Applying to Use the Common Curriculum Framework

**I--Approved traditional programs** must apply to use the common curriculum framework by May 3, 2024. To do this, the Program Director:

1. Attends an orientation session for using the new curriculum framework;
2. Completes the light blue sections of the attached “Teaching and Learning Activities” table for each unit to demonstrate the plans for their class (the other areas are pre-filled for you based on the common curriculum framework).
3. Provides a program schedule to demonstrate how the program will lay out, identifying the breakdown of classroom/theory, skills lab, and clinical hours (you can find a schedule template [here](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fnursing.wa.gov%2Fsites%2Fdefault%2Ffiles%2F2024-06%2FProgram%2520Schedule%2520Template.docx&wdOrigin=BROWSELINK)). Programs may add hours to those indicated in the curriculum framework.
4. Completes the bottom light blue section of the attached Curriculum Verification of Requirements table, which includes: program and hours’ information and your signature and date. The details of the form are already completed for you based on use of the common curriculum framework.
5. If there are additions to the content or hours of the curriculum framework, identifies specifically what the additions are and the unit(s) where they are delivered.

Submits the above information with a program change request to: WABONNursingAssistantsED@doh.wa.gov

**II--New traditional program applicants** apply using the common curriculum framework. To do this, the Program Director:

* Completes steps a-e in Section I above.
* Completes all other materials required to open a new traditional nursing assistant training program (i. e, new program application, program director application, etc.).

Submits this information as part of a complete new program application in one submission to: WABONNursingAssistantsED@doh.wa.gov

Unit 1 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 1 Introduction videos; Resource Guide; and handout (“Maslow’s Hierarchy and the Nursing Assistant Process”)
 |
| Icon  Description automatically generated | Presentation and active discussion of content* Present and discuss the three introduction videos for unit 1; review/discuss the Resource Guide and the Maslow handout
 |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video keys as resources to lead students through the exercise.
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* For unit 1, the Story Activity (listed below) fulfills skills practice
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activity: Meet Alberta Filmore. Use the story scripts and the written and video KEYs as resources to lead students through the exercise
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Unit 2 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (i.e., text, videos)* Unit 2 Introduction video
 |
| Icon  Description automatically generated | Presentation and active discussion of content  |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources to lead the exercise with students
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* For unit 2, the Pyramid and Story Activities fulfill skills practice.
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activity: Alberta Filmore. Use the story script and the written and video KEYs as resources to lead the exercise with students
 |
| A picture containing text, sign  Description automatically generated | Evaluation to measure student learning and competency |

Unit 3 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (i.e., text, videos)* Unit 3 Introduction video
 |
| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement Pyramid Activity. Use the written and video KEYs as resources to lead the exercise with students
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* The Pyramid and Story Activities fulfill skills practice for unit 3.
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activities: Joseph Caputo and Carol Montgomery. Use the story scripts and the written and video KEYs as resources to lead the exercise with students
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| A picture containing text, sign  Description automatically generated | Evaluation to measure student learning and competency |

Unit 4 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 4 Introduction video
 |
| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources for discussion with students
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* Handwashing, donning/doffing personal protective equipment (PPE), and infection control measures related to: handling linens, handling equipment, cleaning surfaces, responding to spills/biohazards, food service, and isolation precautions.
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the pre-developed Story Activities: Alberta Filmore and Joseph Caputo. Use the story scripts and written and video KEYs as resources for discussion with students
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| A picture containing text, sign  Description automatically generated | Evaluation to measure student learning and competency |

