



State-approved Curriculum NURSE AIDE I TRAINING PROGRAM

July 2019
Module F



North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Education and Credentialing Section

NCDHHS is an equal opportunity provider and employer.

Module F – Dignity Teaching Guide

Objective

- Identify caring behaviors consistent with treating a resident with dignity

Advance Preparation – In General

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

Advance Preparation – Teaching Tips

- **#1F Teaching Tip:** Reflect on your part in the roleplay

Advance Preparation – Activities

- **#1F Dignity Activity:** Decide how to divide students into 2 to 4 groups.

**Module F – Dignity
Definition List**

Dignity – quality or state of being worthy of esteem or self-respect

Empathy – identifying with and understanding the feelings of another without feeling sorry for the person

Module F – Dignity	
<p>(S-1) Title Slide (S-2) Objectives 1. Identify caring behaviors consistent with treating a resident with dignity</p>	
Content	Notes
<p>(S-3)</p> <ul style="list-style-type: none"> • Dignity is our inborn (inherent) value and worth as human beings; everyone is born with it. All people have the right to be recognized for their inherent humanity and treated ethically • After people learn about dignity, a remarkable thing happens. Everyone recognizes that we all have a deep, human desire to be treated as something of value • Dignity has the potential to change the world. Nurse aides have the potential to change the world where they work by treating each individual, both residents and members of the health care team, with dignity 	
<p>(S-4) Dignity – Definition (of Dignity)</p> <ul style="list-style-type: none"> • Quality or state of being worthy of esteem or self-respect • An important component in OBRA’s Residents’ Rights <p>Dignity – Key Terms</p> <ul style="list-style-type: none"> • Empathy – identifying with and understanding the feelings of another without feeling sorry for the person • Resident’s Rights – are included in OBRA (1987 and 2016) and spell out how residents MUST be treated while living in a long-term care facility 	
<p>(S-5) Dignity (1) – Importance</p> <ul style="list-style-type: none"> • Promotes sense of self-importance • Promotes quality of life • Promotes feelings of positive self-worth • Guides nurse aide in giving care 	
<p>(S-6) Dignity (2) – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • Meet resident’s physical, social, emotional, intellectual, and spiritual needs • Explain procedure to resident before beginning task • Respect resident’s room and personal items • Be patient and do not rush resident • Encourage resident to make as many decisions as possible 	
<p>(S-7) Dignity (3) – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • Refrain from judging the resident • Be positive, supportive, and encouraging • Be familiar with preferences • Be empathetic 	

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<ul style="list-style-type: none"> • Listen carefully and be aware of unusual gestures 	
<p>(S-8) Dignity (4) – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • During interactions with resident, assist resident to maintain and enhance self-esteem and self-worth by <ul style="list-style-type: none"> ○ Respecting resident’s social status, speaking respectfully, listening carefully, treating residents with respect ○ Focusing on residents as individuals when talking with them and addressing residents as individuals when providing care ○ Assisting residents to attend activities of own choosing ○ Respecting resident’s private space and property – HOW? 	
<p>(S-9) Dignity (5) – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • How can a nurse aide demonstrate respectful behaviors toward a resident’s private space and property? <ul style="list-style-type: none"> ○ By not changing the radio or television station without the resident’s permission ○ By knocking on doors and requesting permission to enter ○ By closing doors as requested by resident ○ By not moving or inspecting resident’s personal possessions without permission 	
<p>TEACHING TIP #1F: Demonstrating Respectful Behaviors</p> <p>Students may or may not comment about the picture on Slide 9. It shows burning candles in the resident’s room. Either way, this is a teachable moment.</p> <p><i>Ask one or two students to do separate short roleplays, with the students being a nurse aide and the instructor being the resident, about talking with the resident who has candles burning in the resident’s private space in the nursing home. Instruct the students to talk in a respectful tone of voice while using respectful statements when talking with the resident about an open flame in the nursing home.</i></p> <p>The goal of the student is to leave the resident in a pleasant mood and the candles out.</p>	
<p>(S-10) Dignity – Points to Remember</p> <ul style="list-style-type: none"> • Promotion of dignity is constant and on-going • Should always be respectful – whether in communication or in performance of resident skills 	

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<ul style="list-style-type: none"> • Essential for every nurse aide activity • Resident’s dignity is valued if nurse aide gives appropriate, compassionate and effective care 	
<p>ACTIVITY #1F: Dignity (Group)</p> <p>Divide class into 2 to 4 groups. Require each group to select a recorder who writes down comments and a reporter who shares responses from the group. Ask groups to discuss methods that will promote dignity for the following residents:</p> <ul style="list-style-type: none"> • A resident who is newly admitted, has limitations that include right-sided weakness, with speech impediment • A resident with Alzheimer’s disease frequently does not know family, but is ambulatory • A resident who was in a car accident and has two broken arms needs extensive rehabilitation before returning home • A frail female with early dementia who has no visitors, frequently talks of the early years and family members who are already deceased <p>Ask each reporter to share responses.</p>	