Teaching the Educator

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COMMONWEALTH OF PENNSYLVANIA
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Nurse Aide Training Program Directory

General Information

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Overview

This material was prepared by the Nurse Aide Training and Competency Evaluation Program (NATCEP) Section of the Bureau of Career and Technical Education (BCTE). It is intended to serve as a reference manual for Nurse Aide Instructors, Program Coordinators, and Administrators.

These materials have been developed to provide workshop participants with information pertaining to the state and federal regulations governing NATCEP.

Goals of NATCEP

1. Assure the long-term care community that nurse aides will receive adequate training to function as competent, safe practitioners using abuse-free principles.
2. Prepare individuals with the knowledge and skills to pass the competency examination.
3. Cultivate a cooperative learning environment that leads to developing effective team members.

Objectives of the Train the Educator (TTE) Workshop

By the end this workshop, the participant will have a basic knowledge of:

- State agencies that govern nurse aide training and testing in Pennsylvania
- Regulations that govern nurse aide training and testing in Pennsylvania
- Faculty structure
- Curriculum requirements
- Student policies
- Administrative policies

By the end this workshop, the participant will be able to:

- List the qualifications for attaining approval as an Administrator, RN Supervisor, Instructor and Resource Instructor according to Federal and State Regulations.
- Identify Federal Regulations (OBRA) and State Laws (Act 14) that govern the Nurse Aide Training Programs.
- Discuss the process for reporting changes to a NATCEP program.
- List student and administrative policies that assist a NATCEP in adhering to Federal Regulations and State Requirements.
- Describe the process for reviewing a CHRI and/or FBI Report.
- Discuss training and testing fees and reimbursement regulations.
- Review the state competency examination and registry requirements.
- Discuss the monitoring process.
- Describe the Nurse Aide Resident Abuse Prevention Training Act (Act 14) as it pertains to training and employment.

Prerequisite Assignments

Prerequisite assignments must be completed **prior to** the workshop. These assignments are designed to familiarize participants with the content and organization of this manual. Refer to the prerequisites listed below and complete them utilizing the corresponding information in the Teaching the Educator Manual.

Prerequisite A Page 5

Prerequisite B Page 6

Prerequisite C Page 7

Prerequisite D Page 8

Prerequisite E Pages 8 - 9

Prerequisite F Page 10

Prerequisite G Page 10

Prerequisite H Page 11

Prerequisite I Page 12

Prerequisite A

This prerequisite assignment must be completed prior to the workshop.

Review the responsibilities of each agency on page 13 and record the name of the Department/Agency that you would consult concerning the following issues that relate to nurse aide training.

1. Employer wants to verify the status of a nurse aide on the PA Nurse Aide Registry before hiring them.

2. Request an FBI report for a prospective nurse aide employee in a long-term care facility.

3. Student needs a PA Criminal History Record Information report prior to starting class.

4. A new NATCEP instructor or staff must register and attend a T-T-E Workshop.

5. For questions about Nurse Aide Training requirements.

6. Questions about reimbursement of training and testing fees.

Prerequisite B

This prerequisite assignment must be completed prior to the workshop.

Match the word in Column A with the definition from Column B on the line adjacent to the correct term. The definition for each word in Column A is related to the corresponding pages in this unit. Refer to pages 14-19.

Answer	Column A	Column B
1.	Act 14	a. Qualified health care professional who provides expertise in their specialty.
2.	Nurse Aide Student	b. Requires abuse prevention training.
3.	RN supervisor	c. Introduce students to facility and policies but is not included in nurse aide instructional hours.
4.	Curriculum	d. Must be recorded on a form provided by Instructor.
5.	Lesson Plan	e. Federal Law that mandates nurse aide training.
6.	Supervision of Students	f. Individual's title from the 1st day of class until they pass the competency exam.
7.	Orientation	g. Must be approved and available if an LPN Instructor is used to teach a NATCEP.
8.	OBRA	h. Plan of instruction for each unit.
9.	Skills Laboratory	i. Totality of all elements required in order to facilitate teaching.
10.	Documentation by Student	j. Contains both cognitive and psychomotor skills learned.
11.	Performance Checklist	k. Planned and supervised. Ratio may not exceed 10 students per instructor.
12.	Clinical Education	l. Area to practice skills to obtain competency before clinical.
		m. Must be performed by Instructor approved by the Department of Education.

Prerequisite C

This prerequisite assignment should be completed prior to the workshop. Refer to pages 20-21.

List 3 qualifications that must be satisfied for approval as an Instructor of a NATCEP

1.
2.
3.

List 2 different NATCEP requirements when hiring an LPN Instructor than an RN instructor

1.
2.

List 2 documents an RN supervisor must sign if an LPN teaches a NATCEP

1.
2.

List 2 types of Resource Instructors

1.
2.

List 2 qualifications of a Resource Instructor

1.
2.

Prerequisite D

This prerequisite assignment must be completed prior to the workshop. See pages 26-27.

A. Before nurse aide students are permitted to have resident contact, the OBRA regulations require specific subject matter to be taught. Please list these subjects:

B. What are the minimum hours required to teach the subject matter?

Prerequisite E

Review the nurse aide training curriculum content on pages 29-45. On the following page, write the content topic and the corresponding objective number on the space adjacent to the objectives. The first entry is completed as an example.

The content topics include:

- Role and Function
- Communication Skills
- Infection Control
- Safety/Emergency
- Client's Rights
- Client's Independence
- Nutrition
- Identify and Report Conditions of Body Systems
- Client's Environment
- Caring for the Client when Death is Imminent
- Personal Care
- Care of the Cognitively Impaired Client
- Restorative Care
- Behavior Health and Social Service Needs

Identify the content topic and objective number for the following objectives: (see pages 29-45)

1. Explain the concept of diversity and why it is important. **Communication Skills 1.2.10**
2. Reports complaints of pain, swelling, redness of joints or a change in the client's normal function
3. Explain how culture and religion influence a person's attitude toward death.
4. Describes the role in maintaining service excellence values.
5. Identifies the nurse aide role in following OSHA regulations.
6. Demonstrates effective management of multiple tasks and prioritizing work activities.
7. Reports on nonfunctioning equipment.
8. Utilizes proper body mechanics.
9. Demonstrates interventions strategies to prevent abuse and neglect.
10. Modifies his/her own behavior in response to the client's behavior.
11. Assist the client in activity of daily living and encourage self-help activities.
12. Promotes the client's right to make personal choices.
13. Continues to list common diseases and conditions based on the population being served (such as Cancer or MRSA).
14. Individualizes care to meet the needs of the client.
15. Explain measures that promote a client's quality of life.
16. Explains the importance of maintaining skin turgor to prevent skin breakdown.
17. Provides for the client's privacy when providing personal care.
18. Reads the instructions for special diets.
19. Demonstrates hand washing techniques.
20. Explains the importance of maintaining the client's record.

Prerequisite F

This prerequisite activity must be completed prior to the workshop. See pages 84-87.

Answer the following questions:

1. Identify four types of changes to a NATCEP requiring a Report of Change that must be approved by the Department of Education before the change is implemented.

   a.

   b.

   c.

   d.

2. What supporting documentation must be sent with the Report of Change for a new LPN Instructor?

   a.

   b.

   c.

   d.

3. How often does the Department of Education staff meet to review Report of Changes?

Prerequisite G

This prerequisite assignment must be completed prior to the workshop. Write a brief definition of a policy, process, and procedure. Be prepared to discuss the difference between them and how they could be applied. This information is supplemental and is not located in this Manual. Use the internet or personal resources.

Policy

Process

Procedure

Prerequisite H

This prerequisite assignment must be completed prior to the workshop. Refer to pages 88-100.

True or False

Indicate if the statement is true or false by entering a T or F next to each statement.

If the statement is false, make it a true statement.

1. _____The sponsoring facility may require a nurse aide employee to work for them for a period of time if they pay for their training and exam fees.
2. _____To charge tuition, the nurse aide training program must have a public or private school license.
3. _____If the student damages a textbook that has been loaned to them, the student may be required to pay for the textbook.
4. _____To receive reimbursement for the cost of training, the individual must be employed by a facility participating in Medicare and/or Medicaid within 12 months of completing nurse aide training.
5. _____If an individual loses their receipt from a nurse aide training program, the school may issue a duplicate.
6. _____A licensed long-term care facility is eligible for reimbursement for nurse aide training and testing costs.

What information besides the date, place and time of the nurse aide training program must be on a receipt for reimbursement?

1.
2.
3.
4.
5.

Prerequisite I

Refer to pages 88-100 and answer the following True or False questions. If the answer is false, provide a statement that would make the statement true.

1. A nurse aide trainee employed by a licensed long-term care nursing facility has 120 business days to take the State Competency Examination from the date she/he completes the nurse aide training program.

2. If a graduate does not pass the nurse aide State competency exam within 120 days of hire, the facility may terminate their employment.

3. An employer may ask the trainee to pay for a second or third attempt to successfully pass the State competency examination.

4. A graduate of an education-based program receives their letter of reimbursement in the mail after they pass the state competency exam.

5. If a graduate is employed by a hospital or home care agency, they have 1 year or 12 months from the date they complete the approved NATCEP to pass the State Competency exam.

Agency Contacts

Agency to Contact	For Information or Questions on
PA Department of Education Bureau of Career and Technical Education E-Mail: ra-natcep@pa.gov Fax: 717-783-6672 Hours of Operation: 7:30 a.m. - 4:00 p.m.	• Provides basic training information • Reviews/approves NATCEP applications • Approves NATCEPs at least every 2-years per federal regulations • Reviews and approved program changes • Maintains list of state-approved nurse aide programs • Processes FBI requests/sends reports certified
PA Department of Aging Phone: 717-265-7887 Fax: 717-772-2668	• FBI background checks for new hires of long-term care and health care facilities
PA Dept. of Human Services Office of Long-Term Living Bureau of Quality & Provider Management Phone: 1-800-932-0939, option 1 ra-pwnurseaide@pa.gov Hours of Operation: 8:00 a.m. – 4:30 p.m.	• Assists in competency exam registration and test site or reporting issues • Information/assistance regarding federal regulations for reimbursement from nursing facilities to employed nurse aide • Acquire help with any discrepancies in eligibility for reimbursement issues/ concerns regarding the state competency exam
PA Department of Health Division of Nursing Care Facilities E-Mail: ra-NCF@pa.gov Phone: 717-787-1816 Hours of Operation: 8:00 a.m. - 4:30 p.m.	• Provides nurse aide registry services • Inquire about the annotation of nurse aide registrations
Credentia 1025 Greenwood Blvd, Suite 401 Lake Mary, FL 32746 Phone: 1-888-204-6249 Credentia PA website. Hours of Operation: 8:00 a.m. - 5:00 p.m.	• Obtain a Nurse Aide Candidate Handbook • Register for and schedule the nurse aide competency examination • Cancel a scheduled examination • Arrange special testing accommodations • Verify status on the registry • Information regarding reciprocity • Information about registry renewal • Change your name or address on the registry • Review frequently asked questions
Pennsylvania State University PSU Teaching-the-Educator Phone: 814-863-0805	• Teaching the Educator Workshops • Strategies Conference • Model curriculum
Pennsylvania State Police Pennsylvania Access to Criminal History (PATCH) Phone: 1-877-777-3375	• PA Criminal History Record Information (CHRI) report
IDEMIA website Telephone registration: 844-321-2101 Monday through Friday, 8am to 6pm EST.	• Register for fingerprints for FBI background check

Definitions

Act 14 – Referred to as the Nurse Aide Resident Abuse Prevention Training Act of 1997. Effective March 1, 1998 – Section 3 of Act 14 requires additional content be integrated into the curriculum with specific requirements for Criminal History Record Information (CHRI) checks. Programs must include an additional 5 hours of curriculum pertaining to:

- Identification and prevention of abuse, exploitation, neglect, and physical/chemical restraints.
- Reporting abuse, exploitation, neglect, and improper use of physical or chemical restraints.
- Options for responsiveness to abusive behavior directed toward nurse aides by clients.
- Stress reduction and conflict management.

Admission Requirements – Criteria to be accepted into a NATCEP – Examples include:

- Employee of nursing facility
- High school graduate or GED
- Physical exam
- CHRI
- Basic reading, writing, and math skills to perform the nurse aide role

Administrator – Director of a school or the administrator of a long-term care facility. Executive or proprietor who assumes leadership of the school or facility. NATCEP involvement may include fiscal responsibility and is usually the final decision-maker in the grievance process.

Administrative Policies – A plan of action for the implementation and governance of the program

Applicant – An individual applying for admission into a state-approved nurse aide training program.

Attendance Record – Record for each student that reflects the dates and hours for classroom, laboratory, and clinical instruction. Record verifies students have completed the total classroom, lab, and clinical hours as approved by the Pennsylvania Department of Education.

Certificate of Completion – Document to verify the individual successfully met the objectives of the nurse aide training program. The document must include, but is not limited to:

- Name of Program
- Assigned Training Code – 7 digits beginning with **395 _ _ _ _**
- Individual's Name
- Approved Program Hours
- Date of Completion
- Two NATCEP Representative Signatures
- Statement "Approved by the Pennsylvania Department of Education"

Classroom – A learning environment ample in space to accommodate the number of students enrolled in the program. Classroom should be free of noise and distractions; include proper lighting, ventilation, and temperature; and have adequate audio-visual equipment to meet the objectives of the program. The room must be in compliance with local fire and safety codes.

Clinical Agreement – A signed document between the educational institution and the long-term care facility that outlines the rights, responsibilities, and liability of both parties. It should include a non- discrimination clause, signature and titles of responsible parties, and date signed.

Clinical Education – Experiential learning process where students apply theoretical knowledge and practical skills in real-world clinical settings. It must take place in a state-licensed, long-term care facility that is in compliance with OBRA Regulations. Clinical experience must be supervised by an RN/LPN instructor who is approved by the Pennsylvania Department of Education. Student: instructor ratio must **NOT exceed 10:1**. *Clinical education is a mandated part of the nurse aide program.*

Clinical Site – A facility that is licensed by the Pennsylvania Department of Health as long-term care and is in compliance with OBRA. The facility must have a sufficient and appropriate population of residents to meet the objectives of the program.

Competency Evaluation Program (CEP) (State Exam) – CEP is an evaluation of nurse aide knowledge and skills. The CEP is made up of both a written (or oral) examination and a skills evaluation. Training program completers have two years to take the CEP. However, employees may only work as a nurse aide for 120 days from date of hire until they pass the CEP.

Criminal History Record Information (CHRI) – A criminal history report processed through the Pennsylvania State Police or a statement that its central repository contains no arrest information. A Criminal History Record could also imply a report of criminal history from the Federal Bureau of Investigation, or a statement that its files contain no arrest information.

Curriculum – Is the totality of all elements required to facilitate teaching or impart knowledge and skills to students in the NATCEP. Elements include, but are not limited to, lesson plans, quizzes, handouts, videos, skills checklists, or activities.

Curriculum Content – Information that will provide a basic level of both knowledge and the demonstration of skills for each individual completing the program as mandated by OBRA Regulations and Act 14.

Documentation by the Nurse Aide Student – The written or recorded care on a form provided by the Instructor to verify the student's observations and care provided to their assigned resident(s).

Enrollment – Approval of an applicant for admission in a program.

Graduation – A formal ceremony may or may not be provided; it is the sponsor's decision. If a ceremony is provided it may not be counted as part of the approved educational hours.

Instructor – A registered or licensed practical nurse who is approved by the Pennsylvania Department of Education to teach and administer the nurse aide curriculum according to Federal and State regulations. An RN supervisor must first be approved if a licensed practical nurse is used by a NATCEP. In a secondary setting, the LPN instructor must first pass the Occupational Competency Assessment exam for the secondary CIP where the NATCEP is embedded.

Lesson Plans – These are plans of instruction for each day which include:

- **Behavioral Objectives** – State the action and/or behavior the learner is to perform or exhibit, the conditions provided for the learner and the degree or level of achievement of the performance.
- **Topical Outline** – Is the information the learner will need to know in order to perform and/or to achieve the objectives.
- **Activities** – The methods the instructor will employ to convey the knowledge and skills necessary to meet the objectives. May include but are not limited to lectures, case studies, role play scenarios, videos, skill demonstrations, laboratory practice, and quizzes.

Level of Achievement – Program defined parameters used to grade theory, lab, and clinical training.

LPN instructor – Must have two years' experience as an LPN, of which 1 year (12 months) was in the provision of long-term care service, and completed a course in teaching adult learners. An LPN who does *not* have the requisite experience may be approved as a NATCEP instructor provided the program has an approved RN Supervisor who meets the qualifications and oversees the training.

- PA CHRI in compliance with Act 13
- Negative 2-step Mantoux
- RN Supervisor must be approved prior to LPN teaching a NATCEP. If LPN teaches in secondary setting, they must pass the Occupational Competency Assessment exam for the secondary CIP where NATCEP is embedded.

Long-Term Care Facility – An institution licensed by the Pennsylvania Department of Health as a long-term care facility. This may include a distinct unit of a hospital that possesses a separate license by the Pennsylvania Department of Health (transitional care or skilled care unit) and geriatric units at state run Veterans Administration Institutions. This does *not* include the following: institutions that provide care for the chronically disabled or mentally challenged, geriatric psychiatry, hospice care, assisted living, home care and general medical units of a hospital.

Make-up Time – May be incurred when a student is absent for any portion of classroom, skills laboratory, or clinical training. Conditions for completing Make-up time should be addressed in the program's attendance policy. Labor laws prohibit break and lunch time to be used for make-up time.

NATCEP – **Nurse Aide Training and Competency Evaluation Program -** According to the federal Omnibus Reconciliation Act (OBRA), a nurse aide training program must be approved by the state, contain at least 75 hours of instruction, offer clinical practicum in an acceptable long-term care facility, and be reviewed by the state for re-approval every two (2) years. (PA requires at least 80 hours which incorporates 5 hours for training in PA Act 14 – abuse identification, prevention, and reporting.)

NATCEP Calendar – A daily breakdown and schedule of hours of instruction and activities for the classroom, laboratory, and clinical components of a nurse aide training program.

NATCEP Coordinator – Manages the operation of the nurse aide training program. The Coordinator may be the same individual as the Instructor. Coordinator does **not** have to be a nurse.

NATCEP Hours – The total number of instructional hours must be a minimum of 80 hours and are divided between the classroom, laboratory, and clinical instruction.

Nondiscrimination Policy – A non-bias statement that is in accordance with state and federal laws.

Nurse Aide – According to the federal Omnibus Budget Reconciliation Act (OBRA), the term "nurse aide" means any individual providing nursing or nursing-related services to residents in a nursing facility. It does not include an individual who is a licensed health professional or an individual who volunteers to provide such services without monetary compensation. The nurse aide performs tasks legally delegated by a licensed nurse in support of a professional plan of care. In Pennsylvania, the title **nurse aide** is conferred upon an individual who has successfully completed a state-approved Nurse Aide Training and Competency Evaluation Program. The term CNA is not a legitimate title in Pennsylvania.

Nurse Aide Student – This is the title assigned to a nurse aide student from the first day they begin a nurse aide training program until they successfully complete the nurse aide competency exam. Their identification badge should reflect their position as a **student** or **trainee** until they pass the state competency examination and are placed on the PA nurse aide registry.

Orientation – This is comprised of:

- Explanation of the organizational structure of the facility
- Policies of the nurse aide program
- Policies of employer or clinical site
- Dress code
- Tour of building, classroom, facility, or clinical site

NOTE: Time spent on Orientation does **not** count as NATCEP Instructional time.

OBRA – Omnibus Budget Reconciliation Act of 1987 is the Federal law that mandates state review, instructor requirements, and content to be covered in a NATCEP.

Pennsylvania Nurse Aide Training Report (NATR) - is a permanent document that must be completed and maintained according to the instructions. The NATR serves as interminable evidence of applicants' criminal background checks, enrollment, program completion, and CEP results.

Performance Checklist – A list of performance objectives that documents the cognitive, affective, and psychomotor skills learned in the program. The performance checklist is akin to a transcript which the program retains in perpetuity for each student, and the student is given a copy.

Physical Examination/Health Condition - Exam performed prior to the start of class and signed by a physician (MD, DO) or a physician extender (PA-C, CRNP). Must include:

- Documentation that the student is free from communicable diseases.
- Documentation that student received a TB test within a year from starting class.

Policy – Provides the guiding principles and framework for decision-making and action.

- **Administrative Policies** – A plan of action designed to determine decisions for successful management of the nurse aide training program.
- **Student Policies** – A document given to the nurse aide student to guide them to successful completion of nurse aide training.

Policy Makers – A description of the forum responsible for developing and revising the written policies of the NATCEP to include the names and titles of the individuals involved in the process.

Private School – A private school license is necessary to charge tuition.

Procedure Evaluation Checklist – A list of skills that have been broken down into a series of sequential steps and are used to demonstrate skills and evaluate competency in the lab.

Resident or **Client** – An individual residing in a long-term care facility to whom health care services are provided.

Record Keeping – A policy statement outlines how and what information is to be retained by the nurse aide training program including name of records kept and a specific timeframe.

Resident of Pennsylvania – an individual who resides within Pennsylvania, has a current mailing address, and identification.

Resource Instructor – Qualified health professionals (e.g., dieticians, social workers, fire safety experts, nursing home administrators, physical therapists, etc.) who will provide instruction from their specialty that is NATCEP objective focused and designed to enhance learning.

Resources – Any materials that will augment the learning program and will assist the students in meeting the objectives (e.g., videos, models, instruction manuals, textbook, and workbooks). All materials should be reviewed periodically for relevance to current practice.

RN instructor – OBRA requires two years' experience as an RN of which 1 year (12 months) was in the provision of long-term care service. Must complete a course in teaching adult learners.

RN Supervisor – Must be approved by PDE prior to use of an LPN Instructor. RN supervisor must be available by telephone/telecommunications when NATCEP instruction is taking place and must be permitted to cease nursing duties should the instructor require assistance. Must sign the PA Nurse Aide Training Report and Performance Checklist if an LPN teaches any part of a NATCEP class.

Skills Laboratory – An extension of the classroom, providing contemporary equipment, supplies and workstations that are adequate for the number of students assigned to practice and demonstrate skills prior to the clinical practicum. The hours allocated for laboratory consist of the time frames in which the instructor demonstrates nursing skills and the time that students practice these skills with a peer and/or mannequin under supervision of the approved nurse aide instructor. Procedure Evaluation Checklists are utilized to determine individual student competency.

Supervision of Students – An RN or LPN instructor must be approved by PDE to supervise students providing care to residents in the clinical setting. The instructor must be free of other service responsibilities. Students are not to be assigned to nurse aides or other facility employees for shadowing, tasking, or supervision while enrolled the Nurse Aide Training Program.

Training Providers – OBRA, section 1819 (f) (2)(B), and section 1919 (f)(2)(B), states "The Secretary of Health and Human Services may permit approval of programs offered by or in facilities as well as outside facilities." Outside facilities can be vocational technical schools, community colleges and private institutions. Tuition-seeking institutions must have a private school license or be a public school.

Tuition – The fee applied for training or any part thereof including textbooks, testing or other supplies. (Tuition does not have to include a uniform, watch or CHRI reports.) Tuition may only be applied by a program that possesses a private school license or is a public school.

Utilization of Students – Nurse Aide students are not to be utilized for services for which they have not been supervised and passed as competent by the instructor (Regulation 483.152).

UNIT 1: Faculty Roles and Responsibilities

Position	Qualifications	Responsibilities	Notes

Administrator	• An earned degree and 1 of the following:
	  ○ Two years' experience in the field
	  ○ One-year experience in supervision
	  ○ Two years' work experience in education
		• Fiscal management
		• Last step in grievance policy
		• May evaluate the coordinator
		• Oversight of the program
			• Does not have to be a nurse
			• Every Program must have an Administrator

Coordinator	• Recommended to attend the *Teaching-The-Educator* workshop where program regulations are presented • Must be approved by the Department of Education • Must have a job description with Nurse Aide program responsibilities • A Director of Nursing may coordinate a NATCEP. • However, he/she may not instruct NATCEP while they are functioning as the Director of Nursing.	• Program Facilitation • Typically positioned as the second step in a grievance policy • Evaluation of faculty • Keep the curriculum current • Evaluation of program performance	• Does not have to be a nurse • Every Program must have a Program Coordinator .
RN/LPN Instructor	• RN/LPN for at least 2 years with current PA license without limitations • At least 1 year experience in provision of long term care services as a licensed nurse ○ An RN or LPN who does *not* have the requisite experience may be approved as a NATCEP instructor provided the program has an approved RN Supervisor who meets the qualifications and oversees the training. • Resume must include the name and address of the long- term care facility in which at least 1 year or 12 months of experience was obtained • CHRI without prohibitive offenses or pending charges at the time of employment is retained by program • Current, negative TB test retained by program • Complete the *Teaching-The-Educator* workshop before teaching Nurse Aides • Must be approved by the Department of Education BEFORE teaching begins • If an LPN Instructor is used, there must be an RN supervisor designated. • If the LPN instructor is teaching NATCEP in a secondary (high school) setting, the LPN instructor must pass the occupational competency assessment (OCA) exam requirements for secondary CTE teacher certification.	• Usually the first step/person in a grievance policy • Maintain a job description with specific Nurse Aide training responsibilities • Attend meetings and seminars as required • Perform other duties as assigned such as scheduling students for the state competency exam	• Every program must retain an Instructor • Teaches all aspects of the NATCEP per program policy • Job description for a NATCEP Instructor must include specific NATCEP responsibilities • Instructor evaluations must be maintained

Position	Qualifications	Responsibilities	Notes
RN Supervisor	• RN for at least 2 years with current PA license without limitations • At least 1 of the 2 years has been in long term care facility • Resume must list the name and address of the long- term care in which a minimum of 1 year or 12 months of experience was obtained • CHRI without prohibitive offenses or pending charges at the time of employment • Current, negative TB test retained by program. • Must be approved by the Department of Education BEFORE a class begins • Must be approved if an LPN is assigned to teach the NATCEP • Completes the Teaching-The-Educator workshop before supervising the LPN instructor teaching Nurse Aides	• Functions under the supervision of the Program Administrator/Coordinator • May function as Instructor and RN supervisor • Maintain a job description with specific Nurse Aide training responsibilities • Attends meetings and seminars as required • Must sign and date the Performance Checklist to verify students were taught and demonstrated proficiency in the competencies required by the Omnibus Budget Reconciliation Act (OBRA) and Pennsylvania Act 14 of 1997 • Must sign the PA Nurse Aide Training Report if an LPN teaches any portion of the NATCEP	• RN supervisor must be available by telephone/telecommunications when NATCEP instruction is taking place and must be permitted to cease nursing duties should the instructor require assistance • Job description for the RN Supervisor must include specific NATCEP responsibilities
Resource Instructor	• At least 1 year experience in his/her field (e.g., Dietician, social worker, fire safety expert) • Is currently licensed or certified in his/her field (e.g., Physical therapist, speech therapist, N.H.A) • Does **NOT** require pre-approval by the Department of Education	• Enhance the learning objectives (e.g., Dietician may teach modified diets) • Attends QA meetings and seminars as required	• NATCEP must retain a copy of the instructor's license, certificate, resume • NATCEP retains documentation to provide evidence of the curriculum objectives that are instructed

***Job descriptions are required to be submitted and maintained for each Administrator, Coordinator, and Instructor for a new NATCEP program application, Self-Study Monitoring Booklet and with a Report of Change when requested.**

Sample Job Descriptions

Green Valley Rehabilitation and Healthcare Center

Job Title: NATCEP Coordinator

Qualifications:

- Ability to work independently and with minimal direct supervision
- Exceptional capacity to deal successfully with a variety of individuals
- Ability to work effectively with faculty, students, and staff
- Approved by the Pennsylvania Department of Education

Primary Function:

- The primary function of the job position is to plan, direct, and coordinate the Nurse Aide Training Program implemented by this facility in accordance with current federal and state guidelines.
- Development, implementation and evaluation of the nurse aide training and competency evaluation program.

