

ROSEBUD
TRAINING ACADEMY

Rosebud Healthcare and Training

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About
Rosebud Training Academy

Rosebud Training Academy is based in Baker, LA. Led by Vikki Lee, RN, CCHC, RTA was birthed out of Rosebud Healthcare and Training. Rosebud was founded in 2019 to provide healthcare training and services to meet the growing healthcare needs of the Baton Rouge community.



Vikki Lee, RN, CCHC
Founder/Principal/Chief Consultant/ Lead Instructor of Rosebud

Vision

Our goal is to prepare our students for a successful healthcare career. We prepare them for the many opportunities in our intensive classroom training in addition to 40 hours of clinical rotation, that provides them with relevant practical experience.

Mission

Our mission is to graduate competent, compassionate, and caring healthcare providers who strive to serve each person with compassion, humility, and dignity, while meeting their mental, emotional, and physical needs through healthcare and service.

About

Partnership with Baker Community School System

The Baker Community School System and Rosebud Training Academy have a Memorandum of Understanding in place to offer a Certified Nursing Assistant (CNA) training program for Baker High School students. Launched in fall 2023, the program allows students to attend CNA classes at Rosebud's facilities and complete clinical training at partnered nursing homes. So far, 16 Baker High School students have successfully graduated from the program. This program provides students with a valuable healthcare career path while still in high school.







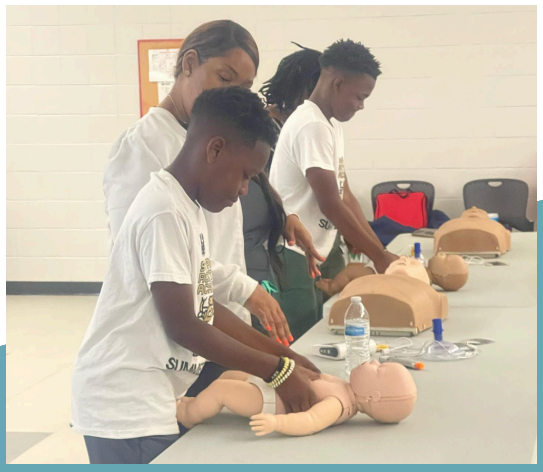


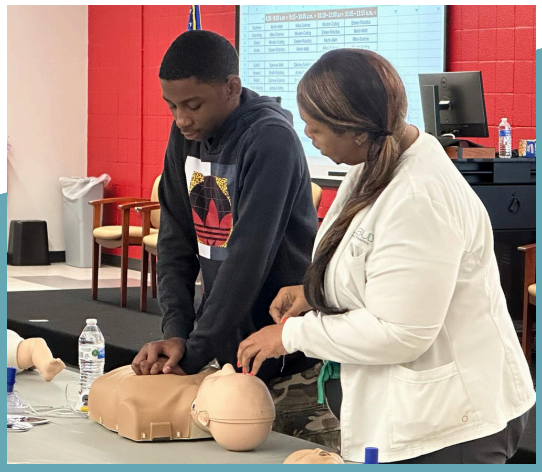


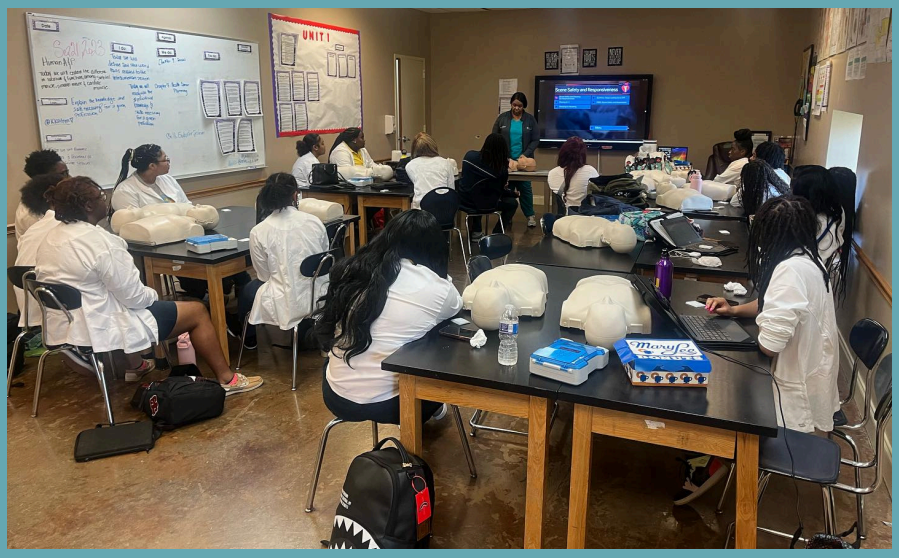


What would a partnership with your school look like?

