

**FEEDING ASSISTANT PROGRAM  
FOR  
NURSING HOMES**

**NEW YORK STATE DEPARTMENT OF HEALTH  
DIVISION OF RESIDENTIAL SERVICES**

**DECEMBER 2007**

## **NURSING HOME TRAINING PROGRAM FOR PAID FEEDING ASSISTANT**

**THIS DOCUMENT HAS BEEN PREPARED BY THE NEW YORK STATE DEPARTMENT OF HEALTH, DIVISION OF RESIDENTIAL SERVICES FOR USE BY NEW YORK STATE NURSING HOMES IN THE UTILIZATION OF PAID FEEDING ASSISTANTS AND/OR THE IMPLEMENTATION OF A STATE APPROVED FEEDING ASSISTANT TRAINING PROGRAM**

THE FOLLOWING INFORMATION IS CONTAINED IN THIS PACKAGE:

- A. PAID FEEDING ASSISTANT - INTRODUCTION
- B. DIRECTIONS FOR THE INSTRUCTOR OF FEEDING ASSISTANT TRAINING PROGRAM
- C. STATE-APPROVED PAID FEEDING ASSISTANT TRAINING PROGRAM CONTENT
  - I. Resident Rights
  - II. Infection Control
  - III. Safety and Emergency Procedures, including the Heimlich Maneuver
  - IV. Communication and Interpersonal Skills
  - V. Changes in Residents' Condition
  - VI. Appropriate Response to Resident Behavior
  - VII. Assistance with Feeding and Hydration
  - VIII. Feeding Techniques
- D. STATE-APPROVED PAID FEEDING ASSISTANT SKILLS AND KNOWLEDGE CHECKLIST

Questions regarding this material should be submitted in writing to:

NYS Department of Health  
Division of Residential Services  
Bureau of Professional Credentialing  
875 Central Avenue  
Albany, New York 12206

Questions may also be submitted electronically to:

[PROFCRED@health.state.ny.us](mailto:PROFCRED@health.state.ny.us)

## **NURSING HOME TRAINING PROGRAM FOR PAID FEEDING ASSISTANT**

### **A. INTRODUCTION**

Federal regulations [42 CFR 483.35] promulgated in 2003, permitted states to establish programs for the utilization of paid feeding assistants in nursing homes. The federal regulations codified the ongoing demonstrations taking place in various states to supplement existing nursing staff through the employment of feeding assistants for the maintenance of residents' nutrition and hydration. The federal regulations require feeding assistants to complete a state approved training program. Consistent with the federal requirements, New York State has issued regulations, [415.2, 415.13(d)(2) and 415.26(k) effective December 19, 2007, which mandate the completion of the New York State feeding assistant training program for paid feeding assistants.

Nursing homes may elect to use nonlicensed health care professional nursing home employees as feeding assistants, including administrative, clerical, recreational activity and housekeeping staff. The home may also elect to employ part-time employees to work exclusively as feeding assistants. The nursing home must determine if the required feeding assistant training will be provided in-house by the facility or if the facility will only be utilizing previously training paid feeding assistants as permitted.

Nursing homes may not assign a feeding assistant to perform any additional hands-on tasks or services to or for residents. All feeding assistants work under the supervision of a registered nurse or licensed practical nurse and can only feed or assist residents who do not have complicated feeding problems. Feeding assistants will be restricted to providing eating and hydration assistance only in congregate dining rooms (areas) of the nursing home [415.13(d)(4).

Federal and State regulations [42 CFR 483.10(b)(5) and 10 NYCRR Section 415.3(g)(2)(ii) and (iii)], require nursing homes to notify each resident verbally and in writing before, or at the time of admission, and periodically when changes occur during the resident's stay, of services available in the facility. The use of paid feeding assistants is considered a change in available services of the facility. Therefore, prior to utilization of paid feeding assistants, nursing homes that elect to utilize paid feeding assistants, must provide each resident and their designated representative verbal and written notice of how the program will be implemented in the facility.

The facility must specifically notify those residents and their designated representative who would receive services or assistance from paid feeding assistants as part of the care planning process. Consistent with regulations [42 CFR 483.10(b) and 483.20(k) and 10 NYCRR 415.3(e)(1)(iv) and (v) and 415.11(c)(2)] the resident has the right to participate in choosing treatment and services options, discussions in care planning and the right to refuse

treatment. The facility must make all reasonable accommodations to ensure that the resident obtains the necessary care and services to attain or maintain the highest practicable physical, mental and psychosocial well-being in accordance with the comprehensive assessment and plan of care. The selection of a resident who can be fed or assisted by a feeding assistant will be based upon a resident nurse's most recent assessment and plan of care, and the charge nurse's assessment at the time of service.

A feeding assistant is an unlicensed or uncertified health care professional who is paid to feed residents of the nursing facility.

Completion of the State-approved feeding assistant training program, [FATP], is not mandated by federal regulations for volunteers or family members. However, an individual hired by the family as a paid companion for the resident cannot provide nutrition or hydration unless the companion has completed the feeding assistant training program. It is further noted that the facility is responsible for all resident outcomes regardless of the employment status of the caregiver. Nursing homes should recognize the value of consistent training and competency expectations and may elect to extend feeding assistant training to any caregiver engaged in feeding.

A feeding assistant may feed only those residents in group or congregate dining areas of the facility and who do not have complicated feeding problems. Complicated feeding problems include difficulty swallowing, recurrent lung aspirations and tube or parenteral/IV feedings. The daily selection of residents who are determined to be safely fed or assisted to eat by a feeding assistant shall be based on the resident nurse's latest assessment and plan of care and the charge nurse's assessment at time of service.

Paid feeding assistants must work under the supervision of a licensed nurse [RN or LPN]. In an emergency, the supervisory nurse must immediately respond in person to the location of the feeding assistant. This may not be delegated to non-licensed staff.

Paid feeding assistants do not qualify and are not counted as licensed or unlicensed nursing staff of the nursing home. Therefore, the number of paid feeding assistants utilized in the facility is not included in the daily posting of the current number of licensed and unlicensed nursing staff for each shift required under federal statute [Medicare, Medicaid and State Child Health Insurance Program Benefits Improvement and Protection Act of 2000].

Following the issuance of the final Federal regulations governing the use of paid feeding assistants in nursing homes, the Department met with affected parties to develop a feeding assistant program. In response to these discussions, the Department has produced this document containing the New York State feeding assistant rules and the stand-alone New York State approved feeding assistant training program curriculum (FATP). Training for paid feeding assistants can be conducted only by nursing homes. An individual must successfully complete the State-approved FATP before the facility can utilize the individual to feed or assist residents in eating or hydration. Nursing homes must document that each feeding

assistant successfully completed all the components of the State-approved feeding assistant curriculum. Each nursing home will provide the individual who completes the FATP with a Certificate of Successful Completion, and will retain all records of that individual's training. An individual who has already obtained a Certificate of Successful Completion of the a New York State approved FATP provided in another nursing home, may be employed as a feeding assistant at a different nursing home without re-training, upon verification by and at the discretion of, the management of the nursing home considering the individual. The FATP may only be provided in NYS nursing homes.

The feeding assistant training program consists of eight (8) units:

- Resident Rights;
- Infection Control;
- Safety and Emergency Procedures, including the Heimlich Maneuver;
- Communication and Interpersonal Skills;
- Changes in Residents' Condition;
- Appropriate Response to Resident Behavior;
- Assistance with Feeding and Hydration; and
- Feeding Techniques.

Each unit is comprised of the specific training topics and lessons required for training of feeding assistants. The FATP must include all of the topics and lessons as specified in the State-approved FATP curriculum. Information relating to facility personnel and general orientation issues for employees must be taught in separate and distinct training sessions either prior to or after the successful completion of the feeding assistant program.

The State-approved FATP includes at least 15 hours of actual training time. Actual training time does not include evaluation or testing time, break or meal times. Facilities may, if desired, expand and augment the curriculum as they see fit. However each individual's training record must clearly document the trainee's competence in each lesson of the State-approved feeding assistant curriculum.

The facility must designate an instructor for the feeding assistant training program. It is not required that the State-approved FATP be taught by a nurse. The individual conducting the training program should possess knowledge in means, methods and competencies for the provision of safe care and services to nursing home residents and have experience in teaching adult learners. The instructor must also have access to suitable resources in the facility to facilitate the success of each trainee in the program.

Feeding Assistants must be able to read facility documentation including but not limited to, meal cards, resident ID bracelets or bands, input sheets, feeding/hydration assignments, etc.

As a member of the facility staff, the feeding assistant must be able to understand directions provided verbally and in writing from supervisors. When providing feeding assistance to a resident it is critical that the feeding assistant converse with each resident

while performing duties. If training is provided in a language in addition to English, the facility must document this on both the checklist and the certificate of successful completion. In addition, the facility must be able to provide the Department, upon request, with documentation of instructors, training program materials, supervisors' and residents' fluency in the language spoken and understood by the feeding assistants.

