

# Nurse Aide I

**8360 36 weeks / 280 hours**

**8355 36 weeks / 140 hours**

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## Course Description

**Suggested Grade Level:** 11 or 12

Nurse Aide I, offered as an occupational preparation course beginning at the 11th-grade level, is regulated under the Virginia Board of Nursing. It emphasizes the study of nursing occupations as related to the healthcare system. Students study growth and development across the lifespan, simple body structure and function, and medical terminology. They are introduced to concepts of infection prevention and disease processes. Students receive entry-level skill training in patient-nurse aide relationships; measuring and recording of vital signs; cardiopulmonary resuscitation; and general patient care. Work-based learning may be offered as part of this course. The Nurse Aide I course introduces students to careers in nursing, health professions, and STEM-H professions. Students must maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training during this course. Recommended prerequisite(s): *Introduction to Health and Medical Sciences 8302*

Some healthcare facilities that accept federal funding (e.g., Medicare, Medicaid) may require criminal background checks and drug screens for students participating in a clinical experience. An updated immunization record will be required prior to the student participating in the clinical experience.

[Virginia Department of Health Professions, Board of Nursing, Guidance Documents](#)

[Virginia Department of Health Professions, Board of Nursing, Nurse Aide Education Program Applications and Forms](#)

Reference for tasks noted as required by the Virginia Board of Nursing regulation:  
[Commonwealth of Virginia Regulations Governing Certified Nurse Aides, Virginia Board of Nursing](#)

NOTE: This course has specific state laws and regulations from a governing medical board or agency. Please contact the Virginia Department of Education, Office of Career and Technical Education prior to implementing this course. Please refer to the [Teacher Resources section](#) of this course for guidance documents pertaining to the Virginia Board of Nursing's required curriculum and skills. All inquiries may be sent to [cte@doe.virginia.gov](mailto:cte@doe.virginia.gov).

## Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (\*) are sensitive.

Task Number	8360	8355	Tasks/Competencies
<b>Becoming Oriented to the Nurse Aide Program</b>			
39	+	+	Describe the legal aspects of the nurse aide program.
40	+	+	Explain nurse aide certification requirements and responsibilities.
<b>Relating to the Healthcare System</b>			
41	+	+	Identify the professional qualities of a certified nurse aide (CNA).
42	+	+	Develop awareness of personality strengths and weaknesses.
43	+	+	Demonstrate successful work attitudes and teamwork.
44	+	+	Identify the CNA scope of practice, as required by Virginia Board of Nursing regulation.
45	+	+	Identify healthcare career options.
46	+	+	Differentiate functions among nursing personnel.
47	+	+	Identify interdisciplinary members of the healthcare team.
48	+	+	Identify the major types and functions of healthcare institutions.
49	+	+	Identify examples of ethical nursing behavior and patients' rights.
50	+	+	Determine the legal responsibilities of a CNA, as required by Virginia Board of Nursing regulation.
51	+	+	Maintain care and security of the client's/resident's/patient's personal possessions, as required by Virginia Board of Nursing regulation.
52	+	+	Identify the rights of clients/residents/patients.
53	+	+	Demonstrate respect for client/resident/patient rights, as required by Virginia Board of Nursing regulation.
54	+	+	Promote a client's/resident's/patient's rights to be free from abuse, mistreatment, and neglect, as required by Virginia Board of Nursing regulation.

<b>Task Number</b>	<b>8360</b>	<b>8355</b>	<b>Tasks/Competencies</b>
55	+	+	Assist in resolving grievances and disputes, as required by Virginia Board of Nursing regulation.
56	+	+	Assist client/resident/patient and family groups with participation in activities, as required by Virginia Board of Nursing regulation.
57	+	+	Identify activities for clients/residents/patients receiving long-term care.
<b>Communicating in the Healthcare Environment</b>			
58	+	+	Demonstrate proficient communication skills, as required by Virginia Board of Nursing regulation.
59	+	+	Demonstrate interpersonal skills, as required by Virginia Board of Nursing regulation.
60	+	+	Recognize barriers to communication.
61	+	+	Identify the role of the CNA's four senses in communication.
62	+	+	Describe the documents that are used by the healthcare team to communicate information and needs of a client/resident/patient.
63	+	+	Report objective and subjective information related to a specific task identified in a client's/resident's/patient's person-centered nursing care plan.
64	+	+	Demonstrate end-of-shift communication by giving an end-of-shift report and documenting with 100 percent accuracy on a client's/resident's/patient's activities of daily living (ADL) record.
65	+	+	Demonstrate telephone communication.
66	+	+	Demonstrate communicating with a hearing-impaired client/resident/patient.
67	+	+	Demonstrate communicating with a visually impaired client/resident/patient.
68	+	+	Describe the characteristics of cognitive impairment.
69	+	+	Identify potential causes of cognitive impairment in clients/residents/patients.

<b>Task Number</b>	<b>8360</b>	<b>8355</b>	<b>Tasks/Competencies</b>
70	+	+	Explain why communication challenges must be overcome.
71	+	+	Discuss communication with families.
72	+	+	Demonstrate communication with members of the healthcare team.
73	+	+	Discuss important interpersonal skills for a CNA.
74	+	+	Identify stressors for a CNA and the resources a CNA may use to deal with stress.
75	+	+	Explore religious, ethnic and cultural diversity, as required by Virginia Board of Nursing regulation.
76	+	+	Provide religious, ethnic, and culturally sensitive care, as required by Virginia Board of Nursing regulation.
77	+	+	Manage conflict with clients/residents/patients and coworkers, as required by Virginia Board of Nursing regulation.
<b>Understanding Infection Control and Medical Asepsis</b>			
78	+	+	Maintain a client's/resident's/patient's environment, as required by Virginia Board of Nursing regulation.
79	+	+	Match major pathogenic microorganisms to their related disease or infection.
80	+	+	Describe how infections spread.
81	+	+	List the symptoms of an infection.
82	+	+	Explain principles of infection control, as required by Virginia Board of Nursing regulation.
83	+	+	Demonstrate proper hand-washing technique.
84	+	+	Demonstrate infection-control measures, as required by Virginia Board of Nursing regulation.
85	+	+	Don and remove gown, mask, and gloves.
86	+	+	Demonstrate double-bagging technique.

Task Number	8360	8355	Tasks/Competencies
87	+	+	Demonstrate safety procedures in various healthcare scenarios, as required by Virginia Board of Nursing regulation.
88	+	+	Clean instruments and supplies.
89	+	+	Dispose of soiled material.
<b>Understanding Body Systems and Disorders</b>			
90	+	+	Define simple medical terminology.
91	+	+	Identify anatomical structures.
92	+	+	Identify body cavities and the organs within these cavities.
93	○	○	Identify parts and functions of the cell.
94	+	+	Identify tissues within the body.
95	+	+	Identify major structures and functions of the integumentary system.
96	+	+	Identify major disorders of the integumentary system.
97	+	+	Identify major structures and functions of the endocrine system.
98	+	+	Identify major disorders of the endocrine system.
99	+	+	Identify major structures and functions of the circulatory system.
100	+	+	Identify major disorders of the circulatory system.
101	+	+	Identify major structures and functions of the musculoskeletal system.
102	+	+	Identify major structures and functions of the gastrointestinal system, including the oral cavity.
103	+	+	Identify major disorders of the gastrointestinal system.
104	+	+	Identify major disorders of the oral cavity.
105	+	+	Identify major structures and functions of the reproductive system.

<b>Task Number</b>	<b>8360</b>	<b>8355</b>	<b>Tasks/Competencies</b>
106	+	+	Identify major disorders of the reproductive system.
107	+	+	Identify major structures and functions of the urinary system.
108	+	+	Identify major disorders of the urinary system.
109	+	+	Identify major structures and functions of the respiratory system.
110	+	+	Identify major disorders of the respiratory system.
111	+	+	Identify major structures and functions of the nervous system.
112	+	+	Identify major disorders of the nervous system, including Alzheimer's disease and other dementias.
113	+	+	Identify major structures and functions of the sensory system.
114	+	+	Identify major parts of the eye and ear.
115	+	+	Identify major disorders of the eye, ear, and other sensory organs.
116	+	+	Describe the major stages of growth and developmental abilities.
117	+	+	Describe the effects of the normal aging process on major body systems.
118	+	+	Identify psychosocial changes associated with the aging process.
<b>Understanding Individual Needs: Mental Health</b>			
119	+	+	Identify basic client/resident/patient needs.
120	+	+	Identify defense and coping mechanisms.
121	+	+	Describe signs and symptoms of mental illness.
122	+	+	Identify the guidelines for the management of client/resident/patient behavior across the lifespan.
123	+	+	Describe inappropriate behaviors of a client/resident/patient.
124	+	+	Describe the roles of a CNA and the family in providing emotional support for the client/resident/patient.



Task Number	8360	8355	Tasks/Competencies
125	+	+	Provide care to the aged and disabled.
<b>Exploring Death and Dying</b>			
126	+	+	Identify needs related to death and dying, as required by Virginia Board of Nursing regulation.
127	+	+	Discuss care measures related to death and dying.
<b>Promoting Community Health and First Aid</b>			
128	+	+	Demonstrate the basic steps a CNA should take in any emergency.
129	+	+	Discuss CNA actions for emergencies.
<b>Maintaining a Safe Environment</b>			
130	+	+	Identify proper body mechanics, as required by Virginia Board of Nursing regulation.
131	+	+	Identify safety procedures related to client/resident/patient care, as required by Virginia Board of Nursing regulation.
132	+	+	Describe the use of fire extinguishers.
133	+	+	Identify Occupational Safety and Health Administration (OSHA) regulations and guidelines, as required by Virginia Board of Nursing regulation.

