</li> <li>○ Infection Control</li> <li>○ Safety and Environment/Emergency Response</li> <li>○ Direct Patient Care Techniques, Mobility, and Positioning</li> <li>○ Elimination</li> <li>○ Hygiene and Grooming</li> <li>○ Treatments</li> <li>○ Data Collection</li> <li>○ Communication, Observing, Recording, and Reporting</li> <li>○ Interpersonal Relations</li> <li>○ Legal and Ethical Issues</li> <li>○ Communicable Disease Prevention</li> <li>○ Screening Activities</li> <li>○ Health Room Management</li> <li>○ Immunizations</li> </ul> </li> <li>• Clinical Training Experiences – School Health Setting</li> </ul>	Total Hours without CMT training	Total Hours including CMT training
	2.0 hours	2.0 hours
	2.5 hours	2.5 hours
	2.0 hours	2.0 hours
	4.0 hours	4.0 hours
	1.0 hours	1.0 hours
	1.0 hours	1.0 hours
	2.0 hours	2.0 hours
	12.0 hours	12.0 hours
	1.0 hours	1.0 hours
	1.0 hours	1.0 hours
	1.5 hours	1.5 hours
	2.0 hours	2.0 hours
	4.0 hours	4.0 hours
	2.0 hours	2.0 hours
	2.0 hours	2.0 hours
	40.0 hours	40.0 hours
<b>Total CNA Course Hours – School Health Status: Didactic and Clinical</b>	<b>100.0 hours</b>	<b>120.0 hours</b>

**Initial CNA Training and Orientation Program: School Health Setting**

**MINIMUM DIDACTIC LEARNING COMPONENTS (Classroom Instruction)**

**Prerequisite Training for CNA-School Health Status**

**First Aid**

**Goal: Perform First Aid techniques safely.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
3 hours	Basic First Aid Course – American Red Cross (or equivalent) a. Achieve 80% or higher on the written test. b. Perform First Aid techniques consistent with the American Red Cross guidelines (or equivalent). c. Demonstrates Heimlich maneuver/abdominal thrusts. d. Perform treatments as necessary, including Hot and Cold Packs, as well as application of elastic stocking.	Lecture Demonstration Video	Standard First Aid Guidelines from the American Red Cross Content includes: <ul style="list-style-type: none"> <li>• Asthma emergencies</li> <li>• Anaphylaxis</li> <li>• Burns</li> <li>• Choking</li> <li>• Diabetic emergencies</li> <li>• External bleeding</li> <li>• Environmental emergencies</li> <li>• Heart Attack</li> <li>• Poisoning</li> <li>• Neck, head, and spinal injuries</li> <li>• Stroke</li> <li>• Seizure</li> </ul>	Exam Return demonstration

**CPR**

**Goal: Perform CPR techniques safely.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
4 hours	Basic Life Support (BLS) for Healthcare Providers – American Red Cross CPR Course (or equivalent) a. Achieve 84% or higher on the written test. b. Perform CPR techniques on an adult, child, and infant mannequin consistent with the American Heart Association guidelines.	Lecture Demonstration Video	Basic Life Support (BLS) for Healthcare Providers – American Red Cross CPR Course (or equivalent)	Exam Return demonstration

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**School Health CMT Training**

**Goal: Perform administration of medication safely in the school setting.**

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
20 hours	<p>School Health CMT Training - Maryland Board of Nursing approved training program for School Health and Department of Juvenile Services (DJS) (mastery learning with small unit examinations)</p> <p>a. Complete course introduction, including successfully completing two examinations (i.e., reading and math):</p> <ul style="list-style-type: none"> <li>• Must achieve 70% or higher on each exam to continue in the course.</li> </ul> <p>b. Course includes seven chapters.</p> <p>c. Feedback exercises (mini tests) must be used to test the materials in Chapters I, II, III, and V:</p> <ul style="list-style-type: none"> <li>• Student must master the feedback exercises; and</li> <li>• Student must demonstrate 100% accuracy with a simulated medication administration demonstration.</li> </ul> <p>d. Upon course completion, the Registered Nurse (RN) instructor must submit a class list to the MBON identifying each student who has successfully mastered the class.</p> <p>e. Additionally, each successful student must complete an application online with the MBON for certification as a medication technician-school health setting.</p>	<p>Lecture                      Demonstration                      Feedback exercises</p>	<p>MBON approved School Health/DJS CMT Training Program</p>	<p>Reading and math exams                      feedback exercise with return demonstration</p>

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**DIDACTIC CLASSROOM INSTRUCTIONS – TRAINING MODULES 1-5**

**Module 1: Introduction – Role of the Certified Nursing Assistant in the School Health setting.**

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

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 1 1 hour</b>	<p><b>Introduction/Overview</b></p> <ol style="list-style-type: none"> <li>Introduce trainers and participants</li> <li>Hear overview of school health services program.</li> <li>Hear overview of the training program.</li> <li>Review the training schedule.</li> </ol>	<p>Lecture Discussion Handouts</p>	<ol style="list-style-type: none"> <li>Activity for introduction.</li> <li>School Health Services Program overview.</li> <li>Training program:                             <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Expectations</li> <li>• Attendance</li> <li>• Evaluation</li> <li>• Clinical</li> </ul> </li> <li>Training schedule.</li> </ol>	<p>Group discussion</p>
<b>Module 1 1 hour</b>	<p><b>Role of the Certified Nursing Assistant (CNA) - School Health status</b></p> <ol style="list-style-type: none"> <li>Discuss the responsibilities of the CNA school health assistant.</li> <li>Describe the school organizational structure and the CNA school health assistant's role.</li> <li>Describe the school nurse and CNA school health assistant relationship.</li> <li>Review job descriptions for the school health setting.</li> <li>Discuss school health team functioning.</li> </ol>	<p>Lecture Discussion Handouts</p>	<ol style="list-style-type: none"> <li>Role of the CNA school health assistant.</li> <li>Relationship of CNA school health assistant to principal, teachers, and other school staff.</li> <li>Relationship between the school nurse and the CNA school health assistant:                             <ul style="list-style-type: none"> <li>• Scope of Practice</li> <li>• Delegation</li> </ul> </li> <li>Job descriptions of the CAN school health assistant and the school nurse.</li> <li>Working as part of the school health team.</li> </ol>	<p>Quiz – passing rate is 80%</p>