A partnership with community schools (community school systems) and Rosebud Healthcare would offer valuable healthcare training to students, both during and after the traditional school day. These partnerships can bring various advantages for students, such as enhancing their social and academic outcomes, exposing them to more diverse learning opportunities, and connecting them with community resources. Similarly, schools can benefit from the reinforcement of skills taught in classrooms, improved school culture and reputation, and additional resources and community involvement. Partnerships with Rosebud Healthcare also have the potential to significantly increase parental engagement at a school, promoting student success as measured by attendance, attitudes toward school, and a positive impact on the community while preparing them for a successful healthcare career.







NURSE AIDE TRAINING PROGRAM CURRICULUM

NAME OF PROGRAM: Rosebud Training Academy

***Nursing Assisting: A Foundation in Caregiving*, 6th edition,** by Diana Dugan, Hartman Publishing	Page Numbers	Lecture Hours	Lab/Skills Hours	Clinical Hours
Chapter 1: The Nursing Assistant in Long-Term Care	**1–17**	(Ch. 1 total) **(120 min)**		
***Objectives*:**				
1. Define important words in this chapter	1	10		
2. Describe healthcare settings	3	8		
3. Explain Medicare and Medicaid	5	8		
4. Describe the residents in long-term care facilities	5	8		
5. Describe the nursing assistant's role	6	10		
6. Discuss professionalism and list examples of professional behavior	7	10		
7. List qualities that nursing assistants must have	8	10		
8. Discuss proper grooming guidelines	9	8		
9. Define the role of each member of the care team	10	8		
10. Discuss the facility chain of command	13	8		
11. Explain The Five Rights of Delegation	14	8		
12. Describe methods of nursing care and discuss person-centered care	14	8		
13. Explain policy and procedure manuals	15	8		
14. Describe the long-term care survey process	16	8		
Chapter 2: Ethical and Legal Issues	**18–34**	(Ch. 2 total) **(120 min)**		
***Objectives*:**				
1. Define important words in this chapter	18	10		
2. Define law, ethics, and etiquette	20	10		
3. Discuss examples of ethical and professional behavior	20	10		
4. Describe a nursing assistant code of ethics	22	10		
5. Explain OBRA	23	10		
6. Explain Residents' Rights	23	10		
7. Explain types of abuse and neglect	26	10		
8. Recognize signs and symptoms of abuse and neglect	28	10		
9. Describe the steps taken if a nursing assistant is suspected of abuse	29	10		
10. Discuss the ombudsman's role 11. Explain HIPAA and related terms	29	10		
12. Discuss the Patient Self-Determination Act (PSDA) and advance	30	10		
directives	32	10		
Chapter 3: Communication Skills	**35–55**	(Ch. 3 total) **(120 min)**		
Objectives:				
1. Define important words in this chapter	35	6		
2. Explain types of communication	36	6		
3. Explain barriers to communication	38	6		
4. List ways that cultures impact communication	39	6		
5. Identify the people a nursing assistant communicates with in a facility	40	6		
6. Understand basic medical terminology and abbreviations	41	6		
7. Explain how to convert regular time to military time	42	6		
8. Describe a standard resident chart	43	6		
9. Explain guidelines for documentation	44	6		
10. Explain the Minimum Data Set (MDS)	45	6		
11. Describe how to observe and report accurately	46	6		
12. Explain the nursing process	48	6		
13. Discuss the nursing assistant's role in care planning and at care conferences	48	6		