Legend: + Essential ○ Non-essential ⊖ Omitted

## Curriculum Framework

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### Becoming Oriented to the Nurse Aide Program

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## Task Number 39

### Describe the legal aspects of the nurse aide program.

#### Definition

Description may include

- major areas of study
- curriculum requirements  
([https://www.dhp.virginia.gov/media/dhpweb/docs/nursing/forms/education/NurseAide\\_Ed\\_Program\\_Curriculum.doc](https://www.dhp.virginia.gov/media/dhpweb/docs/nursing/forms/education/NurseAide_Ed_Program_Curriculum.doc))
- clinical requirements
- classroom requirements
- requirements for certification by the Virginia Board of Nursing (regulations can be found at  
<https://www.dhp.virginia.gov/Boards/Nursing/PractitionerResources/LawsRegulations/>)
- risks associated with clinical practice
- drug screening
- barrier crimes (e.g., criminal background check, signed document)
- grievance procedure.

Refer to Unit I in *Nurse Aide Curriculum*, Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

See also *Establishing and Maintaining a Nurse Aide Education Program*, Virginia Administrative Code.

#### Process/Skill Questions

- What is the purpose of the nurse aide competency record?
- Why is it necessary for the student/completer to receive a copy of the nurse aide competency record at the end of the course?
- Why is there a combination of clinical and curriculum requirements to complete the nurse aide program?
- How can obtaining immunizations (e.g., tuberculosis [TB] screening, hepatitis, flu vaccination, varicella or titer) protect both the student and client/resident/patient?
- Why should clinical rotations be performed in a long-term care facility?
- How do Omnibus Budget Reconciliation Act (OBRA) regulations govern the certified nurse aide (CNA) curriculum?
- What are the procedures for filing a grievance?

#### HOSA Competitive Events (High School)

### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 40**

### **Explain nurse aide certification requirements and responsibilities.**

#### **Definition**

Explanation should include

- obtaining the [Pearson VUE Virginia Nurse Aide Candidate Handbook](#)
- completing an application for certification
- completing an approved nurse aide education program of 140 hours, to include at least 40 hours of direct client care and at least 20 hours in a skills lab
- meeting the requirements for certification through examination by the Virginia Board of Nursing.

#### **Process/Skill Questions**

- Why is it important to only enroll in an approved program?
- Why is it important to understand the requirements for the CNA program?
- What steps should you take to apply for the CNA exam?
- What issues may delay the application process?

#### **HOSA Competitive Events (High School)**

##### **Health Professions Events**

- Nursing Assisting
- 

## **Relating to the Healthcare System**

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## Task Number 41

### Identify the professional qualities of a certified nurse aide (CNA).

#### Definition

Identification should include

- professional behavior (e.g., related to communication, language, email, social media, community presence, smartphone use around clients/residents/patients)
- personal characteristics (e.g., honesty, tact, integrity, dependability, empathy, respect)
- personal hygiene and grooming (e.g., tattoos, piercings, jewelry, nails, condition of uniform, perfumes and scented products)
- personal health.

Refer to Unit I in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### Process/Skill Questions

- What is the difference between personal and professional behavior?
- How can personal characteristics affect job performance?
- Why is it important to adhere to the agency's or facilities guidelines and dress codes?
- Why are personal health habits important?
- Why is it important to refrain from wearing heavily scented products in a healthcare facility?

#### HOSA Competitive Events (High School)

##### Health Professions Events

- Nursing Assisting

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## Task Number 42

### Develop awareness of personality strengths and weaknesses.

## **Definition**

Development should include personal strengths and weaknesses and how they affect interpersonal relationships.

Refer to Unit I in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## **Process/Skill Questions**

- Why is it important for a CNA to understand strengths and weaknesses?
- What are positive traits of a coworker?

## **Task Number 43**

### **Demonstrate successful work attitudes and teamwork.**

#### **Definition**

Demonstration should include

- caring
- dependability
- empathy
- honesty
- courtesy
- spirit of cooperation and enthusiasm
- conscientiousness
- respect.

Refer to Unit I in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## **Process/Skill Questions**

- What is empathy, and how can a CNA demonstrate this quality?
- What behaviors, as a CNA, can put one's job at risk?

## **Task Number 44**

### **Identify the CNA scope of practice, as required by Virginia Board of Nursing regulation.**

## Definition

Identification should include

- an outline of the CNA's scope of practice, including the supervision by a licensed practical nurse (LPN) or registered nurse (RN) ([see regulations governing CNAs](#))
- disciplinary provisions that could affect certification ([18VAC90-25-100](#))
- effect of criminal convictions on nurse aide certification.

Teacher resource: [Code of Virginia §54.1-3007](#)

Refer to Unit I in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- Why does a CNA need to know the skills that can be legally performed?
- How can a previous criminal conviction affect certification and employment?
- What are possible repercussions if a CNA steps outside the scope of practice?

## HOSA Competitive Events (High School)

### Health Professions Events

- Nursing Assisting
- 

## Task Number 45

### Identify healthcare career options.

#### Definition

Identification should include

- acute care
- long-term care (e.g., nursing home, assisted living, group homes, hospice)
- home care
- corrections
- outpatient care
- program of all-inclusive care for the elderly (PACE)
- schools.

Refer to Unit I in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- How does client/resident/patient care differ between acute care and long-term care?
- Why is there a trend toward home health care?
- Why is it important that you understand where you want to work and the options for the workplace?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 46**

### **Differentiate functions among nursing personnel.**

#### **Definition**

Differentiation should include

- registered nurse (RN)
- licensed practical nurse (LPN)
- certified nurse aide (CNA)
- the role of delegation to unlicensed assistive personnel. ([Board of Nursing Regulation 18VAC90-20-420 to -460](#))

Refer to Unit I in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are the different types of nursing care patterns (e.g., team, primary)?
- What are the educational requirements for an RN?
- What are the job responsibilities of an LPN?
- What are the educational requirements for a CNA?
- What are the job responsibilities of a CNA, according to facility policy?
- Why is it important for all nursing personnel to understand the chain of command?

## **Task Number 47**

### **Identify interdisciplinary members of the healthcare team.**

#### **Definition**

Identification should include, but not be limited to,

- physician
- psychologist
- social worker
- resource personnel
- therapist (e.g., physical, occupational, respiratory, speech)
- dietitian/nutritionist
- environmental services personnel
- activities director
- pharmacist
- administrative/clerical personnel
- chaplain.

Refer to Unit I in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- How do the non-nursing members contribute to the care of the patient?
- Why is it important to be able to identify the healthcare team members?
- What services and support are available to assist with a patient?
- What is the CNA's role within the interdisciplinary team?

## **Task Number 48**

### **Identify the major types and functions of healthcare institutions.**

#### **Definition**

Identification should include

- hospitals
- long-term care facilities
- military healthcare facilities
- home health care



- medical offices/clinics
- mental health facilities
- rehabilitation facilities
- industrial health facilities
- school health services
- health department
- hospice
- assisted living facilities
- correctional facilities.

Refer to Unit I in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### Process/Skill Questions

- How does client/resident/patient care differ among hospitals, long-term care, and home health care?
- What are some of the services provided by the public health department?
- What type of client/resident/patient is referred for hospice care?
- What is the philosophy of hospice care?

## Task Number 49

### Identify examples of ethical nursing behavior and patients' rights.

#### Definition

Identification should include situations involving

- honesty
- confidentiality (e.g., Health Insurance Portability and Accountability Act [HIPAA])
- legal issues pertaining to treatment of a client/resident/patient ([18VAC90-25-100](#)).

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### Process/Skill Questions

- What are some ethical issues that could affect client/resident/patient care?
- How do ethical issues differ from legal issues?
- How can confidentiality be an ethical as well as a legal issue?
- What is the role of the ethics committee in healthcare facilities?
- How could a visit to the Board of Nursing be beneficial to a student?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Medical Law and Ethics
- 

## Task Number 50

### Determine the legal responsibilities of a CNA, as required by Virginia Board of Nursing regulation.

#### Definition

Determination should include areas of

- client/resident/patient Bill of Rights
- professional standards (e.g., scope of practice)
- litigation
- negligence
- malpractice
- Good Samaritan laws
- consent
- slander
- libel
- abandonment
- false imprisonment
- confidentiality
- privileged communication
- assault and battery
- advance directives (e.g., living wills, durable power of attorney)
- theft
- abuse, neglect, and misappropriation of patient property (e.g., financial, physical, emotional, sexual)
- CNA registry.

More information can be found at [Virginia Department of Social Services' Mandated Reporters: Training and Resources](#) website and in the Virginia Administrative Code section on [Disciplinary Provisions for Nurse Aides \(18VAC90-25-100\)](#).

See also [18VAC90-25-100\(2\)\(c\)](#), [18VAC90-25-100\(2\)\(h\)](#), and [18VAC90-25-80](#)

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What types of lawsuits are most prevalent in healthcare facilities?
- What is the difference between libel and slander?
- What steps are involved in legally practicing as a CNA in Virginia or in another state?
- What are the penalties for failing to abide by legal practices while practicing as a CNA?
- Who are mandated reporters?
- What situations would require mandatory reporting?
- What is the Good Samaritan Law?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Medical Law and Ethics

### Health Professions Events

- Nursing Assisting
- 

## Task Number 51

### **Maintain care and security of the client's/resident's/patient's personal possessions, as required by Virginia Board of Nursing regulation.**

#### Definition

Maintenance should include

- taking inventory of personal possessions
- ensuring quality care of personal possessions
- placing personal possessions in a location designated by facility/home as safe
- handling protocol for missing or found client/resident/patient personal property.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- Why is it important to ensure quality care of a client's/resident's/patient's personal possessions?

- What are the guidelines a CNA should follow to ensure the safe handling of a client's/resident's/patient's valuables?
- Where is a record kept of a client's/resident's/patient's personal possessions?
- How is a record of a client's/resident's/patient's personal possessions obtained?
- What is the protocol to follow for personal possessions that have gone missing?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 52**

### **Identify the rights of clients/residents/patients.**

#### **Definition**

Identification should include

- client/resident/patient Bill of Rights
- CNA's role.

