

Nurse Aide II

8362 36 weeks / 280 hours

8356 36 weeks / 140 hours

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Office of Career, Technical, and Adult Education
Virginia Department of Education

Course Description

Suggested Grade Level: 12

Prerequisites: 8360 or 8355

Nurse Aide II is an occupational preparation course emphasizing body systems and diseases as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. Students receive skills training and hands-on clinical experiences in a healthcare setting. Work-based learning in a healthcare facility is part of the course. Students must maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training during this course. This course requires students to meet the Virginia Board of Nursing required clock hours to be eligible to take the National Nurse Aide Assessment Program (NNAAP) exam. Additionally, this course includes the approved opiate competencies for health and medical sciences education.

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

Reference for tasks noted with “As required by the Virginia Board of Nursing regulation”:

Commonwealth of Virginia Regulations

Governing Certified Nurse Aides

Virginia Board of Nursing

<https://www.dhp.virginia.gov/media/dhpweb/docs/nursing/leg/CNA071519.pdf>

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.

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	8362	8356	Tasks/Competencies
Developing Communication and Coordination Techniques			
39	+	+	Identify methods to develop client/resident/patient, family, and staff relationships.
40	+	+	Define simple medical terminology.
41	+	+	Report changes in body function to charge nurse, as required by Virginia Board of Nursing regulation.
42	+	+	Answer the intercom.
43	+	+	Place and receive telephone calls.
44	+	+	Respond to the call signal.
45	+	+	Develop awareness of personality strengths and weaknesses.
46	+	+	Analyze personal health habits.
47	+	+	Demonstrate successful work attitudes.
Maintaining a Safe Environment			
48	+	+	Demonstrate body mechanics, as required by Virginia Board of Nursing regulation.
49	+	+	Perform safety procedures related to client/resident/patient care.
50	+	+	Use fire extinguishers.
51	+	+	Follow Occupational Safety and Health Administration (OSHA) regulations and guidelines, as required by Virginia Board of Nursing regulation.
Developing Basic Nursing Skills			
52	+	+	Make an unoccupied bed.
53	+	+	Make an occupied bed.
54	○	○	Make a surgical bed.
55	+	+	Position a client/resident/patient in bed, as required by Virginia Board of Nursing regulation.
56	+	+	Assist a client/resident/patient in maintaining body alignment.
57	+	+	Assure range of motion, as required by Virginia Board of Nursing regulation.
58	+	+	Adjust hospital bed.
59	+	+	Adjust side rails.
60	+	+	Place footboard, overbed cradle, or egg crate mattress on bed.
61	+	+	Place alternating pressure mattress on bed.
62	+	+	Assist with alternatives to restraints.
63	+	+	Apply heel and elbow protectors.
64	+	+	Apply and care for anti-embolic stockings, as required by Virginia Board of Nursing regulation.
65	+	+	Support a client/resident/patient with physical and psychological independence, as required by Virginia Board of Nursing regulation.
66	+	+	Assist a client/resident/patient with special needs in activities of daily living (ADL).

Task Number	8362	8356	Tasks/Competencies
67	+	+	Provide clinical care across the lifespan for physically challenged clients/residents/patients, as required by Virginia Board of Nursing regulation.
68	+	+	Provide care for a client/resident/patient with impaired cognition, as required by Virginia Board of Nursing regulation.
69	+	+	Assist a client/resident/patient with a sensory impairment, as required by Virginia Board of Nursing regulation.
70	+	+	Demonstrate reality-orientation techniques.
71	+	+	Demonstrate principles of behavior management, as required by Virginia Board of Nursing regulation.
72	+	+	Support the teaching of self-care to a client/resident/patient.
73	+	+	Apply a cold compress.
74	+	+	Apply an ice bag.
75	+	+	Assist a client/resident/patient in sitting on side of bed.
76	+	+	Assist a client/resident/patient in ambulation, as required by Virginia Board of Nursing regulation.
77	+	+	Provide indwelling urinary catheter care.
78	+	+	Maintain a closed urinary drainage system.
79	+	+	Collect a clean-catch urine specimen.
80	+	+	Strain urine.
81	+	+	Collect a 24-hour urine specimen.
82	+	+	Assist a client/resident/patient with using a bedpan, as required by Virginia Board of Nursing Regulation.
83	+	+	Transfer a client/resident/patient to a bedside commode.
84	+	+	Assist a client/resident/patient with using a urinal.
85	+	+	Empty a closed urine drainage bag.
86	+	+	Clean a stoma and change a colostomy bag.
87	+	+	Describe methods of assisting a client/resident/patient with bladder and bowel training.
88	+	+	Assist an incontinent client/resident/patient, including brief applications.
89	+	+	Assist a client/resident/patient with toilet use.
90	+	+	Collect a stool specimen.
91	+	+	Provide perineal care.
92	+	+	Collect a sputum specimen.
93	+	+	Measure and record temperature, as required by Virginia Board of Nursing regulation.
94	+	+	Measure and record pulse (apical and radial) for one minute, as required by Virginia Board of Nursing regulation.
95	+	+	Measure and record blood pressure, as required by Virginia Board of Nursing regulation.
96	+	+	Measure and record height and weight, as required by Virginia Board of Nursing regulation.

Task Number	8362	8356	Tasks/Competencies
97	+	+	Measure and record respiration for one minute, as required by Virginia Board of Nursing regulation.
98	+	+	Measure weight, using a wheelchair scale or an electronic bed scale.
99	+	+	Assist with applying and removing braces.
100	+	+	Assist with crutch walking.
101	+	+	Assist a client/resident/patient with walker and quad cane use.
102	+	+	Assist with dressing and undressing a client/resident/patient with weakness on an affected side.
103	+	+	Assist a client/resident/patient in standing.
104	+	+	Groom a client/resident/patient, including shaving/assisting with shaving, caring for/helping with hair, and cleaning/beautifying fingernails and toenails.
105	+	+	Perform a back rub.
106	+	+	Bathe a client/resident/patient, including giving/assisting with bed bath, partial bath, shower, tub bath, and whirlpool bath, as required by Virginia Board of Nursing regulation.
107	+	+	Provide skin care to prevent pressure ulcers, as required by Virginia Board of Nursing regulation.
108	+	+	Administer a sitz bath.
109	+	+	Perform oral hygiene, as required by Virginia Board of Nursing regulation.
110	+	+	Give denture care, as required by Virginia Board of Nursing regulation.
111	+	+	Perform transferring, positioning, and turning of a client/resident/patient, as required by Virginia Board of Nursing regulation.
112	+	+	Use assistive devices in transferring, eating, and dressing, as required by Virginia Board of Nursing regulation.
113	+	+	Transfer a client/resident/patient by wheelchair, as required by Virginia Board of Nursing regulation.
114	+	+	Transport a client/resident/patient by stretcher.
115	+	+	Assist with preparation for surgery.
116	+	+	Give a.m. care.
117	+	+	Give p.m. care.
118	+	+	Assist with physical examination.
Describing Admission, Transfer, and Discharge			
119	+	+	Describe preparation of a client/resident/patient room before admission and after transfer or discharge.
120	+	+	Describe the admissions process.
121	+	+	Prepare a client/resident/patient for transfer from room and/or facility.

Task Number	8362	8356	Tasks/Competencies
122	⊕	⊕	Demonstrate the discharge of a client/resident/patient, including care of personal belongings.
Assisting with Nutrition			
123	⊕	⊕	Discuss the importance of nutrition, hydration, and elimination as it relates to a client/resident/patient.
124	⊕	⊕	Describe the six main nutrients in a healthy diet.
125	⊕	⊕	Explain how to use ChooseMyPlate as a guide for a healthy diet.
126	⊕	⊕	Measure and record fluid and food intake and output, as required by Virginia Board of Nursing regulation.
127	⊕	⊕	Identify general and special diets.
128	⊕	⊕	Assist a client/resident/patient with menu selection.
129	⊕	⊕	Assist a client/resident/patient with eating and hydration.
130	⊕	⊕	Distribute nourishments.
131	⊕	⊕	Distribute drinking water.
132	⊕	⊕	Feed a client/resident/patient (all ages), as required by Virginia Board of Nursing regulation.
133	⊕	⊕	Observe a client/resident/patient receiving intravenous (IV) fluids.
Assisting with Dying and Death			
134	○	○	Identify ways to assist with care of a terminally ill client/resident/patient.
135	○	○	Care for a client/resident/patient when death is imminent, as required by Virginia Board of Nursing regulation.
136	⊕	⊕	Perform postmortem care on a mannequin.
Explaining Legal and Regulatory Aspects of Practice for the Certified Nurse Aide			
137	⊕	⊕	Discuss the legal and regulatory aspects for a CNA.
138	⊕	⊕	Describe the types and signs of abuse and inappropriate behaviors of a CNA.
139	⊕	⊕	Discuss the role of the mandated reporter, as described in the Code of Virginia.
140	⊕	⊕	List reasons why the Virginia Board of Nursing would begin disciplinary proceedings for a CNA.
141	⊕	⊕	Identify the consequences of abuse, neglect, and exploitation.
142	⊕	⊕	Discuss the responsibilities and requirements of CNAs, per Virginia Board of Nursing regulations.
143	⊕	⊕	Discuss the responsibilities of employers of CNAs to the Virginia Board of Nursing.
144	⊕	⊕	Describe the process of applying for the National Nurse Aide Assessment Program (NNAAP) exam.
Describing the Opioid Crisis			
145	⊕	⊕	Describe the history and current state of the opioid crisis in the United States.
146	⊕	⊕	Describe the history and current state of the opioid crisis in Virginia.

Task Number	8362	8356	Tasks/Competencies
147	⊕	⊕	Define the pharmacological components and common uses of opioids.
Examining the Key Factors of Drug Addiction			
148	⊕	⊕	Examine the science of addiction.
149	⊕	⊕	Explain prevention and early intervention strategies.
150	⊕	⊕	Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
151	⊕	⊕	Describe the treatment models of addiction therapy.
152	⊕	⊕	Describe the medication management antidote used to prevent fatal opioid overdoses.
Understanding Pain Management Protocols			
153	⊕	⊕	Explain the science of physiological and mental pain.
154	⊕	⊕	Describe the diagnostic tools used in developing pain management plans.
155	⊕	⊕	Describe pain treatment options available to various populations of patients.
156	⊕	⊕	Describe the effects of opioid dependency on the human body systems.
157	⊕	⊕	Explain the mechanism and physical effects of opioids on the human body.
158	⊕	⊕	Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.
159	⊕	⊕	Describe the withdrawal and tapering side effects of opioid use.
160	⊕	⊕	Describe storage and disposal options for opioids.
161	⊕	⊕	Explain community resources for education about opioid use.
Working with Patients and Caregivers			
162	⊕	⊕	Describe key communication topics involving opioids for patients.
163	⊕	⊕	Describe communication topics for caregivers and family members.

Legend: ⊕ Essential ○ Non-essential ⊖ Omitted

Curriculum Framework

Developing Communication and Coordination Techniques

Task Number 39

Identify methods to develop client/resident/patient, family, and staff relationships.

Definition

Identification should include skills in

- communication
- conflict resolution
- customer service.

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

Process/Skill Questions

- What communication strategies help when interacting with others?
- What information should be given to a client/resident/patient and family upon admission to a healthcare facility?
- What steps should be taken to resolve a conflict with a coworker?

HOSA Competitive Events (High School)

Health Professions Events

- Home Health Aide
- Nursing Assisting

Task Number 40

Define simple medical terminology.

Definition

Definition should include identification of basic word building parts (i.e., prefixes, suffixes, and word roots) and their meanings and 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 some words, terms, or abbreviations that are easily confused? How can one avoid this confusion?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
-

Task Number 41

Report changes in body function to charge nurse, as required by Virginia Board of Nursing regulation.