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Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
			<p><b>References:</b> Code of Maryland Regulations, Title 10 MARYLAND DEPARTMENT OF HEALTH, Subtitle 39 BOARD OF NURSING – CERTIFIED NURSING ASSISTANTS</p> <p>Chapter 01 Certification of Nursing Assistants (10.39.01) <i>Authority: Health Occupations Article §§8-205, 8-206, 8-303, 8-304, 8-308, and 8-6A-01—8-6A-16, Annotated Code of Maryland</i></p> <p>Chapter 486, Acts of 2012; Nursing Assistant Training Programs (10.39.02) <i>Authority: Health Occupations Article, §§8-205 and 8-6A-14, Annotated Code of Maryland</i></p> <p>Chapter 05 "Standards of Practice for Certified Nursing Assistants" (10.39.05) <i>Authority: Health Occupations Article, §§8-205(a)(1) and (2) and 8-6A-05(a)(1), Annotated Code of Maryland</i></p> <p>Chapter 07 Certified Nursing Assistants/Certified Medication Technicians (CNA/CMT) — Code of Ethics <i>Authority: Health Occupations Article, §§8-205(a)(1) and (2), 8-6A-05(a)(5), and 8-6A-10, Annotated Code of Maryland</i></p>	

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<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 1</b> (continued) <b>1 hour</b>	<b>Ethical and Legal Responsibilities</b> a. List rights of school children. b. Discuss ethical behavior. c. Discuss laws that affect unlicensed personnel.	Lecture Discussion Handouts	a. Rights of children, youth, and families: • Confidentiality • Inclusion • Privacy b. Code of ethics for health care providers. c. Federal, state, and local education, health, and mental health laws; i.e., Americans with Disabilities Act (ADA), Nurse Practice Act, special education laws, sexual harassment, child abuse and neglect.  Reference: Code of Maryland Regulations, Chapter 07 "Certified Nursing Assistants/Certified Medication Technicians (CNA/CMT) Code of Ethics" (10.39.07)	Information included in quiz

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<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 1</b> (continued) <b>2.5 hours</b>	<b>Communication</b> a. List basic human needs. b. Review Maslow’s Hierarchy of Needs and the relationship to safety needs. c. Explain stressful effects of illness. d. Explain how to cope with difficult behaviors. e. Explain the importance of understanding cultural differences. f. Describe medical myths and folk practice. g. Identify three ways a school health assistant can collect data concerning a student’s emotional needs.	Lecture Discussion Handouts Scenarios Role plays  Lecture Discussion Demonstration	a. Food pyramid, clothing, shelter. b. Maslow’s Hierarchy of Needs. c. Pediatric viewpoint regarding stressors of illness. d. Dealing with difficult behaviors, e.g., crying, anger, outbursts, fear. e. Cultural and social needs: <ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Prejudices</li> </ul> f. Medical myths and folk practice. g. Spiritual and emotional needs.	Analysis of scenarios and role plays
	<b>Communication and Interpersonal Relationships</b> a. Describe elements of communication. b. Define and give example of verbal and nonverbal communication. c. Describe good listening skills. d. Demonstrate effective communication skills and barriers to communication. e. Describe ways to maintain good communication with students, families, and staff.		a. Definition of verbal and nonverbal communication. b. Listening skills. c. Components of effective communication and barriers to communication. d. How to maintain open lines of communication.	Analysis of scenarios and role plays

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<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 1</b> (continued) <b>1.5 hours</b>	<p><b>Bloodborne Pathogens</b></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><b>Infection Control</b></p> <p>a. Donning and doffing of Personal Protective Equipment (PPE), including gloves, gown, mask.</p> <p>b. List type and characteristics of microorganisms.</p> <p>c. Explain the chain of infection and the body's defense against infections.</p> <p>d. Define medical asepsis and explain how the school health assistant can promote it.</p> <p>e. 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"> <li>• Equipment</li> <li>• Usage</li> <li>• Waste disposal</li> </ul> <p>b. Bloodborne pathogens:</p> <ul style="list-style-type: none"> <li>• HIV</li> <li>• Hepatitis B and C</li> <li>• Hepatitis B vaccine</li> </ul> <p>a. Microorganisms:</p> <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Viruses</li> <li>• Fungi</li> </ul> <p>b. Chain of infection.</p> <p>c. Medical asepsis.</p> <p>d. Handwashing.</p> <p>e. Donning and doffing of PPE.</p>	<p>Quiz– passing rate is 80%</p>  <p>Return demonstration Quiz– passing rate is 80%</p> <p>Evaluation for infection control</p>

**Total hours for Module 1 = 7 hours**

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**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
<b>Module 2</b> <b>6 hours</b>	<b>Growth and Development and Body Systems</b> a. List principles of growth and development. b. Identify the normal range for each stage of growth and development. c. List some of the developmental tasks for age ranges. d. Describe body systems.	Lecture Discussion	a. Principles of growth and development: <ul style="list-style-type: none"> <li>• Simple to complex</li> <li>• Developmental tasks</li> <li>• Growth rate – range of normalcy</li> <li>• Growth stages</li> </ul> b. Age ranges: <ul style="list-style-type: none"> <li>• Neonate (first four weeks of life)</li> <li>• Infancy (four weeks old to one year old)</li> <li>• Toddler (1-3 years)</li> <li>• Preschool (3-5 years)</li> <li>• School Age (6-12 years)</li> <li>• Adolescence (13-17 years)</li> <li>• Young Adult (18-25)</li> </ul> c. Examples of developmental tasks. d. Body systems.	Quiz – passing is 80%

**Total hours for Module 2 = 6 hours**

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**Module 3: Temperature, Pulse, Height and Weight**

