



# State-Approved Curriculum NURSE AIDE I TRAINING PROGRAM

## July 2013 Module A



North Carolina Department of Health and Human Services  
Division of Health Service Regulation  
Health Care Personnel Registry Section  
Center for Aide Regulation and Education  
NC DHHS is an equal opportunity provider and employer.

## Module A – The Nurse Aide I Teaching Guide

### Objectives

- Describe the North Carolina Nurse Aide I.
- Explain requirements for initial listing and renewals on the North Carolina Nurse Aide Registry.
- Describe resources available that outline the range of function of the North Carolina Nurse Aide I.
- Describe the importance of delegation of tasks to nurse aides.
- Describe the types of skills performed by nurse aides.
- Compare basic nursing skills, personal care skills, and interpersonal skills.
- Describe important characteristics of a competent, caring nurse aide.
- Explain the differences between an effective team and an ineffective team.

### Instructional Resources/Guest Speakers

- Nurse Aide I job descriptions from local long-term care facilities (Teaching Tip #4A)
- **Guest Speaker:** Human Resources Department Employee or Director of Nursing; topic: desirable, employable characteristics, as well as characteristics of a positive work ethic (Teaching Tip #9A)

### Supplies

- Non-professional attire for men and women – extreme make-up, strong perfume/cologne, multiple fake piercings, lots of jewelry, a fake tattoo, a different (interesting) hair-style to wear (Teaching Tip #5A)

### Advance Preparation – In General

- Review curriculum and presentation materials
- Add examples or comments to Notes Section
- Set up computer/projector
- Establish Internet connection

### Advance Preparation – Teaching Tips

- **#1A Web site:** Familiarize self with the following Web site: North Carolina Board of Nursing [www.ncbon.org](http://www.ncbon.org)
  - Administrative Code, page 42, Nurse Aide I Range of Function – located at the Laws and Rules Tab
  - Nurse Aide I Task List – located at the Practice Tab

- **#2A Web site:** Familiarize self with the following Web site: N.C. Division of Health Service Regulation [www.ncnar.org](http://www.ncnar.org)
  - N.C. Nurse Aide I Registry – located at the tab by the same name, scroll down and point out the following:
    - General Information
    - How to Become a Nurse Aide I
    - Reporting Name and Address Changes (also click on form)
    - Renewal
  - Nurse Aides – located at tab by the same name, scroll down and point out the following:
    - Forms
    - Links
    - Procedures – located at tab by the same name, scroll down
  - Health Care Personnel Investigations – located at tab by the same name, scroll down and point out the following:
    - Reportable Allegations and Types
    - How to Report Allegations (click and scroll down through the process)
- **#4A Job Descriptions:** Duplicate one or more copies to pass around the classroom.
- **#5A Dress Non-professionally for Men and Women:** Gather and then dress in non-professional attire, such as extreme make-up, strong perfume/cologne, multiple fake piercings, lots of jewelry, a fake tattoo, a different (interesting) hair-style to wear.

#### **Advance Preparation – Activities**

- **#1A Go Team Worksheet:** Duplicate student worksheet for each student.

## **Module A – The Nurse Aide I Definition List**

**AM Care** – personal activities done in the morning that include toileting, face/hand wash, and mouth care before/after breakfast

**Activities of Daily Living (ADL)** – term used in health care to describe everyday things that a resident routinely does, such as hygiene and grooming, dressing, eating, toileting, and transferring

**Basic Nursing Skills** – essential skills required of nurse aides to deliver competent care to residents in health care settings

**Cognition** – the manner in which messages from the five senses are collected, stored in memory, recovered from memory, and later used to answer questions, respond to requests, and perform tasks

**Delegation** – the process of assigning part of one’s responsibility to another qualified person in a specific situation; transferring responsibility for the performance of an activity or task while retaining accountability for the outcome

**Grooming** – tasks done to maintain the person’s appearance, such as caring for fingernails and hair

**Hygiene** – tasks done to keep bodies clean and healthy, such as bathing and brushing teeth

**Interpersonal Skills** – in a health care setting, generally refers to a health care provider’s ability to get along with others, while getting the job done