Definition

Reporting should be based on careful observation and include accurate and timely reporting to charge nurse.

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

Process/Skill Questions

- What are the consequences of careless observation?
- What client/resident/patient signs and symptoms are reportable?
- What are the guidelines for reporting critical signs and symptoms in an emergency?

HOSA Competitive Events (High School)

Health Professions Events

- Home Health Aide
 - Nursing Assisting
-

Task Number 42

Answer the intercom.

Definition

Answering should be in a manner that is

- professional
- proficient
- prompt.

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

Process/Skill Questions

- What constitutes a professional and proficient manner?
- What information should be included when answering the intercom?
- What information should be obtained upon answering the intercom?
- What client/resident/patient violations occur when the intercom is ignored?

HOSA Competitive Events (High School)

Health Professions Events

- Medical Assisting
-

Task Number 43

Place and receive telephone calls.

Definition

Placing and receiving telephone calls should include

- identifying the types of incoming and outgoing calls
- handling the various types of incoming and outgoing calls
- using the qualities of a good telephone voice
- displaying consistent manners, courtesy, and helpfulness when speaking on the phone.

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

Process/Skill Questions

- What information should be included when answering the phone (e.g., name, position, and unit)?
- What information is necessary when taking a message, and in what form should it be taken (i.e., written)?
- What information can be received? What information can be given out?

HOSA Competitive Events (High School)

Health Professions Events

- Medical Assisting
-

Task Number 44

Respond to the call signal.

Definition

Response should be performed manner that is

- professional
- proficient
- prompt.

Process/Skill Questions

- What constitutes a timely and professional manner?
- What could be consequences of ignoring the call signal?
- What client/resident/patient violations occur when the call signal is ignored?
- What is the proper placement of the signaling device?
- What is considered a *no pass zone*?

Task Number 45

Develop awareness of personality strengths and weaknesses.

Definition

Development should include

- personal strengths
- personal weaknesses
- how these affect interpersonal relationships.

Process/Skill Questions

- What is the importance in understanding strengths and weaknesses in regard to providing care to a client/resident/patient?
- What traits do you like to see in your coworkers, and why?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 46

Analyze personal health habits.

Definition

Analysis should include factors affecting

- personal health
- personal hygiene
- appearance criteria for the job.

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

Process/Skill Questions

- What practices are used to maintain health?
- How should one dress for work in a healthcare environment (e.g., nail care, jewelry, head and facial hair, body piercings, tattoos, and uniform/shoes)?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 47

Demonstrate successful work attitudes.

Definition

Demonstration should include

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

Process/Skill Questions

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

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Maintaining a Safe Environment

Task Number 48

Demonstrate body mechanics, as required by Virginia Board of Nursing regulation.

Definition

Demonstration should include

- techniques of standing, sitting, and moving for personal protection of the CNA
- techniques for moving, transferring, and lifting clients/residents/patients for personal protection of the 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 of not following proper techniques for standing, sitting, and moving?
- What types of devices can help transfer and lift clients/residents/patients?
- What are the U.S. Department of Labor age guidelines for the use of assistive devices to move, lift, or transfer clients/residents/patients?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 49

Perform safety procedures related to client/resident/patient care.

Definition

Performance should include

- prevention of falls and thermal injuries
- fire safety (identifying the acronym RACE [rescue, alarm, contain, extinguish])
- oxygen safety
- safety in the workplace.

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

Process/Skill Questions

- What factors increase the risk for falls?
- 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 these be modified?
- Before applying hot or cold treatments, what type of information is needed?
- What safety measures should be instituted with a client/resident/patient who uses oxygen?
- Why is a CNA at risk in the workplace?
- What steps might a CNA initiate in a violent or aggressive situation in the workplace?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 50

Use fire extinguishers.

Definition

Use should include

- identifying the type of fire and type of extinguisher needed
- using the steps represented by the acronym *PASS* (Pull-Aim-Squeeze-Sweep).

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

Process/Skill Questions

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

Task Number 51

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

Definition

Following OSHA regulations should include those procedures that deal with

- bloodborne pathogens
- immunizations (e.g., hepatitis B).

Refer to [Youth@Work: Talking Safety Virginia](#), produced by the National Institute for Occupational Safety and Health (NIOSH).

Process/Skill Questions

- What are exposure control policies?
- What measures can help to protect a CNA from pathogens?
- Who is eligible to receive the hepatitis B immunization?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Developing Basic Nursing Skills

Task Number 52

Make an unoccupied bed.

Definition

Making an unoccupied bed should include

- selection of appropriate linens
- attention to body mechanics
- infection control measures throughout the procedure.

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

Process/Skill Questions

- When should the bedspread on a bed be changed?
- What is the purpose of wearing gloves when stripping used bed linens from the bed?
- Where should soiled linen be placed?
- What linen is needed, in order of use, to make an unoccupied bed?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 53

Make an occupied bed.

Definition

Making an occupied bed should include

- ensuring client/resident/patient safety and privacy
- observing body mechanics
- following infection control measures throughout the procedure.

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

Process/Skill Questions

- Why is it important to observe a client/resident/patient while making an occupied bed?
- When are side rails used during the making of an occupied bed?
- How is a client's/resident's/patient's privacy protected during the making of an occupied bed?
- Why should a client/resident/patient be moved closer to the edge of the bed nearest to where the CNA is standing before turning them over on their side?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 54

Make a surgical bed.

Definition

Making a surgical bed should include

- selection of appropriate linen
- linens fanfolded away from the door
- bed left in highest position with side rails down.

Please note that this procedure may not be used due to infection control and safety issues in some facilities.

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

Process/Skill Questions

- Why is the bed left in highest position?
- Why are the side rails on both sides left down initially?

Task Number 55

Position a client/resident/patient in bed, as required by Virginia Board of Nursing regulation.

Definition

Positioning the client/resident/patient in bed involves

- knowledge of position limits and restrictions
- procedures and devices needed for safe positioning
- observations that should be reported and recorded.

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

Process/Skill Questions

- What supportive devices can be used to safely position a client/resident/patient in bed?
- In what different positions may a CNA be asked to put a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 56

Assist a client/resident/patient in maintaining body alignment.

Definition

Assistance should include allowing the body to move and function at the client's/resident's/patient's optimal level of strength.

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

Process/Skill Questions

- What is the definition of *body alignment*?
- What devices might be used to support a client/resident/patient in a sitting or supine position?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 57

Assure range of motion, as required by Virginia Board of Nursing regulation.

Definition

Range of motion should be assured by

- performing range of motion
- maintaining range of motion
- assisting with active range of motion exercises
- assisting with passive range of motion exercises
- getting feedback from a client/resident/patient about pain or discomfort.

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

Process/Skill Questions

- What circumstances require a client/resident/patient to have range of motion exercises?
- What techniques should be used to perform active range of motion exercises?
- What techniques should be used to perform passive range of motion exercises?
- How often should one perform range of motion exercises?
- What are examples of incorporating range of motion exercises into routine care for a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 58

Adjust hospital bed.

Definition

Adjusting the hospital bed involves

- knowledge of a client's/resident's/patient's position limits and restrictions
- the physician's orders
- devices that may be needed to support a client/resident/patient in position
- observations to be reported and recorded
- bed in the lowest position upon completion of task
- wheels that are locked and cranks that are closed.

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

Process/Skill Questions

- What should the CNA tell the client/resident/patient before adjusting the hospital bed?
- What information should be included about the bed when admitting a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 59

Adjust side rails.

Definition

Adjusting the side rails of the bed involves

- knowledge of the facilities rules regarding side rail use
- a client's/resident's/patient's level of mobility
- a client's/resident's/patient's orientation to time, place, and person.

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

Process/Skill Questions

- What are the facility procedures regarding the use of side rails?
- How might a side rail be beneficial to a client/resident/patient?
- How might a side rail cause a risk of falls to a client/resident/patient?
- When is a side rail considered a restraint?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 60

Place footboard, overbed cradle, or egg crate mattress on bed.

Definition

Placement should include

- knowing the purpose of these devices (which is to assist in the prevention of pressure ulcers and skin breakdown)
- understanding their proper use.

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

Process/Skill Questions

- What type of clients/residents/patients are good candidates for the use of a footboard, overbed cradle, or egg crate mattress?
- What are a CNA's duties in providing good skin care and frequent assessment of skin at bony prominences?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 61

Place alternating pressure mattress on bed.

Definition

Placement should include knowing the purpose of an alternating pressure mattress and its use.

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

Process/Skill Questions

- What types of clients/residents/patients are good candidates for the use of an alternating pressure mattress on a bed?

- How should a pressure mattress be placed and covered on a bed without interfering with its function?
-

Task Number 62

Assist with alternatives to restraints.

Definition

Assistance should include

- meeting the client's/resident's/patient's basic needs
- using diversions such as music and television
- maintaining habits and routines
- keeping signaling devices within reach
- explaining procedures
- orienting the client/resident/patient to place and time.

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

Process/Skill Questions

- Who can apply restraints?
- What are the risks of restraint use?
- Why are alternatives to restraints used?
- What government agencies have developed guidelines for alternatives to restraints and restraint use?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Nursing Assisting
-

Task Number 63

Apply heel and elbow protectors.

Definition

Application should be done according to instructions on the nursing care plan.

Process/Skill Questions

- What are the consequences if heel or elbow protectors are not used?
- When are heel and elbow protectors put on and taken off?
- What signs and symptoms of skin breakdown should be reported?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 64

Apply and care for anti-embolic stockings, as required by Virginia Board of Nursing regulation.

Definition

Application and care should include

- turning the stockings inside out down to the heel and applying without twists and wrinkles
- removing stockings, per doctor's orders
- observing the condition, integrity of skin.

Refer to Unit XI in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018. Refer also to Skill 2 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

Process/Skill Questions

- What is the terminology related to anti-embolic stockings?
- In what situations are anti-embolic stockings necessary? When should they be removed?
- What observations should be recorded and reported before applying anti-embolic stockings?

- What are the signs of impaired circulation?
- How does one determine the correct size of stockings?

Task Number 65

Support a client/resident/patient with physical and psychological independence, as required by Virginia Board of Nursing regulation.

Definition

Support should include

- describing person-centered care
- assisting with self-care according to client/resident/patient abilities, as directed by the charge nurse
- allowing a client/resident/patient to make decisions regarding care within the scope of client/resident/patient abilities.

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

Process/Skill Questions

- How can a CNA encourage a client/resident/patient in maximum self-care?
- What can a CNA do to give the client/resident/patient the opportunity to make as many decisions as possible independently?
- What are the benefits to a client/resident/patient and a CNA when a client/resident/patient maintains greater independence?
- What criteria are used to determine activities of daily living (ADL) allowed for a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 66

Assist a client/resident/patient with special needs in activities of daily living (ADL).

Definition

Assistance should include

- documenting the person's ability to perform ADL
- identifying the ADL involved in the care of a client/resident/patient with special needs
- demonstrating self-help devices, such as a sock assist, reachers, and long-handled combs and brushes
- identifying different types of assistive devices, such as braces, walkers, and transfer boards
- identifying psychological and social aspects of a client/resident/patient with special needs.

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

Process/Skill Questions

- Why is it important to take a holistic approach to caring for a client/resident/patient with special needs?
- What ADL are included in caring for a client/resident/patient with special needs?
- What are several rights of a client/resident/patient with special needs that promote quality of life?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 67

Provide clinical care across the lifespan for physically challenged clients/residents/patients, as required by Virginia Board of Nursing regulation.