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

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 3 6.0 hours</b>	<p><b>Temperature</b></p> <ul style="list-style-type: none"> <li>a. Measure a student's temperature orally.</li> <li>b. Note factors that affect body temperature.</li> <li>c. State normal range for body temperature.</li> <li>d. Describe methods for measuring body temperature.</li> <li>e. Describe types of thermometers.</li> <li>f. Record a temperature.</li> </ul>	<p>Lecture Demonstration Video Handouts</p> <p>Clinical skills lab</p>	<ul style="list-style-type: none"> <li>a. Definition of and measuring temperature.</li> <li>b. Factors that affect body temperature.</li> <li>c. Normal oral temperature.</li> <li>d. Methods/routes of temperature taking.</li> <li>e. Types of thermometer.</li> <li>f. Temperature recording.</li> </ul>	Return demonstration
	<p><b>Pulse</b></p> <ul style="list-style-type: none"> <li>a. Define the term pulse.</li> <li>b. State the normal pulse ranges for children and adults.</li> <li>c. List factors that would increase or decrease the pulse.</li> <li>d. Accurately take a pulse.</li> <li>e. Record the pulse measurement.</li> </ul>	<p>Lecture Demonstration Video Handouts</p> <p>Clinical skills lab</p>	<ul style="list-style-type: none"> <li>a. Pulse definitions.</li> <li>b. Normal ranges for children and adults.</li> <li>c. Factors affecting the pulse.</li> <li>d. Procedures for measuring the pulse.</li> <li>e. Recording the pulse measurement.</li> </ul>	Return demonstration
	<p><b>Respirations</b></p> <ul style="list-style-type: none"> <li>a. Define respirations.</li> <li>b. List factors that may influence or affect respiratory rate.</li> <li>c. State the normal range for respirations.</li> <li>d. Perform respiratory count.</li> <li>e. Record respiratory rate accurately.</li> </ul>	<p>Lecture Demonstration Video Handouts</p> <p>Clinical skills lab</p>	<ul style="list-style-type: none"> <li>a. Definition of respiration.</li> <li>b. Factors affecting respiration</li> <li>c. Normal range for the pediatric population.</li> <li>d. Procedure for counting respirations.</li> <li>e. Recording respiratory rate.</li> </ul>	Return demonstration

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**Module 3: Blood Pressure and Respirations**

**Goal: Measure accurate blood pressure and respiration.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 3</b> (continued)	<b>Blood Pressure</b> 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.	Lecture Demonstration Video Handouts  Clinical skills lab	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
	<b>Height and Weight</b> a. Accurately measure a height and weight. b. Utilize a stand-up scale. c. Record the height and weight. d. Utilize a height and weight chart to determine normal height and weight ratio.	Lecture Demonstration  Clinical skills lab	a. Procedure for measuring height and weight. b. Use of a stand-up scale. c. Recording height and weight. d. Pediatric height and weight chart.	Return demonstration

**Total hours for Module 3 = 6 hours**

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**Module 4: Acute and Chronic Illness**

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

Time Frame	Objectives	Instructional Methods	Content Outline	Evaluation
<p><b>Module 4</b> <b>4.5 hours</b></p>	<p><b>Acute and Chronic Illness</b></p> <ol style="list-style-type: none"> <li>List examples of acute and chronic illnesses.</li> <li>State the role of the CNA/school health assistant in care of students with acute and chronic illnesses.</li> <li>State the role of the school health assistant in assisting students with acute and chronic health needs.</li> <li>State when to alert the school nurse.</li> </ol>	<p>Lecture Discussion Scenarios Role plays</p>	<ol style="list-style-type: none"> <li>Acute Illnesses:               <ul style="list-style-type: none"> <li>• Viral illnesses</li> <li>• Rashes</li> <li>• Gastrointestinal - nausea and vomiting, diarrhea, stomachache</li> <li>• Earache</li> <li>• Headache</li> <li>• Toothache</li> <li>• Menstrual complaints</li> </ul> </li> <li>Chronic Illnesses:               <ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Asthma and allergy</li> <li>• Seizure disorders</li> <li>• Cancer</li> <li>• ADHD</li> <li>• Sickle cell disease</li> <li>• HIV/AIDS</li> <li>• Emotional/behavioral disorders</li> <li>• Depression/suicide ideation</li> <li>• Eating disorders</li> <li>• Handicapping conditions</li> <li>• Heart disease</li> <li>• Other pediatric/childhood chronic diseases</li> </ul> </li> <li>Role of the CNA/school health assistant:               <ul style="list-style-type: none"> <li>• Alerting the school nurse</li> </ul> </li> </ol>	<p>Analyses of scenarios and role plays</p> <p>Quiz – Passing rate is 80%</p>

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**Module 4: Immunizations**

**Goal: Provide an overview of immunizations for school.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 4 1.5 hours</b>	<p><b>Immunizations</b></p> <p>a. Describe the legal requirements for immunizations.</p> <p>b. State local system role for the CNA/school health assistant in immunization tracking and documentation.</p>	<p>Lecture</p> <p>Demonstration</p>	<p>a. Immunization requirements for school entry.</p> <p>b. Role of the CNA/school health assistant in tracking and documenting immunizations per local school system.</p> <p>c. Reporting procedures for students out of compliance with immunizations.</p>	<p>Return demonstration</p>

**Module 4: Records Management/Documentation (Note: Each local school health services program will use documentation specific to their local school system)**

**Goal: Provide an overview of and practice school health documentation.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 4 4.0 hours</b>	<p><b>Records Management/Documentation</b></p> <p>a. List sources for obtaining student data and information.</p> <p>b. Explain difference between subjective and objective data.</p> <p>c. Identify and apply basic observational, recording, and reporting skills.</p> <p>d. Identify forms included in student health record.</p> <p>e. Accurately complete documentation on health room forms.</p> <p>f. List legal requirements for documentation and records maintenance.</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Handouts</p> <p>Skills lab</p>	<p>a. Student data and information.</p> <p>b. Subjective and objective data.</p> <p>c. Observing, recording, reporting student response, physical condition, etc.</p> <p>d. Local school system forms for student health record.</p> <p>e. Documentation:</p> <ul style="list-style-type: none"> <li>• Legal requirements</li> <li>• Parameters</li> </ul> <p>f. Records maintenance:</p> <ul style="list-style-type: none"> <li>• Legal requirements</li> <li>• Confidentiality</li> </ul>	<p>Return demonstration</p> <p>Quiz – passing rate is 80%</p>

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**Module 4: Records Management /Documentation (continued)**

**Goal: Provide an overview and practice of school health documentation.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 4 2.0 hours</b>	<b>Health Room Management</b> a. Awareness of federal, state, and local responsibility related to clean and safe environment. b. List procedure for ordering and maintaining supplies. c. Maintain and store orderly records. d. Maintain and securely store medications.	Lecture Discussion	a. Health and safety standards pertaining to school health room. b. Ordering and maintaining adequate supplies. c. Security storage of medications and records.	Quiz – passing rate is 80%

**Module 4: Screening Procedures**

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

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 4 4.0 hours</b>	<b>Screening Programs/Procedures</b> a. State the role of the CNA/school health assistant in the screening programs. b. List ways to organize mass screenings. c. State and explain procedures for use of audiometer and vision chart/vision screening equipment.	Lecture Demonstration Handouts Skills lab Video	a. Role of the CNA/school health assistant in screening. b. Screening programs and screening technicians. c. Organization of mass screenings. d. Vision screening. e. Hearing screening. f. Optional school screenings (e.g., dental, scoliosis). g. Referral procedures for hearing, vision, and other optional screenings.	Return demonstration Practice with audiometer and vision screening charts/equipment