Responsibilities:

- Schedule class dates and assign instructors
- Interview and accept students
- Communicates with administration to facilitate enrollment
- Orders instructional materials, including textbooks
- Interviews, hires, supervises, and evaluates faculty
- Assists with orientation of new faculty
- Assists with resolving student and/or faculty issues
- Attends meetings and seminars as required
- Facilitates approval process by PDE
- Performs other duties as assigned
- Conducts periodic, comprehensive, program evaluation
- Participates in the compliance review process conducted by the Pennsylvania Department of Education
- Plan, develop, direct, evaluate, and coordinate the educational curriculum for the Nurse Aide Training Program to meet the Federal regulations of OBRA and the State law of Act 14
- Participate in the selection and/or dismissal of instructors and administrative support personnel
- Provide leadership in formulating the goals and objectives of the Nurse Aide Training Program
- Direct the preparation, scheduling and selection of instructional material, equipment, and training aids to ensure that a modern, meaningful training program is provided to meet the Federal regulations of OBRA and the State law of Act 14
- Remain current on new developments by attending professional institutions, reading professional journals, and attending professional seminars
- Maintain confidentiality of all student records and resident care information
- Maintain appropriate recordkeeping documents as outlined in the course specifications as well as mandated by the Pennsylvania Department of Education

Green Valley Rehabilitation and Healthcare Center

Job Title: NATCEP RN Supervisor/RN Instructor

Qualifications:

- Current RN license without limitations
- Two years' experience as an RN with at least one of the years in long-term care
- An RN Instructor who does *not* have the requisite experience may be approved as a NATCEP instructor provided the program has an approved RN Supervisor who meets the qualifications and oversees the training.
- TTE certificate and CHRI acceptable in accordance with P.L. 169 of 1997
- Approved by the Pennsylvania Department of Education

Primary Functions:

- Ensure the curriculum is current and accurate
- Supervise instruction of the NATCEP curriculum in compliance with federal and state regulations.

Responsibilities:

- Review curriculum at least annually and revise as needed to keep current
- Ensure quizzes, tests and all instructional materials are relevant to the curriculum
- Assists with resolving student and staff issues
- Provide guidance to LPN Instructors and Resource Instructors to ensure the program objectives are met
- Provide remedial assistance to students as needed
- Performs other duties as assigned
- Participates in the compliance review process conducted by PDE
- Plan, develop, and provide the educational curriculum for the Nurse Aide Training Program to meet federal and state requirements
- Provide leadership in formulating goals and objectives of the Nurse Aide Training Program
- Strives to remain current in professional practice
- Assists in interviewing and enrolling students

Green Valley Rehabilitation and Healthcare Center

Job Title: NATCEP LPN Instructor

Qualifications:

- Current LPN license without limitations
- Two years' experience as an LPN with at least one of the years in long-term care
- An LPN who does *not* have the requisite experience may be approved as a NATCEP instructor provided the program has an approved RN Supervisor who meets the qualifications and oversees the training.
- TTE certificate and CHRI acceptable in accordance with P.L. 169 of 1997
- Approved by the Pennsylvania Department of Education

Requirements

- RN Supervisor must first be approved
- RN supervisor must be available by telephone/telecommunications when NATCEP instruction is taking place and must be permitted to cease nursing duties should the instructor require assistance.
- RN supervisor must sign the PA Nurse Aide Training report and Performance Checklist for each student**.**

Primary Functions:

- Ensure the curriculum is current and accurate
- Instructor the NATCEP approved curriculum in compliance with federal and state regulations.

Responsibilities:

- Review curriculum at least annually and revise as needed to keep current
- Ensure quizzes, tests and all instructional materials are relevant to the curriculum
- Assists with resolving student and staff issues
- Provide guidance to Resource Instructors to ensure the program objectives are met
- Provide remedial assistance to students as needed
- Performs other duties as assigned
- Participates in the compliance review process conducted by PDE
- Plan, develop, and provide the educational curriculum for the Nurse Aide Training Program to meet federal and state requirements
- Provide leadership in formulating goals and objectives of the Nurse Aide Training Program
- Strives to remain current in professional practice
- Assists in interviewing and enrolling students

Sample NATCEP Instructor Evaluation

Each instructor is required to have an evaluation completed on their performance at least annually.

Name of Instructor:_____

Date of Evaluation:_____

Name of Evaluator:_____

Title of Evaluator:_____

Place an X under the column that best describes the findings:	Poor	Below Average	Average	Above Average	Excellent
1. Is the room free of distracting noises and traffic patterns?					
2. Objectives for the day are clearly defined.					
3. Instructor follows objectives for the day.					
4. Instructor's directions are easy to follow.					
5. Appropriate supplemental material was used to reflect the course objectives.					
6. Various teaching methods were used. Explain.					
7. Audio-visual materials were used. Explain.					
8. Answered students' questions about the subject.					
9. Answered students' questions on other subjects without losing subject matter.					
10. Classroom control is maintained, but student involvement is encouraged.					
11. Maintains eye contact with entire class.					
12. Instructor demonstrated skills using a step-by-step approach; gave the students critique when they practiced.					
13. Instructor guided and supervised student during the clinical experience.					
14. Instructor adheres to policies and procedures developed by the nurse aide training program related to teaching nurse aides					

Unit 2: Curriculum Requirements

The federal OMNIBUS BUDGET RECONCILIATION ACT (OBRA) contains the regulations which mandate nurse aide training for long term care facilities. All states must comply with the requirements of these regulations. However, like Pennsylvania, other states opted to add content or training requirements that may impact the minimum program length. Therefore, comparison of nurse aide training programs from state to state may result in minor differences. OBRA sets forth:

- Requirements for state review and approval a NATCEP
- The qualifications of nurse aide instructors
- Basic curriculum content
- A minimum number of program hours

Act 14 of 1997

Act 14 of 1997 (H.B. 133), is referred to as the Nurse Aide Resident Abuse Prevention Training Act. The act sets forth additional training requirements which are specific to Pennsylvania.

- Includes abuse prevention content which must be integrated into the curriculum.
- Requires criminal history background checks be done on applicants to Nurse Aide Training Programs.

The curriculum component of Act 14 went into effect March 1, 1998; therefore, all PA Nurse Aide Training programs must include reference to the Act 14 required objectives in the program calendar, in the lessons plans, and on the Performance Checklist.

Per Section 3 of Act 14, content integrated into the curriculum of all PA state approved nurse aide training programs must include:

1. Identification of abuse, neglect, exploitation, improper use of physical or chemical restraints
2. Prevention of abuse, neglect, exploitation, improper use of physical or chemical restraints
3. Procedures for reporting to appropriate supervisor, law enforcement or government authorities, abuse, neglect, exploitation, improper use of physical or chemical restraints
4. Options and strategies for responsiveness to abusive behavior directed toward nurse aides by residents

Federal Minimum Number of Hours

OBRA Regulations require a Nurse Aide Training Program to contain a minimum of 75 hours of instruction of which 16 hours is clinical experience.

Pennsylvania Minimum Number of Hours

Pennsylvania requires an additional 5 hours of instruction in the "Resident Abuse Prevention Training Act". Therefore, Pennsylvania requires a **total of 80 hours** of curriculum instruction but recommends 120 hours. Within the 80 hours of instruction, Pennsylvania requires at **least 37.5 hours** of supervised, practical training. Supervised, practical training means training in a nursing facility, in which the trainee performs resident care tasks under the supervision of a PDE approved Instructor.

NATCEP Program Approval Guidelines

The Nurse Aide Training and Competency Evaluation Program must:

- Be approved by the Department of Education before it is implemented.
- Regulation §483.151 prohibits states from approving a program for more than two years. Therefore, programs must be reviewed for re-approval biannually.
- To maintain approval, at least one class must be conducted in the two-year period.
- To charge a tuition for the training, you must be a public school or obtain a private school license.

Basic Curriculum Content

Mandated by OBRA, the curriculum of a nurse aide training program must contain **at least 16 hours** of instruction in the following topic areas, prior to any direct contact with the residents:

- **C**ommunication and Interpersonal Skills
- **R**especting Residents' Rights
- **I**nfection Control
- **S**afety/Emergency (Abdominal Thrust)
- **P**romoting Residents' Independence

The curriculum must also contain the following subjects. The sequence in which they are taught is at the discretion of the instructor:

- Nutrition
- Client's Environment
- Identify & Report Conditions of Body Systems
- Personal Care Skills
- Caring for the Resident when Death is Imminent
- Basic Restorative Services
- Behavioral Health and Social Service Needs
- Care for the Cognitively Impaired Client

The model PA Nurse Aide curriculum is located on Pennsylvania State University's PA Nurse Aide Instructor Resources - Home website.

Creating a Curriculum

The following items may be referenced when creating a curriculum:

- A textbook which is not older than five years
- Curriculum Content worksheet (PDE 3128C)
- Sample Model Curriculum
- Sample Program Calendar

Curriculum Content for Nurse Aide Training Programs

A copy of the Curriculum Content (PDE 3128C) is available for download at Instructors Corner website.

The following pages contain the minimum Federal OBRA and Pennsylvania Act 14 curriculum objectives required for program approval in PA. All approved nurse aide training programs must incorporate these objectives in their curriculum. The items marked with an asterisk indicate objectives required by Act 14. For example, items 1.1.9 through 1.1.13 found under ROLE AND FUNCTION are Act 14 content that were not part of the original OBRA curriculum requirements.

The state *model curriculum* was developed to address all requirements of OBRA and Act 14. Each unit contains a sample lesson plan, sample quiz questions, handouts, and occasional case studies and role play scenarios. The model curriculum is located on the Pennsylvania State University's PA Nurse Aide Instructor Resources - Home website.

Important Items to Remember:

- If the program wishes to incorporate content not included on this document, a Report of Change (form PDE 292) must first be submitted for PDE approval.
- Textbooks should be current, generally not over five years old.
- It is recommended that quizzes and resource materials be reviewed annually for current practice and relevance and updated as needed.
- ACT 13/14 Abuse quiz should be substantive and contain at least 25 questions.

Curriculum Content for Nurse Aide Training and Competency Evaluation Programs in Pennsylvania

Objectives/Competencies for Nursing Assistants to Meet the Federal Requirements of the Omnibus Budget Reconciliation Act (OBRA) and the State Law of Nurse Aide Resident Abuse Prevention Training (Act 14)

Section 1: Introduction to Health Care

SECT 1/Unit 1	Role and Function	Classroom	Laboratory	Clinical
1.1	**Functions as an unlicensed individual in the role of a nurse aide within the legal and ethical standards set forth by the profession of nursing as regulated by the State Board of Nursing for Commonwealth of Pennsylvania**			
1.1.1	Defines the role and function of a nurse aide and provides awareness of the legal limitations of being a nurse aide			
1.1.2	Defines the responsibilities of a nurse aide as a member of the health care team in an acute care and rehab, hospice, home health or LTC environment			
1.1.3	Differentiates between hospitals, long-term care agencies and home-health agencies according to their purpose and nurse aide expectations			
1.1.4	Identifies the “chain of command” in the organizational structure of the health care agency			
1.1.5	Maintains acceptable personal hygiene and exhibits appropriate dress practices			
1.1.6	Explains the importance of punctuality and commitment on the job			
1.1.7	Describes the role in maintaining service excellence values			
1.1.8	Demonstrates effective management of multiple tasks and prioritizing work activities			
*1.1.9	Explains the responsibility to identify, prevent and report abuse, exploitation and neglect as legislated in Act 14 of 1997 (P.L.), the Nurse Aide Resident Abuse Prevention Training Act			
*1.1.10	Identifies both physical and psychological indicators of stress in self and others, as well as identifying stress reduction techniques			
*1.1.11	Demonstrates effective, interpersonal, conflict management skills			
*1.1.12	Identifies ways to help other people safely manage anger and difficult situations			
*1.1.13	Explains the responsibility of the nurse aide to report abuse to public authorities as legislated by Act 14 of 1997			
*Required by Act 14	**Total Hours Per Section**			

SECT 1/Unit 2	Communication Skills	Classroom	Laboratory	Clinical
1.2	**Demonstrates appropriate and effective communication skills**			
*1.2.1	Demonstrates effective, abuse-free, verbal, and nonverbal communication in keeping with the Nurse Aides' role with clients and their families			
1.2.2	Observes, by using the senses of sight, hearing, touch, and smell, to report client behavior to the licensed professional, practitioner or supervisor			
1.2.3	Documents observations using appropriate terms that are specific to the work environment			
1.2.4	Explains the importance of reporting observations and measurements to the licensed professional, practitioner or supervisor			
1.2.5	Explains the importance of maintaining the client's record			
1.2.6	Demonstrates effective communication skills with supervisor, manager, charge nurse, staff, and other disciplines			
1.2.7	Communicates thoughts, feelings, and ideas to justify decisions or support position on workplace issues			
1.2.8	Demonstrates speaking, listening, writing and social skills that support participation as an effective team member			
1.2.9	Demonstrates actions for asking appropriate questions to clarify meaning, understand outcomes or solve problems			
1.2.10	Explains the concept of diversity and why it is important			
1.2.11	Describes cultural diversity and how a nurse aide manages cultural differences among people			
1.2.12	Demonstrates respect for differences among clients			
1.2.13	Identifies elements of one's own cultural formation and their potential impact in nursing practice			
1.2.14	Uses effective communication skills to promote a client's well-being			
*1.2.15	Communicates in a respectful, adult manner in accordance with the client's stage of development and cultural background			
*Required by Act 14	**Total Hours Per Section**			

SECT 1/Unit 3	Infection Control	Classroom	Laboratory	Clinical
1.3	**Applies the basic principles of infection control**			
1.3.1	Identifies how diseases are transmitted			
1.3.2	Demonstrates hand-washing techniques			
1.3.3	Applies principles of Standard Precautions/Transmission-Based Precautions			
1.3.4	Performs basic cleaning and disinfecting tasks			
1.3.5	Demonstrates correct isolation and safety techniques			
1.3.6	Demonstrates knowledge of how the immune system protects the body from infection and disease			
*1.3.7	Follows infection control measures to provide quality care			
1.3.8 a	Demonstrates use and disposal of personal protective equipment (PPE)			
1.3.8 b	Demonstrates putting on and removing gloves			
1.3.9	Identifies the nurse aide's role in following OSHA regulations			
*Required by Act 14	**Total Hours Per Section**			

SECT 1/Unit 4	Safety/Emergency	Classroom	Laboratory	Clinical
1.4	**Assists with basic emergency procedures**			
1.4.1	Utilizes proper body mechanics			
1.4.2	Follows safety and emergency procedures			
*1.4.3	Identifies safety measures that prevent accidents to clients, including the proper use of alternative measures to restraints and safety devices			
1.4.4	Demonstrates proper use of safety devices			
1.4.5	Identifies signs of choking and an obstructed airway			
1.4.6	Manages foreign body airway obstruction			
1.4.7	Calls for help when encountering convulsive disorders, loss of consciousness, shock, and hemorrhage			
1.4.8	Assists client within a nurse aide's scope of work practice until professional help arrives			

SECT 1/Unit 4	Safety/Emergency	Classroom	Laboratory	Clinical
1.4.9	Follows disaster procedures			
1.4.10	Reports emergencies accurately and immediately			
1.4.11	Identifies potential fire hazards			
*1.4.12	Follows appropriate guidelines for the use of restraints, safety devices and emergency procedures to provide abuse-free quality care			
*Required by Act 14	**Total Hours Per Section**			

SECT 1/Unit 5	Client's Rights	Classroom	Laboratory	Clinical
1.5	**Demonstrates behavior that maintains client and/or client's rights**			
1.5.1	Provides privacy and maintenance of confidentiality			
1.5.2	Maintains confidentiality of patient history information as required by HIPAA			
1.5.3	Promotes the client's right to make personal choices			
1.5.4	Gives assistance in resolving grievances			
1.5.5	Provides necessary assistance to client when participating in single, group, family, and other activities			
1.5.6	Maintains care and security of client's personal possessions			
*1.5.7	Maintains the client's environment and care through appropriate nurse aide behavior to minimize the need for physical and chemical restraints			
*1.5.8	Identifies types, examples, and indicators of abuse, including physical, psychological, and sexual abuse as well as exploitation and neglect			

SECT 1/Unit 5	Client's Rights	Classroom	Laboratory	Clinical
*1.5.9	Identifies methods to **prevent** abuse, exploitation, neglect, and improper use of physical or chemical restraints while providing care			
*1.5.10	Identifies procedures for **reporting** abuse, exploitation, neglect, or the improper use of physical or chemical restraints to the appropriate supervisor, law enforcement officer or government authorities			
*1.5.11	Utilizes abuse prevention strategies in response to abusive behavior directed toward nurse aides by clients and families			
*Required by Act 14	**Total Hours Per Section**			

SECT 1/Unit 6	Client's Independence	Classroom	Laboratory	Clinical
1.6	**Demonstrates behavior that promotes client or client's independence and prevents abuse**			
*1.6.1	Demonstrates behavior that promotes client or client's independence and prevents abuse			
1.6.2	Demonstrates care of sensory challenged clients regarding feeding, ambulating, personal care, and environment			
1.6.3	Describes approaches a nurse aide could use to promote client independence			
1.6.4	Individualizes care to meet the needs of the client			
*Required by Act 14	**Total Hours Per Section**			

Section 2: Basic Nursing and Personal Care Skills

SECT 2/Unit 1	**Nutrition**	**Classroom**	**Laboratory**	**Clinical**
*2.1	**Demonstrates knowledge and applies the principles of basic nutrition to prevent neglect and exploitation**			
2.1.1	Lists general principles of basic nutrition			
2.1.2	Demonstrates knowledge and understanding of modified diets			
2.1.3	Reads the instructions for special diets			
2.1.4	Serves prepared food as instructed			
2.1.5	Documents meal completion			
2.1.6	Reports changes in client's meal consumption to the professional, practitioner or supervisor			
2.1.7	Describes factors that promote safety, comfort, and client's rights when assisting clients with nutritional and dietary needs			
2.1.8	Practices feeding and positioning methods that prevent aspiration			
2.1.9	Identifies cultural and faith-based practice variations in diet			
*Required by Act 14	**Total Hours Per Section**			

SECT 2/Unit 2	Identify and Report Conditions of the Body Systems	Classroom	Laboratory	Clinical
2.2	**Identifies and reports abnormal signs and symptoms of common diseases and conditions of the body systems**			
2.2.1	Respiratory conditions - Reports coughing, sneezing, elevated temperature, or a change in the client's normal function			
2.2.2	Endocrine conditions - Reports excessive thirst, frequent urination, change in urine output, drowsiness, excessive perspiration, headache, muscle spasms or a change in the client's normal function			
2.2.3	Urinary conditions - Reports frequent urination, burning or pain during urination, change in color of urine, blood or sediment in urine, strong odors, or a change in the client's normal function			
2.2.4	Circulatory conditions - Reports shortness of breath, chest pain, blue color to lips, indigestion, sweating, change in vital signs or a change in the client's normal function			
2.2.5	Nervous conditions - Reports dizziness, changes in vision (such as seeing double) change in blood pressure, numbness in any part of the body, inability to move arm or leg, loss of balance, slurred speech, or a change in the client's normal function			
2.2.6	Integumentary conditions - Reports break in skin, discoloration (such as redness or black and blue areas), rash, itching or a change in the client's normal skin condition			
2.2.7	Digestive conditions - Reports nausea, vomiting, pain, inability to swallow, bowel movement changes (such as color, diarrhea, or constipation) or a change in the client's normal function			
2.2.8	Conditions of Immune System - Understands the basic structure and function as it relates to infection and disease			
2.2.9	Reproductive conditions - Reports bleeding, pain, discharge, itching, difficulty starting urination or a change in the client's normal function			
2.2.10	Musculoskeletal conditions – Reports complaints of pain, swelling or redness of joints or a change in the client's normal function			
2.2.11	Continues to list common diseases and conditions based on the population being served (such as Cancer or MRSA)			
*Required by Act 14	**Total Hours Per Section**			

SECT 2/Unit 3	Client's Environment	Classroom	Laboratory	Clinical
2.3	**Demonstrates Care for the Client's Environment**			
*2.3.1	Provides the client with a safe, clean, and comfortable living environment			
2.3.2	Reports unsafe conditions			
2.3.3	Reports pests			
2.3.4	Reports nonfunctioning equipment			
2.3.5	Prepares soiled linen for laundry			
2.3.6	Assists with preparing unit for admission, transfer, or discharge			
*2.3.7	Arranges furniture and equipment for the client's convenience and safety			
*Required by Act 14	**Total Hours Per Section**			

SECT 2/Unit 4	Personal Care Skills	Classroom	Laboratory	Clinical
2.4	**Provides personal care as directed by the licensed professional, practitioner or supervisor**			
*2.4.1	Follows nursing care principles to prevent client abuse, neglect, exploitation, and improper use of physical and/or chemical restraints			
2.4.2	Demonstrates proper safety techniques when providing personal care			
2.4.3 a	Demonstrates proper bed-making procedures – unoccupied bed			
2.4.3 b	Demonstrates proper bed-making procedures – occupied bed			
2.4.4	Provides for the client's privacy when providing personal care			
2.4.5	Assists the client in getting dressed and undressed			

SECT 2/Unit 4	Personal Care Skills	Classroom	Laboratory	Clinical
2.4.6 a	Assists the client with bathing and personal grooming as described on the client's care plan - shower			
2.4.6 b	Assists the client with bathing and personal grooming as described on the client's care plan - bed bath			
2.4.6 c	Assists the client with bathing and personal grooming as described on the client's care plan - whirlpool			
2.4.7	Observes the condition of the skin and reports changes to the professional, practitioner or supervisor			
2.4.8	Demonstrates measures to prevent pressure ulcers: positioning, turning, and applying heel and elbow protectors			
2.4.9	Shampoos and grooms hair			
2.4.10	Assists the client with shaving			
2.4.11	Assists the client with mouth care			
2.4.12	Administers mouth care for the unconscious client			
2.4.13	Demonstrates denture care			
2.4.14	Feeds clients according to regulations			
2.4.15	Distributes nourishment and water			
2.4.16	Assists the client in using the bathroom			
2.4.17 a	Assists the client in using the bedside commode			
2.4.17 b	Assists the client in using a urinal			
2.4.17 c	Assists the client in using a bedpan			
2.4.18 a	Demonstrates perineal care on a male			
2.4.18 b	Demonstrates perineal care on a female			
2.4.19	Provides catheter care			

SECT 2/Unit 4	Personal Care Skills	Classroom	Laboratory	Clinical
2.4.20 a	Provides foot care			
2.4.20 b	Provides basic care to fingernails			
2.4.20 c	Provides care to toenails			
2.4.21	Applies elastic stockings			
2.4.22 a	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor - intake			
2.4.22 b	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor - output			
2.4.22 c	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor - weight			
2.4.22 d	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor - height			
2.4.22 e-i	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – oral temperature			
2.4.22 e-ii	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – axillary temperature			
2.4.22 e-iii	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – rectal (demonstration performed on a mannequin)			
2.4.22 e-iv	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – electronic			
2.4.22 f	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – pulse			
2.4.22 g	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – respiration			
2.4.22 h	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – blood pressure			

SECT 2/Unit 4	Personal Care Skills	Classroom	Laboratory	Clinical
2.4.22 i	Accurately measures, records and reports changes in client's normal function to the professional, practitioner or supervisor – pain			
2.4.23	Provides comfort measures for the client experiencing pain (such as a back rub)			
2.4.24	Assists the professional, practitioner or supervisor with a physical examination (such as taking vital signs and assisting with positioning)			
2.4.25	Empties a colostomy bag			
2.4.26	Applies an Incontinence Brief			
2.4.27	Asks for or provide feedback on performance of task completion			
2.4.28	Describes factors that affect effective teamwork			
*Required by Act 14	**Total Hours Per Section**			