**North Carolina Board of Nursing** – regulatory body that provides list of tasks that fall within the range of function for nurse aides in North Carolina

**North Carolina Board of Nursing Administrative Code** – defines range of function for nurse aides in North Carolina

**North Carolina Health Care Personnel Registry Section** – section of the State of North Carolina that provides services for unlicensed health care workers, their employers, and their instructors and maintains NC Nurse Aide I Registry

**North Carolina Nurse Aide I Registry** – a registry of all people who meet state and federal training and testing requirements to perform Nurse Aide I tasks, in the State of North Carolina

**Nurse Aide I in the State of North Carolina** – a valued, unlicensed member of the health care team, responsible for providing delegated nursing tasks, within a defined range of function, for residents (patients/clients), in a variety of settings, and who is listed on the NC Nurse Aide I Registry

**OBRA (Omnibus Budget Reconciliation Act) of 1987** – Federal Law, enacted by Congress, in 1987, to improve quality of life of residents living in a nursing home environment

**PM Care** – personal activities done in the evening that include toileting, face/hand wash, snack, mouth care, and backrub

**Personal Care Skills** – tasks that deal with a person's body, appearance, and hygiene, typically done on a daily basis

**Team** – a group of people, with a common purpose, assigned tasks, and coordinated effort, to get a job done

**Work Ethic** – is behavior in workplace that includes appearance, communication skills, treatment of others, choices, judgment, and teamwork

<b>Module A – The Nurse Aide I</b>	
<b>(S-1) Title Slide</b> <b>(S-2 &amp; S-3) Objectives</b> <ol style="list-style-type: none"> <li>1. Describe the North Carolina Nurse Aide I.</li> <li>2. Explain requirements for initial listing and renewals on the North Carolina Nurse Aide Registry.</li> <li>3. Describe resources available that outline the range of function of the North Carolina Nurse Aide I.</li> <li>4. Describe the importance of delegation of tasks to nurse aides.</li> <li>5. Describe the types of skills performed by nurse aides.</li> <li>6. Compare basic nursing skills, personal care skills, and interpersonal skills.</li> <li>7. Describe important characteristics of a competent, caring nurse aide.</li> <li>8. Explain the differences between an effective team and an ineffective team.</li> </ol>	
<b>Content</b>	<b>Notes</b>
<b>(S-4) Who is a Nurse Aide I in the State of North Carolina?</b> <ul style="list-style-type: none"> <li>• A valued, unlicensed member of the health care team, responsible for providing delegated nursing tasks within a defined range of function, for residents (patients/clients), in a variety of settings and who is listed on the N.C. Nurse Aide I Registry</li> <li>• Also called nurse aide and nursing assistant</li> </ul>	
<b>(S-5) OBRA (Omnibus Budget Reconciliation Act)</b> <ul style="list-style-type: none"> <li>• Federal Law, enacted by Congress, in 1987</li> <li>• Designed to improve quality of life of residents living in a nursing home environment</li> <li>• One component of OBRA defines requirements for nurse aide training and competency evaluation</li> <li>• Will be talking more about OBRA throughout the course</li> </ul>	
<b>(S-6) Range of Function for Nurse Aides</b> <ul style="list-style-type: none"> <li>• North Carolina Board of Nursing Administrative Code – defines range of function for nurse aides in North Carolina</li> <li>• North Carolina Board of Nursing – provides list of tasks that fall within the range of function for nurse aides in North Carolina</li> </ul>	
<b>(S-7) Regulatory Body</b> <ul style="list-style-type: none"> <li>• North Carolina Nurse Aide I Registry – a registry of all people who meet state and federal training and testing requirements to perform Nurse Aide I tasks, in the State of North Carolina</li> <li>• North Carolina Health Care Personnel Registry Section <ul style="list-style-type: none"> <li>○ Section of the State of North Carolina that provides services for unlicensed health care workers, their employers, and their instructors</li> <li>○ Maintains N.C. Nurse Aide I Registry</li> </ul> </li> </ul>	
<b>(S-8) Registry Listing Requirements</b> <ul style="list-style-type: none"> <li>• Individual is listed on the Nurse Aide I Registry upon passing the National Nurse Aide Assessment Program (NNAAP) <ul style="list-style-type: none"> <li>○ Written/oral examination</li> </ul> </li> </ul>	