**Initial CNA Training and Orientation Program: School Health Setting**

**Module 4: Communicable Diseases, Pediculosis, and other Infestations/Safety and Emergency Response**

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

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 4 2.0 hours</b>	Communicable Diseases, Pediculosis, and other Infestations a. Awareness of the Maryland Communicable Diseases Summary: A Guide for School Health Services Personnel, Child Care Providers, and Youth Camps. b. State the procedure for alerting the school nurse to reportable and nonreportable communicable diseases. c. State the local school health program policy on pediculosis (head lice).	Lecture Demonstration Handouts Skills lab Video	a. Maryland communicable disease list/document: <ul style="list-style-type: none"> <li>• Reportable</li> <li>• Nonreportable</li> <li>• Alerting the school nurse</li> </ul> b. Characteristics of pediculosis (head lice). c. Local school system policy on head lice. d. Head lice checks.	Return demonstration Practice head lice check

**Total hours for Module 4 = 18 hours**

**Initial CNA Training and Orientation Program: School Health Setting**

**Module 5: Hygiene, Elimination, and Treatments**

**Goal: Promote cleanliness, provide treatments, and assist with toileting needs of students.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 5</b> <b>5.0 hours</b>	<p><b>Hygiene and Elimination</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate basic care for external urinary catheters.</li> <li>b. Demonstrate assisting student with toileting.</li> <li>c. Perform or assist student with personal grooming and hygiene.</li> <li>d. Demonstrate bed/cot making.</li> </ul>	Lecture Demonstration	<ul style="list-style-type: none"> <li>a. Bowel and bladder programs.</li> <li>b. Assistive devices for toileting, e.g., catheters, ostomies, etc.</li> <li>c. Diapering and perineal care for continent and incontinent students.</li> <li>d. Basic skin care.</li> <li>e. Oral care.</li> <li>f. Hearing aids and eyeglasses.</li> <li>g. Bed/cot making.</li> </ul>	Return demonstration
	<p><b>Treatments</b></p> <ul style="list-style-type: none"> <li>a. Perform nonsterile wound care.</li> <li>b. List interventions to assist student with nutritional needs.</li> </ul>	Lecture Demonstration	<ul style="list-style-type: none"> <li>a. Nonsterile wound care.</li> <li>b. Cast care.</li> <li>c. Assisting students in meeting nutritional needs.</li> <li>d. Blood glucose monitoring as delegated by school nurse.</li> </ul>	Return demonstration
<b>Module 5</b> <b>1.0 hour</b>	<p><b>Safety and Emergency Response</b></p> <ul style="list-style-type: none"> <li>a. State the role for the CNA/school health assistant in crises.</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>a. School crises (e.g., fire, weather disasters, shooting, bomb threats, etc.).</li> <li>b. Role of CNA/school health assistant in crises.</li> </ul>	Return demonstration

**Initial CNA Training and Orientation Program: School Health Setting**

**Module 5: Body Mechanics, Mobility, and Positioning**

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

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Module 5 4.0 hours</b>	<b>Body Mechanics, Mobility, and Positioning</b> a. Describe principles of body alignment. b. Handle adaptive equipment safely. c. Demonstrate transfer techniques. d. List interventions for maintaining skin integrity.	Lecture Demonstration Skills lab	a. Principles of body alignment. b. Adaptive equipment: • Crutches • Wheelchairs • Posture boards c. Transfer techniques. d. Toileting (wheelchair). e. Positioning (wheelchair). f. Posturing (standing, sitting, lying).	Return demonstration
<b>Module 5 2.0 hours</b>	Review final exam topics	Discussion Small group work	a. Review objectives from the course. b. Review topics from each day.	

**Total hours for Module 5 = 12 hours**

**Final Exam**

**Goal: Measure participant's ability to meet the grading criteria.**

<b>Time Frame</b>	<b>Objectives</b>	<b>Instructional Methods</b>	<b>Content Outline</b>	<b>Evaluation</b>
<b>Final Exam 4.0 hours</b>	<b>Final Exam</b> a. Meet grading criteria of 80%.	Written exam Skills lab observation	Didactic and clinical content	Final exam

The 40-hour clinical component of the Nursing Assistant Certification Training Program for School Health will be completed in each local school system 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.

## **CLINICAL SETTING EXPERIENCES – OBJECTIVES AND PERFORMANCE INDICATORS**

### **1. The Role of the CNA in School Health (2 hours)**

#### **Objectives:**

The CNA student will be able to:

1. Function in a health care environment utilizing professional standards of conduct.
2. Identify the CNA's role in relation to the school health care program.
3. Identify the CNA's role in the performance of delegated nursing functions.
4. Individualize care to meet the needs of the student.

#### **Performance Indicators:**

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

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

## **Initial CNA Training and Orientation Program: School Health Setting**

### **2. Infection Control (2.5 hours)**

#### **Objective:**

The CNA student will be able to:

1. Demonstrate the use of infection control techniques.

#### **Performance Indicators:**

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Describe the principles of infection control/universal precautions.
2. Apply the principles of medical asepsis.
3. Use standard and transmission-based precautions.
4. Consistently use appropriate hand-washing techniques.
5. Identify different methods for cleaning and sanitizing furniture and equipment.
6. Clean and sanitize routinely used furniture and equipment (i.e., cots).
7. Define standard precautions for bloodborne pathogens and explain school health assistant role in complying with the precautions.

### **3. Safety and Environment/Emergency Response (2 hours)**

#### **Objective:**

The CNA student will be able to:

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

## **Initial CNA Training and Orientation Program: School Health Setting**

### **Performance Indicators:**

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Identify situations that require calling for emergency assistance.
2. Describe procedure/s for calling for emergency assistance.
3. Identify, respond to, and report sources of hazard and potential hazard in the environment (broken equipment, water on the floor, torn carpet, etc.).
4. Identify, respond to, and/or report environmental factors that interfere with the student's well-being (noise, temperature, etc.).
5. Identify the purpose of incident reports and the nursing assistant's role in providing information to complete them.
6. Use correct body mechanics.
7. Identify procedures for emergency response to environmental emergencies (fire, weather emergencies, crowning, shootings, bomb threats, fumes).
8. Identify role of nursing assistant in local school system's/school's crisis response plan.

