



Knox Technical Center

Nurse Aide Training and Competency Evaluation (NATCEP/STNA) Program Plan

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I. GENERAL INFORMATION

- A. Adult Education Vision Statement: To prepare students for success.
- B. Adult Education Mission Statement: The mission of the Knox Technical Center is to provide cutting-edge programs that prepare adults with career and lifelong learning skills.
- C. Director of Adult Education:
Kim Williams
740-393-2933, ext. 1106
jmarlow@knoxcc.org
- D. Nursing Program Administrator:
Camden Seal, PhD RN
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cseal@knoxcc.org
- E. Disability Accommodations. Any learner needing special accommodation on the basis of any disability must advise the instructor prior to beginning the program. Reasonable and necessary accommodations will be made upon presentation of relevant certification, presented in a timely manner. For detailed KCCC Bylaws & Policies pertaining to Reasonable Accommodation, see Section 2260.01-Section 504 – ADA Prohibition Against Discrimination Based on Disability located on the website at www.knoxcc.org.

- F. Equal Opportunity. It is the policy of the Knox County Career Center School District that employment, educational programs, and activities are provided without regard to race, color, national origin, sex or disability. Refer to the KTC Adult Education Student Handbook for additional information.

II. RATIONALE FOR PROGRAM

- According to the United States Department of Labor’s Occupation Outlook Handbook obtained from (<http://www.bls.gov/ooh/healthcare/nursing-assistants.htm>) the outlook for NATCEPs is as follows:
 - Employment of NATCEPs is projected to grow much faster than average, with an estimated employment of approximately 1,564,200 positions across the nation and will grow by 9% in the year 2028; much faster than average for all occupations, in response to the long term care needs of an increasing elderly population.
 - Demand for NATCEPs is driven by the increase in the share of the older population and the health care needs associated with the aging population.
 - Predicted growth in employment in long-term care facilities and in home health will occur as care delivery is needed for the care of elderly with chronic illnesses.
- As of March 3, 2022 approximately **621** positions relating to NATCEP within 75 miles of KTC were posted on the Ohio Means Jobs website (www.ohiomeansjobs.com).
- According to O-NET, projected growth in the NATCEP field through 2028 is 23% nationally (www.careerinfonet.org).
- State Testing – First Time Pass Rates:
 - 3-year average 88.5%

III. PROGRAM DESCRIPTION

The program provides 75 hours of instruction over three weeks. The curriculum combines classroom and laboratory instruction and skill verification, as well as clinical experience. While the schedule is subject to change, classes are typically scheduled 4 days per week, 4:00 pm to 9:30 pm. Clinical experience is scheduled two Saturdays during the 3-week period. The program content is consistent with requirements as established by Ohio Department of Health for Nurse Aide Training.

IV. PROGRAM MISSION:

The Nurse Aide Training and Competency Evaluation Program operates under the mission of the Adult Education program. Upon completion of a structured program of study, the student is equipped to achieve success in the occupational field of the STNA (State Tested Nursing Assistant).

V. PROGRAM OUTCOMES

After the completion of the NATCEP program, a learner will be able to:

1. Identify the following as it relates to the Training and Competency Evaluation (TCEP) Program overview
 - a. Purpose of the TCEP;
 - b. Role and responsibilities of the trainer and Nurse Aide (NA);
 - c. Purpose of the TCEP conducted by the director;
 - d. Requirements for being placed and maintained on Ohio’s NA Registry;
 - e. Issues related to abuse, neglect and misappropriation of resident property; and
 - f. Differences between state tested and certified.
2. Differentiate the roles and responsibilities of the nursing assistant in the work environment and the following:
 - a. Governing body;