Upon determination that the facility wishes to utilize paid feeding assistants, the Administrator of Record of the facility must notify the Department, in writing, of the facility's intent to utilize paid feeding assistants. The notification must be made regardless of the facility's decision to conduct an in-house FATP or utilize already trained feeding assistants.

This notification should be sent to:

Bureau of Professional Credentialing  
Division of Residential Services  
New York State Department of Health  
875 Central Avenue  
Albany, New York 12206

The written notification must be received by the Department, at the address above, at least 20 business days prior to the utilization of paid feeding assistants in the facility. The written notification must be signed by the Administrator of Record of the nursing home and include the information listed below. Notification submitted by E-mail or Fax is not acceptable.

- Name and address of the nursing home;
- Name, title, phone number and e-mail address of the facility's contact person for the feeding assistant program;
- Date of written and verbal notification to residents and designated representatives of utilization of paid feeding assistants in the facility to supplement nursing staff to provide food and hydration to residents;
- Date utilization of paid feeding assistants will begin in the facility;
- Description and floor plan of the exact location(s) where feeding assistants will be working in the facility;
- Date of first class teaching the State-approved feeding assistant training program [if the facility is not providing in-house feeding assistant training, please explain how and where feeding assistant training will be provided.];
- Indication if facility is planning to train existing staff and/or hire new staff to serve as paid feeding assistants; and
- Anticipated number of (1) residents to be assisted by paid feeding assistants and (2) paid feeding assistants to be utilized in the facility.

The Department shall determine facility compliance with the feeding assistant requirements through surveillance activities. Failure to comply with all federal and state regulations and requirements including those pertaining to the training or utilization of paid feeding assistants may result in the withdrawal of the nursing home's ability to provide the State-approved feeding assistant training program and/or utilize paid feeding assistants.

To summarize, in order for a facility to utilize paid feeding assistants, the following activities must be completed by the facility prior to commencing the first feeding assistant training program or utilizing paid feeding assistants:

- 1. Download the New York State-approved Paid Feeding Assistant Training Program Requirements and Curriculum from the HPN Nursing Home page.**
- 2. Read the material carefully;**
- 3. Submit written notification, (signed by the Administrator), to the Department of the nursing home's plan to train and/or utilize feeding assistants at least 20 business days prior to the initial training or and use of paid feeding assistants;**
- 4. Provide verbal and written notification to all residents and their designated representatives of how the paid feeding assistant program will be implemented in the facility;**
- 5. Specifically notify each resident and his/her designated representative, verbally and in writing, who will be assisted by a paid feeding assistant;**
- 6. Establish all policies and procedures necessary for the utilization of and, if conducting in-house FATP, the training of feeding assistants in the facility;**
- 7. If conducting in-house FATP, prepare a training program manual for feeding assistant trainees utilizing the state-approved training program curriculum;**
- 8. If conducting in-house FATP, develop the evaluation measures (written and/or oral tests, practical assessment, skills demonstrations, etc.) including the skills checklist to record successful completion of each lesson of the training program by each individual; and**
- 9. If conducting in-house FATP, prepare Certificate of Successful Completion to include the following information: Full name of feeding assistant, signature of feeding assistant, Trainee or Employee ID number [Social Security Number should not be used], name and address of the facility, date the individual successfully completed the feeding assistant training program, name, title and signature of the training program instructor, and name and signature of the nursing home administrator [AOR].**
- 10. Feeding assistant trainees and feeding assistants are subject to the Department's criminal history background check regulations (10 NYCRR 402).**

## **B. DIRECTIONS FOR THE INSTRUCTOR**

The facility shall designate a qualified individual to serve as the Feeding Assistant Training Program Instructor [Instructor]. As stated elsewhere, it is not required that the Instructor be a nurse. The Instructor should have an understanding in the duties, tasks, skills and knowledge necessary for the provision of safe and appropriate care and services to nursing home residents as well as the documented ability to teach adult learners.

The training program curriculum for nursing home feeding assistants has been designed to prepare the feeding assistant to provide residents with help in eating and drinking, thus reducing incidences of unplanned weight loss and dehydration.

The feeding assistant curriculum has been developed through the efforts and activities of individuals with extensive nursing home and long term care clinical experience. Some of the lessons may be familiar to those Instructors that teach nursing home nurse aides. It is not necessary that the Feeding Assistant Instructor be familiar with the nurse aide training program requirements to teach feeding assistants.

The Instructor is responsible for ensuring that all elements necessary for the implementation of the feeding assistant training program are in place prior to the first training session. The facility must have in place Policies and Procedures for both the utilization of feeding assistants in the facility and the training of feeding assistants. Such Policies and Procedures would include, but not be limited to:

- Qualifications of feeding assistants;
- Criteria for entry into the State-approved feeding assistant training program;
- Criteria for selection of residents to be fed by feeding assistants;
- Location where feeding assistants will provide eating, feeding and hydration assistance to residents;
- Supervision of feeding assistants; and
- State-approved feeding assistant training program.

The State-approved feeding assistant training program [FATP] is comprised of eight [8] training program units. These correspond to the federally-required feeding assistant training program content. They have been re-ordered to facilitate learning. Each unit contains specific training topics and lessons. Each lesson is comprised of minimum training time, learning objectives, measurable performance criteria to evaluate the candidate's competency, and suggested teaching and evaluation methodologies. The Instructor must use these to prepare the teaching materials and lesson plans for each lesson necessary to instruct the trainees. All necessary supplies and equipment must be readily available during training. Instructors should utilize existing educational resources within the facility inservice department as well as those readily available through local libraries and professional/provider associations.

Minimum training times for each lesson have been provided to the Instructor as part of the curriculum. This represents the minimum amount of instructional time determined necessary to adequately present the knowledge and skills to an "average" feeding assistant trainee. Neither break/meal time nor student evaluation time is not considered part of or included in the stated minimum training time. Recognizing that each class of feeding assistants could present the Instructor with students possessing a vast range of educational experiences, the Instructor must be able to increase instructional time as necessary in order to guarantee each trainee learns all of the presented information. The minimum training times specified for each lesson may not be decreased. The Instructor may add additional training time for either these or additional training units, topics or lessons. Such additions of training program lessons must be documented in the facility's feeding assistant training program curriculum.

The Instructor must identify and develop the method(s) and format(s) to be utilized by the Instructor to determine the competency and successful completion of the feeding assistant training program by each student. Competency of the feeding assistant trainee in each area may be assessed through oral or written tests/quizzes/questions and through directly supervised performance of the skills on individuals or residents. The Department has provided, as part of the curriculum, a Feeding Assistant Skills and Knowledge Checklist for use by the facility. The facility must use this form and format to document the individual's successful completion of the facility's State-approved feeding assistant training program.

Additional knowledge and/or skills may be added to this checklist but no skill can be deleted. Facilities should supplement this checklist if additional knowledge and/or skills are taught to students during the feeding assistant training program. The competency checklist must be signed by the Instructor, Feeding Assistant, and the facility Administrator of Record documenting the individual's successful completion of the facility's State-approved feeding assistant training program.

The Instructor must maintain training records for each individual completing the FATP, including a copy of their completed skills checklist, and be prepared to make it available to Department staff upon request.

Individuals successfully completing the facility's Feeding Assistant Training Program are to receive a Certificate of Successful Completion from the facility prior to assignment of feeding assistant duties. A copy of the certificate must be maintained in the Feeding Assistant's personnel folder at the facility. The Certificate of Successful Completion is to contain the following information:

- Full name of the feeding assistant,
- Feeding assistant's trainee or employee ID number [Social Security Number should not be used],
- Name and address of the facility,
- Date the individual successfully completed the feeding assistant training program,
- Name, title and signature of the training program Instructor,
- Signature of the feeding assistant; and
- Name and signature of the nursing home Administrator [AOR].

## **C. NURSING HOME TRAINING PROGRAM CURRICULUM FOR PAID FEEDING ASSISTANT**

### STATEMENT OF CORE VALUES FOR ALL CAREGIVERS

### FEEDING ASSISTANT TRAINING PROGRAM UNITS

UNIT	PAGE
I. Residents Rights	12
II. Infection Control	22
III. Safety and Emergency Procedures, including the Heimlich Maneuver	26
IV. Communication and Interpersonal Skills	47
V. Changes in Residents' Condition	58
VI. Appropriate Response to Resident Behavior	60
VII. Assistance with Feeding and Hydration	68
VIII. Feeding Techniques	73

## **STATEMENT OF CORE VALUES FOR ALL CAREGIVERS**

### **At the Beginning of the Feeding Assistant Curriculum**

Core values underlie all aspects of care in all care settings and profoundly influence worker effectiveness and satisfaction across the full range of performance.

All care given must demonstrate: (1) the dignity and worth of each resident as an individual; (2) respect for the range of diversity of individuals; (3) a therapeutic relationship (i.e., the value of autonomy and control, adapting to resident's preferences and routines and limits, maintaining privacy and confidentiality, and encouraging individuals to be as independent as possible). In addition, the impact of the actual setting/environment on the resident and the resident's adjustment to care must be understood and responded to throughout the program.