### **4. Direct Patient Care Techniques, Mobility, and Positioning (4 hours)**

#### **Objectives:**

The CNA student will be able to:

1. Position and transfer students.
2. Assist the student with ambulation.
3. Perform range of motion exercises as delegated by Physical Therapist.

## Initial CNA Training and Orientation Program: School Health Setting

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Apply principles of proper body alignment when positioning students.
2. Position the student in wheelchairs for student comfort, care, and safety.
3. Reposition student for comfort and safety.
4. Position student to promote optimal skin integrity.
5. Transfer students from bed/cot, to and from stretcher/chair/toilet.
6. Use assistive devices when transferring and/or positioning clients, as appropriate.
7. Physically support the client during ambulation.
8. Use mechanical and supportive devices to assist the student with, walker, crutches, gait belt, prostheses, etc., as appropriate.

\*Note: The CNA student may receive training onsite with the school's Physical Therapist regarding body mechanics, mobility, and positioning.

### 5. Elimination (1 hour)

#### Objectives:

The CNA student will be able to:

1. Assist the student with toileting.
2. Demonstrate basic care for external urinary catheters.

## Initial CNA Training and Orientation Program: School Health Setting

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

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

### 6. Hygiene and Grooming (1 hour)

#### Objective:

The CNA student will be able to:

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

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

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

## Initial CNA Training and Orientation Program: School Health Setting

### 7. Treatments (2 hours)

#### Objectives:

The CNA student will be able to:

1. Perform selected treatments on a variety of students.
2. Assist students to meet nutritional needs.

#### Performance Indicators:

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Provide non-sterile wound care, which may include non-sterile dressing change.
2. Provide cast care.
3. Identify client's need for assistance with meals, snacks, and fluid, and provide required assistance and diet.
4. Provide supervision of students' glucose monitoring as delegated.

### 8. Data Collection (12 hours)

#### Objectives:

The CNA student will be able to:

1. Obtain vital signs on a variety of students and staff and report the results.
2. Obtain the height and weight of a variety of students and record and report the results.

## Initial CNA Training and Orientation Program: School Health Setting

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Take radial pulse by palpation.
2. Manually take blood pressure using the One-Step Blood Pressure method.
3. Count respirations.
4. Use appropriate thermometer to take temperature by mouth, ear, and axilla.
5. Measure height.
6. Measure weight.
7. Record peak flow monitoring results.

### 9. Communication, Observing, Recording, and Reporting (1.0 hours)

#### Objective:

The CNA student will be able to:

1. Identify and apply basic observational, recording, and reporting skills.

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Demonstrate understanding of legal requirements of documentation and confidentiality, i.e., FERPA and HIPAA.
2. Identify and collect observational data/information.
3. Differentiate between subjective and objective observations.
4. List sources for obtaining data/information.
5. Identify various techniques for recording and reporting.

## Initial CNA Training and Orientation Program: School Health Setting

6. Observe, record and report:
  - a. Student response to care and treatment provided.
  - b. Student physical condition, emotional state and/or behavior patterns.
  - c. Student's refusal/non-compliance with treatment or care.
  - d. Statistics collection as appropriate.
  - e. Communication with parent/guardian/school staff.
  - f. Student disposition.
7. Maintain confidential student records.
8. Understand the importance of legal and ethical considerations in the school health setting.

### 10. Interpersonal Relations (1.0 hour)

#### Objectives:

The CNA student will be able to:

1. Apply interpersonal relationship skills in the school health workplace.
2. Use effective communication techniques to promote the student's well-being.
3. Describe effective communication techniques to cope with difficult behaviors and implement de-escalation techniques including use of motivational interviewing skills.

#### Performance Indicators:

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Identify verbal and nonverbal communication techniques and barriers to communication.
2. Identify ways to establish positive relationships with students and families.
3. Introduce self and role to students, staff, and families.
4. Describe the effect of illness and other stress on the student's feelings and behavior.
5. Identify verbal and nonverbal indicators of the student's emotional state.
6. Identify ways to adjust approach to accommodate student's emotional needs.

## **Initial CNA Training and Orientation Program: School Health Setting**

7. Identify and manage personal feelings in response to students and families.
8. Describe approaches to communicating with students with special needs, including but not limited to, cognitive, sensory, and cultural differences, impairments, language and cultural differences at any developmental level.
9. Explain interventions to the student before and during care.
10. Treat all students/families non-judgmentally.
11. Demonstrate professional and confidential telephone communication with parents and care providers.
12. Incorporate motivational interviewing skills in communication with students, parents, care providers, and school staff.

### **11. Legal and Ethical Issues (1.5 hours)**

#### **Objective:**

The CNA student will be able to:

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

#### **Performance Indicators:**

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Identify and respond appropriately to potential ethical dilemmas.
2. Identify and report potential indicators of abuse and neglect.
3. List student's rights and responsibilities, including, but not limited to, inclusion, religious observance, etc.
4. Describe the purpose and importance of maintaining student confidentiality.
5. Provide for student privacy.
6. Explain key elements of the Maryland Minor Consent Law.
7. Describe importance of obtaining parent/guardian permission for interventions/care.
8. Understand the importance of legal and ethical considerations in the school health setting.

## Initial CNA Training and Orientation Program: School Health Setting

### 12. Communicable Disease Prevention (2.0 hours)

#### Objective:

The CNA student will be able to:

1. Describe strategies to prevent and control communicable diseases.

#### Performance Indicators:

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

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

### 13. Screening Activities (4.0 hours)

#### Objective:

The CNA student will be able to:

1. Describe required screenings of students.

## Initial CNA Training and Orientation Program: School Health Setting

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Identify the screenings that are required in school and their role, if any, in the following screenings:
  - a. Vision screening
  - b. Hearing screening
2. Describe cause of head lice infestation and prevention measures.
3. Perform head lice screening.

### 14. Health Room Management (2.0 hours)

#### Objective:

The CNA student will be able to:

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

### Performance Indicators:

#### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Describe CNA's role in:
  - a. Maintaining and ordering adequate supplies
  - b. Managing, storing, and securing records
  - c. Securing and storing medications
  - d. Identifying strategies to maintain order in health room

## Initial CNA Training and Orientation Program: School Health Setting

### 15. Immunizations (2.0 hours)

#### Objective:

The CNA student will be able to:

1. Describe the legal requirements of immunizations.

#### Performance Indicators:

##### Proficiency Level

The CNA student will be able to demonstrate the ability to:

1. Provide for student record privacy.
2. Track and document immunizations.
3. Identify required immunizations for school entry.
4. Describe reporting procedure for student out of compliance with immunizations.
5. Transcribe immunizations on the Maryland Department of Health Form 896 (MDH 896) correctly, if appropriate.

