

**College of DuPage**

**Certified Nursing Assistant Training**

**Program Student Handbook**

**Spring 2024 through Spring 2025**

**Program Approval**

The Certified Nursing Assistant Training Programs at College of DuPage are approved by the Illinois Department of Public Health, 535 West Jefferson Street, Springfield, Illinois 62761 (217) 782-4977. The program prepares a graduate to be eligible to take the Illinois state competency exam for certification as a nursing assistant (CNA) with recognition on the Illinois Healthcare Worker Registry.

# Certified Nursing Assistant Training Program STUDENT HANDBOOK

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## Handbook Signature Sheet

As a student in the Certified Nursing Assistant Training Program, I understand that I must comply with the policies of the College of DuPage, the Nursing and Health Science Division and the Certified Nursing Assistant Training Program.

I understand this to include, but not be limited to,

1. Know and abide by the policies of the Certified Nursing Assistant Training Program as presented in this handbook.
2. Respect the learning environment provided at the College and the clinical sites. This includes compliance with the Health Insurance Portability and Accountability Act of 1996 ([HIPAA](#)), information technology and social media policies/guidelines.
3. Complete clinical participation activities by due date(s) noted, i.e., all health requirements.
4. Authorize confidential sharing of social security number and/or student identification number as required by clinical agency and state regulation bodies.
5. Demonstrate professional code of conduct at all times and in all settings used for student learning and participation activities (i.e., classroom, lab, clinical sites).
6. Engage as an active participant in the learning process, including coming to learning and assessment situations prepared.
7. Maintain a record of areas competent in and a plan for learning experiences needed, communicating both to faculty.
8. Assume responsibility for performance and maintenance of [ESSENTIAL FUNCTIONS](#) independently or with reasonable accommodations. This means notification to instructors of authorized accommodations needed in a timely fashion.
9. Know and abide by the College of DuPage campus guidelines.

My signature (below) acknowledges my receipt of this information, and the understanding that I am held accountable for knowing and abiding by all items noted on this list. I am aware that this is not an exhaustive list. I realize that a breach of any one of these could result in disciplinary action up to and including dismissal from the program.

Student's Name (print): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **WELCOME LETTER**

Dear Certified Nursing Assistant Student,

The faculty and staff want to welcome you to our Certified Nursing Assistant Training Program (CNATP). College of DuPage's CNATP is a great place for you to prepare for an entry-level position as a certified nurse assistant (CNA) and/or pre-enrollment education for healthcare-related programs. You will find an outstanding level of support and commitment to your Certified Nursing Assistant training and education at College of DuPage.

With our focus on a competency-based curriculum, you will need to embrace the exciting, yet demanding curriculum designed to prepare you for the challenges of nursing assistant practice. Continuous, thorough study is essential to master this program and to prepare you for safe and effective practice in the years ahead. The CNATP faculty encourages you to make full use of their support and the College's resources while on your educational journey and career path. We will share in your joy as you complete the program and hope that you will remember College of DuPage as the starting point of your professional healthcare career.

With Warm Wishes,

The Certified Nursing Assistant Training Faculty and Staff

## **Certified Nursing Assistant Training Program**

### **Course Description:**

The six-credit hour Certified Nursing Assistant Training course (i.e., NURSA 1105) includes theory, lab, and clinical learning experiences. Students will gain theoretical knowledge and basic skills essential to the practice of health care workers who assist nurses in providing person-centered care in a variety of healthcare settings. Training includes simulated practice and opportunity for clinical application to learn basic nurse assistant competencies. This course is approved by the Illinois Department of Public Health, Office of Health Regulations. Successful completion is required for application to sit for the Illinois Nurse Aide Competency written certification exam.

This Illinois Department of Public Health (IDPH) approved College of DuPage (COD) Certified Nursing Assistant Training Program fulfills the state mandated requirements and guidelines. Successful completion of the Certified Nursing Assistant Training Program (CNATP) at College of DuPage involves completing the mandatory allocated hours of theory and clinical instruction as well as demonstrating manual skills competence. For certification one must also pass the Illinois State Competency written examination.

### **Mission and Philosophy:**

The mission and philosophy of College of DuPage Certified Nursing Assistant Training Program addresses the student, the faculty, and the healthcare consumer.

#### ***Learner:***

The learner is expected to be responsible as an active participant in the learning process. Learner responsibilities include demonstrate professional conduct, communicate effectively, and acquire skills necessary for a nursing assistant in order to provide holistic care and be a qualified member of the healthcare team. The learner's experiences will be a step toward continual growth and development of the total person and will stimulate a desire and need for individual lifelong learning.

#### ***Faculty:***

The CNA instructors are nurses with additional training and certification to address the unique learning needs of nursing assistant students. The faculty are committed to applying the college's core values of HONESTY, INTEGRITY, RESPECT, and RESPONSIBILITY in preparing learners to obtain a high-quality education for a diverse workforce. The CNA instructors facilitate a meaningful learning experience for the motivated student in a suitable learning environment.

#### ***Healthcare Consumer:***

The healthcare consumer can expect that the nursing assistant learner will work within the nurse assistant scope of practice to meet care needs, promote comfort and facilitate independence with strict regard for *safety, medical asepsis* and *patient/resident rights*. The healthcare consumer can expect to be treated with dignity and respect regardless of race, gender, color, creed, disease, or disability.

**College of DuPage**  
**Nursing and Health Sciences Programs**  
**POLICY FOR PROFESSIONAL CONDUCT IN CLASSROOMS, LAB, SIMULATION, AND CLINICAL SITES**  
**Revised Spring 2023**

Socialization of students to appropriate professional conduct is a significant component of the Nursing and Health Sciences Programs of College of DuPage (the “Programs”). Students in the programs are expected and required to be reliable and competent, exercise sound judgment, act with a high degree of personal integrity, represent themselves and College of DuPage (the “College”) in a respectful manner, and observe all the rules and regulations of the clinical sites to which they are assigned. Students also have a responsibility to protect the welfare and safety of the patients/clients/residents for whom services are being provided. Students placed at clinical sites must realize the privilege of this experience, its responsibilities, and the reflection on the College and its numerous health programs. Any violation will be handled immediately so as not to affect the College’s use of the clinical site for future students.

In accordance with these expectations, when participating in laboratory exercises and /or assigned to clinical sites, students in the programs must adhere to the following Policy for Professional Conduct. This policy is in addition to the Code of Academic Conduct and Code of Student Conduct as outlined from the Dean of Students Office. This is also in addition to the College’s Policy of Student Conduct and Academic Conduct (College Policy No. 5.15).

The Policy for Professional Conduct includes, **but is not limited to**:

1. Providing competent and reliable services to patients/clients/residents using sound judgment and discretion. Students are expected to:
  - a. Be prepared for the learning environment and actively participate in appropriate ways to ensure learning of key components
  - b. Be on time
  - c. Refrain from excessive absenteeism
  - d. Remain in assigned work areas, leaving only with permission
  - e. Not leave patients unattended and/or release patients without prior approval from a qualified staff member (if applicable)
  - f. Provide care to all patients/clients/residents regardless of age, gender, gender identification, race, sexual orientation, or religion
2. Demonstrating respect and courtesy to patients/clients/residents and their families
3. Demonstrating respect and courtesy to peers/classmates, instructors, supervisors and all other members of the health care provider team in classrooms and at the site
4. Cooperating with faculty, staff and peers without insubordination
5. Providing care and/or services on a non-discriminatory basis
6. Performing only procedures and/or services authorized by supervisor(s) in accordance with accepted professional standards
7. Observing the rules and regulations of classrooms, lab, simulation, and all clinical facilities including (but not limited to):
  - a. Proper use of equipment and other property
  - b. Not removing property of clinical facilities
  - c. Not distributing, possessing, and/or being under the influence of any illegal drugs or controlled substances
  - d. Not possessing and/or being under the influence of alcohol
  - e. Complying with all current health requirements, drug testing and criminal background checking requirements
  - f. Not possessing or using any type of weapon
  - g. Comply with cell phone or other electronic device (e.g., iPod, iPad, electronic tablets, etc.) usage consistent with the policies of the classroom, lab, and clinical sites.
8. Maintaining the confidentiality of patient/client/resident information in accordance with recognized professional and institutional rules; without unauthorized release and/or misuse of patient/client information or institutional data
9. Maintaining proper dress, appearance, hygiene and decorum in accordance with the standards set by the program, clinical site, and professions
10. Complying with the ethical and professional standards set by the profession and the programs including (but not limited to):
  - a. Never taking prescription blanks or writing prescriptions
  - b. Never falsifying documents regarding student performance or the care of patients

The penalty for violating the Policy for Professional Conduct will be discipline up to and including suspension or dismissal from the program. Due to the sequential design of the curriculum in most Nursing and Health Sciences Programs, any period of suspension or dismissal may result in a delay in program completion.

