

Directions for Use of the Feeding Assistant Curriculum

This Feeding Assistant curriculum has been prepared for two groups of people. First, the students, for whom we wish to provide the knowledge and the clinical skills necessary to become competent Feeding Assistants. Second, the teachers, for whom we wish to provide a curriculum that can be used to complement their teaching skills and help them to educate individuals to become knowledgeable, efficient, caring, Feeding Assistants.

The curriculum has been divided into six major sections. Content pertaining to recognizing changes that are inconsistent with normal behavior and the importance of reporting those changes to the supervisory nurse are included throughout the curriculum.

- Unit 1 Role of the Feeding Assistant
- Unit 2 Communication and Interpersonal Skills
 Appropriate Responses to Resident Behavior
- Unit 3 Resident Rights
 Appropriate Responses to Resident Behavior
- Unit 4 Safety and Emergency Procedures
- Unit 5 Infection Prevention
- Unit 6 Nutrition and Hydration
 Feeding Techniques
 Assisting with Feeding and Hydration

The curriculum pages have been divided into three columns. The first column lists the unit objectives. The second column, course content, provides an outline of the information to be covered to meet the objective. The third column, learning activities, is provided for listing individual activities the instructor might choose to enhance student learning. Medical terms, along with definitions, are included at the beginning of each unit.

Skills are listed at the appropriate point in the instructional content. Individual performance checklists for each skill are included in Appendix A, along with the Instructional Objectives and Performance Checklist Summary. Instructors should use the performance checklists to document individual performance and demonstration of skills by the student. A copy of the Instructional Objectives and Performance Checklist Summary as well as the individual Performance Checklists should be maintained in each employee's record to document successful completion of the program.

No attempt has been made to determine a grading policy. The grading policy developed by individual programs should be followed. Competency based education is based on the concept of mastery of behavioral objectives with sufficient time allotted for the individual to achieve mastery.