### **Objective Statement for each Lesson of the Curriculum:**

All Feeding Assistants must incorporate and demonstrate in their skills and knowledge the understanding and integration of the following core values: (1) the dignity and worth of each resident as an individual; (2) respect for the range of diversity of individuals; (3) a therapeutic relationship (i.e., the value of autonomy and control, adapting to resident's preferences and routines and limits, maintaining privacy and confidentiality, providing care in a caring and compassionate manner and encouraging individuals to be as independent as possible). In addition, the impact of the actual setting/environment on the resident and the resident's adjustment to care must be understood and responded to throughout the program.

**PAID FEEDING ASSISTANT TRAINING PROGRAM UNITS****UNIT:** I. Residents' Rights**TOPIC:** A. Providing Privacy and Maintenance of Confidentiality**LESSON:** 1. Dignity**TIME:****Classroom Training Time****Didactic:** 5 Min.**Lab:****Clinical Training Time****With Residents:****OBJECTIVES:**

The Feeding Assistant will:

1. Explain that treatment with dignity is a responsibility in protecting residents' rights.
2. Relate how care with dignity can be upheld in daily interaction with residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Define dignity as the basic right of any nursing home resident.
2. Identify ways to provide dignified care.

**SUGGESTED TEACHING METHODOLOGIES:**Lectures  
Video/equipment

**UNIT:** I. Resident Rights

**TOPIC:** A. Providing Privacy and Maintenance of Confidentiality

**LESSON:** 2. Personal Privacy  
3. Confidentiality  
    a. Personal Information  
    b. Medical Information

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Define resident privacy.
2. Define confidentiality.
3. State the purposes of confidentiality.
4. Discuss confidential treatment of personal and medical records and with whom the Feeding Assistant may discuss this information, including HIPAA [Health Insurance Portability and Accountability Act].

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Discuss resident privacy.
2. State definition of confidentiality.
3. Identify the purposes of confidentiality.
4. Articulate Feeding Assistant responsibilities in regard to the confidentiality of personal and medical records and identify with whom the Feeding Assistant may discuss this information.
5. Identify consequences of not maintaining the confidentiality regulations.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Role Play

**UNIT:** I. Residents Rights

**TOPIC:** B. Promoting the Resident's Right to Make Personal Choices to Accommodate Their Needs

**LESSON:** 1. Basic Rights of Residents  
a. Methods to Promote  
b. How Rights are Violated

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Describe the basic rights of the nursing home resident as entitled by the regulations.
2. Discuss ways in which staff can promote residents' rights.
3. Identify ways residents' rights may be violated.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name four important residents' rights.
2. Give two examples of each.
3. Observe normal unit activities during a typical shift. Identify staff behaviors that do not promote/respect residents' rights.
4. Describe how these behaviors can be changed.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Video/equipment

**UNIT:** I. Residents Rights

**TOPIC:** B. Promoting the Residents' Right to Make Personal Choices to Accommodate Their Needs

**LESSON:** 2. The Importance of Religious Belief

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the importance of religious beliefs.
2. Name several customs that are part of religious practices.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Identify methods the Feeding Assistant could use to help residents express their religious beliefs.
2. Identify ways to help meet the residents' religious and spiritual needs.

**SUGGESTED TEACHING METHODOLOGIES:**

Lectures

**UNIT:** I. Residents Rights

**TOPIC:** B. Promoting the Residents' Right to Make Personal Choices to Accommodate Their Needs

**LESSON:** 3. Human Sexuality

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss sexuality as an important aspect of a resident's life and basic needs.
2. Discuss the issue of consent in nursing home residents' sexual relationships.
3. Discuss the Feeding Assistant role in providing privacy for a nursing home resident.
4. Discuss sexual advances made by residents toward caregivers.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State major reasons residents may not be sexually active.
2. State important considerations for a sexual relationship between residents.
3. Identify the Feeding Assistant's role in supporting a resident's sexual activity.
4. Give examples of statements the Feeding Assistant could make if a resident makes a sexual advance to the Feeding Assistant.

**SUGGESTED TEACHING METHODOLOGIES:**

Lectures

**UNIT:** I. Residents Rights

**TOPIC:** C. Promoting the Resident's Right to be Free From Abuse, Mistreatment, and Neglect and the Need to Report Any Instance of Such Treatment to Appropriate Facility Staff

**LESSON:** 1. Understand and Recognize All Forms of Abuse

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Define abuse and give examples of:
  - physical abuse
  - mistreatment
  - neglect
2. Discuss how verbal or mental abuse is unacceptable.
3. Explain the procedure for reporting any form of abuse to appropriate facility staff.
4. Explain the procedure for calling the Patient Abuse Hotline.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Give 4 examples of types of reportable abuse specific to the Patient Abuse Reporting Law.
2. Identify the abuse reporting procedure (covered in Unit IE).
3. Identify the differences between verbal and mental abuse and give examples.
4. Demonstrate [role-play] a simulated abuse situation and follow through with reporting it to the appropriate facility staff.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, Textbook Reading

**UNIT:** I. Residents' Rights

**TOPIC:** D. Respecting Residents' Rights

**LESSON:** 1. Patient Abuse Reporting Law  
a. Kinds of Abuse  
b. Requirements of Law  
c. Effects of Law

**TIME:**

**Classroom Training Time**

**Didactic:**

30 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the requirements of Public Health Law Section 2803-d (Patient Abuse Reporting Law).
2. Identify what constitutes physical abuse, mental abuse and verbal abuse.
3. Identify what constitutes mistreatment.
4. Identify what constitutes neglect.
5. Identify who has to report incidents or suspicions of abuse, mistreatment or neglect.
6. Discuss the procedure (how and when) to follow when making a report.
7. Discuss what happens for failure to report incidents or suspicions of abuse, mistreatment or neglect.
8. Discuss what happens when a report is made, including the investigation, findings and due process.
9. Discuss the ramifications if an incident of abuse, mistreatment or neglect is sustained, after due process.
10. Discuss the facility policy and procedure for implementing the Patient Abuse Reporting Law.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State the requirements of Public Health Law Section 2803-d (Patient Abuse Reporting Law).
2. Name three examples of resident physical abuse and 1 example each of resident mental abuse and resident verbal abuse.
3. Name three examples of resident mistreatment.
4. Name three examples of resident neglect.
5. State the Feeding Assistant's responsibility to report incidents or suspicions of abuse, mistreatment or neglect.
6. State the procedure (how and when) to follow when making a report.
7. State the penalties for failure to report incidents or suspicions of abuse, mistreatment or neglect.
8. List the timeframes and steps that occur after a report is made, including the investigation, findings and due process.
9. State the ramifications faced by a Feeding Assistant if an incident of abuse, mistreatment or neglect is sustained, after due process.
10. State the facility policy and procedure for implementing the Patient Abuse Reporting Law.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, discussions

**UNIT:** I. Residents Rights

**TOPIC:** E. Maintaining Care and Security of Residents' Personal Possessions

**LESSON:** 1. Respect of All Personal Belongings

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify the meaning of "personal possessions".
2. Discuss the need for respect of personal belongings.
3. Know what provisions are made to maintain care and security of personal possessions.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List 5 personal possessions that a resident might have in the facility.
2. Give 3 examples of steps taken by staff in a facility to provide security of residents' personal possessions.

**SUGGESTED TEACHING METHODOLOGIES:** Class discussion Lecture

**UNIT:** I. Residents Rights

**TOPIC:** E. Maintaining Care and Security of Residents' Personal Possessions

**LESSON:** 2. Misappropriation of Resident Property

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Define misappropriation.
2. Discuss examples of misappropriation of resident's property.
3. Explain need for reporting.
4. Discuss the consequences of misappropriating a resident's property.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State the definition of misappropriation.
2. Identify 4 examples of misappropriation of resident's property.
3. Restate the consequences to the Feeding Assistant and the resident when a Feeding Assistant misappropriates resident's property.
4. Participate in a role-play situation involving misappropriation of a resident's personal property, and demonstrate the facility reporting procedure.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**UNIT:** II. Infection Control

**TOPIC:** A. The Process of Infection

**LESSON:**

1. Chain of infection
2. Risk Factors
3. Types of Infections
4. Infection Control Program

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the components of the chain of infection.
2. Discuss why the geriatric resident is susceptible to infection.
3. Discuss the common types of infections found in the nursing home resident.
4. Identify residents at high risk for infections.
5. Discuss the purpose of an Infection Control Program in the nursing home.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Diagram the chain of infection.
2. State common ways common types of infections are spread.
3. List reasons the geriatric resident is susceptible to infection.
4. List the most common infections found in the nursing home resident.
5. List diseases that make the elderly more infection prone.
6. State the purpose of an Infection Control Program.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Sketch Board

**UNIT:** II. Infection Control

**TOPIC:** B. Handwashing

**LESSON:** 1. Handwashing

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:** 20 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the importance of hand washing in infection control.
2. Discuss when it is appropriate for the Feeding Assistant to wash hands.
3. Demonstrate proper procedure for hand washing with soap and water.
4. Identify alternate sources of hand washing when soap and water are not available (foam or alcohol wipes).