If the disciplinary action is suspension or dismissal from one of the programs, the Student Violation of Professional Conduct form will be completed by the Program Coordinator and submitted to the Dean. The student may appeal that disciplinary action to the Nursing and Health Sciences Professional Conduct Review Board within 10 business days of the discipline imposed. The Student Appeal of Professional Conduct form must be submitted to the Dean in the program area (HSC 1220).

The student will not be permitted to participate in the clinical/lab portion of the programs during the appeal process. However, the student may continue with on campus courses until a final decision is rendered from the appeal process. The appeal will result in a hearing before the Nursing and Health Science Professional Conduct Review Board, comprised of faculty from other COD Nursing and Health Science Programs within 5 business days of the date the appeal is filed with the Dean. Both the student and faculty involved in the disciplinary action may make an oral presentation to the Board in addition to written comments; there is no further appeal, the decision of the Board is final. If the decision to dismiss or suspend a student from a program is upheld, no refund of tuition, fees, equipment or books will be provided. When a student is dismissed from a health program for professional misconduct, your eligibility for re-admission or admission to any other Health Science program is at the discretion of the Dean of the Nursing & Health Science Division.

All health programs require completion of current health requirements and drug testing as a condition of program participation. Drug testing (performed at the student's expense) will precede clinical experience in all cases and will be required prior to admission in some programs. Positive results on a drug screen or misrepresentation regarding drug use will lead to immediate dismissal from, or non-admittance to the particular program(s). If a student is dismissed from a Nursing and Health Science program for a positive drug test, that student must serve a suspension period of two full semesters after the semester in which they were dismissed. After serving the suspension, the student will be eligible for re-admission to the program. Program re-admission policies vary for each program, so the student should contact their respective Program Chair or consult the program handbook for additional information. Re-admission is not guaranteed.

If your drug test results in a negative dilute, you will be required to re-take the drug test (performed at the student's expense). If a student wishes to dispute the results of a positive drug test, only the original specimen will be re-tested (performed at the student's expense).

If there is probable cause, the Nursing & Health Sciences division reserves the right to conduct random drug testing at the student's expense while they are enrolled in the program.

Criminal background checks are performed at the student's expense and are required for many programs prior to admission. Positive results will be handled by individual program faculty, as per program policies.

## **ACKNOWLEDGMENT**

I acknowledge receipt of the Nursing and Health Sciences Programs Policy for Professional Conduct. I have read and understand the statement and agree to abide by the standards and rules set forth therein. I understand that failure to abide by the Policy for Professional Conduct may result in my suspension or dismissal from the program. I understand that I will not receive a refund of tuition, fees, books, supplies or equipment purchased, should I be dismissed from the program for violating this policy.

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Signature

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Date

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Print

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Program Name

## **PROGRAM INFORMATION AND POLICIES**

### **Program Outcomes and Objectives Overview**

The following program outcomes and student learning objectives for the Nursing Assistant student have been established to meet the College of DuPage Professional Conduct policies and procedures and to comply with the Illinois Department of Public Health (IDPH) requirements, including competently performing the IDPH mandated manual skills.

#### **I. Certified Nursing Assistant Training Program Outcomes**

##### **A. Performance on State Certification Exam**

The C.O.D. Certified Nursing Assistant Training Program will achieve certification pass rates at the Illinois state average or above for community college CNATPs.

##### **B. Program Completion**

The C.O.D. Certified Nursing Assistant Training Programs will have at least 90% of current students graduate from the program each term (i.e., fall, spring, and summer).

#### **II. Student Learning Outcomes**

- A. Perform as a valued member of the health care team within the approved scope of practice allowed for a nursing assistant.
- B. Demonstrate safety, medical asepsis, and awareness of patient/resident rights.
- C. Identify methods for controlling the spread of infection.
- D. Demonstrate the principles of basic human anatomy and physiology.
- E. Define medical terms and abbreviations.
- F. Compile data necessary for the health care team to make informed decisions regarding the appropriate care plan for the health care consumer.
- G. Evaluate patient's responses to the provided care.
- H. Describe the principles and role of the nurse assistant in rehabilitative and restorative care facilities.
- I. Identify the common diseases and physical changes associated with the geriatric population.
- J. List the needs of the dying patient and the role of the nurse assistant in delivering post-mortem care.
- K. Complete the Alzheimer's disease and related disorders protocol.
- L. Perform the Illinois Department of Public Health (IDPH) mandated skills for a nurse assistant.
- M. Implement holistic patient care based on the skills required by the State of Illinois for a nurse assistant.
- N. Demonstrate skills in the nursing care plan established for the patient.
- O. Perform in a manner appropriate of a nursing assistant when communicating with patients, visitors, instructors and other team members.
- P. Perform within a legal and ethical framework based on patient rights as mandated in accordance with Health Insurance portability and Accountability Act (HIPAA) policies.
- Q. Perform self-evaluation to ensure the highest level of quality patient care.



### III. Health Requirements

Students are expected to maintain their healthy status throughout their participation in the CNATP. A baseline health level is determined prior to registration.

If the status of the student's health changes after registration and before or during the CNATP, the student is required to provide a written note from the student's physician affirming the student's general ability to continue in the program. Changes of condition such as pregnancy, an auto accident, slip and fall, or other change will require a physician's note.

**The physician's note must state:**

***"I have read the [ESSENTIAL FUNCTIONS](#) document. Based on my professional opinion, the student, (Name) \_\_\_\_\_ may participate fully in all NURSA-1105 classes, labs and clinical sessions without restrictions including moving, lifting and transferring a resident/patient."***

The [ESSENTIAL FUNCTIONS](#) document details the minimal degree of physical, mental and emotional abilities required for participation in NURSA-1105.

Each student must carry a personal health insurance policy for the duration of the course. The student is responsible for his/her individual medical expenses, whether due to an injury during theory/lab or clinical or an illness requiring treatment, testing or procedure. The student is responsible for costs related to the health requirements of the college and/or health care facility in order to attend their clinical. Failure to abide by the health requirements puts the student, peers, instructors, and patients at risk; and will constitute grounds for dismissal from the program.

The requirements for this course may change at any time based on unforeseen changes in the clinical agreements, nursing department or college policy or state or federal law.

### IV. Drug Screen Policy

Due to clinical facility requirements, mandatory drug screen tests (initial, random and reasonable suspicion) with negative results will be required. Failure to abide by this requirement will constitute immediate withdrawal from the program.

### V. Access and Accommodations Statement

If you have a documented learning disability, you may be entitled to accommodations, which may help you be successful in this program. Please speak with your instructor early in the course if you have a Letter of Accommodation with an individual educational plan or would like information about help. You will also need to provide your documentation to the Center for Access and Accommodations. Every effort will be made to provide the assistance you need, but this begins with you having a conversation about your learning needs with your instructor. The information you share with your instructor will remain confidential. English as a Learned Language is not a covered challenge under the purview of this office.

[Center for Access and Accommodations | College of DuPage \(cod.edu\)](#)

**Students who qualify for written exam accommodations must contact the Program Chair prior to the end of the course in order to begin process for accommodations on the written Illinois Nurse Aide Competency Exam.**

## **VI. Criminal Background Check with Fingerprinting**

The Health Care Worker Background Check Act, passed by Illinois State legislature in 1995, states that all nursing assistants hired after January 1, 1996, are required to undergo a criminal background check.

Fingerprinting for the criminal background check must be done prior to start the class.

A student with a positive background check containing disqualifying convictions as defined by the state law will not be allowed to enter the clinical portion of this program and must drop the course. For more specific information on disqualifying convictions, please refer to [www.idph.state.il.us/nar/disconvictions.htm](http://www.idph.state.il.us/nar/disconvictions.htm)

If a student presents with an IDPH waiver for a criminal conviction, the information will be disclosed to the affiliate/liaison at the clinical site and the IDPH mandates relevant to criminal background changes for the student will be followed.

All students are expected to be fingerprinted at the College of DuPage CNA Student Orientation. Students who do not complete this requirement are not allowed to attend the first clinical and will consequently be dropped due to failure to comply with state mandated clinical requirements. For complete details about the fingerprinting, the criminal background check and related information refer to the CNA Registration Packet and the Accurate Biometrics website: [www.accuratebiometrics.com](http://www.accuratebiometrics.com)

## **VII. Student Grievance Process**

All student grievances, issues, differences of opinion are to be resolved directly with the instructor. *Following* the conversation between student and instructor, either the instructor or the student may feel the need to discuss the issue with the program coordinator. An appointment to discuss the grievance can be initiated by an email to the program coordinator. The appointment will be a joint meeting with the student, the instructor(s), the program chair and/or an academic dean.