- b. Administrator;
 - c. Medical director;
 - d. Nurse staff including the NA;
 - e. Regulatory and survey agency persons;
 - f. Director of nursing;
 - g. Volunteers;
 - h. Resident's private physician; and
 - i. Operations support staff
3. Explain the roles and responsibilities of the nursing assistant as it relates to the following:
 - a. Activities of daily living (ADLs);
 - b. Nourishment;
 - c. Record keeping and communication duties;
 - d. Promoting residents' rights; and
 - e. Maintenance of confidentiality.
 4. Describe the purpose and use of the policy and procedure manual
 5. Identify acceptable standards for professional behaviors and dress
 6. Describe effective communication and interpersonal skills as it relates to the following:
 - a. Attitudes and behaviors that promote effective communication;
 - b. Factors that promote, as well as block, effective communication with residents, the resident's family, friends and immediate supervisor;
 - c. Procedures on answering the resident's call light; and
 - d. Use of the LTCF (long-term care facility) telephone and intercom.
 - e. Vision, hearing, speech and/or physically impaired;
 - f. Confused, depressed, agitated or restless clients; and
 - g. Patients demonstrating withdrawn or combative behaviors
 7. Explain the nursing assistant's role in Resident Comprehensive Assessment, Care Plan and Care Conference including:
 - a. The purpose of the resident comprehensive assessment, care plan and care conference;
 - b. The role the NA plays in the care planning process; and
 - c. The role the NA plays in gathering and documenting information on the worksheet.
 8. Verbalize the legal responsibilities of the NA role as it relates to:
 - a. Legal aspects of working as an NA including neglect and confidentiality;
 - b. Definition of abuse and neglect as found in Chapter 3701-64 of the OAC;
 - c. Incident and accident reports; and
 - d. Responsibility for own actions.
 9. Identify information pertaining to the medical record including:
 - a. Purpose of the medical record;
 - b. How the NA can contribute to the medical record;
 - c. Common medical abbreviations; and
 10. Proper methods of documentation.
 11. Describe the basics of infection control and factors that promote the growth and spread of pathogenic microorganisms.
 12. Demonstrate practices that prevent the growth and spread of pathogenic microorganisms including:
 - a. Proper hand washing techniques;
 - b. Methods to control or eliminate pathogenic microorganisms on supplies and equipment;
 - c. Concepts of clean, contaminated and sterile as applied to microorganisms;
 - d. Basic concepts of standard precautions;
 - e. Terminology associated with standard precautions; and
 - f. Use of barrier precautions including gloves, masks, gowns and eye protection as appropriate
 13. Identify signs and symptoms of infections

14. Explain and/or demonstrates general safety measures including:
 - a. reasons why safety is important in the LTCF;
techniques and precautions NAs can take to prevent residents from falling;
 - b. techniques aimed at preventing residents from being burned by hot liquids or by smoking cigarettes, etc.; and
 - c. techniques to prevent residents from choking or ingesting harmful substances and the procedures to use should a resident choke or ingest a harmful substance.
15. Describe general use and safety measure surround the use of oxygen therapy including:
 - a. Modes of oxygen delivery;
 - b. Presentations and demonstrations of safety precautions the NA must follow when performing tasks near oxygen equipment that
 - c. is in use and oxygen equipment that is being stored; and
 - d. Observation techniques to identify unsafe oxygen equipment that must be reported for repair or maintenance
16. Identify fire prevention and procedures to follow in case of fire disaster including:
 - a. Potential causes of fires;
 - b. Measures the NA can use to help prevent the occurrence of fires;
 - c. Actions to take when a fire is discovered;
 - d. Proper methods to report hazardous/unsafe conditions; and
 - e. Devices used to contain or limit fires in an LTCF.
17. Describe procedures contained in an LTCF's emergency plan including:
 - a. Safety measures to take when there is the threat of a tornado or other disaster;
 - b. Resources available in LTCFs in case of power failure; and
 - c. The NA's role in a tornado or other disaster.
18. Explain principles of ergonomics, body mechanics and body alignment
19. Describe alternative to restrain use and safe restrain use including:
 - a. Safe use and purpose of restraints;
 - b. Guidelines to follow for the safe application of restraints;
 - c. Examples of various types of commonly used restraints in the LTCF; and
 - d. Observations to make of a resident in restraints.
20. Demonstrate mobility and ambulation techniques including:
 - a. Safety techniques to use when walking a resident;
 - b. Safety measures to be used with wheelchairs and geriatric chairs;
 - c. Types and purposes of lifts;
 - d. General safety rules to be used while operating lifts; and
 - e. Safe use of walkers, canes and crutches.
21. Verbalize measures to promote resident independence including:
 - a. the physical and psychosocial losses that affect independence;
 - b. aspects of independent living that a resident of a long-term care facilities (LTCF) loses upon admission to the facility; and
 - c. techniques an NA can use to promote the resident's independence including the types of choices that may be available to a resident for gaining the highest level of independence possible.
22. Identify specific rights enumerated by the Ohio Resident Bill of Rights (ORBR) for residents of LTCFs
23. Describe the observational skills that are important in the role of the NA including:
 - a. The importance of observations to collect information about the resident;
 - b. Techniques of observation that include the use of the senses (see, feel, hear, smell); and
 - c. How to report and record observations.
24. Identify the physical changes in body systems including:
 - a. Vision: describing changes, diseases and ways to change the resident's environment to promote safety;