SECT 2/Unit 5	Caring for the Client when Death is Imminent	Classroom	Laboratory	Clinical
2.5.1	**Provides Care to Client when Death is Imminent**			
2.5.1	Discusses own feelings and attitude about death			
2.5.2	Explains how culture and religion influence a person's attitude toward death			
2.5.3	Discusses the stages of dying			
2.5.4	Identifies the goals of hospice care			
2.5.5	Identifies complementary therapies utilized during the stages of dying			

SECT 2/Unit 5	Caring for the Client when Death is Imminent	Classroom	Laboratory	Clinical
2.5.6	Explains and reports the common signs of approaching death			
2.5.7	Provides postmortem care while maintaining the client's right to dignity and respect			
*Required by Act 14	**Total Hours Per Section**			

Section 3: Restorative Care

SECT 3/Unit 1	Restorative Care	Classroom	Laboratory	Clinical
3.1	**Functions as an unlicensed individual in the role of a nurse aide within the legal and ethical standards set forth by the profession of nursing as regulated by the State Board of Nursing for Commonwealth of Pennsylvania**			
3.1.1	Assists the client in bowel training and bladder training			
3.1.2	Assists the client in activity of daily living and encourage self-help activities			
3.1.3 a	Demonstrates the proper use of assistive devices, when assisting the client to ambulate (such as gait, belt, cane, walker, etc.)			
3.1.3 b	Demonstrates the proper use of assistive devices, when assisting the client to transfer (such as mechanical lift, stand aid, etc.)			
3.1.3 c	Demonstrates the proper use of assistive devices, when assisting the client to eat (such as assistive eating devices, thickening, etc.)			
3.1.3 d	Demonstrates the proper use of assistive devices, when assisting the client to dress (such as assistive dressing devices, etc.)			
3.1.4	Assists client with active range of motions exercises as instructed by the physical therapist or the licensed professional, practitioner or supervisor			
3.1.5	Assists client with passive range of motion exercises as instructed by the physical therapist or the licensed professional, practitioner or supervisor			

SECT 3/Unit 1	Restorative Care	Classroom	Laboratory	Clinical
3.1.6	Assists in care and use of prosthetic and orthotic devices (such as hearing aids, braces, splints, artificial limbs, etc.)			
3.1.7 a	Assists the client in proper use of body mechanics in a bed			
3.1.7 b	Assists the client in proper use of body mechanics in a chair			
3.1.7 c	Assists the client in proper use of body mechanics while ambulating			
3.1.8 a	Assists the client with dangling			
3.1.8 b	Assists the client with standing			
3.1.8 c	Assists the client with walking			
3.1.9 a	Demonstrates proper turning and/or positioning in a bed			
3.1.9 b	Demonstrates proper turning and/or positioning in a chair			
3.1.10 a	Demonstrates proper technique for transferring client from bed to chair			
3.1.10 b	Demonstrates proper technique for transferring client from chair to bed			
3.1.11	Assists the client with positioning devices			
3.1.12	Utilizes measures to prevent skin breakdown & circulatory changes caused by improper application and use of assistive devices			
*3.1.13	Provides appropriate, restorative care to prevent abuse, neglect, and exploitation			
3.1.14	Explains the importance of maintaining skin turgor to prevent skin breakdown			
*Required by Act 14	**Total Hours Per Section**			

Section 4: Behavioral Health and Social Service Needs

SECT 4/Unit 1	Behavioral Health and Social Service Needs	Classroom	Laboratory	Clinical
4.1	**Demonstrates basic skills by identifying the psychosocial characteristics of the populations being served in the nursing facility and/or by the health care agency including persons who are developmentally or intellectually disadvantaged, or individuals with Alzheimer's disease and related disorders that cause cognitive impairment**			
4.1.1	Identifies the client's basic, human needs for life and emotional well-being			
4.1.2	Modifies his/her own behavior in response to the client's behavior			
4.1.3	Selects appropriate techniques for dealing with angry or upset clients and their family members			
4.1.4	Identifies developmental tasks associated with the aging process			
4.1.5	Provides training in and the opportunity for self-care and based according to client's capabilities			
4.1.6	Demonstrates principles of behavior management by reinforcing appropriate behavior and reducing or eliminating inappropriate behavior			
4.1.7	Allows the client to make personal choices, providing and reinforcing other behavior consistent with the client's dignity			
4.1.8	Explains how to anticipate and manage crisis situations and identifies alternative solutions when appropriate interventions fail			
4.1.9	Utilizes the client's family as a source of emotional support			
4.1.10	Explains how age, illness and disability affect sexuality			
4.1.11	Provides opportunities for the client to express their personal faith and continue their religious practices			
4.1.12	Describes techniques that demonstrate effective listening skills			
4.1.13	Explains measures that promote a client's quality of life			
*4.1.14	Provides for the behavioral health and social service needs of the client, including abuse prevention measures			

SECT 4/Unit 1	Behavioral Health and Social Service Needs	Classroom	Laboratory	Clinical
4.1.15	Reports changes in the client's normal function to the licensed professional, practitioner or supervisor			
*Required by Act 14	**Total Hours Per Section**			

Section 5: Care of Cognitively Impaired Clients

SECT 5/Unit 1	Care of Cognitively Impaired Clients	Classroom	Laboratory	Clinical
5.1	**Demonstrates basic principles of validation therapy and other intervention strategies**			
5.1.1	Demonstrates basic principles of validation therapy and other intervention strategies			
*5.1.2	Demonstrates intervention strategies to prevent abuse and neglect			
5.1.3	Reports changes in the client’s normal function to the licensed professional, practitioner or supervisor			
*Required by Act 14	**Total Hours Per Section**			

	Additional Content	Classroom	Laboratory	Clinical
	If you desire to add content that is different from the aforementioned objectives, please list the content according to the section and unit (topic area) where you intend to incorporate the content or add another section. For example, if you wish to incorporate an additional objective under the topic, Infection Control, you would note **Section 1/Unit 3 Infection Control** 1.3.10 (state the objective) as well as how much class, lab, or clinical time is expected. To add another section, note: **Section 6 Unit 1** Objective Number and description.			

Nurse Aide Training Program—Recommended Time Schedule

Section 1: Introduction to Health Care

Training Topics	80 Hour Program Classroom	80 Hour Program Lab	80 Hour Program Clinical	120 Hour Program Classroom	120 Hour Program Lab	120 Hour Program Clinical
Unit 1: Role and Function	2.5	0.5	0	4.5	1.0	2.0
Unit 2: Communication Skills	2.5	1.0	3.0	3.0	2.0	3.0
Unit 3: Infection Control	3.0	1.0	2.0	3.0	1.5	4.0
Unit 4: Safety/Emergency	3.0	1.0	2.0	3.0	1.5	4.0
Unit 5: Client's (Resident's) Rights	2.5	0.5	1.0	2.0	0.5	2.0
Unit 6: Client's (Resident's) Independence	2.0	0.5	0.5	2.0	1.0	2.0

Section 2: Basic Nursing and Personal Care Skills

Training Topics	80 Hour Program Classroom	80 Hour Program Lab	80 Hour Program Clinical	120 Hour Program Classroom	120 Hour Program Lab	120 Hour Program Clinical
Unit 1: Nutrition	2.0	1.0	2.5	2.5	1.5	4.0
Unit 2: Identify and Report Conditions of the Body Systems	1.0	0	0	2.0	1.0	2.0
Unit 3: Client's Environment	1.0	1.0	5.0	1.5	0.5	2.0
Unit 4: Personal Care Skills	2.0	5.0	15.0	6.5	10.0	15.0
Unit 5: Caring for Client (Resident) when Death is Imminent	1.0	0.5	0	1.5	0.5	2.0

Section 3: Restorative Care

Training Topics	80 Hour Program Classroom	80 Hour Program Lab	80 Hour Program Clinical	120 Hour Program Classroom	120 Hour Program Lab	120 Hour Program Clinical
Unit 1: Principles of Restorative Care	2.0	1.0	4.0	3.5	2.0	7.0

Section 4: Behavioral Health and Social Service Needs

Training Topics	80 Hour Program Classroom	80 Hour Program Lab	80 Hour Program Clinical	120 Hour Program Classroom	120 Hour Program Lab	120 Hour Program Clinical
Unit 1: Psychosocial Effects of Aging and Disease Process	2.5	0.5	1.5	3.0	1.0	3.0

Section 5: Care of Cognitively Impaired Clients (Residents)

Training Topics	80 Hour Program Classroom	80 Hour Program Lab	80 Hour Program Clinical	120 Hour Program Classroom	120 Hour Program Lab	120 Hour Program Clinical
Unit 1: Principles of Validation Therapy and Other Intervention Strategies	1.5	.5	1.0	2.0	1.0	3.0

Total Hours

Training Topics	80 Hour Program Classroom	80 Hour Program Lab	80 Hour Program Clinical	120 Hour Program Classroom	120 Hour Program Lab	120 Hour Program Clinical
TOTAL HOURS	**28.5**	**14.0**	**37.5**	**40.0**	**25.0**	**55.0**

Creating a Program Calendar

When creating a Program Calendar, it is very important to include detailed information.

It is helpful to think of the program calendar as an itinerary for the classroom. This will detail when each objective is being taught, the time, how long it will be taught for and what chapter and page numbers will be reviewed. This document will also detail how much time is being spent in each curriculum content area. **Things to remember when creating a Program Calendar:**

- The objectives found in the Curriculum Content are to be referenced.
- As seen in the example, bolding the 16 hours of training the student must receive before resident contact will aid your program to meet the requirements of OBRA.
- Under Lesson Topic, list if the objectives taught are done so by theory (T), lab (L), or clinical (C).
- Orientations, CPR, introducing students to the clinical site, lunches and breaks are all examples of what **cannot** be included in NATCEP approved hours. However, they should be placed on the calendar to keep the flow of the course organized.

Sample Program Calendar

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
11/2/26	Orientation to NATCEP program	8:00 am - 11:00 am: Review Policies & Housekeeping Rules	**Not Included in NATCEP Time**
1 11/3/26 T - 6.5 hrs. L - 1 hr.	1.1 Functions as an unlicensed individual in the role of a nurse aide within the legal and ethical standards set forth by the profession of nursing as regulated by the State Board of Nursing for Commonwealth of Pennsylvania. • 1.1.1 - 1.1.13	7:00 am - 9:30 am: Role & Function (T – 2.5 hrs.) Act 13 / Act 14 9:30 am – 9:45 am: Break 9:45 am - 11: 45 am: Role & Function (T – 2 hrs.) 11:45 am - 12:15 pm: Lunch 12:15 pm - 1:15 pm: Role & Function (L – 1 hr.) 1:15 pm - 1:30 pm: Break	Chapter 1 (pp. 4-10) Chapter 2, **Act 14 **** (pp. 20-38) Chapter 4 (pp. 58-63) Chapter 5 (pp. 65-76) Chapter 5, **Act 14 **** (pp. 65-76)

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
	1.2 Demonstrates appropriate and effective communication skills. • 1.2.1 - 1.2.12	1:30 pm - 3:30 pm: **Communication** (T - 2 hrs.)	
2 11/4/26 T - 6.5 hrs. L - 1 hr.	1.2 Demonstrates appropriate and effective communication skills. • 1.2.13 – 1.2.15 1.3 Applies the basic principles of infection control. • 1.3.1 - 1.3.4 • 1.3.5 – 1.3.9	7:00 am - 8:00 am: **Communication** (T – 1 hr.) 8:00 am – 10:00 am: **Communication** (L – 2 hrs.) 10:00 am – 10:15 am: Break 10:15 am - 11:45 am: **Infection Control** (T – 2 hrs.) 11:45 am - 12:15 pm: Lunch 12:15 pm - 1:45 pm: **Infection Control** (T – 1.5 hr.) 1:45 pm – 2:00 pm: Break 2:00 pm – 3:30 pm: **Infection Control** (L-1.5 hrs.)	Chapter 9 (pp. 129-134) Chapter 7 (pp. 96-103) Chapter 7, **Act 14**** (pp. 104-111) Chapter 6 (pp. 80-88)
3 11/5/26 T – 5.5 hrs. L – 2 hrs.	1.4 Assists with basic emergency procedures. • 1.4.1 - 1.4.5 • 1.4.6 - 1.4.12 1.5 Demonstrates behavior that maintains resident and/or client's rights. • 1.5.1 - 1.5.6 • 1.5.7 - 1.5.11 1.6 Demonstrates behavior that promotes resident and/or client's	7:00 am - 8:30 am: **Safety/Emergency** (T – 1.5 hrs.) 8:30 am – 9:30 am: **Safety/Emergency** (L – 1 hr.) 9:30 am – 9:45 am: Break 9:45 am - 11:15 am: **Safety/Emergency** (T – 1.5 hrs.) 11:15 am – 11:45 am: **Safety/Emergency** (L - .5 hr.) 11:45 am - 12:15 pm: Lunch 12:15 pm - 2:15 pm: **Resident's Rights** (T – 2 hrs.) 2:15 pm – 2:30 pm: Break	Chapter 6, **Act 14**** (pp. 88-94) Chapter 3, **Act 14**** (pp. 40-56) Chapter 3 (pp. 45-59)

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
	independence and prevents abuse. • 1.6.1 - 1.6.4	2:30 pm – 3:00 pm: **Resident's Rights** (L - .5 hrs.) 3:00 pm – 3:30 pm: **Resident's Independence** (T - .5 hrs.)	
4 11/6/26 T - .5 hrs. L – 2.5 hrs.	1.6 Demonstrates behavior that promotes resident and/or client's independence and prevents abuse. • 1.6.1 - 1.6.4 2.3 Provides a safe, clean environment. • 2.3.1 – 2.3.7 2.1 Demonstrates knowledge and applies the principles of basic nutrition to prevent neglect and exploitation. • 2.1.1 – 2.1.9	7:00 am - 8:00 am: **Resident's Independence** (T – 1 hr.) 8:00 am – 9:00 am: **Resident's Independence** (L – 1 hr.) 9:00 am – 9:15 am: Break 9:15 am - 10:45 am: Safe & Clean Environment (T – 1.5 hrs.) 10:45 am – 11:15 am: Safe & Clean Environment (L - .5 hr.) 11:15 am – 11:45 am: Nutrition (T - .5 hr.) 11:45 am - 12:15 pm: Lunch 12:15 pm - 2:15 pm: Nutrition (T – 2 hrs.) 2:15 pm – 2:30 pm: Break 2:30 pm – 3:30 pm: Nutrition (L - 1 hr.)	Chapter 3, **Act 14**** (pp 40-56) Chapter 12 (pp 153-156) Chapter 10, **Act 14**** (pp 136-141) Chapter 13 (pp 158-172)
5 11/9/26 T – 4.5 hrs. L – 3 hrs.	2.4 Provides personal care as directed by the licensed nurse. • 2.4.1 – 2.4.13	7:00 am - 9:30 am: Personal Care Skills (T – 2.5 hrs.) 9:30 am – 9:45 am: Break 9:45 am - 11:45 am: Personal Care Skills (L – 2 hrs.)	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
		11:45 am – 12:15 pm: Lunch 12:15 pm – 2:15 pm: Personal Care Skills (T - 2 hrs.) 2:15 pm - 2:30 pm: Break 2:30 pm - 3:30 pm: Personal Care Skills (L – 1 hr.)	
6 11/10/246 T – 3.5 hrs. L – 4 hrs.	2.2 Identifies and reports abnormal signs and symptoms of common diseases and conditions of the body systems. • 2.2.1 – 2.2.11 2.4 Personal Care Skills • 2.4.14 – 2.4.22	7:00 am - 9:00 am: Identify & Report Conditions (T – 2 hrs.) 9:00 am – 9:15 am: Break 9:15 am - 10:15 am: Identify & Report Conditions (L – 1 hr.) 10:15 am – 11:45 am: Personal Care Skills (T - 1.5 hrs.) 11:45 am - 12:15 pm: Lunch 12:15 pm - 2:15 pm: Personal Care Skills (L – 2 hrs.) 2:15 pm – 2:30 pm: Break 2:30 pm – 3:30 pm: Personal Care Skills (L - 1 hr.)	Chapter 15 (pp 174-186) Chapter 17 (pp 204-236)
7 11/11/26 T – 3 hrs. L – 4.5 hrs.	2.4 Personal Care Skills • 2.4.23 – 2.4.28 2.5 Provides care to resident when death is	7:00 am - 7:30 am: Personal Care Skills (T – .5 hr.) 7:30 am – 9:30 am: Personal Care Skills (L - 2 hrs.) 9:30 am – 9:45 am: Break 9:45 am - 11:45 am: Personal Care Skills (L – 2 hrs.)	Chapter 17 (pp 204-236) Chapter 21 (pp 265 - 278)

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
	imminent • 2.5.1 – 2.5.7 3.1 Restorative Care • 3.1.1 – 3.1.14	11:45 am - 12:15 pm: Lunch 12:15 pm - 1:45 pm: Death & Dying (T – 1.5 hrs.) 1:45 pm – 2:15 pm: Death & Dying (L - .5 hr.) 2:15 pm – 2:30 pm: Break 2:30 pm – 3:30 pm: Restorative Care (T - 1 hr.)	
8 11/12/26 T – 4.5 hrs. L – 3 hrs.	3.1 Demonstrates skills that incorporate principles of restorative care under the direction of a licensed nurse. • 3.1.1 – 3.1.14 4.1 Demonstrates basic skills by identifying the psychosocial characteristics of the populations being served in the nursing facility and/or by the health care agency; including person with mental retardation mental illness, Alzheimer's disease, and related disorders that cause cognitive impairment. • 4.1.1 – 4.1.8	7:00 am - 9:30 am: Restorative Care (T – 2.5 hrs.) 9:30 am – 9:45 am: Break 9:45 am - 11:45 am: Restorative Care (L – 2 hrs.) 11:45 am - 12:15 pm: Lunch 12:15 pm - 2:15 pm: Behavioral Health & Social Service Needs (T – 2 hrs.) 2:15 pm – 2:30 pm: Break 2:30 pm – 3:30 pm: Behavioral Health & Social Service Needs (L - 1 hr.)	Chapter 18 (pp. 237 – 246)
9 11/13/26	4.1 Demonstrates basic	7:00 am - 8:00 am: Behavioral Health & Social Service Needs (T – 1 hr.)	Chapter 19 (pp 247 – 252)

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
T – 3 hrs. L -2 hrs.	skills by identifying the psychosocial characteristics of the populations being served in the nursing facility and/or by the health care agency; including person with mental retardation mental illness, Alzheimer's disease, and related disorders that cause cognitive impairment. • 4.1.9 – 4.1.15 5.1 Demonstrates basic principles of validation therapy and other intervention strategies. • 5.1.1 – 5.1.3 Orientation to clinical area	8:00 am – 9:00 am: Care of Cognitively Impaired (T – 1 hr.) 9:00 am – 9:15 am: Break 9:15 am - 11:15 am: Care of Cognitively Impaired (L – 2 hrs.) 11:15 am - 12:15 pm: Care of Cognitively Impaired (T – 1 hr.) 12:15 pm - 12:45 pm: Lunch 12:45 pm – 3:30 pm: Tour of clinical area **(Not included in NATCEP time)**	Chapter 20 (pp 253 – 264)
Make-Up Day 11/14/26	Make-Up Day Objectives will vary	7:00 am – 3:30 pm: Varied topics 12:15 pm – 12:45 pm: Lunch	
10 11/16/26 C – 7 hrs.	Clinical objectives • 1.1.1 – 1.1.7 • 1.2.1 – 1.2.8 • 1.3.1 – 1.3.5 • 1.4.1 – 1.4.4 • 1.5.1 – 1.5.5 • 2.4.1 – 2.4.5	7:00 am - 8:00 am: Role & Function (C – 1 hr.) 8:00 am – 9:00 am: Infection Control (C – 1 hr.) 9:00 am – 9:15 am: Break 9:15 am - 10:15 am: Communication (C – 1 hr.) 10:15 am - 11:15 am: Resident's Rights (C – 1 hr.) 11:15 am – 12:00 pm: Safety & Emergency (C - .75 hr.)	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
		12:00 pm - 12:30 pm: Lunch 12:30 pm – 1:30 pm: Nutrition (C – 1 hr.) 1:30 pm – 1:45 pm: Break 1:45 pm – 3:00 pm: Personal Care Skills (C – 1.25 hrs.)	
11 11/17/26 C – 8 hrs.	Clinical objectives • 1.1.8 – 1.1.13 • 1.2.9 – 1.2.15 • 1.3.5 – 1.3.9 • 1.4.6 – 1.4.12 • 1.5.5 – 1.5.11 • 1.6.1 – 1.6.2 • 2.1.6 – 2.1.9 • 2.2.1 – 2.2.7 • 2.4.6 – 2.4.10	7:00 am - 8:00 am: Role & Function (C – 1 hr.) 8:00 am – 9:00 am: Infection Control (C – 1 hr.) 9:00 am – 9:30 am: Infection Control (C - .5hr.) 9:30 am - 9:45 am: Break 9:45 am - 10:15 am: Safety & Emergency (C – .5 hr.) 10:15 am – 10:45 am: Client's Rights (C - .5 hr.) 10:45 am – 11:15 am: Client's Independence (C - .5 hr.) 11:15 am – 12:15 pm – Nutrition (C – 1 hr.) 12:15 pm - 12:45 pm: Lunch 12:45 pm – 1:45 pm: Identify & Report Conditions (C – 1 hr.) 1:45 pm – 2:00 pm: Break 2:00 pm – 4:00 pm: Personal Care Skills (C – 2 hrs.)	
12	Clinical objectives	7:00 am - 7:30 am: Communication (C – .5 hr.)	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
11/18/26 C – 8 hrs.	• 1.2.1 – 1.2.15 • 1.3.1 – 1.3.9 • 1.4.1 – 1.4.12 • 1.5.1 – 1.5.11 • 1.6.2 – 1.6.4 • 2.1.1 – 2.1.9 • 2.2.8 – 2.2.11 • 2.3.1 – 2.3.7 • 2.4.11 – 2.4.15 • 3.1.1 – 3.1.4	7:30 am – 8:00 am: Infection Control (C – .5 hr.) 8:00 am – 8:30 am: Safety & Emergency (C - .5hr.) 8:30 am – 9:00 am: Client's Rights (C - .5 hr.) 9:00 am - 9:15 am: Break 9:15 am - 9:45 am: Client's Independence (C – .5 hr.) 9:45 am – 10:45 am: Nutrition (C - 1 hr.) 10:45 am – 11:45 am: Identify & Report Conditions (C - 1 hr.) 11:45 am – 12:15 pm – Lunch 12:15 pm - 1:15 pm: Client's Environment (C – 1 hr.) 1:15 pm – 1:30 pm: Break 1:30 pm – 3:30 pm: Personal Care Skills (C – 2 hrs.) 3:30 pm – 4:00 pm: Restorative Care (C – .5 hr.)	
13 11/19/26 C – 8 hrs.	Clinical objectives • 1.2.1 – 1.2.8 • 1.3.1 – 1.3.9 • 1.4.1 – 1.4.12 • 1.6.1 – 1.6.4 • 2.1.1 – 2.1.9	7:00 am - 7:30 am: Communication (C – .5 hr.) 7:30 am – 8:00 am: Infection Control (C – .5 hr.) 8:00 am – 8:30 am: Safety & Emergency (C - .5hr.) 8:30 am – 8:45 am: Break	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
	• 2.3.5 – 2.3.7 • 2.4.15 – 2.4.21 • 3.1.4 – 3.1.10 • 4.1.1 – 4.1.4	8:45 am - 9:15 am: Client's Independence (C – .5 hr.) 9:15 am – 9:45 am: Nutrition (C - .5 hr.) 9:45 am – 10:45 am: Client's Environment (C - 1 hr.) 10:45 am – 12:45 pm: Personal Care Skills (C – 2 hrs.) 12:45 pm – 1:15 pm – Lunch 1:15 pm – 2:15 pm: Restorative Care Skills (C – 1 hr.) 2:15 pm – 2:30 pm: Break 2:30 pm – 4:00 pm: Behavioral Health (C – 1.5 hrs.)	
14 11/20/26 C – 8 hrs.	Clinical objectives • 1.3.1 – 1.3.9 • 1.4.1 – 1.4.5 • 2.1.1 – 2.1.9 • 2.4.21 – 2.4.28 • 2.5.1 – 2.5.4 • 3.1.11 – 3.1.14 • 4.1.5 – 4.1.10	7:00 am - 7:30 am: Infection Control (C – .5 hr.) 7:30 am – 8:00 am: Safety & Emergency (C – .5 hr.) 8:00 am – 8:30 am: Nutrition (C - .5hr.) 8:30 am – 8:45 am: Break 8:45 am - 10:45 am: Personal Care Skills (C – 2 hrs.) 10:45 am – 11:45 am: Restorative Care Skills (C - 1 hr.) 11:45 am – 12:15 pm – Lunch 12:15 pm – 1:15 pm: Restorative Care Skills (C – 1 hr.)	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
		1:15 pm – 2:45: Behavioral Health and Social Service Needs (C – 1.5 hrs.) 2:45 pm – 3:00 pm: Break 3:00 pm – 4:00 pm: Care for the Client when Death is Imminent (C – 1 hr.)	
15 11/23/26 C – 8 hrs.	Clinical objectives • 1.3.1 – 1.3.9 • 1.4.1 – 1.4.12 • 1.6.1 – 1.6.4 • 2.4.1 – 2.4.28 • 3.1.1 – 3.1.14 • 4.1.11 – 4.1.15 • 5.1.1 – 5.1.3	7:00 am - 7:30 am: Infection Control (C – .5 hr.) 7:30 am – 8:00 am: Safety & Emergency (C – .5 hr.) 8:00 am – 8:30 am: Client's Independence (C - .5hr.) 8:30 am – 8:45 am: Break 8:45 am - 10:45 am: Personal Care Skills (C – 2 hrs.) 10:45 am – 11:45 am: Restorative Care Skills (C - 1 hr.) 11:45 am – 12:15 pm – Lunch 12:15 pm – 1:15 pm: Restorative Care Skills (C – 1 hr.) 1:15 pm – 1:45: Behavioral Health and Social Service Needs (C – .5 hr.) 1:45 pm – 2:00 pm: Break 2:00 pm – 4:00 pm: Care of Cognitively Impaired (C – 2 hrs.)	
16 11/24/26	Clinical objectives	7:00 am - 7:30 am: Infection Control (C – .5 hr.)	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
C – 8 hrs.	• 1.3.1 – 1.3.5 • 1.4.1 – 1.4.5 • 2.4.1 – 2.4.28 • 2.5.5 – 2.5.7 • 4.1.1 – 4.1.15 • 5.1.1 – 5.1.3	7:30 am – 8:00 am: Safety & Emergency (C – .5 hr.) 8:00 am – 10:00 am: Personal Care Skills (C – 2 hrs.) 10:00 am – 10:15 am: Break 10:15 am - 11:15 am: Personal Care Skills (C – 1 hr.) 11:15 am – 11:45 am: Restorative Care Skills (C - .5 hrs.) 11:45 am – 12:15 pm – Lunch 12:15 pm – 12:45 pm: Behavioral Health and Social Service Needs (C – .5 hr.) 12:45 pm – 1:45: Care for Cognitively Impaired (C – 1 hr.) 1:45 pm – 2:00 pm: Break 2:00 pm – 4:00 pm: Care for Client when Death is Imminent (C – 2 hrs.)	
17 11/25/26	All Curriculum Objectives	7:00 am – 8:30 am: Mock Review – Written Exam 8:30 am – 8:45 am: Break 8:45 am – 9:15 am: Review Exam 9:15 am – 11:15 am: Mock Review – Skill Practice 11:15 am – 11:45 am: Lunch	

Day	Curriculum Objectives	Lesson Topics/Activities Schedule	Book References
		11:45 am – 1:45 pm: Mock Review – Skill Practice 1:45 pm – 2:45 pm: Final Paperwork 2:45 pm – 4:00: Graduation	
Make-up Day 11/27/26	Make-up Day Objectives will vary	7:00 am – 3:30 pm: Varied topics 12:15 pm – 12:45 pm: Lunch	

Lesson Plans

A daily lesson plan is the roadmap followed by the instructor to facilitate successful learning of the program objectives. A daily lesson plan should be completed for each scheduled day of training. This is to be used by the instructor and notes are to be made if any changes occur. This will help determine if the objectives were taught when they were stated to be taught. When evaluating your program, a review of the lesson plans should be conducted to determine if best methods are being utilized. Please refer to pages 51-55 for an example of a lesson plan format.