## **VIII. Attendance Policy**

The Illinois Department of Public Health (IDPH) *mandates* that all students attend allocated hours of theory and clinical instruction as well as demonstrating manual skills competence in order to be eligible for the state certification exam. College of DuPage complies with this law and has written the program to include the prescribed number of instruction hours and break time to meet all laws regulating the program. The C.O.D. CNATP requires students to attend all instructional and clinical time as well as passing grades on all aspects of the course. Therefore, attendance at ALL theory classes and ALL clinical session is mandatory.

## Attendance Policy Definitions

**Absenteeism:** A student does not attend a *scheduled* course session. Each missed class or clinical session counts as one absence. Students risk failing the course when they are absent.

**Tardy or Late Arrival:** Arriving after the schedule start time to theory/lab **and/or** returning late from a break.

**Leaving early:** Leaving class before the instructor has dismissed everyone (counts as a technical absence).

### A. **THEORY / CLASSROOM / LAB ATTENDANCE**

All students must attend the first day of the semester, AHA BLS training, and the last day of the NURSA-1105 class. Failure to do so will result in automatic withdrawal from the program. The drug test must be completed as indicated by the Program Chair or the student will be withdrawn from the CNA program. The fingerprint background check must be performed as directed by the Program Chair and shown as eligible on the Healthcare Worker Registry prior to the second week of class or the student will be withdrawn from the CNA program.

- The student is accountable for attendance during 100% of the course hours in all parts of the course (i.e., lecture, lab, and clinical).
- All *unavoidable* absences are the student's responsibility, and the time must be made up to complete the course. Regardless of the make-up session, the student will have a recorded absence.
- **At no point will the total allowed absences exceed one (1) between classroom/lab.** If the total number of absences, technical absences, and late arrivals exceed one (1), the student will be required to withdraw from the course according to College of DuPage policy or receive a failing grade.
- **Arriving late or leaving early constitutes ½ of an absence. Examples:**
  - **2 tardies = 1 absence**
- For unavoidable absences, the student must notify the instructor ***prior to the start of the class.*** No message relayed from another student will be considered official notification.
- Material missed due to a tardy, leaving early, or an absence is the responsibility of the student.
- If the student misses a make-up appointment, it will be considered an **ABSENCE**.
- If a student misses an appointment to make up an exam, a grade of **Zero** will be given for that exam.

## **B. CLINICAL ATTENDANCE**

- Attendance is mandatory to *every* scheduled clinical session.: There are NO absences allowed on clinical days. Students who are absent on a clinical day will be withdrawn from the program and issued a failing grade. NOTE: Being tardy or leaving clinical early will be considered an absence.
- Failure to comply with mandatory health and safety requirements may constitute inability to attend clinical sessions.
- For an unavoidable absence (e.g., auto accident on the way to clinical, illness), the student must notify the instructor prior to the start of the clinical session and provide reasonable evidence for the cause of the absence.
- The clinical absence must be made-up by scheduling attendance at another clinical session prior to the end of the course. The Program Chairs will assign the student to another clinical session.
- Failure to attend the scheduled clinical make-up will result in the second clinical absence and constitute a failing grade for clinical and failure of the course.
- At no point during clinical will the student be allowed to leave the facility or the assigned floor/unit without first speaking with their instructor. Failure to inform the instructor violates Professional Conduct and will constitute an absence.

### **Incomplete Policy**

Due to IDPH regulations, there is no incomplete grade available for this class.

### **Drop / Withdrawal**

The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar) through MyAccess or in person at the Registration office, Student Services Center (SSC), Room 2221. 100% refund of tuition & fees will be granted during the first 7% of the number of calendar days in the session based on the start date of the class. 50% refund of tuition & fees will only be granted during the first 8-12% of the number of calendar days in the session based on the start date of the class. The refund dates will be rounded down. Log into myACCESS and click on My class schedule under Academic Profile to view your schedule, refund dates and withdrawal date. Simply notifying the instructor or no longer attending class does not constitute a course withdrawal. **The student MUST contact the *registration department*.** A student who has *dropped* or *withdrawn* from the Certified Nursing Assistant course will **NOT** be allowed to attend the theory or clinical portion of the class

**IX. Re-Enrollment**

Students may repeat the College of DuPage Certified Nursing Assistant Training course only one time.

**X. Refunds**

There are NO refunds for tuition, fees, books, supplies, or equipment purchased when a student is dismissed for violating any of the Policies of the College of DuPage or contained in the Certified

**XI.** Nursing Assistant Training Handbook. For exact refund information contact the Admissions Department.

**XII. Course Evaluation Criteria**

**A. Theory, Classroom and Lab Learning Experiences**

**1. Attendance and Preparedness:** The students are expected to abide by the attendance policy and be prepared for every theory, classroom, and lab learning experience.

**2. Required Supplies:**

- Textbook: Sorrentino, S. & Remmert, L. (2023). *Mosby's essentials for nursing assistants*, 7<sup>th</sup> ed. St. Louis, MO: Mosby. ISBN 9780323811149
- Workbook: Sorrentino, S. & Remmert, L. (2023). *Mosby's essentials for nursing assistants: Workbook and competency evaluation review*, 7<sup>th</sup> ed. St. Louis, MO: Mosby. ISBN 9780323811149
- Mosby's Skill videos (access code provided with textbook bundle)
- B.L.S. Healthcare Provider manual (2020) ISBN # 978-1-61669-768-6,
- Computer access, i.e. laptop, chromebook, for Blackboard, exams, assignments
- Syllabus: Available online through the Blackboard course.
- Handbook: Available online through the Blackboard course.
- College of DuPage Student ID
- Manual Blood pressure cuff (sphygmomanometer)
- Stethoscope
- B.L.S. for Health Care Providers current textbook (\*Read before C.P.R. class)
- Pen and paper; small pad of paper for clinical
- Watch with second hand
- Transfer/gait belt (available in the bookstore)
- Uniform and comfortable white, black or navy shoes worn to all class and clinical sessions

**3. Professional Conduct and Communication:**

- a. The role of the student is to assume responsibility for his/her own learning and to recognize and accept that the level of achievement is contingent upon his or her own individual ability and motivation.
- b. Each student is expected to respect each other and the instructor by acting in a manner that reflects honesty; integrity, courtesy, and responsibility per the [College of DuPage Code of Conduct and Academic Honesty](#) (Retrieved from the College of DuPage Catalog.)
- c. Students must contribute to teamwork, be receptive to instructions and accept constructive criticism.
- d. Any behavior on a student's part that makes learning difficult for himself or herself, fellow classmates, or the instructor will **not** be allowed. Such behaviors include, but are not limited to the following:
  - Coming unprepared (without required supplies or assignments completed).
  - Talking while the instructor is lecturing or presenting educational material.
  - Sleeping in class.
  - Using cell phones for non-educational purposes.
  - Engaging in any social media site during scheduled instructional time.
  - Throwing things in the class.
  - Engaging in inappropriate or argumentative behavior.
  - Bringing children into the classroom or clinical setting.
  - Using taping devices, video equipment, or translation devices.
- e. A student exhibiting behavior that hinders the learning process may be asked to leave the classroom, and the situation will be brought to the attention of the Dean and Program Coordinator.
- f. Failure to abide by the College of DuPage Academic Integrity Policy (per the college catalog) will result in a failing grade and dismissal from the course. "Student Services and General Student Information"

**4. Manual Skills:**

Each student is expected to utilize open lab time and outside of class, time to practice and master the IDPH mandated 21 skills. Students are encouraged to use the Nursing lab in the Health and Science Center on the Glen Ellyn campus.

**B. Clinical Learning Experience**

Any violation of the following requirements will result in points being deducted from the Clinical Evaluation Tool, and Occurrence Report being written and possible dismissal from the clinical day, resulting in an absence.

1. Attendance and Preparedness: The students are expected to abide by the Attendance Policy and be prepared for every clinical experience.

- a. Uniform to be worn to EVERY clinical session includes:
  - Navy blue scrub pants: hemmed without touching the floor; high-waisted, No joggers
  - Navy scrub top with pockets: undergarments should not be revealed (A plain white or navy shirt may be worn for warmth, NO colored undershirts or bras)
  - Shoes must be white, navy or black, made of leather or plastic (without any openings), without any ornamentation/colors, and must be kept clean. Shoes must provide for the safety and comfort of the wearer with flat heels and with a back on the shoe. (NO sandals, high heels, or clogs; foot must be completely covered)
  - White socks that show above the ankle must be worn with the shoes
  - Gait belt
  - A watch with a sweep second hand (no digital or 'smart' type watches may be worn)
  - COD identification badge (worn above the waist at all times)
- b. Hair should be neat and clean and not hang around the face or fall forward when providing patient care. If hair is long, it must be pulled back. Extreme hair styles (mohawks, etc.) or unnatural hair colors (green, pink, orange, etc.) are prohibited.
- c. Make-up must be conservatively used.
- d. Facial hair on male students must be short-clipped and well groomed.
- e. No strongly scented deodorant, perfumes or after shaves.
- f. Only a small post earring in each ear and a wedding band may be worn too clinical. **NO** facial or body piercings allowed.
- g. Fingernails must be kept clean, short and filed for safety of the patients/residents. **NO** sculptured, artificial, and/or gel nails. Natural nails are best; however, sheer pale-colored or clear polish (not visibly chipped) *may* be used.
- h. Body tattoos must be covered during clinical.
- i. Daily showers and deodorant should be used to prevent offensive body odor. The student will be asked to leave if the body odor and/or tobacco odor is strong.
- j. No gum allowed.
- k. Cell phones and/or other electronic devices will not be allowed on the clinical units. It is preferable that valuables, including cell phones, not be brought into the clinical setting, as most facilities do not supply a locked area for the students. The clinical facility and the College of DuPage are not responsible for lost or missing items.