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List two ways hand washing aids in preventing infections.
2. List three instances from the time the Feeding Assistant comes to work in the nursing home until the time the Feeding Assistant leaves at the end of his/her shift when they should wash their hands.
3. Wash hands with soap and water utilizing principles of infection control.
4. Name two alternate sources of hand washing when soap and water is not available.
5. Wash hands utilizing alternative products.

**SUGGESTED TEACHING METHODOLOGIES:**

Lectures  
Demonstration

**UNIT:** II. Infection Control

**TOPIC:** C. Clean and Dirty

**LESSON:** 1. Concept of clean and dirty

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Explain the concept "clean vs. dirty".
2. Discuss the impact of borrowing supplies, equipment, etc. on resident health in terms of contamination and transmission of infection.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State the concept of clean and dirty and give an example of the clean vs. dirty theory.
2. State problems associated with borrowing supplies and equipment.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**UNIT:** II. Infection Control

**TOPIC:** D. Standard Precautions

**LESSON:** 1. Standard Precautions

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the concept of "Standard Precautions".
2. Discuss the body fluids that are considered potentially infectious.
3. Discuss the purpose and goal of infection control procedures.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State that the purpose of Standard Precautions is to treat all body fluids or items contaminated with body fluids as if they were infectious.
2. Name body fluids that must be handled with standard or universal precautions.
3. State the goal of infection control procedures.

**SUGGESTED TEACHING METHODOLOGIES:**

Lectures

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 1. OSHA

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. State the role of the Occupational Safety and Health Administration.
2. Discuss the Right to Know Law.
3. Discuss the Minimum Safety Data Sheet.
4. Discuss the types and purpose of Personal Protective Equipment.
5. Identify where PPE supplies are located.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Identify who, what, why of OSHA regulations.
2. State the basic purpose of the Right to Know Law.
3. State the purpose and locations of the MSDS in this nursing home.
4. Name the types of PPE and their function.

**SUGGESTED TEACHING METHODOLOGIES:** Demonstration, Lecture

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 2. Environmental  
a. Floors

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss various floor safety hazards including but not limited to: spills, tripping, and glare.
2. Discuss corrective actions for each recognized safety hazard.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List potential safety hazards.
2. State corrective action technique for potential hazard.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, video

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 2. Environmental  
b. Equipment

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss equipment safety hazards including but not limited to broken equipment, sharp edges, and electrical hazards.
2. Outline procedure for reporting faulty equipment.
3. Discuss the need to follow facility policy and procedures regarding operation and handling of all equipment for safety reasons, including but not limited to locking wheelchairs and checking water temperatures and heated food delivery products.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List equipment safety hazards to check before equipment is used.
2. State reporting procedure for faulty equipment.
3. State the importance of following all policy and procedures regarding the use of equipment.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, video, demonstration

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 2. Environmental  
c. Building Structure

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Recognize structural safety hazards including, but not limited to, blind spots, ramps, stairs, inside and outside doors, as they relate to this building.
2. State safe resident care techniques for building structure hazards.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List potential building structure safety hazards.
2. State safety care technique for potential hazard.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, video

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 3. Resident Risk Factors

- a. Impaired Judgment
- b. Impaired Vision and Hearing Senses
- c. Impaired Mobility
- d. Medications

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss each of the following as a risk factor or cause of resident accidents and incidents:
  - a. Impaired judgment.
  - b. Impaired vision and hearing senses.
  - c. Impaired mobility.
  - d. Medications.
2. Identify and discuss the types of accidents and incidents that may be caused by each of the above risk factors.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State the relationship between each of the following risk factors and increased resident accidents/incidents.
  - a. Impaired judgment.
  - b. Impaired vision and hearing senses.
  - c. Impaired mobility.
  - d. Medications.
2. List one example of the accident or incident that each risk factor may cause.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
a. Introduction and Definitions

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Differentiate between "accidents" and "incidents".
2. Discuss the Feeding Assistant's responsibility for keeping the residents safe.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Define "accident" and "incident".
2. Demonstrate safety and accident prevention when feeding residents.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
           b. Common Types  
               (1) Falls

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss issues related to falls in a long term care facility (LTC).
2. Discuss measures the facility may take to reduce the risk of resident and staff falling.
3. Discuss measures the Feeding Assistant may take to reduce the risk of resident and staff falling.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name three scenarios where a resident is at an increased risk of falling.
2. Name three measures the facility could implement to reduce the risk of falls.
3. Name three measures the Feeding Assistant could implement to reduce the risk of falls.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
b. Common Types  
(2) Burns

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the common causes of burns in LTC facility.
2. Discuss measures to reduce the risk of burns to residents and staff from hot liquids and hot food.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name two common causes of burns.
2. Name two measures to reduce the risk of burns to residents.
3. Name two measures to reduce the risk of burns to staff.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
b. Common Types  
(3) Misidentification

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the common causes of the misidentification of residents.
2. Discuss the proper way to identify a resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name common causes for the misidentification of residents.
2. Name ways to properly identify a resident.
3. Correctly identify residents during feeding.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
b. Common Types  
(4) Restraints

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify physical restraints as causes of accidents and incidents.
2. State ways to prevent accidents and incidents caused by physical restraints.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Describe examples of accidents and incidents that can be caused by physical restraints.
2. Restate one preventive care technique for each named cause.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
           b. Common Types  
               (5) Missing Residents

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify common causes of and methods to reduce the risk of missing residents.
2. Discuss the facility policy and procedure if it is identified that a resident is missing.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State common causes of missing residents.
2. Name methods to reduce the risk of having a missing resident.
3. State the steps to follow when it is known that a resident is missing.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
b. Common Types  
(6) Choking/Suffocation

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Differentiate between "suffocation" and "choking".
2. Discuss causes of suffocation and choking.
3. Discuss preventive care techniques for suffocation and choking.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Define "suffocation" and "choking".
2. List three possible causes of suffocation and choking.
3. List three preventive care techniques for suffocation and choking.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 4. Accidents and Incidents  
c. Reporting

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the purposes of accident/incident reporting.
2. Understand their role in reporting per policy.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State the purpose of accident incident report.
2. Define subjective and objective reporting and give examples of each.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, reading assignment, discussions, review of sample A/I forms

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 5. Disaster Plan

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Define "disaster".
2. Describe the Feeding Assistant's role in internal and external disasters.\*
3. Discuss the facility's disaster plan.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Locate the Disaster Plan or Emergency and Disaster Manual on his/her unit.
2. Select from a preprinted list the duties he/she will perform during a specific disaster, as presented in a scenario to the class.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, scenario(s)

**\*Each facility will include specific disasters as covered in their facility disaster manuals.**

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 6. Responding to Emergency Codes

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 5 Min

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the facility emergency codes and their purpose.
2. Discuss the Feeding Assistant's role during each of the emergency codes.
3. Learn how to use the call system.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Identify the meaning of each emergency code.
2. Identify the Feeding Assistant's tasks during each emergency code.
3. Demonstrate the proper use of call system.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, reading assignment, call system demonstration

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
a. Causes of fire and prevention

**TIME:**

**Classroom Training Time**

**Didactic:** 30 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify the relationship between smoking and fires.
2. Discuss the facility's smoking policy.
3. Identify electrical equipment/wiring as a potential cause of fires.
4. Identify other potential causes of fire specific to the facility, including but not limited to kitchen stoves and grease.
5. Identify fire prevention care techniques for smoking.
6. Identify fire prevention care techniques for electrical equipment/wiring.
7. Identify fire prevention care techniques for other potential causes of fires.
8. Discuss the Feeding Assistant's role in fire prevention.
9. Identify that oxygen supports combustion.
10. Identify fire prevention care techniques required when oxygen is in use.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State three ways smoking can cause fires in the LTC facility.
2. State the facility's smoking policy.
3. State two ways electrical equipment/wiring can cause a fire.
4. State two other potential causes of fire in the facility.
5. Name 3 fire prevention care techniques for smoking.
6. Name 3 fire prevention care techniques for electrical equipment.
7. Name 3 fire prevention care techniques for other cited causes.
8. State three Feeding Assistant responsibilities in fire prevention.
9. State that oxygen will feed a fire and make it worse.
11. State three fire prevention care techniques that must be used when oxygen is in use in a resident's room.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
b. Response to Fire

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 15 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss "code word" vs. "fire".
2. Discuss the facility procedure for fire emergency.
3. Discuss the proper Feeding Assistant role during a simulated fire emergency.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name facility code word for fire.
2. State the procedure/protocol (ALARM, RESCUE) that will be performed when a fire is discovered.
3. Demonstrate proper decorum and role performance during a role-play fire emergency situation.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment,  
demonstration

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
c. Response to Alarms

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Describe how sequencing of alarm bells identifies the location of the fire.
2. Discuss facility fire emergency procedure when responding to the bells.
3. Explain the Feeding Assistant's role in fire emergency.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Interpret alarm bells and correctly identify the location of a fire.
2. Recite the facility procedure for fire emergency when responding to the bells.
3. State two Feeding Assistant tasks during a fire emergency.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, demonstration

