Curriculum Content for Nursing Assistant Education Programs

Policy Summary, Statement of Purpose and Intent
This policy provides standards and guidance for developing and implementing a Nursing Assistant Education Program. It is understood that a nursing assistant assists a nurse in the provision of nursing care. The nursing assistant is always under nurse supervision or monitoring. It is understood that all skills and tasks are to be performed only at the direction of the licensed nurse.

All Oregon State Board of Nursing approved nursing assistant education programs shall provide the following curriculum content and competency evaluation. Each content area has been awarded a relative evaluation weight.

Curriculum
All curriculum content including skill return demonstrations in lab will be taught and competency validated prior to starting the clinical experience:

I. Domain: Collaboration with Health Care Team
- (A) Outcomes of teaching. By the end of the course, the student will be able to:
  - (1) Identify the members of the health care team
  - (2) Describe effective collaboration techniques as a member of the health care team
  - (3) Describe the facility licensing survey process and the CNA role in the survey process
  - (4) Articulate the type of employment required to meet the CNA renewal requirements
- (B) Clinical competencies. By the end of the course, the student will be able to:
  - (1) Identify roles of the health care team
  - (2) Demonstrate collaboration with team members
- (C) Curriculum Content:
  The role of the CNA as a member of a health care team:
  - (1) Who a CNA can accept directive from:
    - (a) Licensed nurse
  - (2) Working with other health care team members:
    - (a) Accepting assignments
    - (b) Handing off care/giving report to another team member
  - (3) Federal/State/Local Rules that relate to a CNA:
    - (a) Omnibus Reconciliation Act (OBRA)
    - (b) Division 63 authorized duties of the CNA
    - (c) Division 63 conduct unbecoming a CNA in the performance of duties
    - (d) Division 62 state certification and renewal process
  - (4) The facility licensing survey process
  - (5) Benefits of self-care
  - (6) Explain ways to manage stress and burnout
- (D) Evaluation (Weight: 5%)
  - (1) Knowledge post-test
  - (2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the classroom/lab setting
  - (3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

II. Domain: Communication and Interpersonal Skills
- (A) Outcomes of teaching. By the end of the course, the student will be able to:
  - (1) List key characteristics of professionalism
  - (2) Explain mandatory reporting requirements
  - (3) List barriers to communication
  - (4) Describe listening techniques
- (B) Clinical competencies. By the end of the course, the student will be able to:
  - (1) Demonstrate professionalism
  - (2) Demonstrate listening techniques
- (C) Curriculum Content:
  - (1) Professional approach and work habits
    - (a) Professional boundaries
  - (2) Confidentiality, privacy, and HIPAA
  - (3) Mandatory reporting:
    - (a) Abuse
    - (b) Neglect
    - (c) Misappropriation
  - (4) Communication:
    - (a) Pronoun usage
    - (b) Barriers
      - (i) Language
      - (ii) Environment
      - (iii) Illness and disability
    - (c) Listening techniques:
      - (i) Active listening
      - (ii) Rephrasing
      - (iii) Empathy
      - (iv) Clarifying
    - (d) Nonverbal communication/body language
- (D) Evaluation (Weight: 5%)
  - (1) Knowledge post-test
  - (2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
  - (3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

III. Domain: Person-Centered Care
- (A) Outcomes of teaching. By the end of the course, the student will be able to:
  - (1) Describe basic anatomical and physiological changes across the stages of adulthood
  - (2) Discuss a person's rights and why they are important
  - (3) Identify elements of safe, calm, stable, home-like environment
  - (4) Identify safe physical environment for those with dementia
  - (5) Articulate ways to involve people with dementia in their ADL care
  - (6) Articulate common behaviors seen in persons with dementia
- (B) Clinical competencies. By the end of the course, the student will be able to:
  - (1) Advocate for the protection of the person's rights
  - (2) Preserve a person's dignity by upholding their choices
  - (3) Follow the person's care plan when providing person-centered care
  - (4) Coordinate ADL approaches using the person's own pattern/habits
- (C) Curriculum Content:
  - (1) Understanding and applying Maslow's Hierarchy of needs
  - (2) Cultural Responsiveness:

(a) Cultural responsiveness is a process that involves the integration of knowledge, attitudes, and skills that enhance cross-cultural communication and foster meaningful, respectful interactions with others
(b) Components of cultural responsiveness are cultural awareness and cultural knowledge
(3) Human development:
(a) Basic physiological changes and developmental tasks through the stages of adulthood
(b) Intellectual and developmental disabilities
(4) How to organize daily routines for a group of people according to the person's preferences and the person's care plans
(5) Protecting and respecting a person's rights
(6) Promoting a person's independence utilizing strength-based care approaches
(7) Providing holistic care
(8) Understanding the family role
(9) Dementia:
(a) Education on the dementia disease process, including the progression of the disease, memory impairment, and behavioral symptoms
(b) Techniques for understanding, communicating, responding, and considering:
(i) Person's life story/interests as connection point
(ii) Person before the disease
(iii) Understanding where the person is in the moment
(iv) Cueing with clear simple requests
(v) Offering choices
(vi) Techniques to encourage nutritional and fluid intake
(c) Identifying non-verbal communication:
(i) How to recognize and address pain
(ii) Body language/observations
(d) Strategies for addressing social needs and promoting engagement in meaningful activities
(e) Promoting safety through creation of a safe physical environment:
(i) Lighting
(ii) Temperature
(iii) Safety and security
(iv) Preventing elopement
(f) Common behaviors:
(i) Wandering
(ii) Sundown syndrome
(iii) Agitation/aggression
(iv) Repetitive behaviors
(g) Techniques to manage behavioral symptoms:
(i) Understand triggers
(ii) Maintain composure
(iii) Validate, separate, redirect, de-escalate
(iv) Behavior as communicating an unmet need
(v) Practice personal safety skills
(D) Evaluation (Weight: 10%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting

(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

IV. Domain: Infection Prevention including Standard or Transmission Based Precautions
(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) Describe the chain of infection
(2) Identify when to use handwashing with soap and water versus hand sanitizer
(3) Explain Standard and Transmission Based Precautions
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Demonstrate proper care for person's environment
(2) Demonstrate hand hygiene (with soap and Alcohol based hand rub (ABHR)) and describe appropriate usages
(3) Demonstrate personal protective equipment: donning and doffing (gown, mask, goggles, and gloves)
(C) Curriculum Content:
(1) Perform handwashing and hand hygiene and understand its importance;
(2) Utilize personal protective equipment
(3) Care for the person's environment utilizing "enhanced barrier precautions and standard precautions"
(4) Bedmaking and handling of linen
(5) Understand communicable and infectious diseases, types of transmission, and associated precautions
(6) Understand bloodborne pathogens
(7) Assist with coughing and deep breathing
(8) Handle and dispose of hazardous wastes and contaminated materials
(D) Evaluation (Weight: 12%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

V. Domain: Safety and Emergency Procedures
(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) Demonstrate basic principles of body mechanics
(2) Explain fire and electrical safety concepts
(3) List safety guidelines for oxygen use
(4) Identify risks for accidents and describe an injury prevention strategy
(5) Identify the principles of restraint usage
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Demonstrate basic body mechanics principles
(2) Discuss fire safety concepts
(3) Explain safety guidelines for oxygen use
(C) Curriculum Content:
(1) Safe transfer and movement:
(a) Use basic principles of proper body mechanics
(b) Move and transfer including slide board, friction-reducing devices, and pivot transfers
(c) Turn and position in bed and chair/wheelchair
(d) Transport in wheelchairs, specialized chairs, beds, and stretchers
(e) Use safe handling devices: gait belt, mechanical lifts including sit to stand lifts, and bariatric equipment

(f) Follow cervical, hip, sternal precautions, and bleeding precautions
(2) Environmental:
(a) Apply fire and electrical safety concepts
(b) Describe how to apply oxygen safety concepts
(c) Avoid and manage hazards in the workplace
(d) Describe techniques to prevent burns
(e) Identify and apply fall prevention techniques
(3) Restraint use:
(a) Understand principles for restraint use
(b) Dangers and hazards related to use
(4) Emergency Procedures:
(a) The Board approved Cardiopulmonary Resuscitation (CPR) certification:
(i) Shall meet the following criteria for the purpose of completing a nursing assistant training program:
(I) Conform to the most recent International Liaison Committee on Resuscitation (ILOR) or American Heart Association (AHA) Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care;
(II) Include instruction in adult, child, and infant CPR and automated external defibrillator (AED); and
(III) Include in-person, hands on skill practice and verification of skill competency of adult, child, and infant CPR and AED by qualified and authorized instructor.
(ii) Must be completed prior to the clinical experience in the nursing assistant education program