#### **Process/Skill Questions**

- What is the rationale for a client/resident/patient Bill of Rights?
- What is the CNA's role in identifying a client's/resident's/patient's rights?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

### **Health Professions Events**

- Nursing Assisting
-

## **Task Number 53**

**Demonstrate respect for client/resident/patient rights, as required by Virginia Board of Nursing regulation.**

### **Definition**

Demonstration should include

- protecting client/resident/patient rights
- providing privacy and confidentiality
- promoting a client's/resident's/patient's right to make personal choices.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What resources provide information about client/resident/patient rights?
- How can a CNA ensure privacy and confidentiality for a client/resident/patient?
- How can a CNA encourage a client/resident/patient in decision making?
- What actions should a CNA take if client/resident/patient rights are being violated?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

#### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 54**

**Promote a client's/resident's/patient's rights to be free from abuse, mistreatment, and neglect, as required by Virginia Board of Nursing regulation.**

### **Definition**

Promotion should include

- protecting clients/residents/patients from abuse, mistreatment, and neglect
- reporting any instances of abuse, mistreatment, and neglect to appropriate staff
- documenting reconciliation of abuse, mistreatment, and neglect
- avoiding the need for restraints in accordance with current professional standards
- understanding freedom from retribution.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- How does a CNA report instances of abuse, mistreatment, and neglect?
- What does freedom from retribution mean?
- How does a CNA protect a client/resident/patient from abuse, mistreatment, and neglect?
- How does a CNA document instances of abuse, mistreatment, and neglect?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

#### **Health Professions Events**

- Nursing Assisting

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## **Task Number 55**

### **Assist in resolving grievances and disputes, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Assistance should include

- providing grievance modality(ies)
- providing guidance on grievance and dispute resolution.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What is the appropriate procedure for acknowledging a grievance by a client/resident/patient?
- What follow-up methods ensure the grievance is resolved?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Medical Law and Ethics

### Health Professions Events

- Nursing Assisting
- 

## Task Number 56

### **Assist client/resident/patient and family groups with participation in activities, as required by Virginia Board of Nursing regulation.**

#### Definition

Assistance should include

- informing client/resident/patient of available activities
- encouraging client/resident/patient to participate in activities
- involving and supporting the family in activities whenever possible.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- How does participation in activities encourage social interaction and client/resident/patient well-being?
- Why is it important to involve the family in activities?
- How would a CNA encourage family involvement in client/resident/patient activities?

## Task Number 57

## **Identify activities for clients/residents/patients receiving long-term care.**

### **Definition**

Identification should include

- activities that interest and stimulate the client/resident/patient
- activities that are appropriate to the client's/resident's/patient's physical and mental abilities
- interaction of staff, community, and family
- promotion of the client's/resident's/patient's independence.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What types of activities would enhance physical, sensory, and emotional status?
- How would a CNA determine appropriate activities for individual client/resident/patient needs and abilities?
- What strategies support client/resident/patient independence in the selection of appropriate recreation?

# **Communicating in the Healthcare Environment**

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## **Task Number 58**

### **Demonstrate proficient communication skills, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Demonstration should include

- communicating with clients/residents/patients, family, staff, visitors
- communicating on the telephone
- recording and reporting oral, written, and electronic information



- the importance of timely reporting and recording changes to client/resident/patient condition
- answering call lights
- knowing limitations within the scope of practice.

Links:

[18VAC90-26 A.1-9](#)

[18VAC90-26 A.5-6](#)

[18VAC90-26-40 A.10](#)

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are the guidelines for greeting a client/resident/patient?
- What guidelines should be followed when taking and conveying a telephone message?
- What might be the consequences of not answering a call light in a timely fashion?
- What are the consequences of not recording and reporting information regarding the condition of a client/resident/patient?
- What methods can be used to communicate with a disgruntled family member?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Home Health Aide
- Nursing Assisting

## **Task Number 59**

### **Demonstrate interpersonal skills, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Demonstration should include

- accepting responsibility for personal actions
- showing respect and empathy for others
- using feedback and/or constructive criticism to adjust behavior
- working cooperatively with others

- contributing personal resources
- supporting group decisions and respecting dissenting positions.

### **Process/Skill Questions**

- What are the consequences of a team member neglecting duties?
- How should a CNA respond to constructive criticism?
- How does a CNA demonstrate understanding of a client's/resident's/patient's situation or needs?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 60**

### **Recognize barriers to communication.**

#### **Definition**

Recognition includes

- talking too quickly or too softly
- avoiding eye contact
- belittling client/resident/patient feelings
- physical distance
- false reassurance
- changing the subject
- giving advice
- using slang or medical jargon.

Refer to Unit II in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- Why is it importance to understand the connection between eye contact and a client's/resident's/patient's culture?
- Why is it important to maintain face-to-face contact when providing care?
- How is personal space determined?

- What is the importance of using understandable terminology when talking with client/resident/patient?
- Why should a CNA avoid clichés when talking with a client/resident/patient?
- What are the consequences of offering false reassurances?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
  - Medical Assisting
  - Nursing Assisting
- 

## **Task Number 61**

### **Identify the role of the CNA's four senses in communication.**

#### **Definition**

Identification includes

- sight
  - look for changes in client/resident/patient
  - report changes to the charge nurse
- hearing—listen to client/resident/patient and family
- touch
  - touch and feel for any changes in client/resident/patient body
  - report any changes to charge nurse
- smell—report any unusual odor.

Refer to Unit II in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- Why is it important for a CNA to recognize changes in a client's/resident's/patient's body?
- Why is it important to immediately report these changes?
- How should these changes be documented?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
  - Medical Assisting
  - Nursing Assisting
- 

## Task Number 62

### **Describe the documents that are used by the healthcare team to communicate information and needs of a client/resident/patient.**

#### **Definition**

Description includes

- client/resident/patient medical record (chart)
  - admission sheet
  - health history
  - examination results
  - physician's orders
  - physician's progress notes
  - health team notes
  - lab test results
  - special consents
- hard copy of health records or electronic health record (EHR)—condensed version of medical record
- Minimum Data Set (MDS)
  - assessment tool
  - provides structured, standardized approach to care
  - helps identify a client/resident/patient healthcare problems
- person-centered care plan
  - outlines care that the healthcare team must perform to assist a client/resident/patient to attain optimal level of functioning
  - written by a nurse (RN or LPN)
  - CNA contributes by observing and reporting signs and symptoms.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What documentation should a CNA review before giving care?
- Why is it important to follow the care plan?

- What documents are available to a CNA for viewing and documentation?
- Why is it important to document care in a healthcare setting?
- What documentation formats might a CNA encounter?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
  - Nursing Assisting
- 

## **Task Number 63**

### **Report objective and subjective information related to a specific task identified in a client's/resident's/patient's person-centered nursing care plan.**

#### **Definition**

Reporting should include information that is

- objective—information that can be seen, heard, touched, smelled
- subjective—cannot be observed, may be heard (e.g., something a client/resident/patient has said).

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What is the difference between objective and subjective information?
- How does a CNA obtain objective and subjective information?
- Why is both objective and subjective information important to the healthcare team?

## **Task Number 64**

### **Demonstrate end-of-shift communication by giving an end-of-shift report and documenting with 100 percent accuracy**

## **on a client's/resident's/patient's activities of daily living (ADL) record.**

### **Definition**

Demonstration includes a shift report

- being received at beginning of shift from previous shift (given to on-coming shift before CNA leaves unit at the end of the shift)
- including observations of changes in condition or behavior of the client/resident/patient.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- Why is it important to wait to complete a shift report until the end of the shift?
  - What ethical considerations should be made when completing a shift report with 100 percent accuracy?
  - What items are included in an accurate end-of-shift report? Why is 100 percent accuracy important?
  - What is a huddle report?
  - Who receives the end-of-shift report?
- 

## **Task Number 65**

### **Demonstrate telephone communication.**

#### **Definition**

Demonstration includes

- speaking clearly and slowly
- identifying the facility and unit
- identifying oneself and one's title
- listening carefully
- writing any messages
- ending call by saying, “thank you” and “good-bye.”

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- Why is it important for a CNA to identify the facility and unit when making a call?
  - What are the components of identification (e.g., name, credential, unit, facility)?
  - Why is it important to repeat the message back to the caller?
- 

## Task Number 66

### Demonstrate communicating with a hearing-impaired client/resident/patient.

#### Definition

Demonstration includes

- identifying any assistive devices or strategies that a client/resident/patient uses
  - hearing aids
  - communication boards
  - lip reading
  - sign language
- reducing distracting noise
  - TV
  - radio
  - noise in adjacent room
- getting attention of a client/resident/patient before speaking
- speaking clearly and slowly
- maintaining eye contact
- using short, simple words
- using picture cards
- writing, if necessary.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- Why is it important to face a client/resident/patient and speak clearly and slowly?
- Why is it important to be familiar with any assistive devices a client/resident/patient uses?
- What is included in the proper maintenance, use, and storage of hearing aids?

## Task Number 67

# **Demonstrate communicating with a visually impaired client/resident/patient.**

## **Definition**

Demonstration includes

- identifying any assistive devices a client/resident/patient uses
  - glasses
  - special lighting
- knocking on the door and introducing oneself when entering the room
- positioning so that a client/resident/patient is not looking into a bright light or bright window
- positioning oneself in a client's/resident's/patient's line of sight
- ensuring adequate light in the room
- encouraging a client/resident/patient to wear glasses
- using the face of a clock to describe the location of items
- moving items only with permission.

Refer to Unit II in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## **Process/Skill Questions**

- Why is it important to face a client/resident/patient and speak clearly and slowly?
- Why is it important to be familiar with any assistive devices a client/resident/patient uses?
- What is included in the maintenance, use, and storage of visual aids?
- Why is it even more important to identify oneself immediately upon entering the room when a client/resident/patient is visually impaired?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
- Medical Assisting
- Nursing Assisting

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## **Task Number 68**

**Describe the characteristics of cognitive impairment.**



## Definition

Description should include the concept that a client's/resident's/patient's cognitive conditions will change over time and may include impairments indicated by

- memory problems, trouble expressing oneself, not finding the right words to say
- difficulty with being in new places
- not knowing where one is
- difficulty making decisions
- confusion and inability to use logic
- difficulty focusing for long
- losing a train of thought easily.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- Why is it important to give someone with a cognitive impairment additional time to ask and answer questions?
- Why is it important to refrain from “leading” or finishing a client's/resident's/patient's sentence?
- Why is patience especially important when caring for a client/resident/patient with a cognitive impairment?