<b>Module A – The Nurse Aide I</b>	
<ul style="list-style-type: none"> <li>○ Demonstration of five (5) skills</li> <li>• Individual may take the NNAAP exam upon completion of a state approved Nurse Aide I Training Program or by challenging the exam (up to three times)</li> </ul>	
<b>(S-9) Listing Renewals</b> <ul style="list-style-type: none"> <li>• Listings are renewed through qualified work experience completed every 24 months</li> <li>• Qualified work experience requires the following: <ul style="list-style-type: none"> <li>○ Work a minimum of eight hours during the 24-month listing period</li> <li>○ Receive payment for work experience</li> <li>○ Perform nursing or nursing related services</li> <li>○ Supervised by an RN</li> </ul> </li> <li>• Any nurse aide who does not work during the 24-month listing period, will be required to retake and pass the NNAAP exam</li> </ul>	
<b>(S-10) Listing Renewals</b> <ul style="list-style-type: none"> <li>• Nurse aide and supervisor must complete the renewal listing form</li> <li>• Nurse aide should send in renewal listing form about three (3) months prior to expiration date of listing</li> <li>• Requests for a Replacement Renewal Form may be found at <a href="http://www.ncnar.org">www.ncnar.org</a></li> <li>• Important note: nurse aide cannot work as a nurse aide if listing expires</li> </ul>	
<b>(S-11) Renewal Responsibilities</b> <ul style="list-style-type: none"> <li>• Promptly report changes in name or address to the registry</li> </ul>	
<b>(S-12) Key Web sites</b> <ul style="list-style-type: none"> <li>• Two important Web sites that every nurse aide should know about <ul style="list-style-type: none"> <li>○ North Carolina Board of Nursing <a href="http://www.ncbon.org">www.ncbon.org</a></li> <li>○ N.C. Division of Health Service Regulation <a href="http://www.ncnar.org">www.ncnar.org</a></li> </ul> </li> </ul>	
<b>TEACHING TIP #1A: Web site</b>  Project, navigate, and point out the following:  N.C. BON ( <a href="http://www.ncbon.org">www.ncbon.org</a> ) <ul style="list-style-type: none"> <li>• Administrative Code, page 42, Nurse Aide I Range of Function – located at the Laws and Rules Tab</li> <li>• Nurse Aide I Task List – located at the Practice Tab</li> </ul> <b>TEACHING TIP #2A: Web site</b>	

<b>Module A – The Nurse Aide I</b>	
<p>Project, navigate, and point out the following:</p> <p><b>TEACHING TIP #2A: Web site (continued)</b></p> <p>N.C. DHSR (<a href="http://www.ncnar.org">www.ncnar.org</a>)</p> <ul style="list-style-type: none"> <li>• N.C. Nurse Aide I Registry – located at the tab by the same name, scroll down and point out the following: <ul style="list-style-type: none"> <li>○ General Information</li> <li>○ How to Become a Nurse Aide I</li> <li>○ Reporting Name and Address Changes (also click on form)</li> <li>○ Renewal</li> </ul> </li> <li>• Nurse Aides – located at tab by the same name, scroll down and point out the following: <ul style="list-style-type: none"> <li>○ Forms</li> <li>○ Links</li> </ul> </li> <li>• Procedures – located at tab by the same name, scroll down</li> <li>• Health Care Personnel Investigations – located at tab by the same name, scroll down and point out the following: <ul style="list-style-type: none"> <li>○ Reportable Allegations and Types</li> <li>○ How to Report Allegations (click and scroll down through the process)</li> </ul> </li> </ul>	
<p><b>(S-13) Job Responsibilities of Nurse Aide</b></p> <ul style="list-style-type: none"> <li>• Perform delegated basic nursing skills in a competent, caring manner</li> <li>• Perform delegated personal care skills in a competent, caring manner</li> <li>• Use appropriate interpersonal skills</li> </ul>	
<p><b>TEACHING TIP #3A: Skills and Delegation</b></p> <p>This is a great time to reinforce that nurse aide training is skill-oriented and that students will be learning all about and practicing the skills that nurse aides need to know how to do in a health care setting.</p> <p>Before describing the different types of skills nurse aides commonly do, first introduce the concept of delegation. Even though the official definitions of delegation by the National Council of State Board's of Nursing and the American Nurses Association are used, you may need to simplify the definition and provide an example of the delegation of a task to a nurse aide by the nurse.</p>	
<p><b>(S-14) Delegation</b></p> <ul style="list-style-type: none"> <li>• What exactly does delegated mean?</li> <li>• Definition – delegated or delegation is the process of assigning part of one's responsibility to another qualified person in a specific situation (National Council of State Board's of Nursing)</li> </ul>	



