



**Office of Instruction  
MASTER SYLLABUS**

Instructor: \_\_\_\_\_ Date Revised: Spring 2012 (10/19/11)  
 Contact Information: NA instructor will provide TP# during the first day's class \_\_\_\_\_.

**COURSE SYLLABUS  
including  
Student Information and Handbook**

**Catalog Data:**

Course Prefix	Course Number	Course Title	Semester Hours Credit	Contact Hours Per Week	
				Lecture	Lab
NA	110	<b>Nursing Assistant (Basic Nursing Assistant Training Program)</b>	<b>7</b>	<b>6</b>	<b>3</b>

**Catalog Course Description:**

This course is the Nursing Assistant program in itself and is designed to prepare those seeking employment as assistants to nurses in hospitals, nursing homes, and home health settings. It includes both classroom instruction as well as a great deal of clinical experience. Students successfully completing the program will have met state requirements for working in long-term, extended care, or home health aide care nursing facilities. It is a unique opportunity for those wanting an entry-level position in the health care field.

**Prerequisites:** SDRT testing of minimum 8<sup>th</sup> grade reading level.

Illinois Department of Public Health requirements to be a Certified Nursing Assistant: **(October 2011 Taken directly from: <http://www.idph.state.il.us/nar/cnafacts.htm>).**

To work for a health care employer that is governed by the Health Care Worker Background Check Act, other than a licensed or certified long-term care facility, the CNA must meet the following requirements:

1. Have a criminal history records check as prescribed by the Health Care Worker Background Check Act with no disqualifying convictions.
2. If an individual has disqualifying convictions, he or she may not work as a CNA (or in any other position giving direct care) unless the CNA has requested and received a waiver of those disqualifying convictions.

To work as an Illinois CNA in a licensed long-term care facility, an individual must meet the following requirements:

1. Have a criminal history records check as prescribed by the Health Care Worker Background Check Act with no disqualifying convictions.
2. If an individual has disqualifying convictions, he or she may not work as a CNA (or in any other position that has access to the residents, the residents' living quarters, or the residents' financial, medical or personal records) unless the individual has requested and received a waiver of those disqualifying convictions.

3. Have no administrative finding of abuse, neglect or misappropriated property in Illinois or any other state.
4. Must be at least 16 years of age, of temperate habits and good moral character, honest, reliable and trustworthy.
5. Must be able to speak and understand English or a language understood by a substantial percentage of a facility's residents.
6. Must provide evidence of prior employment or occupation, if any, and residence for two years prior to present employment as a nursing assistant.
7. Must have completed at least eight years of grade school or provide proof of equivalent knowledge.
8. Must not work as an Illinois CNA until the registry shows that the individual has met the training requirements.
9. Must work as a nurse aide in training and be in an approved CNA program within 45 days of being hired, if not a CNA when hired.
10. Must be on the registry as a CNA within 120 days of being hired. If an individual is attending an approved CNA program offered by a college, a vocational technical school or high school, he or she must be within 120 days of completing the program and competency test. Written proof of attendance is required.

**Co requisites:** None

2. In order to be placed on the Illinois Department of Public Health Healthcare Worker Registry, the nursing assistant student is required to:
  - a. have a cleared or waived Healthcare Worker Fingerprint Background Check
  - b. have successfully completed an Illinois approved NA training program,
  - c. pass the manual skills portion of the exam
  - d. pass the written competency exam.

**Designed For:**

Auxiliary workers who can be employed as assistants to nurses in hospitals, nursing homes, and other types of health care agencies.

This course is designed to prepare individuals for entry-level positions in the healthcare field. The focus of this course is on the learning of basic principles and procedures required to become a Nursing Assistant. Nursing Assistants function under the direction of a Licensed Practical Nurse or Registered Nurse. Instruction includes both theory and clinical components. This course meets the Illinois Department of Public Health guidelines (IDPH) for Basic Nursing Assistant Training Program curriculum (BNATP).

The Spoon River College (SRC) Nursing Assistant (NA) Program is a prerequisite course and one of IDPH's requirements towards becoming a Certified Nurse's Assistant (CNA). In completing the IDPH regulated NA course at SRC, a graduate would also be able to meet one of the IDPH prerequisite requirements to be a Home Health Care Aide.

The program is approximately seven weeks in length. Classes are held provided there is an availability of Illinois state approved instructors. Clinical practicum is held at various long-term care facilities. Students who successfully complete the program are eligible to take the written competency examination by IDPH. A person must be certified within 120 days of starting in a healthcare facility.

Related careers: Home health aide, homemaker, unit clerk, ward clerk, unit assistant, unit secretary, medical office assistant, and medical assistant.

**Required Text:**

Mosby's Textbook for Nursing Assistants 7<sup>th</sup> Ed., Sorrentino, St. Louis: Mosby.  
ISBN: 978-0-323-049948

Mosby's Workbook for Nursing Assistants 7<sup>th</sup> Ed., Sorrentino, St. Louis: Mosby  
ISBN: 978-0-323-025504

NA Skills Packet of supplies purchased through SRC Bookstore

**Supplementary Texts and Related Materials:**

Internet sites, AV's, and LRC research items as assigned

**Fees:**

Tuition: \$721.00 (In District), \$1540.00 Out of District

Lab Fee: \$175.00

Healthcare Worker Fingerprint Background Check: \$35.00

NA Training Competency evaluation exam: \$60.00

**Required Supplies:**

NA Clinical items: (approx. \$75.00 total for uniform and all white shoes, watch with second hand, black pen, pocket notebook)

SRC Bookstore items: (approx. \$135.00 total for textbook, workbook, NA skills packet)

**I. Master Course Objectives:**

Upon completion of this course, the student will be able to:

1. Define and demonstrate the fundamentals of nursing assistants in health care.
2. Demonstrate safe work habits.
3. Demonstrate duties and responsibilities of nursing assistants.
4. Successfully complete state certification requirements.

**II. Program Outcomes:**

1. Comprehend, apply and evaluate clinical information relevant to his/her role as a Nursing Assistant (evaluated by comprehensive course exam and state exam).
2. Demonstrate technical proficiency in all skills necessary to fulfill the role of Nursing Assistant (evaluated by the final practical exam and clinical evaluation).
3. Demonstrates personal behaviors consistent with professional and employer expectations for the Nursing Assistant (evaluated by graduate and employer surveys).

**III. Methods of Instruction/Course Format/Delivery:**

- a. Theory Sessions
- b. PowerPoint
- c. Assigned Readings/Study Guides
- d. Active Student Participation
- e. Small and Large Group Discussion
- f. Role Playing
- g. Assigned Audiovisuals (VHS, DVDs, CD ROMs, Internet assignments)
- h. Skills Lab Practice
- i. Demonstration and Return Demonstration of Skills
- j. Clinical Practice
- k. Observation
- l. Pre and Post Clinical Conferences
- m. Critical Thinking Case Study Assignments
- n. Independent Study
- o. SRC Online, Computer and Internet Assignments

- p. Other non-scheduled assignments, based on requirements and/or assessment of learning/evaluation of students (i.e., requirements by clinical sites, attendance at conferences/workshops, papers, projects, presentations), may be assigned at the discretion of the nursing assistant educators, throughout the course.
- q. Self-review of previous course information
- r. Study Guide Questions
- s. NA State Exam Review Questions

**IV. Methods of Assessment:**

The instructors will use the following methods of assessment:

- a. tests
- b. quizzes – scheduled and unscheduled
- c. lab skill returns
- d. proficiencies
- e. clinical evaluation
- f. assignments

**V. Grade Distribution:**

- a. Grading will be based on the successful completion of all of the above course requirements, including the following percentages:

Evaluation Phase #1 Theory	50%
Evaluation Phase #2 Clinical	30%
Evaluation Phase #3 Final Exam	20%

- b. A = 100 – 93; B = 92 – 85; C = 84 – 77; FAIL F = Below 77.
- c. To successfully complete the course, the student must achieve at least a minimal passing grade of a 'C' (77%) in each separate evaluative phase. Each sequenced evaluative phase is required to be successfully passed before continuing to the next evaluative phase. At any point that the completion of an evaluative phase is below the minimal passing grade of a 'C', the student will not be able to progress to the next evaluative phase and an automatic course grade of an 'F' will be recorded, regardless of the previously evaluative phase percent.
- d. In order to be placed on the Illinois Department of Public Health Healthcare Worker Registry, the nursing assistant student is required to:
  1. have successfully completed an Illinois approved BNATP (NA) training program,
  2. pass the manual skills portion of the exam
  3. pass the written competency exam, and
  4. must have a cleared or waived Healthcare Worker Fingerprint Background check

**VI. Policies:**

The current SRC Academic Catalog can be found at <http://www.src.edu/services/Pages/catalog.aspx> and the current Student Handbook can be found at <http://www.src.edu/services/Pages/handbook.aspx>.