Definition

Provision of age-appropriate clinical care for the aged and disabled should be based on their specific psychosocial and physical needs and the use of prosthetic or orthotic devices.

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

Process/Skill Questions

- How do the needs of the aged and disabled differ from other client/resident/patient populations?
- What special equipment can be used for various disabilities?
- What resources are available to assist a CNA in caring for the aged and disabled within the scope of practice?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 68

Provide care for a client/resident/patient with impaired cognition, as required by Virginia Board of Nursing regulation.

Definition

Provision should include

- use of techniques for addressing the unique needs and behaviors of a client/resident/patient with dementia (Alzheimer's and others)
- communication with cognitively impaired clients/residents/patients
- an understanding of the behavior of cognitively impaired clients/residents/patients
- appropriate responses to the behavior of cognitively impaired clients/residents/patients
- use of methods to reduce the symptoms of cognitively impaired clients/residents/patients.

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

Process/Skill Questions

- What specific methods can improve the cognition of the cognitively impaired client/resident/patient?
- What cognitive prompts may exist in a clinical setting (e.g., clocks, calendars, daily activity, and menu schedules)?
- How should one respond to a client/resident/patient who has asked about lunch five times in the last five minutes?
- How would you respond to a 90-year-old client/resident/patient who is asking where her mother is?
- What are four alternative activities you could suggest for a confused client/resident/patient who is becoming agitated?
- What is a memory album, and how would you use it?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 69

Assist a client/resident/patient with a sensory impairment, as required by Virginia Board of Nursing regulation.

Definition

Assistance should include

- describing communication methods of a hearing-impaired client/resident/patient
- identifying how to care for hearing aids
- identifying how to care for contact lenses, eyeglasses, and artificial eyes
- explaining the needs of a blind client/resident/patient
- identifying psychological and social effects on the sensorially impaired 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 steps can a CNA take to ensure that a hearing aid is working properly?
- What are various measures used in caring for a blind client/resident/patient?

- What behaviors can a CNA expect if a client/resident/patient with hearing loss when psychological or social needs go unmet?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 70

Demonstrate reality-orientation techniques.

Definition

Demonstration should include

- keeping a calendar and clocks with large numbers in the client/resident/patient room and nursing area
- reminding a client/resident/patient of holidays, birthdays, and special events
- calling a client/resident/patient by name
- having a client/resident/patient wear eyeglasses and hearing aids, as needed
- providing newspapers, magazines, TV, and radio
- maintaining the day-night cycle
- speaking in a calm, quiet, and caring manner
- asking simple questions and allowing client/resident/patient time to respond.

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

Process/Skill Questions

- What is sun-downing, and how can it be prevented?
- What measures can be used to manage agitation and restlessness?
- How can the family be involved in reality orientation techniques?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 71

Demonstrate principles of behavior management, as required by Virginia Board of Nursing regulation.

Definition

Demonstration should include

- reinforcing appropriate behavior, causing the inappropriate behavior to be reduced/eliminated
- modifying one's own behavior in response to the behavior of a client/resident/patient
- diffusing or redirecting inappropriate behaviors.

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

Process/Skill Questions

- What are examples of reinforcing appropriate behavior?
- What are various methods used to deal with disruptive clients/residents/patients?
- What information could be obtained from the family in reference to a client's/resident's/patient's behaviors?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
-

Task Number 72

Support the teaching of self-care to a client/resident/patient.

Definition

Support should be provided according to client/resident/patient abilities, as directed by a charge nurse, in the areas of

- restorative care
- basic care

- ADL
- safety issues
- hygiene
- infection control
- nutrition.

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

Process/Skill Questions

- How would a CNA determine whether a client/resident/patient understood instructions?
- What resources (e.g., nursing care plan, Kardex, policy and procedure manuals) help support the teaching of self-care?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 73

Apply a cold compress.

Definition

Application should include

- comprehending the physiology of cold on the body
- listing situations where a cold compress is indicated
- identifying types of compresses
- using safety precautions when applying cold compresses
- comprehending contraindications for cold compresses.

Process/Skill Questions

- What are complications in using cold compresses?
- What circulatory effects occur when a cold compress is left in place for a prolonged time?
- How often are cold compresses changed?

HOSA Competitive Events (High School)

Health Professions Events

- Physical Therapy
-

Task Number 74

Apply an ice bag.

Definition

Application should include

- comprehending the physiology of cold on the body
- listing situations where an ice bag is indicated
- identifying safety precautions to use when applying ice bags
- comprehending contraindications for ice bag.

Process/Skill Questions

- What are the consequences of not using a towel or cover when applying an ice bag?
- How is a commercial cold pack or ice bag used? What precautions should be taken?
- When are doctor's orders required?

HOSA Competitive Events (High School)

Health Professions Events

- Physical Therapy
-

Task Number 75

Assist a client/resident/patient in sitting on side of bed.

Definition

Assistance should include

- identifying the steps in sitting on the side of the bed
- assisting a client/resident/patient with exercises to perform while sitting on the side of the bed

- identifying the benefits of sitting on the side of the bed (dangling)
- identifying information from the nurse or nursing care plan
- assessing the vital signs.

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

Process/Skill Questions

- What stimulates circulation while a client/resident/patient is sitting on the side of the bed?
- What does the CNA refer to before assisting a client/resident/patient to sit on the side of the bed?
- What position is the bed in when a client/resident/patient is sitting on the side of the bed, and why?
- What information needs to be recorded after a client/resident/patient sits on the side of the bed?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 76

Assist a client/resident/patient in ambulation, as required by Virginia Board of Nursing regulation.

Definition

Assistance should include following the guidelines under Skill 3 in the [Nurse Aide Candidate Handbook](#).

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

Process/Skill Questions

- What are the steps involved in assisting a client/resident/patient with ambulation (from wheelchair or bed)?
- What are safety concerns when ambulating a client/resident/patient?

- What is the purpose of a gait belt?
- What type of shoes/slippers are necessary for a client/resident/patient when ambulating?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 77

Provide indwelling urinary catheter care.

Definition

Provision should include following the guidelines under Skill 18 in the [*Nurse Aide Candidate Handbook*](#).

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

Process/Skill Questions

- How is the indwelling urinary catheter tubing secured?
- What are the consequences for not cleaning the indwelling urinary catheter?
- Where is the catheter held when cleaning the tubing?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 78

Maintain a closed urinary drainage system.

Definition

Maintenance should include

- making certain that the drainage tubes are connected
- keeping the drainage bag below bladder level
- wearing gloves
- knowing what observations to record and report
- changing a drainage bag to a leg bag
- emptying the drainage bag.

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

Process/Skill Questions

- How is a drainage bag changed to a leg bag?
- If a drainage system is accidentally disconnected, what are the steps to reconnect it?
- What observations should a CNA record and report about a closed urinary drainage system?
- When would a client/resident/patient use a dignity bag?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 79

Collect a clean-catch urine specimen.

Definition

Collection should be performed according to facility policy and protocol.

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

Process/Skill Questions

- What procedure must be followed before collecting a clean-catch urine specimen?
- What are two other terms for a clean-catch urine specimen?

HOSA Competitive Events (High School)

Health Professions Events

- Clinical Nursing
 - Nursing Assisting
-

Task Number 80

Strain urine.

Definition

Straining should be performed according to facility policy and protocol.

Process/Skill Questions

- When should urine be strained?
- What precautions are taken when straining urine?
- If stones are present, what is included in the specimen container?

HOSA Competitive Events (High School)

Health Professions Events

- Clinical Nursing
-

Task Number 81

Collect a 24-hour urine specimen.

Definition

Collection should be performed according to facility policy and protocol.

Process/Skill Questions

- What is a consequence of the urine container not remaining chilled or placed in a refrigerator?
- What should a CNA instruct a client/resident/patient to do before the collection of a 24-hour urine specimen begins?
- What must be done if urine is spilled or discarded?

HOSA Competitive Events (High School)

Health Professions Events

- Clinical Nursing
-

Task Number 82

Assist a client/resident/patient with using a bedpan, as required by Virginia Board of Nursing Regulation.

Definition

Assistance should include

- understanding placement of the bedpan
- differentiating between clean and dirty supplies
- maintaining privacy
- using communication methods appropriate to the situation
- following standard precautions
- measuring urinary output
- documenting.

Refer to Unit VIII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018. Refer also to Skill 4 and Skill 13 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

Process/Skill Questions

- What is the need for privacy during use of a bedpan?
- What information needs to be communicated to a client/resident/patient when using a bedpan?
- What information needs to be documented after bedpan use?

Task Number 83

Transfer a client/resident/patient to a bedside commode.

Definition

Transfer should include, but not be limited to,

- bringing the bedside commode next to the bed
- helping a client/resident/patient sit on the side of the bed
- helping a client/resident/patient put on non-skid footwear and a robe
- assisting a client/resident/patient to the bedside commode with or without a transfer belt
- placing a signaling device, hand wipes, and toilet tissue within reach of a client/resident/patient
- transferring a client/resident/patient to bedside commode.

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

Process/Skill Questions

- What personal protective equipment (PPE) should be worn while emptying a bedside commode?
- What are the consequences for having different clients/residents/patients use the same bedside commode?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 84

Assist a client/resident/patient with using a urinal.

Definition

Assistance should include

- understanding the placement of the urinal
- differentiating between clean and dirty supplies
- maintaining privacy
- using communication methods appropriate to the situation
- following Standard Precautions
- documenting the procedure.

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

Process/Skill Questions

- What is the need for privacy during use of the urinal?
- What information needs to be communicated to a client/resident/patient when using the urinal?
- What information needs to be documented after urinal use?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 85

Empty a closed urine drainage bag.

Definition

Emptying procedures should include

- use of proper equipment
- use of Standard Precautions
- maintenance of privacy
- measurement of urinary output
- documentation.

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

Process/Skill Questions

- Why is it necessary to have all equipment assembled at the beginning of the procedure?
- Which Standard Precautions should be used during this procedure?
- Why is accuracy of urinary output measurement important?
- What information needs to be documented at the end of the procedure?

Task Number 86

Clean a stoma and change a colostomy bag.

Definition

Procedures should include

- use of proper equipment
- use of Standard Precautions
- maintenance of privacy
- accurate description of waste output and measurement if ordered
- documentation.

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

Process/Skill Questions

- Why is it necessary to have all equipment assembled at the beginning of the procedure?
- Which Standard Precautions should be used during this procedure?
- Why is accuracy of waste output measurement important?
- What information needs to be documented at the end of the procedure?
- What is the appropriate care for a patient with a colostomy bag?

Task Number 87

Describe methods of assisting a client/resident/patient with bladder and bowel training.

Definition

Description should include

- rationale for bladder and bowel training
- causes of incontinence
- need for individualized training
- a prescribed bladder and bowel program
- CNA responsibilities
- privacy
- documentation.

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

Process/Skill Questions

- What is the rationale for bladder and bowel training?
- Why do clients/residents/patients need bowel/bladder programs?
- What factors affect elimination in geriatric clients/residents/patients?
- What is the need for individualized training of a client/resident/patient?

- What are the implications of patience, empathy, and positive reinforcement to the success of bladder and bowel training?
- What is the importance of cooperation among members of the healthcare team to training success?
- What role does privacy play in the success of bladder and bowel training?

Task Number 88

Assist an incontinent client/resident/patient, including brief applications.

Definition

Assistance should include

- defining *incontinence*
- knowing the causes of incontinence
- understanding the psychological, physical, and social effects of incontinence
- maintaining privacy
- caring for skin
- observing the condition of the skin
- reporting changes in the condition of the skin
- demonstrating accurate documentation
- changing briefs.