Unit 5 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 5 Introduction video
 |
| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources to lead the exercise with students.
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* Use of proper body mechanics, turning and positioning clients or residents in bed and chair, transferring clients, assisting with ambulation, basic first aid measures (including the Heimlich maneuver), and CPR (for those who do not have a current CPR card)
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activities: Carol Montgomery, Daniel Perez, and Mrs. Li. Use the story scripts and written and video KEYs as resources to lead the exercise with students.
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Unit 6 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 6 Introduction video
* Read Chapter 8: Vital Signs in The Modern Nursing Assistant
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| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources for leading discussion with students.
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* Measuring and recording vital signs (blood pressure, pulse, respirations, temperature, and pain); measuring and recording oxygen saturation levels; working safely with oxygen; measuring and recording height and weight; and measuring and recording intake and output (fluid intake; urinary output; food intake; and bowel movements)
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach.* Implement the Story Activities: Carol Montgomery, Daniel Perez, and Joseph Caputo. Use the story scripts and written and video KEYs as resources for leading discussions.
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Unit 7 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 7 Introduction video
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| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources for leading discussion with students
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* Proper use of assistive devices in transfers, ambulation, eating, and dressing; transferring; assisting with ambulation; positioning and turning/re-positioning in bed and chair; passive range of motion of all joints; care and use of prosthetic/orthotic devices; and bowel and bladder training
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activities: Joseph Caputo and Mrs. Li. Use the story scripts and written and video KEYs as resources for leading discussion
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Unit 8 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 8 Introduction video
 |
| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources for leading discussion with students
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* Assisting with bathing (assisting with/giving a bed bath, giving a back rub, assisting with showering); providing perineal care; providing catheter care; providing foot care; assisting with shampooing/hair care; assisting with shaving; assisting with dressing; applying elastic stockings; assisting with/providing mouth care; providing denture care; assisting with eating and drinking; assisting with elimination needs (bowel and bladder training; assisting with commode use, a bedpan, and urinal; emptying and managing urinary catheter drainage bags; and assisting to the bathroom)
 |
| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activities (all characters). Use story scripts and written and video KEYs as resources for leading discussions
 |
| A picture containing text, sign  Description automatically generated | Evaluation to measure student learning and competency |

Unit 9 Teaching and Learning Activities

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| A picture containing text, stationary  Description automatically generated | Assigned study of written content and resource(s) (text, videos)* Unit 9 Introduction video
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| Icon  Description automatically generated | Presentation and active discussion of content |
| Icon  Description automatically generated | Activities to reinforce and apply unit knowledge/concepts (at least 1) |
| Shape  Description automatically generated with medium confidence | Pyramid Activity: Linking content to human needs and holistic care* Implement the Pyramid Activity. Use the written and video KEYs as resources for discussion with students
 |
| Icon  Description automatically generated | Skills practice for integration of theory and skills* Post-mortem care
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| Icon  Description automatically generated | Story Activity: Linking holistic care to one unique individual for a person-centered care approach* Implement the Story Activities: Mrs. Li and Alberta Filmore. Use the story scripts and written and video KEYs as resources for discussion with students
 |
| A picture containing text, sign  Description automatically generated | Evaluation to measure student learning and competency |

**Curriculum Verification of Requirements**

|  |  |
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| **Requirements** | **Where is the requirement met in the curriculum?** |
| 1. Communication and interpersonal skills | Addressed in Unit 3; principles reinforced/and applied throughout course as part of the NA role |
| 2. Infection control | Addressed in Unit 4; reinforced and applied throughout course as part of the NA role |
| 3. Safety and emergency procedures (including the Heimlich maneuver) | Addressed in Unit 5 and reinforced and applied throughout course as part of the NA role |
| 4. Promoting client independence | Addressed in Unit 2 and reinforced and applied throughout course as part of the NA role |
| 5. Respecting client rights | Addressed in Unit 2 and reinforced and applied throughout course as part of the NA role |
| 6. Taking and recording vital signs | Addressed in Unit 6 and reinforced and applied throughout course as part of the NA role |
| 7. Measuring and recording height and weight | Addressed in Unit 6 and reinforced and applied throughout course as part of the NA role |
| 8. Caring for client’s environment | Addressed in Unit 2 (privacy, choices), Unit 4 (infection control), Unit 5 (safety and comfort), Unit 6 (basic nursing skills), and reinforced and applied throughout the course as part of the NA role |
| 9. Recognizing abnormal changes in body functioning and the importance of reporting changes to a supervisor | Addressed in Unit 1 (NA role, human needs), Unit 3 (communication, reporting, documentation), Unit 5 (safety and emergency), Unit 6 (body systems and status changes, basic nursing skills), and reinforced and applied throughout the course as part of the NA role |
| 10. Bathing | Addressed in Unit 8 (personal care). Related content/ reinforcement in Unit 1 (NA role, human needs, person- centered care), Unit 2 (privacy), Unit 4 (infection control), and Unit 6 (integumentary system) |