## HOSA Competitive Events (High School)

### Health Professions Events

- Home Health Aide
- Medical Assisting
- Nursing Assisting

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## Task Number 69

### Identify potential causes of cognitive impairment in clients/residents/patients.

#### Definition

Identification should include

- Parkinson’s disease
- multiple types of dementia, including Alzheimer’s
- strokes
- traumatic brain injuries
- alcoholism or drug toxicity (which can be reversed)
- depression
- delirium
- urinary tract infection (UTI).

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What safety issues exist when communicating with a cognitively impaired client/resident/patient?
- Why is it important to notice and promptly report changes in the cognition of a client/resident/patient?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Home Health Aide
- Medical Assisting
- Nursing Assisting

## **Task Number 70**

### **Explain why communication challenges must be overcome.**

#### **Definition**

Explanation should include methods to overcome communication challenges with clients/residents/patients who have cognitive impairments and to preserve the rights of clients/residents/patients who may be

- anxious or frustrated and unable to communicate needs
- in need of pain relief
- uncooperative with care if the client/resident/patient does not know what the caregiver is doing.

Communication skills must be tailored to meet the needs of a cognitively impaired client/resident/patient by

- being sure to have the attention of a client/resident/patient
- explaining the care routine prior to starting the care routine
- allowing the client/resident/patient opportunities to talk
- keeping consistent routines as much as possible
- being honest and reliable
- knowing the likes and dislikes of client/resident/patient
- speaking slowly, softly, and simply.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What is the importance of a CNA remaining calm when dealing with an agitated client/resident/patient?
- Why is it important to explain care to be given to a client/resident/patient with a cognitive impairment?
- What is the importance of always recognizing client/resident/patient rights?
- What safety concerns must be addressed when caring for a client/resident/patient who may be combative?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Home Health Aide
- Medical Assisting
- Nursing Assisting

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## **Task Number 71**

### **Discuss communication with families.**

#### **Definition**

Discussion includes

- responding to requests and complaints
- answering questions honestly.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What topics are acceptable/not acceptable for a CNA to discuss with family members?
- How should a CNA approach communication with a family member who may be combative?
- How and to whom should a CNA report communication challenges?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Home Health Aide
  - Medical Assisting
  - Nursing Assisting
- 

## **Task Number 72**

### **Demonstrate communication with members of the healthcare team.**

#### **Definition**

Demonstration includes

- being tolerant of coworkers
- being respectful of coworkers
- being quiet when others are speaking
- listening to ideas of coworkers
- approaching new ideas with an open mind
- using an appropriate voice volume
- using appropriate language
- refraining from cursing or using slang
- refraining from talking about a client/resident/patient in a rude or disrespectful manner.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- Why is professional courtesy and communication important?
- What is profanity and why is it never appropriate in a workplace?
- What is an example of slang that should be avoided when communicating in the workplace?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
  - Medical Assisting
  - Nursing Assisting
- 

## **Task Number 73**

### **Discuss important interpersonal skills for a CNA.**

#### **Definition**

Discussion includes interpersonal skills used with clients/residents/patients and colleagues and the importance of

- being tolerant
- being patient
- showing understanding
- being sensitive to the needs of client/resident/patient
- listening to client/resident/patient
- being prepared to handle disagreement and criticism.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- Where should peer-to-peer conversations among CNAs take place?
- Why is it important to understand the culture of the client/resident/patient?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Nursing Assisting

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## Task Number 74

### Identify stressors for a CNA and the resources a CNA may use to deal with stress.

#### Definition

Identification includes

- signs of stress at work
  - anger or abuse displayed toward a client/resident/patient
  - arguing with the charge nurse
  - poor relationships with coworkers
  - complaining about the responsibilities of the job
  - having difficulty focusing on work
- resources to assist with stress management
  - family
  - friends
  - charge nurse
  - places of worship
  - mental health agencies.

Refer to Unit II in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### Process/Skill Questions

- How does workplace conflict contribute to stress for a CNA?
- How do outside stressors affect a CNA's professional life? Why is it important to leave those stressors at the door?
- What resources are available for a CNA who is dealing with stress at work?
- What methods can be used to reduce stress?
- What are the signs of burnout for a CNA?

#### HOSA Competitive Events (High School)

##### Health Professions Events

- Nursing Assisting
-

## **Task Number 75**

### **Explore religious, ethnic and cultural diversity, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Exploration should include

- giving examples of diversity
- evaluating personal feelings about other groups and cultures.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What steps can one take to broaden knowledge of various religious practices?
- What steps can one take to broaden knowledge of various cultures?
- What steps can one take to ensure a nonjudgmental response to a client/resident/patient?

#### **HOSA Competitive Events (High School)**

##### **Health Science Events**

- Knowledge Test: Transcultural Health Care
- 

## **Task Number 76**

### **Provide religious, ethnic, and culturally sensitive care, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Provision should include

- respecting others' religious, ethnic, and cultural practices
- providing modalities for others' feelings and differences.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What options are available to accommodate the dietary needs of various cultures of clients/residents/patients?
- What are examples of culturally diverse customs related to death and dying?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Transcultural Health Care
- 

## Task Number 77

### **Manage conflict with clients/residents/patients and coworkers, as required by Virginia Board of Nursing regulation.**

#### Definition

Management should include a(n)

- exploration of methods to resolve conflicts
- demonstration of conflict resolution methods
- definition of workplace violence.

Refer to Unit II in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What are examples of situations when conflict resolution is needed?
- What skills are needed to resolve conflicts?
- What are the steps in conflict resolution?
- What are examples of workplace violence?

## **Understanding Infection Control and Medical Asepsis**

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## **Task Number 78**

### **Maintain a client's/resident's/patient's environment, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Maintenance should include

- being familiar with the client/resident/patient unit
- being able to use equipment in the client/resident/patient unit
- providing a pleasant, clean, and safe environment for a client/resident/patient
- making an unoccupied bed
- making an occupied bed
- making a postoperative or recovery bed.

Refer to Unit III in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- How should a CNA handle a client/resident/patient who hoards open food?
- What personal items might a client/resident/patient have in the room?
- What safety issues must be addressed in the client/resident/patient room?
- What accommodations should be made for a client/resident/patient with a physical and/or sensory impairment?

#### **HOSA Competitive Events (High School)**

##### **Health Professions Events**

- Home Health Aide
  - Nursing Assisting
- 

## **Task Number 79**

### **Match major pathogenic microorganisms to their related disease or infection.**

#### **Definition**

Matching should include identification of

- specific microorganisms to the disorders they cause (e.g., salmonella and E. coli leading to food poisoning)
- fungal infections leading to thrush and athlete's foot
- protozoa leading to dysentery
- human immunodeficiency virus (HIV) leading to acquired immunodeficiency syndrome (AIDS).

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are the different types of pathogens (e.g., bacteria, viruses, fungi, protozoa, rickettsiae), and how do they differ?
- What do microorganisms need to survive (e.g., environment, nourishment)?
- What are drug-resistant organisms, and why are these problematic?
- What does the term *normal flora* mean, and why do we need these? Why can problems arise when these bacteria move from their normal environment?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology

#### **Health Professions Events**

- Home Health Aide
- Nursing Assisting

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## **Task Number 80**

### **Describe how infections spread.**

#### **Definition**

Description should include all methods of transmission including

- airborne
- droplet
- contact (direct and indirect)

- vector-borne.

Description should also include

- identification of contaminated materials
- procedures to protect oneself and others from the spread of infection.

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What criteria can ensure a clean, safe environment?
- What are three types of transmission-based precautions, and when would they be used?
- What are the six links in the chain of infection, and how could each link be interrupted to stop infection?
- What is the role of personal protective equipment (PPE) (e.g., gloves) in infection control?
- When should hands be washed?
- When should gloves be changed?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology

#### **Health Professions Events**

- Home Health Aide
- Nursing Assisting

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## **Task Number 81**

### **List the symptoms of an infection.**

#### **Definition**

List should include symptoms that are

- systemic (e.g., fever and muscle and joint aches)
- localized (e.g., redness, pain, discharge).

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What are the major symptoms of infection?
- What is the difference between a generalized and localized infection?
- How do pathogens cause symptoms (i.e., histaminic response, death of cells, toxin production)?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Pathophysiology

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## Task Number 82

### **Explain principles of infection control, as required by Virginia Board of Nursing regulation.**

#### Definition

Explanation should include

- identification of major microorganisms
- identification of terminology related to a clean, safe environment
- recognition of symptoms of an infection
- illustration of how infection spreads.

Explanation should include Standard Precautions guidelines:

- Wash hands before putting on gloves.
- Wash hands after taking off gloves.
- Do not touch clean objects with contaminated gloves.
- Immediately wash all skin contaminated with blood and/or body fluids.
- Wear gloves if you may have contact with blood or body fluids.
- Wear a gown if your body may have contact with blood or body fluids.
- Wear a mask, goggles and/or face shield if your face may have contact with blood or body fluids.
- Place all contaminated supplies in special containers.
- Dispose of all sharp objects in biohazard containers.

- Never recap a needle.
- Clean all surfaces potentially contaminated with infectious waste.

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### Process/Skill Questions

- What are major pathogens?
- What criteria can help ensure a clean, safe, environment?
- What are the major symptoms of infection?
- What are Standard Precautions?

### HOSA Competitive Events (High School)

#### Health Science Events

- Knowledge Test: Pathophysiology

#### Health Professions Events

- Home Health Aide
- Nursing Assisting

## Task Number 83

### Demonstrate proper hand-washing technique.

#### Definition

Demonstration should include

- [elements of effective hand washing according to the Centers for Disease Control and Prevention \(CDC\) standards](#)
- use of hand sanitizers (hand hygiene).

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018. Refer also to Skill 1 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

### Process/Skill Questions

- What are the essential features of proper hand washing?