NOTE: The instructor may have additional requirements to the dress code and clinical requirements depending on the clinical site policies. Example: Personal Protective Equipment may be required (e.g., face/eye splash guard).

## 2. Professional Conduct and Communication

- a. The student must follow all guidelines pertaining to *safety, medical asepsis, and patient's rights* in the clinical setting. Failure to do so will result in a failing grade for clinical.
- b. The student is responsible to seek the assistance of the instructor in the clinical setting before proceeding with new, unfamiliar, or uncertain aspects of patient care.
- c. The student must exhibit emotional stability in the clinical setting in order to properly care for patients/residents.
- d. It is the responsibility of any student who observes or has direct knowledge of another student being in a condition that impairs their ability to perform clinical duties or poses a hazard to the safety and well-being of others, to promptly report the incident to the instructor.
- e. During a clinical day, the student must report incidents or changes in condition of the resident/patient to the instructor.
- f. The student must be able to communicate appropriately with the instructor, staff, fellow students, patients/residents and their families.
- g. Clinical is a participatory, hands-on experience that requires active involvement of a student. There will be no "observation" or "auditing" of any clinical experience for any reason.

## XII. Grading Policy

- A passing grade in both the theory (lecture/lab) and clinical components must be achieved in order to sit for the Illinois state competency exam for nurse aides.
- Students must competently demonstrate ALL skills mandated by the Illinois Department of Public Health regulations in order to pass the course. The list of the skills with detailed guidelines is in the CNA Student Handbook.

### A. THEORY (LECTURE / LAB) GRADING:

- Students must achieve cumulative scores of 78% or higher **in each** of three written assessment areas:
  1. Exams 1-6 (300 points possible)
  2. CPR test plus Flex Points (100 points possible)
  3. Final Exam (100 points possible)
- The instructor may advise a student to *withdraw* if minimum cumulative scores are not being met (when passing becomes impossible, to protect the student's grade point average). Withdrawal must occur according to current college withdrawal policy as stated in this document.



**1. PRACTICAL SKILLS (no points)**

- There are two (2) types of practical skills.
  - Must be successfully accomplished with a resident.
  - May be successfully accomplished in the lab OR with a resident.
- Three assessment attempts may be provided to competently perform each skill prior to the end of the course.

**2. EXAMS 1-6 (300 points total)**

- There will be six (6) 50-point written exams given during the course. The exam questions will come from the textbook/workbook, videos and classroom/clinical instructional activities.
- All exams will be taken in class on your computer, ie. laptop, chrome book etc. Not having required technology may result in not being able to take the exam and receiving a zero on that exam.
- If a student misses an appointment to make-up an exam, a grade of **Zero** will be given for that exam.
- **Each** exam is worth 50 points.
- Students must achieve a cumulative score of 78% or higher (i.e., 234 points). If it becomes apparent that a student is unable to achieve the minimum 78%, the student will be advised accordingly.

**3. FLEX ASSIGNMENT, CLINICAL JOURNAL & CPR test (100 points total)**

- FLEX assignment: The theory instructor has flexibility to design and assign a rigorous assignment. It will be designed with course outcomes in mind but will be different from what other instructors might assign in this area. Possible projects include, but are not limited to online learning modules, disease paper, professional, regulatory agency report, community service project, etc. The instructor will describe the assignment(s) and distribute a rubric explaining criteria for point achievement.
- CLINICAL JOURNAL: The clinical instructor will monitor the online clinical journal entries and provide feedback. Please refer to the Clinical Journal rubric for point distribution.
- The FLEX and CLINICAL JOURNAL activities are worth a total of 75 points.
- CPR: In compliance with IDPH guidelines and the College of DuPage requirement for CPR instruction, each student will attend a scheduled American Heart Association CPR class regardless of current CPR certification.
- CPR test (25 points). Each student must pass written exam and performance evaluation in order to become CPR certified.
- Missing a scheduled CPR class will constitute an absence. It is the responsibility of the student to attend a make-up session and take a CPR class.

**4. FINAL EXAM (100 points total)**

- A comprehensive written exam will be given at the end of the course.
- Attendance on the day of the final exam is mandatory.
- Students must achieve an average score of 78% or higher on the Final Exam, (i.e., 78 points).

**5. EXTRA CREDIT**

- Five (5) points maximum
- Turned in as scheduled (no last-minute rescue extra credit)
- *Only applied if a passing score is achieved* (the extra credit cannot aid in achieving a passing grade, but it can aid in *improving* a passing grade).

**NOTE:** Please address any concerns, questions, or discrepancies in grading to instructor within one week of grade postings. Grades are firm and points are not “rounded up.”

<b>Group I – Exams 1-6 (300 pts.)</b>	<b>%</b>	<b>Points</b>	<b>Grade</b>	<b>Minimum required for passing</b>
	93-100%	279 - 300	A	
	85 – 92.9%	255 - 278	B	
	78 – 84.9%	234 - 254	C	234
	Below 78%	233 and below	F	
<b>Group II – Flex. Journal, CPR (100 pts.)</b>	<b>%</b>	<b>Points</b>	<b>Grade</b>	
	93-100%	93 - 100	A	
	85 – 92.9%	85 - 92	B	
	78 – 84.9%	78 - 84	C	78
	Below 78%	77 and below	F	
<b>Group III – FINAL EXAM (100 pts.)</b>	<b>%</b>	<b>Points</b>	<b>Grade</b>	
	93-100%	93 - 100	A	
	85 – 92.9%	85 - 92	B	
	78 – 84.9%	78 - 84	C	78
	Below 78%	77 and below	F	
<b>Extra Credit (A maximum of 5 pts. may be earned)</b>				<b>5</b>

\*\*\*\*\*

**Cumulative grade scale (with extra credit added): Total points possible 500 plus 5 E.C.**

Percentage	Points earned	Letter grade
93-100%	465-505	A
85-92.9%	425-464.9	B
78-84.9%	390-424.9	C

## B. CLINICAL GRADING:

Clinical is a PASS/FAIL Grade. A Passing/Failing grade for clinical is based on the Evaluation Criteria for Clinical utilized on the Clinical Evaluation Tool.

The Clinical Evaluation Tool (CET) is used in the clinical setting. A numeric scoring system is used to determine a student's progress; however, **the numbers are not points** awarded to the student. A passing grade for clinical is based on receiving a minimum score of 44 on the CET.

Each student may have three assessment attempts to competently perform each skill prior to the end of the course. Failure to competently perform all IDPH mandated skills will result in a failing grade for the course.

**Failure to PASS the clinical component will result in a failing grade for the entire course regardless of the theory (lecture/lab) grade.**

## XIII. Reading Assignment and Exam Schedule

The instructor will provide a Content Calendar with specific dates, times and outside activities the students need to know. The following table is provided as a general guideline:

Exam Title	Textbook Content (Chapters): Mosby's Essentials for Nursing Assistants, 7 <sup>th</sup> Ed.	Textbook Chapter 9 Content
Exam 1	Chapters 1, 2, 3, 4, 5, 6, 7, 8,10	None.
Exam 2	Chapters 11, 12, 13, 14, 15, 28, 29 plus 9 (pages 100 and 104)	Overview; Lymphatic and Immune systems
Exam 3	Chapters 16, 17, 18, 19, 20, 21, 22, 23, 24 plus 9 (pages 92 and 98)	Integumentary and Musculo- skeletal systems
Exam 4	Chapters 25, 26, 27, 30, 31, 33, 34 plus 9 (pages 101, 102, and 98)	Digestive, Urinary, and Circulatory systems
Exam 5	Chapters 32, 35, 36, 37, 38, 39 plus 9 (pages 95 and 100)	Respiratory and Nervous systems
Exam 6	Chapters 40, 41, 42, 43, 44, 45 plus 9 (pages 102 and 105)	Endocrine and Reproductive systems
Final Exam	Chapters 1-45	All.