Process/Skill Questions

- What are some of the psychological, physical, and social effects caused by urinary or fecal incontinence?
- How should nursing care of an incontinent client/resident/patient be administered to maintain privacy?
- Why is it important to perform a skin observation when giving incontinent care?
- How is the frequency of incontinence care determined according to the client's/resident's/patient's needs?
- Why is important to report and document incontinent episodes, care, and skin condition?

Task Number 89

Assist a client/resident/patient with toilet use.

Definition

Assistance should include helping a client/resident/patient

- get to the bathroom
- use the bedside commode
- use the bedpan
- use the urinal
- follow bowel/bladder program.

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

Process/Skill Questions

- What situations should be considered when assisting a client/resident/patient with using the toilet?
 - What special considerations are needed for cleaning toileting equipment?
-

Task Number 90

Collect a stool specimen.

Definition

Collection should be performed according to the facility policy/protocol.

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

Process/Skill Questions

- What information does a CNA give a client/resident/patient when collecting a stool specimen?
- How does a CNA transfer stool to the specimen cup?
- After the specimen is collected, what actions does a CNA take with the specimen container?

Task Number 91

Provide perineal care.

Definition

Care should be given according to the procedure outlined in Skill 21 of the [Nurse Aide Candidate Handbook](#).

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

Process/Skill Questions

- Why is it important to clean the female perineal area from front to back?
- What observations should a CNA report to a nurse regarding perineal care?
- What precautions are followed when giving perineal care?
- What is the perineum?
- What is the two-step process for perineal care?

Task Number 92

Collect a sputum specimen.

Definition

Collection must be performed according to facility policy/protocol.

Process/Skill Questions

- How much sputum is needed for a specimen?
 - What are the steps in obtaining a sputum specimen?
 - How should a CNA position a client/resident/patient for postural drainage?
-

Task Number 93

Measure and record temperature, as required by Virginia Board of Nursing regulation.

Definition

Measuring and recording should include

- oral temperature
- rectal temperature
- axillary temperature.

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

Process/Skill Questions

- What are the definitions of *oral temperature*, *rectal temperature*, *axillary temperature*, and *tympanic temperature*?
- When does temperature need to be measured and recorded?
- What are the normal ranges for temperature?
- What are the factors that influence temperature?
- What are the proper techniques for taking temperature?
- What factors help determine the site of temperature measurement?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 94

Measure and record pulse (apical and radial) for one minute, as required by Virginia Board of Nursing regulation.

Definition

Measuring and recording should be performed according to the procedure outlined in Skill 6 of the [Nurse Aide Candidate Handbook](#).

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

Process/Skill Questions

- What are the definitions of *apical pulse* and *radial pulse*?
- What are the normal ranges for pulse?
- What factors influence pulse?
- What are the proper techniques for taking a pulse?
- What circumstances alert the CNA to the need to immediately report vital signs?
- What are the primary pulse sites?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 95

Measure and record blood pressure, as required by Virginia Board of Nursing regulation.

Definition

Measuring and recording should be performed according to the procedure outlined in Skill 23 in the [Nurse Aide Candidate Handbook](#) and may be performed up to two times per arm.

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

Process/Skill Questions

- What are the definitions of blood pressure, systolic, and diastolic?
- What are the normal ranges for blood pressure?
- What factors influence blood pressure?
- What are the proper techniques for taking pressure?
- What is a safety stop for blood pressure?

Task Number 96

Measure and record height and weight, as required by Virginia Board of Nursing regulation.

Definition

Measurement and recording of height and weight should include

- calibrating the height and weight scales
- ensuring a client/resident/patient wears nonskid footwear
- positioning a client/resident/patient on the scales
- measuring weight using a scale
- measuring weight using digital scale
- measuring height using a measuring bar
- recording results on a client/resident/patient chart.

Refer to Unit VII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018. Refer also to Skill 14 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

Process/Skill Questions

- What factors help determine the appropriate device to use to measure weight of the client/resident/patient?
- What types of records are used to document a client's/resident's/patient's weight or height?
- When is it necessary to measure height and weight?
- What are the proper techniques for measuring height and taking weight?
- How does one convert inches to feet, centimeters to millimeters, and pounds to grams?
- How should a client/resident/patient be positioned on the scale for recording weight?
- What is the method of balancing an infant to measure weight?
- How does one measure the height of a child?
- What are the procedures for recording height and weight measurements?
- What are the challenges involved with weighing and measuring an uncooperative client/resident/patient? How should a CNA handle such problems?

HOSA Competitive Events (High School)

Health Professions Events

- Medical Assisting
-

Task Number 97

Measure and record respiration for one minute, as required by Virginia Board of Nursing regulation.

Definition

Measuring and recording should include

- considering factors that influence respiration
- demonstrating methods of measuring respiration
- recording information on a client/resident/patient chart
- reporting abnormal results to the charge nurse.

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

Refer also to Skill 7 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

Process/Skill Questions

- What is the definition of *respiration*?
- What is the anatomy of the respiratory system?
- What factors influence respiration?
- What the methods of measuring respiration?
- What is the importance of recording information accurately on the chart?

Task Number 98

Measure weight, using a wheelchair scale or an electronic bed scale.

Definition

Measuring should include

- calibrating weight scales
- measuring weight using a wheelchair and an electronic bed scale
- recording results on a client/resident/patient chart.

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

Process/Skill Questions

- How does a CNA know which scale to use?
- When is the best time to obtain a weight?
- How is weight recorded in the chart?
- Why is it important to obtain an accurate weight?
- How do you weigh and measure a client/resident/patient who is confined to a bed?

Task Number 99

Assist with applying and removing braces.

Definition

Assistance should include

- releasing straps
- removing the brace
- checking pressure areas under the brace
- ensuring a client's/resident's/patient's comfort
- storing the brace in a designated area
- describing the charting procedure.

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

Process/Skill Questions

- Would braces be considered prosthetic or orthotic devices? Why?
- What should a CNA do upon noticing a reddened area of skin after removing a brace?
- What are some consequences of incorrect brace placement?

Task Number 100

Assist with crutch walking.

Definition

Assistance should include

- ensuring a client/resident/patient is wearing nonskid footwear
- assisting a client/resident/patient with standing
- checking rubber safety tips and adjusting crutches to fit a client/resident/patient
- positioning and using crutches
- following safety precautions during crutch-walking exercise
- documenting information on a client/resident/patient record.

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

Process/Skill Questions

- What types of injuries could occur if crutches are not properly fitted or used?
- How would a CNA teach a client/resident/patient to use a specific type of crutch gait (e.g., two-, three-, or four-point alternating gait)?
- On which side should a client/resident/patient hold a crutch?

Task Number 101

Assist a client/resident/patient with walker and quad cane use.

Definition

Assistance should include

- ensuring a client/resident/patient is wearing nonskid footwear
- identifying types of walkers (e.g., pick-up walker and wheeled walker)
- inspecting the walker to ensure it has hand grips and rubber tips on legs
- describing walking procedures for the walker
- positioning the walker
- helping a client/resident/patient with standing
- adjusting the walker height so that the hand bar is just below a client's/resident's/patient's waist
- demonstrating walking procedures for the walker with a client/resident/patient
- explaining safety precautions and supervision of a client/resident/patient during practice
- describing the charting procedures
- reviewing cane types
- describing quad cane walking procedures on level surfaces, up and down steps, and when opening doors
- demonstrating quad cane walking procedures with client/resident/patient
- helping a client/resident/patient with standing
- checking rubber safety tips and adjusting the height of quad cane according to a client's/resident's/patient's height
- positioning the quad cane
- explaining safety precautions and supervision of a client/resident/patient during practice
- describing charting procedures.

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

Process/Skill Questions

- What is the difference between a single tip and a quad tip cane? Why would one be preferable over the other?
- What is the purpose of attaching tennis balls to the front of a walker?
- How should a CNA instruct a client/resident/patient who has just gotten a new cane about foot placement when walking?
- On which side would a patient use an assistive device?

Task Number 102

Assist with dressing and undressing a client/resident/patient with weakness on an affected side.

Definition

Assistance should be performed according to the procedure outlined in Skill 9 of the [Nurse Aide Candidate Handbook](#).

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

Process/Skill Questions

- When undressing a client/resident/patient with right-side weakness, the clothing on which side is removed first? Why?
- What rights must a CNA address when dressing and undressing a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 103

Assist a client/resident/patient in standing.

Definition

Assistance should include

- ensuring a client/resident/patient is wearing nonskid footwear
- elevating the head of the bed
- folding top bedding back toward foot of bed
- helping a client/resident/patient in dangling
- taking a client's/resident's/patient's pulse
- placing a client's/resident's/patient's feet firmly on floor
- helping a client/resident/patient come to a standing position
- reviewing safety precautions
- describing observations of a client/resident/patient that should be recorded (e.g., change in skin color, pulse).

Process/Skill Questions

- What is the purpose of dangling a client's/resident's/patient's feet before assisting with standing?
- Why is it important to check a person's pulse as they change position?
- What safety precautions must be followed to ensure client/resident/patient safety?
- When would a transfer belt be used with a client/resident/patient?
- When would you use a gait belt with a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 104

Groom a client/resident/patient, including shaving/assisting with shaving, caring for/helping with hair, and cleaning/beautifying fingernails and toenails.

Definition

Grooming should include

- shaving/assisting a male client/resident/patient
- brushing/assisting with hair
- caring for/assisting with nail care, except cutting or trimming of nails.

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

Process/Skill Questions

- What shaving supplies are needed for a male client/resident/patient who is able to shave himself?
- What procedure should be followed for a male client/resident/patient who is unable to shave himself?
- What grooming supplies are needed for brushing/assisting with a client's/resident's/patient's hair?
- What manicure supplies are needed for caring for/assisting with nail care?
- Why are CNAs not permitted to use clippers on toenails?

Task Number 105

Perform a back rub.

Definition

Back rub should be given according to facility policy/protocol.

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

Process/Skill Questions

- In what medical conditions is a back rub contraindicated?
- How is the lotion warmed before a back rub?
- What skin observations should be recorded and reported before and after a back rub?
- What are the benefits of a back rub?

Task Number 106

Bathe a client/resident/patient, including giving/assisting with bed bath, partial bath, shower, tub bath, and whirlpool bath, as required by Virginia Board of Nursing regulation.

Definition

Bathing should be performed according to the procedure outlined in Skill 11 of the [Nurse Aide Candidate Handbook](#) and instructor checklist.

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

Process/Skill Questions

- What equipment is necessary for a bed bath?
- What are the steps to administer a client/resident/patient bath?
- What special comfort measures should be incorporated into bathing a client/resident/patient?
- How often is it necessary for clients/residents/patients to receive a shower/tub bath in a long-term care facility?
- What safety measures should be performed with regard to water temperature?

Task Number 107

Provide skin care to prevent pressure ulcers, as required by Virginia Board of Nursing regulation.

Definition

Provision of care should include

- defining the stages of decubiti
- providing skin care to a client/resident/patient in restraints
- providing skin care to a client/resident/patient in a cast
- applying heel and elbow protectors.

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

Process/Skill Questions

- What are the various ways to prevent decubiti?
- What are the stages of decubiti?
- What protective devices are available for skin care?
- What special considerations should be taken for clients/residents/patients with restrictive devices?
- What other terminology is associated with decubiti?

Task Number 108

Administer a sitz bath.

Definition

Administration should include

- knowing when to use a sitz bath
- applying safety measures
- giving a sitz bath according to the instructor checklist.

Process/Skill Questions

- What complications can occur during a sitz bath, and why?
- Why is a sitz bath used?
- How often does a CNA check on a client/resident/patient receiving a sitz bath?