- Why are there standards for hand washing?
- What are some ways to ensure that hand washing has been thorough?
- How often should hand sanitizers be used between hand washings?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
- Nursing Assisting

## **Task Number 84**

### **Demonstrate infection-control measures, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Demonstration should include

- use of personal protective equipment (PPE) (e.g., gloves, gowns, masks)
- use of Standard Precautions as required by the CDC
- list of Occupational Safety and Health Administration (OSHA) regulations regarding infection control
- use of transmission-based precautions (e.g., appropriate isolation techniques, PPE).

Demonstration should also include isolation precautions for a client/resident/patient who may be infected or colonized with certain infectious agents (CDC) and

- measures taken to contain pathogens
- CDC guidelines or facility policy
- protocols to prevent exposure of clients/residents/patients and staff to pathogens
- two levels of isolation precautions
  - first level—Standard Precautions
  - second level—transmission-based
- three types of transmission
  - contact—transmitted by touching such as skin, wound infections, feces, respiratory secretions
  - droplet—transmitted by droplets from mouth or nose such as influenza, strep throat, pneumonia
  - airborne—transmitted through air, such as tuberculosis or chicken pox
- infectious agents commonly seen
  - Methicillin-resistant Staphylococcus aureus (MRSA)

- Vancomycin-resistant Enterococcus (VRE)
  - multidrug-resistant bacteria
  - indicative of chronic illness
- Clostridium difficile (C. Diff)—a bacterium that causes inflammation of the colon resulting in diarrhea and serious illness.

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### Process/Skill Questions

- Why should PPE be used in client/resident/patient care?
- What would be the consequences of not using PPE in client/resident/patient care?
- Why are Standard Precautions important for a CNA?
- Why are Standard Precautions important for a client/resident/patient?
- How does following OSHA regulations protect a CNA?
- What are the OSHA guidelines that health employers must follow?
- Why does the government provide such regulations?
- How is it determined which type of isolation is appropriate?

### HOSA Competitive Events (High School)

#### Health Professions Events

- Home Health Aide
- Nursing Assisting

## Task Number 85

### Don and remove gown, mask, and gloves.

#### Definition

Donning and removing should include ensuring that clean technique is used throughout the process.

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

Refer also to Skill 8 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

### Process/Skill Questions

- What part of a gown is considered contaminated?
- When a CNA's mask is wet/damp, what should be done?
- What are the steps in putting on the mask, gown, and gloves?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 86**

### **Demonstrate double-bagging technique.**

#### **Definition**

Demonstration should include

- selection of bags
- sealing of bags
- disposal of bags.

Refer to Unit III in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- How should a CNA dispose of linens/trash when a client/resident/patient is on contact precautions?
- How does double bagging help break the chain of infection?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
  - Nursing Assisting
- 

## **Task Number 87**



# **Demonstrate safety procedures in various healthcare scenarios, as required by Virginia Board of Nursing regulation.**

## **Definition**

Demonstration should include performance of safety procedures to protect a client/resident/patient and CNA related to

- client/resident/patient care
- environment
- fire.

Demonstration should include identification of risk factors for common accidents, including environmental risk factors, client/resident/patient risk factors, and staff risk factors.

Links:

[18VAC90-26-40 A.1.c](#)

[18VAC90-26-40 A.7.g](#)

[18VAC90-26-40 A.9](#)

Refer to Unit IV in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## **Process/Skill Questions**

- Why may elderly clients/residents/patients be more vulnerable to accidents than members of other client/resident/patient groups?
- What are a CNA's responsibilities in reporting an accident or a hazardous situation?
- What environmental precautions can be put in place to prevent accidents?
- What are the steps to follow in case of fire?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Home Health Aide
- Nursing Assisting

---

## **Task Number 88**

# Clean instruments and supplies.

## Definition

Cleaning should include

- use of PPE
- storage of clean/unclean items
- procedures for cleaning, disinfection, and sterilization.

## Process/Skill Questions

- What is the difference between cleaning, disinfecting, and sterilization?
- Why is it important to use PPE while carrying out these procedures?

## HOSA Competitive Events (High School)

### Health Professions Events

- Home Health Aide
  - Nursing Assisting
- 

## Task Number 89

# Dispose of soiled material.

## Definition

Disposal should include

- types of items that are disposed vs. cleaned
- precautions taken with sharps
- relation to Standard Precautions/bloodborne pathogen precautions.

## Process/Skill Questions

- Why is it important to properly dispose of soiled material?
- What potential environmental concerns develop if medical wastes are disposed of improperly?

## HOSA Competitive Events (High School)

### **Health Professions Events**

- Home Health Aide
- Nursing Assisting

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# **Understanding Body Systems and Disorders**

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## **Task Number 90**

### **Define simple medical terminology.**

#### **Definition**

Definition should include

- identification of basic word building parts (prefixes, suffixes, and word roots)
- word meanings
- common abbreviations.

#### **Process/Skill Questions**

- Why is it important to understand medical terms and abbreviations?
- What are potential consequences of not understanding basic medical terminology?
- What are words, terms, or abbreviations that are easily confused? How can a CNA avoid this confusion?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Medical Terminology

---

## **Task Number 91**

### **Identify anatomical structures.**

#### **Definition**

Identification should include the name of each body system:

- Integumentary
- Muscular
- Skeletal
- Circulatory
- Respiratory
- Gastrointestinal
- Endocrine
- Reproductive
- Nervous
- Urinary
- Sensory

### **Process/Skill Questions**

- What are the functions of each body system?
- Why is symmetry an important concept in anatomy?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Medical Spelling
- 

## **Task Number 92**

### **Identify body cavities and the organs within these cavities.**

#### **Definition**

Identification should include the location of each major body cavity:

- Dorsal cavity (containing the cranial cavity, spinal cavity)
- Ventral cavity (containing the thoracic cavity, abdominal cavity, pelvic cavity)

#### **Process/Skill Questions**

- What major organs are contained in each body cavity?
- Why is this information important to medical personnel?
- What is the location of the diaphragm, with relation to the body cavities?
- What is the function of the diaphragm?

## Task Number 93

### Identify parts and functions of the cell.

#### Definition

Identification should include

- the parts of the cell, as well as the location and function of deoxyribonucleic acid (DNA) and ribonucleic acid (RNA) within the cell
- the units of organization in the body from simplest (cells) to the most complex (systems)
- the nutrient-waste cycle.

#### Process/Skill Questions

- What is the relationship between cell shapes and cell functions?
- What are the functions of the major organelles?
- How does DNA affect genetics?
- What is *mitosis*?

### HOSA Competitive Events (High School)

#### Health Science Events

- Medical Terminology
- 

## Task Number 94

### Identify tissues within the body.

#### Definition

Identification should include the structures and functions of the four types of body tissues:

- Epithelial
- Muscle
- Connective
- Nerve

#### Process/Skill Questions

- What are the three types of muscle tissue?

- How do they differ in functionality?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Medical Terminology
- 

## **Task Number 95**

### **Identify major structures and functions of the integumentary system.**

#### **Definition**

Identification should include names and descriptions of the layers of the skin, as well as the function of the skin.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What is the body's first line of defense?
- What are the layers of the skin? How are they similar or different?
- How can the sun be harmful to the integumentary system? Can the sun also be helpful? Explain.

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Medical Terminology
- 

## **Task Number 96**

### **Identify major disorders of the integumentary system.**

#### **Definition**

Identification includes

- use of diagnostic tests
- signs and symptoms
- CNA responsibilities
- treatment prognosis.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are the correct names for three abnormal colors of the skin and the cause of each abnormal color?
- What are the stages of pressure ulcer formation and treatment for each?
- What are the nursing actions for the prevention of skin breakdown?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Medical Terminology
- 

## **Task Number 97**

### **Identify major structures and functions of the endocrine system.**

#### **Definition**

Identification should include the structures and functions of the organs and glands, as well as the overall function, of the endocrine system:

- Organs of the endocrine system include the pancreas, the thymus, ovaries, and testes.
- Glands of the endocrine system include pituitary gland, thyroid gland, parathyroid glands, and pineal gland.
- The endocrine system functions in secreting hormones that affect or regulate body organs.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What is the role of insulin after eating a meal?
- What are the signs of hypoglycemia?
- What is the function of a hormone?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Pathophysiology
- 

## Task Number 98

### Identify major disorders of the endocrine system.

#### Definition

Identification should include

- diagnostic tests related to disorders of the endocrine system
- influence of hormones on body functions
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What are some of the diagnostic tests used for identification of disorders/diseases of the endocrine system?
- What influence do hormones have on various body functions?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Pathophysiology
-



## **Task Number 99**

### **Identify major structures and functions of the circulatory system.**

#### **Definition**

Identification should include the types, structures, and functions of blood vessels and circulation:

- Arteries function to carry blood away from the heart.
- Veins function to carry blood back to the heart.
- Capillaries function to carry blood between the arterial and venous vessels.

Refer to Unit VII in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What is the effect of dehydration on the circulatory system?
- What is the effect of hemorrhage on the circulatory system?
- What are the differences between veins and arteries?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology
- 

## **Task Number 100**

### **Identify major disorders of the circulatory system.**

#### **Definition**

Identification should include

- diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are some of the diagnostic tests used for identification of disorders/diseases?
- What influence do risk factors have on circulatory disorders/diseases?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology
- 

## **Task Number 101**

### **Identify major structures and functions of the musculoskeletal system.**

#### **Definition**

Identification should include

- two divisions of the skeleton
- types, structures, functions, and formation of bones
- bone marrow, cranial sinuses, and cartilage
- number of vertebrae in each segment of the vertebral column
- difference between the male and female pelvis
- changes in skeleton across the lifespan
- basic unit of muscle tissue
- three types of muscle tissue, their characteristics, and their functions
- physiology and types of muscle contractions
- effects of aging on muscles.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What is the basic unit of muscle tissue?
- What are the major muscles of the body, and where are they located?
- How are muscles attached to bones?