**1. Attendance Policy:**

- a. Regular attendance is very important in order to comply with Illinois state mandatory requirements of hours for certification as a nursing assistant.
- b. If it is necessary for absences/tardiness, the instructor must be notified at least 2 hours prior to class time. The following guidelines will determine if tardiness constitutes any classroom/clinical absence:
  1. Arriving late three times within the course equals one absence; and

2. Any absence (i.e., pre-conference, post-conference) equivalent to the minimum of one hour equals one absence.
3. Excessive absence will result in a grade of "F".

c. If there is a sequence of absences, **notification must be given each day** as specified. If absences exceed the required clock hours in the program, the NA student must present written documentation to the instructor for consideration of continuance in the program. Acceptable reasons for absence from the class, which will require opportunities to make-up required time, will be limited to only a few instances such as serious illness or hospitalization of the student.

## 2. Disability Statement:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services Office at 649-6273 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

## 3. Code of Conduct:

Spoon River College has established a student code of conduct. Generally, College disciplinary action shall be taken for conduct that adversely affects the college community's pursuit of its educational objectives. Academic Misconduct generally refers to behavior also known as academic fraud in which an individual cheats, plagiarizes, or otherwise falsely represents someone else's work as his or her own. Forms of Academic misconduct include, but are by no means limited to:

- Cheating
- Plagiarism
- Falsification and Fabrication
- Abuse of Academic Materials
- Complicity in Academic Dishonesty
- Falsification of Records and Official Documents
- Personal Misrepresentation and Proxy
- Bribes, Favors, Threats

## 4. Course Requirements:

a. IDPH requires the following in order to apply to a NA program:

1. *Begins a Department approved Basic Nursing Assistant Training Program (see 77 Ill. Adm. Code 395) no later than 45 days after employment.*
2. *The nursing assistant shall successfully complete the training program within 120 days after the date of initial employment.*
3. *A nursing assistant enrolled in a program approved in accordance with 77 Ill. Adm. Code 395.150(a)(2) shall not be employed more than 120 days prior to successfully completing the program.*
4. *Within 120 days after initial employment, submits documentation to the Department in accordance with Section 300.663 of this Part to be registered on the Nurse Aide Registry.*
5. *Must be in an approved NA program within 45 days of hire.*
6. *Must be on the Nurse Aide Registry within 120 days of hire or within 120 days of completing a state approved NA program and testing.*
7. *Must have no documented findings of abuse, neglect, or misappropriation of property listed on the registry.*
8. *Be at least 16 years of age, of temperate habits and good moral character, honest, reliable, and trustworthy.*
9. *Be able to speak and understand the English language or a language understood by a substantial percentage of the facility's residents.*

10. Must provide evidence of prior employment or occupation, if any, and residence for two years prior to present employment as a nursing assistant.
  11. Have completed at least eight years of grade school or provide proof of equivalent knowledge.
- b. In order to be placed on the Illinois Department of Public Health Healthcare Worker Registry, the nursing assistant student is required to:
1. have a cleared or waived Healthcare Worker Fingerprint Background Check
  2. have successfully completed an Illinois approved NA training program,
  3. pass the manual skills portion of the exam
  4. pass the written competency exam.

**Application Process (prior to the first course day):**

- a. The prospective student must meet the IDPH state requirements as listed above and the following.
- b. Complete Spoon River College application form.
- c. Take SDRT examination through the Student Services Office (8<sup>th</sup> grade reading level is required prior to course registration). There is not a charge for this test. To schedule an appointment call Student Services: Canton 309-649-7020, Macomb 309-833-6019, Havana 309-543-4413, Rushville 217-322-6060.
- d. Then meet with a general advisor to register for the NA course.

**First Course Day Processing Requirements:**

- a. Healthcare Worker Fingerprint Background Check requirement
- b. IDPH Approved Vendor Names

<u>Vendor Name</u>	<u>Phone Number</u>
• Accurate Biometrics Inc. www.accuratebiometrics.com	1-866-361-9944
• FIRM Systems www.firmsystems.net	1-866-721-1203
• L-1 Enrollment Services www.l1enrollment.com	1-800-377-2080
• Metropolitan Chicago Healthcare Council www.mchc.com	1-877-746-0643

1. The Healthcare Worker Fingerprint Background Check form must be completed on the first day of the NA course. This background check is required by Illinois law.
2. The Healthcare Worker Fingerprint Background Check must be completed and the receipt turned into the instructor within 10 days of beginning of course, or student will be suspended and dropped from the course.
3. A student may not have any direct patient contact without a cleared or waived Healthcare Worker Fingerprint Background Check.
4. Students with a record who have not obtained a waiver will not be allowed in the clinical area, which will result in an "F" for the clinical component and subsequently an "F" for the course.
5. The result of the fingerprint background check must result in "no hit" or "automatic waiver". If a hit results and is a disqualifying conviction the student will receive a letter from IDPH stating they have a disqualifying conviction and will also receive a waiver application with directions. Obtaining a waiver can be a lengthy process, up to approximately six months. The student will not be allowed in the clinical area without the waiver which will result in an "F" for the clinical component and subsequently an "F" for the course.

6. If a student has been convicted of a crime that disqualifies one from working for certain health care employers, the student should seek a waiver before investing time and money in the NA education. Within this document, refer to **"FACTS ABOUT WAIVER APPLICATION FOR HEALTH CARE OR ACCESS WORKERS"** and **"Disqualifying Convictions"**.
- c. Physical and Immunization requirements (due 3 weeks from course start)
  1. Obtain a current physical, including past and current immunizations documentation, from a licensed medical doctor within the past 90 days attesting to the applicant's physical abilities to perform NA duties. An SRC-NA form is required for this physical.
  2. The physical and immunizations includes a 2-step Mantoux test (TB test). (Proof of a 2-step Mantoux test within the past six months is required before an NA student may participate in this course. These are available from local public health departments. Please call your local public health department for an appointment. You need to allow at least 2 weeks for the 2-step TB test to be completed. This includes 2 injections and 2 readings of the results with documentation. If the NA student has had a previous TB test, proof can be submitted and then a one-step test is allowed.) Students with a history of current or positive TB test requires a current chest x-ray from the student's physician to determine an inactive TB status prior to the start of clinical. (Some of the major signs of active TB are cough, bloody sputum, fever, and night sweats. Signs and symptoms of active TB will require immediate treatment from the physician. Students with active TB will not be allowed on the clinical site.)
  3. Complete a Hepatitis B vaccination series or sign a waiver (use SRC Hepatitis B form).

**Last Week Course Processing Requirements:**

- a. The Competency Exam form (will receive from your NA instructor) must be completed on the first day of the last week of course.
- b. The Competency Exam fee, \$60.00 certified check or money order, made payable to SIU-C reserves a seat for you to sit for the Illinois state exam, after successfully completing the NA course. SIU-C will inform you in writing of the testing date, time and place you are scheduled to sit for the exam. Upon successful completion of the competency exam you will be placed on the Healthcare Worker Registry as a qualified Nurse Assistant/Aide.

**5. General Information:**

- a. SRC reserves the right to change any provision or requirement of this syllabus, including fees, at any time with or without notice.
- b. NA courses will be held contingent upon the availability of state approved instructors.
- c. SRC will not refund course tuition or fees beyond the add/drop date.
- d. The Department of Nursing and Allied Health will require original documents. If necessary for future use, please make personal copies of all items that you submit to the Department of Nursing and Allied Health. No copies will be made, mailed or faxed (for example physicals, TB test, student records, background checks, etc).
- e. It is the student's responsibility to inform the Department of Nursing and Allied Health Business Office in Canton and the SRC Student Services Office of any

changes in name, address, or telephone numbers. (If one does not have a telephone, it is important to provide a telephone number where one can be contacted.) This provides communication of schedule changes and other pertinent information.

- f. If a student is having difficulty in the classroom/clinical area, one is encouraged to make an appointment with the NA instructor to discuss this situation. Possible free tutoring may be provided if requested.
- g. SRC does not provide and is not responsible for payment of any health services required by a student. Students are responsible for all costs incurred as a result of an accident, injury, or illness. In case of an emergency, students may consult with medical doctors for treatment at the clinics or hospitals located nearest their center of attendance. Annual health insurance may be obtained by individuals wishing to do so. Refer to the SRC Catalog.
- h. During inspection of a healthcare facility, IDPH may require NAs to demonstrate competency in the principles, techniques, and procedures covered by the basic nursing assistant training program curriculum.
- i. Technological compensation can be made for some handicaps in certain areas, but an applicant should be able to perform in a reasonably independent manner. The use of a trained intermediary is not acceptable, in that an applicant's judgment must be mediated by someone else's power of observation and selection.
- j. The NA student will have to meet the 'Essential Functions of the Position of a Nursing Assistant' (table follows)