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| **Requirements** | **Where is the requirement met in the curriculum?** |
| 11. Caring for clients when death is imminent | Addressed in Unit 9 with emphasis of the application of everything learned in Units 1-8 with an end-of-life care lens (i.e., the NA role, human needs, person- centered care, the person's rights, communication, infection control, safety/emergency procedures [DNR, POLST] basic nursing skills, basic restorative services, and personal care |
| 12. Grooming (including mouth care) | Addressed in Unit 8 (Personal Care); related content/reinforcement in Unit 1 (NA Role. human needs, person-centered care), Unit 4 (Infection Control); and Unit 6 (foundational knowledge — body systems, growth/development/aging/common conditions) |
| 13. Dressing | Addressed in Unit 8 (Personal Care) and Unit 7 (Basic Restorative Services); related content/reinforcement in Unit 1 (NA Role, human needs, person-centered care), Unit 6 (foundational knowledge — body systems, growth/development/ aging/common health conditions) |
| 14. Toileting | Addressed in Unit 6 (urinary output, foundational knowledge on body systems), Unit 7 (bowel training), and Unit 8 (personal care); related content/ reinforcement in Unit 1 (NA role, human needs, person-centered care), Unit 2 (client/resident rights, promoting independence) |
| 15. Assisting with eating and hydration | Addressed in Unit 7 (use of assistive devices), Unit 8 (assisting with eating and drinking, aspiration risk), and Unit 9 (physical changes/care at end-of-life); related content/reinforcement in Unit 1 (NA role, human needs, person-centered care), Unit 4 (infection control, sanitation in food service), Unit 5 (safety/emergency—choking), Unit 6 (foundational knowledge — body systems; measuring and recording food and fluid intake, growth/development/aging/ common health conditions) |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 16. Proper feeding techniques | Addressed in Unit 7 (use of assistive devices), Unit 8 (assisting with eating and drinking, aspiration risk), and Unit 9 (physical changes/care at end-of-life); related content/reinforcement in Unit 1 (NA role, human needs), Unit 4 (infection control, sanitation in food service), Unit 5 (safety/emergency—choking), Unit 6 (foundational knowledge — body systems; measuring and recording food and fluid intake, growth/development/aging/ common health conditions) |
| 17. Skin care | Addressed with related/reinforcing content in multiple units: Unit 1 (NA role and human needs), Unit 2 (client or resident rights), Unit 4 (infection control), Unit 5 (Safety/Emergency—i.e., water temperature), Unit 6 (body systems, status changes), Unit 7 (Restorative— turning/positioning, need for mobility/activity), Unit 8 (Personal Care—skin care, pressure injury prevention), and Unit 9 (physical changes and care needs at end-of-life) |
| 18. Transfers, position, and turning | Addressed in Unit 7 (Restorative) with related content in Unit 1 (NA role, human needs), Unit 2 (Resident Rights— freedom from abuse/neglect), Unit 4 (Infection Control— personal care and protecting skin from injury), Unit 5 (Safety & Emergency—body mechanics), Unit 6 (foundational knowledge—body systems, growth/development/aging/common health conditions), Unit 8 (Personal Care—skin care, pressure injury prevention), and Unit 9 (physical changes/care needs at end-of-life) |
| 19. Modifying aides’ behavior in response to client’s behavior | Addressed in Unit 3 (Communication & Interpersonal Skills); introduced in Unit 1 (NA Role, human needs, person-centered care); reinforced and applied throughout course |
| 20. Awareness of developmental tasks associated with the aging process | Addressed in Unit 6 (overview of body systems, growth/development/aging/common health conditions), Unit 9 (psychosocial development across the lifespan and end-of- life care); related content addressed in Unit 1 (human needs), Unit 3 (Communication & Interpersonal Skills); reinforced and applied throughout |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 21. How to respond to client’s behavior | Addressed in Unit 3 (Communication & Interpersonal Skills); related content/reinforcement in Unit 1 (NA role, human needs, person-centered care); reinforced and applied throughout course |
| 22. Allowing the client to make personal choices, providing and reinforcing other behavior consistent with resident dignity. | Addressed in Unit 1 (NA role, human needs, person- centered care, knowledge of rules & regulations), Unit 2 (Client/Resident Rights and Promoting Independence); reinforced and applied throughout the course |
| 23. Using the client’s family as a source of emotional support. | Addressed in Unit 1 (NA Role—client and family at the center of the healthcare team, human needs), Unit 2 (Client or Resident Rights and Promoting Independence), Unit 9 (Life Transitions). |
| 24. Techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer’s and others). | Introduced as part of the NA role in Unit 1. Addressed in Unit 3 (Communication and Interpersonal Skills) |