- What is the role of the nervous system in muscle function?
- What are the energy sources for muscle contraction?
- What is the simple equation of cellular respiration, and what happens to each of the products of this equation?
- What are the types of muscle contractions?
- How could the body's physiological responses to exercise be described? Summarize how each response assists in maintaining homeostasis.
- What measures may be taken to minimize the effects of aging on the muscular system?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Pathophysiology

## **Task Number 102**

### **Identify major structures and functions of the gastrointestinal system, including the oral cavity.**

#### **Definition**

Identification should include organs and accessory organs of the digestive tract and their functions as follows:

- Mouth and teeth to perform mechanical breakdown of food
- Esophagus to convey food to the stomach
- Stomach to churn the food bolus into chyme
- Small intestine to absorb food nutrients
- Large intestine to consolidate waste
- Liver to serve as a detoxification center for medications
- Gallbladder to emulsify fats
- Pancreas to produce insulin and digestive enzymes

Refer to Unit VII in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- Where in the gastrointestinal system are most nutrients absorbed? Why is this important?
- What are the roles of the liver in the gastrointestinal system?
- How does food progress through the digestive tract?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Pathophysiology
- 

## Task Number 103

### Identify major disorders of the gastrointestinal system.

#### Definition

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### Process/Skill Questions

- What are some of the diagnostic tests used for identification of disorders/diseases?
- What influence do risk factors have on gastrointestinal disorders/diseases?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Pathophysiology
- 

## Task Number 104

### Identify major disorders of the oral cavity.

#### Definition

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

### **Process/Skill Questions**

- What are some of the diagnostic tests used for identification of disorders/diseases?
- What influence do risk factors have on digestive disorders/diseases?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology

## **Task Number 105**

### **Identify major structures and functions of the reproductive system.**

#### **Definition**

Identification should include structures in the male and female reproductive system as follows:

- The penis functions to deposit semen.
- Testes function to produce sperm and testosterone.
- The scrotum functions to hold testicles.
- Ovaries function to produce eggs.
- Fallopian tubes function as a pathway for egg and sperm.
- The uterus functions as an organ of reproduction.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- How is herpes simplex virus type 2 (HSV-2) different from herpes simplex virus type 1 (HSV-1)?
- Where is the egg fertilized by the sperm in the fallopian tube?
- What is the importance of the human papillomavirus (HPV) vaccine?

### **HOSA Competitive Events (High School)**

### Health Science Events

- Knowledge Test: Pathophysiology
- 

## Task Number 106

### Identify major disorders of the reproductive system.

#### Definition

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### Process/Skill Questions

- What are some of the diagnostic tests used for identification of disorders/diseases?
- What influence do risk factors have on reproductive disorders/diseases?

### HOSA Competitive Events (High School)

#### Health Science Events

- Knowledge Test: Pathophysiology
- 

## Task Number 107

### Identify major structures and functions of the urinary system.

#### Definition

Identification should include the structures and functions of the urinary system as follows:

- The kidney functions to produce urine.
- Ureters convey urine from the kidney to the bladder.
- The bladder functions to hold urine.
- The urethra conveys urine to the outside of the body.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are nephrons?
- How many nephrons does each kidney contain?
- What makes up urine?
- What lab test describes kidney function?
- How is this test important in diagnosis?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology

## **Task Number 108**

### **Identify major disorders of the urinary system.**

#### **Definition**

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are some of the diagnostic tests used for identification of disorders/diseases?
- What influence do risk factors have on urinary disorders/diseases?

### **HOSA Competitive Events (High School)**

## Health Science Events

- Knowledge Test: Pathophysiology
- 

### Task Number 109

#### Identify major structures and functions of the respiratory system.

##### Definition

Identification should include the structures and functions of the respiratory system as follows:

- The nose functions to warm, moisten, and filter air.
- The pharynx is the passageway for air and food.
- The larynx functions as the voice box.
- The trachea and bronchi function to convey air into the lungs.
- Alveoli are the air sacs where gas exchange occurs.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

##### Process/Skill Questions

- What is the function of the diaphragm in the breathing process?
- What happens to oxygen when the hemoglobin is low? Why?
- How many alveoli are present in the lungs?
- How do the alveoli play a major role in emphysema?

### HOSA Competitive Events (High School)

#### Health Science Events

- Knowledge Test: Pathophysiology
- 

### Task Number 110

#### Identify major disorders of the respiratory system.



## Definition

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What are some of the diagnostic tests used for identification of disorders/diseases?
- What influence do risk factors have on respiratory disorders/diseases?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Pathophysiology
- 

## Task Number 111

### Identify major structures and functions of the nervous system.

#### Definition

Identification should include structures and functions of the central and peripheral nervous system as follows:

- The central nervous system contains the brain and spinal cord.
- The peripheral nervous system contains cranial nerves and spinal nerves.

Refer to Units VII and X in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### Process/Skill Questions

- Can central nervous system cells regenerate after being damaged? Why is this important?

- Where are the respiratory centers located in the brain? How is this important in health care?
- What is meningitis? What test would be used to diagnose it?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Pathophysiology
- 

## **Task Number 112**

### **Identify major disorders of the nervous system, including Alzheimer’s disease and other dementias.**

#### **Definition**

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Units VII and X in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What are some of the diagnostic tests used for identification of disorders and diseases?
- What influence do risk factors have on nervous system disorders and diseases?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Pathophysiology
- 

## **Task Number 113**

## **Identify major structures and functions of the sensory system.**

### **Definition**

Identification should include the roles of the eyes, ears, and special senses as follows:

- The eyes function in sight.
- The ears function in hearing.
- The nose functions in smell.
- The skin functions in feeling pain, heat, cold, and pressure.
- The taste buds function in detecting sweet, salty, sour, and bitter taste sensations.

Refer to Units VII and X in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- How do eyeglasses correct common vision problems?
- What is colorblindness? How is it caused?
- How many smells can the nose detect?
- How can the sense of smell be a defense mechanism for the body?
- How are taste and smell interconnected?
- Where are the receptors for hearing located?
- What precautions can be taken in young adulthood to reduce vision problems in later life?  
To reduce hearing loss over time?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Pathophysiology
- 

## **Task Number 114**

### **Identify major parts of the eye and ear.**

#### **Definition**

Identification should include

- labeling the major parts of the eye and ear

- stating the functions of the major parts of the eye and ear.

Refer to Units VII and X in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are the functions of the major parts of the eye and ear?
- How does the ear help to maintain balance and equilibrium?
- What is the pathway of sound waves as they pass through the ear?
- What is the pathway of light rays as they pass through the eye?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology
- 

## **Task Number 115**

### **Identify major disorders of the eye, ear, and other sensory organs.**

#### **Definition**

Identification should include

- use of diagnostic tests
- diseases and abnormal conditions (e.g., signs and symptoms, nursing care, treatment, prognosis).

Refer to Units VII and X in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What are the different sensory pathways, and how would you summarize the parts of each pathway?
- What are the characteristics of sensation?
- What is the physiology of the special senses of taste, smell, touch, temperature, proprioception, and pain?
- How does this information enter the body, reach the brain, and affect response?

- What is the role of the hypothalamus in the visceral sensations of hunger and thirst?
- What is the pathway of sound waves through the ear as they travel to the brain?
- What is the significance of the location of the eustachian tubes?
- Where are the arterial receptors located?
- What is the role of each in maintaining homeostasis?
- How does aging affect the sensory system?
- What can be done to reduce the effects of aging on the sensory system?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Pathophysiology

## **Task Number 116**

### **Describe the major stages of growth and developmental abilities.**

#### **Definition**

Description should include

- life stages
- physical development
- emotional development
- mental development
- social development
- Maslow's hierarchy of needs.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- How are general patterns of growth and development explained?
- What are the adjustment periods of each group?
- How would a CNA prioritize nursing care based upon Maslow's Motivational Theory of Basic Needs?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Pathophysiology

### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 117**

### **Describe the effects of the normal aging process on major body systems.**

#### **Definition**

Description should include

- physical changes of body systems
- emotional changes
- social changes
- diseases related to aging
- safety issues related to aging
- nutrition needs related to aging.

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What is the effect of aging on family dynamics and interactions?
- What are examples of health changes in older adults? In what ways do these changes affect them?
- What strategies might an older adult use to maintain good health?
- What would a CNA include in a teaching plan for the older adult related to safety and security needs?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology

## Health Professions Events

- Nursing Assisting
- 

### Task Number 118

## Identify psychosocial changes associated with the aging process.

### Definition

Identification should include

- emotional responses (e.g., social support, lifestyles, loss of relationships, limited finances, decrease of independence, failing health, coping ability)
- social responses (e.g., retirement, failing health).

Refer to Unit VI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### Process/Skill Questions

- How do the major adjustment periods of aging, such as retirement, the death of a spouse, major illness, depression, and nursing home/assisted living placement, manifest themselves?
- How can aging affect an individual's social needs?
- What type of psychosocial problems might arise as a result of the lack of independence?
- What are some of the coping mechanisms the elderly display in dealing with psychosocial situations?
- What affect do psychosocial problems have on the health of the elderly?

### HOSA Competitive Events (High School)

#### Health Science Events

- Knowledge Test: Pathophysiology

#### Health Professions Events

- Nursing Assisting
-

# Understanding Individual Needs: Mental Health

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## Task Number 119

### Identify basic client/resident/patient needs.

#### Definition

Identification includes

- physical needs
- psychosocial needs
- problems associated with meeting basic needs
- guidelines for CNA to assist client/resident/patient.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### Process/Skill Questions

- What are common client/resident/patient reactions when basic physical and psychosocial needs are not met?
- What are examples of physical needs? Psychosocial needs?

#### HOSA Competitive Events (High School)

##### Health Science Events

- Knowledge Test: Pathophysiology

##### Health Professions Events

- Nursing Assisting
- 

## Task Number 120

### Identify defense and coping mechanisms.



## Definition

Identification includes

- compensation
- conversion
- denial
- displacement
- projection
- rationalization
- regression
- repression.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## Process/Skill Questions

- What are the different coping mechanisms that individuals may demonstrate?
- What are the different defense mechanisms that individuals may demonstrate?
- Why might a client/resident/patient use a coping or defense mechanism?