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14. Describe incident reporting and recording	49	6		
15. Explain proper telephone etiquette	51	6		
16. Describe the resident call system	51	6		
17. Describe the nursing assistant's role in change-of-shift reports and rounds	52	6		
18. List the information found on an assignment sheet	52	6		
19. Discuss how to organize work and manage time	53	6		
Chapter 4: Communication Challenges	**56–65**	(Ch. 4 total) **(120 min)**		
Objectives:				
1. Define important words in this chapter	56	10		
2. Identify communication guidelines for visual impairment	56	10		
3. Identify communication guidelines for hearing impairment	57	10		
4. Identify communication guidelines for speech impairment	58	10		
5. Explain defense mechanisms as methods of coping with stress	59	10		
6. List communication guidelines for anxiety	60	10		
7. Discuss communication guidelines for depression	60	10		
8. Identify communication guidelines for anger	61	10		
9. Identify communication guidelines for combative behavior	62	10		
10. Identify communication guidelines for inappropriate sexual behavior	63	10		
11. Identify communication guidelines for disorientation and confusion	63	10		
12. Identify communication guidelines for a resident who is comatose	64	10		
Chapter 5: Diversity and Human Needs and Development	**67–83**	(Ch. 5 total) **(120 min)**		
Objectives:				
1. Define important words in this chapter	67	10		
2. Explain health and wellness	68	10		
3. Explain the importance of holistic health care	68	10		
4. Identify basic human needs and discuss Maslow's Hierarchy of Needs	69	10		
5. Identify ways to accommodate cultural differences	70	10		
6. Discuss the role of the family in health care	71	10		
7. Explain how to meet emotional needs of residents and their families	72	10		
8. Explain ways to help residents with their spiritual needs	73	10		
9. Identify ways to accommodate sexual needs	75	10		
10. Describe the stages of human growth and development	77	10		
11. Discuss stereotypes of the elderly	79	10		
12. Discuss developmental disabilities	81	10		
Chapter 6: Infection Prevention and Control	**84–114**	(Ch. 6 total) **(240 min)**	(Ch. 6 total) **(90 min)**	
Objectives:				
1. Define important words in this chapter	84	12		
2. Define infection prevention and discuss types of infections	86	22		
3. Discuss terms related to infection prevention	88	12		
4. Describe the chain of infection	89	22		
5. Explain why the elderly are at a higher risk for infection	91	12		
6. Describe Centers for Disease Control and Prevention (CDC) and explain Standard Precautions	92	12		
7. Define hand hygiene and identify when to wash hands **Skill**: *Washing hands (hand hygiene)*	94	22	30	
8. Discuss the use of personal protective equipment (PPE) in facilities **Skills:** *Putting on (donning) gloves; Removing (doffing) gloves; Putting on (donning) & removing (doffing) gown; Putting on (donning) mask & goggles; Donning & doffing full set of PPE*	96	22	60	
9. List guidelines for handling linen and equipment	101	12		
10. Explain how to handle spills	101	12		
11. Discuss Transmission-Based Precautions	102	22		