| 25. Communicating with cognitively impaired clients. | Introduced as part of the NA role in Unit 1. Addressed in Unit 3 (Communication and Interpersonal Skills) |
| 26. Understanding the behavior of cognitively impaired clients. | Introduced as part of the NA role in Unit 1. Addressed in Unit 3 (Communication and Interpersonal Skills) |
| 27. Appropriate responses to the behavior of cognitively impaired clients. | Introduced as part of the NA role in Unit 1. Addressed in Unit 3 (Communication and Interpersonal Skills) |
| 28. Methods of reducing effects of cognitive impairments. | Introduced as part of the NA role in Unit 1. Addressed in Unit 3 (Communication and Interpersonal Skills) |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 29. Training the client in self-care according to the client’s ability. | Addressed in Unit 2 (Client or Resident Rights and Promoting Independence) & Unit 7 (Basic Restorative Services).Related content/reinforcement in Unit 1 (introduced as part of the NA Role, human needs, and person-centered care). |
| 30. Use of assistive devices in transferring, ambulation, eating and dressing. | Addressed in Unit 7 (Basic Restorative Services), but also introduced as part of the NA role in Unit 1 and addressed in terms of Safety in Unit 5. |
| 31. Maintenance of range of motion | Addressed in Unit 7 (Basic Restorative Services) with related content in Unit 1 (NA role in Basic Restorative Services), Unit 6 (foundational knowledge—body systems, growth/development/aging/common health conditions), and Unit 9 (common physical changes and care needs at end-of-life) |
| 32. Proper turning and position in a bed or chair. | Addressed in Unit 7 (Restorative) with related content in Unit 1 (NA role in Basic Restorative Services), Unit 2 (Resident Rights—freedom from abuse/neglect), Unit 4 (Infection Control—personal care and protecting skin from injury), Unit 5 (Safety & Emergency—body mechanics), Unit 6 (foundational knowledge—body systems. growth/development/aging/common health conditions), Unit 8 (Personal Care—skin care, pressure injury prevention), and Unit 9 (physical changes/care needs at end-of-life) |
| 33. Bowel and bladder training | Addressed in Unit 6 (Basic Nursing Skills) and Unit 7 (Basic Restorative Services). |
| 34. Care and use of prosthetic and orthotic devices | Addressed in Unit 7 (Basic Restorative Services) |
| 35. Providing privacy and maintenance of confidentiality | Addressed in Unit 2 (Client or Resident Rights) and Unit 3 (Communication & Interpersonal Skills); reinforced and applied throughout course. |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 36. Promoting the client’s right to make personal choices to accommodate their needs | Introduced in Unit 1 as part of the NA role, human needs and person-centered care; addressed with emphasis in Unit 2 (Client or Resident Rights and Promoting Independence); threaded through every unit as part of the holistic human needs/person- centered care approach and character scenarios for reinforcement/application throughout course. |
| 37. Giving assistance in resolving grievances and disputes | Introduced in Unit 1 as part of the NA role (Client or Resident Rights); addressed with emphasis in Unit 2 (Client or Resident Rights and Promoting Independence). |
| 38. Providing needed assistance in getting to and participating in client and family group activities | Introduced in Unit 1 as part of the NA role, human needs, and person-centered care; addressed with emphasis in Unit 2 (Client or Resident Rights and Promoting Independence). |
| 39. Maintaining, care and security of client’s personal possessions. | Addressed as part of NA Role, human need for safety/security, and knowledge of rules/regulations Uniform Disciplinary Act (UDA) in Unit 1. Presented as a Client or Resident Right in Unit 2. |
| 40. Promoting client’s right to be free from abuse, mistreatment and neglect and the need to report any such treatment to appropriate facility staff. | Addressed as part of NA Role, a human need, and as part of rules/regulation knowledge (Mandatory Reporting, UDA) in Unit 1. Addressed as a Client or Resident Right in Unit 2.Reinforced/applied throughout course (i.e., communication, need for personal care, prevention of skin injury, meeting human needs, person-centered care approach, etc.). |
| 41. Avoiding the need for restraints in accordance with professional standards. | Introduced as part of NA Role (related to client or resident rights) in Unit 1 and addressed/emphasized in Unit 2 (Client or Resident Rights). |
| 42. CPR training | Training program to verify CPR proficiency prior to in- facility clinical. |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 43. Measures and records fluid and food intake and output of client. | Introduced as part of the NA Role in Unit 1 (related to basic nursing skills). Addressed with foundational content on body systems and skill practice/ competency demonstration in Unit 6 (Basic Nursing Skills). Related content/reinforcement in Unit 3 (Communication — including documentation) and Unit 8 (Personal Care — assisting with eating/drinking) |
| 44. Reports client concerns | Introduced as part of NA Role (related to client or resident rights), human needs, and person-centered care in Unit 1. Addressed with emphasis in Unit 2 (Client or Resident Rights).  |