<b>Module A – The Nurse Aide I</b>	
<ul style="list-style-type: none"> <li>• Another definition – transferring responsibility for the performance of an activity or task while retaining accountability for the outcome (ANA)</li> <li>• Nurse uses delegation of skills and legal regulations to assign duties and tasks to others on the health care team</li> <li>• Improves efficiency and shows trust in others (but nurse is still accountable)</li> <li>• Nurse assesses knowledge/skills of the delegate and matches tasks to skills, using the 5 Rights of Delegation – Right Task, Right Circumstance, Right Person, Right Direction and Communication, and Right Supervision and Evaluation</li> <li>• Before accepting a delegated task, the nurse aide must ask self:             <ul style="list-style-type: none"> <li>○ Do I have all the information I need to do the task and do I have questions about the task?</li> <li>○ Do I believe I can do the task and have the necessary skills to do the task?</li> <li>○ Do I have the equipment and supplies I need?</li> <li>○ Do I know who my supervisor is and how I can find him/her if needed?</li> <li>○ Have I told my supervisor that I need help to do the task?</li> </ul> </li> </ul>	
<b>(S-15) Delegation – Points to Remember</b> <ul style="list-style-type: none"> <li>• Nurse maintains accountability and responsibility for delivery of safe and competent care</li> <li>• Decisions regarding delegation of any nurse aide activity is made by nurse on resident-by-resident basis</li> <li>• Never be afraid to ask for help</li> <li>• Always ask if you do not understand a task, need more information, or if not sure about something</li> <li>• If you think you do not have the skills necessary to do the task, talk to your supervisor</li> </ul>	
<b>(S-16) Basic Nursing Skills</b> <ul style="list-style-type: none"> <li>• Essential skills required of nurse aide to deliver competent care to residents in health care settings</li> <li>• Examples include             <ul style="list-style-type: none"> <li>○ Monitoring, documenting, and reporting of vital signs</li> <li>○ Management of pain as directed by the nursing care plan</li> <li>○ Application of warm/cold</li> <li>○ Dressing changes</li> </ul> </li> <li>• Privacy is key when providing basic nursing skills</li> </ul>	
<b>(S-17) Basic Nursing Skills – Importance</b> <ul style="list-style-type: none"> <li>• Performance of basic nursing skills is important duty of nurse aide</li> <li>• Following resident's plan of care, following directives from supervisors, and reporting important findings are all critical for well-</li> </ul>	