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12. Describe care of the resident in an isolation unit	104	12		
13. Explain OSHA's Bloodborne Pathogen Standard	106	22		
14. Discuss two important bloodborne diseases	107	12		
15. Discuss MRSA, VRE, C. difficile, and CRE	109	6		
16. Discuss COVID-19	111	6		
Chapter 7: Safety and Body Mechanics	**115–130**	(Ch. 7 total) (180 min)		
Objectives:				
1. Define important words in this chapter	115	10		
2. List common accidents in facilities and ways to prevent them	116	10		
3. Explain the Safety Data Sheet (SDS)	120	10		
4. Describe safety guidelines for sharps and biohazard containers	121	10		
5. Explain the principles of body mechanics and apply them to daily activities	121	20		
6. Define two types of restraints and discuss problems associated with restraints	123	20		
7. Discuss restraint alternatives	124	20		
8. Identify what must be done if a restraint is ordered	125	10		
9. List safety guidelines for oxygen use	126	20		
10. Identify safety guidelines for intravenous (IV) lines	127	10		
11. Discuss fire safety and explain the RACE and PASS acronyms	128	20		
12. List general safety steps for working in a healthcare facility	129	20		
Chapter 8: Emergency Care, First Aid, and Disasters	**131–145**	(Ch. 8 total) (120 min)	(Ch. 8 total) (60 min)	
Objectives:				
1. Define important words in this chapter	131	10		
2. Demonstrate how to respond to medical emergencies	132	24		
3. Demonstrate knowledge of first aid procedures **Skills**: *Abdominal thrusts for the conscious person; Responding to shock; Controlling bleeding; Treating Burns; Responding to fainting; Responding to a nosebleed; Responding to vomiting; Responding to a myocardial infarction; Responding to seizures*	133	52	60	
4. Explain the nursing assistant's role on a code team	142	24		
5. Describe guidelines for responding to disasters	143	10		
Chapter 9: Admission, Transfer, Discharge, and Physical Exams	**146–160**	(Ch. 9 total) (120 min)	(Ch. 9 total) (45 min)	
Objectives:				
1. Define important words in this chapter	146	10		
2. List factors for families choosing a facility	146	10		
3. Explain the nursing assistant's role in the emotional adjustment of a new resident	148	20		
4. Describe the nursing assistant's role in the admission process Skills: Admitting a resident; Measuring/recording weight of an ambulatory resident; Measuring/recording weight of a bedridden resident; Measuring/recording height of an ambulatory resident; Measuring/recording height of a bedridden resident	149	30	15	
5. Explain the nursing assistant's role during an in-house transfer of a resident Skill: Transferring resident to a new room	155	10	15	
6. Explain the nursing assistant's role in the discharge of a resident Skill: Discharging a resident	156	20	15	
7. Describe the nursing assistant's role during physical exams	157	20		
Chapter 10: Bedmaking and Unit Care	**161–176**	(Ch. 10 total) (120 min)	(Ch. 10 total) (60 min)	
Objectives:				
1. Define important words in this chapter	161	10		
2. Discuss the importance of sleep	161	10		
3. Describe types of sleep disorders	162	10		
4. Identify factors affecting sleep	163	20		
5. Describe a standard resident unit and equipment	165	20		
6. Explain how to clean a resident unit and equipment	166	20		

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7. Discuss types of beds and demonstrate proper bedmaking **Skills**: *Making closed bed; Making open bed; Making occupied bed; Making surgical bed*	167	30	60	
Chapter 11: Positioning, Moving, and Lifting	**177–198**	(Ch. 11 total) **(120 min)**	(Ch. 11 total) **(60 min)**	
Objectives: 1. Define important words in this chapter	177	20		
2. Explain body alignment and review the principles of body mechanics	178	20		
3. Explain why position changes are important for bedbound residents and describe basic body positions **Skills:** *Assisting to move up in bed with assistance (using assist device); Moving to side of bed; Moving to side of bed with assistance (using assist device); Turning resident toward you; Logrolling with assist; Assisting to sit up on side of bed (dangling)*	179	30	20	
4. Describe how to safely transfer residents **Skills**: *Applying a transfer belt; Transferring from bed to chair or wheelchair; Transferring from bed to stretcher with assistance; Transferring using mechanical lift with assistance; Transferring onto and off of a toilet; Transferring into a vehicle*	186	30	20	
5. Discuss ambulation **Skill**: *Assisting a resident to ambulate*	196	20	20	
Chapter 12: Personal Care	**199–229**	(Ch. 12 total) **(180 min)**	(Ch. 12 total) **(90 min)**	
Objectives: 1. Define important words in this chapter	199	10		
2. Explain personal care of residents	199	20		
3. Describe different types of baths and list observations to make about the skin during bathing	201	20		
4. Explain safety guidelines for bathing	202	10		
5. List the order in which body parts are washed during bathing	203	20		
6. Explain how to assist with bathing **Skills:** *Giving a complete bed bath; Providing perineal care; Shampooing resident's hair in bed; Giving a shower or tub bath*	204	20	15	
7. Describe how to perform a back rub **Skill**: *Giving a back rub*	212	10	15	
8. Explain guidelines for performing mouth care **Skills**: *Providing mouth care; Flossing teeth*	213	20	15	
9. Define dentures and explain care guidelines **Skill**: *Cleaning & Storing dentures*	217	20	15	
10. Discuss guidelines for performing mouth care for an unconscious resident **Skill**: *Providing mouth care for an unconscious resident*	218	15	15	
11. Explain how to assist with grooming **Skills:** *Shaving a resident; Providing fingernail care; Combing or brushing hair; Dressing a resident*	220	15	15	
Chapter 13: Vital Signs	**230–251**	(Ch. 13 total) **(240 min)**	(Ch. 13 total) **(120 min)**	
Objectives: 1. Define important words in this chapter	230	20		
2. Discuss the relationship of vital signs to health and well-being	231	20		
3. Identify factors that affect body temperature	232	20		
4. List guidelines for measuring body temperature **Skills**: *Measure/record oral temperature; Measure/record rectal temperature; Measure/record tympanic temperature; Measure/record axillary temperature*	233	40	30	
5. Explain pulse and respirations	239	20		
6. List guidelines for counting pulse and respirations **Skills**: *Count/record radial pulse and count/record respirations; Count/record apical pulse; Count/record apical-radial pulse*	240	40	30	
7. Identify factors that affect blood pressure	244	20		