Quizzes and Tests

It is the program's choice to offer as many quizzes and tests as they decide to. It is important to remain cognizant that quiz/test questions should directly relate to the objectives found in the curriculum content. If an objective cannot be demonstrated in the laboratory or clinical area (e.g., postmortem care), a test question can be used to satisfy this requirement. A program must demonstrate written evidence in the form of a quiz or test to demonstrate the students' understanding of abuse training and Act 14. It is the recommendation of PDE to have an 80% cumulative grade point average requirement to set the student up for success in preparation for the state examination.

NATCEP Daily Lesson Plan Instructions

A daily lesson plan is the roadmap followed by the instructor to facilitate successful learning of the program objectives. A daily lesson plan should be completed for each scheduled day of training including clinical days.

NOTE: Distribution of time should reflect the time indicated on your program calendar.

- Fill in the program name, class date, and instructor's name.
- Fill in the total hours to be completed for the entire training day.
- Fill in the theory, laboratory, and clinical hours of instruction provided in this lesson.
- **LEARNING OBJECTIVES:** List the objectives by number/name provided in this lesson. **These should match objectives identified on your program calendar and designated on the performance checklist for this lesson's date. Clinical objectives must also be listed for each clinical day.**
- **RESOURCES:** Check the box associated with the instructional resources required to facilitate this lesson. "Other" should be checked if any instructional resource not listed is used. Fill in a description of the "other" resource. Example: "☒ other: Guest Speaker; Tom Thumb – Infection Control Specialist."
- **TERMS:** List any vocabulary terms to be presented to students during this lesson.
- **INSTRUCTOR PREPARATION:** List all the instructional elements the instructor must be proficient with or have completed prior to the start of the lesson and class. Examples: review textbook chapters on personal care and vital signs; arrange class

seating in “U” shape; place handout 3 at each seat location; or write required terms on board.

- **SAFETY CONCERNS:** Identify any special safety concerns to be addressed by the instructor. Example: reminders of proper body mechanics for lifting and transferring.
- **OPENING:** Describe how to begin the training day. Examples: ice breaker with description; review or assessment of prior lesson; or presentation of skill sheets to be completed, etc.
- **INSTRUCTIONAL SEQUENCE:** List each step the instructor will follow to complete the entire day’s lesson. Include estimated time to complete each step, textbook references, handout names, quiz/test names, activity names, skill sheet listings, etc.
- **ACTIVITY:** Describe the collaborative learning activity to be completed during the lesson. Include a brief description, list of all materials and equipment, and anticipated activity outcome.
- **CLOSING:** Describe how to end the training day. Examples: review of the lesson objectives; “cliff hanger” question for the next class date; an encouraging anecdotal story; comments of reinforcement and encouragement; etc.
- **KNOWLEDGE ASSESSMENT:** Define and describe the minimum requirements to be met by all students to demonstrate they have gained the knowledge presented in this lesson.
- **HOMEWORK:** Describe any activities for students to complete and prepare after class.
- **NOTES:** List any possible revisions or suggestions to consider before the next presentation of this lesson. *Examples: update the video or assessment questions; update the skill sheets; change the process for a skill presentation; etc*

Sample NATCEP Daily Lesson Plan (Theory/Lab)

Program Name: RST Healthcare Facility

Day: Day 1 - Theory

Class Date: 11/3/2026

Instructor: Jane Doe

Distribution of Time	Total time
Total Daily Hours	7.5 Hours
Theory Hours	6.5 Hours
Lab Hours	1 Hour
Clinical Hours	

LEARNING OBJECTIVES:

Functions as an unlicensed individual in the role of a nurse aide within the legal and ethical standards set forth by the profession of nursing as regulated by the State Board of Nursing for Commonwealth of Pennsylvania.

- 1.1.13

Demonstrates appropriate and effective communication skills.

- 1.2.1 - 1.2.12

The learner will understand the role and function of a nurse aide, demonstrate appropriate and effective communication and interpersonal skills and have a basic understanding of Act 13, Act 14, report abuse standards, and the elder Justice Act.

RESOURCES:

☐BP Cuff ☐Book ☐Care Plans ☐Computer ☐DVD ☐Handout

☐Lab Supplies ☐PowerPoint ☐Projector ☐Skill Sheets ☐Test/Quiz ☐Video

☐Other:

TERMS:

Long-term care, Home health care, Hospice care, Acute Care, Assisted Living, Care team, Activities of daily living (ADLs), Licensed Practical Nurse (LPN), Licensed Vocational Nurse (LVN), Medicaid, Medicare, Nursing Assistant (NA), Outpatient care, Registered Nurse (RN), Skilled care, Active listening, Body language, Care Plan, Charting, Incident Report, Nonverbal communication, Verbal communication

INSTRUCTOR PREPARATION:

Review textbook Chapters 1, 2, 4, and 5 content for Nursing Assistant in LTC. Communication skills, communication challenges and types of abuse and neglect, Act 13, Act 14 and Elder Justice Act. Photocopy handouts for students. Review corresponding workbook questions and answers.

SAFEY CONCERNS:

General fire emergency plans and infection control.

OPENING:

- Introductions including what caused you to apply for nurse aide training.
- Complete nurse aide role knowledge assessment.
- Complete nurse aide role group activity.
    - Step 1: In person teams brainstorm on paper what tasks nurse aides can and cannot do.
    - Step 2: Pass completed list to another partner group, and with textbooks open, edit the lists.
    - Step 3: Pass to a new partner group and review the list once more. Verbally compare lists and discuss.
        - For classes with more than 5 students – you may use the topic of "what are professional behaviors" with 2 partner groups and at the conclusion review and discuss initial knowledge assessment.
    - Discuss classroom etiquette, professional behavior, and personal responsibility for learning.

INSTRUCTIONAL SEQUENCE:

Opening exercise with introductions, knowledge assessment, and scope of practice exercise (30 minutes)

Unit 1 Role and Function

Lecture on Role and Function Chapter 1 (1 hour 45 minutes) Topics for Discussion

- Healthcare settings, Long Term Care (LTC), Skilled Care, Acute Care, Assisted Living, Home Care
- Expand on Long Term Care/Skilled Care, types of residents we may see in LTC, length of stay
- Medicare/Medicaid
- Nursing Assistant's role, Scope of practice, qualities of great nursing assistants

YouTube Video – Life of a CNA (4:26)

Switch to Chapter 28 page 491-500

- More on job description, scope of practice, state exam, maintaining registry status

Back to Chapter 1 page 7

Review Pennsylvania Candidate Handbook

- Professionalism
- Role of each Care Team member
- Chain of Command

Review Nursing Care Authority Chart – handout

- Policies and procedures
- DOH/Joint Commission and the survey process

Review with group discussion/quizzing on workbook questions interspersed on Chapter 1.

Break (15 minutes)

Unit 1 Role and Function

Lecture Chapter 2 (pages 26-29) (2 hours 15 minutes) Topics for Discussion

- Review the general types of abuse and neglect (will go much more in depth on Day 3)
- Review Act 13 and Act 14, Elder Justice Care (handouts)
- Review with group discussion/quizzing on workbook questions interspersed on Chapter 2
- Play DVD “Whatever Happened to Baby Jane?”
- Follow along with worksheet for scene selections. Students record the number and different types of abuse portrayed on video worksheet and discuss answers in group setting
- View YouTube video “Abuse part 1 & 2 the Residents Perspective

Lunch (30 minutes)

Unit 2 – Communication Skills

Lecture Chapter 4 (1 hour 45 minutes)

Topics for Discussion

- Types of communication (verbal vs nonverbal)
- Barriers to communication and how culture impacts communication
- Medical terminology, abbreviations, prefixes, and suffixes
- Military time – complete military time worksheet. If class needs additional help, you can play the YouTube Video Learn and Convert Military Time
- Data collecting objective vs subjective information
- Charting – computer usage, errors in charting, HIPPA
- MDS
- Care planning, Care conferences

- Incident reports
- Call bells
- Telephone etiquette
- Shift reports and rounding

Break (15 minutes)

Lecture Chapter 5 (1 hour 15 minutes)

Topics for Discussion

- Vision Impairment – Caring for a resident with vision changes
- Reflect/Discuss and relate to the vision impairment exercise
- Hearing Impairment – Caring for a resident with hearing changes
- Hearing Things Game – hand each student a card (do not show to anyone) each student will take a turn to attempt to read the contents of their card to a student across the room/table from them.
- Play YouTube Video – "Getting Through: A Guide to Better Understanding of the Hard of Hearing."
- Care guidelines for anxiety or fear in residents, angry, combative, confused, aggressive vs assertive behaviors, being passive, inappropriate behavior/sexual behaviors (Handout 1.2.1 Communicating with the client with….)

Chapter 28 (pages 500-502)

- Stress and burnout
- View "Walk a Day in the Shoes of a CNA" video

Review of Key Points from the day and closing

ACTIVITY:

Group Discussions, YouTube Videos, DVD, Interactive "Test Your Knowledge" Review Questions, Visual Impairment Exercise, Hearing Things Game

CLOSING:

Review objectives from this lesson. Q&A. Discuss how to use workbook as independent study guide for future chapters.

KNOWLEDGE ASSESSMENT:

Open group to engage discussions and knowledge of materials. Review of worksheets and handouts completed during video and knowledge gained from interactive activities.

HOMEWORK:

Read and review chapters for next day's lecture. Come prepared to participate in group discussions.

NOTES:

Class Summary

- Types of healthcare facilities
- Understand the role of nurse aide and professional behavior in the workplace Chain of command
- Purpose and handling of health information
- Types of communication (Guidelines for proper communication) Act 13 – How to report suspected abuse, to whom, and when Cultural factors affecting communication
- Converting standard time to military time Purpose and definitions of abuse in Act 14 Guidelines for documentation
- Avoiding burnout

End of Lesson Plan

Sample NATCEP Daily Lesson Plan (Clinical)

Program Name: RST Healthcare Facility

Day: Day 11 - Clinical

Class Date: 11/16/2026

Instructor: Jane Doe

Distribution of Time	Total time
Total Daily Hours	8 hours
Theory Hours	
Lab Hours	
Clinical Hours	8 hours

LEARNING OBJECTIVES:

Reinforcement of Objectives 1.1.8-1.1.13, 1.2.9-1.2.15, 1.3.5-1.3.9, 1.4.6-1.4.12, 1.5.5-1.5.11, 1.6.1-1.6.2, 2.1.6-2.1.9, 2.2.1-2.2.7, 2.4.6-2.4.10

RESOURCES:

☐BP Cuff ☐Book ☐Care Plans ☐Computer ☐DVD ☐Handout

☐Lab Supplies ☐PowerPoint ☐Projector ☐Skill Sheets ☐Test/Quiz ☐Video

☐Other:

TERMS:

INSTRUCTOR PREPARATION:

Prepare resident assignments for each student. Review care plans of assigned residents.

SAFEY CONCERNS:

General fire/emergency plans, infection control, body mechanics, and safe transfers.

OPENING:

- Review objectives for the clinical day.
- Hand out student document for recording care provided.
- No transfers unless supervised or until released by the instructor.

INSTRUCTIONAL SEQUENCE:

Clinical (2 hours 30 minutes)

- Assist client with dressing/grooming. Shower/bath if scheduled.

Break (15 minutes)

Clinical (2 hours)

- Care of client's environment. Prepare client for lunch/ assist with feeding.

Lunch (30 minutes)

Clinical (2 hours)

- Restorative care activities.

Break (15 minutes)

Clinical (1 hour)

- Behavioral health and social activities.

ACTIVITY:

Demonstrate care skills; Complete performance checklists.

CLOSING:

Post conference. Review care provided. Q&A. Group discussions – share events that happened throughout the clinical day.

KNOWLEDGE ASSESSMENT:

Open group to engage discussions and knowledge of materials.

HOMEWORK:

Come prepared to participate in clinical.

NOTES:

Start to study for the final exam. Cumulative on all subjects discussed during class.

End of Lesson Plan

Laboratory/Skills

A Procedure Evaluation Checklist is to be used for every skill taught. Individual Procedure Evaluation Checklists are to be utilized for every student to measure their success while demonstrating a skill. A comprehensive list is to be kept for each student once they complete the program. The Program Coordinator is required to sign the document assuring all skills were completed and the skills checklists were utilized.

Below is a list of Guidelines for Teaching Nursing Procedures to help the student retain the skills being taught:

- Use a Procedure Evaluation Checklist when introducing, demonstrating, practicing, and evaluating each procedure.
- Empathize with every new learner.
- Teach the procedure in small segments (remember some procedures are step-dependent) Example: You must first balance the bar of the scale before the client steps onto the scale
- Remind students to gather all pieces of equipment *before* beginning the procedure
- Practice as many of the procedures as possible with one student acting as the client and the other performing the skill. Someone could read each step aloud.
- Provide for a full day of lab with rotating lab stations. Evaluate the student's performance to ensure competency before the student performs the procedure on a resident.
- If necessary, add more hours to your program to designate as laboratory time.
- Ensure that the designated lab space for practicing procedures and the necessary equipment is available for independent practice.
- After you have demonstrated the procedure and allowed for supervised lab time, ask the student to practice the procedures at home. (Children or spouses are usually willing to play the part of a client). Practice! Practice! Practice!
- Be creative-incorporate different ways to teach the procedures. For example: After you have demonstrated several procedures, instruct the students that they will write a step-by-step guide for the procedure you are going to introduce.
- Conduct multiple 'mock' testing sessions with the graduates prior to competency exam.
- Utilize a current video of the skill or allow students to create a video.
- Collaborate with teachers at other NATCEPs and review suggested resources.

Equipment

After your curriculum is developed and the necessary documents are created, the program should review the provided equipment list to ensure all required items are available for training.

Procedure Evaluation Checklists for Skills Laboratory

Place an “X” in the box to indicate Procedure Evaluation Checklist is available for the skills listed below.

Procedure	Procedure
☐ Abdominal thrust	☐ Applies knee-high elastic stocking
☐ Assists client to bathroom	☐ Assists client to dangle, stand and ambulate
☐ Assists client to use bedpan	☐ Assists client to use urinal
☐ Assists client with shaving	☐ Gives a back rub
☐ Assists client with a bed pan	☐ Counts and records radial pulse
☐ Counts and records respirations	☐ Demonstrates perineal care (female and male)
☐ Demonstrates reality therapy	☐ Demonstrates handwashing
☐ Denture care (clean and store)	☐ Dresses client that cannot dress self
☐ Dresses client that cannot dress self	☐ Feeding client that cannot feed self
☐ Measures and records rectal temperature	☐ Make an occupied bed
☐ Measures and records axillary temperature	☐ Make an unoccupied bed
☐ Measures and records oral temperature	☐ Assists client with mouth care
☐ Measures and records weight and height	☐ Assists client to move to side of bed
☐ Measures and records blood pressure	☐ Positions client (supine, lateral and fowler’s)
☐Mouth care to unconscious client	☐ Prepares linen for laundry
☐Performs range of motion (head to toe)	☐ Demonstrates proper use of restraints
☐Prepare & serve tray to client who cannot feed self	☐ Provide fresh drinking water
☐ Demonstrates proper use of safety devices	☐ Provides safe client environment
☐ Provides postmortem care	☐ Provides foot and toenail care
☐ Provides catheter care	☐ Reporting pain
☐ Provides hand and fingernail care	☐ Transfer client with mechanical lift
☐ Assists client with a shower/whirlpool	☐ Turn and position client on side
☐ Assists client to transfer from bed to wheelchair	☐ Assists client to shampoo and groom hair
☐ Assists client to transfer from wheelchair to bed	☐ Isolation procedures (gown, glove, mask)
☐ Applies an incontinent brief	☐ Measures and records urinary output
☐ Empties colostomy bag	

Name and Title of individual confirming the availability and utilization of the Procedure Evaluation Checklists

Date

Procedure Evaluation Checklist (Example)

Procedure: Feeds Client who Cannot Feed Self

Name of Student: _____

Date: _____

Instructor: _____

S – Satisfactory U – Unsatisfactory

Procedure Guidelines	S	U	Comments
1. Wash hands.			
2. Identify the resident and introduce yourself.			
3. Explain procedure to client, speaking clearly, slowly, maintaining face-to-face contact whenever possible			
4. Before feeding client, look at name card on tray and ask client to state their name.			
5. Before feeding client, client is in upright sitting position (75-90 degrees.)			
6. Place tray where food can be easily seen by client.			
7. Clean client's hands before beginning.			
8. Sit in a chair facing client during feeding.			
9. Tell client what food and beverages are on the tray.			
10. Ask client what he/she would like to eat first.			
11. Using spoon, offer client one bite of each type of food on the tray, telling client what is on each spoonful.			
12. Offer beverage at least once during meal.			
13. Ask client if they are ready for next bite of food or sip of beverage.			
14. At end of meal, clean client's mouth and hands.			
15. Remove food tray.			
16. Leave client in upright sitting position (75-90 degrees) ensuring signaling device is in reach.			
17. After completing skill, washes hands.			

Instructor Comments:

_____

Signature of Instructor

_____

Signature of Student

Basic Equipment for Skills Laboratory Training

Check the box to signify that the equipment is available. Equipment may be inspected during the compliance review by PDE.

Number of simulated settings (1 per 6 students): _____

Simulated Resident Care Setting Required for Each Bed:

Equipment	In Classroom/Lab within 50 feet
☐ Adjustable bed & side rails	☐ Restroom(s)
☐ Mattress that can be cleansed	☐ Sink with running water
☐ Signaling for each bed	☐ Skin cleanser
☐ Privacy curtains	☐ Paper towels
☐ Bedside cabinet for each bed	☐ Waste basket with liner
☐ Over bed table for each bed	
☐ Skin Cleanser/Hand Sanitizer	
☐ Basin, wash, and emesis (sufficient not to reuse)	
☐ Shampoo (according to facility policy)	
☐ Personal Care items (brush, soap, etc.)	
☐ Lotion for each bedside cabinet	
☐ Cups (disposable)	
☐ Toilet tissue for each bedside cabinet	
☐ Bedpan and fracture pan for each bed	
☐ Urinal for each bed	
☐ Soiled linen container	
☐ Linens (minimum of 6 sets per bed)	
☐ Pillows for beds and positioning (minimum of 5 per bed)	

Basic Equipment for Skills Laboratory Training

Training Supplies	Training Supplies
☐ Calibrated scale (dial or bar with weights)	☐ Mannequin in good condition (male and female)
☐ Bath blankets, one for each student and extras	☐ Meal tray with utensils (napkin, variety of food available, clothing protectors)
☐ Bath thermometer	☐ Measuring containers (at least six)
☐ Towels (sufficient for students not to reuse)	☐ Sample charting sheets
☐ Washcloths (sufficient for students not to reuse)	☐ PPE equipment (isolation gowns, masks)
☐ Bedside commode or collection container	☐ Gloves (disposable)
☐ Catheter for mannequin – internal, external	☐ Liquid soap
☐ Condom catheter (with drainage bag)	☐ Alcohol swabs
☐ Colostomy bags	☐ Blood pressure cuffs (regular and large)
☐ Orange sticks	☐ Dual earpiece stethoscopes
☐ Emery boards	☐ Mercury free thermometers (not digital/oral and rectal)
☐ Dentures (at least 2 sets)	☐ Thermometer sheaths or similar covering
☐ Denture cups (at least 2 sets)	☐ Clothing (tops, bottoms, socks, non-skid footwear, male and female) at least two sets
☐ Denture solution	☐ Patient gowns (at least six)
☐ Toothpaste/2 tubes – 1 for dentures/1 for mouthcare	☐ Clothing protectors, one for each student and extra
☐ Tootbrushes/toothettes – Sufficient for student to have own	☐ Knee-high elastic stockings (several sizes)
☐ Shaving kit	☐ Transfer belt
☐ Disposable briefs	☐ Mechanical lift(s) (minimum age 18)
☐ Incontinent pads	☐ Wall clock with second hand
☐ Restorative devices	☐ Wheelchair with footrests

Clinical

Clinical experience is supervised, practical training of **at least 37.5 hours** in a facility licensed by the Pennsylvania Department of Health as a long-term care facility. In compliance with federal OBRA regulation of 1987, **16 hours of instruction** in **C**ommunication, **R**especting Client's Rights, **I**nfection Control, **S**afety/Emergency and **P**romotion of Client's Independence **(CRISP) MUST** be completed before any student has resident contact. Additionally, a skill is not to be performed in the clinical environment if the student has not been trained and found proficient by the Instructor.

Supervision of Students

- Those students who provide services to residents are **under the direct supervision of an instructor** who is approved by the Pennsylvania Department of Education.
- Program must ensure that students **do not perform services for which they have not been trained and found proficient by the Instructor**.
- Students do not replace or serve as a substitute for regular staff.
- Students are functioning under the license of the Instructor; therefore, they **MAY NOT** be assigned with, assist with, or be supervised by a nurse aide employee.
- **The student: instructor ratio during the clinical component MUST not exceed 10:1**

Requirements for Clinical Experience

- Orientation to the clinical area is important but the time scheduled for orientation is **NOT** counted as clinical experience.
- Clinical assignments may **NOT** occur exclusively in a specialized (Alzheimer's, ventilator) or locked unit.
- Utilization of an assessment tool for the daily evaluation of the student's clinical experience and competency is required. Please refer to page 65 for an example.
- Initial exposure to the clinical area could include:
    - Interviewing a resident
    - Passing ice
    - Making a bed
    - assisting residents with meals
- Assign students clinical assignments that progress from simple to complex skill performance.
- Clinical assignments should be designed to progressively introduce the students to basic nursing skills, starting with a less dependent care resident, then the assignment will progress to a more dependent care resident.
- Each student should progress from 1 to 2, but no more than 3 residents per clinical day.
- Clinical assignments should be in close proximity to provide adequate supervision.
- Students should be allotted time to take vital signs.
- Each student should receive experience in giving a shower or whirlpool bath to a resident.

- Each student should receive experience using a mechanical lift. However, with proper supervision, **only students ages 18 or older are permitted to operate the mechanical lift.**
- Students should not record on a resident's official chart or electronic database systems. A sample charting form is found on page 66.
- Refer to the Department of Health message board for current postings related to various issues relevant to long term care at Department of Health Message Board.

Final Clinical Grade

- The program must establish an achievement level that each student must attain to pass the clinical component of the program.
- The criterion for achieving a passing clinical grade should be established in policy and communicated to the student prior to entering the NATCEP and their clinical experience.
- The program must develop a "method of evaluation" that summarizes the students' daily clinical performance and is used to establish their final clinical grade.
- The student's final clinical grade could be Satisfactory/Unsatisfactory, Pass/Fail or a numerical grade.