(D) Evaluation (Weight: 5%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

VI. Domain: Activities of Daily Living (ADL)
(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) List the activities of daily living
(2) Explain the importance of nutrition and hydration
(3) Describe common therapeutic diets
(4) Describe specialized skills for assisting a person with eating
(5) Identify ways to promote independence
(6) Verbalize common sleep issues
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Assist with personal care and grooming
(2) Assist an individual with nutrition and hydration
(3) Assist with elimination
(4) Assist with restorative care
(5) Assist with positioning
(C) Curriculum Content:
(1) Personal Care of another person:
(a) Bathing
(b) Caring for hair
(c) Shampooing hair
(d) Dressing/undressing

(e) Application and care of eyeglasses
(f) Application and care of hearing aids
(g) Nail care for fingernails and toenails on person with no visually compromised skin or compromised circulation:
(i) Soaking and washing
(ii) Clipping and filing
(iii) Recognize risk factors
(h) Oral hygiene:
(i) Brushing and flossing teeth/implants
(ii) Inserting, removing, and cleaning dentures
(iii) Performing oral care on a non-responsive person
(i) Personal care considerations for person who has tubes or special equipment
(j) Shaving:
(i) Electric or disposable razor
(ii) Recognize risk factors
(k) Skin Care:
(i) Applying lotion
(ii) Applying topical barrier creams and ointments
(iii) Applying anti-fungal ointments and powders
(iv) Preventing pressure, friction, and shear
(v) Using pressure relieving devices
(l) Routine to promote sleep

(2) Nutrition and hydration:
(a) Assisting with eating and hydration techniques
(b) Understanding common therapeutic diets
(c) Understanding textural requirements for food and fluids
(d) Positioning a person for intake
(e) Following aspiration precautions

(3) Elimination:
(a) Administering bowel evacuation suppositories that are available without a prescription
(b) Assisting with toileting including the use of bedpan and urinal
(c) Providing perineal and incontinence care
(d) Applying and removing external catheters
(e) Connecting and disconnecting external catheters to suction
(f) Providing catheter care
(g) Changing catheter bag
(h) Providing ostomy care for established, healthy ostomy:
(i) Empty ostomy bag
(ii) Change ostomy dressing, appliance and/or bag

(4) Restorative care:
(a) Utilizing techniques to promote independence to the highest level of functioning:
(i) Encourage and maintain optimal independence and function by:
(I) Encouraging physical activity
(II) Encouraging self-care
(III) Utilizing positive versus negative reinforcement
(IV) Reinforcing task segmentation
(V) Stressing ability versus disability
(b) Measures for restorative care:
(i) Ambulation
(ii) Body alignment/positioning including extremity elevation
(iii) Bowel/bladder training

(iv) Eating assistance
(v) Range of Motion (ROM)
(c) Assistive devices:
(i) Care for, application and removal of prosthetic/orthotic devices and braces
(ii) Use of assistive devices in ambulation, dressing, eating, grooming, positioning, and transferring

(D) Evaluation (Weight: 16%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting.

VII. Domain: Mental Health and Social Service Needs
(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) Recognize how to support persons with substance use and common mental disorders
(2) Recognize the signs of suicide risk
(3) Understand relationship of past trauma with mental and physical health
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Report relevant observations to licensed nurse
(C) Curriculum Content:
(1) Related sign/symptom(s):
(a) Mental disorders
(i) Anxiety
(ii) Mood
(iii) Personality
(b) Substance use disorder
(c) Suicide risk and prevention
(2) How trauma can affect mental and physical health
(D) Evaluation (Weight: 7%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

VIII. Domain: Technical Skills
(A) Outcomes of teaching. By the end of the course, the student will be able to
(1) Demonstrate proficiency in performing authorized duties
(B) Curriculum Content:
(1) Measure, record, and empty output from drainage devices and closed drainage systems
(2) Perform fingerstick capillary blood glucose test
(3) Change a suction canister
(4) Apply warm and cold therapy
(5) Turn off, remove, and rinse nebulizer treatment equipment
(6) Turn oxygen on and off or transfer oxygen between wall, concentrator, and/or tank at pre-established flow rate for stable persons
(7) Measure and record food and fluid intake
(8) Continuous positive airway pressure(CPAP)/bi-level positive airway pressure (BiPAP):

(a) Apply and remove devices
(b) Turn machine on and/or off
(9) Measure and record height and weight
(10) Specimen collection (sputum, nasal swab, rectal swab, stool, urine including collecting clean catch)
(11) Sequential compression devices:
(a) Apply and remove devices
(b) Turn on and/or off
(12) Apply and remove anti-embolism elastic stockings
(13) Reinforce use of an incentive spirometer
(14) Apply pediculicides
(15) Measure and record vital signs:
(a) Temperature
(b) Pulse: apical and radial
(c) Respiration
(d) Blood pressure (BP):
(i) Manual and electronic
(ii) Orthostatic BP reading
(iii) Alternate site: forearm
(16) Pulse oximetry
(C) Evaluation (Weight: 16%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