Essential Function	Student Performance Requirements
Ability to Use Senses	<ul style="list-style-type: none"> <li>a. Visual acuity with corrective lenses to identify color changes in skin, respiratory movement in clients, read fine print writing on client information sheets, monitors, equipment calibrations, measuring intake and output, etc.</li> <li>b. Hearing ability with auditory aids to hear monitor alarms, emergency signals, call bells, telephone orders; to hear blood pressure with a stethoscope; to understand a normal speaking voice without viewing the speaker's face.</li> <li>c. Tactile ability to feel differences in skin temperature.</li> </ul>
Motor Ability	<ul style="list-style-type: none"> <li>a. Physical ability to walk long distances, to stand for prolonged periods, to lift, move, and transfer clients, equipment of 50 lbs or more, to maneuver in limited space, to perform CPR, to provide routine and emergency care, to have manual dexterity and feeling ability of hands to perform technical skills.</li> </ul>
Ability to Communicate	<ul style="list-style-type: none"> <li>a. Ability to communicate effectively in verbal and written form through interaction with clients, family, and healthcare members from a variety of social, emotional, cultural, and intellectual backgrounds; to write clearly and correctly on client's flow sheet/record for legal documentation.</li> </ul>
Ability to Problem-Solve	<ul style="list-style-type: none"> <li>a. Intellectual and conceptual ability to think critically in order to make decisions, which includes measuring, calculating, reasoning, and prioritizing data.</li> </ul>
Ability to Maintain Emotional Stability	<ul style="list-style-type: none"> <li>a. Possess the emotional health required for full utilization of his or her intellectual abilities, the exercising of good judgment, the prompt completion of all responsibilities, attendant to the care of clients, and the development of mature, sensitive, and effective relationships with clients.</li> <li>b. Ability to tolerate physically taxing workloads and to function effectively</li> </ul>

	under stress. c. Ability to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
Ability to Maintain Social Stability	a. Ability to function compassionately with integrity and concern for others. b. Ability to use therapeutic interpersonal skills. c. Demonstrate interest and motivation.

k. NA students are required to follow the **'Professional Healthcare Student Dress Code and Etiquette Policy'**

- a. NA students are expected to represent the college with a professional appearance and manner in the NA education settings. Students directed to leave, because of failure to follow the Professional Healthcare Student Dress Code and Etiquette Policy, will be given an unexcused absence that cannot be made up. This behavior may jeopardize the NA student's ability to pass the course.

REQUIREMENTS	Classroom and NSL	Clinical
Professional conservative street clothing may be worn.	X	
Clothing and uniforms should be neat, clean and pressed. Yellowing, graying, and/or stained clothing is unacceptable.	X	X
Skirts should not be shorter than the top of the knees.	X	X
No tight, body figure revealing clothing will be allowed. Underwear must not be visible (including lines through the clothing).	X	X
No chest, chest hair, torso or back shall be visible (including times of bending or stretching). Shirt opening cannot be below the axillary line.	X	X
Any type of body or clothing odor must be prevented. Body and clothing odor can be prevented by daily baths, deodorant, clean hair, good oral hygiene, laundering of clothing for one time use only (i.e., cigarette odor). Mints may be used to freshen breath (gum is <b>not</b> permissible).	X	X
No ripped/torn clothing allowed.	X	X
No hats/caps.	X	X
No sunglasses.	X	X
No foul or disrespectful language.	X	X
Uniform and SRC ID badge should not be worn in public places outside of clinical areas (i.e. bars).	X	X
The SRC identification badge must be worn and visible, on left crest area.		X
Hair must be clean, neat, pulled back in control and off the face and shoulders with simple, unobtrusive hair colored materials.		X
Students are to wear a simple, unadorned white uniform shirt and indigo or navy blue uniform pants. Females may wear a white uniform dress/skirt.		X
If worn, students can wear a simple, unadorned white lab coat.		X
The length and fit of the uniform must allow for easy reaching and bending movements necessary for nursing skills performance.		X
If worn, a lab coat should be ¾ or full length to come to the bottom of hips and/or cover the hem of a 2-piece uniform top.		X
Pant hems must be straight legged and reach the top of the shoe front (no elastic or cuffed bottoms).		X
Polished and clean all white shoes (no canvas) are to be worn. No open toed or shoes with openings where substances can seep in (i.e., Croc		X

style shoes).		
Hosiery and socks must be white and without runs. Hosiery worn so no bare skin is visible.		<b>X</b>
Jeans, shorts, outer clothing T-shirts, and scrub style clothing may not be worn.		<b>X</b>
Jewelry is limited to one ring without a stone and one pair of small stud earrings (one per ear). No further visible piercing jewelry items are allowed.		<b>X</b>
No perfumes, colognes, or aftershave scented items are to be used.		<b>X</b>
Makeup should be kept to a minimum and in subdued colors.		<b>X</b>
Fingernails must be clean, trimmed, filed short (when looking at one's palm, nails should not be seen). Artificial nails are <b>not</b> permissible. Nail polish is <b>not</b> permissible.		<b>X</b>
Males need to be clean-shaven, or have a beard and/or mustache that are clean and neatly trimmed short. Nose and ear hair neatly trimmed. <b>Must</b> be able to be fitted for HEPA-filter mask.		<b>X</b>
Visible tattoos are <b>not</b> permissible.		<b>X</b>
Visible hickeys are <b>not</b> permissible.	<b>X</b>	<b>X</b>
The following equipment will be necessary for client care: <ul style="list-style-type: none"> <li>• Watch with seconds capability</li> <li>• Black ink pen</li> <li>• Pocket notepad</li> <li>• Stethoscope containing a bell and a diaphragm (will receive in NSL packet)</li> </ul>		<b>X</b>
Only necessary items for client care should be in one's pocket (i.e., no cell phone, cigarettes, alcohol, drug paraphernalia.)		<b>X</b>

I. **IDPH web: IDPH Waiver Information:**

**Facts About**

**The WAIVER APPLICATION FOR HEALTH CARE WORKERS**

**Illinois Department of Public Health (10/2011 – came directly from [http://www.idph.state.il.us/nar/WAIVER\\_APPLICATION\\_Facts.pdf](http://www.idph.state.il.us/nar/WAIVER_APPLICATION_Facts.pdf))**

Health Care Worker Registry, 525 W. Jefferson St., Fourth Floor, Springfield, IL 62761

Phone 217-785-5133 Fax 217-524-0137 E-mail [DPH.HCWR@Illinois.gov](mailto:DPH.HCWR@Illinois.gov)

You must complete a waiver application and have a fingerprint criminal history records check requested by the Department through a contracted livescan vendor. No other background check will be accepted. Please check our Web site at <http://www.idph.state.il.us/nar> for a full list of disqualifying offenses and a waiver application. After the Department receives your waiver application, you will be sent instructions for having your fingerprints collected.

The Health Care Worker Background Check Act, an Illinois state law, prevents many health care employers from hiring an individual who has certain criminal convictions as a direct care worker and, in long-term care facilities, from being hired as a worker who has or may have access to residents, their living quarters or their financial, medical or personal records (access worker).

A waiver does not change your criminal record but it does allow an employer to hire you as a direct care worker or an access worker in long-term care.

Many considerations are taken into account when reviewing a waiver application.

- Except in the instance of scheduled payments of court-imposed fines or restitutions, you must have met all obligations to the court and the terms of your parole (i.e. fines must be paid and parole, probation or mandatory supervised release successfully completed).
  - You must have satisfactorily completed a drug and/or alcohol recovery program if you were ordered to as part of the judgment.
  - Your age at the time of the offense, your work history, your criminal history in Illinois and other states, the amount of time since your last conviction, the severity of your conviction, and the circumstance surrounding your conviction, as well as other evidence that you provide are all considered in determining whether a waiver is granted.
  - You are less likely to have a waiver granted if you have several convictions in recent years or if your offenses were violent crimes. There are three categories of disqualifying offenses: Offenses that are always disqualifying except through the appeal process; offenses that may be considered for a rehabilitation waiver without a waiver application being submitted; and offenses that may be considered for a waiver by submitting a waiver application and additional required information.
- 4. You may have been convicted and not sent to jail. An individual may be fined, given probation or conditional discharge and it still be considered a conviction. If you are unsure whether an arrest or charge became a conviction, contact the circuit clerk of the county in which you were arrested.
5. If granted a waiver it is in effect until you are convicted of another disqualifying offense, which causes the waiver to be automatically revoked. Health care employers must check the Health Care Worker Registry (<http://www.idph.state.il.us/nar>) to see if you have met any training requirements, have any administrative findings and to determine if you have disqualifying offenses or a waiver. No other source of information (i.e. a waiver letter, certificate of achievement, etc.) may be accepted. The information on the registry is the only means a health care employer may use to verify that the worker is eligible for employment.