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8. List guidelines for measuring blood pressure **Skills**: *Measure/record blood pressure manually; Measure/record blood pressure electronically*	244	40	60	
9. Describe guidelines for pain management	248	20		
Chapter 14: Nutrition and Fluid Balance	**252–280**	(Ch. 14 total) (180 min)	(Ch. 14 total) (30 min)	
Objectives: 1. Define important words in this chapter	252	11		
2. Describe common nutritional problems of the elderly and the chronically ill	253	11		
3. Describe cultural factors that influence food preferences	254	11		
4. Identify six basic nutrients	254	11		
5. Explain the USDA's MyPlate	255	11		
6. Explain the role of the dietary department	258	11		
7. Explain the importance of following diet orders and identify special diets	258	11		
8. Explain thickened liquids and texture-modified foods	262	11		
9. List ways to identify and prevent unintended weight loss	263	11		
10. Describe how to make dining enjoyable for residents	265	11		
11. Describe how to serve meal trays and assist with eating Skill: Feeding a resident	266	11	10	
12. Describe how to assist residents with special needs	270	11		
13. Discuss dysphagia and list guidelines for preventing aspiration	272	11		
14. Describe intake and output (I&O) Skill: Measure/record intake and output	274	15	10	
15. List ways to identify and prevent dehydration Skill: Serving fresh water	276	11	10	
16. List signs and symptoms of fluid overload and describe conditions that may require fluid restrictions	278	11		
Chapter 15: The Gastrointestinal System	**281–309**	(Ch. 15 total) (180 min)	(Ch. 15 total) (45 min)	
Objectives: 1. Define important words in this chapter	281	9		
2. Explain key terms related to the body	283	19		
3. Explain the structure and function of the gastrointestinal system	283	19		
4. Discuss changes in the gastrointestinal system due to aging	285	19		
5. List normal qualities of stool and identify signs and symptoms to report about stool	285	19		
6. List factors affecting bowel elimination and describe how to promote normal bowel elimination Skills: Assisting with use of bedpan; Assisting male resident with urinal; Helping use a portable commode	286	22	9	
7. Discuss common disorders of the gastrointestinal system	292	19		
8. Discuss how enemas are given Skills: Giving a cleansing enema; Giving a commercial enema	296	9	9	
9. Demonstrate how to collect a stool specimen Skill: Collecting a stool specimen	301	9	9	
10. Explain occult blood testing Skill: Testing stool specimen for occult blood	303	9	9	
11. Define ostomy and identify the difference between ileostomy and colostomy Skill: Caring for an ostomy	304	9	9	
12. Explain guidelines for assisting with bowel retraining	307	9		
13. Discuss bariatrics and related care	307	9		
Chapter 16: The Urinary System	**310–329**	(Ch. 16 total) (240 min)	(Ch. 16 total) (40 min)	
Objectives: 1. Define important words in this chapter	310	16		
2. Explain the structure and function of the urinary system	311	26		
3. Discuss changes in the urinary system due to aging	312	26		