<b>Module A – The Nurse Aide I</b>	
being of residents	
<b>(S-18) Personal Care Skills</b> <ul style="list-style-type: none"> <li>• Tasks that deal with a person’s body, appearance, and hygiene</li> <li>• Privacy is important when providing personal care skills</li> <li>• Done on a daily basis – in the a.m., p.m., and in-between</li> <li>• Each individual has own preferences, such as time of bath, certain soaps, or hairstyles</li> </ul>	
<b>(S-19) Personal Care Skills</b> <ul style="list-style-type: none"> <li>• Hygiene <ul style="list-style-type: none"> <li>○ Tasks performed to keep bodies clean and healthy</li> <li>○ Examples include bathing and brushing teeth</li> </ul> </li> <li>• Grooming <ul style="list-style-type: none"> <li>○ Tasks performed to maintain the person’s appearance while fostering dignity and choice</li> <li>○ Examples include caring for fingernails and hair</li> </ul> </li> </ul>	
<b>(S-20) Personal Care Skills</b> <ul style="list-style-type: none"> <li>• A.m. care includes toileting, assisting with face/hand wash, mouth care before/after breakfast</li> <li>• P.m. Care includes toileting, assisting with face/hand wash, snack, mouth care, back rub</li> </ul>	
<b>(S-21) Personal Care Skills – Concept of ADLs</b> <ul style="list-style-type: none"> <li>• Activities of Daily Living (ADLs) is common term</li> <li>• Hygiene and grooming, plus dressing, eating, transferring, and toileting equal activities of daily living (ADLs)</li> <li>• Assisting with ADLs of assigned residents is important duty of nurse aides</li> </ul>	
<b>(S-22) When Providing Personal Care</b> <ul style="list-style-type: none"> <li>• Important to help residents be as independent as possible and encourage residents to do as much of care for self as possible</li> <li>• Residents may feel embarrassed at having to be helped with personal care needs so nurse aides should be professional and provide privacy during care</li> <li>• While assisting with personal care needs, nurse aide can observe resident’s skin, mobility, comfort, and cognition</li> </ul>	
<b>(S-23) Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Essential skills used by a person when working with others</li> <li>• Determined by standards and values, culture and environment, heredity, interests, feelings, expectations others have for us, and past experiences</li> </ul>	

<b>Module A – The Nurse Aide I</b>	
<ul style="list-style-type: none"> <li>In a health care setting, generally refers to a health care provider's ability to get along with others while getting the job done</li> </ul>	
<b>(S-24) Interpersonal Skills – Importance</b> <ul style="list-style-type: none"> <li>Nurse aides interact with a variety of people while on duty and it is important to understand how their own actions and attitudes impact those around them including residents, family members, and co-workers</li> <li>Nurse aides are a valued member of the health care team and spend the majority of their workday with residents</li> </ul>	
<b>(S-25) Interpersonal Skills – Nurse Aide's Role</b> <ul style="list-style-type: none"> <li>When caring for residents, nurse aide should               <ul style="list-style-type: none"> <li>Empathize (view things or events as the resident views them)</li> <li>Anticipate needs</li> <li>Treat residents as unique individuals and honor requests when possible</li> <li>Display patience and tolerance while attempting to understand behavior</li> <li>Be sensitive to resident's moods and be mindful of your own reactions to their moods</li> </ul> </li> <li>Be respectful to family and understand concerns they may have</li> <li>Maintain an open, positive, and professional relationship with each member of the health care team</li> <li>Effectively communicate and work well with others</li> </ul>	
<b>TEACHING TIP #4A: Job Descriptions</b>  Pass around job descriptions of nurse aides from local long-term care facilities	
<b>(S-26) The Nurse Aide as Employee – Important Qualities</b> <ul style="list-style-type: none"> <li>Must act, behave, and function in professional manner while at work</li> <li>Expected to have an excellent work ethic because of the importance of the position               <ul style="list-style-type: none"> <li>Work ethic is behavior in workplace</li> <li>Includes appearance, communication skills, treatment of others, attitude, and teamwork</li> </ul> </li> </ul>	
<b>TEACHING TIP #5A: Dress Non-professionally</b>  Arrive to class wearing attire considered non-professional by most people.	
<b>TEACHING TIP #6A: Discussion About Non-professional Attire</b>	