## Disqualifying Convictions

**In Accordance with the  
Health Care Worker Background Check Act [ [225 ILCS 46](#) ]  
And 77 Ill Adm. Code 955 Section [955.160](#)**

- [Disqualifying Offenses that May Be Considered for a Waiver by the Submission of a Waiver Application](#)
- [Disqualifying Offenses that May Be Considered for a Rehabilitation Waiver](#)
- [Offenses that Are Always Disqualifying Except Through the Appeal Process](#)

<b>Disqualifying Offenses that May Be Considered for a Waiver by the Submission of a Waiver Application</b>		
<b>Illinois Compiled</b>	<b>Offense</b>	<b>Additional</b>

<b>Statutes Citation</b>		<b>Offense Added To Act Effective</b>
<a href="#">[720 ILCS 5/10-3]</a>	Unlawful Restraint	
<a href="#">[720 ILCS 5/10-3.1]</a>	Aggravated Unlawful Restraint	
<a href="#">[720 ILCS 5/10-4]</a>	Forcible Detention	
<a href="#">[720 ILCS 5/10-5]</a>	Child Abduction	
<a href="#">[720 ILCS 5/10-7]</a>	Aiding and Abetting Child Abduction	
<a href="#">[720 ILCS 5/12-1]</a>	Assault	
<a href="#">[720 ILCS 5/12-2]</a>	Aggravated Assault	
<a href="#">[720 ILCS 5/12-3]</a>	Battery	
<a href="#">[720 ILCS 5/12-3.1]</a>	Battery of an Unborn Child	
<a href="#">[720 ILCS 5/12-3.2]</a>	Domestic Battery	
<a href="#">[720 ILCS 5/12-4.5]</a>	Tampering with Food, Drugs or Cosmetics	1/1/1998
<a href="#">[720 ILCS 5/12-7.4]</a>	Aggravated Stalking	1/1/1998
<a href="#">[720 ILCS 5/12-11]</a>	Home Invasion	1/1/1998
<a href="#">[720 ILCS 5/12-21.6]</a>	Endangering the Life or Health of a Child	1/1/1998
<a href="#">[720 ILCS 5/12-32]</a>	Ritual Mutilation	1/1/1998
<a href="#">[720 ILCS 5/12-33]</a>	Ritual Abuse of a Child	1/1/1998
<a href="#">[720 ILCS 5/16-1]</a>	Theft	
<a href="#">[720 ILCS 5/16-2]</a>	Theft of Lost or Mislaid Property	1/1/2004
<a href="#">[720 ILCS 5/16A-3]</a>	Retail Theft	
<a href="#">[720 ILCS 5/16G-15]</a>	Identity Theft	1/1/2004
<a href="#">[720 ILCS 5/16G-20]</a>	Aggravated Identity Theft	1/1/2004
<a href="#">[720 ILCS 5/17-3]</a>	Forgery	1/1/1998
<a href="#">[720 ILCS 5/18-1]</a>	Robbery	
<a href="#">[720 ILCS 5/18-3]</a>	Vehicular Hijacking	1/1/1998
<a href="#">[720 ILCS 5/19-1]</a>	Burglary	1/1/1998
<a href="#">[720 ILCS 5/19-3]</a>	Residential Burglary	
<a href="#">[720 ILCS 5/19-4]</a>	Criminal Trespass to Residence	
<a href="#">[720 ILCS 5/20-1]</a>	Arson	
<a href="#">[720 ILCS 5/20-1.1]</a>	Aggravated Arson	
<a href="#">[720 ILCS 5/20-1.2]</a>	Residential Arson	1/1/2004
<a href="#">[720 ILCS 5/24-1]</a>	Unlawful Use of a Weapon	
<a href="#">[720 ILCS 5/24-1.1]</a>	Unlawful Use or Possession of Weapons	1/1/2004

	by Felons or Persons in the Custody of the Department of Corrections Facilities	
<a href="#">[720 ILCS 5/24-1.2]</a>	Aggravated Discharge of a Firearm	
<a href="#">[720 ILCS 5/24-1.2-5]</a>	Aggravated Discharge of a Machine Gun or a Firearm Equipped with a Device Designed or Used for Silencing the Report of a Firearm	
<a href="#">[720 ILCS 5/24-1.5]</a>	Reckless Discharge of a Firearm	1/1/1998
<a href="#">[720 ILCS 5/24-1.6]</a>	Aggravated Unlawful Use of a Weapon	1/1/2004
<a href="#">[720 ILCS 5/24-3.2]</a>	Unlawful Discharge of Firearm Projectiles	1/1/2004
<a href="#">[720 ILCS 5/24-3.3]</a>	Unlawful Sale or Delivery of Firearms on the Premises of Any School	1/1/2004
<a href="#">[720 ILCS 5/33A-2]</a>	Armed Violence	1/1/1998
<a href="#">[225 ILCS 65/10-5]</a>	Practice of Nursing without a License	1/1/2004
<a href="#">[720 ILCS 150/4]</a>	Endangering Life or Health of a Child	1/1/1998
<a href="#">[720 ILCS 150/5.1]</a>	Permitting Sexual Abuse of a Child	1/1/2004
<a href="#">[720 ILCS 115/53]</a>	Cruelty to Children	1/1/1998
<a href="#">[720 ILCS 250/4]</a>	Receiving Stolen Credit Card or Debit Card	1/1/2004
<a href="#">[720 ILCS 250/5]</a>	Receiving a Credit or Debit Card with Intent to Use, Sell, or Transfer	1/1/2004
<a href="#">[720 ILCS 250/6]</a>	Selling a Credit Card or Debit Card, without the Consent of the Issuer	1/1/2004
<a href="#">[720 ILCS 250/8]</a>	Using a Credit or Debit Card with the Intent to Defraud	1/1/2004
<a href="#">[720 ILCS 250/17.02]</a>	Fraudulent Use of Electronic Transmission	1/1/2004
<a href="#">[720 ILCS 550/5]</a>	Manufacture, Delivery, or Possession with Intent to Deliver, or Manufacture, Cannabis	
<a href="#">[720 ILCS 550/5.1]</a>	Cannabis Trafficking	
<a href="#">[720 ILCS 550/5.2]</a>	Delivery of Cannabis on School Grounds	1/1/1998
<a href="#">[720 ILCS 550/7]</a>	Delivering Cannabis to a Person under 18	1/1/1998
<a href="#">[720 ILCS 550/9]</a>	Calculated Criminal Cannabis Conspiracy	
<a href="#">[720 ILCS 570/401]</a>	Manufacture or Delivery, or Possession with Intent to Manufacture or Deliver, a Controlled Substance Other than Methamphetamine, a Counterfeit Substance, or a Controlled Substance	

	Analog	
<a href="#">[720 ILCS 570/401.1]</a>	Controlled Substance Trafficking	
<a href="#">[720 ILCS 570/404]</a>	Distribution, Advertisement, or Possession with Intent to Manufacture or Distribute a Look-alike Substance	
<a href="#">[720 ILCS 570/405]</a>	Calculated Criminal Drug Conspiracy	
<a href="#">[720 ILCS 570/405.1]</a>	Criminal Drug Conspiracy	
<a href="#">[720 ILCS 570/407]</a>	Delivering a Controlled, Counterfeit or Look-alike Substance to a Person under 18	
<a href="#">[720 ILCS 570/407.1]</a>	Engaging or Employing Person under 18 to Deliver a Controlled, Counterfeit or Look-alike Substance	
<a href="#">[720 ILCS 646]</a>	Violations under the Methamphetamine Control and Community Protection Act	9/11/2005

### Disqualifying Offenses that May Be Considered for a Rehabilitation Waiver

Illinois Compiled Statutes Citation	Offense	Additional Offense Added Effective
<a href="#">[720 ILCS 5/16-1]</a>	Theft (as a misdemeanor)	
<a href="#">[720 ILCS 5/16-2]</a>	Theft of Lost or Mislaid Property	1/1/2004
<a href="#">[720 ILCS 5/16A-3]</a>	Retail Theft (as a misdemeanor)	
<a href="#">[720 ILCS 5/19-4]</a>	Criminal Trespass to Residence	
<a href="#">[720 ILCS 5/24-1.5]</a>	Reckless Discharge of a Firearm	1/1/1998
<a href="#">[225 ILCS 65/10-5]</a>	Practice of Nursing without a License	1/1/2004
<a href="#">[720 ILCS 115/53]</a>	Cruelty to Children	1/1/1998
<a href="#">[720 ILCS 250/4]</a>	Receiving Stolen Credit Card or Debit Card	1/1/2004
<a href="#">[720 ILCS 250/5]</a>	Receiving a Credit or Debit Card with Intent to Use, Sell, or Transfer	1/1/2004
<a href="#">[720 ILCS 250/6]</a>	Selling a Credit Card or Debit Card, without the Consent of the Issuer	1/1/2004
<a href="#">[720 ILCS 250/8]</a>	Using a Credit or Debit Card with the Intent to Defraud	1/1/2004
<a href="#">[720 ILCS 250/17.02]</a>	Fraudulent Use of Electronic Transmission	1/1/2004