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
d. How To Use A Fire Extinguisher

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

10 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify the types of fire extinguishers and their uses.
2. Illustrate the steps to follow in the use of a fire extinguisher.
3. State the purpose of pointing the nozzle at the base of a fire.
4. Learn the location of fire extinguisher, fire pull station(s), and exit(s) in own work area.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name two types of fire extinguishers and state for which type(s) of fire each may be used.
2. Verbalize the steps to take to activate a fire extinguisher using a model.
3. Demonstrate pointing the nozzle at the base of a simulated fire and restate why this is essential.
4. Locate the fire extinguisher(s), fire pull station(s), and exit(s) in own work area.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture, demonstration, reading assignment

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** A. Safety and Emergency Procedures

**LESSON:** 7. Fire Safety  
 e. Evacuating Residents

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 10 Min

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify Feeding Assistant role in the systemic, coordinated and efficient evacuation of endangered residents to a safe area.
2. Define horizontal evacuation.
3. Define vertical evacuation.
4. Identify how to lift/move a resident during evacuation.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State the Feeding Assistant's role in facility evacuation procedures.
2. Give one example of horizontal evacuation.
3. Give one example of vertical evacuation.
4. Correctly demonstrate two lifting/moving techniques used during an evacuation.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, reading assignment, demonstration

**UNIT:** III. Safety and Emergency Procedures

**TOPIC:** B. Heimlich Maneuver

**LESSON:** 1. Choking and Foreign Body Airway Obstruction (FBAO) a.k.a. Heimlich maneuver

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** 15 Min. (Depends On Number of Feeding Assistants trainees)

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify the common causes of choking.
2. Discuss preventive care techniques.
3. Define aspirate, partial and complete airway obstruction, cyanosis, and FBAO (Heimlich maneuver/Abdominal Thrust).
4. Discuss the signs of an obstructed airway.
5. Identify the universal sign for choking.
6. Discuss when the Heimlich maneuver should be used.
7. Demonstrate proper Heimlich maneuver on a mannequin.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List three possible causes of choking.
2. List three preventive care techniques.
3. State the definition for aspirate, partial and complete airway obstruction, cyanosis, and Heimlich maneuver.
4. Name three signs of an obstructed airway.
5. Demonstrate the universal signs for choking.
6. State that the Heimlich maneuver is to be used when the airway is completely obstructed (unable to pass air).
7. Demonstrate the proper Heimlich maneuver on a mannequin.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture/discussion,  
demonstration, reading  
assignment

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** A. Communication

**LESSON:** 1. Types of Communication

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:**

**Clinical Training Time:**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Define communication and its importance.
2. Define non-verbal communications.
3. Define verbal communications.
4. Define and discuss feedback.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Verbalize the definitions of communication and feedback.
2. List three types of communication.
3. List two examples of non-verbal communications.
4. List two examples of verbal communications.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Demonstration

**UNIT:** IV. Communications and Interpersonal Skills

**TOPIC:** A. Communication

**LESSON:** 2. Effective communication

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify the principles of effective communication
2. Discuss physical, cultural and emotional barriers to effective communication.
3. Discuss communication techniques to use with individuals having hearing impairments.
4. Discuss communication techniques to use with individuals having cognitive impairments.
5. Discuss communication techniques to use with individuals having aphasic impairments.
6. Discuss different cultures and how elements of diversity affect caregiving including verbal and non-verbal communications, health-related beliefs, family relating and systems of support.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List principles of effective communication with fellow student.
2. List barriers to effective communication.
3. State ways the Feeding Assistant can communicate with a hearing impaired person.
4. State ways the Feeding Assistant can effectively communicate with a cognitively impaired resident.
5. List ways the Feeding Assistant can enhance communication with an aphasic resident.
6. Identify cultural differences in communication and interpersonal interactions.
7. Demonstrate how elements of diversity affect caregiving including examples of verbal and non-verbal communications, health-related beliefs, family relating and systems of support.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture; Role play - conversation with a visually impaired (use cataract glasses), hearing impaired (ear plugs), and physically impaired (non-dominant hand use) classmate

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** A. Communication

**LESSON:** 3. Active Listening

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min.

**Lab:** 5 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Define active listening.
2. Discuss active listening and barriers to effective communication.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State three ways the Feeding Assistant can be a good listener.
2. Demonstrate active listening skills while assisting residents.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** B. Residents are People Too

**LESSON:** 1. Developing a Therapeutic Relationship

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss "patient" vs. "resident".
2. Identify resident losses attributed to nursing home placement.
3. Discuss how the dining experience can help to establish new relationships in the nursing home.
4. Identify the Feeding Assistant's role in ways to foster independence for the resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Differentiate between resident/patient.
2. Name three potential resident losses attributed to nursing home placement.
3. Describe behaviors the Feeding Assistant can exhibit that will assist the resident in this transition to the nursing home setting.
4. State three things Feeding Assistant's have to do to get to know the resident.
5. Demonstrate two ways the Feeding Assistant can foster independence for or in the care of the resident.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, discussions; role-playing and Video

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** C. Observing and Reporting

**LESSON:** 1. Feeding Assistant Observation and Reporting

**TIME:**

**Classroom training time**

**Didactic:** 10 Min

**Lab** \_\_\_\_\_

**Clinical Training Time** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will

1. Describe the components of observation using the senses (sight, smell, hearing, and touch).
2. Discuss guidelines for reporting changes in resident condition and/or environment.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. List the components necessary for accurate observations.
2. Identify situations that should be reported.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, class discussion, role-play, video

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** C. Observing and Reporting

**LESSON:** 2. Confidentiality  
a. Conversations  
b. Information and records

**TIME:**

**Classroom Training Time**

**Didactic:** 5 Min

**Lab**

**Clinical Training Time**

**OBJECTIVES:**

The Feeding Assistant will

1. Discuss the scope and importance of confidentiality including conversations, observations, and reporting.
2. Discuss responsibility for maintaining confidentiality.
3. Identify the importance of confidentiality as it pertains to personal and medical information.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. State the types of information covered by confidentiality.
2. Identify the reasons confidentiality is important.
3. List three ways the feeding assistant can preserve confidentiality of personal information.
4. List the ways medical information is protected.
5. Demonstrate awareness of and maintenance of confidentiality during personal conduct. (e.g. conversations with co-workers, other residents, supervisors, etc.).

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, Discussion  
Video; Role play

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** D. Promoting Residents' Independence

**LESSON:** 1. Physical Effects of Aging Process

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify the common physical effects of the aging process.
2. Discuss general physical changes that can affect a resident's independence.
3. Describe specific Feeding Assistant care techniques that will facilitate resident independence.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List five specific physical effects of aging.
2. List five general physical effects of aging that may hinder resident independence.
3. List five Feeding Assistant care techniques that will facilitate resident independence.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion, reading assignment

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** D. Promoting Residents' Independence

**LESSON:** 2. Emotional/Social Effects of Aging (Psychosocial Effects of Aging)

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the emotional/social changes people experience as they age.
2. Discuss how aging's emotional/social changes may affect a resident's level of independence.
3. Discuss losses that may result from aging and discuss their impact on a resident.
4. Discuss Feeding Assistant care strategies and techniques that assist the resident to adjust.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List four emotional/social changes people experience with aging.
2. State how aging's emotional/social changes may affect a resident's level of independence.
3. List three emotional/social losses that may result from aging and relate how each impacts the resident.
4. State three Feeding Assistant care techniques that will promote resident's adjustment to changes in their lives.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture/discussion, reading assignment, role play

**UNIT:** IV. Communication and Interpersonal Skills

**TOPIC:** D. Promoting Residents' Independence

**LESSON:** 3. Methods to Promote Independence

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the rationale for using the term "resident" in the nursing home (i.e. resident rather than patient).
2. Explain and identify the nursing home as the resident's home.
3. Discuss the importance of choice in the promotion of resident independence and resident rights.
4. Specify techniques the Feeding Assistant may use to facilitate resident choice.
5. Identify the importance of promoting self-care/maximum level of functioning as a method of promoting resident independence.
6. Specify techniques the Feeding Assistant may use to promote self-care and the maximum level of functioning.
7. Identify that each resident has different abilities depending on the disease process and aging process.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Utilize the term resident in all verbal communications.
2. State ways to promote the LTC setting as the resident's home.
3. Promote resident independence by offering choices during mealtime.
4. List four Feeding Assistant care techniques or interventions that facilitate resident choice and independence.
5. Promote resident independence by encouraging self-feeding.
6. Name three Feeding Assistant care techniques that promote self-feeding.
7. Adjust care techniques when promoting independence to accommodate individual resident needs.