IX. Domain: Observation and Reporting
(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) List significant signs and symptoms to observe and report
(2) Recognize a change in condition
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Identify a change in condition and report to licensed nurse
(C) Curriculum Content:
(1) Recognize change in condition that should be reported
(2) What to observe: changes related to the whole person concept (physical, emotional, psychosocial, spiritual)
(a) Bladder/urine:
(i) Amount
(ii) Burning
(iii) Color
(iv) Difficulty
(v) Frequency
(vi) Odor
(vii) Pain
(viii) New incontinence
(b) Bleeding
(c) Bowels
(i) Bowel movement changes
(ii) Constipation/impaction
(iii) Diarrhea
(iv) New incontinence
(d) Change in eating habits
(e) Change in fluid intake

(f) Change in functional ability
(g) Change in weight
(h) Fever/chills
(i) Mood and behavior change
(j) Nausea/vomiting
(k) Pain or discomfort:
(i) Description
(ii) Location
(iii) Onset
(iv) Duration
(v) Body language
(vi) Use of the pain scale
(l) Respiratory status:
(i) Cough
(ii) Change in breathing patterns
(iii) Sputum
(iv) Aspiration precautions
(m) Responsiveness/level of consciousness
(i) Ability to respond
(ii) Drowsiness
(n) Signs and symptoms of self-harm
(o) Skin:
(i) Change in color
(ii) Edema
(iii) Itching
(iv) Pus/drainage
(v) Rash
(vi) Sweating
(vii) Pressure injury

(D) Evaluation (Weight: 16%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

X. Domain: Documentation
(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) Demonstrate principles of documentation
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Accurately and timely record care
(C) Curriculum Content:
(1) Principles of documentation
(2) How to record care provided
(3) Event/Incident/Unusual occurrence report
(D) Evaluation (Weight: 5%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

XI. Domain: End-of-Life Care

(A) Outcomes of teaching. By the end of the course, the student will be able to:
(1) Discuss factors that influence feelings about death
(2) Describe the stages of death and dying
(3) Describe post-mortem care
(B) Clinical competencies. By the end of the course, the student will be able to:
(1) Recognize support systems
(2) Identify code status
(C) Curriculum Content:
(1) Comfort care
(2) Code status, advance directive, POLST
(3) Stages of death and dying
(4) Stages of grief
(5) Support systems
(6) Awareness of cultural/religious aspects related to death
(7) Potential stressors for nursing assistant including:
(a) Anxiety about death
(b) Concern about contact with a dead body
(c) Grief at death of the person
(d) Awareness of stressful interactions around death and end-of-life decisions
(e) Awareness of support system dynamics
(8) Changes that occur in the human body after death
(9) Post-mortem care

(D) Evaluation (Weight: 3%)
(1) Knowledge post-test
(2) Return demonstration of new skills as evidenced by role-playing a variety of scenarios in the lab setting
(3) Return demonstration of new skills as evidenced by observation of at least three encounters with a variety of persons, family members, and team members in the clinical setting

In addition, prior to being permitted to give direct care to a person, the nursing assistant student must successfully complete a Lab skills checklist. Each student must practice all skills on the Lab skills checklist prior to any clinical experience/person contact.

Competency Evaluation
(A) Lab:
(1) This practice must be hands-on, in-person under the supervision, of a Board-approved faculty member of the education program, in the skills lab on a manikin or another person
(2) The student must demonstrate basic competence in the following skill areas:
(a) Infection Prevention including Standard or Transmission Based Precautions:
(i) Wash hands
(ii) Hand hygiene
(iii) Make an occupied bed
(iv) Make an unoccupied bed
(v) Put on and remove personal protective equipment: gloves
(vi) Put on and remove personal protective equipment: gown
(vii) Put on and remove personal protective equipment: mask
(viii) Put on and remove personal protective equipment: goggles/face shield
(ix) Handle and dispose of hazardous waste

(x) Collect a urine specimen
(xi) Collect a stool specimen

(b) Safety and Emergency Procedures:
(i) Ambulate using a gait belt
(ii) Ambulate with a walker
(iii) Demonstrate proper positioning/turning/alignment techniques for a person in bed
(iv) Demonstrate proper positioning/alignment techniques for a person in chairs and wheelchairs
(v) Transfer a person from bed to wheelchair
(vi) Transfer a person from wheelchair to bed
(vii) Turn oxygen on and off at pre-established flow rate for stable person
(viii) Use safe person transfer and handling techniques with lift equipment