## Offenses that Are Always Disqualifying Except Through the Appeal Process

Illinois Compiled Statutes Citation	Offense	Additional Offense Added Effective
<a href="#">[720 ILCS 5/8-1.1]</a>	Solicitation of Murder	1/1/1998
<a href="#">[720 ILCS 5/8-1.2]</a>	Solicitation of Murder for Hire	1/1/1998
<a href="#">[720 ILCS 5/9-1]</a>	First Degree Murder	
<a href="#">[720 ILCS 5/9-1.2]</a>	Intentional Homicide of an Unborn Child	
<a href="#">[720 ILCS 5/9-2]</a>	Second Degree Murder	
<a href="#">[720 ILCS 5/9-2.1]</a>	Voluntary Manslaughter of an Unborn Child	
<a href="#">[720 ILCS 5/9-3]</a>	Involuntary Manslaughter and Reckless Homicide	
<a href="#">[720 ILCS 5/9-3.1]</a>	Concealment of Homicidal Death	
<a href="#">[720 ILCS 5/9-3.2]</a>	Involuntary Manslaughter and Reckless Homicide of an Unborn Child	
<a href="#">[720 ILCS 5/9-3.3]</a>	Drug Induced Homicide	
<a href="#">[720 ILCS 5/10-1]</a>	Kidnapping	
<a href="#">[720 ILCS 5/10-2]</a>	Aggravated Kidnapping	
<a href="#">[720 ILCS 5/11-6]</a>	Indecent Solicitation of a Child	1/1/1998
<a href="#">[720 ILCS 5/11-9.1]</a>	Sexual Exploitation of a Child	1/1/1998
<a href="#">[720 ILCS 5/11-9.5]</a>	Sexual Misconduct with a Person with a Disability	7/24/2006
<a href="#">[720 ILCS 5/11-19.2]</a>	Exploitation of a Child	1/1/1998
<a href="#">[720 ILCS 5/11-20.1]</a>	Child Pornography	1/1/1998
<a href="#">[720 ILCS 5/12-3.3]</a>	Aggravated Domestic Battery	1/1/2004
<a href="#">[720 ILCS 5/12-4]</a>	Aggravated Battery	1/1/1998
<a href="#">[720 ILCS 5/12-4.1]</a>	Heinous Battery	
<a href="#">[720 ILCS 5/12-4.2]</a>	Aggravated Battery with a Firearm	
<a href="#">[720 ILCS 5/12-4.2-5]</a>	Aggravated Battery with a Machine Gun or a Firearm Equipped with Any Device or Attachment Designed or Used for Silencing the Report of a Firearm	1/1/2004
<a href="#">[720 ILCS 5/12-4.3]</a>	Aggravated Battery of a Child	
<a href="#">[720 ILCS 5/12-4.4]</a>	Aggravated Battery of an Unborn Child	

<a href="#">[720 ILCS 5/12-4.6]</a>	Aggravated Battery of a Senior Citizen	
<a href="#">[720 ILCS 5/12-4.7]</a>	Drug Induced Infliction of Great Bodily Harm	
<a href="#">[720 ILCS 5/12-13]</a>	Criminal Sexual Assault	
<a href="#">[720 ILCS 5/12-14]</a>	Aggravated Criminal Sexual Assault	
<a href="#">[720 ILCS 5/12-14.1]</a>	Predatory Criminal Sexual Assault of a Child	
<a href="#">[720 ILCS 5/12-15]</a>	Criminal Sexual Abuse	
<a href="#">[720 ILCS 5/12-16]</a>	Aggravated Criminal Sexual Abuse	
<a href="#">[720 ILCS 5/12-19]</a>	Abuse and Criminal Neglect of a LTC Facility Resident	
<a href="#">[720 ILCS 5/12-21]</a>	Criminal Abuse or Neglect of an Elderly Person or Person with a Disability	
<a href="#">[720 ILCS 5/16-1.3]</a>	Financial Exploitation of an Elderly Person or a Person with a Disability	
<a href="#">[720 ILCS 5/18-2]</a>	Armed Robbery	
<a href="#">[720 ILCS 5/18-4]</a>	Aggravated Vehicular Hijacking	1/1/1998
<a href="#">[720 ILCS 5/18-5]</a>	Aggravated Robbery	1/1/1998

<b>Disqualifying Offenses that May Be Considered for a Rehabilitation Waiver</b>		
<b>Illinois Compiled Statutes Citation</b>	<b>Offense</b>	<b>Additional Offense Added Effective</b>
<a href="#">[720 ILCS 5/16-1]</a>	Theft (as a misdemeanor)	
<a href="#">[720 ILCS 5/16-2]</a>	Theft of Lost or Mislaid Property	1/1/2004
<a href="#">[720 ILCS 5/16A-3]</a>	Retail Theft (as a misdemeanor)	
<a href="#">[720 ILCS 5/19-4]</a>	Criminal Trespass to Residence	
<a href="#">[720 ILCS 5/24-1.5]</a>	Reckless Discharge of a Firearm	1/1/1998
<a href="#">[225 ILCS 65/10-5]</a>	Practice of Nursing without a License	1/1/2004
<a href="#">[720 ILCS 115/53]</a>	Cruelty to Children	1/1/1998
<a href="#">[720 ILCS 250/4]</a>	Receiving Stolen Credit Card or Debit Card	1/1/2004
<a href="#">[720 ILCS 250/5]</a>	Receiving a Credit or Debit Card with Intent to Use, Sell, or Transfer	1/1/2004
<a href="#">[720 ILCS 250/6]</a>	Selling a Credit Card or Debit Card, without	1/1/2004

	the Consent of the Issuer	
<a href="#">[720 ILCS 250/8]</a>	Using a Credit or Debit Card with the Intent to Defraud	1/1/2004
<a href="#">[720 ILCS 250/17.02]</a>	Fraudulent Use of Electronic Transmission	1/1/2004

<b>Offenses that Are Always Disqualifying Except Through the Appeal Process</b>		
<b>Illinois Compiled Statutes Citation</b>	<b>Offense</b>	<b>Additional Offense Added Effective</b>
<a href="#">[720 ILCS 5/8-1.1]</a>	Solicitation of Murder	1/1/1998
<a href="#">[720 ILCS 5/8-1.2]</a>	Solicitation of Murder for Hire	1/1/1998
<a href="#">[720 ILCS 5/9-1]</a>	First Degree Murder	
<a href="#">[720 ILCS 5/9-1.2]</a>	Intentional Homicide of an Unborn Child	
<a href="#">[720 ILCS 5/9-2]</a>	Second Degree Murder	
<a href="#">[720 ILCS 5/9-2.1]</a>	Voluntary Manslaughter of an Unborn Child	
<a href="#">[720 ILCS 5/9-3]</a>	Involuntary Manslaughter and Reckless Homicide	
<a href="#">[720 ILCS 5/9-3.1]</a>	Concealment of Homicidal Death	
<a href="#">[720 ILCS 5/9-3.2]</a>	Involuntary Manslaughter and Reckless Homicide of an Unborn Child	
<a href="#">[720 ILCS 5/9-3.3]</a>	Drug Induced Homicide	
<a href="#">[720 ILCS 5/10-1]</a>	Kidnapping	
<a href="#">[720 ILCS 5/10-2]</a>	Aggravated Kidnapping	
<a href="#">[720 ILCS 5/11-6]</a>	Indecent Solicitation of a Child	1/1/1998
<a href="#">[720 ILCS 5/11-9.1]</a>	Sexual Exploitation of a Child	1/1/1998
<a href="#">[720 ILCS 5/11-9.5]</a>	Sexual Misconduct with a Person with a Disability	7/24/2006
<a href="#">[720 ILCS 5/11-19.2]</a>	Exploitation of a Child	1/1/1998
<a href="#">[720 ILCS 5/11-20.1]</a>	Child Pornography	1/1/1998
<a href="#">[720 ILCS 5/12-3.3]</a>	Aggravated Domestic Battery	1/1/2004
<a href="#">[720 ILCS 5/12-4]</a>	Aggravated Battery	1/1/1998
<a href="#">[720 ILCS 5/12-4.1]</a>	Heinous Battery	
<a href="#">[720 ILCS 5/12-4.2]</a>	Aggravated Battery with a Firearm	
<a href="#">[720 ILCS 5/12-4.2-5]</a>	Aggravated Battery with a Machine Gun or a Firearm Equipped with Any Device or Attachment Designed or Used for Silencing the Report of a Firearm	1/1/2004
<a href="#">[720 ILCS 5/12-4.3]</a>	Aggravated Battery of a Child	

<a href="#">[720 ILCS 5/12-4.4]</a>	Aggravated Battery of an Unborn Child	
<a href="#">[720 ILCS 5/12-4.6]</a>	Aggravated Battery of a Senior Citizen	
<a href="#">[720 ILCS 5/12-4.7]</a>	Drug Induced Infliction of Great Bodily Harm	
<a href="#">[720 ILCS 5/12-13]</a>	Criminal Sexual Assault	
<a href="#">[720 ILCS 5/12-14]</a>	Aggravated Criminal Sexual Assault	
<a href="#">[720 ILCS 5/12-14.1]</a>	Predatory Criminal Sexual Assault of a Child	
<a href="#">[720 ILCS 5/12-15]</a>	Criminal Sexual Abuse	
<a href="#">[720 ILCS 5/12-16]</a>	Aggravated Criminal Sexual Abuse	
<a href="#">[720 ILCS 5/12-19]</a>	Abuse and Criminal Neglect of a LTC Facility Resident	
<a href="#">[720 ILCS 5/12-21]</a>	Criminal Abuse or Neglect of an Elderly Person or Person with a Disability	
<a href="#">[720 ILCS 5/16-1.3]</a>	Financial Exploitation of an Elderly Person or a Person with a Disability	
<a href="#">[720 ILCS 5/18-2]</a>	Armed Robbery	
<a href="#">[720 ILCS 5/18-4]</a>	Aggravated Vehicular Hijacking	1/1/1998
<a href="#">[720 ILCS 5/18-5]</a>	Aggravated Robbery	1/1/1998

## VII. General Education Competencies for Degree Portfolio Completion:

**\*At this time, NA 110 does not require the degree portfolio.**

It is the student's responsibility, with the guidance of instructors and advisors, to demonstrate that General Education Core Competencies have been met. Those marked with an " x" reflect the competencies taught in this course.

Many assignments, tasks, projects, and assessments in different courses can be used as artifacts/examples and are identified within parenthesis "( )" below.