**SUGGESTED TEACHING METHODOLOGIES:**      Lecture/discussion, reading assignment

**UNIT:** V. Changes in Residents' Condition

**TOPIC:** A. Recognizing Changes in Body Functioning and the Importance of Reporting Such Changes to a Supervisor

**LESSON:** 1. Identifying and Reporting Abnormal Functioning of Body Systems

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:** \_\_\_\_\_

**Clinical Training Time**

**With Residents:** \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Recognize signs and symptoms of normal body functioning relating to aging.
2. Recognize signs and symptoms of abnormal body functioning relating to aging.
3. Identify when deviations from normal can vary for individual residents.
4. Identify how to observe, report and changes in residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List signs and symptoms of normal body functioning relating to aging.
2. List signs and symptoms of abnormal body functioning relating to aging.
3. Demonstrate how to observe and report changes in residents.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Role Play

**UNIT:** V. Changes in Residents' Condition

**TOPIC:** B. Freedom from Pain

**LESSON:** 1. Recognizing and Reporting Pain

**TIME:**

Classroom Training Time

Didactic: 10 min.

Lab:

Clinical Training Time: \_\_\_\_\_

**OBJECTIVES:**

The Feeding Assistant will:

1. Discuss the effects of pain on the resident behavior and functionality.
2. Discuss how residents demonstrate pain.
3. Discuss how cultural diversity impacts residents affects the perception and/or reporting of pain.
4. Discuss how to report resident pain.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. Name three ways an individual indicates s/he is in pain.
2. Name three effects of pain on the resident behavior and functionality.
3. Identify at least four [4] ways cultural diversity impacts the resident's perception and/or reporting of pain.
4. Demonstrate how to report pain effectively.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture, scenarios, role-play

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** A. Mental Health and Social Services Needs

**LESSON:** 1. Developmental Tasks that Occur with the Aging Process

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify factors that may change how a resident behaves.
2. Name the major losses that nursing home residents experience.
3. Identify reasons why a resident may feel:
  - a. dependent
  - b. hopeless
  - c. useless
4. Describe how to assist a resident who is feeling dependent, hopeless, and useless.
5. Name changes that a nursing home resident may want to manage.
6. Describe how to assist the resident to manage change.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. State 2 factors that may change how a resident behaves.
2. State 3 losses that a nursing home resident may experience.
3. Give one example for each, why a resident may feel dependent, helpless or useless.
4. Describe at least one way to assist a resident to feel independent, hopeful and useful.
5. State 2 changes a resident may want to manage.
6. Describe 2 ways to assist a resident to manage change.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture presented by  
Show video

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** A. Mental Health and Social Service Needs

**LESSON:** 2. How to Respond to Resident Behaviors  
a. Inappropriate behavior  
b. Appropriate interventions

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Understand the influences that shape human behavior.
2. Identify types of inappropriate behavior a resident may experience.
3. Describe appropriate responses to inappropriate behavior.
4. Describe appropriate interventions to inappropriate behaviors.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List factors that influence resident behavior.
2. List types of negative behavior.
3. Describe a therapeutic response for each behavior listed above.
4. Name interventions to problem behaviors.

**SUGGESTED TEACHING METHODOLOGIES:**

Handouts/Overhead  
Role playing exercise

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** B. Techniques for Addressing the Unique Needs and Behaviors of Individuals with Dementia (Alzheimer's and others)

**LESSON:** 1. Understanding Cognitive Impairment and Dementia-Causes & Symptoms (including Alziheimer's)

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Define cognitive impairment and dementia.
2. Identify the causes and symptoms of cognitive impairment/dementia.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Correctly state the meaning of cognitive impairment and dementia.
2. List three causes of cognitive impairment.
3. List three symptoms of cognitive impairment/dementia.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture  
Video

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** C. Communicating with Cognitively Impaired Residents

**LESSON:** 1. Verbal Communication  
2. Non-verbal Communication

**TIME:**

**Classroom Training Time**

**Didactic:** 15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Effectively communicate with cognitively impaired residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. Describe one non-verbal communication technique useful in caring for a resident who is cognitively impaired.
2. Describe one verbal communication technique useful in caring for a resident who is cognitively impaired.
3. Demonstrate effective communication skills (both verbal and non-verbal) when caring for a cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Role play  
Video

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** D. Understanding Behaviors of Cognitively Impaired Residents

**LESSON:** 1. Identifying Behaviors and Causes

- a. Common behaviors-wandering, agitation, depression, combativeness, sundowner syndrome, confusion, sexual aggression
- b. Causes of behaviors
- c. Family and staff reactions and behaviors

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Identify common behaviors of the cognitively impaired resident including:
  - A. Wandering
  - B. Agitation
  - C. Depression
  - D. Combativeness
  - E. Sundowner's Syndrome
  - F. Confusion
  - G. Sexual Aggression
2. Identify causes of the behaviors of cognitively impaired residents.
3. Identify common behaviors of family in reaction to the behaviors of cognitively impaired residents.
4. Recognize the importance of utilizing family input in planning the care of the cognitively impaired resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. List and describe behaviors exhibited by the cognitively impaired resident.
2. Describe possible causes of behaviors exhibited by the cognitively impaired resident.
3. List 3 common emotional responses families may demonstrate in response to cognitively impaired resident behaviors.
4. Cite reasons why family input is important in planning individual care for the cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Video

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** E. Appropriate Responses to the Behavior of Cognitively Impaired Residents

**LESSON:** 1. Behavior Management Techniques

**TIME:**

**Classroom Training Time**

**Didactic:** 20 Min.

**Lab:**

**Clinical Training Time**

**With Resident:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Recognize appropriate responses to the behavior of cognitively impaired residents.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. Identify behavior management technique useful when caring for the cognitively impaired resident exhibiting the following behaviors:
  - A. Wandering
  - B. Agitation
  - C. Depression
  - D. Combativeness
  - E. Sundowner's Syndrome
  - F. Confusion
  - G. Sexual Aggression

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Video

**UNIT:** VI. Appropriate Response to Resident Behavior

**TOPIC:** E. Appropriate Responses to the Behavior of Cognitively Impaired Residents

**LESSON:** 2. Accommodating and Redirecting Behaviors

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Recognize environmental considerations in accommodating or redirecting the typical behaviors of the cognitively impaired resident.
2. Recognize resident care techniques and considerations in accommodating or redirecting the typical behaviors of the cognitively impaired resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. State two ways in which the environment can be modified to accommodate the behavior of the cognitively impaired resident.
2. State two ways in which the environment can be modified to redirect problematic behavior of the cognitively impaired resident.
3. State two ways in which resident care techniques and considerations can be modified to accommodate the behavior of the cognitively impaired resident.
4. State two ways in which resident care techniques and considerations can be modified to redirect the problematic behavior of the cognitively impaired resident.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**UNIT:** VII. Assisting with Eating and Hydration

**TOPICS:** A. Basic Feeding Services

**LESSON:** 1. Nutrition and a Balanced Diet

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Student will:

1. Define a well-balanced diet using the food pyramid.
2. Describe the 6 Basic Nutrients.
3. Explain functional-age-related changes that can effect appetite.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. List the 5 Basic Food Groups.
2. Identify 3 Nutrients.
3. Describe what to observe in the care recipient that would indicate a changed appetite.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**UNIT:** VII. Assisting with Eating and Hydration

**TOPIC:** A. Basic Feeding Skills

**LESSON:** 2. Measuring/Reporting Intake

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min

**Lab:**

10 Min

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Identify how much fluid a person normally needs.
2. Measure/reporting intake of a resident.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. State normal range of fluid intake for a 24-hour period.
2. State volume of fluid containers and record input on I&O sheet.
3. State modes of reporting intake.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Display equipment  
Show video

**UNIT:** VII. Assisting with Eating and Hydration

**TOPIC:** A. Basic Feeding Services

**LESSON:** 3. Therapeutic Diets

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Define and state the purpose of a therapeutic diet.
2. Describe the importance of adhering to diets of various consistencies.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. Give examples of therapeutic diets, i.e.
  - A. Calorie restricted diets.
  - B. Sodium restricted diets.
  - C. Fat and/or Cholesterol restricted diets.
  - D. ADA diets.
  - E. Protein restricted diets.
2. Identify types of mechanical diets, i.e.
  - A. Ground
  - B. Pureed
  - C. Soft
  - D. Clear/Full/Thickened liquids

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**UNIT:** VII. Assistance with Eating and Hydration

**TOPIC:** A. Basic Feeding Services

**LESSON:** 4. Nutritional Supplements

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Define and explain the purpose of nutritional supplements.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Name two types of nutritional supplements.
2. Identify two types of residents who benefit from nutritional supplements.