Task Number 109

Perform oral hygiene, as required by Virginia Board of Nursing regulation.

Definition

Performance should include

- flossing
- brushing teeth according to Skill 20 in the [Nurse Aide Candidate Handbook](#)
- using mouthwash
- giving mouth care.

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

Process/Skill Questions

- What situations require a CNA to perform oral hygiene?
- What is the appropriate PPE for oral care?
- What are the mouth care steps for an alert client/resident/patient? For an unconscious client/resident/patient?

Task Number 110

Give denture care, as required by Virginia Board of Nursing regulation.

Definition

Denture care should be given according to the procedures outlined in Skill 5 in the [Nurse Aide Candidate Handbook](#).

Giving denture care also includes assessing the denture for missing teeth, cracks, etc.

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

Process/Skill Questions

- What is the reason for lining the sink with a towel?
- What are the steps for removing dentures from a client's/resident's/patient's mouth?
- What are the consequences of using hot water when giving denture care?
- What are denture care steps for the alert client/resident/patient? For the unconscious client/resident/patient?

Task Number 111

Perform transferring, positioning, and turning of a client/resident/patient, as required by Virginia Board of Nursing regulation.

Definition

Performance should include

- reviewing body mechanics
- outlining procedures for turning a client/resident/patient in various body positions
- discussing safety procedures to follow when turning a client/resident/patient
- reviewing the use of supportive aids to ensure client/resident/patient comfort
- assisting a client/resident/patient, who can stand, from the bed to the chair/wheelchair and from the chair/wheelchair to the bed
- transferring a client/resident/patient (using a lift sheet) from the bed to the stretcher and from the stretcher to the bed.

Refer to Unit VIII in [Nurse Aide Curriculum](#), Virginia Board of Nursing, Virginia Department of Health Professions, 2018. Refer also to Skill 17 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

Process/Skill Questions

- What is the proper method for assisting a client/resident/patient who is able to help himself?
- What is the proper method for assisting a client/resident/patient who requires total care?
- What are the various methods and procedures for using equipment to transfer, position, and turn a client/resident/patient?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting

Task Number 112

Use assistive devices in transferring, eating, and dressing, as required by Virginia Board of Nursing regulation.

Definition

Use should include

- caring for and using prosthetic and orthotic devices
- assisting with the application and removal of braces and prosthetic devices
- assisting with ambulating (e.g., using gait belt, cane, walker, or crutches)
- assisting in transferring (a client/resident/patient who can stand) from the bed to the chair and from the chair to the bed
- assisting with the use of a wheelchair, shower chair, medical-clinical recliner (e.g., Geri-chair), and bedside commode
- transferring a client/resident/patient (using a lift sheet) from the bed to the stretcher and from the stretcher to the bed
- transferring a client/resident/patient using a mechanical lift.

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

Refer also to Skill 22 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

See [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 assistive devices are available to a client/resident/patient?
- What specific maintenance do assistive devices require?
- What are the proper operations of the various devices?
- Where does one find information about which devices are to be used for specific clients/residents/patients?

Task Number 113

Transfer a client/resident/patient by wheelchair, as required by Virginia Board of Nursing regulation.

Definition

Transfer should include

- ensuring a client/resident/patient is wearing nonskid footwear
- moving from bed to wheelchair according to Skill 22 in the [Nurse Aide Candidate Handbook](#)
- covering client/resident/patient with a blanket and using footrests when transporting.

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

Process/Skill Questions

- How does a CNA transport a client/resident/patient in a wheelchair onto and off an elevator?
- What could be a consequence of not locking the wheels on a wheelchair?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 114

Transport a client/resident/patient by stretcher.

Definition

Transport should include

- explaining how transport by stretcher protects both a client/resident/patient and a CNA
- listing the steps
- explaining safety precautions
- following procedure.

Process/Skill Questions

- Why is it important to follow procedure for transferring a client/resident/patient from the bed/table to the stretcher?
- Why is it important to keep a client's/resident's/patient's arms under the blankets and on the stretcher?
- What are the consequences for not using safety measures when transporting a client/resident/patient's by stretcher?

- What comfort measures are used for a client/resident/patient who is being transported by stretcher?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 115

Assist with preparation for surgery.

Definition

Assistance should include

- bathing
- dressing a client/resident/patient in a surgical gown
- securing valuables
- removing nail polish
- maintaining nothing-by-mouth (NPO) status
- removing dentures/prosthesis
- voiding.

Process/Skill Questions

- What could be a consequence of not removing nail polish?
 - What is the consequence of not maintaining NPO status with a client/resident/patient?
-

Task Number 116

Give a.m. care.

Definition

Giving a.m. care includes

- assisting with elimination
- assisting with hygiene

- assisting with dressing
- assisting with grooming
- assisting with oral care
- assisting with activity
- making client/resident/patient bed.

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

Process/Skill Questions

- How does a.m. care benefit a client/resident/patient?
- What factors affect hygiene needs for a client/resident/patient?
- What are consequences of not giving good oral hygiene?
- What is the cause of periodontal disease?

Task Number 117

Give p.m. care.

Definition

Giving p.m. care includes

- assisting with elimination
- assisting with hygiene
- removing anti-embolic stockings/hose, prosthetics, orthotics, or other assistive devices
- helping a client/resident/patient into night wear
- straightening the client/resident/patient unit.

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

Process/Skill Questions

- Why must a client/resident/patient be involved in selecting sleepwear?
- What hygiene procedures are provided with p.m. care?

Task Number 118

Assist with physical examination.

Definition

Assistance should include

- preparing the room
- providing lighting
- transporting a client/resident/patient
- positioning and draping a client/resident/patient
- handing equipment and supplies to an examiner
- labeling specimen containers
- discarding used equipment
- cleaning reusable equipment
- positioning a client/resident/patient after the exam
- dressing a client/resident/patient after the exam.

Process/Skill Questions

- How is a client's/resident's/patient's right to personal choice during a physical exam protected?
 - What positions are used for a physical examination?
-

Describing Admission, Transfer, and Discharge

Task Number 119

Describe preparation of a client/resident/patient room before admission and after transfer or discharge.

Definition

Description should include

- admission procedures
 - assemble admission pack
 - wash basin
 - bedpan/urinal
 - toiletry items
 - water pitcher/cup
 - assemble vital sign equipment
 - stethoscope

- blood pressure cuff
 - thermometer
- open curtains/blinds
- adjust room temperature
- put bed in low position with wheels locked
- care of room after transfer in accordance with facility policy
 - strip bed
 - place all linen, used and unused, in laundry hamper
 - inform housekeeping service that the room is empty and ready for terminal cleaning.

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

Process/Skill Questions

- What equipment needs to be gathered prior to admission?
- What procedures should be followed related to a client/resident/patient room after transfer or discharge?

Task Number 120

Describe the admissions process.

Definition

Description should include

- areas of orientation that must be provided to a client/resident/patient during admission
- how to care for a client's/resident's/patient's personal belongings
- obtaining vital signs
- the observations that a CNA should make during the admission process
- the importance of reporting abnormal observations or findings to charge nurse.

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

Process/Skill Questions

- What are the areas of orientation upon admission into a residential facility?
- Why is it important to observe abnormalities and report immediately to charge nurse?
- What are the procedures for caring for a client's/resident's/patient's personal belongings?

Task Number 121

Prepare a client/resident/patient for transfer from room and/or facility.

Definition

Preparation includes

- informing a client/resident/patient of transfer promptly
- assisting a client/resident/patient with preparations for moving belongings
- accompanying a client/resident/patient to new unit
- providing report to personnel in the new unit
 - vital signs
 - condition of skin
 - mobility
 - ability to communicate
- introducing a client/resident/patient to new unit staff
- assisting a client/resident/patient in unpacking belongings on new unit
- making a client/resident/patient comfortable
- ensuring the call bell is within easy reach
- washing hands
- documenting procedure
- reporting any changes in a client/resident/patient to the charge nurse.

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

Process/Skill Questions

- What is important in the preparation of a client/resident/patient for transfer?
- What information must be provided to the transfer unit?

Task Number 122

Demonstrate the discharge of a client/resident/patient, including care of personal belongings.

Definition

Demonstration includes identifying responsibilities of a CNA during discharge and

- explaining the procedure to a client/resident/patient

- providing for privacy
- comparing the admission inventory sheet to items being packed for discharge
- assisting a client/resident/patient and family in packing belongings
- assisting a client/resident/patient in dressing in personal clothing
- assisting a client/resident/patient in saying “good-byes” to staff
- using a wheelchair to take a client/resident/patient to an area where a family vehicle is waiting
- locking wheels on the wheelchair
- assisting a client/resident/patient into a vehicle, engaging the seatbelt and closing the door
- returning to the unit with the wheelchair
- washing hands
- documenting procedure.

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

Process/Skill Questions

- What are the appropriate steps for discharging a patient?
- Why is it important to allow a client/resident/patient to say goodbye to staff?
- Why is it important to ensure and document that a client has all personal belongings during discharge?

Assisting with Nutrition

Task Number 123

Discuss the importance of nutrition, hydration, and elimination as it relates to a client/resident/patient.

Definition

Discussion should include the purpose of the gastrointestinal system for

- ingestion—taking in food
- digestion—breaking down food into nutrients the body can absorb and use
- elimination—eliminating parts of food not absorbed.

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

Process/Skill Questions

- How does nutrition affect healing of the skin?
- Why is it important to document proper elimination?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
-

Task Number 124

Describe the six main nutrients in a healthy diet.

Definition

Description should include

- water
- carbohydrates
- protein
- vitamins
- minerals
- fat (lipids).

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

Process/Skill Questions

- What is the most important nutrient?
- What nutrients aid in healing and recovery from disease?
- What is the difference between fat-soluble and water-soluble vitamins?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
-

Task Number 125

Explain how to use ChooseMyPlate as a guide for a healthy diet.

Definition

Explanation should include its use as a general guide for types and quantities of foods to eat each day, including

- fruits and vegetables
- grains
- protein
- dairy.

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

Teacher Resource: [ChooseMyPlate.gov](#), a resource from the U. S. Department of Agriculture.

Process/Skill Questions

- What percentage of a person's plate should contain fruits, vegetables, protein, grains, and dairy?
- Why is it important to maintain a healthy diet?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
-

Task Number 126

Measure and record fluid and food intake and output, as required by Virginia Board of Nursing regulation.

Definition

Measuring and recording should include

- measurement of fluid intake using milliliters
- measurement of fluid output using milliliters
- record of the percentage of food intake
- conversion of ounces to milliliters.

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

Process/Skill Questions

- How many milliliters are in an ounce?
- What situations would require a CNA to measure and record fluid and food intake and output?
- How would a CNA estimate percentage of food intake?
- Under what circumstances should a CNA orally report intake and output?
- What methods are used to document routine intake and output?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition

Task Number 127

Identify general and special diets.

Definition

Identification should include

- nutrient information
- examples of food from the four food groups
- meal planning
- clear liquid and full liquid diets
- dysphagia diet—mechanical soft diet, pureed food, use of thickeners
- vegetarian diet
- vegan diet
- low- and high-fiber diets
- bland diet
- high-calorie diet
- calorie-controlled diet
- low-fat, low-cholesterol diet

- high protein diet
- low sodium diet
- renal diet
- gluten-free diet
- fluid-restricted diet
- diabetic diet
- nothing-by-mouth (NPO) orders.

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

Process/Skill Questions

- What foods are allowed on a high-protein diet?
- What are aspiration precautions for a client/resident/patient with dysphagia?
- What is meant by the terms *regular diet*, *general diet*, and *house diet*?
- What are cultural considerations related to diet?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition

Task Number 128

Assist a client/resident/patient with menu selection.