**Total hours = 40**

**Initial CNA Training and Orientation Program: School Health Setting**

<b>Core Knowledge and Skill</b>	<b>Elements</b>				
Basic anatomy and physiology	<ul style="list-style-type: none"> <li>• Name and location of major body parts and organs</li> <li>• List body systems and their primary functions</li> </ul>				
Basic human need/hierarchies	<ul style="list-style-type: none"> <li>• Identify hierarchies of basic human needs</li> </ul>				
Life span growth and development	<ul style="list-style-type: none"> <li>• Identify the developmental stages of childhood and adolescence</li> </ul>				
Medical terminology/abbreviations	<ul style="list-style-type: none"> <li>• Identify commonly used medical terms and abbreviations</li> </ul>				
Measurements	<ul style="list-style-type: none"> <li>• Units</li> <li>• Volumes</li> <li>• Conversions</li> </ul>				
Basic math	<ul style="list-style-type: none"> <li>• Add/Subtract</li> <li>• Multiply/Divide</li> </ul>				
Activities of Daily Living (ADLs)	<ul style="list-style-type: none"> <li>• Definition of ADLs</li> </ul>				
Basic understanding of disease process and acute versus chronic childhood illnesses	<ul style="list-style-type: none"> <li>• Recognize how illnesses in the body system and/or disabilities may affect the health care needs of a student</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Acute Illnesses</th> <th style="width: 50%;">Chronic Illnesses</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>○ Viral illnesses</li> <li>○ Rashes</li> <li>○ Gastrointestinal - e.g., nausea and vomiting; diarrhea, stomachache</li> <li>○ Earache</li> <li>○ Headache</li> <li>○ Toothache</li> <li>○ Menstrual complaints</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>○ Diabetes</li> <li>○ Asthma and allergy</li> <li>○ Seizure disorders</li> <li>○ Cancer</li> <li>○ Attention Deficit/Hyperactivity Disorder (ADHD)</li> <li>○ Sickle cell disease</li> <li>○ HIV/AIDS</li> <li>○ Emotional/behavioral disorders</li> <li>○ Depression/suicide ideation</li> <li>○ Eating disorders</li> <li>○ Handicapping conditions</li> <li>○ Heart disease</li> <li>○ Other pediatric/childhood chronic diseases</li> </ul> </td> </tr> </tbody> </table>	Acute Illnesses	Chronic Illnesses	<ul style="list-style-type: none"> <li>○ Viral illnesses</li> <li>○ Rashes</li> <li>○ Gastrointestinal - e.g., nausea and vomiting; diarrhea, stomachache</li> <li>○ Earache</li> <li>○ Headache</li> <li>○ Toothache</li> <li>○ Menstrual complaints</li> </ul>	<ul style="list-style-type: none"> <li>○ Diabetes</li> <li>○ Asthma and allergy</li> <li>○ Seizure disorders</li> <li>○ Cancer</li> <li>○ Attention Deficit/Hyperactivity Disorder (ADHD)</li> <li>○ Sickle cell disease</li> <li>○ HIV/AIDS</li> <li>○ Emotional/behavioral disorders</li> <li>○ Depression/suicide ideation</li> <li>○ Eating disorders</li> <li>○ Handicapping conditions</li> <li>○ Heart disease</li> <li>○ Other pediatric/childhood chronic diseases</li> </ul>
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**Initial CNA Training and Orientation Program: School Health Setting**

<b>Core Knowledge and Skills - Additional Required Training</b>	<b>Elements</b>
Completion of 20-hour MBON-approved School Health Certified Medication Technician training	<ul style="list-style-type: none"> <li>• See training manual</li> </ul>
Completion of basic first aid course	<ul style="list-style-type: none"> <li>• Injury care and prevention</li> </ul>
Basic Life Support (BLS) – American Red Cross (or equivalent) training includes adult and pediatric Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training	<ul style="list-style-type: none"> <li>• Emergency response techniques including obstructed airway and use of AED</li> </ul>

<b>Core Knowledge and Skill</b>	<b>Elements</b>
Child abuse prevention	<ul style="list-style-type: none"> <li>• Required school training Statute: Maryland Family Law Code, Title 5, Subtitle 7 Code of Maryland Regulations (COMAR): COMAR 13A.15.07.02 COMAR 13A.15.01.02</li> </ul>
Bullying and harassment training	<ul style="list-style-type: none"> <li>• Required school training Annotated Code of Maryland, Education Article Section §7-424 – Reporting Incidents of Harassment and Intimidation Against Students</li> </ul>
Bloodborne pathogen training	<ul style="list-style-type: none"> <li>• Required school training – federal law and state Regulations Federal Occupational Safety and Health Administration (OSHA) Maryland Occupational Safety and Health Regulation (MOSH) under Code of Maryland Regulations (COMAR) 09.12.31, J-1. Part 1910 of Title 29 of the Code of Federal Regulations (29 CFR 1910.1030)</li> </ul>
Cultural diversity	<ul style="list-style-type: none"> <li>• Per local school system</li> </ul>

## Initial CNA Training and Orientation Program: School Health Setting

### Maryland Skills Listing

1. Hand hygiene
2. Measures and records weight of ambulatory client
3. Provides oral hygiene
4. Dresses client with affected right arm
5. Transfers client from bed to wheelchair
6. Assists client to ambulate
7. Cleans and stores dentures
8. Performs passive range of motion (ROM) for one shoulder
9. Performs passive range of motion (ROM) for one knee and one ankle
10. Measures and records urinary output
11. Assist client with use of bedpan
12. Provides perineal care for incontinent client
13. Provides catheter care (not tested)
14. Takes and records oral temperature
15. Takes and records radial pulse, and counts and records respirations
16. Takes and records client's blood pressure (one-step procedure)
17. Takes and records client's blood pressure (two-step procedure) (not tested)
18. Puts one knee-high elastic stocking on client
19. Makes an occupied bed
20. Provides foot care
21. Provides fingernail care
22. Feeds client who cannot feed self
23. Positions client on side
24. Gives modified bed bath (face and one arm, hand and underarm)
25. Shampoos client's hair in bed (not tested)

**APPENDIX 1:  
TRAINING AND ORIENTATION FOR EXISTING CNA  
STATUS - OTHER CATEGORIES ELIGIBILITY TO  
APPLY FOR THE CNA - SCHOOL HEALTH STATUS**

## Initial CNA Training and Orientation Program: School Health Setting

### INTRODUCTION

In compliance with the Maryland Nurse Practice Act, COMAR 10.39.01.09C *School Health*, this document addresses specific training guidelines for the certified nursing assistant (CNA) in the school health services setting given the individual **already possesses a CNA certification from the Maryland Board of Nursing**.