**SUGGESTED TEACHING METHODOLOGIES:** Lecture

**UNIT:** VII. Assisting with Eating and Hydration

**TOPIC:** A. Basic Feeding Services

**LESSON:** 5. The Dining Experience

**TIME:**

**Classroom Training Time**

**Didactic:**

10 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Describe the essential elements of preparing residents for meals.
2. Serve and prepare trays for residents of various eating abilities per resident's personal preference.
3. Describe the environmental atmosphere conducive to a pleasant, safe, and socially stimulating dining experience.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant will:

1. Identify three ways to prepare a resident for mealtime.
2. Demonstrate correct tray pass and set-up when serving residents meals.
3. Describe three ways that the Feeding Assistant can personally enhance the dining experience.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture

Demonstration

**UNIT:** VIII. Feeding Techniques

**TOPIC:** A. Training the Resident in Self Care According to the Resident's Abilities

**LESSON:** 1. Introduction to Rehabilitative Nursing Care

**TIME:**

**Classroom Training Time**

**Didactic:**

15 Min.

**Lab:**

**Clinical Training Time**

**With Residents:**

**OBJECTIVES:**

The Feeding Assistant will:

1. Be able to describe the philosophy and purpose of basic nursing rehabilitative services
2. Identify the psychosocial benefits of a rehabilitative nursing program.
3. Be able to identify the steps of the task segmentation process.
4. Be able to identify ways to encourage resident participation in task segmentation programs.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, will:

1. List 3 ways to promote resident participation in task segmentation programs.
2. List 3 psychosocial benefits of a restorative nursing program.
3. List 3 ways the Feeding Assistant can encourage the resident to progress toward self-care goals.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture

Role Play Video

**UNIT:** VIII. Feeding Techniques

**TOPIC:** A. Training the Resident in Self Care According to the Resident's Abilities

**LESSON:** 2. Adaptive Devices for Feeding

**TIME:**

**Classroom Training Time**

**Didactic:**

20 Min.

**Lab:**

10 Min

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Identify and describe the correct use of adaptive devices when feeding residents.
2. Describe the Feeding Assistant role in promoting resident's highest level of function during feeding.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. Demonstrate the correct use of adaptive equipment when feeding a resident.
2. List three ways to promote resident participation/independence during feeding.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture

Demonstration

**UNIT:** VIII. Feeding Techniques

**TOPIC:** B. Proper Feeding Techniques

**LESSON:** 1. Assistance for Independent Eaters

**TIME:**

**Classroom Training Time**

**Didactic:** 10 Min.

**Lab:** 10 Min.

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Provide assistance for independent eaters.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. Demonstrate tray set-up, with necessary adaptive equipment, if applicable, for independent eaters.
2. Describe the use of the clock method for preparing the visually impaired resident for meals.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture

Demonstration

**UNIT:** VIII. Feeding Techniques

**TOPIC:** B. Proper Feeding Techniques

**LESSON:** 2. Partial Assistance with Feeding

**TIME:**

**Classroom Training Time**

**Didactic:**

5 Min.

**Lab:**

10 Min

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Describe techniques used to assist residents who require partial assistance with eating, such as positioning, tray set-up, encouraging, verbal cueing, observing and reporting.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. Demonstrate how to correctly feed a resident requiring partial assistance.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture

Demonstration

**UNIT:** VIII. Feeding Techniques

**TOPIC:** B. Proper Feeding Techniques

**LESSON:** 3. Total Assistance with Feeding

**TIME:**

**Classroom Training Time**

**Didactic:**

10 Min.

**Lab:**

30 Min

**Clinical Training Time**

**With Residents:**

**OBJECTIVE:**

The Feeding Assistant will:

1. Describe techniques used to feed residents, such as positioning, tray set-up, encouraging, verbal cueing, observing and reporting who require total assistance with eating.

**MEASURABLE PERFORMANCE CRITERIA:**

The Feeding Assistant, while incorporating and demonstrating their understanding and integration of the core values in the skills and knowledge, will:

1. Describe one special feeding technique used when feeding a totally dependent resident.
2. Demonstrate how to feed a resident requiring total assistance.