Definition

Assistance should include knowing what diet a client/resident/patient is on and any factors that may affect eating.

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

Process/Skill Questions

- What changes in dietary needs occur in the aging process?
- What common disorders may affect a client's/resident's/patient's choice of foods?
- What factors may affect a person's dietary habits (e.g. culture, religion, illness, personal choice, appetite, allergies)?
- What are the different types of special diets seen on a nursing unit?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
-

Task Number 129

Assist a client/resident/patient with eating and hydration.

Definition

Assistance should include

- identifying dietary restrictions (if applicable)
- verifying the meal ticket with the care plan
- validating the meal ticket by asking the client/resident/patient to state their name
- serving and collecting diet trays
- setting up client/resident/patient trays
- distributing nourishments
- distributing drinking water
- feeding clients/residents/patients of all ages
- removing meal trays.

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

Process/Skill Questions

- Before serving a tray to a client/resident/patient, what should a CNA do?
- What observations should be made upon removal of a tray from a client/resident/patient?
- When would a CNA offer meal substitution or supplements?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
-

Task Number 130

Distribute nourishments.

Definition

The distribution of nourishments should be done in a courteous, efficient, and professional manner and should include knowledge of a client's/resident's/patient's dietary restrictions, if applicable.

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

Process/Skill Questions

- What should a CNA do before serving a nourishment to a client/resident/patient?
- What observations should be made upon removal of the nourishment from a client/resident/patient?

Task Number 131

Distribute drinking water.

Definition

The distribution of drinking water should be done in a courteous, efficient, and professional manner and should include knowledge of a client/resident/patient restrictions, if applicable.

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

Process/Skill Questions

- What infection-control issues are related to distribution of drinking water?
- What does it mean to be NPO?
- How often should drinking water be refreshed?

Task Number 132

Feed a client/resident/patient (all ages), as required by Virginia Board of Nursing regulation.

Definition

Feeding a client/resident/patient should include

- identifying the physician’s order regarding dietary intake and any dietary restrictions (if applicable)
- verifying the meal ticket with the care plan
- validating the meal ticket by asking the client/resident/patient to state their name
- determining the degree to which the client/resident/patient is able to assist with the feeding process.

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

Refer also to Skill 10 in [Virginia Nurse Aide Candidate Handbook](#), Pearson VUE, 2019.

Process/Skill Questions

- What should be done if the meal received is not correct?
- What is the correct position for a CNA and patient while feeding?
- How is a meal prepared for a visually impaired client/resident/patient?
- When feeding a client/resident/patient, why is it better to use a spoon rather than a fork?
- Why should a CNA encourage a client/resident/patient to do as much as possible independently?

Task Number 133

Observe a client/resident/patient receiving intravenous (IV) fluids.

Definition

Observation will include

- signs and symptoms of site complications
 - pain
 - swelling
 - puffiness
 - bleeding
 - changes in skin temperature near the infusion site
- signs and symptoms of systemic complications
 - fever
 - shortness of breath
 - nausea
 - changes in vital signs or urinary output
- abnormal observations (reported immediately to the charge nurse)
- responsibility of a CNA to include only the observation and reporting of abnormal circumstances (the nurse is responsible for the correction of potential difficulties).

Process/Skill Questions

- What observations should a CNA make, and who should a CNA tell, when a client/resident/patient complains of pain near an IV site?
 - What should be done if the IV infusion pump is beeping?
-

Assisting with Dying and Death

Task Number 134

Identify ways to assist with care of a terminally ill client/resident/patient.

Definition

Identification should include

- outlining the stages of death and dying
- explaining ways to recognize the imminent death of a client/resident/patient
- describing ways to address the needs of the client's/resident's/patient's family.

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

Process/Skill Questions

- Why is it important to know the stages of dying?
- What psychological, social, and spiritual needs can be identified with care of a terminally ill client/resident/patient?
- What is the last sense that is usually lost, and how would you address this?
- How would you include the family members in the care of a terminally ill client/resident/patient?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Task Number 135

Care for a client/resident/patient when death is imminent, as required by Virginia Board of Nursing regulation.

Definition

Care should be based on

- familiarity with the stages of death and dying
- ability to recognize the imminent death of a client/resident/patient
- individual needs of the client/resident/patient and family.

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

Process/Skill Questions

- What essential issues should be addressed with a client/resident/patient in the various stages of death and dying?
- What behaviors can be expected of a client/resident/patient in the various stages of death and dying?
- What knowledge and skills does a CNA need to address the needs of a dying client's/resident's/patient's family/friends?
- What are the signs of imminent death?
- What are the stages of death and dying?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Human Growth and Development
- Knowledge Test: Medical Law and Ethics

Task Number 136

Perform postmortem care on a mannequin.

Definition

Performance should include following the steps of postmortem care according to the following checklist:

- Use PPE during the procedure.
- Demonstrate the use of each item included in the postmortem kit.
- Bathe the body per facility procedure; fill out and attach identification tags.
- Collect belongings, and place in bag labelled with the client/resident/patient name; deliver to family.
- Remove all supplies and equipment; cover the body with a clean sheet before family is allowed private time to visit.
- Shroud the body as outlined in the postmortem kit.
- Provide for privacy; room door remains closed and hallway doors are closed as the body is moved out of the facility or to the morgue.

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

Process/Skill Questions

- When does postmortem care begin?
- Why is postmortem care done?
- What information does a CNA need from the nurse before postmortem care is performed?

Explaining Legal and Regulatory Aspects of Practice for the Certified Nurse Aide

Task Number 137

Discuss the legal and regulatory aspects for a CNA.

Definition

Discussion should include

- professional behaviors
- code of ethics
- methods of conflict management
- the role of regulatory agencies
 - Virginia Board of Nursing
 - Nurse Aide Training and Competency Evaluation Program (NATCEP).

Process/Skill Questions

- What role does the Virginia Board of Nursing play in the professional life of a CNA?
- Why are legal aspects of practice important to understand?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 138

Describe the types and signs of abuse and inappropriate behaviors of a CNA.

Definition

Description should include

- types of abuse
- signs of abuse
- examples of inappropriate behavior
- strategies to avoid inappropriate behavior.

Process/Skill Questions

- What is the difference between abuse and neglect?
- Why is misappropriation of client/resident/patient property a form of abuse?
- How should a CNA avoid inappropriate behavior?
- What should be done if a CNA witnesses the inappropriate behavior of a colleague?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 139

Discuss the role of the mandated reporter, as described in the Code of Virginia.

Definition

Discussion must include who is a mandated reporter, what must be reported, to whom, and the penalty for not reporting.

See [*Protection of aged or incapacitated adults; mandated and voluntary reporting*](#), Section 63.2-1606, Code of Virginia.

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

Process/Skill Questions

- What are the consequences of failure to report?
- What is the difference between child protective services (CPS) and adult protective services (APS) within social services?
- Why are CNAs mandated reporters?
- What are the consequences of a CPS or APS complaint against a CNA?
- To whom should a complaint be reported by a mandated reporter?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 140

List reasons why the Virginia Board of Nursing would begin disciplinary proceedings for a CNA.

Definition

List should include

- disciplinary provisions for CNAs as stated in [*18VAC90-25-100*](#)
- examples of allegations investigated by the Virginia Board of Nursing
- unprofessional conduct

- performing acts outside the scope of practice for a nurse aide in Virginia
- providing false information during a Virginia Board of Nursing investigation.

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

Process/Skill Questions

- How do the laws and regulations protect clients/residents/patients? Healthcare workers? Families?
- What are examples of unprofessional conduct?
- Why is it important to understand the CNA scope of practice? Where can this information be found?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics

Task Number 141

Identify the consequences of abuse, neglect, and exploitation.

Definition

Identification should include possible consequences of abuse (including texting or posting pictures to social media), neglect, or exploitation, such as

- conviction
- permanent bar to employment in health care
- revocation of certification
- other legal action.

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

Process/Skill Questions

- What is the difference between abuse and neglect?
- How can social media result in an allegation of abuse?
- How does the Health Insurance Portability and Accountability Act (HIPAA) relate to social media use?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 142

Discuss the responsibilities and requirements of CNAs, per Virginia Board of Nursing regulations.

Definition

Responsibilities of CNA to the Virginia Board of Nursing include

- identifying the requirements of an approved CNA education program
- notifying the Virginia Board of Nursing of a name or address change
- renewing the CNA certification annually
- identifying disciplinary provisions.

See [18VAC90-25-10](#) in the Code of Virginia.

Refer to Unit XIV 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 abide by Virginia Board of Nursing regulations?
- Why is it important to maintain CNA certification?

Task Number 143

Discuss the responsibilities of employers of CNAs to the Virginia Board of Nursing.

Definition

Discussion should include

- notifying the Virginia Board of Nursing of any unprofessional/unethical conduct on the part of a CNA

- notifying the Virginia Board of Nursing of disciplinary actions taken against a CNA.

Refer to Unit XIV 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 employer responsibilities?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 144

Describe the process of applying for the National Nurse Aide Assessment Program (NNAAP) exam.

Definition

Description should include

- academic requirements
- required accompanying documentation
- completion of online registration
- items a CNA candidate is required to bring to the testing site the day of the NNAAP exam.

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

Process/Skill Questions

- What should a CNA candidate bring on the day of the NNAAP exam?

Describing the Opioid Crisis

Task Number 145

Describe the history and current state of the opioid crisis in the United States.

Definition

Description should include

- the relationship between opioid prescribing and illicit opioid use to overall opioid overdose deaths
- the prevalence of co-occurring mental health disorders
- the shift in attitudes in the 1990s toward pain management and use of opioids, including the role of pharmaceutical marketing
- the stigma associated with addiction and the changing view of addiction from a moral failing to a chronic, relapsing disease
- statistics, trends, and demographics surrounding the crisis
- population health and other public health aspects of the crisis, including its effects on family and neonates, as well as overall health costs.

Process/Skill Questions

- How are opioids created?
- Can opioids be safely prescribed to patients taking psychotropic drugs?
- How does society stereotype individuals with a history of drug addiction?
- What are the current trends that have contributed to the nationwide opioid crisis?
- How has the opioid epidemic affected emergency rooms and the first responder system?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
- Public Service Announcement

Task Number 146

Describe the history and current state of the opioid crisis in Virginia.

Definition

Description should include

- the relationship between opioid prescribing and illicit opioid use to overall opioid overdose deaths
- the prevalence of co-occurring mental health disorders
- the shift in attitudes in the 1990s toward pain management and use of opioids, including the role of pharmaceutical marketing
- the stigma associated with addiction and the changing view of addiction from a moral failing to a chronic, relapsing disease
- statistics, trends, and demographics surrounding the crisis
- population health and other public health aspects of the crisis, including its effects on family and neonates, as well as overall health costs
- the Virginia Department of Health's [Declaration of a Public Health Emergency](#) on November 21, 2016
- proposed legislation to address the crisis in Virginia (i.e., [House Bill 2161](#) and [Senate Bill 1179](#), which require the secretary of health and human resources to convene a workgroup to establish educational guidelines for training healthcare providers in the safe prescribing and appropriate use of opioids)
- the development of curricula and educational standards regarding opioid addiction.

Resource: [The Opioid Crisis Among Virginia Medicaid Beneficiaries](#)

Process/Skill Questions

- What agencies participated in the governor's task meeting on the opioid crisis?
- What educational organizations will be tasked with providing opioid training to their students?
- What is the benefit of educating future medical professionals about opioid addiction?
- What is the current attitude in society about opioid use and addiction?
- How is the local community affected by the opioid epidemic?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
 - Public Service Announcement
-

Task Number 147

Define the pharmacological components and common uses of opioids.