Clinical Agreement

A clinical site is used by schools to fulfill the clinical requirement of their NATCEP. See sample on pages 63-64. The following considerations should be included in a clinical agreement:

- Effective date of agreement should be specified
- Name of the "educational institution/school" and the affiliating "institution/facility"
- Agreements should be reviewed on an annual basis
- Indicated the maximum number of students to be assigned at any given time
- The rights and responsibilities, including liability, of both parties as well as those of the students involved
- A nondiscrimination clause consistent with state and federal regulations
- CHRI report in compliance with Act 14
- HIPAA
- Facility is ultimately responsible for resident care
- Physical free of communicable disease and documented negative TB test
- Direct supervision of students by an approved instructor
- Name tag identifying the program and individual
- Removal of student if justified
- Signature and titles of responsible individuals

Clinical Site

Regulation sections 42 CFR §483.151(b)(2) and (3) provide requirements for approval of nurse aide training programs. A State may not approve a nurse aide training program offered by or in a long-term care facility that has been found out of compliance with any of the requirements for participation in Part 483, Subpart B, within any of the 24 consecutive months prior to the state's review of the program. Pursuant to 42 CFR §483.151 (e)(1), the state must withdraw approval of a nurse aide training and competency evaluation program or nurse aide competency evaluation program offered by or in a facility described in paragraph (b)(2) of the section.

Clinical Site Status

YES	NO	Question
		1. Substandard quality of care – Any deficiency in:
		○ §483.12, Freedom from Abuse, Neglect, Exploitation
		○ §483.13, Resident Behavior and Facility Practices
		○ §483.15, Quality of Life
		○ §483.25, Quality of Care
		2. A staffing waiver
		3. An extended survey
		4. Civil money penalty of not less than $13,690.00 (adjusted annually)
		5. Termination of Medicare and/or Medicaid participation
		6. Denial of payment for admission under Medicare or Medicaid
		7. Operated under temporary management
		8. Was closed or had its residents transferred pursuant to state action

If the answer is **no** to all of the conditions above, the facility is eligible to host NATCEP.

If the answer is **yes** to any of the conditions cited above, the facility may not be a clinical site for a nurse aide training program until the facility has been in compliance for two years.
Substandard Quality of Care means one or more deficiencies related to participation requirements under

- **§483.12 freedom** from abuse, neglect, exploitation
- **§483.13 resident** behavior and facility practices (freedom from restraints, freedom from abuse, abuse prevention, staff treatment of residents-policies/procedures)

- **§483.15 quality of life** (participation in resident/family groups, social services, environment)
- **§483.25 quality of care** (ADL, pressure sore, hydration, nutrition, accidents, incontinence) 42 C

Substandard quality of care constitutes either immediate jeopardy to resident health or safety (level J, K, or L); a pattern of or widespread actual harm that is not immediate jeopardy (level H or I); or a widespread potential for more than minimal harm, but less than immediate jeopardy, with no actual harm (level F).

Sample Clinical Affiliation Agreement

_____

Name of School

_____

Name of Facility

- This Agreement by and between *"Educational Institution"* and *"Name of Facility"* is entered into this *"Date."*
- Whereas, *"Educational Institution"* has been approved to teach a nurse aide training program and requires clinical experience in a long-term care facility. The *"Name of Facility"* has agreed to provide this clinical experience. Therefore, a long-term care facility now referred to as the *"Affiliating Institution,"* and the *"Educational Institution"* enter into the following agreement.
- The term of this agreement will commence on *"Date"* and end on *"Date."* It will be reviewed and signed by both parties before an agreement is entered into for another year. This agreement may be amended at any time by mutual consent of *"Educational Institution"* and the *"Affiliating Institution."*
- The *"Educational Institution"* will arrange for *"Number of Students"* (maximum ratio 10:1 student: instructor") to affiliate at "Affiliating Institution" for a period of *"Number of Days."* A designee of each party will agree upon the specific days and each will keep a copy of the schedule.
- Each party agrees that it will maintain in full force and effect and at its sole expense, general and professional liability insurance.
- *"Affiliating Institution"* and *"Educational Institution"* will not discriminate with regard to state and federal laws.
- The *"Educational Institution"* assures the *"Affiliating Institution"* that each instructor and each student has satisfactorily passed a physical exam, including a statement indicating that the student is free of communicable disease and has documentation of a negative TB test.
- Clinical instructor and students will wear the uniform that is designated in the *"Educational Institutions"* dress code policy. Both parties will wear a name tag that clearly identifies them by name and title.
- The *"Educational Institution"* assures the *"Affiliating Institution"* that each instructor and each student has completed CHRI and that all students are in compliance with Act 14.
- It is understood that the faculty and students who are assigned to the *"Affiliating Institution"* are not facility employees by virtue of their enrollment and/or participation in the nurse aide training program with the *"Educational Institution."* However, the student and faculty will abide by existing laws, rules, policies, procedures and regulations of the facility and all applicable federal, state, and local laws.
- Students will be under the direct supervision of the clinical instructor employed by the *"Educational Institution"* and will have received classroom instruction before the student may perform resident care. The clinical instructor will consult with the professional staff at the *"Affiliating Institution"* to coordinate student assignments. Students will not be used in place of

professional or ancillary staff of the *"Affiliating Institution."*

- The goal of clinical education is to transfer the practical knowledge and skills to resident care by satisfactorily meeting the objectives of the curriculum. Evaluation of the student's performance is the responsibility of the clinical instructor.
- The student must understand the importance of reporting and recording their observations and the care they have given. The specific method the facility utilizes for the recording of the nurse aide observations and care are part of the orientation to the facility, regardless of the method of recording is paper or computerized. With this being said, the student will document on the form provided by the clinical instructor.
- At the conclusion of the student's clinical experience the *"Affiliating Institution"* will be asked to complete an evaluation form that will assist the "Educational Institution" in critiquing the clinical experience.
- *"Educational Institution"* recognizes that the *"Affiliating Institution"* has a service responsibility to the resident; therefore, if the student jeopardizes this in any way, that *"Affiliating Institution"* has the right to ask that the student be removed from that *"Affiliating Institution."*

_____ _____

Signature and Title of Facility Representative Date

_____ _____

Signature of School Representative Date

Clinical Assessment Tool

Student Name _____

Scale	Abbreviations	Lifts
1 – 2 = Unsatisfactory	SH = Shower	M = Mechanical Lift
3 – 4 = Satisfactory	WP = Whirlpool	Minimum demo must = 1
5 – 6 = Above Satisfactory	T = Tub	
	BB = Bed Bath	

Theory/Skill Assessment and Professionalism	Room Number	Resident Initials	Date	Bath	Lift
COMMUNICATION - A. proper use of resident's name B. clear directions to residents C. use of 1,2,3, D- voice loud enough to hear E. eye contact F. conversational					
INFECTION CONTROL- A. hand washing B. linen handling C. equipment handling D. no gloves in hallway E. infection control principles					
SAFETY- A. rails. B. wheels locked C. bed gadgets in place D. height of bed E. positioning F. call bell G. safety guidelines					
RESIDENT'S RIGHTS - A. providers privacy B. maintains confidentiality & HIPAA C. promotes personal choice D. maintains personal possessions E. Respect residents F. identify, prevent, report abuse					
PROMOTES RESIDENT INDEPENDENCE- A. demonstrates care of sensory challenged B. provides individual care C. encouragement D. promote independence E. restorative care					

Theory/Skill Assessment and Professionalism	Room Number	Resident Initials	Date	Bath	Lift
ROLE OF NURSE AIDE STUDENT - A. cooperative with peers B. receive & apply feedback C. conflict management. D. stress reduction measures E. service excellence values					
RESPONSIBILITY - A. principles of basic nutrition. B. provide safe, clean, comfortable environment C. follow care plan D. nursing care principles E. document observations F. maintain the environment to reduce physical and chemical restraints					
DEPENDABILITY - A. completes assignments B. follows directions C. seek guidance D. shows confidence E. behavioral health & social service help F. prevention of abuse					
ACCOUNTABILITY - A. complete assignments by care plan B. follows directions C. timeliness D. performance objectives E. understanding of health care team F. follow policies					
QUALITY OF CARE - A. thoroughness B. timeliness C. proficient performance objectives D. organizational skills					

Sample Student Clinical Charting Form

Client's Initials _____ **Room** _____ **Date** _____ **Time** _____

Key:

Self-Performance	**Support**
I = Independent	D = No Staff Support
S = Supervision	S = Set Up Help Only
L = Limited Assist	1 = One person
E = Extensive Assist	2 = 2 or More Staff Assist
D = Total Dependence	NO = Activity Did Not Occur

Activities of Daily Living	Self-Performance	Support Required
Bed Mobility		
Transfer		
Walk in room		
Walk in hall		
Locomotion in unit		
Dressing		
Eating		
Toilet Use		
Personal Hygiene		
Bathing		
Type of Bathing (tub, sink, or bed)		

Meal Percentage Key: 0%, 25%, 50%, 100%

Meal	Percent Consumed	Alternate Choices
Breakfast		TF = Tube Fed
Lunch		NPO = Nothing by Mouth
Dinner		OF = Out of Facility
Supplement		

Sample Student Clinical Charting Form

Urinary Output Key:	Yes	No	Control	Quantity/CC's	Color
Control: C= Incontinent, O= Ostomy					
Color: LTY = Light yellow, Y = yello, A = Amber, and O = Orange					

BM Key:	Yes	No	Control	Quantity	Consistency
Consistency: D= Diarrhea, SF = Soft, H = Hard					
Quantity: S = Small, M = Medium, L = Large, XL = Extra Large					

Unit 3: Report of Change

Federal OBRA regulation, section 483.151, requires that all major revisions of nurse aide training and competency evaluation programs (NATCEP) be approved by the Pennsylvania Department of Education **before** the change is implemented. A table describing major changes that must be approved follows this section.

- The Report of Change form and instructions for completing the form are found at Instructors Corner under the heading "Program Revisions". A list of scheduled review dates is also available there.
- Reports of Change should be submitted no later than noon on the day preceding a scheduled review date.
- Submit only **one** (1) Report of Change form for each change requested. Do not submit multiple changes on a single Report of Change form.
- Submit **only the pages** of the Report of Change form for the change requested along with any required supplemental documentation.
- Sign and date the form in the required spaces.
- The program should retain a complete copy of the Report of Change for their files. Approved reports of change may be reviewed during compliance monitoring visits.
- Allow 30 calendar days from submission date to approval date. This provides ample time should clarifications or revisions be required to approve the change.
- Revisions to Reports of Change should be sent to ra-natcep@pa.gov to be reviewed on the next scheduled Report of Change date.
- The preferred method of submitting Reports of Change is email to ra-natcep@pa.gov.

Reports of change may also be mailed to:

Pennsylvania Department of Education
Nurse Aide Program, 4th Floor
607 South Drive
Harrisburg, PA 17120-0600

Note: The NATCEP is responsible to report a change in the Program Coordinator to Credentia at support@credentia.com. This ensures the new Program Coordinator has access to Credentia's online platform for verifying student completion dates for testing and to run reports in the platform to evaluate the effectiveness of the training program.

PDE Staff review Reports of Change on a bi-weekly basis. The schedule of review dates is found at Instructors Corner.

Major changes include:	Do not submit a form for change in:
• Program sponsor/name or email change • Program Administrator • Theory (classroom) Site • Lab Site • Clinical Site	• Materials (handouts, textbooks, videos, etc.) • Order in which units are taught • Resource Instructors • Daytime calendar versus evening

Major changes include:	Do not submit a form for change in:
• Program Coordinator • Program RN Supervisor • RN Instructor • LPN Instructor • Inactive Instructor • Inactive Clinical Site • Curriculum/Performance Checklist • Virtual Classroom/theory instruction • Program Hours (theory/lab/clinical hours) • Inactivate Approval of NATCEP	calendar, if the theory/lab/clinical hour distribution remains the same

When to Report Major Change(s)	Requirements for submitting a Report of Change form and supporting documentation
Program Sponsor, Name or Email Change • If the name of the program changes from what was identified during the initial program application • If the name of the school changes • If ownership of the program changes • NATCEP staff member has a different name than is currently approved • NATCEP staff member has a different email address than what is currently approved	• Complete page 1 and page 2 § I • If the program retains a private school license, program must also notify the PDE Division of Higher and Career Education at 717.783.8228.
Program Administrator Change • If the administrator of the NATCEP program changes	• Complete page 1 and page 2 § II
Classroom (Theory)/Lab/Clinical Site **Classroom Site Change** • If the theory site changes from the area that was initially approved or last approved	• Complete page 1 and page 3 § III A • Description of theory site should include lighting, class capacity (number of seats for students) [minimum 15 sq. ft. per student], posted fire safety evacuation routes and signs, ventilation.
Classroom (Theory)/Lab/Clinical Site **Lab Site Change** • If the lab site changes from the area that was originally approved or last approved • All equipment needed for training must be set up and available at the new location • An empty resident room may not be used as a lab unless the facility contacts the Department of Health to temporarily pull the bed from occupancy, and daily census reports are maintained to provide evidence that a bed is available	• Complete page 1, page 3 § III.B. and page 4 • Description of lab site should include number of simulated resident units, restroom availability within approximately 25 feet, lighting, posted fire safety evacuation routes and signs, ventilation. • One (1) simulated resident unit must be available for every 6 students.
Classroom (Theory)/Lab/Clinical Site	• Complete page 1 and page 3 § III C

When to Report Major Change(s)	Requirements for submitting a Report of Change form and supporting documentation
Clinical Site Change • If the clinical site changes from the facility or area that was initially or last approved • Reminder: all students are to be under the direct supervision of an approved NATCEP instructor. Students may not observe, assist or replace a nurse aide employee	• Nursing Home Administrator must complete page 5 to be submitted with Report of Change • If required, a clinical affiliation agreement is included that describes the rights and responsibilities of both the school and the affiliating nursing facility.
Instructional Staff **Program Coordinator Change** • If the coordinator changes from the last approved coordinator • The Director of Nursing (DON) may coordinate the training in a facility-based program; however, the DON is prohibited from performing the actual training.	• Complete page 1 and page 6 § IV A • All NATCEPs must retain a program coordinator
Instructional Staff • Program RN Supervisor • Program RN supervisor must be approved if an LPN is teaching the nurse aide training program • RN supervisor is available in person, by phone or virtually when NATCEP instruction is taking place and must be permitted to cease nursing duties should the LPN instructor require assistance. • Program coordinator and supervisor can be the same person if they are an RN	• Complete page 1 and page 6 § IV B • An RN supervisor must be approved prior to the approval of an LPN Instructor • RN supervisor must sign and date the PA Nurse Aide Training Report and each student's Performance Checklist
RN Instructor Change • RN is hired to teach the NATCEP • Coordinator and instructor may be the same person if they are a nurse	• Complete page 1 and page 7 § IV C
LPN Instructor Change • LPN is hired to teach the NATCEP • An RN supervisor must be approved prior to the approval of an LPN instructor • A NATCEP must retain an RN supervisor if an LPN is teaching the program • If an LPN instructor is teaching in a secondary (high school) setting, they must have passed the Occupational Competency Assessment exam for the secondary CIP where the NATCEP is embedded.	• Complete page 1 and page 7 § IV D • Supporting Documents: • Verification of License from state • Resume with long term care experience • Certificate of TTE completion • Signature of RN Supervisor
Inactivate Program Supervisor, RN/LPN Instructor	• Complete page 1 and page 8 § IV E

When to Report Major Change(s)	Requirements for submitting a Report of Change form and supporting documentation
• Supervisor or Instructor is no longer employed/ or functioning as a NATCEP supervisor or instructor	
Inactivate Clinical Site • If clinical site does not wish to renew an Affiliation Agreement with the program • If the program no longer uses the clinical site	• Complete page 1 and page 8 § V
Curriculum/Performance Checklist Change • If additions or deletions to the approved curriculum or performance checklist are desired	• Complete page 1 and page 8 § VI A, B
Virtual Theory/Classroom Delivery • If an approved NATCEP wants to deliver the theory component of a NATCEP in a virtual format, the program must meet the same requirements of a face-to-face NATCEP.	• Complete page 1 and page 8 § VII • The calendar and lesson plans must include the PA model curriculum objectives, instructional methodology, assessment of learning and completion of all PDE required documents.
Program Hours Change • Classroom (Theory) and Lab Hours • Clinical Hours • Additional Hours • Total Program Hours	• Complete pages 1 and 9 § VIII. A, B, C, D • Must indicate the new (proposed) hours and the currently approved theory, lab, and clinical hours.
Inactivate Approval of NATCEP • If a program does not have the need for an approved training program • If the program has not conduct at least one nurse aide class within the 2-year approval period in order for a compliance review to be completed • If a program does not wish to continue conducting classes • If a facility, sponsor, school closes with no intention of reopening	• Complete pages 1 and 10 § IX

Unit 4: Program Policy Guidelines

Student and Administrative policies are necessary to establish a framework of guidance under which a NATCEP will operate. These policies should provide processes and procedures for ensuring the program adheres to state and federal regulations while promoting successful training outcomes. This unit will provide specific elements that must be included in program policies for program approval as well as other items for consideration when developing policies. Student policies are to be provided to and reviewed with students prior to start of class.

Student Policies

Non-Discrimination Policy

In accordance with state and federal laws, participation in the Nurse Aide Training Program is governed and administered on individual achievement and mastery of program competencies. Participants will not be discriminated against on the basis of race, color, national origin, sex, age, or disability although some disabilities may preclude a person from being able to perform essential function of the job. Inquiries should be directed to (title of facility or school administrator or contact) at street address, Pennsylvania zip code or telephone number.

Related items for consideration:

- This nondiscrimination policy supports Title VI of the Civil Right Act of 1964, Title IX of the 1972 Educational Amendments and Section 504 of the Rehabilitation Act of 1973.

Admission Policy

- An admissions policy provides the applicant with detailed information on what is required for enrollment in your NATCEP. Below are items that must be included in your admissions policy:
- Verification of PA Residency - Applicants are required to demonstrate their residency in PA for the last two years prior to enrolling in a nurse aide training program. *This PDE form is found at Instructors Corner under the heading "Criminal History Record Information".*
- PA Criminal History Record Information (CHRI) report - Applicants residing in the Commonwealth of PA for the last two years prior to their application will complete and submit a Pennsylvania State Police – Criminal History Record Information report, in compliance with Act 14, before the first day of class. An applicant who has not resided in the Commonwealth of PA for more than two full years, prior to the date of application, must complete and submit a PA CHRI *and* an FBI Report before the first day of class.
- Physical exam is required. The physical exam must document that the applicant is free of communicable disease in a communicable state. A completed, negative TB test obtained within the last year is required. A negative chest x-ray must be submitted if an applicant's test results are positive. The chest x-ray may not be older than five years.

- Advisement on MA Bulletin, 99-11-05: Exclusion from Participation in Medicare, Medicaid or any other federal health care program is required. “While your CHRI may be acceptable for Nurse Aide training, you should be aware that Pennsylvania maintains a database by Department of Health and Human Services’ Office of Inspector General that identifies individuals or entities that have been excluded nationwide from participating in any federal health care program. Health care facilities are required to screen all potential employees to determine if they have been excluded from participation in federal health care programs. If you are on this exclusion list, it is possible that you will not be eligible for employment in a health care agency. To see if you are on the list, please go to the Office of Inspector General Exclusions Program website.

Related items for consideration:

- Programs may opt to administer a pre-admission test prior o acceptance. If Pre-admission tests are used, they must be administered to all applicants equally.
- The minimum age to take the state competency exam is 16 years old. (Some facilities require applicants to be at least 18 years old.)
- HS diploma or GED, though not required by law, may be required by the program.
- Verification of Identification. A photo ID will be required to take the state competency exam.
- Program may, but does not have to, conduct a pre-admission interview for all applicants.
- Secondary students may be trained in adult nurse aide training programs during evening, weekend, or summer, outside of their secondary school day. In this situation, the adult NATCEP should include policy statements regarding conditions and restrictions for trainees under age 18, parental permission/sign off, and the clinical affiliation agreement must indicate the requirements for trainees under age 18.
- If secondary students are enrolled in adult nurse aide training programs during the school day, the secondary school administrator must ensure compulsory attendance, secondary approved-CTE program hours, child labor laws, and employer/clinical background check requirements are being met. In addition, the adult NATCEP must maintain student and administrative policies regarding conditions and restrictions for trainees under age 18, parental permission/sign off, NATCEP instructor child abuse and CHRI requirements when teaching secondary students under your oversight during the school day, and the clinical affiliation agreement should address requirements for trainees under age 18.

Physical Examination/Health Condition Policy

- The program requires that the applicant’s physical and TB test be performed within an established timeframe, no more than a year from the class start date.
- The physical exam form certifies that the student is free from communicable diseases in a communicable state and has no conditions that would affect the student’s performance.

- Establishes procedure for any student who experiences a change in their medical or physical condition that necessitates documentation from a physician for the students return to the NATCEP.
- Results of the TB test must be submitted prior to acceptance into the class. For those persons with a positive TB test or history of a positive reaction, they must secure a negative chest x-ray result dated within 5 years from the start of the program.
- The physical form is signed by a physician (MD or DO) or a physician extender (CRNP or PA).

Related items for consideration:

- The cost of the physical and TB testing is the responsibility of whom: the facility or student?
- May include requirement to have full use of hands, ability to stand for extensive periods, bend, pull, push, and lift a minimum of 40 pounds without restriction.
- Note if there is a requirement for a urine drug screen and/or functional capacity evaluation.
- Note if immunizations such as hepatitis, influenza, or measles/mumps/rubella may be required.

Attendance Policy

- All students must complete the entire amount of approved program hours. This includes all scheduled theory, laboratory, and clinical time. *See page 85 for a sample attendance record.*
- In compliance with §483.152 of OBRA, a student must complete a minimum of 16 hours of instruction in the five content areas listed below before any resident contact. Therefore, if you are tardy or absent on a day when the following content is taught, you may be asked to re-enroll in a future class. The administration will determine if you will be permitted make this time up or attend a future class. The five content areas are as follows:
    1. Communication and interpersonal skills
    2. Infection control
    3. Safety/emergency procedures, including abdominal thrust
    4. Promotion of resident's independence
    5. Respecting resident's rights
- Attendance will be documented on a daily basis and reflect the number of classroom/lab/clinical hours, class for class, lab for lab, and clinical for clinical time.
- Any class or clinical time that is missed MUST be made up within a specified timeframe. (program determines the timeframe, i.e. before clinical, end of program, within 6 weeks of completion date, etc.)
- Method for students to report absences (name and number of designated party to contact)
- Disciplinary procedure for tardiness or absence.

Recommended for consideration:

- Makeup time must be coordinated with the Instructor.
- Recommend class/lab makeup time be completed prior to the clinical experience.
- Any excused absence related to a potential contagious disease will require a physician's statement permitting the student to return to class, (e.g., pink eye, flu).
- Absence from class without the Instructor's authorization will result in immediate termination.
- Attendance is mandatory. No absence will be permitted unless an extenuating circumstance, such as a death in the family or a court subpoena, will be permitted.
- Attendance is validated by the use of a clock in the classroom. You should be in your seat and ready to begin class by "start time." Attendance is also determined by the timely return to the classroom or clinical site after a break or lunch. Failure to return by "start time" is considered tardy.
- The first offense of tardiness will receive a verbal warning. The second offense will receive a written warning. The third offense could result in termination from class.

Level of Achievement Policy

- Students will be given a copy of their final grades, performance checklist and a certificate of completion.
- To successfully complete the program, the student must fulfill the following requirements:
    - **Theory:** maintain an 80% pass rate. (Pre-determine a minimum pass rate and whether this pass rate is applied to each quiz or as a cumulative average.)
    - **Skills Lab:** Satisfactorily demonstrates all of the required skills. (Pre-determine the parameters for "satisfactory demonstrations.")
    - **Clinical:** Satisfactorily demonstrates the performance objectives and professional conduct. (Pre-determine parameters for attaining "satisfactory performance" and maintaining professional conduct as evaluated daily in the clinical environment.)

Establishing Parameters for the Theory Level of Achievement (EXAMPLE)

	Level of Achievement	Requirement Parameters
7 Quizzes	Must achieve an 80% or higher on each Quiz.	A quiz grade of less than 80% will have one opportunity to re-test.
1 Final exam	Must achieve an 80% or higher on the Final.	A final exam grade of less than 80% will have one opportunity to re-test.

Recommended for consideration:

- Quizzes are available via a recorder. Students must request in advance to take the quiz using a recorder.
- No use of resource materials, textbooks, or hand-outs, will be permitted during the quiz or final.
- If a student is absent on the day of a quiz, they will be required to take the quiz the day they return class.

- If a student demonstrates unsatisfactory progress in any component of the nurse aide training program, the instructor may choose to provide counseling, remediation, issue a written warning or dismiss him/her from the program.

Establishing Parameter for the Lab Level of Achievement (EXAMPLE)

Requirement	Level of Achievement	Parameters
All procedure Evaluation checklists will be completed	Each Procedure will be evaluated as Satisfactory or Unsatisfactory instructor will sign each procedure checklist	Satisfactory level of achievement is attained if "no" steps or no more than 2 **noncritical** steps are missed.
Each procedure must be satisfactorily demonstrated **before** it is performed on a resident	Each Procedure must be performed at a satisfactory level.	Satisfactory level of achievement is attained if "no" steps or no more than 2 **noncritical** steps are missed

Recommended for consideration:

- After satisfactory demonstration of a procedure, the instructor will sign the student's procedure evaluation checklist.
- Student will be given two opportunities to achieve a satisfactory rating on each procedure.
- The instructor will provide additional lab time for students to practice.