## **Appendix**

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### **Illinois Nurse Aide Testing Competency Evaluation Program**

Southern Illinois University Carbondale – Carbondale – Carbondale, Illinois 62901

Phone: 618-453-4368 – Fax: 618-453-4300

Just for you! An interactive website: [www.nurseaidetesting.com](http://www.nurseaidetesting.com)

What you'll find:

- Test registration
- Verify test registration
- Search for test site locations and schedules
- Find approved Illinois Nurse Aide Training Programs
- Get answers to Frequently Asked Questions
- Take a practice exam
- Find other useful information, such as:
  - Mailing address, phone number, email messaging
  - Exam dates
  - The Illinois Department of Public Health Nurse Aide Registry

### **Exam Schedule Status**

Instructors or students wanting to verify that a student is scheduled for the current month's testing may enter the student's last name to view a record of his/her scheduled testing location, date and time.

### **Practice Tests**

The Illinois Nurse Aide Competency Evaluation examination is designed to test how well a student can apply his/her CNA knowledge on the job. Sample questions may be found at [Nurse Aide Sample Test | Illinois Nurse Aide Testing](#)

## **CERTIFIED NURSING ASSISTANT SKILLS**

The Illinois Department of Public Health provides guidelines for specific resident care skills that must be performed competently by the nursing assistant student in order to pass the course, qualify to take the state competency exam, and ultimately become a Certified Nurse Assistant. Currently there are 21 skills to be practiced and performed competently while in the training program. Each student may have three assessment attempts to competently perform each skill prior to the end of the course.

### **C.N.A. Skills**

# Practice! Practice! Practice!

CNA students are encouraged to practice at home. If additional time is needed, please contact your instructor to schedule time at Westmont Campus CNATP lab.



## Beginning and Completion Tasks

Performance skills 2-21 have “Beginning” and “Completion” tasks as defined below. Refer back to this page as necessary for the steps of those tasks.

### BEGINNING TASKS

1. Wash Hands.
2. Assemble Equipment.
3. Knock and pause before entering.
4. Introduce self and verify resident identity as appropriate.
5. Ask visitors to leave.
6. Provide privacy for the resident.
7. Explain the procedure and answer questions.

Note: Let the resident assist as much as possible and honor preferences.

### COMPLETION TASKS

1. Position the resident comfortably.
2. Remove or discard gloves/protective equipment.
3. Wash hands.
4. Return the bed to an appropriate position.
5. Place signal cords, phone and water within reach of the resident.
6. Conduct general safety check/resident and environment.
7. Open the curtains.
8. Care for the equipment as necessary.
9. Wash hands.
10. Allow visitors reenter, as appropriate.
11. Report completion of task, as appropriate.
12. Document actions and observations.

<b>Performance Skill #1</b>		
<b>WASH HANDS</b>		
<b>STANDARD: HANDS ARE WASHED WITHOUT RECONTAMINATION.</b>		
While equipment may vary, the principles noted on the competency exam must be followed at all times.		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Stood so that clothes did not touch sink	
2	Turned on water and adjusted temperature to warm; left water running.	
3	Wet wrists and hands; kept hands lower than level of elbow throughout procedure.	
4	Applied soap or cleaning agent to hands using available products.	
5	Washed hands and wrists using friction for 15-20 seconds.	
6	Rinsed hands and wrists well under running water with fingertips pointed down.	
7	Dried hands thoroughly with paper towel(s) from fingertips to wrists.	
8	Disposed of used paper towel(s).	
9	Used dry paper towel between hand and faucet to turn off water.	
10	Disposed of used paper towel(s).	

<b>Performance Skill #2</b>		
<b>PERFORM ORAL HYGIENE</b>		
<b>STANDARD: MOUTH, TEETH AND/OR DENTURES WILL BE FREE OF DEBRIS</b>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Positioned resident.	
3	Cleaned oral cavity using appropriate oral hygiene products.	
4	Rinsed oral cavity.	
5	Repeated steps 3 and 4 until oral cavity was clean.	
6	Cleaned and rinsed teeth, dentures if applicable.	
7	Assisted resident to clean and dry mouth area.	
8	Performed completion tasks	

**Performance Skill #3**  
**SHAVE A RESIDENT**

**STANDARD: RESIDENT IS FREE OF FACIAL HAIR WITH NO ABRASIONS OR LACERATIONS.**

The student is assigned the task of shaving a resident's (preferably male) face. The evaluator must obtain a list of residents who need to be shaved and for whom saving is not contraindicated. **Example:** Residents taking anticoagulants should not be assigned.

Directions: Place a "P" for PASSED in the column to the right of each step when it is performed according to the standard.

1	Performed beginning tasks.	
2	Positioned resident.	
3	Shaved resident:	
	<b>A. Non-Electric Shave:</b>	
	a. Applied shaving cream or soap	
	b. Shaved resident, holding skin taut and using single, short strokes primarily in the direction of the hair growth-rinsing razor frequently.	
	c. Rinsed face with warm cloth.	
	d. . Applied after-shave product as appropriate.	
	e. Discarded razor into the appropriate container.	
	<b>OR</b>	
	<b>B. Electric Shave:</b>	
	a. Checked to be sure that the razor was clean.	
	b. Verified that the resident was prepared with a clean, dry face.	
	c. Turned on razor, observing precautions for using electrical equipment.	
	d. Shaved resident by holding skin taut and moving the razor over a small area of the face in the direction of the hair growth until the hair was removed.	
	e. Cleaned the razor after use.	
	f. Applied shaving cream or soap	
4	Performed completion tasks	




Performance Skill #4 PERFORM NAIL CARE		
STANDARD: FINGERNAILS ARE CLEAN AND SMOOTH.		
<p>IMPORTANT: Do not assign residents with diabetes to students for nail care. Facility policies may vary in the area of nail care; <u>at all times facility, policies must be observed.</u></p> <p><b>NOTE: CNAs are NOT to trim toenails of residents.</b></p> <p>Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.</p>		
1	Performed beginning tasks.	
2	Washed, soaked, and dried the resident’s hands.	
3	Cleaned the nails.	
4	Clipped one nail at a time, so that edges are smooth according to the resident’s preference.	
5	Filed nails, as needed, smoothing rough areas.	
6	Applied lotion as needed.	
7	Performed completion tasks.	

Performance Skill #5 PERFORM PERINEAL CARE		
STANDARD: PERINEAL AREA IS CLEAN.		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning task.	
2	Filled basin with water at correct temperature to resident preference, if applicable.	
3	Covered the resident appropriately to avoid exposure and maintain dignity.	
4	Placed a waterproof pad under buttocks.	
5	Positioned resident appropriately.	
6	Wet washcloths and applied cleaning solution.	
7	<p>Washed perineal area:</p> <p>A. Females: Separated the labia, cleaned front to back using downward strokes. Used a clean area of the cloth for each downward motion. Repeated using additional cloths as needed.</p> <p>B. Males: Retracted foreskin in the uncircumcised male. Grasped penis, cleaned tip of penis using a circular motion, washed down shaft of the penis and washed testicles. Replaced foreskin of uncircumcised male.</p>	
8	Rinsed the perineal area, if applicable.	
9	Turned the patient on their side facing away. Cleaned anal area by washing from front to back.	
10	Patted area dry, if applicable.	
11	Removed waterproof pad and discarded.	
12	Performed completion tasks.	

Performance Skill #6 GIVE PARTIAL BATH		
STANDARD: DESIGNATED BODY AREAS, INCLUDING THE PERINEAL AREA, ARE WASHED AND DRIED.		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Prepared resident for partial bath.	
3	Filled basin with water at correct temperature to resident preference.	
4	Washed, rinsed and dried face, hands, axilla, perineal area and other areas as appropriate.	
5	Removed linen used for bathing and placed in appropriate container.	
6	Prepared resident for dressing.	
7	Performed completion tasks.	

Performance Skill #7 GIVE A SHOWER OR TUB BATH		
STANDARD: BODY IS CLEAN USING A SHOWER OR TUB BATH.		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Prepared resident for partial bath.	
3	Adjusted water temperature to resident preference throughout bath.	
4	Washed, rinsed and dried in appropriate head to toe sequence allowing for resident independence.	
5	Shampooed hair as appropriate.	
6	Prepared resident to leave shower or tub bath area.	
7	Performed completion tasks.	