### I. Solve Problems

- A. Solve problems within a discipline using steps which may include information collection and organization, data analysis and interpretation, and generation and evaluation of solutions. ( )
- B. Integrate and synthesize information, knowledge, and experience in making informed decisions. ( )
- C. Use technology to access and process information and solve problems. ( )
- D. Apply mathematical principles, concepts, and skills including mathematical models and the use of arithmetic, algebraic, geometric, and statistical methods to solve problems. ( )

### II. Analyze Issues from Multiple Perspectives, including one or more of the following:

- A. Demonstrate an understanding of historical perspective and ways art,

literature, and other disciplines represent and interpret the human experience. ( )

- B. Analyze social, political, cultural, historical, economic, and scientific issues that both link and separate cultures and societies throughout the world. ( )
- C. Demonstrate an understanding of issues of diversity. ( )
- D. Demonstrate an understanding of opposing points of view and ethical issues. ( )

### III. Communicate Competently

- A. Demonstrate writing that is rhetorically appropriate, focused, clear, developed, organized, and technically correct. ( )
- B. Demonstrate oral presentation skills including rhetorically appropriate content and effective delivery techniques. ( )
- C. Demonstrate effective interpersonal communication skills including listening skills, team skills, collaboration, and respect for others, and consideration of opposing points of view. ( )

### VIII. Course Units:

MODULE	TITLE	ESTIMATED TIME	DATES
I	<p><b>INTRODUCTION TO HEALTH CARE SYSTEMS</b></p> <p>1) Functions of health care facilities. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) differentiate between the hospital, long term care facility, and home health aide programs as to their basic purposes and what each expects of the nursing assistant;</li> <li>B) define the functions of the nursing assistant and be aware of the ethical implications and the legal limitations; and</li> <li>C) develop a beginning understanding and appreciation of the responsibility of the nursing assistant as a member of the health care team.</li> </ul> <p>2) Home Health Agencies and the health care professions. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) discuss the purpose and organization of a home health agency;</li> <li>B) identify the members of the home health care team and their respective tasks; and</li> <li>C) apply learned basic nursing procedures to the home setting making appropriate modifications.</li> </ul> <p>3) Philosophy of patient care. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) understand the uniqueness and reward of caring for the geriatric patient;</li> <li>B) demonstrate an awareness of the ethics involved in the position; and</li> </ul>	4-6	

	<p>C) develop an understanding of the patient-family relationship.</p> <p>4) The role of the multidisciplinary health care team. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) define the role of the nursing assistant in the long-term care facility;</p> <p>B) identify and discuss roles of the multidisciplinary team and the integration of services for the total care of the patient; and</p> <p>C) identify the "chain of command" in the organizational structure of a long-term care facility.</p> <p>5) Personal qualities of the nursing assistant. Objectives: Upon completion of this unit of instruction, the student will meet expectations of facilities by being able to:</p> <p>A) meet standards of appearance and general behavior;</p> <p>B) be aware of the importance of punctuality and confidentiality; and</p> <p>C) demonstrate an awareness of the empathy and compassion, particularly to the elderly.</p> <p>6) Duties of the nurse assistant. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) develop an understanding of nursing assistant duties;</p> <p>B) develop an understanding of the why's of patient care, such as infection control, safety, and residents' rights; and</p> <p>C) define the functions of the nursing assistant and be aware of legal implications.</p> <p>7) Medical terminology. Objectives: Upon completion of this unit of instruction, the student will meet expectations of facilities by being able to:</p> <p>A) develop an awareness of the very basic abbreviations and symbols utilized in medical terminology; and</p> <p>B) meet the written standards for charting on the medical record.</p> <p>8) Recording. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) demonstrate an awareness of the principles of accurate observation and recording; and</p> <p>B) discuss the various forms utilized in the medical record system.</p>		
II	<p><b>INTRODUCTION TO THE PATIENT</b></p> <p>1) Resident Rights. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) provide privacy and maintenance of confidentiality;</p> <p>B) assist residents to make personal choices to accommodate their individual needs; and</p> <p>C) maintain reasonable care of the personal possessions of residents.</p> <p>2) Communication and interpersonal relationships with</p>	4-6	

	<p>patients, families and others. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) develop an awareness of appropriate communication between staff/patients, staff/families, families/patient, staff/staff;</li> <li>B) develop communication techniques; and</li> <li>C) demonstrate the ability to understand verbal and nonverbal communication.</li> </ul> <p>3) Psychological needs of patient and family. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) develop an awareness of sensitivity to the patient's need for feelings of self-worth;</li> <li>B) demonstrate the ability to listen; and</li> <li>C) understand the necessity to develop and maintain harmony between patient and and family.</li> </ul> <p>4) Normal growth and development. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) list and describe various priorities of need of residents;</li> <li>B) describe the continuum of life cycle; and</li> <li>C) develop an awareness of normalcy and deviations.</li> </ul>		
III	<p><b>YOUR WORKING ENVIRONMENT</b></p> <p>Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Cleanliness in the health care setting and patient homes.</p> <ul style="list-style-type: none"> <li>A) define the principles of medical asepsis;</li> <li>B) demonstrate an awareness of the importance of cleanliness in health care institutions; and</li> <li>C) demonstrate the ability to modify medical asepsis technique for the home setting.</li> </ul> <p>2) Principles of handwashing. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) discuss the need for handwashing before and after each task and before and after direct patient contact;</li> <li>B) demonstrate that an understanding of a good handwashing technique will prevent the spread of disease; and</li> <li>C) demonstrate the ability to wash hands using the learned technique.</li> </ul> <p>3) Principles of disinfection. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) List the methods of disinfection;</li> <li>B) demonstrate an awareness of handling disinfected articles; and</li> <li>C) differentiate between "clean" and "dirty."</li> </ul> <p>4) Principles of sterilization. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) explain the relationship between microorganisms and</li> </ul>	4-6	

	<p>infection control;</p> <p>B) list the conditions necessary for microorganism growth; and</p> <p>C) develop an awareness of the process of killing all bacteria.</p> <p>5) Techniques of disinfection. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) discuss the various methods of disinfecting;</p> <p>B) develop an awareness of relevant time necessary for disinfection; and</p> <p>C) list articles that can be safely disinfected.</p> <p>6) Maintaining equipment and supplies. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) develop an understanding of the proper usage of equipment used in the personal/nursing care of residents;</p> <p>B) demonstrate proper usage, cleaning and storing of equipment; and</p> <p>C) develop an awareness of the reporting system relevant to proper maintenance of equipment.</p>		
IV	<p><b>SAFETY</b></p> <p>1) Body mechanics. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) discuss techniques of proper body mechanics;</p> <p>B) demonstrate good body mechanics for the benefit of the patient and nursing assistant; and</p> <p>C) relate use of body mechanics to basic musculo-skeletal anatomy.</p> <p>2) Fire safety. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) identify potential fire hazards;</p> <p>B) identify and apply facility's procedures for safety, fire and disaster; and</p> <p>C) state his/her role in facility's fire and disaster plan.</p> <p>3) Disaster. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) identify designated supervisory personnel in the event of disaster;</p> <p>B) develop an understanding of the disaster manual; and</p> <p>C) state his/her role in facility's safety, fire and disaster plan.</p> <p>4) Heimlich maneuver. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) list signs of choking; and</p> <p>B) demonstrate the Heimlich maneuver.</p>	4-6	
V	<p><b>THE PATIENT'S UNIT</b></p> <p>Bedmaking procedures (unoccupied and occupied). Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) identify the patient's need for a clean and comfortable environment;</p> <p>2) identify the purpose of the procedure for making the unoccupied and occupied bed; and</p>	3-6	

	3) demonstrate proper bedmaking procedure.		
VI	<p><b>LIFTING, MOVING AND TRANSPORTING PATIENTS</b></p> <p>1) In bed. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) describe briefly the musculo-skeletal system;</li> <li>B) realize needs for motion in joints and muscle activity;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>C) maintain correct body alignment.</li> </ul> <p>2) Ambulatory. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) safely ambulate patients;</li> <li>B) demonstrate proper body mechanics; and</li> <li>C) develop an awareness of the physical ability of each patient.</li> </ul> <p>3) Wheelchair. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) apply safety principles involved in transporting patient in wheelchair;</li> <li>B) demonstrate proper body mechanics; and</li> <li>C) provide for privacy when transferring the patient from bed to wheelchair.</li> </ul> <p>4) Stretcher. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) identify and apply rules for safety for patient transfer;</li> <li>B) demonstrate good body mechanics; and</li> <li>C) provide for privacy when transferring the patient from bed to stretcher.</li> </ul>	4-6	
VII	<p><b>BASIC ANATOMY</b></p> <p>1) Contents:</p> <ul style="list-style-type: none"> <li>A) Anatomy of the Skeletal System;</li> <li>B) Anatomy of the Circulatory System;</li> <li>C) Anatomy of the Digestive System;</li> <li>D) Anatomy of the Respiratory System;</li> <li>E) Anatomy of the Urinary System;</li> <li>F) Anatomy of the Muscular System; and</li> <li>G) Functioning of the human body as related to the disease process.</li> </ul> <p>2) Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) develop an understanding of human anatomy and its relationship to normal function;</li> <li>B) identify and discuss simple disease processes; and</li> <li>C) explain how body systems work together.</li> </ul>	8-10	
VIII	<p><b>PERSONAL CARE OF THE PATIENT</b></p> <p>1) Contents:</p> <ul style="list-style-type: none"> <li>A) Oral hygiene;</li> <li>B) Bathing procedures;</li> <li>C) Care of the back feet and skin; and</li> <li>D) Observing and reporting.</li> </ul>	12-15	