- b. Hearing: warning signs of hearing impairment, changes in hearing, ways to enhance communication for the resident with a
 - c. hearing loss, use and care of hearing aids;
 - d. Loss of taste, smell and/or touch: warning signs and ways to aid the resident;
 - e. Gastrointestinal: changes and special care for the resident with digestive disorders;
 - f. Reproductive: female changes including vaginitis and male changes including benign prostatic hypertrophy; and
 - g. Musculoskeletal system: changes including osteoporosis and arthritis.
25. Describe physiologic changes associated with select body systems, possible consequences of those changes, nursing care and the importance of reporting such changes to a nurse.
 26. Explain the concepts of LTC as a home including:
 - a. significant items in the resident's environment (over bed table, bedside stand, bed and bedside rails); and
 - b. ways to keep the resident's environment comfortable and properly maintained.
 27. Describe bed-making techniques and methods used to keep residents comfortable if they remain in bed for long periods of time.
 28. Identify techniques an NA can use to assist a resident during admission or discharge procedures.
 29. Discuss ways to promote a positive atmosphere at mealtime by:
 - a. Identifying devices and techniques to assist a resident to maintain independence while eating;
 - b. Identifying proper techniques for feeding residents; and
 - c. Discussing ways to identify and demonstrate ways to intervene with choking victims and residents with dysphasia and aspirations.
 30. Describes nutritional and fluid needs of the resident in LTC
 31. Demonstrate techniques for accurate height and weight measurement
 32. Identify the NA role in observing and measuring resident vital signs including:
 - a. normal causes in variation of body temperatures, types of thermometers and their care, demonstrate procedures for
 - b. taking temperatures correctly and recording and reporting this information accurately;
 - c. normal and variations in pulses, sites for taking pulse (radial and apical), demonstrate procedure for counting pulses
 - d. correctly and recording and reporting this information accurately;
 - e. normal and variations in respirations; demonstrate methods for counting respirations correctly and reporting this information accurately; and
 - f. normal and abnormal blood pressure readings and the equipment used for taking blood pressure. The NA's role in measuring and recording of blood pressure shall be determined by the policy of the LTCF
 33. Demonstrate techniques for the completion and/or assistance with completion of oral hygiene, bathing and/or showering and other personal care skills
 34. Identifies risk factors for alternations of and measures for the promotion of skin integrity
 35. Explain concepts and skills associated with the age of the client with alterations in urinary elimination including:
 - a. The structures and function of the urinary system, variations in the urinary system of the aged;
 - b. The terms – urine, urinate and void;
 - c. Signs and symptoms of urinary tract infection;
 - d. Normal and abnormal appearance of urine;
 - e. The function of the urinary catheter;
 - f. The care of the catheter, tubing and collection bag;
 - g. How to maintain a closed system; and
 - h. Care of the resident who is incontinent of urine including application and care of

- external catheters.
36. Demonstrate correct procedures for assisting a resident with safe use of bedpans, urinals, commodes and toilets.
 37. Verbalize the knowledge and demonstrate the skills associated with intake and output measurement including:
 - a. The importance of fluid balance and reasons to measure fluid intake and output;
 - b. Methods to measure and record intake and output correctly; and
The meaning of the following terms: intake and output (I & O), force fluids, restrict fluids and non per os (NPO).
 38. Explain concepts associated with bowel elimination including:
 - a. Characteristics of normal and abnormal bowel eliminations;
 - b. The effects of aging on the lower intestinal tract;
 - c. Signs that may indicate a resident is constipated;
 - d. Measures to help alleviate constipation;
 - e. The NA's role in helping prevent impaction; and
 - f. Care of the resident who is incontinent of feces.
 - g. Bowel and bladder programs
 39. Describe common misconceptions of the elderly
 40. Discuss concepts related to meeting the emotional needs of residents
 41. Identify strategies for the promotion of resident sleep and rest
 42. Discuss concepts of sexuality as it relates to care of the elderly and its influences on care delivery
 43. Describe concepts relating to care of the special needs population including:
 - a. Definitions of mental health, mental illness, developmental disability and intellectual disability;
 - b. methods to identify and utilize the resident's strengths as a means to reinforce appropriate behavior; reduce or eliminate
 - c. inappropriate behavior; and
 - d. role and responsibility of NA when caring for residents with mental illness or ID/DD.
 44. Identifies care responsibilities relating to death of a client
 45. Explain techniques necessary for working with clients who are immobile and to the prevention of complications of immobility
 46. Verbalize the purpose and care of residents with prosthetic devices
 47. Explore information pertaining to the NA role in promotion and protection of legal rights for residents.
 48. Demonstrate proficiency in the following skills:

Required Demonstrations and Skills Standard

1. Answering a call light - Demonstrate
2. Hand Washing
3. Walking an unsteady resident - Demonstrate
4. Abdominal Thrust
5. Lifting and Moving Resident
6. Partial Bed Bath
7. Positioning Resident on Side
8. Transferring Residents to Wheelchair from Bed
9. Transferring Residents to Bed from Wheelchair
10. Restraints - Includes Vest Restraint in Bed - demonstrate
11. Mechanical Lifts - Demonstrate
12. Ambulation Techniques – Gait Belt, Walker
13. Bed Making (Occupied and Unoccupied)
14. Feeding Residents

15. Passing Trays
16. Abdominal Thrust Procedure
17. Weighing a Resident
18. Measuring Height of Bedfast Resident Standard
19. Vital Signs (TPR)
20. Blood Pressure - demonstrate
21. Bathing - Complete Bed Bath
22. Perineal Care: Male (NEW) and Female
23. Tub, Shower and Shower Chair - Demonstrate
24. Mouth Care (Dentures) / Tooth Brushing
25. Back Rub
26. Dressing and Undressing
27. Hair Care
28. Nail Care
29. Shaving
30. Absorbent Undergarments and Pads -Demonstrate
31. Bed Pan, Fracture Pan (NEW), Urinal, Commode and Toilet
32. Correct Procedure for I and O – demonstrate – incorporate into skill for feeding resident
33. Procedure for Emptying Catheter Bag
34. Developmental Stages - demonstrate
35. Restorative Concepts including ROM
36. Elastic Stockings
37. Catheter Care

[Program objectives and skill requirements are determined by the Ohio Department of Health for Training and Competency Evaluation Programs for NATCEPs – 4/17/2020 obtained from <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/nurse-aide-training-and-competency-evaluation-program-natcep/resources/nacteptrainingstandardsandguideliens>

VI. STATE TESTING

Upon completion of the NATCEP, and having met all program requirements, students of the NATCEP program are eligible to take the state nursing assistant exam. Candidate successfully completing the state testing are then listed in the Ohio Nurse Aide Registry.

VII. TARGET POPULATION

Individuals 16 years of age and older interested in caring for others through compassion and patience while assisting with daily activities and serving a vital role on the healthcare team.

VIII. PROGRAM MODEL

- A. 76 hours of instruction
 - A. 60 hours in classroom and skills lab
 - B. 16 clinical hours

IX. ASSESSMENT STRATEGIES

- C. Throughout Program
 - Homework
 - Topic quizzes
 - Topic exams
 - Skills validations
 - Clinical performance evaluation

D. Completion

- Achieve a minimum cumulative grade average of 80% in the course of study
- Demonstrate satisfactory performance in all nursing laboratory and clinical experiences
- Meet all program objectives
- Meet all financial obligations of the program
- Attended all program hours of curriculum
- State Testing – upon successful completion of the program

X. **EVALUATION PLAN TO DETERMINE PROGRAM EFFECTIVENESS**

- Learner evaluation of instructors, with each course at end of program
- Meetings with Advisory Committee at least twice a year
- Meetings with Faculty at least twice a year

XI. **TRAINING PATHWAYS**

A career pathway system is a series of connected educational and training programs and support services that prepare and enable individuals, often while they are working, to secure a job and advance over time to successively higher levels of education and employment in a specific industry/field. Pathway goals are to increase access, awareness, affordability, resources, and alignment for high school students, adult learners, and the current workforce.

A. Before program start:

The Knox Technical Center NATCEP program is an entry-level program designed for learners with little to novice experience in the healthcare field, those who already work in the field of basic care delivery and wish to enhance their skills, or those who simply wish to enter a health care career pathway.

Prior to admission potential learners must have the following:

- Completed Registration form with a \$100 Fee, payable to KCCC or call 740-393-2933 to pay with a credit card
- Work Keys Test, scheduled when registration fee paid
- Valid Driver's License/Picture ID
- Social Security Card
- Interview with Program Coordinator, Administrator or designee
- BCI/FBI Background Check
- Complete medical requirements
 - KTC medical release form
 - TB (Two-step, Annual one-step, Quantiferon, Chest x-ray accepted for history of positive test ONLY)

Once accepted into the program, students are required to pick up textbooks and purchase uniforms, white shoes & watch with a second hand prior to start of class. Enrollment requirements must be completed, and results received the first day of the month before the class is scheduled.

- ##### B. After program completion: NATCEP is a foundational course that is required for entry to many nursing programs.