## HOSA Competitive Events (High School)

### Health Science Events

- Knowledge Test: Behavioral Health
  - Knowledge Test: Pathophysiology
- 

## Task Number 121

### Describe signs and symptoms of mental illness.

#### Definition

Description should include

- anxiety
- obsessive-compulsive disorder (OCD)
- phobias
- depression
  - suicide precautions (e.g., one-on-one supervision)
  - safety

- bipolar disorder
- schizophrenia.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What coping mechanisms are associated with schizophrenia?
- What is the appropriate CNA response to a patient exhibiting signs and symptoms of mental illness?
- When should a CNA make a report to a charge nurse regarding client/resident/patient who is mentally ill?
- What are one-on-one supervision guidelines for suicide precautions?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Behavioral Health
- Knowledge Test: Pathophysiology

## **Task Number 122**

### **Identify the guidelines for the management of client/resident/patient behavior across the lifespan.**

#### **Definition**

Identification should include

- principles of behavior management
- strategies to reinforce or reduce behaviors
- an awareness of one's own actions in relation to a client/resident/patient
- the reporting of unusual behavior to the charge nurse
- the documentation of unusual behavior.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- What is the importance of early recognition of unusual behaviors?
- What behavior modifications might be in a patient-centered care plan?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Behavioral Health
  - Knowledge Test: Pathophysiology
- 

## **Task Number 123**

### **Describe inappropriate behaviors of a client/resident/patient.**

#### **Definition**

Description includes

- identification of warning signs that precede inappropriate behaviors
- demonstration of strategies to respond to inappropriate behaviors
- examples of behaviors
  - aggression
  - anger
  - combativeness
  - inappropriate language
  - inappropriate sexual behavior.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Behavioral Health
  - Knowledge Test: Pathophysiology
- 

## **Task Number 124**

## **Describe the roles of a CNA and the family in providing emotional support for the client/resident/patient.**

### **Definition**

Description includes

- role of family and concerned others on the healthcare team
- CNA strategies to provide emotional support to the client/resident/patient and to encourage the family to do the same.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- Why is it important to include the family in supporting the client/resident/patient?
- Why is silence and listening one of the best responses to family concerns?
- Why is it important to give the family respect and privacy?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Behavioral Health
- Knowledge Test: Pathophysiology

#### **Health Professions Events**

- Nursing Assisting
- 

## **Task Number 125**

### **Provide care to the aged and disabled.**

#### **Definition**

Provision should include following guidelines for the care of

- aging individuals
- individuals with disabilities
  - developmental disabilities

- physical disabilities.

Refer to Unit IX in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

### **Process/Skill Questions**

- How would care for an individual with or without a disability differ?
- How can a CNA promote dignity and independence for an individual who is aged or disabled?

### **HOSA Competitive Events (High School)**

#### **Health Science Events**

- Knowledge Test: Pathophysiology

#### **Health Professions Events**

- Nursing Assisting

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# **Exploring Death and Dying**

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## **Task Number 126**

**Identify needs related to death and dying, as required by Virginia Board of Nursing regulation.**

### **Definition**

Identification should include

- the Kübler-Ross theory of death and dying
- personal feelings (e.g., client/resident/patient, family, staff)
- characteristics of stages of death and dying
- physical changes
- signs and symptoms of approaching death.

### **Process/Skill Questions**

- What is the Kübler-Ross theory of death and dying?
- How do religious beliefs affect feelings about death and dying?
- How would one identify each stage of death and dying and describe characteristics associated with each stage?
- What are influences of various cultures on grief?
- What is the philosophy of hospice care for a client/resident/patient and family?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

### **Health Professions Events**

- Nursing Assisting

## **Task Number 127**

### **Discuss care measures related to death and dying.**

#### **Definition**

Discussion should include

- care of the dying client/resident/patient
- psychosocial and spiritual care
- hospice care
- postmortem care measures
- care measures for the family when death of the client/resident/patient is imminent.

#### **Process/Skill Questions**

- What is the nursing care for a client/resident/patient approaching death?
- How would a CNA prioritize nursing care for a client/resident/patient approaching death (e.g., comfort measures, communication techniques)?
- How can nursing staff maintain client/resident/patient dignity while providing postmortem care?

## **HOSA Competitive Events (High School)**

### **Health Science Events**

- Knowledge Test: Medical Law and Ethics

### **Health Professions Events**

- Nursing Assisting

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# **Promoting Community Health and First Aid**

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## **Task Number 128**

### **Demonstrate the basic steps a CNA should take in any emergency.**

#### **Definition**

Demonstration should include

- identifying signs and symptoms a client/resident/patient may display when experiencing an emergency
- responding to a conscious or unconscious client/resident/patient.

Demonstration also includes completing or maintaining American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) certification, including the use of an AED.

Refer to Unit V in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What are the criteria for CPR?
- What are the CABS?
- Why would CPR not be given to a patient with a do-not-resuscitate (DNR) order?
- Why would CNAs need first-aid training?
- Why are Good Samaritan laws important for those who perform first aid?
- How does a CNA assess a patient's medical condition to determine whether first aid is required?

#### **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Nursing Assisting

### **Emergency Preparedness Events**

- CPR/First Aid
- 

## **Task Number 129**

### **Discuss CNA actions for emergencies.**

#### **Definition**

Discussion should include CNA actions for emergencies such as

- bleeding
- nose bleeds
- vomiting
- fainting
- burns
- heart attacks
- seizures
- stroke
- shock
- hypoglycemia
- hyperglycemia
- allergic reactions.

Refer to Unit V in [\*Nurse Aide Curriculum\*](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018.

#### **Process/Skill Questions**

- What are some signs and symptoms of common emergencies (e.g., allergic reaction, fainting, shock, stroke, heart attack)?
- When is an epinephrine auto-injector used?
- How is anaphylactic shock identified?
- How is bleeding controlled?
- What is the universal sign for choking?
- What is first aid for soft-tissue injuries?

#### **HOSA Competitive Events (High School)**



### **Health Professions Events**

- Nursing Assisting

### **Emergency Preparedness Events**

- CPR/First Aid

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# **Maintaining a Safe Environment**

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## **Task Number 130**

### **Identify proper body mechanics, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Identification should include

- standing, sitting, and moving techniques for personal protection of a CNA
- techniques for moving, transferring, and lifting clients/residents/patients for personal protection of a CNA.

More information can be found in [OSHA Guidelines for Nursing Homes: Ergonomics for the Prevention of Musculoskeletal Disorders](#) and the [U.S. Department of Labor, Wage and Hour Division Field Assistance Bulletin No. 2011-3](#) on the operation of client/resident/patient lifts/hoists by youths under the age of 18.

#### **Process/Skill Questions**

- What are the consequences for your well-being of not following proper techniques for standing, sitting, and moving?
- What types of devices can help you transfer and lift clients?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Nursing Assisting

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## **Task Number 131**

**Identify safety procedures related to client/resident/patient care, as required by Virginia Board of Nursing regulation.**

### **Definition**

Identification should include

- prevention of falls and thermal injuries
- fire safety
- oxygen safety
- safety in the workplace.

### **Process/Skill Questions**

- What factors increase the risk for falls?
- As a CNA, when entering the room of a client/resident/patient who is visually or mobility impaired, what areas in the room may pose a hazard, and how should they be modified?
- What information would a CNA need before applying hot or cold treatments?
- What safety measures should be in place with a client/resident/patient using oxygen?
- What are safety risks for a CNA?

### **HOSA Competitive Events (High School)**

#### **Health Professions Events**

- Nursing Assisting

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## **Task Number 132**

**Describe the use of fire extinguishers.**

### **Definition**

Description should include

- identifying the type of fire and type of extinguisher needed
- the steps represented by the acronym PASS (pull-aim-squeeze-sweep).

## **Process/Skill Questions**

- What are the consequences of using the wrong fire extinguisher?
- How does a CNA determine what type of fire extinguisher to use?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Nursing Assisting

### **Emergency Preparedness Events**

- CPR/First Aid
- 

## **Task Number 133**

### **Identify Occupational Safety and Health Administration (OSHA) regulations and guidelines, as required by Virginia Board of Nursing regulation.**

#### **Definition**

Identification should include those procedures that deal with

- bloodborne pathogens
- immunizations (e.g., hepatitis B)
- timely reporting of employee injuries.

## **Process/Skill Questions**

- What are exposure-control policies?
- What measures can be taken to protect oneself from pathogens?
- Who is eligible to receive hepatitis B immunization?

## **HOSA Competitive Events (High School)**

### **Health Professions Events**

- Nursing Assisting

### **Emergency Preparedness Events**

- CPR/First Aid

## SOL Correlation by Task

Describe the legal aspects of the nurse aide program.	English: 11.5, 12.4
Explain nurse aide certification requirements and responsibilities.	English: 11.5, 12.4  History and Social Science: GOVT.8
Identify the professional qualities of a certified nurse aide (CNA).	English: 11.5, 12.4
Develop awareness of personality strengths and weaknesses.	English: 11.1, 12.1
Demonstrate successful work attitudes and teamwork.	English: 11.5, 12.4
Identify the CNA scope of practice, as required by Virginia Board of Nursing regulation.	English: 11.5, 11.8, 12.4, 12.8  History and Social Science: GOVT.8
Identify healthcare career options.	English: 11.5, 11.8, 12.4, 12.8
Differentiate functions among nursing personnel.	English: 11.5, 12.4  History and Social Science: GOVT.8
Identify interdisciplinary members of the healthcare team.	English: 11.5, 12.4
Identify the major types and functions of healthcare institutions.	English: 11.5, 12.4
Identify examples of ethical nursing behavior and patients' rights.	English: 11.5, 12.4  History and Social Science: GOVT.7, GOVT.8
Determine the legal responsibilities of a CNA, as required by Virginia Board of Nursing regulation.	English: 11.5, 11.8, 12.4, 12.8  History and Social Science: GOVT.8
Maintain care and security of the client's/resident's/patient's personal possessions, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4  History and Social Science: GOVT.8
Identify the rights of clients/residents/patients.	English: 11.5, 11.8, 12.4, 12.8
Demonstrate respect for client/resident/patient rights, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4