| 45. AIDs education | Addressed in Unit 4 (Infection Control) with blood- borne pathogen content. Infection control principles reinforced/applied throughout course |
| 46. Reads, writes, speaks, and understands English at the level necessary for preforming duties of the nursing assistant. | Demonstrated by students throughout the course through reading, writing (included documentation of care provided), and discussion activities. |
| 47. Listens and responds to verbal and nonverbal communication in an appropriate manner. | Introduced as part of the NA role in Unit 1 (related to communication & interpersonal skills, human needs, and person-centered care). Addressed with emphasis in Unit 3 (Communication & Interpersonal Skills). |
| 48. Recognizes how the aide’s own behavior influences client’s behavior and knows resources for obtaining assistance in understanding client’s behavior. | Addressed in Unit 3 (Communication & Interpersonal Skills).Reinforced/applied throughout the course through understanding of NA role, human needs, and person-centered care (Unit 1) |
| 49. Makes adjustments for client’s physical or mental limitations. | Addressed in Unit 3 (Communication & Interpersonal Skills). Foundational knowledge presented in Unit 6 (related to body systems, growth/development/aging/ common health conditions). The human needs/person-centered care approach threaded through the curriculum address this in every unit. |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 50. Uses terminology accepted in the health care facility to report and record observation and other pertinent information. | Introduced in Unit 1 as part of the NA Role (related to providing care for individuals and communicating as part of the healthcare team); addressed in Unit 3 (Communication & Interpersonal Skills), but reinforced/applied in every unit (each unit incorporates key terminology to know from textbook resource). |
| 51. Demonstrates ability to explain policies and procedures before and during client care. | Introduced in Unit 1 as part of the NA Role and human needs; addressed in Unit 3 (Communication & Interpersonal Skills); reinforced/applied in every unit. |
| 52. Uses principles of medical asepsis and demonstrates infection control techniques and universal precautions. | Introduced in Unit 1 as part of the NA Role and human needs (related to infection control); Addressed with emphasis in Unit 4 (Infection Control); reinforced/applied as a key principle across units. |
| 53. Explains how disease- causing microorganisms are spread and lists ways that HIV and HepatitisB can be spread from one person to another. | Introduced in Unit 1 as part of the NA Role and human needs (related to infection control); and addressed in-depth in Unit 4 (Infection Control). |
| 54. Demonstrates knowledge of cleaning agents and methods which destroy microorganisms on surfaces. | Introduced in Unit 1 as part of the NA Role (in general related to infection control); and addressed in-depth in Unit 4 (Infection Control). |
| 55. Provides adequate ventilation, warmth, light, and quiet measures. | Addressed in Units 5 (Safety & Emergency) and in Unit 6 (Basic Nursing Skills). Reinforced/applied throughout course |
| 56. Uses measures that promote comfort, rest, and sleep. | Addressed in Unit 6 (Basic Nursing Skills); reinforced/applied throughout course |
| 57. Promotes a clean, orderly, and safe environment and equipment for the client. | Addressed in Unit 5 (Safety & Emergency) and in Unit 6 (Basic Nursing Skills); reinforced/applied throughout course. |
| **Requirements** | **Where is the requirement met in the curriculum?** |
| 58. Identifies and utilizes measures for accident prevention. | Addressed in Unit 5 (Safety & Emergency) and 6 (Basic Nursing Skills). Reinforced/applied throughout course |
| 59. Identifies and demonstrates principles of body mechanics. | Addressed in Unit 5 (Safety & Emergency) and 7 (Basic Restorative); reinforced/applied throughout course. |
| 60. Demonstrates knowledge of fire and disaster procedures. | Addressed in Unit 5 (Safety & Emergency) for application as required. |
| 61. Identifies and demonstrates principles of health and sanitation in food service. | Addressed in Unit 4 (Infection Control) & Unit 8 (Personal Care—assisting with eating). |
| 62. Proper use and storage of cleaning agents and other hazardous materials. | Addressed in Unit 5 (Safety & Emergency) for application as required. |
| 63. Demonstrates knowledge of and is responsive to the laws and regulation including client abuse and neglect, client complaint procedures, worker’s right to know and the uniform disciplinary act. | Addressed in Units 1 and 2 (Knowledge of Rules & Regulations and Client or Resident Rights); reinforced/applied throughout course. |
| 64. Respect client’s property and does not take client’s property for own or other use or benefit. Does not solicit, accept, or borrow money or property from clients. | Addressed in Units 1 and 2 (Knowledge of Rules & Regulations and Client or Resident Rights); reinforced/applied throughout course |