<b>Performance Skill #8</b> <b>MAKE OCCUPIED BED</b>		
<b>STANDARD: OCCUPIED BED MUST BE NEAT, WRINKLE FREE WITH PERSON AND BED PLACED IN THE APPROPRIATE POSITIONS.</b>		
<p>  </p> <p>The person must be in bed with the side rails up (if applicable) while the bed is being made. If side rails are not available, an alternative safety measure shall be used. When side rails are used as a safety measure during this procedure, care must be taken to prevent personal injury.</p> <p>Dirty linen is defined as linen that contain non-visible body fluids. Gloves shall be worn when handling soiled linen.</p> <p>At the completion of this task, the bed must be left in the appropriate position with side rails up or down as indicated by the needs of the individual (if side rails are available).</p> <p>Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.</p>		
1	Performed beginning tasks.	
2	Removed top linen, keeping person covered.	
3	Positioned individual on one side of bed with side rail up (if applicable) using appropriate safety measures on unprotected side, and using appropriate body mechanics.	
4	Tucked dirty linen under individual. Used gloves if linen is contaminated with blood or body fluids.	
5	Replaced bottom linen on first side. Tucked corners and sides neatly under mattress.	
6	Repositioned individual to other side using appropriate safety measures on unprotected side.	
7	Removed dirty linen by rolling together, held away from clothing, and placed dirty linen in appropriate container. Disposed of gloves, if used, and washed hands.	
8	Completed tucking clean linen under mattress with corners and sides tucked neatly under mattress on the second side.	
9	Repositioned the individual to a comfortable position.	

10	Placed top sheet over individual. Removed dirty covering. Tucked bottom corners and bottom edge of sheet under mattress, as indicated.	
11	Placed blanket/spread over person. Tucked bottom corners and bottom edge or blanket/spread under mattress, as indicated. Pulled top edge of sheet over top edge of blanket/spread.	
12	Removed and replaced pillowcase appropriately. Replaced pillow under individual's head.	
13	Placed bed in appropriate position.	
14	Performed completion tasks.	

Performance Skill #9 DRESS A RESIDENT		
STANDARD: RESIDENT IS DRESSED IN OWN CLOTHING, INCLUDING FOOTWEAR, WHICH IS NEAT AND CLEAN. RESIDENT IS COMFORTABLE DURING DRESSING PROCEDURE AND CHOOSES OWN CLOTHING WHEN ABLE.		
<div style="background-color: black; height: 1.2em; width: 100%;"></div> <p>Clothing should consist of undergarments, dress, or shirt or blouse and pants, socks and footwear.</p>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Prepared resident for partial bath.	
3	Asked resident preference and gathered resident’s own clean clothing.	
4	Dressed the resident in undergarments, top, pants (or dress) and footwear, as appropriate.	
5	Performed completion.	

Performance Skill #10 TRANSFER RESIDENT TO WHEELCHAIR USING A TRANSFER BELT		
STANDARD: APPLIED TRANSFER BELT; ASSISTED RESIDENT TO STAND, PIVOT AND SIT IN WHEELCHAIR WITH BODY ALIGNED.		
<div style="background-color: black; height: 1.2em; width: 100%;"></div> <p>This skill requires that a resident be transferred from the bed to a wheelchair with the use of a transfer belt, which is also referred to as a gait belt.</p>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Lowered bed to appropriate position.	
3	Positioned wheelchair at bedside.	
4	Locked brakes.	
5	Assisted resident to sitting position.	
6	Applied transfer belt firmly around the resident’s waist (should be adjusted to allow evaluator to place one or two fingers between the belt and the resident).	
7	Adjusted transfer belt over clothing so that buckle is off center.	
8	Applied non-skid footwear to resident.	
9	Grasped transfer belt on both sides with underhand grasp.	
10	Assisted resident to stand; pivot and sit in wheelchair.	
11	Placed resident’s feet on foot rests, if applicable.	
12	Aligned resident’s body in wheelchair.	
13	Performed completion tasks.	

<p align="center"><b>Performance Skill #11</b></p> <p align="center"><b>TRANSFER USING A MECHANICAL LIFT</b></p>
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STANDARD: TRANSFERRED PERSON SAFELY UTILIZING A MECHANICAL LIFT.
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Followed facility policy for use of lift according to manufacturer's instructions.


Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.

1	Performed beginning tasks.	
2	Identified appropriate lift for resident.	
3	Applied correct sling/belt.	
4	Attached sling/belt to mechanical lift.	
5	Verified resident's readiness for transfer.	
6	Operated the mechanical lift controls according to manufacturer's instructions.	
7	Maneuvered the lift safely.	
8	Lowered resident safely.	
9	Disconnected sling/belt from lift.	
10	Removed sling/belt if applicable.	
11	Performed completion tasks.	

Performance Skill #12 AMBULATE WITH TRANSFER BELT		
STANDARD: AMBULATED PERSON SAFELY UTILIZING TRANSFER BELT.		
[REDACTED]		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Locked bed or chair wheels, if appropriate.	
3	Ensured the person was appropriately attired including non-skid footwear.	
4	Applied transfer belt firmly around person’s waist (should be adjusted to allow evaluator to place two fingers between the belt and the person.)	
5	Assisted the person to standing position.	
6	Stood at the person’s affected side (if applicable) while balance is gained.	
7	Ensured the person stood erect with head up and back straight, as tolerated.	
8	Assisted the person to walk. Walked to the side and slightly behind the person. Held transfer belt using under hand grasp.	
9	Encouraged the person to ambulate normally with the heel striking the floor first. Discouraged shuffling or sliding, if noted.	
10	Ambulated the required distance, if tolerated.	
11	Assisted the person to return to bed or chair.	
12	Removed transfer belt appropriately.	
13	Performed completion tasks.	

Performance Skill #13 FEED A RESIDENT		
STANDARD: RESIDENT IS FED PRESCRIBED DIET IN A COURTEOUS AND SAFE MANNER.		
[REDACTED]		
The student should be assigned to feed someone <u>without</u> any special feeding techniques required.		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Prepared the resident for the meal (i.e. allowed resident to use toilet and wash hands).	
3	Positioned resident in sitting position as appropriate.	
4	Matched food tray/diet items with resident’s diet order.	
5	Matched food tray/dietary items with appropriate resident.	
6	Protected resident’s clothing, as appropriate or as resident prefers.	
7	Noted temperature of food and liquids to avoid food that is too hot or too cold.	
8	Fed moderate-sized bites with appropriate utensil.	
9	Interacted with resident as appropriate (i.e., conversation, coaxing, cueing, being positioned at eye level with the resident).	
10	Alternated liquids with solids, asking resident preference.	
11	Ensured the resident has swallowed food before proceeding.	
12	Cleaned resident as appropriate when completed.	
13	Removed tray, cleaned area.	
14	Performed completion tasks.	


Performance Skill #14 CALCULATE INTAKE AND OUTPUT		
STANDARD: TOTAL INTAKE AND OUTPUT QUANTITIES CALCULATED WITHOUT ERROR.		
 <p>The student is to measure intake and output in cubic centimeters (cc) or milliliters (ml). The student may be told the fluid capacity of the containers (glasses, cups, and bowls).</p>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Wrote down the intake and output amounts in the units used to measure the intake and output quantities (i.e., cc=cubic centimeters, ml=milliliters, oz=ounces).	
3	Converted the measured unit into the units to be recorded on resident intake and output chart.	
4	Calculated all the measured quantities listed as resident intake to obtain a total amount of intake for the time period.	
5	Added all the measured quantities listed as resident output to obtain a total amount of output for the time period.	
6	Recorded the total intake and output to be compared to the recorded intake and output calculation of the evaluator.	
7	Performed completion tasks.	

Performance Skill #15 PLACE RESIDENT IN SIDE-LYING POSITION		
STANDARD: BODY ALIGNED WITH DEPENDENT EXTREMITIES SUPPORTED AND BONY PROMINENCES PROTECTED.		
 <p>Either of two positions is acceptable: side-lying position or a variation in which knees are flexed with appropriate padding between the knees and ankles.</p>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning task.	
2	Raised side rail on unprotected side of bed (if applicable).	
3	Positioned resident on side in the center of the bed in side-lying position.	
4	Placed appropriate padding:	
	a. Behind back	
	b. Under head	
	c. Between legs	
4	d. Supporting dependent arm	
5	Ensured resident is in good body alignment.	
6	Raised side rails, if appropriate.	
7	Performed completion tasks.	


Performance Skill #16 PASSIVE RANGE OF MOTION		
STANDARD: COMPLETED THREE DIFFERENT RANGE-OF-MOTION EXERCISES WITHOUT GOING PAST THE POINT OF RESISTANCE OR PAIN.		
<div style="background-color: black; height: 1.2em; width: 100%;"></div> <p>The body part to be exercised must be supported. The student is not to force a joint beyond its present range of motion or to the point of pain. The student is required to name the exercise being performed (e.g., abduction, flexion). The approved evaluator will verify the number of repetitions for the selected ROM exercise with the student.</p>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Demonstrated three different range of motion movements.	
	a. Flexion and extension	
	b. Abduction and adduction	
	c. Pronation and supination	
	d. Dorsal and plantar flexion	
	e. Opposition	
	f. Internal / External rotation	
	g. Radial deviation and ulnar deviation.	
3	Supported the proximal and distal ends of the extremity or the joint itself.	
4	Observed the resident’s reaction during the procedure.	
5	Demonstrated or verbalized the need to stop moving if pain or resistance was noted.	
6	Performed completion tasks.	