<b>Module A – The Nurse Aide I</b>	
<p>Ask students:</p> <ul style="list-style-type: none"> <li>• Well, what do you think about how I look?</li> <li>• One at a time, shout out what you would consider is inappropriate for the workplace.</li> <li>• Would it be OK for a nurse aide to show up looking like this for work?</li> <li>• What would residents and family members think of the nurse aide?</li> </ul>	
<p><b>(S-27) Appearance</b></p> <ul style="list-style-type: none"> <li>• Follows facility dress code for uniform and jewelry</li> <li>• Dresses neatly in modest, clean uniform, without tears or wrinkles, with facility name badge visible at all times</li> <li>• Wears clean, non-skid, closed-toed, comfortable shoes that fit well and offer support</li> <li>• Wears clean undergarments in appropriate color and style</li> </ul>	
<p><b>(S-28) Appearance</b></p> <ul style="list-style-type: none"> <li>• Covers permanent body art</li> <li>• Maintains neatly trimmed, short, natural and clean nails without polish</li> <li>• Maintains simple, attractive hairstyle and pulls long hair back away from face</li> <li>• Maintains excellent personal hygiene (clean, free of offensive odors, without perfume/cologne/after-shave)</li> </ul>	
<p><b>(S-29) Appearance</b></p> <ul style="list-style-type: none"> <li>• Wears clean stockings or socks that fit well</li> <li>• Wears no jewelry in eyebrows, nose, lips, or tongue</li> <li>• At the most, wears a single pair of stud earrings</li> <li>• Flashes a warm and friendly smile</li> <li>• Wears no heavy make-up</li> </ul>	
<p><b>(S-30) Appearance</b></p> <ul style="list-style-type: none"> <li>• Just how important is a person's physical appearance? <ul style="list-style-type: none"> <li>○ It takes 15-seconds to make first impression</li> <li>○ First impressions are important – whether it be meeting a resident for the first time or showing up for a job interview</li> <li>○ Looking good and feeling good about one's self increases self-confidence, which in turn, increases likelihood that resident will have confidence in you as a health care provider</li> </ul> </li> </ul>	
<p><b>(S-31) Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient and understanding</li> <li>• Honest and trustworthy</li> </ul>	

<b>Module A – The Nurse Aide I</b>	
<ul style="list-style-type: none"> <li>• Conscientious and always tries to do the very best</li> <li>• Enthusiastic and enjoys job</li> <li>• Courteous, considerate, and respectful</li> <li>• Cheerful</li> </ul>	
<b>(S-32) Attitude</b> <ul style="list-style-type: none"> <li>• Dependable and responsible</li> <li>• Accountable and willing to admit mistakes</li> <li>• Tolerant of others and keeps opinions to self</li> <li>• Self-aware</li> <li>• Cares for people equally well, no matter race, age, sex, religion, or sexual orientation</li> <li>• Cares about others and what they are going through</li> </ul>	
<b>(S-33) The Nurse Aide as Employee – Nurse Aide’s Role</b> <ul style="list-style-type: none"> <li>• Strive to be the best nurse aide you can be because the residents of North Carolina are depending on you</li> </ul>	
<b>(S-34) The Nurse Aide as Employee – Nurse Aide’s Role</b> <ul style="list-style-type: none"> <li>• Understand requirements of being a nurse aide in North Carolina and maintain current listing on Nurse Aide I Registry</li> <li>• Know what nurse aides are legally allowed to do</li> <li>• Have concern for others and help make their lives happier and easier – whether it be residents, families, or co-workers</li> <li>• Maintain excellent appearance, grooming, and hygiene, while at work</li> </ul>	
<b>(S-35) The Nurse Aide as Employee – Nurse Aide’s Role</b> <ul style="list-style-type: none"> <li>• Report to work on time and when scheduled</li> <li>• Use sick time for just that – sick time</li> <li>• Perform an honest day’s work for an honest day’s pay</li> <li>• Show respect to boss and supervisors; don’t join in when others are criticizing management</li> <li>• Perform tasks delegated by nurse</li> </ul>	
<b>(S-36) The Nurse Aide as Employee – Nurse Aide’s Role</b> <ul style="list-style-type: none"> <li>• Be gentle and kind to residents, families, and co-workers</li> <li>• Be able to put self in the other person’s shoes and attempt to understand the person</li> <li>• Be pleasant and not moody, bad-tempered, or sad, while at work</li> <li>• Respect others and their possessions</li> <li>• Always try your best</li> <li>• Never be afraid to ask when you do not know an answer or how to do something</li> </ul>	
<b>(S-37) The Nurse Aide as Employee – Nurse Aide’s Role</b>	

