



State-approved Curriculum
NURSE AIDE I TRAINING PROGRAM
July 2019
Module M



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

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Module M – The Nursing Process and Nursing Care Plan Teaching Guide

Objectives

- Define and discuss the Nursing Process
- Explain the importance of the nursing process and the role of the NA
- Define and discuss Maslow's Hierarchy of Needs
- Define the Nursing Care Plan and discuss its importance
- Discuss the NA's role in the nursing care plan

Supplies

- Small paper or plastic cups (15 per pair of students)
- Markers, crayons, colored pencils

Advance Preparation – In General

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

Advance Preparation – Activity

- **#1M Maslow's Hierarchy of Needs:** Duplicate a copy of the activity sheet for each pair of students. Provide 15 cups per pair of students and markers, crayons or colored pencils.

Advance Preparation – Teaching Tips

- **#1M The Nursing Process:** Provide a simple scenario of how the nursing process is used.
- **#2M Maslow's Hierarchy of Needs:** Review each level of Maslow's Hierarchy and prepare to briefly explain how the NA provides support to the resident to achieve basic needs.
- **#3M Maslow's Hierarchy of Needs:** Review the website <https://quizlet.com/167305726/maslow-hierarchy-of-needs-flash-cards/> to understand the use of flashcards to reinforce Maslow's Hierarchy of Needs.
- **#4M Nursing Care Plan:** Review components of the Care Plan found at <https://www.cdc.gov/aging/caregiving/pdf/Complete-Care-Plan-Form-508.pdf>. Prepare to discuss its content. Ask students to write their own plan of care based on their personal needs.

Module M – The Nursing Process and Nursing Care Plan Definition List

Activities of daily living (ADLs); refers to the basic self-care tasks an individual does on a day-to-day basis

Assessment – first step of nursing process; collecting information about a resident

Evaluation – fifth step of nursing process; deciding if nursing measures worked or were effective, and whether goal was met

Implementation – fourth step of nursing process; nursing measures carried out during resident care

Kardex – a type of card file that includes information important to the care of residents and includes drugs, treatments, diagnoses, routine care measures, and special needs

Kiosk – a machine that is generally interactive and provides a computer with a keyboard or touchscreen; used to collect, send, record and store information

Maslow’s Hierarchy of Needs – a theory, developed by Abraham Maslow, researcher of human behavior, that explains the necessity of meeting an individual’s physical needs before meeting psychosocial needs

Nursing Care Plan (or the care plan) – individualized, written plan of care for residents based on nursing process written by the nurse and used for coordination and continuity of care

Nursing Diagnosis – second step of nursing process; a health problem that nurses can treat using nursing measures

Nursing Process – method used by nurses to plan and deliver nursing care to the resident

Physiological - relating to the way in which a living organism or bodily part functions; physical

Planning – third step of nursing process; setting of resident goals that are prioritized

Self-Actualization - the realization or fulfillment of one's talents and potentialities, especially considered as a drive or need present in everyone