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| **Nursing Assistant Training Program Schedule** |
| **Program Name:** |  |  | **Program Director Name:** |  |  |
| **Program Director Signature:** |  |  |  | **Date:** |  |
| **Directions** |
| Provide the general program information and then use the weekly calendar template to enter the entire program schedule. Use as many weekly calendar templates as you need. For example, a five-week program requires five weekly calendars. Submit a complete calendar template for each track the program offers. For example, if students have the option to attend a weekday only track or a weekend only track, then you would submit two complete calendar templates (one for each track). Indicate which lab hours are dedicated for Mock skills (this can be 8 hours after clinical is complete or split into two sessions 4 hours before going to clinical or 4 hours after clinical.) Include time for Washington State Competency Exam if applicable  |
|  |
| **General Program Information** |
| **Days of the Week** |
| Check the days of the week your program will run. |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| **General Program Information****Days of the week your program will run (Monday-Friday, Monday-Wednesday-Friday, Saturday and Sunday, etc.):** Please add your daily/weekly hours carefully for accurate totals in the spaces above and double-check them prior to submitting as calculation errors will delay review of the application. See [WAC 246-841A-440](https://app.leg.wa.gov/WAC/default.aspx?cite=246-841A-440&pdf=true) for minimum program hour requirements. |
| If a program day is more than 4 hours long, then a 30-minute meal period should be included. Do not count meal periods in the program hours section below. |
| Class/Skills Lab Days | **Start time:** |  | **End time:** |  |  |  |
| Clinical Days | **Start time:** |  | **End time:** |  |  |  |

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| **Program Hours** |
| Please add your daily/weekly hours carefully for accurate totals in the spaces and double-check them prior to submitting. **Calculation errors will delay review of the application**. **See WAC 246-841A-440 for minimum program hour requirements.**  |
| Number of **class/theory** hours: |  |
| Number of **skills lab** hours:  |  |
|  Number of **clinical** hours: |  |
|  **Total hours: ::\_\_\_\_\_\_\_** |  |

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| **Weekly Program Calendar** |
| Key* **Unit numbers covered:** Reference your curriculum outline and enter the corresponding unit numbers to indicate the topics you will cover for each day of class and corresponding skills lab.
* **Clinical day?** Select yes or no.
* **Number of class, skills lab, and clinical hours:** Indicate how many hours of each type for each day of your program. Please leave fields blank if not applicable.
* **Note to reviewer:** Use this field to provide necessary clarifications to the WABON reviewer. For example, if hours vary one day, Note Mock skills, or any other communication
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| **Week (1, 2, 3, etc.):** |
|  | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| **Unit numbers covered** |  |  |  |  |  |  |  |
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