<b>Module A – The Nurse Aide I</b>	
<ul style="list-style-type: none"> <li>• Treat residents, families, and co-workers with dignity</li> <li>• Be a team player and help others when you are asked and when you have down-time</li> <li>• Be careful and alert to surroundings at work and to resident cues</li> <li>• Be eager and excited about going to work</li> <li>• Do not gossip</li> </ul>	
<b>(S-38) The Nurse Aide as Employee – Nurse Aide’s Role</b> <ul style="list-style-type: none"> <li>• Do not lie, cheat, or steal (not even a note pad or ink pen)</li> <li>• Always seek the good in others</li> <li>• Remain loyal to facility and employer</li> <li>• Always take the opportunity to praise others when the chance arises</li> <li>• Do not use profanity or tell off-color jokes</li> </ul>	
<b>TEACHING TIP #7A: Discussion About Loyalty</b>  Ask students: <ul style="list-style-type: none"> <li>• Think of ways that nurse aides can demonstrate loyalty toward their employers.</li> </ul>	
<b>(S-39) The Nurse Aide as Employee – Nurse Aide’s Role</b> <ul style="list-style-type: none"> <li>• If you are not sure that what you are about to do is right, don’t do it – it’s your conscience talking!!!!</li> </ul>	
<b>TEACHING TIP #8A: Self-reflection</b>  Tell students to think about the qualities just listed. Ask students: <ul style="list-style-type: none"> <li>• How do you match up?</li> <li>• Why are the qualities important ones to have when caring for residents in long-term care facilities?</li> </ul> <b>TEACHING TIP #9A: Guest Speaker</b>  Employee from a Human Resources Department or Director of Nursing	
<b>(S-40) The Nurse Aide as Team Member</b> <ul style="list-style-type: none"> <li>• A team is a group of people, with a common purpose, assigned tasks, and coordinated effort to get a job done</li> </ul>	
<b>(S-41) Team Members</b> <ul style="list-style-type: none"> <li>• Work together and function as interrelated parts of the whole</li> <li>• Communicate with each other</li> <li>• Coordinate work activities and share responsibilities</li> <li>• Receive assignments to ensure that each team member knows what</li> </ul>	

<b>Module A – The Nurse Aide I</b>	
<p>to do, what is expected of them, and how to plan work schedules</p> <ul style="list-style-type: none"> <li>• Example – a nurse aide is a member of a health care team</li> </ul>	
<p><b>(S-42) Qualities of an Effective Team</b></p> <ul style="list-style-type: none"> <li>• Climate – informal, comfortable, and relaxed; members are interested and involved</li> <li>• Communication – open and two-way, ideas and feelings encouraged</li> <li>• Interactions – inclusive and trusting; people like each other and like working with each other</li> <li>• Goals and tasks are appropriate, understood, and modified so that work gets done</li> <li>• Leaders lead and members participate in a respectful and cooperative manner</li> <li>• Everyone pulls together – high levels of inclusion, trust, liking, and support</li> <li>• Problem-solving is high – when a problem arises, people consult with appropriate resources and work to resolve problem</li> </ul>	
<p><b>TEACHING TIP #10A: Consequences of Being Late or a No-show</b></p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• What might the consequences be if you (the nurse aide) are late for work or do not show up for work one day?</li> </ul>	
<p><b>(S-43) Qualities of an Ineffective Team</b></p> <ul style="list-style-type: none"> <li>• Climate – tense</li> <li>• Communication – closed and one-way; ideas and feelings are discouraged; members are hesitant to speak up</li> <li>• Interactions – Based on authority only; people with more power dominate and look down on people they feel are unequal and undeserving of their time</li> <li>• Goals – unclear, misunderstood, or forced; may result in not getting the job done</li> <li>• Decision-making – done by the highest authority with minimal group involvement</li> <li>• Trust - distrust among members and members forced to conform</li> <li>• Getting along – disagreements or conflicts are ignored, denied, suppressed</li> <li>• Problem-solving – low; criticism is destructive; members are attacked; job doesn't get done</li> </ul>	
<p><b>(S-44) With a Strong Group Commitment, Members</b></p> <ul style="list-style-type: none"> <li>• Feel strong sense of belonging</li> <li>• Enjoy being with each other</li> </ul>	