Performance Skill #17 APPLY AND REMOVE PERSONAL PROTECTIVE EQUIPMENT		
STANDARD: APPLIED AND REMOVED PERSONAL PROTECTIVE EQUIPMENT WITHOUT CONTAMINATION.		
<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Identified type of isolation required.	
3	Applied appropriate personal protective equipment outside the isolation room.	
	a. Gown: Applied gown and secured it at neck and waist.	
	b. Mask: Placed mask over nose and mouth, secured appropriately.	
	c. Gloves: Applied gloves appropriately.	
4	Removed Personal Protective Equipment inside the isolation room.	
	a. Gloves: Removed gloves appropriately.	
	b. Gown: Removed appropriately.	
	c. Mask: Removed mask appropriately. Washed hands.	
5	Discarded Personal Protective Equipment appropriately.	
6	Performed completion tasks.	

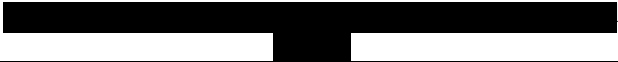


Performance Skill #18 MEASURE AND RECORD TEMPERATURE, PULSE AND RESPIRATION		
STANDARD: ORAL TEMPERATURE IS MEASURED TO WITHIN + OR – 0.2 DEGREES OF EVALUATOR’S READING UNLESS A DIGITAL THERMOMETER IS USED. RADIAL PULSE IS MEASURED TO WITHIN + OR – TWO BEATS OF EVALUATOR’S RECORDING OF RATE. RESPIRATION IS MEASURED TO WITHIN + OR – TWO RESPIRATIONS OF EVALUATOR’S RECORDING OF RATE.		
 <p>The evaluator must simultaneously count the rate for the length of time specified by the student and determine the correct rate.</p> <p>Pulse and Respiration cannot be a combined procedure; they must be measured separately.</p> <p>Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.</p>		
	MEASURE ORAL TEMPERATURE:	
1	Performed beginning tasks.	
2	Positioned resident, sitting or lying down.	
3	Activated the thermometer.	
4	Covered thermometer as appropriate.	
5	Placed the thermometer probe appropriately.	
6	Instructed the resident to close mouth around the thermometer.	
7	Stayed with the resident during the entire procedure.	
8	Removed the thermometer when appropriate.	
9	Read the thermometer.	
10	Recorded and reported the results within + or – 0.2 degrees of the evaluator’s recorded temperature reading.	
11	Performed completion tasks.	

	MEASURE RADIAL PULSE:	
1	Performed beginning tasks	
2	Positioned resident, sitting or lying down.	
3	Located radial pulse at wrist.	
4	Placed fingers over radial artery. Student does this first, then evaluator locates pulse on opposite wrist.	
5	Determined whether to count for 30 seconds or 60 seconds.	
6	Counted pulsations for 30 seconds and multiplied the count by 2; or for one minute if irregular beat. Student must tell when to start and end count.	
7	Recorded the pulse rate within + or – two beats per minute of pulse rate recorded by evaluator.	
	MEASURE RESPIRATION:	
8	Positioned hand on wrist as if taking the pulse as appropriate.	
9	Determined whether to count for 30 seconds or 60 seconds.	
10	Counted respirations for 30 seconds and multiplied the count by 2; or for one minute if irregular. Student must tell when to start and end count.	
11	Recorded the respiratory rate within + or – two respirations per minute of respiratory rate recorded by evaluator.	
12	Performed completion tasks.	

Performance Skill #19		
MEASURE AND RECORD BLOOD PRESSURE		
STANDARD: MEASURE AND RECORD BLOOD PRESSURE TO WITHIN + OR – 4MM OF THE EVALUATOR’S READING USING DUAL STETHOSCOPE.		
		
<p>A teaching/training (dual head design) stethoscope must be used simultaneously by the student and the evaluator. On the exam itself, a safety issue is listed, “cuff deflated in a timely manner.” This means that the cuff should not be left inflated over the resident’s arm long enough to cause discomfort, discoloration or injury. In the event that a student is hearing impaired, that student will be allowed to use an amplified stethoscope.</p>		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks	
2	Cleaned earpieces of stethoscope.	
3	Positioned resident sitting or lying.	
4	Made sure the room was quiet; turned down loud TV or radio.	
5	Selected the appropriate size cuff and applied it directly over the skin, above the elbow.	
6	Positioned the stethoscope over the brachial artery.	
7	Inflated the cuff per the instructor’s direction.	
8	Identified the systolic and diastolic measurements while deflating the cuff.	
9	Deflated the cuff in a timely manner.	
10	Re-measured, if necessary, to determine the accuracy (waited one minute if using the same arm or use the other arm, if appropriate).	
11	Recorded blood pressure measurement to be compared with the blood pressure recorded by the evaluator.	
12	Performed completion tasks.	

Performance Skill #20		
MEASURE AND RECORD WEIGHT		
STANDARD: MEASURE AND RECORD WEIGHT TO WITHIN + OR – ½ POUND.		
		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks	
2	Balanced scale at zero.	
3	Weighed individual.	
	<b>A. Individual who is able to stand to be weighed:</b>	
	a. Placed paper towel on scale platform.	
	b. Assisted individual to stand on scale platform without footwear.	
	c. Read weight measurement.	
	d. Recorded weight measurement to be compared to the weight measurement recorded by the evaluator.	
	e. Assisted individual off of scale with appropriate assistance as necessary.	
	<b>OR</b>	
	<b>B. Individual who is weighed by wheelchair or bed scale:</b>	
	a. Sanitized wheelchair/bed scale according to facility policy.	
	b. Assisted individual on wheelchair scale or bed scale as appropriate	
	c. Read weight measurement.	
	d. Recorded weight measurement to be compared to the weight measurement recorded by the evaluator.	
	e. Assisted resident off wheelchair/bed scale as appropriate.	
4	Returned scaled balanced to zero.	
5	Performed completion tasks.	

Performance Skill #21 MEASURE AND RECORD HEIGHT		
STANDARD: HEIGHT IS MEASURED TO WITHIN ½ INCH IN EITHER STANDING OR NONSTANDING INDIVIDUAL.		
		
Directions: Place a “P” for PASSED in the column to the right of each step when it is performed according to the standard.		
1	Performed beginning tasks.	
2	Measured height	
	<b>A. Individual who is able to stand to be weighed:</b>	
	a. Used appropriate measuring device.	
	b. Placed paper towel on platform as appropriate.	
	c. Instructed individual to stand erect without shoes.	
	d. Read height measurement.	
	e. Recorded height measurement and converted appropriately to be compared to the height measurement	

	recorded by the evaluator.	
	<b>OR</b>	
	<b>B. Individuals who are UNABLE TO STAND:</b>	
	a. Position individual on side or back without shoes.	
	b. Used appropriate measuring device.	
	c. Read height measurement.	
	d. Recorded height measurement and converted appropriately to be compared with the height measurement recorded by the evaluator.	
	e. Repositioned individual, as necessary.	
3	Performed completion tasks.	

Name: \_\_\_\_\_  
 Course Number: \_\_\_\_\_  
 Instructor: \_\_\_\_\_  
 Spring Summer Fall Year \_\_\_\_\_

**College of DuPage**  
**Certified Nursing Assistant Training Program**  
**Classroom Evaluation of Behaviors**

**Student Performance**

RATINGS: **1=Unsatisfactory:** Unable to perform tasks or needs constant guidance  
**2=Needs Improvement:** Minor errors, needs frequent guidance  
**3=Satisfactory:** Meets objectives with minimal guidance

NDOR: Nursing Department Occurrence Report

		Mid-term			Final		
		NDOR			NDOR		
<b>Attendance and Preparedness</b>	1. Adheres to attendance policy per syllabus/handbook guidelines	1	2	3	1	2	3
	2. Has all necessary supplies for class	1	2	3	1	2	3
	3. Maintains proper attire and hygiene per handbook	1	2	3	1	2	3
<b>Communication</b>	1. Communicates with instructor according to Professional Behaviors document and handbook guidelines.	1	2	3	1	2	3
	2. Communicates with fellow students according to Professional Behaviors document and handbook guidelines	1	2	3	1	2	3
	3. Uses appropriate medical terminology	1	2	3	1	2	3
<b>Professional Conduct</b>	1. Completes assignments on time	1	2	3	1	2	3
	2. Participates willingly in class	1	2	3	1	2	3
	3. Keeps pace with instructor	1	2	3	1	2	3
	4. Contributes to teamwork. Assists classmates	1	2	3	1	2	3
	5. Receptive to instruction. Accepts constructive criticism	1	2	3	1	2	3
	6. Demonstrates emotional maturity and stability	1	2	3	1	2	3
	7. Demonstrates at all times how to maintain <b>Residents Rights, Safety and Medical Asepsis</b>	1	2	3	1	2	3
<b>Manual Skills</b>	1. Motivated to master skills	1	2	3	1	2	3
	2. Uses free time appropriately to master skills	1	2	3	1	2	3
	3. Utilizes demos and return demos without constant supervision	1	2	3	1	2	3
	4. Accurately performs the IDPH mandated caregiving skills	1	2	3	1	2	3

