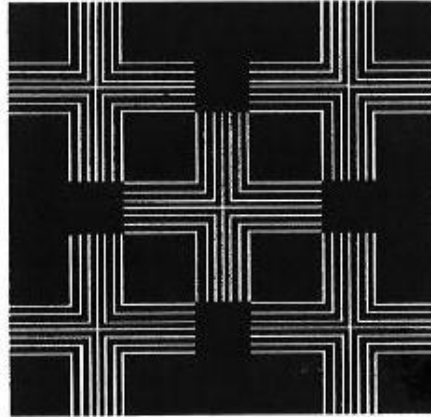


# **NATAP**



**NURSE ASSISTANT  
TRAINING & ASSESSMENT  
PROGRAM**

## **December 2018**

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## INTRODUCTION

The Nurse Assistant Training and Assessment Program (NATAP) Model Curriculum is updated/revised every 3-4 years in order to keep the strong foundation curriculum current with the community standards of practice. The original curriculum published in 1994, revised in 1998, 2004, 2010, and 2013 has provided guidance to hundreds of Nurse Assistant programs. However, health care is a constantly changing environment with new knowledge appearing in practice every day. A prime example can be found in the area of Confidentiality (HIPAA), Disaster Preparedness, the use of electronic medical records, patients' rights, special needs of persons with developmental and mental disorders, and prevention of abuse. In recent years, there has also been a move to lessen the "institutional" feel of long term care facilities and more emphasis has been given to promoting independence and dignity of residents. The revised curriculum has also expanded the Recommended Teaching Strategies and Assignments, Clinical Demonstration/Method of Evaluation and Updated Terminology, references and sample test questions. The intent of the most recent revision was to include new terminology and new procedures that reflect the current practices, to assist instructors with more resources, and to improve the health care given to residents in long-term care facilities.

The NATAP Model Curriculum meets the requirements set forth in California Code of Regulations, Title 22, Section 71835 Certification Training and Competency Evaluation Program and Omnibus Budget Reconciliation Act, 42 Code of Federal Regulations, Sections 483.152-483.158. The curriculum also meets the requirements for 60 hours of theory and 100 hours of clinical stated in the California Health and Safety Code, Title 22, Section 1337.3(c)(2).

The purpose, philosophy and conceptual framework of the curriculum foundation have held fast over the past nineteen years. The organization of the content is arranged to verify the compliance of content with the California Department of Public Health (CDPH) guidelines. Nurse Assistant educators from across the state were convened to revise the curriculum and input was sought from experts from various fields of health care.

## ACKNOWLEDGEMENTS

### **2018 Curriculum Revision Project Director:**

Cynthia Harrison, RN, MS  
Director, Northern Regional Testing Center  
Mission College

### **2018 Curriculum Revision Writers:**

Karen Brown, RN  
Mission College

Marites Johnsen, LVN  
Our Lady of Fatima LTC & Fremont Union High School District Mountain View Adult  
Education Program

Tonya Robinson, MSN, RN, PHN, BC  
Modesto Junior College

Mary Pat Nelson, RN  
Alan Hancock College

Trudy James, RN  
North Kern Vocational Training Center (ROP)

### **2018 Revision Editors:**

Brenda Fong  
Specialist  
California Community Colleges Chancellor's Office  
Workforce and Economic Development

Cynthia Harrison, RN, MS  
Director, Northern Regional Testing Center  
Mission College

Linda L. Zorn, RD, MA, FAWHP  
Executive Director, Economic and Workforce Development  
Butte College

## DESCRIPTION

The model curriculum was developed following California Department of Public Health Services (CDPH) guidelines. The theory and clinical hours listed are the minimum hours of study required to meet CDPH's approval. However, additional time is strongly encouraged to adequately cover the material. A majority of Nurse Assistants are prepared in the Regional Occupation Programs and Adult Education programs. Therefore, this approach has enabled the faculty to expand the content in a less restricted length of time.

The model curriculum is organized into seventeen (17) modules, with each module containing lesson plans. The lesson plans include performance standards which should be met at a minimum percentage, terminology, suggested learner activities, suggested teaching strategies, references, content for each standard, suggested evaluation methodology, clinical applications, manual skills (where appropriate), handouts and sample test items. Educators are encouraged to mold the curriculum to suit their program needs.

The performance standards are broad, whereas the suggested content for each standard is specific, allowing for multiple teaching and evaluation strategies. Suggestions for teaching are given, but instructors are encouraged to personalize the teaching strategies to their own style and add literacy.

It is suggested that the sample test items be used in a pre/post-test format, as quiz items, or as part of a unit final. The instructor is encouraged to expand upon these items, as they represent only a sample of the content. The level of student performance expected should be determined by the instructor to meet both curriculum goals and standards of practice, especially those related to resident safety.

In addition, students should demonstrate proficiency in all clinical tasks. Preset performance standards determine the level of performance expected to ensure that the Nurse Assistant has the skills necessary to consistently perform these tasks safely. Since multiple skills are exhibited during patient care, it is expected that ongoing observation and evaluation of resident care skills will occur throughout the clinical experience. The National Nurse Aide Assessment Program (NNAAP) manual skills check list published in the California Nurse Assistant Candidate Handbook by Pearson Vue can be used to monitor the successful completion of these skills. The steps listed in the NNAAP skills are used in the manual skills certification exam. You can download the California Nurse Assistant Candidate Handbook at <http://www.asisvcs.com/publications/pdf/070500.pdf>.

Instructors who evaluate students should provide feedback throughout the training. Areas that require improvement should be discussed with the student in addition to strategies or remedies for improvement. The student may or may not be able to experience each clinical application in the educational setting, but the instructor should provide the opportunity for students to either role-play or demonstrate and allow return demonstration for the application of these skills.

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Please refer to the CDPH Training Review Unit website for all other information regarding Nurse Assistant Training. <https://www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/TPRU.aspx>

## GOAL AND OBJECTIVES

The Nurse Assistant Training and Assessment Program Model Curriculum has been developed to prepare the Nurse Assistant for certification by the State of California as an entry-level worker on a health care team in a long-term care facility. The curriculum is structured to provide theory and practical application on skills needed to function as a Certified Nurse Assistant.

In order to achieve the stated goal, the curriculum is designed to focus on the needs of learners and society at large by:

- Providing learning experiences that respond to learner interests;
- Promoting clarity and understanding of the larger world;
- Fostering development of citizenship and economic survival skills;
- Developing learners' feelings of self-understanding and personal worth;
- Implementing a curriculum that meets Omnibus Budget Reconciliation Act (OBRA), California Code of Regulations (Title 22), and Health and Safety Code Guidelines for safe and quality care in long-term care settings;
- Promoting consistency in training that responds to practice as reflected in the State Certification Exam; and
- Promoting consistency and equity between different teaching environments.

## **LIST OF NURSE ASSISTANT CURRICULUM MODULE TITLES**

Module 1 Introduction to Nurse Assistant

Module 2 Patient/Resident Rights

Module 3 Communication/Interpersonal Skills

Module 4 Prevention and Management of Catastrophe and Unusual Occurrences

Module 5 Body Mechanics

Module 6 Medical and Surgical Asepsis

Module 7 Weights and Measures

Module 8 Patient Care Skills

Module 9 Patient Care Procedures

Module 10 Vital Signs

Module 11 Nutrition

Module 12 Emergency Procedures

Module 13 Long Term Care Patient/Resident

Module 14 Rehabilitative Nursing

Module 15 Observation and Charting

Module 16 Death and Dying

Module 17 Patient/Resident Abuse