Definition

Definition should include

- plant-based opioids (e.g., opium from poppy seeds)
- names of legal and illegal opioids
- [heroin](#)
- names of the most common opioids
- [fentanyl](#)
- medical diagnoses and injuries associated with opioid prescriptions
- [commonly used terms](#).

Resource: [Prescription Pain Medications](#), National Institute on Drug Abuse for Teens

Process/Skill Questions

- For what illnesses are opioids commonly prescribed?
- What is the current medical protocol when opioids are prescribed?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Examining the Key Factors of Drug Addiction

Task Number 148

Examine the science of addiction.

Definition

Examination should include

- biopsychosocial aspects of addiction
- the role of endorphins and dopamine
- the role of religious beliefs
- behavioral aspects of addiction
- life cycle of addiction
- misuse of opioids.

Process/Skill Questions

- How will understanding the physiological absorption of opioids in the body provide a holistic assessment?
 - What spiritual characteristics might be observed in the science of addiction?
 - What are some genetic explanations for some family members being more prone to addiction?
-

Task Number 149

Explain prevention and early intervention strategies.

Definition

Explanation should include

- risk and protective factors in opioid addiction
- specific populations at risk of addiction
- motivational interviewing and other communication strategies
- naloxone co-prescribing

- roles of family and social institutions in prevention and early intervention.

Resources:

- [Prevention Tip Card](#), Office of the Attorney General of Virginia
- [Prescription Opioids: Even When Prescribed by a Doctor](#) (video), Centers for Disease Control and Prevention (CDC)

Process/Skill Questions

- What are the physiological characteristics of opioid addiction?
 - What demographic is most affected by the opioid epidemic? What are some explanations for this?
 - How can provision of naloxone and training in its use be sustained financially?
 - What obligations do families and society as a whole have in preventing and providing early intervention related to drug addiction?
-

Task Number 150

Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

Definition

Identification should include

- DSM-5 Criteria for Substance Use Disorders
- American Society of Addiction Medicine (ASAM) Criteria (i.e., The Six Dimensions of Multidimensional Assessment)
- CONTINUUM, The ASAM Criteria Decision Engine
- clinical and behavioral aspects of addiction
- practice-appropriate screening tools, including co-morbidity screening.

Process/Skill Questions

- What are DSM-5 and ASAM and what information do they provide to healthcare professionals?
- What are clinical and behavioral elements of addiction that should be recognized by healthcare professionals?
- Who is responsible for providing the necessary screening tools and training?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Clinical Nursing
-

Task Number 151

Describe the treatment models of addiction therapy.

Definition

Description should include

- a recognition that addiction is a chronic disease
- evidence-based treatment models for addiction in general and opioid addiction in particular
- medication-assisted treatment
- the continuum of care in opioid addiction treatment
- how and when to make a referral for treatment
- the roles in an interdisciplinary addiction team
- the role of peers in the treatment of addiction
- the difference between a drug culture and recovery culture
- the management of patients in recovery, including factors contributing to relapse.

Process/Skill Questions

- How many treatment models exist for addiction therapy? Why is one model better than the other?
- What are the advantages of evidence-based treatments and models?
- What medication-assisted treatment programs are available? Who provides them?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Clinical Nursing
-

Task Number 152

Describe the medication management antidote used to prevent fatal opioid overdoses.

Definition

Description should include

- availability and use of naloxone
- naloxone training (e.g., [REVIVE!](#))
- naloxone training agencies
- monitoring of concurrent prescriptions.

Resources:

- [Frequently Asked Questions about Naloxone](#), Virginia Department of Health
- [How to prepare naloxone for administration](#), Virginia Department of Behavioral Health and Developmental Services

Process/Skill Questions

- What is naloxone?
- How much does naloxone cost with health insurance? How much does naloxone cost without health insurance?
- Who should receive naloxone training?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
 - Knowledge Test: Pharmacology
-

Understanding Pain Management Protocols

Task Number 153

Explain the science of physiological and mental pain.

Definition

Explanation should include

- definition of pain from the International Association for the Study of Pain (IASP)
- neurobiological basis of pain
- biopsychosocial model of pain
- types of pain (e.g., neuropathic)
- acute, sub-acute, and chronic pain, including pain generation
- spinal and brain modulation, behavioral adaptation and maladaptation, and the continuum from acute to chronic disabling pain
- the underlying science of pain relief.

Process/Skill Questions

- What is the IASP definition of pain?
- How can a medical professional get a patient to describe physiological pain?
- What assessment tools can be used to help patients describe physiological pain? How do tools differ for describing mental pain?
- How are pain and levels of pain categorized?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
 - Creative Problem Solving
 - HOSA Bowl
-

Task Number 154

Describe the diagnostic tools used in developing pain management plans.

Definition

Description should include

- pain-related health history and examination
- understanding the role of family in supporting individuals in need of pain management
- practice-appropriate screening tools that include aspects such as mood and function
- the use and limitations of pain scales
- differential diagnosis of pain and its placement on the pain continuum.

Resource: [Promoting Safer and More Effective Pain Management](#), CDC

Process/Skill Questions

- What are the Wong-Baker, LEGO, and Hospice assessment tools?
- How do pain assessment tools vary across the life span?
- When completing an assessment, is pain considered subjective or objective?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 155

Describe pain treatment options available to various populations of patients.

Definition

Description should include

- special populations in pain management, such as palliative/end-of-life care patients, patients with cancer, pediatric patients, and geriatric populations
- non-pharmacologic treatment of pain, including active care and self-care, evidence- and non-evidence-based approaches, and multimodal pain management
- non-opioid pharmacologic management of pain
- the challenges in discussing the psychological aspects of pain and the role of the central nervous system
- adverse drug event prevention for all pain medications
- the roles in an interdisciplinary pain management team
- the significance of issues such as anxiety, depression, and sleep deprivation in pain management
- the placebo effect
- goals and expectations in the treatment of pain, based on diagnosis and pain continuum
- when to make a pain referral and to whom.

Resources:

- [CDC Fact Sheet for Prescribing Opioids for Chronic Pain](#)
- [CDC Guidelines for Prescribing Opioids for Chronic Pain](#)

Process/Skill Questions

- What pain management resources are available for special populations?
- What are alternative forms of pain management?
- What role does the mind play in pain management?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 156

Describe the effects of opioid dependency on the human body systems.

Definition

Description should include the short- and long-term effects of opioids on the following:

- Nervous system
- Respiratory system
- Circulatory system
- Digestive system
- Skeletal system

Resource: [Drugs and Your Body](#), Scholastic

Process/Skill Questions

- How does the misuse of opioids affect nutrition and weight loss?
- How might opioid misuse be evident in a person's vital signs?
- How do opioids affect the brain as the control center for homeostasis?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl
-

Task Number 157

Explain the mechanism and physical effects of opioids on the human body.

Definition

Explanation should include the following:

- Mechanism of action and metabolism of opioids
- Development of tolerance, dependence, and addiction
- Health consequences of drug misuse
 - HIV, hepatitis, and other infectious diseases
 - Cancer
 - Cardiovascular effects
 - Respiratory effects
 - Gastrointestinal effects
 - Musculoskeletal effects
 - Kidney damage
 - Liver damage
 - Neurological effects
 - Hormonal effects
 - Prenatal effects
 - Other health effects
 - Mental health effects
 - Death
- Withdrawal
 - Causes
 - Timeframe (i.e., peaks of withdrawal symptoms)
 - Physical signs (e.g., nausea, diarrhea, vomiting, cold flashes)

Process/Skill Questions

- What are the short- and long-term effects of withdrawal dependence symptoms?
- How long can the human body function while exhibiting the symptoms of withdrawal?
- What are other medical conditions that may arise because of the symptoms of physical dependence?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl

Task Number 158

Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.

Definition

Explanation should include

- appropriate use of different opioids in various practice settings
- the interactions, risks, and intolerance of prescription opioids
- the role and effectiveness of opioids in acute, sub-acute, and chronic pain
- a reassessment of opioid use based on stage of pain
- contemporary treatment guidelines, best practices, health policies, and government regulations related to opioid use
- use of opioids in pain management of patients with substance abuse disorders, in recovery, and in palliative/end-of-life care.

Process/Skill Questions

- When should risk factors regarding opioids be reviewed with the patient?
- What are the options when treating patients with a history of substance abuse?
- What government regulations and policies are in place to improve the safe administration of opioids?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pharmacology

Teamwork Events

- Creative Problem Solving
- HOSA Bowl

Task Number 159

Describe the withdrawal and tapering side effects of opioid use.

Definition

Description should include

- characteristics of acute and protracted withdrawal from opioid dependence or addiction
- tapering
- pain contracts or agreements.

Process/Skill Questions

- What are the stages of withdrawal in opioid abuse transition?
- What medications might be needed in the withdrawal stage?
- What information should be included in the pain management contract?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing

Task Number 160

Describe storage and disposal options for opioids.

Definition

Description should include

- medicine take-back options (e.g., [National Drug Take Back Day](#))
- disposal in the household trash and flushing certain potentially dangerous medicines down the toilet.

Resources:

- [Disposal of Unused Medicines: What You Should Know](#), Food and Drug Administration (FDA)
- [Prescription Drug Abuse and Tips for Proper Disposal](#), Office of the Attorney General of Virginia

Process/Skill Questions

- How should medications be stored in the house?
- What is National Prescription Drug Take Back Initiative?
- What is the *black box*?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Task Number 161

Explain community resources for education about opioid use.

Definition

Explanation should include key components of and resources for patient education in the use of opioids, including

- risks
- benefits
- side effects
- tolerance
- signs of sedation or overdose
- naloxone, including its storage and disposal.

Process/Skill Questions

- What resources for opioid education are available locally, statewide, and nationally?
- Where should the patient first be informed about the resources available?
- How does social media aid in patient education on opioid addiction?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Working with Patients and Caregivers

Task Number 162

Describe key communication topics involving opioids for patients.

Definition

Description should include

- benefits and risks of opioids
- opioid risk screening (i.e., taking a social, medical, and financial history)
- risk mitigation (e.g., naloxone, safe storage, pain contracts)
- medication tapers and/or discontinuation of therapy.

Process/Skill Questions

- What are the benefits of using opioids in medicine?
- What is the relationship between demographics and risk of opioid addiction?
- How does culture influence risk factors in opioid abuse?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Clinical Nursing

Task Number 163

Describe communication topics for caregivers and family members.

Definition

Description should include

- basic knowledge about opioids
- signs of addiction
- treatment options for addiction
- naloxone training for caregivers
- legal issues related to misuse.

Process/Skill Questions

- What rights do caregivers have in regard to medical information of the abuser?
- What legal steps might the caregiver or family have to take for treatment?
- Where can the caregiver or family members receive naloxone training? Are children of opioid abusers eligible for training?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Clinical Nursing

SOL Correlation by Task

Identify methods to develop client/resident/patient, family, and staff relationships.	English: 12.4
Define simple medical terminology.	English: 12.3, 12.4

Report changes in body function to charge nurse, as required by Virginia Board of Nursing regulation.	English: 12.1, 12.4, 12.8 History and Social Science: GOVT.8
Answer the intercom.	English: 12.1
Place and receive telephone calls.	English: 12.1, 12.4
Respond to the call signal.	English: 12.4
Develop awareness of personality strengths and weaknesses.	
Analyze personal health habits.	English: 12.4, 12.8
Demonstrate successful work attitudes.	
Demonstrate body mechanics, as required by Virginia Board of Nursing regulation.	English: 12.8 History and Social Science: GOVT.8
Perform safety procedures related to client/resident/patient care.	English: 12.8
Use fire extinguishers.	English: 12.4, 12.8 Science: CH.1
Follow Occupational Safety and Health Administration (OSHA) regulations and guidelines, as required by Virginia Board of Nursing regulation.	English: 12.4, 12.8 History and Social Science: GOVT.8, VUS.13, VUS.14
Make an unoccupied bed.	English: 12.8
Make an occupied bed.	English: 12.8
Make a surgical bed.	English: 12.8
Position a client/resident/patient in bed, as required by Virginia Board of Nursing regulation.	English: 12.8 History and Social Science: GOVT.8
Assist a client/resident/patient in maintaining body alignment.	English: 12.3, 12.4, 12.8
Assure range of motion, as required by Virginia Board of Nursing regulation.	English: 12.8 History and Social Science: GOVT.8
Adjust hospital bed.	English: 12.4, 12.8
Adjust side rails.	English: 12.8
Place footboard, overbed cradle, or egg crate mattress on bed.	English: 12.8
Place alternating pressure mattress on bed.	
Assist with alternatives to restraints.	English: 12.1, 12.4, 12.8
Apply heel and elbow protectors.	