	<p>2) Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) identify basic human needs (physical, emotional, social and religious) of the patient;</p> <p>B) demonstrate the ability to recognize basic human needs in patient behavior;</p> <p>C) demonstrate proper medical asepsis technique;</p> <p>D) demonstrate methods to detect incipient or manifest decubitus ulcers;</p> <p>E) demonstrate measures to prevent decubitus ulcers, such as proper positioning and turning;</p> <p>F) identify the patient's need for a clean environment;</p> <p>and</p> <p>G) observe and report care given.</p>		
IX	<p><b>NUTRITION</b></p> <p>1) Diets and therapeutic diets. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) describe briefly the use of basic nutrients and fluids by the body;</p> <p>B) list the basic four groups and name daily requirements of each; and</p> <p>C) identify modified diets and understand the reasons for modification.</p> <p>2) Feeding techniques. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) describe briefly the anatomy of digestion;</p> <p>B) develop an awareness of the patient's eating limitations; and</p> <p>C) serve and assist patient with feeding.</p> <p>3) Nourishments. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) develop an understanding of intermittent nourishments and dietary supplements;</p> <p>B) demonstrate the ability to properly distribute nourishments; and</p> <p>C) accurately report and record diet and fluid intake.</p>	3-5	
X	<p><b>FLUID BALANCE</b></p> <p>1) Measuring fluid intake and output. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) describe briefly the anatomy of elimination;</p> <p>B) demonstrate the ability to measure intake and output; and</p> <p>C) accurately report and record intake and output.</p> <p>2) Forcing and restricting fluids. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) identify problems associated with bowel and bladder management;</p> <p>B) develop an understanding of fluid balance in the body; and</p> <p>C) accurately report and record patient's fluid intake.</p> <p>3) Specimen collection. Objectives: Upon completion of</p>	3-5	

	<p>this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) describe briefly the anatomy related to body discharge and elimination;</li> <li>B) demonstrate how to collect stool, urine, and other specimens; and</li> <li>C) accurately report and record urinary, fecal, and other output.</li> </ul>		
XI	<p><b>OBSERVING AND RECORDING VITAL SIGNS</b></p> <p>1) Contents:</p> <ul style="list-style-type: none"> <li>A) Taking the temperature;</li> <li>B) Taking pulse;</li> <li>C) Taking respirations;</li> <li>D) Taking blood pressure;</li> <li>E) Recording vital signs; and</li> <li>F) Measuring height and weight.</li> </ul> <p>2) Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) state the meaning and importance of temperature, pulse, respirations, and blood pressure;</li> <li>B) demonstrate how to properly measure temperature, pulse, respirations, and blood pressure;</li> <li>C) accurately report and record temperature, pulse, respirations, and blood pressure; and</li> <li>D) Demonstrate how to accurately measure and record height and weight.</li> </ul>	4-5	
XII	<p><b>SUPPORTIVE CARE</b></p> <p>1) Heat applications. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) describe the various methods of heat application;</li> <li>B) demonstrate the use of safety measures involved in applying hot applications; and</li> <li>C) report and record treatment given.</li> </ul> <p>2) Cold applications. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) describe the various methods of cold application;</li> <li>B) demonstrate the use and safety measures involved in applying cold applications; and</li> <li>C) report and record treatment given.</li> </ul> <p>3) Enemas. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) describe briefly the anatomy of elimination;</li> <li>B) demonstrate how to administer an enema; and</li> <li>C) accurately report and record the procedures and results.</li> </ul> <p>4) The vaginal douche - external and internal. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) describe briefly the anatomy of the reproductive system;</li> <li>B) demonstrate the procedure of administering an external and internal douche; and</li> </ul>	4-6	

	<p>C) accurately report and record the procedure.</p> <p>5) Catheters and tubing. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) develop a basic understanding of the use of catheters and tubing;</p> <p>B) discuss the use of specific catheters and tubing; and</p> <p>C) develop an understanding of the maintenance and storage of catheters and tubing.</p>		
XIII	<p><b>FUNDAMENTALS OF REHABILITATION NURSING</b></p> <p>1) Philosophy of rehabilitation nursing. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) discuss the intrinsic worth of affected persons;</p> <p>B) develop a beginning understanding of the fundamentals of rehabilitation; and</p> <p>C) identify methods of treating the whole patient for restoration of function.</p> <p>2) Principles of rehabilitation nursing. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) demonstrate an understanding of the concepts of rehabilitation nursing;</p> <p>B) identify the four cardinal principles of rehabilitation nursing; and</p> <p>C) develop an awareness of the treatment process of rehabilitation as well as the legal implications.</p> <p>3) Concepts of activities of daily living. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) describe and discuss the use of adaptive tools for the disabled person;</p> <p>B) develop an awareness of sensitivity to the patient's need for feelings of self-esteem; and</p> <p>C) motivate the patient to work toward independence and self-care.</p>	2-5	
XIV	<p><b>PATIENT CARE PLANNING</b></p> <p>1) Contents:</p> <p>A) Patient admission;</p> <p>B) Patient transfer; and</p> <p>C) Patient discharge.</p> <p>2) Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) be aware of the emotional implications of admission, transfer, and discharge;</p> <p>B) demonstrate the procedures for admission, transfer, and discharge; and</p> <p>C) observe, report, and record accurately.</p>	1-2	
XV	<p><b>THE PATIENT IN ISOLATION</b></p> <p>1) Isolation techniques. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>A) discuss communicable diseases and the nature of isolation techniques;</p> <p>B) differentiate between "clean" and "dirty"; and</p> <p>C) discuss the difference between regular and reverse</p>	2-4	

	<p>isolation procedures.</p> <p>2) Physiological aspects of isolation. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) demonstrate isolation precautions and procedures;</li> <li>B) demonstrate isolation procedures including handwashing, masking, gowning, food and elimination precautions; and</li> <li>C) accurately report and record isolation procedures.</li> </ul> <p>3) Psychological aspects of isolation. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) be aware and empathetic to the patient's fear and loneliness;</li> <li>B) identify untoward behavior of the isolated patient; and</li> <li>C) accurately observe and record patient's emotional reaction to the isolation process.</li> </ul> <p>4) Isolation in the home. Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) apply learned isolation techniques making necessary modifications for home care;</li> <li>B) communicate effectively with the patient and family relevant to the isolation process; and</li> <li>C) accurately observe, report, and record the isolation techniques.</li> </ul>		
XVI	<p><b>CARE OF THE TERMINALLY ILL PATIENT</b></p> <p>1) Contents:</p> <ul style="list-style-type: none"> <li>A) Psychological needs of the patient; and</li> <li>B) Psychological needs of the family.</li> </ul> <p>2) Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>A) identify and describe the rights of the dying patient and his/her family;</li> <li>B) discuss attitudes and feelings about death and dying;</li> <li>C) describe the physical and psychological changes in the patient as death approaches; and</li> <li>D) discuss the grieving process of the patient and family.</li> </ul>	2-3	
XVII	<p><b>CARE OF THE BODY (POSTMORTEM CARE)</b></p> <p>Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <ul style="list-style-type: none"> <li>1) develop an awareness for respect for the body after death occurs;</li> <li>2) develop an understanding for good body alignment after death; and</li> <li>3) demonstrate nursing care after death.</li> </ul>		
XVIII	<p><b>AGING AND DEMENTIA</b></p> <p>Objectives: Upon completion of this unit of instruction, the student will be able to:</p>		

	<p>1) Identify the differences between the normal aging process and cognitive dysfunction disease processes;</p> <p>2) Define dementia and pseudo-dementia:  A) Reversible; and  B) Non-reversible;</p> <p>3) List the common terminology used to describe different types of dementia:  A) Alzheimer's disease (AD);  B) Senile Dementia of the Alzheimer's Type (SDAT);  C) Multi Infarct Dementia (MID); and  D) Organic Brain Syndrome (OBS);</p> <p>4) Discuss how dementias are currently diagnosed.</p>		
XIX	<p><b>ALZHEIMER'S DISEASE AND RELATED DEMENTIAS (RD)</b>  Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Identify the potential health, social and economic impacts of AD and RD:  A) Society;  B) Family; and  C) Individual.</p> <p>2) List the primary signs, symptoms and associated features of AD and RD.</p> <p>3) Discuss memory loss, sensory impairments, perceptual dysfunction, and cognitive and physical changes normally associated with AD and RD.</p>	12-15	
XX	<p><b>COMMUNICATIONS</b>  Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Identify the elements of verbal/nonverbal communication between staff/resident;</p> <p>2) Discuss the expected language and communication changes in AD and RD residents;</p> <p>3) Identify effective techniques for enhancing communications; and</p> <p>4) Discuss the importance of touch and companionship to the AD and RD resident.</p>		
XXI	<p><b>CARE AND TREATMENT MODALITIES</b>  Objective: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Discuss the inter-disciplinary nature of treatment in the care of AD and RD residents;</p> <p>2) Identify the importance of observation and ways to monitor the behavior and safety of the AD and RD resident;</p>		