**SUGGESTED TEACHING METHODOLOGIES:**

Lecture  
Demonstration

**SUGGESTED EVALUATION METHODOLOGIES:**

Return demonstration

**D.**

**NURSING HOME TRAINING PROGRAM  
FOR PAID FEEDING ASSISTANT**

**SKILLS AND KNOWLEDGE CHECKLIST**

FACILITY: \_\_\_\_\_

STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

DATE OF FA TRAINING: FROM \_\_\_\_\_ TO \_\_\_\_\_

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
<b>UNIT I. Residents' Rights</b>					
1. Identify ways to provide dignified care					
2. Identify the purposes of confidentiality					
3. Identify consequences of not maintaining the confidentiality regulations					
4. Name 4 (four) important resident's rights AND give an example of how staff can promote each					
5. Identify two ways a feeding assistant can help a resident express their religious beliefs					
6. Identify the Feeding Assistant's role in supporting a resident's sexual activity					
7. Give examples of statements the Feeding Assistant could make if a resident makes a sexual advance to the Feeding Assistant					
8. Give 4 examples of types of reportable abuse specific to the Patient Abuse Reporting Law					
9. Identify the differences between verbal and mental abuse and give examples					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
10. State the requirements of Public Health Law Section 2803-d (Patient Abuse Reporting Law)					
11. Name three examples of resident physical abuse					
12. Name three examples of resident mistreatment					
13. Name three examples of resident neglect					
14. State the Feeding Assistant's responsibility to report incidents or suspicions of abuse, mistreatment or neglect					
15. State the procedure (how and when) to follow when making a report of alleged resident abuse, neglect or mistreatment					
16. State the penalties for failure to report incidents or suspicions of abuse, mistreatment or neglect					
17. List the timeframes and steps that occur after a report of alleged abuse, neglect or mistreatment is made, including the investigation, findings and due process					
18. State the ramifications faced by a Feeding Assistant if an incident of abuse, mistreatment or neglect is sustained after due process					
19. State the facility policy and procedure for implementing the Patient Abuse Reporting Law					
20. List 5 personal possessions that a resident might have in the facility.					
21. Give 3 examples of steps taken by staff in a facility to provide security of resident's personal possessions					
22. State the definition of misappropriation					
23. Identify 4 examples of misappropriation of resident's property					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
24. State the consequences to the Feeding Assistant and the resident when a Feeding Assistant misappropriates resident's property					
<b>UNIT II. INFECTION CONTROL</b>					
25. State ways common types of infections are spread					
26. List reasons the geriatric resident is susceptible to infection					
27. List the most common infections found in the nursing home resident					
28. List diseases that make the elderly more infection prone					
29. State the purpose of an Infection Control Program					
30. List two ways hand washing aids in preventing infections					
31. List three instances from the time the Feeding Assistant comes to work in the nursing home until the time the Feeding Assistant leaves at the end of his/her shift when he/she should wash their hands					
32. Demonstrate hand washing with soap and water utilizing principles of infection control					
33. Name two alternate sources of hand washing when soap and water is not available					
34. State the concept of clean and dirty and give an example of the clean vs. dirty theory					
35. State problems associated with borrowing supplies and equipment					
36. State the purpose of Standard Precautions (to treat all body fluids or items contaminated with body fluids as if they were infectious)					
37. Name body fluids that must be handled with standard or universal precautions					
38. State the goal of infection control procedures					
<b>UNIT III. SAFETY AND EMERGENCY PROCEDURES</b>					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
39. Identify the who, what, why of OSHA regulations					
40. State the basic purpose of the Right to Know Law					
41. State the purpose and locations of the MSDS in this nursing home					
42. Name the types of PPE and their function					
43. Identify one (each) potential safety hazard found on floors, equipment and buildings and a corrective action technique for each					
44. State reporting procedure for safety hazards and faulty equipment					
45. State the importance of following all policy and procedures regarding the use of equipment					
46. State the relationship between each of the following risk factors and increased resident accidents/incidents: a. Impaired judgment b. Impaired vision and hearing senses c. Impaired mobility d. Medications					
47. List one example of the accident or incident that each risk factor may cause					
48. Define "accident" and "incident"					
49. Demonstrate safety and accident prevention when feeding residents					
50. Name three scenarios where a resident is at an increased risk of falling					
51. Name three measures the facility could implement to reduce the risk of falls					
52. Name three measures the Feeding Assistant could implement to reduce the risk of falls					
53. Name two common causes of burns					
54. Name two measures to reduce the risk of burns to residents					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
55. Name two measures to reduce the risk of burns to staff					
56. Name common causes for the misidentification of residents					
57. Name ways to properly identify a resident					
58. Demonstrate how to correctly identify residents during feeding					
59. Describe three examples of accidents and incidents that can be caused by physical restraints					
60. State one preventive care technique for each named accident or incident that can be caused by physical restraints					
61. State common causes of missing residents					
62. Name methods to reduce the risk of having a missing resident					
63. State the steps to follow when it is known that a resident is missing					
64. Define "suffocation" and "choking"					
65. List three possible causes of suffocation and choking					
66. List three preventive care techniques for suffocation and choking					
67. State purpose of accident/incident report					
68. Define subjective and objective reporting and give examples of each					
69. Locate the Disaster Plan or Emergency and Disaster Manual on the unit					
70. Identify from a preprinted list the duties he/she will perform during a specific disaster, as presented in a scenario to the class					
71. Identify the meaning of each emergency code					
72. Identify the Feeding Assistant's tasks during each emergency code					
73. Demonstrate the proper use of call system					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
74. State three ways smoking can cause fires in the LTC facility					
75. State the facility's smoking policy					
76. State two ways electrical equipment/wiring can cause a fire					
77. State two other potential causes of fire in the facility					
78. Name 3 fire prevention care techniques for smoking					
79. Name 3 fire prevention care techniques for electrical equipment.					
80. Name 3 fire prevention care techniques for other cited causes					
81. State three Feeding Assistant responsibilities in fire prevention					
82. State that oxygen will feed a fire and make it worse					
83. State three fire prevention care techniques that must be used when oxygen is in use in a resident's room					
84. Name facility code word for fire					
85. State the procedure/protocol (ALARM, RESCUE) that will be performed when a fire is discovered					
86. Demonstrate proper decorum and role performance during a role-play fire emergency situation					
87. Interpret alarm bells and correctly identify the location of a fire					
88. State the facility procedure for fire emergency when responding to the bells					
89. State two Feeding Assistant tasks during a fire emergency					
90. Name two types of fire extinguishers and state for which type(s) of fire each may be used					
91. Demonstrate pointing the nozzle at the base of a simulated fire and restate why this is essential and verbalize the steps to take to activate a fire extinguisher using a model					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
92. Locate the fire extinguisher(s), fire pull station(s), and exit(s) in own work area					
93. State the Feeding Assistant's role in facility evacuation procedures					
94. Give one example of horizontal evacuation					
95. Give one example of vertical evacuation					
96. Correctly demonstrate two lifting/moving techniques used during an evacuation					
97. List three possible causes of choking					
98. List three preventive care techniques					
99. State the definition for aspirate, partial and complete airway obstruction, cyanosis, and Heimlich maneuver					
100. Name three signs of an obstructed airway					
101. Demonstrate the universal signs for choking					
102. State when the Heimlich maneuver is to be used. [when the airway is completely obstructed (unable to pass air)]					
103. Demonstrate the proper Heimlich maneuver on a mannequin					
<b>UNIT IV. COMMUNICATION AND INTERPERSONAL SKILLS</b>					
104. Verbalize the definitions of communication and feedback					
105. List three types of communication					
106. List two examples of non-verbal communications					
107. List two examples of verbal communications					
108. List principles of effective communication					
109. List barriers to effective communication					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
110. State ways the Feeding Assistant can communicate with a hearing impaired person					
111. State ways the Feeding Assistant can effectively communicate with a cognitively impaired resident					
112. List ways the Feeding Assistant can enhance communication with an aphasic resident					
113. Identify cultural differences in communication and interpersonal interactions					
114. Demonstrate how elements of diversity affect caregiving including examples of verbal and non-verbal communications, health-related beliefs, family relations and systems of support					
115. State three ways the Feeding Assistant can be a good listener					
116. Demonstrate active listening skills while assisting residents					
117. Differentiate between the terms resident and patient					
118. Name three potential resident losses attributed to nursing home placement					
119. Describe behaviors the Feeding Assistant can exhibit that will assist the resident in this transition to the nursing home setting					
120. State three things Feeding Assistant's have to do to get to know the resident					
121. Demonstrate two ways the Feeding Assistant can foster independence in the care of the resident					
122. List the components necessary for accurate observations					
123. Identify situations that should be reported					
124. State the types of information covered by confidentiality					
125. Identify the reasons confidentiality is important					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
126. List three ways the feeding assistant can preserve confidentiality of personal information					
127. List the ways medical information is protected					
128. List five specific physical effects of aging					
129. List five general physical effects of aging that may hinder resident independence					
130. List five Feeding Assistant care techniques that will facilitate resident independence					
131. List four emotional/social changes people experience with aging					
132. State how aging's emotional/social changes may affect a resident's level of independence					
133. List three emotional/social losses that may result from aging and relate how each impacts the resident					
134. State three Feeding Assistant care techniques that will promote resident's adjustment to changes in their lives					
135. Utilize the term "resident" in all verbal communications					
136. State ways to promote the LTC setting as the resident's home					
137. Demonstrate promoting resident independence by offering choices during mealtime and encouraging self-feeding					
138. List four Feeding Assistant care techniques or interventions that facilitate resident choice and independence					
139. Name three Feeding Assistant care techniques that promote self-feeding					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
140. Demonstrate how to adjust care techniques when promoting independence to accommodate individual resident needs					
<b>UNIT V. CHANGES IN RESIDENTS' CONDITION</b>					
141. List five (5) signs and symptoms of normal body functioning relating to aging					
142. List five (5) signs and symptoms of abnormal body functioning relating to aging					
143. Demonstrate how to observe and report changes in residents					
144. Name three ways individuals indicate s/he is in pain					
145. Name three effects of pain on the resident behavior and functionality					
146. Identify at least four [4] ways cultural diversity impacts the resident's perception and/or reporting of pain					
147. Demonstrate how to report pain effectively					
<b>UNIT VI. APPROPRIATE RESPONSE TO RESIDENT BEHAVIOR</b>					
148. State 2 factors that may change how a resident behaves					
149. State 3 losses that a nursing home resident may experience					
150. Give examples of why a resident may feel dependent, helpless or useless					
151. Describe at least one way to assist a resident to feel independent, hopeful and useful					
152. State 2 changes a resident may want to manage					
153. Describe 2 ways to assist a resident to manage change					
154. List factors that influence resident behavior					
155. List four (4) types of negative behavior					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
156. Describe a therapeutic response for each behavior listed above					
157. Name interventions to problem behaviors					
158. Correctly state the meaning of cognitive impairment and dementia					
159. List three causes of cognitive impairment					
160. List three symptoms of cognitive impairment/dementia					
161. Describe one non-verbal communication technique useful in caring for a resident who is cognitively impaired					
162. Describe one verbal communication technique useful in caring for a resident who is cognitively impaired					
163. Demonstrate effective communication skills (both verbal and non-verbal) when caring for a cognitively impaired resident					
164. List and describe four (4) behaviors exhibited by the cognitively impaired resident					
165. Describe possible causes of behaviors exhibited by the cognitively impaired resident					
166. List 3 common emotional responses families may demonstrate in response to cognitively impaired resident behaviors					
167. Cite reasons why family input is important in planning individual care for the cognitively impaired resident					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
168. Identify behavior management technique useful when caring for the cognitively impaired resident exhibiting the following behaviors A. Wandering B. Agitation C. Depression D. Combativeness E. Sundowner's Syndrome F. Confusion G. Sexual Aggression					
169. State two ways in which the environment can be modified to accommodate the behavior of the cognitively impaired resident					
170. State two ways in which resident care techniques and considerations can be modified to accommodate the behavior of the cognitively impaired resident					
171. State two ways in which resident care techniques and considerations can be modified to redirect the problematic behavior of the cognitively impaired resident					
<b>UNIT VII. Assisting with Eating and Hydration</b>					
172. List the 5 Basic Food Groups					
173. Identify 3 Nutrients					
174. Describe what to observe in the resident that would indicate a changed appetite					
175. State normal range of fluid intake for a 24-hour period					
176. State volume of fluid containers and record input on I&O sheet					
177. State modes of reporting intake					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
178. Give examples of therapeutic diets, i.e. A. Calorie restricted diets B. Sodium restricted diets C. Fat and/or Cholesterol restricted diets D. ADA diets E. Protein restricted diets					
179. Identify types of mechanical diets, i.e. A. Ground B. Pureed C. Soft D. Clear/Full/Thickened liquids					
180. Name two types of nutritional supplements					
181. Identify two types of residents who benefit from nutritional supplements					
182. Identify three ways to prepare a resident for mealtime					
183. Demonstrate correct tray pass and set-up when serving residents meals					
184. Describe three ways that the Feeding Assistant can personally enhance the dining experience for the resident					
<b>UNIT VIII. Feeding Techniques</b>					
185. List 3 ways to promote resident participation in task segmentation programs					
186. List 3 psychosocial benefits of a restorative nursing program					
187. List 3 ways the Feeding Assistant can encourage the resident to progress toward self-care goals					
188. Demonstrate the correct use of adaptive equipment when feeding a resident A. Plate guard B. Eating utensils for special needs C. Glass or cup holders					

SKILL OR KNOWLEDGE	DATE	COMPETENCY METHOD Indicate method(s) used to determine competency			INSTRUCTOR'S INITIALS
		ORAL EVAL.	WRITTEN EVAL.	DEMO On a live person	
189. List three ways to promote resident participation/independence during feeding					
190. Demonstrate tray set-up, with necessary adaptive equipment, if applicable, for independent eaters					
191. Describe the use of the clock method for preparing the visually impaired resident for meals					
192. Demonstrate how to correctly feed a resident requiring partial assistance					
193. Describe one special feeding technique used when feeding a totally dependent resident					
194. Demonstrate how to feed a resident requiring total assistance					
195. State the reason and identify the correct position the resident should be in when fed					

We hereby certify that the feeding assistant training program record depicted above is true and correct and that the noted trainee has successfully completed all skills.

Signature of Administrator of Record \_\_\_\_\_ Date \_\_\_\_\_

Signature of FATP Instructor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_