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4. List normal qualities of urine and identify signs and symptoms to report about urine	312	16		
5. List factors affecting urination and describe how to promote normal urination	313	26		
6. Discuss common disorders of the urinary system	314	26		
7. Discuss reasons for incontinence **Skill:** *Changing an incontinence brief*	316	16	10	
8. Describe catheters and related care **Skills**: *Providing catheter care; Emptying catheter drainage bag; Changing condom catheter*	318	30	10	
9. Explain how to collect different types of urine specimens **Skills**: *Collecting routine urine sample; Collecting clean-catch (midstream) urine specimen; Collecting 24 hour urine specimen*	322	16	10	
10. Explain types of tests that are performed on urine Skill: Testing urine with reagent strips	326	26	10	
11. Explain guidelines for assisting with bladder retraining	327	16		
Chapter 17: The Reproductive System	**330–337**	(Ch. 17 total) (180 min)		
Objectives:				
1. Define important words in this chapter	330	36		
2. Explain the structure and function of the reproductive system	331	36		
3. Discuss changes in the reproductive system due to aging	332	36		
4. Discuss common disorders of the reproductive system	333	36		
5. Describe sexual needs of the elderly	336	36		
Chapter 18: The Integumentary System	**338–356**	(Ch. 18 total) (180 min)	(Ch. 18 total) (35 min)	
Objectives:				
1. Define important words in this chapter	338	17		
2. Explain the structure and function of the integumentary system	339	27		
3. Discuss changes in the integumentary system due to aging	340	27		
4. Discuss common disorders of the integumentary system	341	27		
5. Discuss pressure injuries and identify prevention guidelines	346	27		
6. Explain the benefits of warm and cold applications **Skills:** Applying warm moist compress; Administering warm soaks; Assisting with sitz bath; Apply ice packs	349	28	10	
7. Discuss nonsterile and sterile dressings Skills: Assist with changing nonsterile dressing; Applying sterile gloves	354	27	25	
Chapter 19: The Circulatory or Cardiovascular System	**357–370**	(Ch. 19 total) (180 min)	(Ch. 19 total) (30 min)	
Objectives:				
1. Define important words in this chapter	357	30		
2. Explain the structure and function of the circulatory system	358	50		
3. Discuss changes in the circulatory system due to aging	360	50		
4. Discuss common disorders of the circulatory system Skill: Applying knee-high compression stockings	360	50	30	
Chapter 20: The Respiratory System	**371–384**	(Ch. 20 total) (240 min)	(Ch. 20 total) (60 min)	
Objectives:				
1. Define important words in this chapter	371	17		
2. Explain the structure and function of the respiratory system	372	27		
3. Discuss changes in the respiratory system due to aging	373	27		
4. Discuss common disorders of the respiratory system	373	28		
5. Describe oxygen delivery	378	27		
6. Describe how to collect a sputum specimen Skill: Collecting a sputum specimen	381	27	20	
7. Describe the benefits of deep breathing exercises Skills: Assisting with deep breathing and coughing; Assisting with incentive spirometer	382	27	40	

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Chapter 21: The Musculoskeletal System	**385–400**	(Ch. 21 total) (180 min)		
Objectives:				
1. Define important words in this chapter	385	36		
2. Explain the structure and function of the musculoskeletal system	386	36		
3. Discuss changes in the musculoskeletal system due to aging	388	36		
4. Discuss common disorders of the musculoskeletal system	388	36		
5. Describe elastic bandages	398	36		
Chapter 22: The Nervous System	**401–438**	(Ch. 22 total) (240 min)	(Ch. 22 total) (90 min)	
Objectives:				
1. Define important words in this chapter	401	12		
2. Explain the structure and function of the nervous system	403	22		
3. Discuss changes in the nervous system due to aging	406	22		
4. Discuss common disorders of the nervous system **Skill**: *Caring for eyeglasses*	407	12	90	
5. Discuss dementia and related terms	418	12		
6. Discuss Alzheimer's disease and identify its stages	419	22		
7. List strategies for better communication with residents with Alzheimer's disease	421	28		
8. Identify personal attitudes helpful in caring for residents with Alzheimer's disease	423	18		
9. Describe guidelines for problems with common activities of daily living (ADLs)	424	12		
10. Describe interventions for common difficult behaviors related to Alzheimer's disease	427	12		
11. Discuss ways to provide activities for residents with Alzheimer's disease	431	22		
12. Describe therapies for residents with Alzheimer's disease	432	12		
13. Discuss mental health and mental health disorders	433	22		
14. Discuss substance abuse and list signs of substance abuse to report	436	12		
Chapter 23: The Endocrine System	**439–448**	(Ch. 23 total) (180 min)	(Ch. 23 total) (30 min)	
Objectives:				
1. Define important words in this chapter	439	20		
2. Explain the structure and function of the endocrine system	439	30		
3. Discuss changes in the endocrine system due to aging	441	40		
4. Discuss common disorders of the endocrine system	441	30		
5. Describe care guidelines for diabetes	443	30		
6. Discuss foot care guidelines for diabetes Skill: Providing foot care for a resident with diabetes	446	30	30	
Chapter 24: The Immune and Lymphatic Systems and Cancer	**449–462**	(Ch. 24 total) (180 min)		
Objectives:				
1. Define important words in this chapter	449	15		
2. Explain the structure and function of the immune and lymphatic systems	450	25		
3. Discuss changes in the immune and lymphatic systems due to aging	451	25		
4. Describe a common disorder of the immune system	451	25		
5. Discuss infection prevention guidelines for a resident with HIV/AIDS	454	25		
6. Discuss care guidelines for a resident with HIV/AIDS	455	25		
7. Describe cancer	456	25		
8. Discuss care guidelines for a resident with cancer	459	15		
Chapter 25: Rehabilitation and Restorative Care	**463–477**	(Ch. 25 total) (180 min)	(Ch. 25 total) (30 min)	
Objectives:				
1. Define important words in this chapter	463	17		
2. Discuss rehabilitation and restorative care	464	27		
3. Describe the importance of promoting independence	466	27		
4. Explain the complications of immobility and describe how exercise helps maintain health	467	27		