The attached document includes the learning objectives and performance indicators that shall form the basis of curriculum development for the CNA in the school health services setting and prepare individuals to work in a school setting. In planning the curriculum and training program, the following should be considered:

- ❑ 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 Cardiopulmonary Resuscitation (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 CNA. The 93-hour course includes the following minimum components:

- ❑ Basic First Aid Course (3 hours)
- ❑ Pediatric and Adult CPR (4 hours)
- ❑ School Health Medication Technician Training (20 hours)
- ❑ Didactic Classroom Instruction - required learning objectives and performance indicators (24.5 hours)
- ❑ Didactic Classroom Review and Final Exam (1.5 hours)
- ❑ Clinical Observation by the School Nurse – application of all required learning in the school setting (40 hours)

## **Initial CNA Training and Orientation Program: School Health Setting**

The course grade is based on successful completion of several learning modules. The theoretical knowledge will be evaluated in a comprehensive final exam with a passing grade of 80% and above.

### **THE ROLE OF THE CNA IN SCHOOL HEALTH (2 HOURS)**

#### **Objectives:**

The CNA will be able to:

1. Function in a school health care environment utilizing professional standards of conduct.
2. Identify the CNA's role in relation to the school health care program, especially in relation to the performance of delegated nursing functions.
3. Individualize care to meet the needs of the student.

#### **Performance Indicators - Proficient:**

The CNA will be able to demonstrate the ability to:

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

## Initial CNA Training and Orientation Program: School Health Setting

### INFECTION CONTROL (1.5 HOURS)

#### Objective:

The CNA will be able to:

1. Demonstrate the use of infection control techniques.

#### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Describe the principles of infection control/universal precautions.
2. Apply the principles of medical asepsis.
3. Use standard and transmission-based precautions.
4. Consistently use appropriate hand-washing techniques.
5. Identify different methods for cleaning and sanitizing furniture and equipment.
6. Clean and sanitize routinely used furniture and equipment (e.g., cots).
7. Define standard precautions for bloodborne pathogens and explain school health assistant role in complying with the precautions.

### SAFETY AND ENVIRONMENT/EMERGENCY RESPONSE (1.5 HOURS)

#### Objective:

The CNA will be able to:

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

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### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Identify situations that require calling for emergency assistance.
2. Describe procedure/s for calling for emergency assistance.
3. Identify, respond to, and report sources of hazard and potential hazard in the environment (e.g., broken equipment, water on the floor, torn carpet, etc.).
4. Identify, respond to, and/or report environmental factors that interfere with the student's well-being (e.g., noise, temperature, etc.).
5. Identify the purpose of incident reports and the nursing assistant's role in providing information to complete them.
6. Use correct body mechanics.
7. Identify procedures for emergency response to environmental emergencies (e.g., fire, weather, fumes).
8. Identify role in active shooter situations and bomb threats.
9. Identify role of nursing assistant in local school system's/school's crisis response plan.

## DIRECT PATIENT CARE TECHNIQUES, MOBILITY AND POSITIONING (0.5 HOURS)

### Objectives:

The CNA will be able to:

1. Position and transfer students.
2. Assist the student with ambulation.
3. Perform range of motion exercises as delegated by Physical Therapist.

### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Apply principles of proper body alignment when positioning students.
2. Position the student in wheelchairs for student comfort, care, and safety.
3. Reposition student for comfort and safety.

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4. Position student to promote optimal skin integrity.
5. Transfer students from bed/cot, to and from stretcher/chair/toilet.
6. Physically support the client during ambulation.
7. Use assistive devices when transferring and/or positioning clients as appropriate.

### **ELIMINATION (0.25 HOURS)**

#### **Objectives:**

The CNA will be able to:

1. Assist the student with toileting.
2. Demonstrate basic care for external urinary catheters.

#### **Performance Indicators - Proficient:**

The CNA will be able to demonstrate the ability to:

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

### **HYGIENE AND GROOMING (0.25 HOURS)**

#### **Objective:**

The CNA will be able to:

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

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### **Performance Indicators - Proficient:**

The CNA will be able to demonstrate the ability to:

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

### **TREATMENTS (2 HOURS)**

#### **Objectives:**

The CNA will be able to:

1. Perform selected treatments on a variety of students.
2. Assist students to meet nutritional needs.

### **Performance Indicators - Proficient:**

The CNA will be able to demonstrate the ability to:

1. Provide non-sterile wound care, which may include non-sterile dressing change.
2. Provide cast care.
3. Identify client's need for assistance with meals, snacks, and fluid, and provide required assistance and diet monitoring (may include gastrostomy feeding tubes if delegated).
4. Provide supervision of students' glucose monitoring as delegated.

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### DATA COLLECTION (1 HOUR)

#### Objectives:

The CNA will be able to:

1. Obtain vital signs on a variety of students and staff and report the results.
2. Obtain the height and weight of a variety of students and record and report the results.

#### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Take radial pulse by palpation.
2. Manually take blood pressure using the One-Step Blood Pressure method.
3. Count respirations.
4. Use appropriate thermometer to take temperature by mouth, ear, and axilla.
5. Measure height.
6. Measure weight.
7. Record peak flow monitoring results.

### COMMUNICATION (1 HOUR)

#### Objective:

The CNA will be able to:

1. Identify and apply basic observational, recording and reporting skills.
2. Use effective communication techniques to promote the student's well-being.
3. Use effective communication techniques to accommodate the student.

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### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Understand the legal requirements of documentation and confidentiality.
2. Identify and collect observational data/information.
3. Differentiate between subjective and objective observations.
4. List sources for obtaining data/information.
5. Identify various techniques for recording and reporting.
6. Observe, record and report:
  - a. Student response to care and treatment provided.
  - b. Student physical condition, emotional state and/or behavior patterns.
  - c. Student's refusal/non-compliance with treatment or care.
  - d. Statistics collection as appropriate.
  - e. Communication with parent/guardian/school staff.
  - f. Student disposition.
  - g. Maintain confidential student records.
7. Use effective communication techniques to promote the student's well-being.