Self-esteem - confidence in one's own worth or abilities; self-respect

Therapeutic - having a beneficial effect on the body or mind

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| <p>(S-1) Title Slide (S-2) Objectives</p> <ol style="list-style-type: none"> 1. Define and discuss the Nursing Process 2. Explain the importance of the nursing process and the role of the NA 3. Define and discuss Maslow’s Hierarchy of Needs 4. Define the Nursing Care Plan and discuss its importance 5. Discuss the NA’s role in the nursing care plan | |
| Content | Notes |
| <p>(S-3) The Nursing Process</p> <ul style="list-style-type: none"> • Method used by nurses to plan and deliver nursing care to the resident • Five steps are <ul style="list-style-type: none"> ○ Assessment – collecting information about a resident ○ Nursing diagnosis – describes a health problem that can be treated using nursing measures ○ Planning – setting priorities and goals for a resident ○ Implementation – performing or carrying out nursing measures that impact resident care ○ Evaluation – measuring to determine if priorities and goals were met that impacted resident care ○ Evaluation is time when nurses look at nursing care plans and see if plan worked in solving health issues and if interventions were effective • Based on the individual needs of the resident • Used to support directives given from the doctor and other members of the healthcare team | |
| <p>TEACHING TIP #1M: The Nursing Process</p> <p>Provide a simple scenario of how the nursing process is used.</p> | |
| <p>(S-4) The Importance of the Nursing Process</p> <ul style="list-style-type: none"> • Care is organized, individualized and has purpose • Care is consistent • Resident feels safe and secure • Assists healthcare team members to deliver care | |
| <p>(S-5) The Nursing Process – NA’s Role</p> <ul style="list-style-type: none"> • Assist the nurse in collecting information through interactions with the resident. <ul style="list-style-type: none"> ○ Obtain heights and weights, vital signs, record intake and output • Encourage the resident to participate in meeting established goals • Provide care determined to positively impact the well-being of the resident | |

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| <ul style="list-style-type: none"> ○ Turn, reposition, toilet, assist with activities of daily living (ADLs) ● Report observations to help the healthcare team determine if priorities and goals are met <ul style="list-style-type: none"> ○ Document accurately to assist the nurse with evaluating interventions ○ Nurse relies on observations by nurse aides to assist with evaluation ○ Most important part during intervention stage is to accurately report reactions to interventions ○ If intervention does not work, nurse modifies nursing care plan | |
| <p>(S-6) Maslow’s Hierarchy of Needs (1)</p> <ul style="list-style-type: none"> ● Maslow’s Hierarchy of Needs is used to assist nurses prioritize and develop a plan of care on patient-centered outcomes ● Physiological Needs: nutrition (water and food), elimination (toileting), breathing/circulation (vital signs), sleep, sex, shelter, and exercise ● Safety and Security: injury prevention (call lights, hand hygiene, fall precautions, assistive devices, close observation); build trust (communication, reassurance, empathy); ensure clean, safe environment (free from harm, recognition and alleviation of fears) and resident and family education ● Love and Belonging: supportive relationships free from social isolation, therapeutic communication skills, meaningful relationships ● Self-Esteem: acceptance into a community or facility, personal achievement, sense of control or empowerment, accepting one’s physical appearance and mental capabilities ● Self-Actualization: empowering environment, spiritual growth, ability to recognize other’s point of view, reaching one’s maximum potential | |
| <p>TEACHING TIP #2M: Maslow’s Hierarchy of Needs</p> <ul style="list-style-type: none"> ● Review each level of Maslow’s Hierarchy and briefly explain how the NA provides support to the resident to achieve basic needs | |
| <p>TEACHING TIP #3M: Maslow’s Hierarchy of Needs</p> <p>https://quizlet.com/167305726/maslow-hierarchy-of-needs-flash-cards/</p> <p>Review the website with students and encourage them to</p> | |

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| use flash cards for reinforce Maslow’s Hierarchy of Needs. | |
| <p>ACTIVITY #1M: Maslow’s Hierarchy of Needs Activity</p> <p>Pair students by 2s and give 15 cups to each pair. Hand out markers/crayons/colored pencils and the Activity sheet. Review instructions and allow students time to create their pyramids. Upon completion, compare pyramids and discuss why students chose particular words/expressions and how they determined which level they belong in.</p> | |
| <p>(S-7) Maslow’s Hierarchy of Needs (2)</p> <ul style="list-style-type: none"> • The order of importance begins at the lowest level on the hierarchy • Lower-level needs must be met before higher-level needs are met • The NA is a vital link in assisting the resident to achieve individual levels of need | |
| <p>(S-8) Maslow’s Hierarchy of Needs (3)</p> <ul style="list-style-type: none"> • Physical needs include nutrition, elimination, breathing, sleep, sex, shelter and exercise; the absence of physical needs prevents an individual from moving to the next level • Safety and security includes an environment free from harm, danger and fear • Injuries, neglect and abuse impact this level | |
| <p>(S-9) Maslow’s Hierarchy of Needs (4)</p> <ul style="list-style-type: none"> • Love and belonging includes supportive relationships, therapeutic communication and meaningful relationships with others • Self-esteem is established when an individual thinks well of oneself, views their life as meaningful or useful and having value • Illness, injury and loss of home and family negatively impact self-esteem | |
| <p>(S-10) Maslow’s Hierarchy of Needs (5)</p> <ul style="list-style-type: none"> • Self-actualization is achieved when an individual experiences his/her potential • Individuals may have difficulty achieving this level | |
| <p>(S-11) The Nursing Care Plan</p> <ul style="list-style-type: none"> • Responsibility of the nurse to provide a written plan of care <ul style="list-style-type: none"> ○ Is sometimes simply called the Care Plan ○ Outlines the individual priorities and goals established for the care of each resident • Based on the nursing process | |