Establishing Parameters for the Clinical Level of Achievement (EXAMPLE)

Requirement	Level of Achievement	Parameters
Clinical assignments will require the satisfactory demonstration of performance objectives	All performance objectives must be satisfactorily demonstrated. The following areas must be satisfactorily demonstrated and evaluated on a daily basis.	A satisfactory rating will be awarded when procedures are performed consistently as instructed in the classroom and lab with few to occasional reminders or with minor infractions
	Infection Control Resident Care Safety Communication Resident Rights Professional Conduct	Unsatisfactory performance is defined as: • frequent or major infractions • frequent cues and reminders • unsafe or incorrect demonstration • violation of resident's right's
	Instructor will maintain anecdotal notes to support progress, record incidents, and promote a satisfactory level of achievement.	A major infraction is defined as actual harm or the potential for actual harm, or immediate jeopardy

Requirement	Level of Achievement	Parameters
		A minor infraction is defined as no actual harm with the potential for minimal harm

Recommended for consideration:

- A final clinical grade may be a Satisfactory or Unsatisfactory (S or U), Pass or Fail (P or F), or a numerical grade (scale of 0 to10 used, a minimum average is required to pass the component).
- If a student demonstrates unsatisfactory progress in any component of the nurse aide training program, the instructor may choose to provide counseling, remediation, issue a written warning or dismiss them from the program.
- If the clinical site staff observes a student performing or behaving unsatisfactorily, the clinical site has the right to refuse the student to return to the facility.

Standard of Conduct Policy

- Program must have a policy that defines expected student behaviors in the program
- Academic honesty is expected of all Nurse Aide students. Dishonesty or cheating will not be tolerated.
- All students MUST wear an identification tag at all times. The tag will clearly identify them as a “Student” or “Trainee” until they satisfactorily complete the state competency examination.
- Professional and safe behavior is expected of all Nurse Aide students.
- It is imperative to demonstrate care that is legally sound and to be held to high, ethical standards to ensure abuse-free communication and care delivery.
- Violation of these standards of conduct will result in disciplinary action, which may include dismissal from the program.
- Dress code (describe the type of attire that may be worn, length of hair, fingernails, jewelry, etc.).

Recommended for consideration:

- Leaving the clinical area without permission or performing procedures without the instructor present could result in immediate dismissal.
- The use of cell phone during class sessions is prohibited.
- Possession of alcohol or deadly weapon (i.e., gun, knife) is prohibited.
- Noncompliance with established facility rules and regulations (e.g., parking, smoking, food in the classroom, use of facility telephone) will result in disciplinary action.
- Disruptive behavior (i.e. profane language, insubordination, lack of respect of classmates or staff, sleeping or talking in class) will result in disciplinary action.
- Empathy, tact, willingness to learn, self-motivation, discretion, acceptance of criticism, competence, patience, dependability, and responsibility are necessary for success in health care roles.

- Outline the disciplinary procedure.

Student Grievance Policy

This procedure has been developed to allow the student to express a grievance, complaint, or dissatisfaction. The time frame for a student grievance action must be within the length of the NATCEP. Student Grievance Policy should have at least **three** steps. The grievance process should begin with the instructor and end with someone in administration.

Suggested Procedures

Step One

- Student submits the grievance/complaint in written or oral manner to the instructor.
- Instructor reviews and responds to the grievance within three days.
- The instructor documents, in writing, the grievance, the review and the resolution.
- Instructor meets with the student to share the resolution to the grievance. A copy of this documentation should be kept on file. (Note: The student is entitled to private and confidential counseling, however, another instructor or staff member may be asked to witness the counseling.)
- If the student and instructor are unable to resolve the issue, or if the grievance is against the Instructor, the grievance should be brought to the attention of the director of nursing/coordinator within 48 hours.

Step Two

- If the student and instructor are unable to resolve the grievance, a meeting between the director of nursing/coordinator and student will take place within three days of the receipt of the complaint. The student should put the grievance in writing if it has not already been done.
- The director of nursing/coordinator will review the documentation submitted by the Instructor and student and conduct an investigation as needed.
- The director of nursing/coordinator documents the review process and the resolution of the grievance.
- A meeting is scheduled with the director of nursing/coordinator, instructor, and student to disclose the resolution.
- If the decision rendered by the director of nursing/coordinator is not brought to a satisfactory conclusion, the student may appeal to the administrator or grievance committee within 48 hours.

Step Three

- All Documentation is submitted to the administrator or grievance committee for their review and consideration.

- Notification of the administrator's or committee's decision will be given in writing to all parties involved within 48 hours of the hearing.
- The decision of the administrator or grievance committee will be final.

Tuition Refund Policy

Self-Sponsored

- Students are responsible for tuition payments. The course must be paid in full before training begins. Uniforms and textbooks are additional costs and must be purchased prior to the start of class.
- If you personally incurred the tuition cost and successfully complete the nurse aide program you will be issued a receipt in the form of a reimbursement letter. By law, only one original receipt/letter will be given to the graduate. *See sample letter of reimbursement in sample document section.*
- The fee for the competency exam **must be separate from the tuition.** Credentia will issue a receipt to the student who pays for the State Competency Examination.

Recommended for consideration:

- To receive a full refund, the student must notify the program coordinator at least 48 hours prior to the beginning of the course of his/her withdrawal. Fifty percent refund will be issued if a cancellation notice is made before the start of the second day of the program. No refund is available after the second day.

Facility Sponsored

- The facility is responsible for the costs of training and testing for their employees. Federal regulation prohibits facilities from charging for training and testing of nurse aides.

Utilization of Student Policy

- Nurse Aide Students will not be utilized for any services or functions that they have not been supervised or determined as competent by the instructor. Learning opportunities will be sought by program instructors to guide student learning.
- Students will be supervised in the performance of resident care tasks, which have been taught in class and/or lab, for which the student has demonstrated competent performance.
- Students may not replace staff or serve as a staff member.

Receipt of Policies Document

- A receipt of policies document has been developed and is given to all students before the first day of class.

- The signed document will be kept in the student's file for the length of the program. *See example of the receipt in sample document section.*

Recommended for consideration:

- The policies for the NATCEP will be given to the individual upon acceptance into the program.
- The policies will be read and discussed *prior to* the start of class and students will sign the last page stating they have received and read the policies. If the policies are reviewed on the first day of class, remember these hours cannot be counted as NATCEP instructional hours.

Administrative Policies

Documentation of Student Records Policy

- Written description of how grades, attendance, performance and anecdotal notes are to be documented by the instructor.
- Each class folder will contain program calendar, attendance sheets, copies of each student's performance checklist, individual test scores and any anecdotal notes.
- All student records are considered confidential and will be maintained in a secure manner by the Program Coordinator.

Ongoing Evaluation of the Program Policy

Describe the formal process for ongoing evaluation of the program.

- Example: The Policy Makers will meet semi-annually in "January" and "July" on the "second Monday of the month" at "3:00 PM" in the Sunroom (month/day of week/time).
- Program Coordinator will present data from, but not limited to, the following:
    - Number of classes held, including number of students accepted and the number completed
    - Number of students that took and passed the Competency Examination
    - Areas of difficulty in the written and skills component using the report from Credentia
    - Grades of completers
    - Student evaluations of the program and the instructor
    - Feedback from clinical site staff, if available
    - Department of Health patient care surveys, as relates to Nurse Aide role, for facility based programs
    - Department of Education statement of findings and/or policy updates
    - The Administrator will meet twice a year with the Coordinator to review and establish goals and assess the strengths and weaknesses of the NATCEP.
    - Program Coordinator will take and maintain minutes of all NATCEP meetings

Note: Frequency of meetings is at the discretion of the NATCEP. Minutes must be maintained for PDE review.

Policy Makers

This policy describes the forum responsible for developing and revising program policies of the NATCEP.

- Example: The following individuals will be responsible for annual review and revision of the NATCEP policies:
    - Program Coordinator
    - Instructor
    - Director of Nursing Services
    - Infection Control Nurse will review policies and revise as needed
    - Administrator will approve all policies before they are implemented

Note: The list of Policy Makers/members is at the discretion of the NATCEP.

Electronic Signatures

- If the program allows the execution of electronic signatures, a policy is required to provide rules that govern the use of electronic signatures.

  An electronic signature policy must include procedures that provide:
    - a method for affixing an electronic signature
    - when electronic signatures are permitted
    - which documents upon which an electronic signature is permitted
    - who is authorized to sign electronically (applicants, faculty and staff?)

Note: When deciding whether to accept electronic signatures on program documents, the program's policy committee should consider electronic signatures on documents the same as handwritten signatures for the purpose of validity, enforceability, and admissibility. It is strongly advised that a solicitor or legal counsel review the electronic signature policy prior to implementation.

Record Keeping Policy

This policy provides direction to NATCEP staff on the process and procedure required for record keeping

- The following must be kept on file **ad infinitum**:
    - Pennsylvania Nurse Aide Training Report
    - Certificate of Completion for each graduate
    - Copy of Performance Checklist for every student who begins the NATCEP (including those students who withdraw or are dismissed during the program).
- The following records shall be kept a minimum of **three** years:
    - Attendance records

    - Grades (Quiz, Test, Lab, Clinical Evaluations)
    - Program Calendar/Syllabus
    - Procedure Evaluation Forms used to evaluate lab skills
    - Program and Instructor Evaluations completed by Students
    - Anecdotal notes concerning Students or Course
    - Physical Examination Documentation with TB test results
    - Verification of Pennsylvania Residency
    - CHRI Report and FBI Report (if applicable)
    - Copy of Reimbursement Letter for self-pay students or Invoice for sponsored students
- All records will be kept confidential and secure.
- Current program approval letter should be maintained and available during the compliance review.
- Competency evaluation documentation will include:
    - State competency exam results used to determine if there is repeated occurrence of failures.
    - State competency exam results are available for review at Pennsylvania Nurse Aide Testing: Online Exams | Credentia

Criminal History Record Information Policy

In compliance with PA Act 14, each applicant must complete a PA CHRI report which was obtained during the year prior to enrolling in the nurse aide training program.

- The program is required to verify each applicant's residency in PA for two years prior to acceptance in the program. This verification determines whether an FBI report is also needed for enrollment.
- If the applicant has resided in the commonwealth for the last two years prior to entering the nurse aide training program, a CHRI request is made to the Pennsylvania State Police. A CHRI can be requested and processed electronically at https://epatch.state.pa.us.
- If the applicant has committed a Federal or out-of-state offense similar in nature to those crimes listed under paragraphs (1) and (2) of the Prohibitive Offenses Contained in Act 14 of 1997, the applicant must provide evidence they are eligible for enrollment in the nurse aide training program.
- If applicant has not resided in the Commonwealth for the last two years, the applicant must request a CHRI report from the PA State Police and an FBI report. (PA CHRIs and FBI reports are valid for a period of one year).
- The CHRI policy should identify by name or position the individual(s) responsible to:
    - Receive the applicant's original CHRI report or copy the applicant's original CHRI
    - Review the CHRI report for prohibited offenses contained in §701.13 (relating to the non- acceptance of certain applicants) and
    - Sign and date the original or copy of the CHRI and store it in a locked file/storage area

- Ensure that only those individuals who are designated in the Right to Know policy for the NATCEP and state or federal employees involved in monitoring the program have access to these files.
- Notify the applicant in writing whether the decision not to admit the applicant is based in whole, or part on the CHRI report. *See sample letter in sample document section.*
- Include a statement that (Facility/School) will not enroll a nurse aide applicant whose CHRI report indicates that the applicant has been convicted of any of the offenses designated as a felony under the Controlled Substance, Drug, Device and Cosmetic Act (P.S. 780-101, 780-144), or any offense listed under Act 14.
- PA CHRI reports and FBI reports will be maintained by the Human Resource Program Coordinator (or "said party") in a confidential manner and secured in a file cabinet.
- If (facility/school) willfully fails to comply with §701.12 (2) and (3) or §701.13 of Act 14, it shall be subject to a civil penalty as provided for in §701.21.
- Representatives from the Pennsylvania Department of Education, State or Federal agencies will be permitted to view all PA Nurse Aide Training reports and all related Pennsylvania CHRI's and FBI reports for compliance monitoring.

Related items for consideration:

- Applicants for employment may be required to complete a pre-employment inquiry release form in order for the Human Resource Coordinator of the facility to complete and submit the CHRI request. A PA CHRI can be accessed at State Police or Pennsylvania Access To Criminal History - Home.
- The fee for processing a PA CHRI is the responsibility of the (individual or facility?). If the facility pays for processing, the CHRI record becomes facility property.
- The fee for processing an FBI report is the responsibility of the (individual or facility?). Long-term care facility may process FBI requests for employees through the Department of Aging.
- Applicant's whose record documents a prohibitive offense as "disposition unreported" will be directed to the Clerk of Courts for the county or municipality where the arrest was made in order to clarify in writing the disposition of the arrest. Prohibitive offenses that are ungraded will also be referred to the Clerk of Courts for written clarification. The applicant will not be admitted into the nurse aide training class until clarification of the arrest and compliance to Act 14 is established.
- Applicants whose CHRI contains prohibitive offenses that preclude them from entering a nurse aide training program will be directed to the Pennsylvania State Police to secure information on expunging their record. If an applicant's record is expunged or now displays compliance with Act 14, the applicant may reapply for enrollment in a nurse aide training class.

Nurse Aide End of Program Evaluation

All students completing the Nurse Aide Program will fill out an end of program evaluation form on the last day of the training program. Feedback is collected on the instructor, clinical experience, and the program as a whole. *See example program evaluation in sample document section.*

Recommended Procedure

- The Instructor will hand out the end of program evaluation form to all students and explain the rating scale and general instructions.
- The Instructor will provide the students with an envelope to provide for anonymity of the completed evaluation forms.
- The instructor and designated staff will review the end of program evaluation forms upon completion of the NATCEP to assess the strengths and areas for improvement in the nurse aide training program.
- The nurse aide training program will retain copies of the end of program evaluation form for review by a representative from the Pennsylvania Department of Education during the compliance review.

Student Training Agreement

These agreements are used on an infrequent basis by facility-based programs. This is important to have especially if the facility does *not* choose to hire the candidates before the successful completion of the NATCEP.

- Student agrees to receive training free of charge; however, they are not considered an employee and are therefore not entitled to wages or benefits.
- Student agrees to provide the facility with a completed physical and CHRI.
- Student understands that they are responsible for their own liability insurance.
- Student understands that employment as a nurse aide may or may not be available to them upon successful completion of the nurse aide training program.

Note: Regarding liability insurance, it is recommended that students understand who is liable should a situation arise while under the guidance and direction of your program in the classroom, lab, and clinical setting. If the clinical site agreement states that, “each party will maintain in full force and effect and at its sole expense, general and professional liability insurance” the program should consult with their solicitor regarding your training program’s liability insurance that covers for injury or harm to others in the classroom, lab, clinical experience.

Enrollment Agreement (if applicable)

- Required for programs operated under Private School License
- Must meet requirements of 22 Pa. Code §73.121-122; §73.131; §73.137

SAMPLE DOCUMENT SECTION

Sample Attendance Record for Nurse Aide Training Program

Program Name: _____ **Program Training Code:** _____

Instructor: _____

Class Start and End Dates: _____

Student Name	Hour Type	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Total Hours	Make-Up Hours
Student 1	Theory																				
	Lab																				
	Clinical																				
Student 2	Theory																				
	Lab																				
	Clinical																				
Student 3	Theory																				
	Lab																				
	Clinical																				
Student 4	Theory																				
	Lab																				
	Clinical																				
Student 5	Theory																				
	Lab																				
	Clinical																				
Student 6	Theory																				
	Lab																				
	Clinical																				

Sample Letter of Reimbursement from a Training Program

SCHOOL LETTERHEAD

DATE:
NURSE AIDE NAME:
NURSE AIDE ADDRESS CITY, STATE ZIP:

RE: REIMBURSEMENT LETTER

This letter will serve as your original letter for reimbursement for the Nurse Aide Training. According to our files, STUDENT NAME completed the nurse aide training requirements at PROGRAM NAME on DATE at the cost of:

Tuition $ _____

Books $ _____

Total $ _____

The training fee of AMOUNT was paid on DATE by check/money order # _____. Please keep this original letter. We are not authorized to issue duplicate letters. This letter must be signed and dated by you and turned over to your employer in order to obtain reimbursement. You can be reimbursed for your training costs if you meet the following criteria:

- You personally incurred your training costs.
- You are employed within 12 months of successful completion of the nurse aide training program.
- You are employed by a nursing facility enrolled in Medicare and/or Medicaid.
- You provide the nursing facility with this original letter, signed, and dated by you. NOTE: A copy of this letter is not acceptable.
- You work 130 hours as a nurse aide for the nursing facility to receive ½ of the fee and another 130 hours to receive the balance.

Sincerely,

_____

SCHOOL ADMINISTRATOR

_____

Nurse Aide Candidate Signature Date

Sample Signed Receipt of Student Policies

Nurse Aide Training Program Policies

1. Non-Discrimination
2. Admission
3. Verification of Pennsylvania Residency
4. Criminal History Record Information and FBI
5. Advisement on Bulletin, 99-11-05: Exclusion from Participation in Medicare, Medicaid, or any other federal health care program.
6. Physical Examination/Health Condition
7. Attendance
8. Level of Achievement for Theory, Laboratory and Clinical components of a NATCEP
9. Standards of Conduct
10. Grievance
11. Tuition/Refund
12. Utilization of Student

I have read the above policies that are necessary requirements for successful completion of the Nurse Aide Training Program.

Signature of Student Date

Sample Letter of Denial

ABC Place
Box 123
Harrisburg, PA 17126-0333

January 18, 2026

Name
Address
City, State Zip Code

Dear (Name):

We regret to inform you that you have been denied entry into our state approved Nurse Aide Training Program because of _____ (cite conviction) found on your Criminal History Record Information report. The Nurse Aide Resident Abuse Prevention Training Act 14 (P.L.169) will not permit this facility to enroll you in the state approved Nurse Aide Training Program.

If you wish to challenge the criminal record information you will need to complete a Pennsylvania State Police form, "Review of Criminal History Record Information."

To receive the form and instructions on how to complete it, write to:

> Director, Records, and Identification Division Attn: Central Repository
> 1800 Elmerton Avenue
> Harrisburg, Pennsylvania 17110
> or call: (717) 783-5492

If you have not been permitted to enroll in a state approved Nurse Aide Training Program due to a "disposition unreported" status, you must contact the clerk of courts in which the arrest was made to get the disposition.

If you have any further questions, please contact your sponsoring facility or the Department of Education, Nurse Aide Training at ra-natcep@pa.gov.

Sincerely,

_____

NA Coordinator
ABC Place School of NA Training

Sample Nurse Aide Training Program Evaluation

INSTRUCTOR'S NAME _____ DATE _____

DIRECTIONS: CIRCLE THE NUMBER, FROM 1 to 5, THAT BEST REPRESENTS YOUR ANSWER *(1 represents not at all and 5 represents excellent)*

A. Course Objectives and Content

1. Student policies governing the successful completion of the nurse aide training program were thoroughly explained to you on or before the first day of class (i.e. attendance policy, make-up-time, dress code, level of achievement, physical exam (TB), CHRI, nondiscrimination, behavior).

   1 2 3 4 5

2. Were the stated objectives and purposes of the program met?

   1 2 3 4 5

3. Were all the presented program topics relevant to the program objectives?

   1 2 3 4 5

4. Did the program content meet your needs and expectations?

   1 2 3 4 5

5. Were handout materials well prepared and helpful?

   1 2 3 4 5

6. Was there enough time in each class to cover the given topic(s)?

   1 2 3 4 5

7. Was sufficient time allowed in class for discussion and questions?

   1 2 3 4 5

8. Was there a sufficient amount of theory given?

   1 2 3 4 5

9. Were the power points an effective learning tool?

   1 2 3 4 5

10. Was there a sufficient amount of "hands-on" or lab training?

    1 2 3 4 5

11. Was there a sufficient amount of functional equipment to practice the nursing skills?

    1 2 3 4 5

12. Did the program teach you how to identify resident abuse, exploitation, and neglect?

    1 2 3 4 5

13. Did the program teach you ***how to prevent*** resident abuse, exploitation, neglect, and improper use of physical and chemical restraints?

    1 2 3 4 5

14. Did the program teach you the ***reporting*** procedures (both ***when*** and ***to whom***) regarding resident abuse, neglect, exploitation, and improper use of restraints?

    1 2 3 4 5

15. Did the program prepare you with ***strategies for preventing*** resident-to-staff abuse?

    1 2 3 4 5

B. Clinical Evaluation:

1. Organization of the clinical experience

   1 2 3 4 5

2. Resident selection at clinical

   1 2 3 4 5

3. Ability to relate theory to clinical experience

   1 2 3 4 5

4. Availability of instructor

   1 2 3 4 5

5. Overall clinical experience

   1 2 3 4 5

C. Instructor Evaluation:

Name of Instructor:	**Name of Instructor:**
1. Program preparation and organization 1 2 3 4 5	1. Program preparation and organization 1 2 3 4 5
2. Manner of presentation 1 2 3 4 5	2. Manner of presentation 1 2 3 4 5
3. Ability to relate to students 1 2 3 4 5	3. Ability to relate to students 1 2 3 4 5
4. Professional manner and appearance 1 2 3 4 5	4. Professional manner and appearance 1 2 3 4 5
5. Knowledge of subject matter 1 2 3 4 5	5. Knowledge of subject matter 1 2 3 4 5

D. Overall Program Comments If you circle 1 or 2 please explain. Write on the back for lengthy response.

6. Were the classroom facilities adequate for this program?

   1 2 3 4 5

7. What is your general evaluation of the program?

   1 2 3 4 5

8. What was the most beneficial part of the program?

9. Suggestions for improving the course

Unit 5: CHRI and FBI Information

Definitions and Abbreviations

The following terms are related to Criminal History Record Information (CHRI) Reports. It is recommended that you refer to the following RAP sheet while reviewing these terms. The ® symbol that immediately precedes a term indicates an association to a RAP sheet.

®Accelerated Rehabilitation Disposition (ARD) – Offenders are required to attend a structured program. Fines and community service may also be applied. If the offender fails to complete the program, the court will charge and "grade" the crime(s) committed.

®Additional Identifiers – Additional information for the fingerprint card on file. This may include additional names, dates of birth, alien information, DNA information and/or social security numbers.

®Adjudicated juvenile – the term "adjudicated" indicates that the court concluded the juvenile committed the act for which they are charged. For issues pertaining to juvenile offenses, please contact your solicitor or legal counsel.

®Also Known As (AKA) – Name(s) used as aliases. Usually located near the end of the RAP sheet.

Arrested – The date of arrest is generally the same as the date of the offense.

Central Repository – The central location for the collection, compilation, maintenance, and dissemination of criminal history record information.

®Common Pleas Docket – The Common Pleas Docket number assigned to an arrest by the respective Court of Common Pleas.

Control Number – A tracking number assigned by PATCH, which identifies a specific request.

Criminal History Record Information (CHRI) – Information collected by criminal justice agencies concerning individuals, and arising from the initiation of a criminal proceeding, consisting of identifiable descriptions, dates and notations of arrests, indictments, information or other formal criminal charges and any dispositions arising there from. The term does not include intelligence information, investigative information, or treatment information, including medical and psychological information, or information and records specified in section 9104 (relating to scope).

®Custody Information – Custody Information will be displayed if a fingerprint card is received from a detaining agency.

®Date of Birth (DOB) – The Date of Birth recorded in CHRI for the SID displayed. This DOB was recorded on a fingerprint card at the time of the arrest based on information provided by the individual being fingerprinted. There may be more than one DOB for a SID. Additional DOBs will appear in the "Additional Identifier" section near the end of the RAP sheet

®Disposition – Information indicating that **criminal proceedings have been concluded**, including information disclosing that police have elected not to refer a matter for prosecution, that a prosecuting authority has elected not to commence criminal proceedings or that a grand jury failed to indict and disclosing the nature of the termination of the proceedings; or information disclosing that proceedings have been indefinitely postponed and also disclosing the reason for such postponement. Dispositions of criminal proceedings in the Commonwealth shall include, but not be limited to:

- abatement
- acquittal
- acquittal by reason of insanity
- charge dismissed
- convicted
- demurrer sustained
- discharge from probation or parole or
- correctional supervision
- discharge under the Pennsylvania Rules of Criminal Procedure
- guilty plea
- mistrial-defendant discharged
- no information card
- nolo contendere plea (no contest)
- nolle prosequi (no prosecution)
- pardoned
- pretrial probation or diversion
- sentence commuted (reduced)

®Disposition Date – The date on which the final disposition or court action takes place.

®District Justice – The District Court number that made the final disposition on the charges.

®Effective Date – The date a probation/parole sentence begins.

®Grade of Crime – The literal interpretation of the offense code is the grade of crime. It is immediately followed by the degree.

Grade of Crime most serious to least serious:

- **Felony** of the **first degree** – up to $25,000 fine and/or more than 10 years in prison.
- **Felony** of the **second degree** – up to $25,000 fine and/or maximum of less than 10 years in prison.
- **Felony** of the **third degree** – up to $15,000 fine and/or maximum of 7 years in prison.
- **Misdemeanor** of the **first degree** – up to $10,000 fine and/or maximum of 5 years in prison. **M-2** – **Misdemeanor** of the **second degree** – up to $5,000 fine and/or maximum of 1 year in prison. **M-3** – **Misdemeanor** of the **third degree** – up to $2,500 fine and/or maximum of 1 year in prison.
- **S** – **Summary** – up to $300 fine and/or maximum of 90 days in prison.

®Maximum Date – The date the sentence is completed.

Name – The name processed on the first fingerprint card processed for the subject. Aliases are listed under AKA's.

®Offense Code – A two-character abbreviation (e.g. “VC” – Vehicle Code, “CC” – Crimes Code, “CS” – Controlled Substance) immediately follow by a section number and sub-section. The sub-section may or may not be displayed.

®Offense Tracking Number (OTN) – A unique number assigned by the court to a particular arrest at the time of arraignment.

Online Registration – The act of supplying the necessary information for identification, account establishment and billing to the Pennsylvania State Police for admission to the **PATCH** System.

®Origination Case Agency (OCA) – The number assigned to an arrest by the responsible police department.

Password – The security code provided by Pennsylvania State Police that allows you to enter the system.

Pennsylvania Access to Criminal History (PATCH) – The computer application that allows you to access the Pennsylvania State Police's criminal history information.