### INTERPERSONAL RELATIONS (1 HOUR)

#### Objectives:

The CNA will be able to:

1. Apply interpersonal relationship skills in the school health workplace.
2. Use effective communication techniques to promote the student's well-being.
3. Describe effective communication techniques to cope with difficult behaviors and implement de-escalation techniques including use of motivational interviewing skills.

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### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

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

## LEGAL AND ETHICAL ISSUES (1 HOUR)

### Objective:

The CNA will be able to:

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

### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Identify and respond appropriately to potential ethical dilemmas.
2. Identify and report potential indicators of abuse and neglect.
3. List student's rights and responsibilities, including, but not limited to, inclusion, etc.
4. Describe the purpose and importance of maintaining student confidentiality.

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5. Provide for student privacy.
6. Explain key elements of the Maryland Minor Consent Law.
7. Describe importance of obtaining parent/guardian permission for interventions/care.

### **COMMUNICABLE DISEASE PREVENTION (1 HOUR)**

#### **Objective:**

The CNA will be able to:

1. Describe strategies to prevent and control communicable diseases.

#### **Performance Indicators - Proficient:**

The CNA will be able to demonstrate the ability to:

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

### **SCREENING ACTIVITIES (0.5 HOURS)**

#### **Objective:**

The CNA will be able to:

1. Describe required screenings of students.
2. Provide head lice screening.

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### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Identify the screenings that are required in school and their role, if any, in the following screenings:
  - a. Vision screening
  - b. Hearing screening
2. Describe cause of head lice infestation and prevention measures.
3. Perform head lice screening.

## HEALTH ROOM AND RECORD MANAGEMENT (2 HOURS)

### Objective:

The CNA will be able to:

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

### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Describe CNA's role in:
  - a. Maintaining and ordering adequate supplies
  - b. Managing, storing, and securing records
  - c. Securing and storing medications
  - d. Identifying strategies to maintain order in health room

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### IMMUNIZATIONS (2 HOURS)

#### Objective:

The CNA will be able to:

1. Identify and understand the vaccine requirements for children enrolled in preschool programs and schools.
2. Discuss role in complying with state immunization requirements.

#### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Locate and identify state immunization requirements for school entry.
2. Correctly complete the state immunization certificate (MDH Form 896).
3. Describe state regulations concerning lead testing.

### GROWTH AND DEVELOPMENT (2 HOURS)

#### Objective:

The CNA will be able to:

1. Understand basic principles of growth and development.
2. Discuss the nutritional needs of the student in various stages of growth.

#### Performance Indicators - Proficient:

The CNA will be able to demonstrate the ability to:

1. Define growth and development.
2. List principles of growth and development.
3. Identify hierarchy of needs.

## **ACUTE AND CHRONIC CHILDHOOD ILLNESS (5 HOURS)**

### **Objectives:**

The CNA will be able to:

1. Describe disease processes.
2. Identify acute versus chronic childhood illnesses.

### **Performance Indicators - Proficient:**

The CNA will be able to demonstrate the ability to:

1. Recognize how illness in a main body system and/or disability may affect the needs or care of a student for the following:
  - a. Acute illnesses:
    - i. Viral illnesses
    - ii. Rashes
    - iii. Gastrointestinal – e.g., nausea and vomiting, diarrhea, stomachache
    - iv. Earache
    - v. Headache
    - vi. Tooth pain
    - vii. Menstrual cramps
  - b. Chronic illnesses
    - i. Diabetes
    - ii. Asthma and allergy
    - iii. Seizure disorders
    - iv. Cancer
    - v. Attention-Deficit/Hyperactivity Disorder (ADHD)
    - vi. Sickle cell disease
    - vii. HIV/AIDS
    - viii. Emotional/behavioral disorders
    - ix. Depression/suicide ideation

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- x. Eating disorders
- xi. Handicapping conditions
- xii. Heart disease
- xiii. Other pediatric/childhood chronic diseases

## Initial CNA Training and Orientation Program: School Health Setting

### REFERENCES

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2. BLS for Healthcare Providers Website: <https://www.redcross.org/take-a-class/bls-training/bls-for-healthcare-providers>
3. School Health Certified Medication Technician (CMT) Training-Maryland Board of Nursing (MBON) Approved School Health Services and Juvenile Services Training Program\*
4. Developmental Stages and Transitions Website: <https://www.registerednursing.org/nclex/developmental-stages-transitions/>
5. Healthychildren.org - Ages and Stages Website: <https://www.healthychildren.org/English/ages-stages/Pages/default.aspx>
6. Family Educational Rights and Privacy Act (FERPA), United States Department of Education Website: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
7. Health Insurance Portability and Accountability (HIPAA): Summary of the HIPPA Privacy Rule Website: <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>
8. Maryland Board of Nursing Website: <https://mbon.maryland.gov/Pages/nurse-practice-act.aspx>
  - Annotated Code of Maryland (Health Occupations Article, Title 8. Nurses)
  - Code of Maryland Regulations (COMAR) Title 10, Subtitle 27 and Title 10, Subtitle 39

*Note: The Nurse Practice Act and Regulations can be purchased at the Division of State Documents. Order forms are available online at <http://www.dsd.state.md.us/PDF/DHMHBooklets.pdf> or call 410-260-3876.*
9. Maryland State Department of Education, Division of Student Support, Academic Enrichment, and Educational Policy, Student Services and Strategic Planning Branch Website: <http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/index.aspx>

## **Initial CNA Training and Orientation Program: School Health Setting**

**\*Note:** The local school health services programs use a variety of service delivery models to provide adequate school health services in the local public schools. The local school health services teams may consist of a combination of the following team members:

- Registered Nurse/School Nurse in every school every day;
- Registered Nurse and Licensed Practical Nurse;
- Registered Nurse and Certified Nursing Assistant (CNA);
- Registered Nurse, Certified Medication Technician (CMT); or
- Registered Nurse and Certified Nursing Assistant (CNA)/Certified Medication Technician (CMT).

Thus, the topic of CMT and reference to CMT is included with the renewal application because many of the local school health services programs may provide training for the unlicensed individuals to become a CNA and a CMT based on the staffing model/service delivery model. In the school health services programs who use the CMT/CNA model, the trainings occur at separate times and generally the CMT training may occur first and then the CNA training will begin after the CMT training is completed.