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5. Describe canes, walkers, and crutches **Skill**: *Assisting with ambulation for a resident using a cane, walker, or crutches*	467	27	15	
6. Discuss other assistive devices and orthotics	470	27		
7. Discuss range of motion exercises **Skills**: *Assisting with passive range of motion exercises (shoulder, elbow, wrist, thumb, fingers, hip, knees, ankles, toes)*	471	27	15	
Chapter 26: Subacute Care	**478–492**	(Ch. 26 total) (120 min)	(Ch. 26 total) (15 min)	
Objectives:				
1. Define important words in this chapter	478	10		
2. Discuss the types of residents who are in a subacute setting	479	10		
3. Describe preoperative and postoperative care	479	10		
4. List care guidelines for pulse oximetry **Skill:** *Applying a pulse oximetry device*	480 482	10	15	
5. Describe telemetry and list care guidelines	483	10		
6. Explain artificial airways and list care guidelines	483	10		
7. Discuss care for a resident with a tracheostomy	485	10		
8. Describe mechanical ventilation and explain care guidelines	487	10		
9. Describe suctioning and list signs of respiratory distress	488	10		
10. Describe chest tubes and explain related care	489	10		
11. Describe alternative feeding methods and related care	491	10		
12. Discuss care guidelines for dialysis		10		
Chapter 27: End-of-Life Care	**493–504**	(Ch. 27 total) (180 min	(Ch. 27 total) (30 min)	
Objectives:				
1. Define important words in this chapter	493	10		
2. Describe palliative care	494	20		
3. Discuss hospice care	494			
4. Discuss the grief process and related terms	495	20		
5. Explain legal rights for a resident who is dying	496	20		
6. Explain how to care for a resident who is dying	497			
7. Discuss factors that influence feelings about death and list ways to meet residents' individual needs	499	20 10		
8. Identify common signs of approaching death	500			
9. List changes that may occur in the human body after death	500	20		
10. Describe ways to help family and friends deal with a resident's death	501	20		
11. Describe ways to help staff members cope with a resident's death	502	10		
12. Describe postmortem care Skill: Postmortem care	502	10	30	
Chapter 28: Your New Position	**505–514**	(Ch. 28 total) (180 min)		
Objectives:				
1. Define important words in this chapter	505	10		
2. Describe how to write a résumé and cover letter	505	20		
3. Identify information that may be required for filling out a job application	506	10		
4. Discuss proper grooming guidelines for a job interview	507	20		
5. List techniques for interviewing successfully	507	10		
6. Describe a standard job description and list steps for following the scope of practice	508	20		
7. Identify guidelines for maintaining certification and explain the state's registry	509	10		
8. Describe continuing education for nursing assistants	510	20		
9. Describe employee evaluations and discuss feedback	510	10		
10. Discuss conflict resolution	511	20		
11. Define stress and explain ways to manage stress	512	20		
12. Describe how to be a valued member of the healthcare community	513	10		