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| <ul style="list-style-type: none"> • Used for coordination and continuity of care • May be standardized, computerized or written in Kardex <ul style="list-style-type: none"> ○ A standardized form may be completed by the resident or a family member. The form may ask for contact information, medical conditions, preferred healthcare providers, hospitals or pharmacies, general or special medical needs, disabilities and advanced care planning directives. ○ A kiosk may be used to electronically submit a Care Plan. Medical updates, reports and resident activities of daily living (ADL) may also be entered by all members of the healthcare team, as per established facility policies. ○ Kardex is a type of card file that summarizes information found in the resident’s medical record to include medications, treatments, diagnoses, equipment and special needs and routine care measures. | |
| <p>(S-12) The Nursing Care Plan – NA’s Role</p> <ul style="list-style-type: none"> • Assist the nurse with collection of data <ul style="list-style-type: none"> ○ Through observation and working with the resident • Report how the resident responds or reacts to interventions <ul style="list-style-type: none"> ○ If an intervention does not work, nurse modifies nursing care plan • Accurately report reactions to interventions • Nurse relies on nurse aides to assist with evaluation | |
| <p>TEACHING TIP #4M: Nursing Care Plan</p> <p>View the sample care plan form at https://www.cdc.gov/aging/caregiving/pdf/Complete-Care-Plan-Form-508.pdf and discuss its components.</p> | |
| <p>(S-13) The Nursing Process & Nursing Care Plan</p> <ul style="list-style-type: none"> • Care of the resident is a process that constantly changes. It requires teamwork, effective communication, accurate observations and detailed reporting. • The resident’s health and wellbeing are dependent upon the entire team | |

Activity #1M Maslow’s Hierarchy of Needs

Students are paired and given 15 small paper/plastic cups, markers/crayons/colored pencils and access to the following table that contains 25 words/expressions that represent Maslow’s Hierarchy of Needs pyramid.

Based on the student’s understanding of Maslow’s Hierarchy of Needs, they should select and write a word/expression on each cup and asked to build a pyramid, beginning with 5 cups for the base (Basic Physiological Needs), 4 on the next level, 3 on the next, 2 on the next and 1 on top.

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|--------------------------|------------------|-------------|--------------------------|---------------------------|
| Food | Safe environment | Sleep | Breathing/Circulation | Education |
| Security | Water | Employment | Family | Health |
| Friendship | Intimacy | Self-esteem | Personal Achievement | Respect for others |
| Self-confidence | Creativity | Spontaneity | Morality | Elimination (toileting) |
| Exercise | Spirituality | Trust | Meaningful Relationships | Therapeutic Communication |
| Supportive relationships | Self-acceptance | Love | Reassurance | Empathy |

Upon completion, allow students time to compare their pyramid with others.

As a group, discuss (1) why they chose particular words/expressions and (2) how they determined which level they belong on. It may become evident that students view levels of need, based on personal values and what they require to meet self-actualization.

Ask students to review Maslow’s Hierarchy of Needs and compare with their own.

<https://www.tutor2u.net/psychology/blog/maslows-hierarchy-of-needs-with-paper-cups>