Apply and care for anti-embolic stockings, as required by Virginia Board of Nursing regulation.	English: 12.3, 12.4, 12.8 History and Social Science: GOVT.8
Support a client/resident/patient with physical and psychological independence, as required by Virginia Board of Nursing regulation.	English: 12.4 History and Social Science: GOVT.8
Assist a client/resident/patient with special needs in activities of daily living (ADL).	English: 12.4, 12.8 History and Social Science: GOVT.8
Provide clinical care across the lifespan for physically challenged clients/residents/patients, as required by Virginia Board of Nursing regulation.	English: 12.8 History and Social Science: GOVT.8
Provide care for a client/resident/patient with impaired cognition, as required by Virginia Board of Nursing regulation.	English: 12.1, 12.4, 12.8
Assist a client/resident/patient with a sensory impairment, as required by Virginia Board of Nursing regulation.	English: 12.1, 12.4, 12.8 History and Social Science: GOVT.8
Demonstrate reality-orientation techniques.	English: 12.1, 12.4
Demonstrate principles of behavior management, as required by Virginia Board of Nursing regulation.	English: 12.4, 12.8 History and Social Science: GOVT.8
Support the teaching of self-care to a client/resident/patient.	English: 12.4, 12.8
Apply a cold compress.	English: 12.3, 12.4
Apply an ice bag.	English: 12.4, 12.6, 12.7
Assist a client/resident/patient in sitting on side of bed.	English: 12.4, 12.8
Assist a client/resident/patient in ambulation, as required by Virginia Board of Nursing regulation.	English: 12.4, 12.8 History and Social Science: GOVT.8
Provide indwelling urinary catheter care.	English: 12.4, 12.8
Maintain a closed urinary drainage system.	English: 12.4, 12.8
Collect a clean-catch urine specimen.	English: 12.4, 12.8
Strain urine.	
Collect a 24-hour urine specimen.	
Assist a client/resident/patient with using a bedpan, as required by Virginia Board of Nursing Regulation.	English: 12.4, 12.8

	History and Social Science: GOVT.8
Transfer a client/resident/patient to a bedside commode.	
Assist a client/resident/patient with using a urinal.	English: 12.1, 12.4, 12.8
Empty a closed urine drainage bag.	English: 12.4
Clean a stoma and change a colostomy bag.	English: 12.4, 12.8
Describe methods of assisting a client/resident/patient with bladder and bowel training.	English: 12.4, 12.8
Assist an incontinent client/resident/patient, including brief applications.	English: 12.3, 12.4
Assist a client/resident/patient with toilet use.	
Collect a stool specimen.	English: 12.4, 12.8
Provide perineal care.	English: 12.8
Collect a sputum specimen.	
Measure and record temperature, as required by Virginia Board of Nursing regulation.	English: 12.3, 12.8 History and Social Science: GOVT.8
Measure and record pulse (apical and radial) for one minute, as required by Virginia Board of Nursing regulation.	English: 12.3, 12.4, 12.8 History and Social Science: GOVT.8
Measure and record blood pressure, as required by Virginia Board of Nursing regulation.	English: 12.3, 12.4, 12.8 History and Social Science: GOVT.8
Measure and record height and weight, as required by Virginia Board of Nursing regulation.	English: 12.3, 12.4, 12.8 History and Social Science: GOVT.8
Measure and record respiration for one minute, as required by Virginia Board of Nursing regulation.	English: 12.3, 12.4, 12.8 History and Social Science: GOVT.8
Measure weight, using a wheelchair scale or an electronic bed scale.	English: 12.1, 12.6, 12.7, 12.8
Assist with applying and removing braces.	
Assist with crutch walking.	English: 12.4, 12.8
Assist a client/resident/patient with walker and quad cane use.	English: 12.4, 12.8
Assist with dressing and undressing a client/resident/patient with weakness on an affected side.	English: 12.6, 12.7

Assist a client/resident/patient in standing.	English: 12.4
Groom a client/resident/patient, including shaving/assisting with shaving, caring for/helping with hair, and cleaning/beautifying fingernails and toenails.	
Perform a back rub.	English: 12.8
Bathe a client/resident/patient, including giving/assisting with bed bath, partial bath, shower, tub bath, and whirlpool bath, as required by Virginia Board of Nursing regulation.	English: 12.8 History and Social Science: GOVT.8
Provide skin care to prevent pressure ulcers, as required by Virginia Board of Nursing regulation.	English: 12.3 History and Social Science: GOVT.8
Administer a sitz bath.	
Perform oral hygiene, as required by Virginia Board of Nursing regulation.	English: 12.4, 12.8 History and Social Science: GOVT.8
Give denture care, as required by Virginia Board of Nursing regulation.	English: 12.4, 12.8 History and Social Science: GOVT.8
Perform transferring, positioning, and turning of a client/resident/patient, as required by Virginia Board of Nursing regulation.	English: 12.1, 12.4, 12.6, 12.7, 12.8 History and Social Science: GOVT.8
Use assistive devices in transferring, eating, and dressing, as required by Virginia Board of Nursing regulation.	English: 12.4, 12.8 History and Social Science: GOVT.8
Transfer a client/resident/patient by wheelchair, as required by Virginia Board of Nursing regulation.	English: 12.4 History and Social Science: GOVT.8
Transport a client/resident/patient by stretcher.	English: 12.4, 12.6, 12.7
Assist with preparation for surgery.	
Give a.m. care.	English: 12.4, 12.8
Give p.m. care.	English: 12.4
Assist with physical examination.	
Describe preparation of a client/resident/patient room before admission and after transfer or discharge.	English: 12.4
Describe the admissions process.	English: 12.4
Prepare a client/resident/patient for transfer from room and/or facility.	English: 12.1, 12.4

Demonstrate the discharge of a client/resident/patient, including care of personal belongings.	English: 12.4, 12.6, 12.7
Discuss the importance of nutrition, hydration, and elimination as it relates to a client/resident/patient.	English: 12.1, 12.4
Describe the six main nutrients in a healthy diet.	English: 12.4 Science: BIO.2
Explain how to use ChooseMyPlate as a guide for a healthy diet.	English: 12.4
Measure and record fluid and food intake and output, as required by Virginia Board of Nursing regulation.	English: 12.6 History and Social Science: GOVT.8
Identify general and special diets.	English: 12.4
Assist a client/resident/patient with menu selection.	English: 12.4
Assist a client/resident/patient with eating and hydration.	English: 12.4
Distribute nourishments.	English: 12.4
Distribute drinking water.	English: 12.4
Feed a client/resident/patient (all ages), as required by Virginia Board of Nursing regulation.	English: 12.4 History and Social Science: GOVT.8
Observe a client/resident/patient receiving intravenous (IV) fluids.	
Identify ways to assist with care of a terminally ill client/resident/patient.	English: 12.4, 12.6, 12.7
Care for a client/resident/patient when death is imminent, as required by Virginia Board of Nursing regulation.	English: 12.4 History and Social Science: GOVT.8
Perform postmortem care on a mannequin.	English: 12.4
Discuss the legal and regulatory aspects for a CNA.	English: 12.1, 12.8
Describe the types and signs of abuse and inappropriate behaviors of a CNA.	English: 12.4
Discuss the role of the mandated reporter, as described in the Code of Virginia.	English: 12.1, 12.4 History and Social Science: GOVT.8
List reasons why the Virginia Board of Nursing would begin disciplinary proceedings for a CNA.	English: 12.6, 12.7, 12.8 History and Social Science: GOVT.8
Identify the consequences of abuse, neglect, and exploitation.	English: 12.4, 12.8
Discuss the responsibilities and requirements of CNAs, per Virginia Board of Nursing regulations.	English: 12.4, 12.8 History and Social Science: GOVT.8

Discuss the responsibilities of employers of CNAs to the Virginia Board of Nursing.	English: 12.1, 12.8 History and Social Science: GOVT.8
Describe the process of applying for the National Nurse Aide Assessment Program (NNAAP) exam.	English: 12.4, 12.6, 12.7 History and Social Science: GOVT.7
Describe the history and current state of the opioid crisis in the United States.	English: 12.5
Describe the history and current state of the opioid crisis in Virginia.	English: 12.5, 12.8
Define the pharmacological components and common uses of opioids.	English: 12.3, 12.8
Examine the science of addiction.	English: 12.5
Explain prevention and early intervention strategies.	English: 12.5, 12.8
Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).	English: 12.5
Describe the treatment models of addiction therapy.	English: 12.5
Describe the medication management antidote used to prevent fatal opioid overdoses.	English: 12.5, 12.8
Explain the science of physiological and mental pain.	English: 12.3, 12.5
Describe the diagnostic tools used in developing pain management plans.	English: 12.5
Describe pain treatment options available to various populations of patients.	English: 12.5, 12.8
Describe the effects of opioid dependency on the human body systems.	English: 12.5
Explain the mechanism and physical effects of opioids on the human body.	English: 12.5
Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.	English: 12.5
Describe the withdrawal and tapering side effects of opioid use.	English: 12.5
Describe storage and disposal options for opioids.	English: 12.5, 12.8
Explain community resources for education about opioid use.	English: 12.5
Describe key communication topics involving opioids for patients.	English: 12.5
Describe communication topics for caregivers and family members.	English: 12.5

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.

Opioid Abuse Prevention Education

This [Opioid Abuse Prevention](#) document includes resources for opioid abuse prevention education from kindergarten to 12th grade.

Other Opioid Resources

Virginia Department of Behavioral Health and Developmental Services. Revive! Opioid Overdose and Naloxone Education for Virginia. [Naloxone Fact Sheet](#) (PDF).

Virginia Department of Behavioral Health and Developmental Services. [Revive! Opioid Overdose and Naloxone Education for Virginia](#) (website).

Office of National Drug Control Policy, White House. [Fentanyl: Safety Recommendations for First Responders](#) (PDF).

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Alcohol](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Bath Salts](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Cocaine](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: E-Cigarette](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Heroin](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Marijuana](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: MDMA](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Meth](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Pain Medicine](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Spice \(K2\)](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Tobacco and Nicotine](#) (website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Other Drugs People Use and Misuse](#) (website; PDF available)

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Diagnostic Services Assessment
- EKG Technician Certification (ETC) Examination
- Health Assisting Assessment
- Health Informatics Assessment
- Home Health Aide Assessment
- National Career Readiness Certificate Assessment
- National Health Science Assessment
- Nurse Assisting Examination
- Nursing Assisting Assessment
- Therapeutic Services 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.*

- Nurse Aide I (8360/36 weeks, 280 hours)
- Patient Care Technician (8303/36 weeks)

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