(c) Personal Care:
(i) Apply anti-embolism elastic stockings;
(ii) Apply topical barrier creams and ointments
(iii) Dress/undress
(iv) Perform a bed bath
(v) Provide denture care
(vi) Provide fingernail care
(vii) Provide foot care
(viii) Provide oral care
(ix) Provide oral care for non-responsive person
(x) Provide perineal/incontinence care

(d) Nutrition and Hydration:
(i) Assist with eating/hydration
(ii) Measure and record intake(food, fluids)

(e) Elimination:
(i) Assist with the use of a fracture pan/bedpan
(ii) Measure and record output
(iii) Change a disposable brief
(iv) Change from a urinary drainage bag to a leg bag & reverse
(v) Empty urinary drainage bag
(vi) Provide catheter care
(vii) Clean ostomy site for established, non-acute ostomy
(viii) Empty/change ostomy bag

(f) Restorative Care:
(i) Apply, remove, turn on and off, sequential compression devices
(ii) Apply warm/cold therapy
(iii) Assist with lower extremity range of motion
(iv) Assist with upper extremity range of motion
(v) Reinforce use of an incentive spirometer and/or coughing and deep breathing

(g) Technical Skills:
(i) Empty, measure, and record output from drainage devices and closed drainage systems
(ii) Perform fingerstick capillary blood glucose test
(iii) Collect nasal swab specimen
(iv) Change a suction canister

(h) Measure and Record:
(i) Pain level
(ii) Temperature (oral, temporal, infra-red, axillary)

(iii) Apical pulse
(iv) Radial pulse
(v) Respirations
(vi) Electronic blood pressure
(vii) Manual blood pressure (upper arm)
(viii) Orthostatic blood pressure
(ix) Measure and record height
(x) Measure record weight
(xi) Pulse oximetry

(B) Clinical:

(1) The student must successfully demonstrate the following clinical skills on a client, patient, or resident in the clinical setting under the supervision of a Board approved faculty member.

(2) The faculty must make every effort to accomplish all skills listed in clinical setting(s) on residents/patients. If a skill is not available, document on the clinical checklist how the skill was demonstrated, e.g., scenario/simulation, skill test etc.

(a) Collaboration with Health Care Team:
(i) Take/give report

(b) Person-centered Care:
(i) Follow the person's plan of care and preferences

(c) Infection Prevention and Standard or Transmission Based Precautions:
(i) Wash hands
(ii) Hand hygiene
(iii) Proper care for person's environment
(iv) Make an occupied bed
(v) Put on and remove personal protective equipment: gloves
(vi) Put on and remove personal protective equipment: gown
(vii) Put on and remove personal protective equipment: mask
(viii) Put on and remove personal protective equipment: goggles/face shield

(d) Safety and Emergency Procedures:
(i) Ambulate using a gait belt
(ii) Ambulate with a walker
(iii) Demonstrate proper positioning/turning/alignment techniques for a person in bed
(iv) Demonstrate proper positioning/alignment techniques for a person in chairs and wheelchairs
(v) Transfer a person from bed to wheelchair
(vi) Transfer a person from wheelchair to bed
(vii) Use safe transfer and handling techniques with lift equipment

(e) Personal Care:
(i) Apply topical barrier creams and ointments
(ii) Assist with hair care
(iii) Shampoo hair
(iv) Dress/undress
(v) Give a shower
(vi) Provide denture care
(vii) Provide fingernail care
(viii) Provide foot care
(ix) Provide oral care
(x) Provide perineal/incontinence care
(xi) Provide skin care: clean, dry, and intact, pressure relief, and report any changes

(xii) Shave face with electric or disposal razor
(f) Nutrition and hydration:
(i) Assist with eating/hydration
(ii) Measure and record intake (food, fluids)
(g) Elimination
(i) Measure and record output
(ii) Assist with toileting
(iii) Change disposable brief
(h) Restorative Care:
(i) Assist with lower extremity range of motion
(ii) Assist with upper extremity range of motion
(i) Measure and Record:
(i) Pain level
(ii) Temperature(oral, temporal, infra-red, axillary)
(iii) Radial pulse
(iv) Respirations
(v) Electronic blood pressure
(vi) Manual blood pressure (upper arm)
(vii) Measure and record weight
(viii) Pulse oximetry
(j) Documentation:
(i) Record care provided in a timely manner

History:
Approved by the Board on 02/20/2025, becomes effective 07/01/2025. This curriculum aligns with the changes to Division 63 rules effective on 07/01/2025 by removing references to CNA1 and level one.