	History and Social Science: GOVT.8
Promote a client's/resident's/patient's rights to be free from abuse, mistreatment, and neglect, as required by Virginia Board of Nursing regulation.	English: 11.5, 11.8, 12.4, 12.8  History and Social Science: GOVT.8
Assist in resolving grievances and disputes, as required by Virginia Board of Nursing regulation.	English: 11.1, 11.5, 11.8, 12.1, 12.4, 12.8  History and Social Science: GOVT.8
Assist client/resident/patient and family groups with participation in activities, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4  History and Social Science: GOVT.8
Identify activities for clients/residents/patients receiving long-term care.	English: 11.5, 12.4
Demonstrate proficient communication skills, as required by Virginia Board of Nursing regulation.	English: 11.5, 11.8, 12.4, 12.8  History and Social Science: GOVT.8
Demonstrate interpersonal skills, as required by Virginia Board of Nursing regulation.	History and Social Science: GOVT.8
Recognize barriers to communication.	English: 11.5, 12.4
Identify the role of the CNA's four senses in communication.	English: 11.5, 12.4
Describe the documents that are used by the healthcare team to communicate information and needs of a client/resident/patient.	English: 11.5, 11.6, 11.7, 12.4, 12.6, 12.7
Report objective and subjective information related to a specific task identified in a client's/resident's/patient's person-centered nursing care plan.	English: 11.1, 11.5, 12.1, 12.4
Demonstrate end-of-shift communication by giving an end-of-shift report and documenting with 100 percent accuracy on a client's/resident's/patient's activities of daily living (ADL) record.	
Demonstrate telephone communication.	
Demonstrate communicating with a hearing-impaired client/resident/patient.	English: 11.5, 11.6, 11.7, 12.4, 12.6, 12.7
Demonstrate communicating with a visually impaired client/resident/patient.	English: 11.5, 12.4
Describe the characteristics of cognitive impairment.	English: 11.5, 12.4
Identify potential causes of cognitive impairment in clients/residents/patients.	English: 11.5, 12.4
Explain why communication challenges must be overcome.	English: 11.1, 11.4, 12.1, 12.5

Discuss communication with families.	English: 11.1, 12.1
Demonstrate communication with members of the healthcare team.	English: 11.1, 12.1
Discuss important interpersonal skills for a CNA.	English: 11.1, 12.1
Identify stressors for a CNA and the resources a CNA may use to deal with stress.	English: 11.5, 11.8, 12.5, 12.8
Explore religious, ethnic and cultural diversity, as required by Virginia Board of Nursing regulation.	English: 11.8, 12.8  History and Social Science: GOVT.8, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15
Provide religious, ethnic, and culturally sensitive care, as required by Virginia Board of Nursing regulation.	English: 11.8, 12.8  History and Social Science: GOVT.8, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.14, WHI.15, WHI.15
Manage conflict with clients/residents/patients and coworkers, as required by Virginia Board of Nursing regulation.	English: 11.3, 11.5, 11.8, 12.3, 12.4, 12.8
Maintain a client's/resident's/patient's environment, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4  History and Social Science: GOVT.8
Match major pathogenic microorganisms to their related disease or infection.	English: 11.5, 12.4  Science: BIO.4
Describe how infections spread.	English: 11.5, 12.4
List the symptoms of an infection.	English: 11.6, 11.7, 12.6, 12.7
Explain principles of infection control, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4  History and Social Science: GOVT.8
Demonstrate proper hand-washing technique.	English: 11.5, 12.4
Demonstrate infection-control measures, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4  History and Social Science: GOVT.8
Don and remove gown, mask, and gloves.	English: 11.5, 12.4
Demonstrate double-bagging technique.	English: 11.5, 12.4

Demonstrate safety procedures in various healthcare scenarios, as required by Virginia Board of Nursing regulation.	English: 11.5, 11.8, 12.4, 12.8 History and Social Science: GOVT.8
Clean instruments and supplies.	
Dispose of soiled material.	
Define simple medical terminology.	English: 11.3, 11.5, 12.3, 12.4
Identify anatomical structures.	English: 11.5, 12.4
Identify body cavities and the organs within these cavities.	English: 11.5, 12.4
Identify parts and functions of the cell.	English: 11.5, 12.4 Science: BIO.3
Identify tissues within the body.	English: 11.5, 12.4 Science: BIO.4
Identify major structures and functions of the integumentary system.	English: 11.5, 12.4 Science: BIO.4
Identify major disorders of the integumentary system.	English: 11.5, 11.8, 12.4, 12.8
Identify major structures and functions of the endocrine system.	English: 11.5, 11.8, 12.4, 12.8 Science: BIO.4
Identify major disorders of the endocrine system.	English: 11.5, 11.8, 12.4, 12.8
Identify major structures and functions of the circulatory system.	English: 11.5, 12.4 Science: BIO.4
Identify major disorders of the circulatory system.	English: 11.5, 11.8, 12.4, 12.8
Identify major structures and functions of the musculoskeletal system.	English: 11.5, 12.4 Science: BIO.4
Identify major structures and functions of the gastrointestinal system, including the oral cavity.	English: 11.5, 11.8, 12.4, 12.8 Science: BIO.4
Identify major disorders of the gastrointestinal system.	English: 11.5, 11.8, 12.4, 12.8
Identify major disorders of the oral cavity.	English: 11.5, 12.4
Identify major structures and functions of the reproductive system.	English: 11.5, 12.4 Science: BIO.4
Identify major disorders of the reproductive system.	English: 11.5, 12.4
Identify major structures and functions of the urinary system.	English: 11.5, 12.4 Science: BIO.4
Identify major disorders of the urinary system.	English: 11.5, 11.8, 12.4, 12.8

Identify major structures and functions of the respiratory system.	English: 11.5, 12.4 Science: BIO.4
Identify major disorders of the respiratory system.	English: 11.5, 12.4
Identify major structures and functions of the nervous system.	English: 11.5, 12.4 Science: BIO.4
Identify major disorders of the nervous system, including Alzheimer's disease and other dementias.	English: 11.5, 11.8, 12.4, 12.8
Identify major structures and functions of the sensory system.	English: 11.5, 11.8, 12.4, 12.8 Science: BIO.4
Identify major parts of the eye and ear.	English: 11.5, 11.8, 12.4, 12.8
Identify major disorders of the eye, ear, and other sensory organs.	English: 11.5, 11.8, 12.4, 12.8
Describe the major stages of growth and developmental abilities.	English: 11.5, 12.4
Describe the effects of the normal aging process on major body systems.	English: 11.5, 12.4
Identify psychosocial changes associated with the aging process.	English: 11.5, 11.8, 12.4, 12.8
Identify basic client/resident/patient needs.	English: 11.5, 11.8, 12.4, 12.8
Identify defense and coping mechanisms.	English: 11.5, 12.4
Describe signs and symptoms of mental illness.	English: 11.5, 12.4
Identify the guidelines for the management of client/resident/patient behavior across the lifespan.	English: 11.5, 11.6, 11.7, 12.4, 12.6, 12.7
Describe inappropriate behaviors of a client/resident/patient.	English: 11.5, 11.8, 12.4, 12.8
Describe the roles of a CNA and the family in providing emotional support for the client/resident/patient.	English: 11.5, 12.4
Provide care to the aged and disabled.	English: 11.5, 12.4
Identify needs related to death and dying, as required by Virginia Board of Nursing regulation.	English: 11.1, 11.5, 12.1, 12.4 History and Social Science: GOVT.8
Discuss care measures related to death and dying.	
Demonstrate the basic steps a CNA should take in any emergency.	English: 11.5, 12.4
Discuss CNA actions for emergencies.	English: 11.1, 11.5, 12.1, 12.4
Identify proper body mechanics, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4 History and Social Science: GOVT.8
Identify safety procedures related to client/resident/patient care, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4



	History and Social Science: GOVT.8
Describe the use of fire extinguishers.	English: 11.5, 12.4  Science: CH.1
Identify Occupational Safety and Health Administration (OSHA) regulations and guidelines, as required by Virginia Board of Nursing regulation.	English: 11.5, 12.4  History and Social Science: GOVT.8, VUS.13, VUS.14

## Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion.

## Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked "optional."

## Teacher Resources

### [Acronym Glossary](#)

### Virginia Board of Nursing Resources

- [Establishing/Maintaining Education Programs \(scroll down for Nurse Aide Education Program Application and Forms\)](#)
- [Public Resources](#)
- [Practitioner Resources](#)
- [Applicant Resources](#)

### Other Resources

#### [Pearson VUE Nurse Aide Candidate Handbook \(August 2019\)](#)

National Council of State Boards of Nursing videos related to professional qualities of a nurse aide:

- [Professional Boundaries in Nursing](#)
- [Social Media Guidelines for Nurses](#)

Virginia Administrative Code: [Disciplinary Provisions for Nurse Aides](#)

[Virginia Department of Social Services: Mandated Reporters - Training and Resources](#)

OSHA [Guidelines for Nursing Homes: Ergonomics for the Prevention of Musculoskeletal Disorders](#)

[Department of Labor Bulletin](#) on the operation of patient/resident lifts/hoists by youths under the age of 18.

# Appendix: Credentials, Course Sequences, and Career Cluster Information

## Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- EKG Technician Certification (ETC) Examination
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

**Concentration sequences:** *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Health Assisting Careers (8331/36 weeks)
- Introduction to Health and Medical Sciences (8302/36 weeks)
- Mental Health Assisting Careers (8332/36 weeks, 280 hours)
- Nurse Aide II (8362/36 weeks, 280 hours)

Career Cluster: Health Science	
Pathway	Occupations
Therapeutic Services	Certified Nurse Aide Home Health Aide Registered Nurse

Career Cluster: Science, Technology, Engineering and Mathematics	
Pathway	Occupations
Science and Mathematics	Medical Records and Health Information Technician Nurse Practitioner Occupational Health and Safety Specialist Registered Nurse