Probation Information – The supervising county for the probation/parole sentence.

PSP – Pennsylvania State Police.

Query Status – The transaction which allows you to view a request that you have already submitted, verify that it has been received and check on the status of that request.

Rap Sheet – A form which lists an individual's criminal charges, the court dispositions of those charges and any court sentences received as a consequence of those charges within the Commonwealth of Pennsylvania.

Received Date – The date the agency took custody of the subject of the RAP sheet. This is followed by the PSP code for the agency assuming custody and that agency's name.

R & I – Bureau of Records and Identification in the Pennsylvania State Police.

Request – Each name typed into the system and submitted for a criminal history record check. Also see “submission”.

Requester – The person, agency, organization, or business making the request.

®Sex & Race – The sex and race are personal characteristics attributed to the individual identified by the State Identification Number displayed.

®SOC – The Social Security Number recorded in CHRI for the SID displayed. This is not a unique identifier. The same SOC may be recorded on fingerprint cards of more than one individual. There may be more than one SOC for a SID. Additional SOC's will appear in the “Additional Identifier” section near the end of the RAP sheet.

®State Identification Number (SID) – All Criminal History Records are based on fingerprint cards submitted, which are the only positive means of identification. The PSP Central Repository/Criminal Records and Identification Division assigns a SID to each unique fingerprint card, with all information from subsequent fingerprint cards for the same individual linked to the SID. Fingerprint cards are required to be submitted to the Central Repository on all arrests for Misdemeanors, Felonies and the five escalating summary criminal offenses (Retail Theft, Library Theft, Scattering Rubbish, Implied Consent and Bad Check Charges). This is also the number used to identify the Computerized Criminal History Record Information (CCHRI) for an individual record in the State Police's computer files.

Subject – The person concerning whom the request is being made.

Submission – Each name typed into the system and submitted for a criminal history record check. Also see “request”.

Under Review – The response created when data submitted matches data in the PSP database. Does **not** indicate subject has record. Indicates required manual processing to determine either a "No Record" or "Record" status. Results returned to requestor by U.S. Postal Service.

User code – The security code provided by PSP that identifies which individual or agency is entering the system.

General: CHRI Related Information Pennsylvania Regulations: Applicant

- A Pennsylvania State Police Criminal History Record Information report (CHRI) is required for ALL
- prospective nurse aide applicants.
- The applicant must submit a CHRI report which was obtained during the year prior to enrolling in a nurse aide training program. This includes existing employees (i.e. dietary or housekeeping) who are seeking enrollment in the nurse aide program.
- Applicant must complete, sign and date a Verification of Pennsylvania Residency form. The program is required to verify the applicant’s residency in the Commonwealth for **at least two years prior to the date of application**.
- The applicant who has resided in the Commonwealth less than 2 years prior to enrolling in a nurse aide program MUST obtain a CHRI report from the PA State Police **AND** an FBI report. Instructions for obtaining an official FBI report are found at Instructors Corner

Note: FBI reports obtained through the Department of Aging and dated within one year of the start of the program are acceptable if the student is an employee of the nursing facility. Verification of employment must be submitted with an FBI report processed through Department of aging. FBI reports obtained through the Department of Human Services are unacceptable.

Pennsylvania Regulations: NATCEP Program

- Every school or facility must designate a representative to review the CHRI reports for enrollment eligibility. In many cases, the person processing the CHRI report is also the same person who is responsible for evaluating the CHRI and subsequently deciding whether a person should be accepted into a state approved NATCEP.
- In the case of a community college, private trade school or an entity that subcontracts to a long-term care facility to provide nurse aide training, it is the responsibility of the long-term care facility to provide the approved training program with a copy of CHRI report for each applicant entering a NATCEP. It is the responsibility of the program operator to review each CHRI report **BEFORE** admitting a person into a NATCEP.
- If a RAP sheet records an arrest as a 'disposition unreported' or a 'grading' is absent for a prohibited offense, direct the applicant to the clerk of court or the municipality where the arrest occurred to secure written documentation related to the 'unresolved' arrest. Receiving a verbal statement regarding the arrest is NOT acceptable.
- If an applicant informs you that a prohibited offense was expunged, the applicant must produce evidence from legal authorities that the arrests were expunged.
- If the applicant is the victim of identify fraud and crimes were committed using the applicants name and personal identification (birth date, social security number etc.) the crimes could appear on their RAP sheet. In this case, the applicant must present evidence from a legal authority showing the crimes as being committed by another party.

Denial of Admission

A program representative must notify the applicant in writing whether the decision not to admit the applicant is based on the whole or in part on the CHRI report. *See page **88** for an example of this letter.*

Methods of Processing a CHRI

1. Electronic PATCH (Pennsylvania Access to Criminal History)
    - PATCH is a method that requires a computer terminal and access to the Internet.
    - The PATCH system allows approved users to secure a relatively quick response to a CHRI check, provided that there are no violations on record. The user must use a valid credit card. For more information, go to: Pennsylvania State Police website or Pennsylvania Access To Criminal Histor.
    - **Record check must have a seal of the Pennsylvania State Police**.

2. **Mail SP4-164 Form**
    - You may download the SP4-164 form from the PSP website.
    - To access the form, type: Pennsylvania State Police website into your web browser.
    - Request a Criminal History Record Information check (bottom of web page)
    - Download the Criminal History Record Information request form

- You may also secure a SP4-164 form at your local police station or by contacting:
    - Pennsylvania State Police – Central Repository, 1800 Elmerton Avenue, Harrisburg, PA17110, (717) 705-1768.
- Allow at least two to four weeks for a response.

3. **Third Party Vendor**
    - Some facilities (or corporations) use third party vendors to process background checks for employees. These reports are ***not*** acceptable for enrollment in NATCEP. State law requires that PA CHRI reports are obtained from the PA State Police (PSP) PA Central Repository.

***Be advised -** there is an option available for a NEW VOLUNTEER RECORD CHECK (volunteers only) and it is free. The applicant must identify the organization for which they are volunteering and acknowledge a disclaimer to affirm that the purpose of the record check is for volunteer purposes only. Volunteer CHRI Reports are **NOT ACCEPTABLE** for enrollment in a nurse aide training class.*

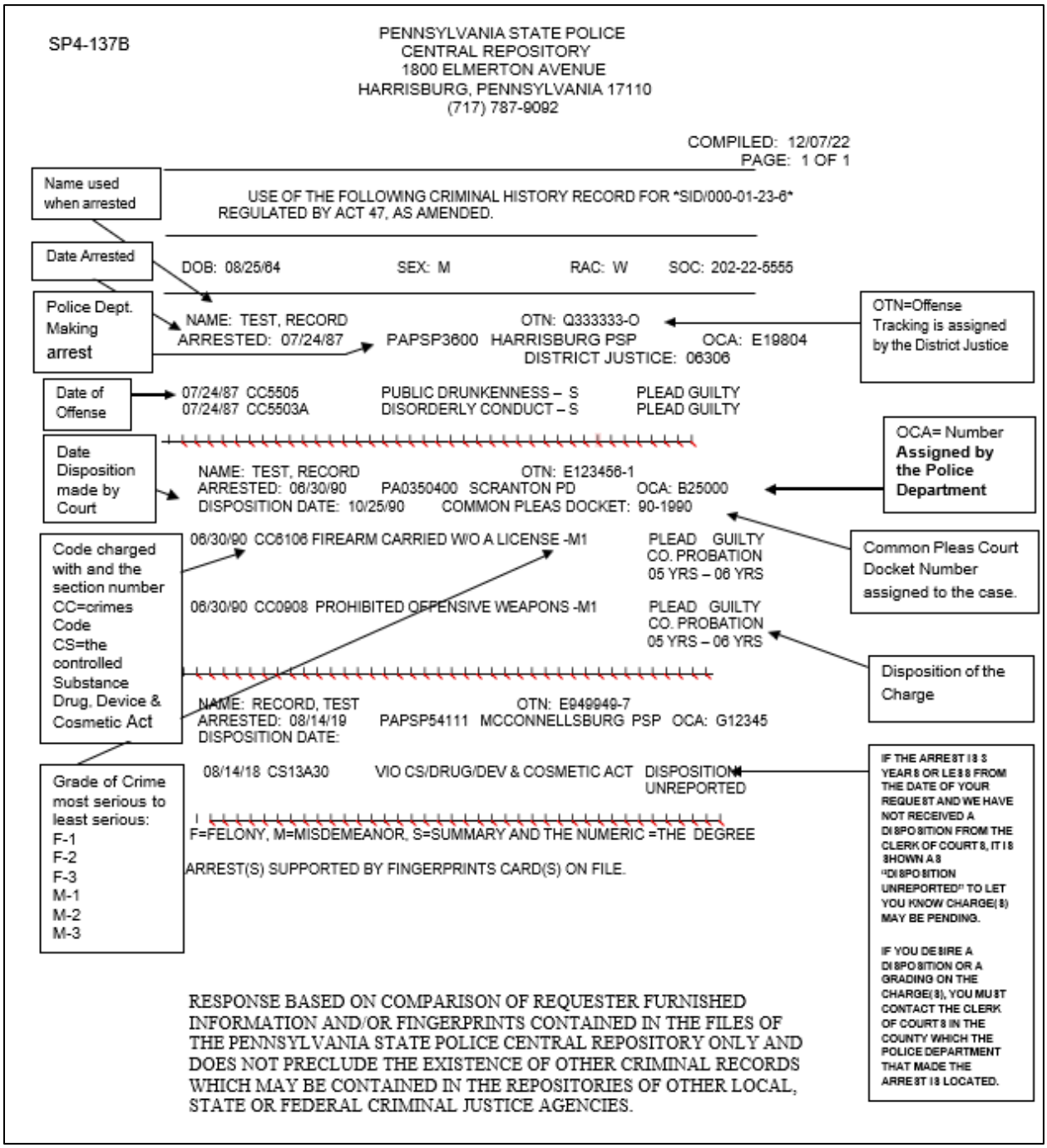
CHRI Responses

1. **NO RECORD**
    - This response indicates that the PA State Police have no criminal record on file for the requested person. This means you accept this person into a nurse aide training program.
2. **RECORD**
    - All “Record” status responses will be mailed to the address provided by the requestor within approximately two weeks. A RAP sheet will be attached to the request. The RAP sheet is part of the CHRI report and must be reviewed for enrollment.
3. ***Temporary Responses include:***
    - **PENDING (applies to PATCH users only)** This notice is occasionally assigned to PATCH users when traffic is extremely heavy and requires the user to check back at a later time. A request should not remain pending for more than 24 hours.
    - **UNDER REVIEW** This does NOT necessarily mean that the subject has a record. It could simply mean that one of their identifiers (i.e., name, social security number) has hit a similar identifier that has a record. The system must isolate the request to be certain that the information entered is correct and accurate before producing a “No Record” response.
    - **Accelerated Rehabilitation Disposition (ARD)** An individual is required to attend a structured program. If the ARD is related to a prohibitive offense, then the status of the ARD (completed) must be clarified to be in compliance with Act 14.

- **IMPORTANT**: You **MAY NOT** enroll any applicant into a NATCEP class if their CHRI is “under review”. You must wait for the report to be disseminated showing either Record or NO Record Exists.
    - If the disposition of a criminal offense, as described in Act 14, Chapter 701 is unreported, the applicant **MAY NOT** begin a NATCEP until the disposition is clarified and that the applicant is not in violation of Act 14.

      Example: CC3929A1 Retail Theft Disposition Unreported
      *CC 3929 and CC3929A1 are prohibitive offenses therefore this applicant is unacceptable. A grade must be evidenced as either, an **S** (Summary), **M** (Misdemeanor) or **F** (Felony) and the consequences of the charge(s) such as, Guilty, Fines and Costs, County Probation, etc.*

Sample RAP Sheet



FICTITIOUS – FOR DEMONSTRATION ONLY

Pennsylvania State Police
1800 Elmerton Avenue
Harrisburg, Pennsylvania 17110

Response for Criminal Record Check

TO WHOM IT MAY CONCERN:
THE PENNSYLVANIA STATE POLICE DOES HEREBY CERTIFY THAT:

MINNIE MOUSE
93 MAPLE AVENUE
SUNNY VALLEY, PA 18976

TELEPHONE (555) 567-8910

Name: Mouse, Minnie
Date of Birth: 05/23/1985
Social Security #: 123-45-6789
Sex: F
Race: White
Date of Request: 12/09/2022 08:27 AM
Purpose of Request: Other
Maiden Name and/or Alias (1) Rodent, Minnie **(2)**
(3) **(4)**

***** HAS NO CRIMINAL RECORD IN PENNSYLVANIA BASED ON A CHECK BASED ON THE ABOVE IDENTIFIERS - REFER TO CONTROL #R1234567 *****

THE RESPONSE IS BASED ON A COMPARISON OF DATA PROVIDED BY THE REQUESTER AGAINST INFORMATION CONTAINED IN THE FILES OF THE PENNSYLVANIA STATE POLICE CENTRAL REPOSITORY ONLY. PLEASE CONFIRM IDENTIFIERS PROVIDED. POSITIVE IDENTIFICATION CANNOT BE MADE WITHOUT FINGERPRINTS THE PENNSYLVANIA STATE POLICE RESPONSE DOES NOT PRECLUDE THE EXISTENCE OF CRIMINAL RECORDS, WHICH MIGHT BE CONTAINED IN THE REPOSITORIES OF OTHER LOCAL, STATE, OR FEDERAL CRIMINAL JUSTICE AGENCIES.

THE INFORMATION ON THIS CERTIFICATION FORM CAN BE VALIDATED BY ACCESSING THE PENNSYLVANIA ACCESS TO CRIMINAL HISTORY (PATCH) RECORD CHECK STATUS SCREEN https://epatch.state.pa.us/RCStatusSearch.jsp) AND SUBMITTING A STATUS CHECK REQUEST THAT CONTAINS THE FOLLOWING - SUBJECT'S NAME (EXACTLY AS INITIALLY ENTERED), CONTROL NUMBER AND DATE OF REQUEST. PATCH WILL FIND AND DISPLAY THE CORRESPONDING RECORD CHECK REQUEST. DETAILS ON THE REQUEST CAN BE VIEWED BY CLICKING ON THE CONTROL NUMBER. YOU WILL BE ABLE TO VERIFY IF THIS REQUEST WAS SENT OUT AS A NO RECORD OR RECORD RESPONSE BY THE PENNSYLVANIA STATE POLICE.

QUESTIONS CONCERNING THIS CRIMINAL RECORD CHECK SHOULD BE DIRECTED TO THE PSP HELP DESK AT TELEPHONE NUMBER 1-877-777-3375 FOR INSTATE CALLS OR 717-506-3262 OUT OF STATE CALLS.

Certified by:

DISSEMINATED BY: SYSTEM
12/09/2024

Lieutenant Michael F. Gillelan, Director
Criminal Records and Identification Division
Pennsylvania State Police

FICTITIOUS – FOR DEMONSTRATION ONLY

KNOLL

04:16:28 PM EST

Reference Number : 3295048

NOT ACCEPTABLE FOR ENROLLMENT IN A NATCEP

CLIENT INFORMATION

Client : Elm Center
Address : 783 MEADOW RD
GLADWYNE, PENNSYLVANIA 19035
Phone : 555-123-3210
Requestor : Rose Jameson

Acct No : 9517
District :
Requestor : ELM CENTER
State Where Applicant Works : PENNSYLVANIA

SUBJECT INFORMATION

Title :
Name : DOE, JANE M
Name Suffix :
Other Name : BUCK
(Alias, Maiden)
Address : 36 NORTH 5TH STREET
NORRISTOWN, PENNSYLVANIA 19401

SSN : 188-44-5555
Date of Birth : 04/21/1987

SERVICES ORDERED

Pkg: PA Healthcare Package

Service Name	Location	Name Searched	Status	Alert	Disposition
Cumulative Sanctions		DOE, JANE	QA'd		
Statewide Criminal Record	PA	DOE , JANE	QA'd		

QA : Kroll Employee
QA Date: 15-Dec-2022 11:51 AM EST

Status : QA

Disposition: Meets Your Hiring Criteria

Notice:

The information contained herein should not be the sole determinant in an evaluation of the above-listed individual.

THIS REPORT IS SUBMITTED IN STRICT CONFIDENCE AND EXCEPT WHERE REQUIRED BY LAW, NO INFORMATION PROVIDED IN THIS REPORT MAY BE REVEALED DIRECTLY OR INDIRECTLY TO ANY PERSON EXCEPT TO ONE

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WHOSE OFFICIAL DUTIES REQUIRE THEM TO PASS ON THE TRANSACTION IN RELATION TO WHICH THIS REPORT WAS ORDERED

This report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. As such, there is a possibility that this report may contain evidence of criminal activity inaccurately associated with the subject of this report. In order to assist with the prevention of identity theft crimes, every consumer may receive a free copy of this report per request.

The information provided herein shall not be construed to constitute a legal opinion; rather it is a compilation of public records/data for your review.

Kroll Background America searched the public record source for the above listed information limited to the stated searched period. The records are differentiated at the source by one or all of the following identifiers: name, address, date of birth, national insurance number, nationality and/or gender. The accuracy of the results may be affected without one or more of these identifiers.

Cumulative Sanctions QA'd as of 15-Dec-2022 05:15 PM EST

Name : JANE M DOE
Source : O.I.G. Cumulative Sanctions Database
Remarks : NO RECORDS FOUND AS OF 12/15/2022

State Crim-Health Related QA'd as of 15-Dec-2022 11:40 AM EST

Name Searched : DOE, JANE M
Alias Searched : BUCK, JANE M
Search Period : AS OF 12/15/2022*
State : PA
Remarks : NO RECORDS FOUND
Repository : PA STATE POLICE
Source of Data : *THIS SERVICE CONTAINS A SEARCH OF ALL RECORDS AVAILABLE AT THE STATE REPOSITORY
Documents : State Crim - Health

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BRUCE WAYNE
394 EAST WILLOW STREET
FREEMANSTOWN, PA 14399

TELEPHONE (610) 485 - 2941

TO WHOM IT MAY CONCERN:

THE PENNSYLVANIA STATE POLICE DOES HEREBY CERTIFY THAT:

Name:	Wayne, Bruce
Date of Birth:	04/11/1988
Social Security #:	XXX-XX-1221
Sex:	M
Race:	White
Date of Request:	11/30/2022 3:45:00PM
Purpose of Request:	EMPLOYMENT

Maiden Name and / or Alias (1) **(2)**
(3) **(4)**

*****UNDER REVIEW FOR CONTROL # R9390969 *****

THE RESPONSE IS BASED IS A COMPARISON OF DATA PROVIDED BY THE REQUESTER AGAINST INFORMATION CONTAINED IN THE FILES OF THE PENSYLVANIA STATE POLICE CENTRAL REPOSITORY ONLY. PLEASE CONFIRM IDENTIFIERS PROVIDED. POSITIVE IDENTIFICATION CANNOT BE MADE WITHOUT FINGERPRINTS. THE PENNSYLVANIA STATE POLICE RESPONSE DOES NOT PRECLUDE THE EXISTENCE OF CRIMINAL RECORDS, WHICH MIGHT BE CONTAINED IN THE REPOSITORIES OF OTHER LOCAL, STATE, OR FEDERAL CRIMINAL JUSTICE AGENCIES.

THE INFORMATION ON THIS CERTIFICATION FORM CAN BE VALIDATED BY ACCESSING THE PENNSYLVANIA ACCESS TO CRIMINAL HISTORY (PATCH) RECORD CHECK STATUS SCREEN (https://epatch.state.pa.us/RCStatusSearch.jsp) AND SUBMITTING A STATUS CHECK REQUEST THAT CONTAINS THE FOLLOWING: SUBJECT'S NAME (EXACTLY AS INITIALLY ENTERED), CONTROL NUMBER AND DATE OF REQUEST. DETAILS ON THE REQUEST CAN BE VIEWED BY CLICKING ON THE CONTROL NUMBER. YOU WILL BE ABLE TO VERIFY IF THIS REQUEST WAS SENT OUT AS A NO RECORD OR RECORD RESPONSE BY THE PENNSYLVANIA STATE POLICE. QUESTIONS CONCERNING THIS CRIMINAL RECORD CHECK SHOULD BE DIRECTED TO THE PSP HELP DESK AT TELEPHONE NUMBER 1-877-777-3375 FOR INSTATE CALLS OR 717-506-3262 OUT OF STATE CALLS.

Certified by:

Lieutenant Michael F. Gillelan, Director
Criminal Records and Identification Division
Pennsylvania State Police

DISSEMINATED:

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SP4-137B
COMPILED 2022/11/30

PENNSYLVANIA STATE POLICE
CENTRAL REPOSITORY
1800 ELMERTON AVENUE
HARRISBURG, PENNSYLVANIA 17110
(717) 787-9092

USE OF THE FOLLOWING CRIMINAL HISTORY RECORD *** SID 357 – 21 – 93 – 8 ***
REGULATED BY ACT 47, AS AMENDED.

IDENTIFICATION

NAME: WAYNE, BRUCE DALE
SID: 357 – 21 – 93 – 8 DOB: 1988 / 04 / 11 SOC: XXX-XX-1221
SEX: MALE RAC: WHITE HAI: BLACK EYE: BROWN
HGT: 5′ 11″ WGT: 220
POB: US CITIZEN: YES
COUNTRY OF CITIZENSHIP:

CRIMINAL HISTORY

NAME: WAYNE, BRUCE DALE OTN: Z601842 – 7
ARRESTED: 2008/09/14 PA0462803 PHILADELPHIA PD OCA: 854150
DISPO DATE: 2005/08/20

OFFENSE DATE	CHARGE	COUNT	GRADE	DISP CHG	DISPOSITION
2005/02/16	CS13A16 POSSESSION OF A CONTROLLED SUBSTANCE BY AN UNREGISTERED PERSON EXCEPT BY PRESCRIPTION IS UNLAWFUL	1	M	N	GUILTY/ COUNTY PRISON 1 YRS – 1 YRS/ 11 MOS FINES AND COSTS
2005/02/16	CC3934 THEFT FROM A MOTOR VEHICLE	1	M	N	PLEAD GUILTY/ COUNTY PROBATION 36 MOS FINES AND COSTS

NAME: WAYNE, BRUCE DALE OTN: Z601842 – 7
ARRESTED: 2009/02/01 PA0723703 SPRINGFIELD TWP PD OCA: C540390
DISPOSITION DATE: 2009/05/21

OFFENSE DATE	CHARGE	COUNT	GRADE	DISP CHG	DISPOSITION
2009/05/21	CC0901 CRIMINALATTEMPT	1	M2	N	PLEAD GUILTY/ COUNTY PROBATION 36 MOS FINES AND COSTS
2009/05/21	CC4120 IDENTITY THEFT	1	M1	N	PLEAD GUILTY/ COUNTY PRISION 36 DAYS FINES AND COSTS
2009/05/21	CC4105 BAD CHECKS	1	M3	N	PLEAD GUILTY/ COUNTY PROBATION 36 MOS FINES AND COSTS

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SP4-137B
COMPILED 2022/12/24

PAGE: 1 of 1

PENNSYLVANIA STATE POLICE
CENTRAL REPOSITORY
1800 ELMERTON AVENUE
HARRISBURG, PENNSYLVANIA 17110
(717) 787-9092

USE OF THE FOLLOWING CRIMINAL HISTORY RECORD *** SID 166 – 76 – 36 – 7 ***
REGULATED BY ACT 47, AS AMENDED.

IDENTIFICATION

NAME: WILLIAMS, BERNARD COLE
SID: 166 – 76 – 36 – 7 DOB: 1979 / 07 /07 SOC: XXX-XX-0707
SEX: MALE RAC: CAU HAI: BROWN EYE: BLUE
HGT: 6′ 2″ WGT: 239
POB: US CITIZEN: YES
COUNTRY OF CITIZENSHIP:

CRIMINAL HISTORY

NAME: WILLIAMS, BERNARD COLE OTN: R482950 – 9
ARRESTED: 2006/08/11 PA0723703 LITTLETON TWP PD OCA: 549282
DISPO DATE: 2006/11/29
DISTRICT JUSTICE: 39381

OFFENSE DATE	CHARGE	COUNT	GRADE	DISP CHG	DISPOSITION
1996/05/26	CC5503 DISORDERLY CONDUCT	1	M	N	PLEAD GUILTY/ FINES AND COSTS
1996/05/26	CC3509-1 STALKING	1	M1	N	PLEAD GUILTY/ COUNTY PROBATION 09 MOS/ FINES AND COSTS
1996/05/26	CC3503A CRIMINAL TRESPASS	1	M	N	PLEAD GUILTY/ COUNTY PROBATION 09 MOS/FINES AND COST

NAME: WILLIAMS, BERNARD COLE OTN: Z601842 – 7
ARRESTED: 2009/05/21 PA0723703 SPRINGFIELD TWP PD OCA: C540390
DISPOSITION DATE: 20009/09/19

OFFENSE DATE	CHARGE	COUNT	GRADE	DISP CHG	DISPOSITION
2009/05/21	CC0901 CRIMINALATTEMPT	1	M1	N	PLEAD GUILTY/ COUNTY PROBATION 36 MOS FINES AND COSTS
2009/05/21	CC2705 RECKLESSLY ENDANGERING ANOTHER	1	M2	N	PLEAD GUILTY/ FINES AND COSTS
2009/05/21	CC0907 POSSESSING INSTRUMENT OF CRIME	1	M2	N	PLEAD GUILTY/ FINES AND COSTS

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Pennsylvania Department of Education
Criminal Records Results

UEID:	UZSV123456
Applicant Name:	John Doe
Applicant Address:	123 Apple Lane, Harrisburg PA, 17101
TCN:	0123456789
Transaction Type:	PDE-Area Vocations Technical Schools (AVTS)
Status:	PDE No record found
Date:	11/09/2022

ORIGINAL

FBI Criminal History Results

CIVIL APPLICANT RESPONSE

ICN E200800700000098555 CIDN OCA PAAWA123-OR-CHPA1234
DOE,JOHN DOB 2001/03/23
MNU SOC 123 45 6789 SEX F Race W HGT 5'6
PA920950Z ST BD OF EDUCATION
HARRISBURG PA 2022/11/07
A SEARCH OF THE FINGERPRINTS ON THE ABOVE
INDIVIDUAL HAS REVEALED NO PRIOR ARREST
DATA CJIS DIVISION
2022/11/09 FEDERAL BUREAU OF INVESTIGATION

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Prohibitive Offenses Contained in 63 P.S. § 675

In no case shall an applicant for enrollment in a State-approved nurse aide training program be admitted into a program if the applicant's criminal history record information indicates a conviction of any of the following offenses:

1. An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act." (See 35 P.S. § 780-101 et seq.). These offenses may be designated as "CS" on a criminal rap sheet.
2. An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes below.
3. A Federal or out-of-State offense similar in nature to those crimes listed under paragraphs (1) and (2).