<b>Module A – The Nurse Aide I</b>	
<ul style="list-style-type: none"> <li>• Ask each other for advice</li> <li>• Seek and provide support in times of difficulty</li> </ul>	
<b>(S-45) With a Strong Group Commitment, Members</b> <ul style="list-style-type: none"> <li>• Value each other and contribution each makes</li> <li>• Are motivated and want to do a good job</li> <li>• Share good feelings openly</li> <li>• Feel the goals of the group are important and achievable</li> </ul>	
<b>(S-46) ACTIVITY #1A: Go Team Worksheet (Individual)</b>  Distribute to students. Read the instructions. When everyone is finished, go over the answers. Ask students: <ul style="list-style-type: none"> <li>• Do you now see why it is important to be a positive team member?</li> <li>• Think about teams that you have been on in the past (church team, sports team, work team, or other kind of team). Were the teams effective?</li> <li>• Why were they effective or why were they not effective?</li> </ul>	
<b>(S-47) THE END</b>	



**Activity #1A**  
**Go Team Worksheet**

**Instructions:** read the following conversations overheard in various health care settings. Decide whether a member of an effective team or ineffective team is talking. Place a checkmark in the correct box.

Conversation	Effective	Ineffective
1. "No, I won't get Mr. James up to the bathroom because he is not my resident."		
2. "I can't wait until the staff Christmas party!"		
3. "Why don't you get Mrs. Smith on the bedpan and I'll turn Mr. Peters."		
4. "If I have to sit in another end-of-shift report with that witch, Mrs. Brown, I'll scream!"		
5. "Don't you think Jackie is a good charge nurse?"		
6. "I really enjoy working with you, Katie."		
7. "Hey Marty, let's go turn all our residents together."		
8. "Cindy, I sure do see why we can't keep any nurse aides here. I've been here the longest and I've only been here eight months!"		
9. "That Mary, she looks like a horse whenever she shakes her head, no."		
10. "Guess what I heard about Johnnie? It will really shock you!"		
11. "I am really glad to be a part of the care planning team."		
12. "You are such a good person to work with."		
13. "The infection control nurse said that we only had a 2% infection rate. We did better on our goal than we predicted."		
14. "Sophie, you know Mrs. Atkins better than anyone. Why do you think she seems so unhappy?"		
15. "Gee, Betsy, I sure am glad you and Sam resolved the disagreement about the luncheon date."		
16. "Hey Cecil, can I ask your advice about something?"		
17. "I don't care what you think, Missy. We are not going to do it that way. We are going to do it my way."		
18. "That's a stupid goal. How in the world will we ever achieve that?"		
19. "You will do it now, because I said so!"		
20. "Man, I never seem to get done with all my assigned work."		
21. "Frankly, I don't care what you think."		

**Written Activity #1A**  
**Go Team Worksheet Answer Key**

Conversation	Effective	Ineffective
1. "No, I won't get Mr. James up to the bathroom because he is not my resident."		X
2. "I can't wait until the staff Christmas party!"	X	
3. "Why don't you get Mrs. Smith on the bedpan and I'll turn Mr. Peters."	X	
4. "If I have to sit in another end-of-shift report with that witch, Mrs. Brown, I'll scream!"		X
5. "Don't you think Jackie is a good charge nurse?"	X	
6. "I really enjoy working with you, Katie."	X	
7. "Hey Marty, let's go turn all our residents together."	X	
8. "Cindy, I sure do see why we can't keep any Nurse Aides here. I've been here the longest and I've only been here eight months!"		X
9. "That Mary, she looks like a horse whenever she shakes her head, no."		X
10. "Guess what I heard about Johnnie? It will really shock you!"		X
11. "I am really glad to be a part of the care planning team."	X	
12. "You are such a good person to work with."	X	
13. "The infection control nurse said that we only had a 2% infection rate. We did better on our goal than we predicted."	X	
14. "Sophie, you know Mrs. Atkins better than anyone. Why do you think she seems so unhappy?"	X	
15. "Gee, Betsy, I sure am glad you and Sam resolved the disagreement about the luncheon date."	X	
16. "Hey Cecil, can I ask your advice about something?"	X	
17. "I don't care what you think, Missy. We are not going to do it that way. We are going to do it my way."		X
18. "That's a stupid goal. How in the world will we ever achieve that?"		X
19. "You will do it now, because I said so!"		X
20. "Man, I never seem to get done with all my assigned work."		X
21. "Frankly, I don't care what you think."		X