	<p>3) Identify the importance of: consistency in approach; focusing on ability; task breakdown techniques; clueing and distraction techniques;</p> <p>4) Discuss the difference in approaching activities of daily living (ADL), such as dressing, bathing, grooming, oral hygiene, bowel, bladder, and skin care;</p> <p>5) List the physical changes and their effects on the AD resident.</p>		
XXII	<p><b>BEHAVIOR ISSUES AND MANAGEMENT TECHNIQUES</b> Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Discuss the common mood and behavioral disturbances of residents with a progressive dementing disorder:  A) Agitation;  B) Anxiety;  C) Catastrophic Reactions;  D) Clinging;  E) Combativeness;  F) Delusions/hallucinations;  G) Inappropriate sexual behaviors;  H) Rummaging/hoarding;  I) Sleep disturbance;  J) Sundowning (increasing intensity of symptoms during evening hours);  K) Suspiciousness; and  L) Wandering/pacing.</p> <p>2) Identify specific techniques or approaches used to support residents ability:  A) Behavior;  B) Cause;  C) Staff intervention/response; and  D) Environment.</p>		
XXIII	<p><b>ACTIVITIES</b> Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Identify appropriate activities based on the individuals mood and behavioral needs:  A) Individual;  B) Small group; and  C) Large group.</p> <p>2) Discuss the importance, significance and types of familiar tasks to support normalization.</p>		
XXIV	<p><b>NUTRITION AND DIETARY FACTORS</b> Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Identify cognitive and physiological changes of AD and RD residents that affect nutrition and feeding patterns;</p> <p>2) Discuss potential feeding problems, complications, and eating behaviors; and</p>		

	3) List approaches for maintaining good nutrition and enhancing mealtime.		
XXV	<p><b>FAMILY ROLE AND COMMUNITY RESOURCES</b></p> <p>Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Define family, significant other, and the sandwich generation (individuals caring for both their children and their elderly parents);</p> <p>2) Identify role changes and role reversal;</p> <p>3) Discuss the extent of family caregiving prior to Nursing Home placement;</p> <p>4) Discuss the impact of chronic stress on family systems;</p> <p>5) Discuss the impact of caring for the AD and RD family member or resident on the primary caregiver;</p> <p>6) Identify interventions appropriate for assisting family caregivers to cope with their stress;</p> <p>7) Identify the different community resources available and their role in the care and treatment of AD and RD residents both inside and outside the facility setting; and</p> <p>8) Discuss how local chapter of the Alzheimer's Disease and Related Disorders Association (ADRDA) can assist the resident, the family caregiver and the facility.</p>		
XXVI	<p><b>STAFF SUPPORT</b></p> <p>Objectives: Upon completion of this unit of instruction, the student will be able to:</p> <p>1) Identify stress factors involved in caring for persons with irreversible cognitive decline;</p> <p>2) Identify coping mechanisms used by the individual resident to compensate for irreversible cognitive decline; and</p> <p>3) Identify coping mechanisms that are used during the death, dying and bereavement process by the family and facility staff.</p>		
XXVII	<p><b>CARDIOPULMONARY RESUSCITATION</b></p> <p>Objective: Upon completion of this unit of instruction, the student will be able to initiate basic cardiopulmonary resuscitation. After the training, certification in the provision of basic life support by an American Heart Association or American Red Cross certified training program may be offered as an option for this unit, but such certification is not a pre-requisite for the student's satisfactory completion of this unit of instruction.</p>	4-4	
		80-115	

*Taken from: Illinois Department of Public Health Model Basic Nursing Assistant Training Program (Source: Amended at 17 Ill. Reg. 2984, effective 2.22.1993)*

**Spoon River College**  
**Admission Criteria, Application Procedure and Course Requirements**  
**Checklist for Nursing Assistant Students**

**Send all required documents directly to:** Spoon River College, Department of Nursing and Allied Health, 23235 N. County 22, Canton, IL 61520, or, Course Instructor (1<sup>st</sup> class day)

**Checklist of requirements:**

- Illinois Department of Public Health requirements to be a Certified Nursing Assistant:
- Must be in an approved NA program within 45 days of hire.
- Must be on the Nurse Aide Registry within 120 days of hire or within 120 days of completing a state approved NA program and testing.
- Must have no documented findings of abuse, neglect, or misappropriation of property listed on the registry.
- Be at least 16 years of age, of temperate habits and good moral character, honest, reliable, and trustworthy.
- Be able to speak and understand the English language or a language understood by a substantial percentage of the facility's residents.
- Must provide evidence of prior employment or occupation, if any, and residence for two years prior to present employment as a nursing assistant.
- Have completed at least eight years of grade school or provide proof of equivalent knowledge.
- Complete SRC application form.
- Must meet the essential functions of the position of a nursing assistant.
- Receive a satisfactory SDRT examination result of a minimal 8<sup>th</sup> grade reading level.
- Meet with general advisor to register for the NA course.
- Purchase required text and NA Skills packet (both sold at SRC bookstore).
- Attend the course orientation by the instructor on the first class day in order to receive all documents to complete for IDPH and SRC requirements.
- Complete the Nursing Assistant Acknowledgement Statements signature page including Health Information, Fingerprint Background Check, Attendance, Confidentiality, and NA Course statements.
- Complete the IDPH Health Care Worker Fingerprint Background Authorization form from the instructor.
- Have processed by an IDPH approved vendor a Health Care Worker Fingerprint background check (fee paid to vendor). Information of process will occur on the first day orientation.
- Return Health Care Worker Fingerprinting receipt to instructor by 10<sup>th</sup> day of course or be dropped from the course.
- The fingerprint background check must result in 'no hit' or 'automatic waiver'.
- Physician completed SRC Nursing Assistant Program physical exam form, including immunization documentation (no greater than 90 days prior or 3 weeks after the course start).
- Documentation of a current 2 step TB test or chest x-ray resulting in negative active tuberculosis (no greater than 6 months prior or 3 weeks after the course start).
- Documentation of Hepatitis B vaccination series, titer or completion of SRC Nursing Assistant Program Hepatitis B waiver form (due 3 weeks after the course start).
- Comply with Professional Healthcare Student Dress Code and Etiquette Policy and SRC's Code of Conduct.
- Meet Nursing Assistance course required hours (ADULT: 88 theory/48 clinical, HIGH SCHOOL: 128 theory/64 clinical).
- Must meet mandatory attendance of IDPH required hours in the CPR education days. Must become certified in Professional Rescuer for Healthcare Providers CPR.
- Must meet mandatory attendance of IDPH required hours in the Alzheimer's education days.
- Receive at least a minimal 'C' grade in each separate evaluative phase for theory, clinical, and final exam.
- Complete SIU-C Competency Exam application with required certified check or money order made payable to SIU-C (will receive informational letter from SIU-C/IDPH about test date and time).
- Complete student/instructor evaluation.

**SPOON RIVER COLLEGE  
DEPARTMENT OF NURSING AND ALLIED HEALTH  
NURSING ASSISTANT ACKNOWLEDGEMENT STATEMENTS**

After reading the statements below, please sign and date each and return this section to your NA 110 course instructor.

**A. Health information**

- ❖ I understand that I must provide the Department of Nursing and Allied Health Business Office or my instructor with a copy of a current history/physical, copy of Hepatitis B series or waived form, and a copy of a current 2-step TB test with statement that I am free of tuberculosis in the active stages **BEFORE** I may begin the first clinical day. If I do not provide this information, I know that this will cause me to be absent from clinical and therefore possibly failing the course if time requirements are not met.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**B. Fingerprint Background Check**

- ❖ I understand that I cannot have any direct patient contact without a cleared or waived Healthcare Worker Fingerprint Background Check and that I will not be allowed in the clinical area, which will result in an "F" for the clinical component and subsequently an "F" for the course.
- ❖ I also understand that SRC will not refund course tuition or fees beyond the drop/add date.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**C. Attendance**

- ❖ I understand that regular, prompt attendance is important and that I **must** attend a minimum of Adult 80 / High School 128 classroom hours of theory and a minimum of Adult 40 / High School 64 hours of clinical in order to earn a possible passing grade for this course.
- ❖ I understand that my attendance in this NA course is crucial. I also understand it is mandatory according to Illinois law that I must receive CPR training and Alzheimer training during this course and cannot miss those scheduled days.
- ❖ I understand that if absent, I am responsible for learning the materials and skills presented during this time **and** that my absence will not exceed the Illinois state required hours.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**D. Confidentiality**

- ❖ I understand that during my participation in the Nursing Assistant course, I will have access to client information that is absolutely confidential in nature and therefore is required by law, through the Health Insurance Portability and Accountability Act (HIPAA) Privacy and Security Rules to remain confidential at all times.
- ❖ I understand that while classroom and clinical discussion may include confidential information, it is not to be discussed outside of the SRC academic setting and if this occurs it is grounds for immediate course failure.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**E. NA Course**

I have received, had time to have all of my questions answered by the NA instructor and, understand the Course Syllabus including Student Information and Handbook, and Skill's Check List.

Signature \_\_\_\_\_ Date \_\_\_\_\_