Offense Code	Prohibitive Offense Description	Type/Grading of Conviction
CC2501	Criminal Homicide	Any
CC2502	Murder	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2507	Criminal Homicide of Law Enforcement Officer	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft by Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft by Deception	1 Felony or 2 Misdemeanors
CC3923	Theft by Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft by Property Lost	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors
CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft by Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized Use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors

Offense Code	Prohibitive Offense Description	Type/Grading of Conviction
CC3929.2	Unlawful Possession of Retail or Library Theft Instruments	2 Misdemeanors
CC3929.3	Organized Retail Theft	1 Felony or 2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors
CC3931	Theft of Unpublished Dramas or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3934	Theft from a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Document by Deception	Any
CC4302	Incest	Any
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation Against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C or D	Obscene and Other Sexual Materials and Performances	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any

Any two Misdemeanor convictions for offenses CC3901 thru CC3934 in any combination is prohibited.

Unit 6: Tuition and Reimbursement Regulations

The policy to reimburse individuals, as required by the Omnibus Budget Reconciliation Act (OBRA), for the cost of nurse aide training and testing has been finalized.

- See copy of the policy for reimbursement, as it appeared in the PA Bulletin, Vol. 25, No. 13, April 1, 1995, found on the next page of this manual. This policy may be duplicated and given to the nurse aide graduate, if appropriate.
- The state may not approve a NATCEP that charges individuals if they are employed by a facility or have received an offer of employment from a facility.
- The facility will provide for reimbursement to individuals who pay for a NATCEP or CEP, if that individual is employed by or receives an offer of employment from a facility that participates in Medicare and/or Medicaid within 12 months of completing the course.
- As part of this policy, it is necessary for you, the sponsor, to complete the Assurance Form PDE-3128G and return it to this office to maintain approval status. The Assurance form indicates that the sponsor will issue only **one original receipt** to successful completers of the nurse aide training program and the receipt will follow the guidelines of the sample. See page 118 for a sample reimbursement letter and page 146 for a sample Assurance Form.
- **Long-term care facilities are not permitted to charge for the training**, which includes textbook(s) and testing. If a textbook is loaned to a nurse aide trainee, the facility or school may not charge the nurse aide trainee for the textbook under any circumstances.
- The nurse aide trainee may be responsible for CHRI, uniforms, a physical examination, and a watch with a second hand.
    - A long-term care facility may not ask the individual to sign a contract or agree to work for them for a specified time under any condition, such as:
    - providing the NATCEP
    - sponsoring an individual in a NATCEP
    - reimbursing an individual for costs incurred in a NATCEP
- A **reimbursement receipt** will be issued to the individual who personally incurs the cost of the competency exam by the regional testing center.
- A hiring, long-term care facility is responsible for providing for a second or third attempt for an individual to pass the State competency exam, if needed.

Note: Tuition seeking institutions must have a private school license or be a public-school facility.

Statement of Policy – Title 55 – Public Welfare

DEPARTMENT OF PUBLIC WELFARE
[55PA. CODE CH. 1181]

Reimbursement of Nurse Aide Training and Testing fees

Purpose

The purpose of this statement of policy is to formalize policy that has been implemented since October 1990 and to issue procedures describing the method for reimbursing individuals who are trained and tested as nurse aides.

Scope

This statement of policy applied to state, county, and general nursing facilities, (NF) enrolled in the Medical Assistance Program.

Background/Discussion

Section 1919(b)(5) of the Social Security Act (42 U.S.C.A. § 1396r(b)(5) requires that an individual employed as a nurse aide in an NF on or after October 1, 1990, successfully complete a State-approved nurse aide training and competency evaluation program. The purpose of the evaluation program is to ensure that nurse aides have the education practical knowledge and skills needed to care for residents of facilities participating in the Medicare and Medicaid programs. The term "nurse aide" refers to any individual providing nursing or nursing-related services to residents in an NF. This does not include an individual who is a licensed health professional or an individual who volunteers to provide the services without monetary compensation. NFs are prohibited from using—on a full-time, temporary per diem or other basis—individuals as nurse aides for more than 4 months unless the individual has completed the evaluation program. States are required to maintain nurse aide registries and include in those registries' records of specific documented findings by the Commonwealth of resident neglect or abuse or misappropriation of resident property involving an individual listed in the registry, as well as any brief statement of the individual disputing the findings. NFs are required to consult these registries before hiring an individual as a nurse aide.

Procedures

Training and testing cost will be reimbursed for those individuals employed by or offered employment by an NF and for individuals offered employment within 12 months of completing the course. The following procedures describe the method of Public Welfare Department for these costs. NFs are responsible for the full payment of training and testing costs for individuals employed or offered employment at the time the individual enters Nurse Aide Training and Competency Evaluation Program (NATCEP) or a Competency Evaluation Program (CEP). Federal law prohibits these charges from being imposed on the nurse aide. The NF should include these costs on Schedule C, Line 16, of its MA-11 Cost Report after these training and testing costs have been paid.

An individual who does not have an employment relationship with a facility at the time the individual enters an NATCEP or CEP, but becomes employed or obtains an offer of employment with 12 months of completing the program, will be reimbursed for the costs of the training and testing by the NF that employs or offers employment to this individual. This reimbursement will be made on a pro rate basis for the period during which the individual is employed as a nurse aide. The training and testing after the nurse aide has worked at the facility as an aide for 130 hours and the remaining half of the training cost after the nurse aide has worked an additional 130 hours. The NF should include these costs on Schedule C, Line 16; of its MA-11 Cost Report after the nurse aide is reimbursed.

The nurse aide who does not meet the criteria for continued enrollment on the Nurse Aide Registry will have an opportunity to take the competency evaluation examination. If successful, the nurse aide will again be enrolled on the Nurse Aide Registry. However, if unsuccessful with the competency evaluation examination, the nurse aide must complete a State-approved nurse aide training and competency evaluation program to be re-enrolled on the Nurse Aide-Registry. The facility will be reimbursed for this retraining and retesting. The Department will only reimburse the NF for reasonable and appropriate costs for State approved nurse aide training programs that meet Federal requirements. These costs must be substantiated by an original signed invoice stating date, place and time of training or testing, or both and countersigned by the nurse aide. Costs entered on the MA-11 Cost Report are subject to audit by the Department or Department's agent.

Effective Date

This statement of policy shall take effect on April 6, 1995.

FEATHER O. HOUSTOUN,
Secretary

(*Editor's Note:* The regulations of the Department of Public Welfare, 55 Pa. Code Chapter 1181, are amended by adding a statement of policy at § 1181.61a to read as set forth in Annex A).

Fiscal Note: 14-BUL-035. No fiscal impact: (8) recommends adoption.

Annex A
TITLE 55. PUBLIC WELFARE
PART III. MEDICAL ASSISTANCE MANUAL
CHAPTER 1181. NURSING FACILITY CARE

§ 1181.61a. Nurse aide programs—statement of policy.

As a result of provisions contained in the Federal Omnibus Budget Reconciliation Act of 1987 (42 U.S.C.A § 1396r(b)(5) regarding nurse aide training and testing fees, the Department will reimburse nursing facilities the reasonable and appropriate costs for State-approved nurse aide training programs that meet Federal requirements and are competed by individuals employed or offered employment within 12 months of completing the Nurse Aide Training and Competency Evaluation Program (NATCEP) or Competency Evaluation Program (CEP).

Tuition Assurance

Pennsylvania Department of Education
Nurse Aide Training Program
607 South Drive, 4th Floor
Harrisburg, PA 17120

To prevent an individual from receiving reimbursement from two or more nursing facilities for the cost of a nurse aide training and competency evaluation program (NATCEP) required by 42 CFR Part 483.152(c)(2), you as the sponsor of the NATCEP must provide the following assurance.

- Anyone who has successfully completed your NATCEP who has *personally incurred* the costs of the program will be provided with an *original* invoice. This does not include individuals whose program was paid by a nursing facility, government aid, etc.
- The invoice will include date, place, and time of nurse aide training.
- The original invoice will be signed and dated by the school administrator and the graduate.
- Any additional invoice will be clearly marked as a duplicate or copy in such a manner that the word “duplicate” or “copy” cannot be removed. To maintain approval of the nurse aide training and competency evaluation program (NATCEP), under the regulations of the Omnibus Budget Reconciliation Act (OBRA), I agree to abide by the above.

Name of Administrator (Printed) Title

Signature of Administrator Date

(Name of School)

PDE-3128G (2/05)

Unit 7: The Nurse Aide Registry and the Competency Exam

Employment of a Nurse Aide

In compliance with 42 CFR 483.75:

- Individuals working in a nursing facility on a full-time* basis **must** complete an approved nurse aide training and competency evaluation program within four months of beginning employment.
- *Full-time basis means being on the facility payroll as a nurse aide student (trainee) regardless of the number of hours worked during a pay period.
- Per Diem or temporary (agency) employees **must** be enrolled on the PA Nurse Aide Registry before they begin working as a nurse aide.
- Those individuals employed in a nursing facility on a full-time basis may provide resident care as a nurse aide while in training (to the extent of documented competence).

During the course of training:

- Students who are employed or not employed must remain under the direct supervision of a licensed practical nurse or registered nurse.
- Students may only carry out those tasks for which they have been trained and found proficient by the instructor.
- Prior to any direct contact with residents, students must complete at least 16 hours of instruction in specified areas.

The 120-Day Practice Limitation:

- An individual may function as a Nurse Aide in a long-term care facility for 120 calendar days from date of hire, before passing the State Nurse Aide Competency Examination.
- Date of hire means the day the individual had been placed on the facility payroll as a nurse aide; regardless if the individual is a nurse aide trainee, has completed a training program, or is a student/graduate nurse.

Pennsylvania Nurse Aide Registry Verification

Before allowing an individual to assume the role of a nurse aide and provide hand-on nursing care, a facility must receive verification from the Pennsylvania Nurse Aide Registry that an individual meets requirements, unless:

- The individual(s) is a full-time employee in an approved nurse aide training program
- The individual(s) can prove that he or she has recently and successfully completed a Pennsylvania state-approved nurse aide training program or has completed an approved nurse aide training program but has not yet been included on the registry of Pennsylvania.

Note: No “credit” is awarded to the individual who completes an online or home study nurse aide training program. Neither of these types of programs qualifies as a state approved NATCEP.

Nurse Aide Candidate Handbook

The handbook is designed for candidates seeking enrollment on the Nurse Aide Registry in Pennsylvania. It describes the process of applying for the National Nurse Aide Assessment Program (NNAAP) and taking the NNAAP examination.

- In addition to providing a very comprehensive view of the state competency test, it provides a list of the skills which the student may be asked to demonstrate. All students should be provided.
- Test Registration or program concerns 888-204-6249
- Registry concerns 888-204-6249

Expectations of the Program

- The NATCEP Coordinator or Instructor is expected to provide each student with a copy of the Pennsylvania Nurse Aide candidate handbook prepared by the National Nurse Aide Assessment Program (NNAAP).
- Review the registration process and prepare students for the exam.
- Conduct a mock written and skills exam to prepare the students for the examination.
- Instructors should secure and review test results on a quarterly basis. Areas below 80% must be identified and curriculum revisions considered to maintain all areas above 80%.
- Maintain documentation for each student's exam results. Training Program Reports are available for viewing and download in the Training Program's online Credentia account. If you require a report not provided in your account, please reach out to support at Credentia to have the report added to your account.

Testing Guidelines

- The individual may test **three times** per training program.
- The individual **must test within two years** of completing a state-approved nurse aide training program.
- If employed by a skilled nursing facility or nursing facility, **the individual must have the results of successful completion within 120 calendar days of hire**.
- The nursing facility is responsible to pay for three test opportunities for their employees.
- By the 121st day, if the individual has not had three opportunities to successfully complete the competency evaluation (state exam), the individual may not function as a nurse aide and the facility may not use the individual's inability to succeed for termination purposes.

Content of Competency Evaluation

- Competency evaluation includes both a written/oral examination and a demonstration of skills. A student is allowed to choose between an electronic, written, or oral examination. The examination addresses course requirements.

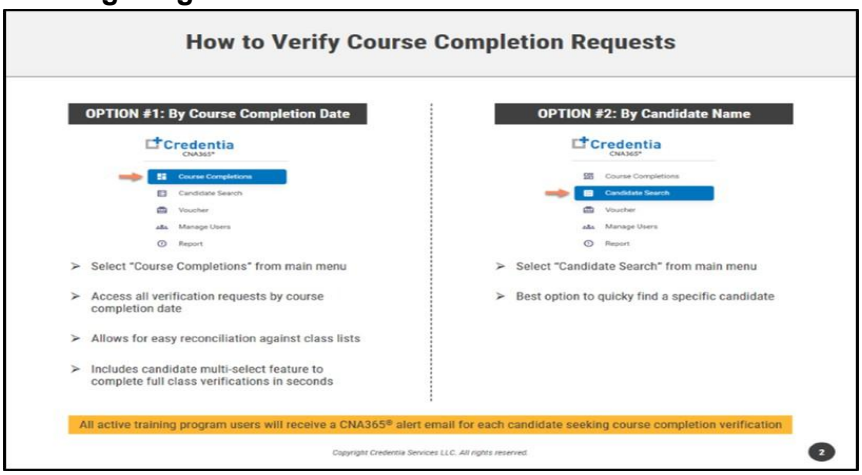
- Skill examinations consist of selected tasks performed by nurse aides. The pool of skills includes specific skills performed by a nurse aide and taught in a nurse aide training program.

Testing Sites

- All state-approved NATCEPs have the opportunity to apply to become an in-facility test site or regional test site. Information is available at Pennsylvania Nurse Aide Testing: Online Exams | Credentia
- Testing schedules are available online and candidates select the site based on availability.

Testing Registration Process for Programs

1. Once candidates complete a Pennsylvania state-approved training course they will be responsible for creating an account and submitting an application at Pennsylvania Nurse Aide Testing: Online Exams | Credentia. Once completed this will generate two (2) automated emails including an email to the assigned training program user(s) with notification of an application awaiting review, and an email to the candidate indicating that the application is pending training program verification.
2. Training Programs will access Pennsylvania Nurse Aide Testing: Online Exams | Credentia to verify candidate course completion dates. You may search for all candidate course completion verification requests by course completion date or by a specific candidate name. Please refer to the Training Program instructional videos on Pennsylvania Nurse Aide Testing: Online Exams | Credentia, located under **Resources**> **Training Program Materials**



- Once the candidate's completion status is verified by the program, the candidate will be able to register for the NNAAP® exam.
- Payment will only be accepted in the form of a credit or debit card. Please make sure students are prepared to have this form a payment available (unless other payment arrangements have been made through the facility and Credentia).
- It has been recommended to have the student schedule the SKILLS portion of the test first. While NEVER guaranteed, this may provide for a greater chance of being able to take the WRITTEN portion of the exam on the same day.

- For further questions about the testing process, please direct them to:
- Credentia – 1-888-204-6249 or support@credentia.com

Testing Registration Process for Students

As printed in the Pennsylvania Nurse Aide Candidate Handbook:

A detailed step-by-step reference guide on how to create an online account and register for exams can be found at Pennsylvania Nurse Aide Testing: Online Exams | Credentia.

After completing a state-approved training course, you will create an online account with Credentia. To create an account, click the "Login" button on the top of the Pennsylvania nurse aide website page at Pennsylvania Nurse Aide Testing: Online Exams | Credentia.

- Payment is in the form of a credit card or pre-paid credit card (American Express, MasterCard, Visa, ACH/ electronic check, or electronic voucher). Fees are non-refundable and non- transferable once submitted.
- For exams at test center locations, you must make an online reservation via a PC (smart phones and tablets are not recommended) at least ten (10) calendar days prior to the test date.
- For Written (or Oral) online exams, you may schedule an exam as early as the following day depending on exam availability.
- You are responsible for completing an online application at Pennsylvania Nurse Aide Testing: Online Exams | Credentia. You may ask someone from your nurse aide training program or facility for assistance in completing the application. If you need help or have any questions about the application process, contact a support representative at 888-204-6249.

Unit 8: Compliance Monitoring

Monitoring of Approved Nurse Aide Training Programs

Federal regulations require all approved nurse aide training programs receive at least one monitoring visit, conducted by the Pennsylvania Department of Education, within each two-year cycle. In order for the PA Department of Education to approve the program, at least one nurse aide training class must be completed within the two-year cycle and a compliance review conducted.

New programs could be visited before approval but must be visited after initial approval. Therefore, a nurse aide training program must conduct at least one nurse aide training class in order for a compliance review to be completed.

If a nurse aide training program chooses to inactive their nurse aide training program, a report of change must be submitted for approval.

An on-site visit of a nurse aide training program may occur at any time and may be unannounced.

The following class and student records must be maintained for compliance monitoring by PDE.

Class Records to be maintained for each class that runs.

- **Program calendar** with dates of instruction
- **PA Nurse Aide Training Report**. This document found at Instructors Corner is a permanent record of all students accepted for enrollment in the program. It also records completion status of enrolled students.
- **Attendance record**. It must show make-up time for any student absences.
- **Grades**. Record of grades ensures level of achievement was attained for each student.
- **Procedure Evaluation Checklist.** Provides evidence skills were evaluated in lab prior to being performed on residents in clinical.
- **Program Evaluations.** To be completed by students at end of each class.

Student Records to be maintained for each student enrolled.

- **Student Policies** signed receipt from student
- **Physical exam form** signed by a physician (MD, DO) or physician extender (CRNP, PA)
- **Negative TB Test** can be 2-step Mantoux, QUANTI-feron Gold, T-Spot, or chest X-ray.
- **Verification of PA Residency.** PDE form found at Instructors Corner.
- **PA CHRI report** without any prohibitive offenses. **FBI Report,** if applicable.
- **Performance Checklist.** This form found at Instructors Corner evidences student attainment of all state required curriculum objectives. This form should be available for all students enrolled regardless of completion status.

- **Clinical Evaluation** demonstrates students met clinical level of achievement to pass the course. Assessment of student clinical performance should be supported by anecdotal evidence.
- **Completion Certificate.** This is a permanent record to be retained indefinitely for all completers.
- **Letter of Reimbursement** retained for self-pay students. **Invoices** must be retained for students who were sponsored in training. This is necessary to evidence the student did not pay and was not eligible for a letter of reimbursement.
- **Act 14 Abuse Prevention Quiz** demonstrates students were taught and evaluated in state required curriculum content.

Monitoring Process

Program operators will be notified at least one month prior to the start of the monitoring quarter (January - March, April - June, July - September and October - December).

Notification will consist of an introductory letter and will include a copy of the Self-Study Booklet to be completed by the program.

- Within four weeks of the receipt of the monitoring information packet, the Self-Study Booklet should be completed and returned to the Pennsylvania Department of Education, along with any other items identified in the monitoring notification.

- After initial review of submitted materials, an Advisor from the Pennsylvania Department of Education will contact the program coordinator to schedule a date for the compliance visit. The compliance visit may be conducted via virtual meeting or on site. During the visit, the Advisor will conduct a visual inspection of the training spaces to include an inventory of required lab equipment. The Advisor will also ask to interview recent program completers.

- There are four possible outcomes:

    - **Approval Without Required Improvements or Recommendations**
      The program has been compliant with OBRA and Act 14 resulting in no required improvements. A letter of re-approval will be forthcoming.

    - **Approval with Required Improvements**
      The program has been approved as having sufficient content to continue nurse aide training under OBRA Regulations and Act 14 but required improvements will strengthen the program and will be contained in a Statement of Findings.

    - **Non-compliant With Required Improvements**

        - The program does not meet either OBRA Regulations or Act 14 requirements.

        - The PDE advisor will send a correspondence outlining the specific noncompliance item(s).
        - The Pennsylvania Department of Education advisor will notify the testing agency of the noncompliance.
        - Students who are still in training will be allowed to finish the program and take the state competency test. However, no future nurse aide training programs may be conducted until the noncompliant issue(s) and all issues are resolved.

          Note: Programs that are determined “noncompliant” could be scheduled for a revisit within the year following the compliance review to ensure continued compliance.
    - **Approval Withdrawn**

- A program is given 30 days to complete and return the Statement of Findings with Methods of Remedy identified.
    - The Advisor will review the program’s Methods of Remedy.
    - If the program’s Methods of Remedy satisfactorily address the compliance issues and/or the required improvements, then a letter of approval will be sent to the program administrator and a copy to the program coordinator.
    - If the Methods of Remedy do not satisfactorily address the required improvements, the Advisor will request additional information.
    - Approval of the program is contingent upon an acceptable plan of correction for the deficiencies identified in the Statement of Findings.

Frequently Found Issues of Non-Compliance

The following are issues that could result in a program being in non-compliance with the Omnibus Budget Reconciliation Act (OBRA) 42 CFR §483.152, 63 P.S. §671 et. seq. and/or Act 14 of 1997 – 22 Pa. Code §701 et. seq., however, this is not an all-inclusive list. Any program found to be in non- compliance may have approval withdrawn if not satisfied within 30 days. Should this occur, you will be required to submit a new Application for Approval of a Nurse Aide Training Program to the Pennsylvania Department of Education after two years from the date of the withdrawal letter.

- Failure to seek approval by PDE of an RN supervisor, instructor prior to assisting or teaching a nurse aide training class.
- Failure to retain an approved RN supervisor or be available if an LPN instructor teaches part or all of a NATCEP.

- Failure to include the signature of the RN supervisor on the Performance Checklist, PA Nurse Aide Training Report, and other NATCEP forms.
- Failure to ensure that the curriculum includes a minimum of 16 hours of mandated instruction in the five required content areas prior to the start of clinical per OBRA of 1987.
- Failure to ensure that every student has been trained and found proficient by the instructor in the mandated instruction in the five required content areas per OBRA regulation and prior to the start of clinical.
- Failure to ensure that the curriculum includes all of the mandated content per Nurse Aide Resident Abuse Prevention Training Act, Act 14 1997.
- Failure to ensure that all students received training in all of the content per Nurse Aide Resident Abuse Prevention Training Act, Act 14 1997.
- Lack of required equipment (e.g. Adjustable bed with side rails in working order, mannequin).
- Record (Attendance Reports, Performance Checklist)
    - Incomplete, missing dates, signatures, makeup time or unavailable for whatever reason
- Requires students or employees to sign or agree to written or oral agreements with the expectation that if violated, a form of repayment for training or testing could occur.
- Criminal History Record Information
    - Failure to complete Criminal History Record Information report within the previous year before the start of class
    - Failure to ensure a Criminal History Record Information report that is free of prohibitive offenses as listed in 63 P.S. §675
    - Failure to secure an FBI check for an applicant who is not a Pennsylvania resident for a minimum of two years
    - Failure to issue a letter of denial to someone who is not eligible for enrollment into a class based in whole, or in part, on the Criminal History Record Information report
    - Failure to sign and date Criminal History Record Information reports
    - Willful intent to not follow Act 14, 22 PA. Code – Chapter §701 et. seq. may result in PDE holding a hearing and assessing a civil penalty.
- Clinical site(s) fails to meet federal/state requirements (42 CFR §§483.151 (B), (E)).

- Clinical experience
    - Is less than 37½ hours of minimum resident contact
    - Exceeds maximum 10:1 student/teacher ratio
    - Allowed students to be assigned to a facility employee or are not under the supervision of an instructor.

APPENDIX

Private School License Information

Obtaining a Private License

1. Every month, the Division of Higher and Career Education at the Department of Education hosts a session from approximately 12:30 pm to 3:30 pm that "walks you through the application process."
    - The cost of the session is $300.00 (fees subject to change by Division of Higher Ed. Please contact the Division of Occupational Training Schools at (717) 783-8228 for the dates of the sessions and/or to register for a session.
    - Contact (717) 783-8228 if you would like an application booklet sent to you.
2. The Administrator of the program should have experience in the field.
3. An application fee for the first program that you apply for a private school license is $7,500.
    - In addition to completing the application booklet, you will ensure you establish a "Surety Bond". This insurance requirement is explained in the application booklet.
4. The PDE - Division of Higher and Career Education must conduct a site visit before the school can be licensed. The fee for a site visit is $750.00.
5. A Review Board meets 4 times per year to approve new applications. The Board may:
    - Approve the application.
    - Approve the application; however, some of the items in the application are pending (needs clarity).
    - Defer the application (needs more work).
    - Deny the application (the application is denied, and the fee is lost).
6. If you desire the approval of multiple programs, a fee of $1,400 per additional program is required.
7. All initially approved programs will maintain their approval for a period of 1-year.
8. The license must be renewed after the first year and again every two years after that.
9. Please refer to the PDE Website for additional information.
10. Contact the Bureau of Postsecondary Services, Division of Occupational Training Schools, (717) 783-8228

Act 13 of 1997: Mandatory Abuse Report Instructions

For understanding of when, where, and how to report abuse visit Older Adults Protective Services Act (OAPSA).