**Student Name:** \_\_\_\_\_

## **Mid-term**

Current class grade: \_\_\_\_\_

# of Occurrence (NDOR) forms: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

## **Final**

Final Grade: \_\_\_\_\_

Total # Occurrence forms for class and lab: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

Name: \_\_\_\_\_  
 Course Number: \_\_\_\_\_  
 Instructor: \_\_\_\_\_  
 Spring Summer Fall Year: \_\_\_\_\_

## College of DuPage

### Certified Nursing Assistant Training Program

### Clinical Evaluation of Behaviors

#### Student Performance

RATINGS: **1=Unsatisfactory:** Unable to perform tasks or needs constant guidance  
**2=Needs Improvement:** Minor errors, needs frequent guidance  
**3=Satisfactory:** Meets objectives with minimal guidance

NDOR: Nursing Department Occurrence Report

		Mid-term			Final		
		NDOR			NDOR		
<b>Attendance and Preparedness</b>	1. Maintains clinical attire & hygiene per handbook guidelines	1	2	3	1	2	3
	2. Has all necessary supplies	1	2	3	1	2	3
	3 Adheres to attendance policy per syllabus/handbook guidelines	1	2	3	1	2	3
<b>Communication</b>	1. Communicates with instructor according to Professional Behaviors document and in handbook guidelines	1	2	3	1	2	3
	2. Communicates with staff according to Professional Behaviors document and handbook guidelines	1	2	3	1	2	3
	3. Communicates with fellow students according to Professional Behaviors document and handbook guidelines	1	2	3	1	2	3
	4. Communicates with residents & family according to Professional Behaviors document and handbook guidelines	1	2	3	1	2	3
	5. Reports accidents/changes in resident behavior/condition in a timely manner to supervising RN	1	2	3	1	2	3
<b>Professional Conduct</b>	1. Completes assignment within allotted time	1	2	3	1	2	3
	2. Completes assigned tasks without reminders	1	2	3	1	2	3
	3. Plans care for assigned resident/patients according to daily course objectives and patient condition	1	2	3	1	2	3
	4. Follows all <b>Safety guidelines</b> and uses body mechanics consistently	1	2	3	1	2	3
	5. Follows all <b>Medical Asepsis guidelines</b>	1	2	3	1	2	3
	6. Adheres to the <b>Rights of all residents/patients</b>	1	2	3	1	2	3
	7. Contributes to teamwork. Volunteers/accepts extra duties	1	2	3	1	2	3
	8. Can adapt to alterations in resident care to meet resident's changing needs	1	2	3	1	2	3
	9. Demonstrates emotional maturity and stability	1	2	3	1	2	3
	10. Receptive to instruction. Accepts constructive criticism. Does not offer excuses for behavior & is willing to modify behaviors	1	2	3	1	2	3
<b>Manual Skills</b>	1. Accurately performs the IDPH mandated caregiving skills	1	2	3	1	2	3

**Student Name:** \_\_\_\_\_

## **Mid-term**

Total at Mid-term of Clinical: \_\_\_\_\_

(Mid-term total for Self-Evaluation Only)

# of Occurrence forms: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

## **Final**

**Total Score:** \_\_\_\_\_ **Pass** **Fail**

(Total **44** Points to Pass)

Total # Occurrence forms for all clinical: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

**Nursing Department Occurrence Report:  
Certified Nursing Assistant Training Program**  
Please fill out this form for documentation of student occurrences.

**A. Student Information (Please Print)**

Name: \_\_\_\_\_ \*\*\* COD ID \_\_\_\_\_

Student email: \_\_\_\_\_@dupage.edu

Nurse Assistant Training Program Course NURSA 1105- \_\_\_\_\_ (Section)

Lecture-Lab Faculty: \_\_\_\_\_

**B. Initiator Information (Please Print)**

Name: \_\_\_\_\_

Date of Meeting and/or Incident: \_\_\_\_\_

**Situation** (Please describe the incident in detail including location and all persons involved.)

**Summary of Behaviors** (Please summarize behaviors and include the related code)

CODE: \_\_\_\_\_

**Student Response** (Please indicate the possible cause for this concern and/or any other comments.)

**Actions or Remediation** (Include plans for correction of these issues as identified by the student.)  
Additional comments by initiator

Initiator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student signature indicates the student has read this report.



## Instructions

1. Please fill out this form and return a paper copy to the Nursing Administrative Assistant.
2. Indications for use of this form include; Student interaction, planned or impromptu, demonstrating behaviors contrary to student code of conduct and others listed in the student handbook, including evaluations, and policies for skills, lab, simulation hospital, classroom policies, hospital policies, syllabus policies, administrative policies.
3. Please correlate behaviors indicated on the front of this sheet with the codes listed below. The code should be included in the "Summary of Behavior" section.
4. Please make every attempt to work with the student to develop a plan of action.
5. The Administrative Assistant will scan and upload to the Nursing Department Portal under Private Documents, organized A-Z by student last name, in a folder.
6. EXIT reporting:
  - a. Course faculty will complete/document the reason the student failed/withdrew from the course.
  - b. EXIT Occurrence Report is the OFFICIAL communication of a student exiting the nurse assistant training program and must be submitted to the Nursing/HLTHS administrative assistant within 3 days of student EXIT.

### Occurrence Coding

Code of Conduct (COC) (Student Handbook)	COC-P Plagiarism	COC-B Behavior	COC-A Academic Dishonesty
Clinical, Classroom, Skill Lab and Sim Hosp policies (CCSS)	CCSS-A Attendance	CCSS-C Conferences	CCSS-G Grade < 77.9%
	CCSS-T Testing	CCSS-E Ethical and professional standards	CCSS-D Dress code
	CCSS-P Promotion	CCSS-U "U" clinical day prep, meds, skills, general preparedness	CCSS-S Suspension
	CCSS-E Exit		
Clinical Evaluation (EO#)	EO # _____ Evaluation outcome #		
Administrative (A) Issues r/t administrative interactions	A describe		
Other (O)	O describe		

**CERTIFIED NURSING ASSISTANT TRAINING PROGRAM**  
***Student Evaluation of CLINICAL***

Instructor: _____ Clinical site: _____ Date: _____
--

Your evaluation of the instructor, course and facility helps determine the effectiveness of the program. Because each evaluation is reviewed, please carefully consider each question. Place an X in the appropriate column indicating your response to the following statements.

**KEY: 1 – NEVER    2 – SOMETIMES    3 – USUALLY    4 – ALWAYS**

	1	2	3	4
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<b>THE INSTRUCTOR:</b>				
• Displays a professional manner				
• Shows knowledge of the nursing process				
• Is interested in my progress				
• Treats me with courtesy and respect				
• Shows a willingness to answer my questions				
• Makes me aware of my progress or problem areas promptly				
• Is available on the unit				
• Makes assignments clear and understandable				
• Provides a variety of learning experiences				
Additional comments:				

<b>THE CLINICAL EXPERIENCE:</b>				
• Increased my awareness of safety				
• Increased my awareness of medical asepsis				
• Increased my awareness of resident rights				
• Increased my confidence in performing patient care independently				
• Provided the opportunity to work as part of a team				
• Provided an opportunity to apply skills I learned in the classroom				
Additional comments:				

<b>THE CLINICAL FACILITY</b>				
• The supplies were available to provide safe patient care				
• Orientation to the clinical unit was thorough				
• Staff was helpful and cooperative				
Additional comments:				

**CERTIFIED NURSING ASSISTANT TRAINING PROGRAM**  
***Student Evaluation of THEORY/LAB***

Instructor: _____ Date: _____				
Your evaluation of the instructor and course helps determine the effectiveness of the program. Because each evaluation is reviewed, please carefully consider each question. <u>Place an X</u> in the appropriate column indicating your response to the following statements.				
<b>KEY: 1 – NEVER    2 – SOMETIMES    3 – USUALLY    4 – ALWAYS</b>				

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>THE INSTRUCTOR:</b>				
• Demonstrates understanding of the subject matter				
• Demonstrates preparedness for each class session				
• Presents lessons in an understandable way				
• Makes goals and objectives clear early in the course				
• Follows the plan explained early in the course				
• Invites participation from all class members				
• Is interested in my progress				
• Provides individual attention when necessary				
• Promptly returns exams clearly graded				
• Presents information clearly				
Additional comments:				

<b>THE COURSE CONTENT:</b>				
• Subject matter was understandable				
• The textbook was easy to follow				
• Time allotted for this course was adequate				
• The subject matter has helped prepare me to work as a nursing assistant				
• Classroom activities prepared me for the clinical experience				
Additional comments:				