NURSE AIDE TRAINING PROGRAM
CURRICULUM

TOTALS:	CLASSROOM	LAB/SKILL	CLINICAL
	77	16	40

INSTRUCTION SCHEDULE AND HOURS:

- *SEEAPPLICATIONPACKETINSTRUCTIONSFORHOWTOCOMPLETETHISSECTION*
- ***MUST****MATCHSCHEDULE(S)ONAPPLICATIONANDPOLICY*
- *TOTALSMUST****CORRELATE****WITHINSTRUCTIONTIMESINCURRICULUMBREAKDOWN*

Instruction schedule	**Instruction days** *(ex.Monday-Friday)*	**Total#of days**	**Times of Instruction** *(ex:8AMto4PM,1hourbreak)*	**Total Instruction Time** *(inhours;donotincludebreaks)*
Classroom/lab	Monday-Friday		this will vary depending on school district	93 hours
Clinicalorientation	Saturday	1	8am-noon	4 hours
ClinicalInstruction	Monday-Friday	5	7am-4pm, 30 min lunch and 2-15 min breaks	40 hours
Totals	n/a		n/a	*(donotincludeorientation)*133

ADDITIONAL CLASS TIME *(IF APPLICABLE)*:

Instruction schedule	**Instruction days** *(ex. Monday thru Friday)*	**Total # of days**	**Times of Instruction** *(ex: 8AM to 4PM, 1 hour break)*	**Total Instruction Time** *(in hours; do not include breaks)*
Classroom/lab	Monday-Friday	24	6pm-10:18pm,2-15 min breaks	93 hours
Clinical orientation	Saturday	1	1pm-5pm	40 hours
Clinical Instruction	Monday-Friday	10	8a-noon	4 hours
Totals	n/a	35 days	n/a	*(do not include orientation)* 133 hours

ADDITIONAL CLASS TIME *(IF APPLICABLE)*:

Instruction schedule	**Instruction days** *(ex. Monday thru Friday)*	**Total # of days**	**Times of Instruction** *(ex: 8AM to 4PM, 1 hour break)*	**Total Instruction Time** *(in hours; do not include breaks)*
Classroom/lab				
Clinical orientation				
Clinical Instruction				
Totals	n/a		n/a	*(do not include orientation)*

About
Our Instructors

Vikki Lee has a thriving career in nursing and medical education. She earned her Associate of Nursing from Our Lady of the Lake School of Nursing in 2007. For the past thirteen years, Vikki has served as a Registered Nurse in various departments such as Medical/Surgical, Cardiology, Mental and Behavioral Health, and Nurse Consultant. Vikki is a certified Train the Trainer instructor and a CPR and Crisis Prevention instructor. She is also a Childcare Health Consultant. Vikki has been teaching Medication Administration for eight years where she caters to adult learners and their success in learning. She has also consulted PCA and residential facilities for the past seven years and is very proud to be fluent with regulations for healthcare facilities and what is needed to pass state surveys. Vikki recently ventured into the process of starting a Nurse Aide Program, in hopes of expanding the curriculum to Licensed Practical Nursing before 2023. Vikki also has a nonprofit organization, Rosebuds, Inc.



Vikki's vision for Rosebud Healthcare and Training is to provide training at a higher caliber and advocate health care holistically - mind, body, and spirit. Vikki is a native of Baton Rouge, LA and a mother of two sons and a daughter. When she is not working, Vikki enjoys attending sporting events and spending time with her family.

Vikki Lee, RN, CCHC

Founder/Principal/Chief Consultant/Lead Instructor of Rosebud

Rosebuds, Inc. was started in October 2017; however, it did not become a 501c3 affiliate until December 2019. We believe in collaboration to get the community what is needed. We have many community partners which we enjoy working with. Rosebuds, Inc. with collaborative community partners started the first mobile COVID testing in Baton Rouge in May 2020. Rosebuds, Inc. has collaborated with several community partners to service our community, i.e., food distributions, drive-through PPE giveaways, homeless distribution, and feeding the homeless. Rosebuds, Inc. has also headed many community service events, i.e., back-to-school supply giveaways, food distributions, health fairs, and educational health discussions to the Council on Aging.

About Our Instructors



Juanita Garner, PhD, RN

Juanita Garner, PhD, RN is an experienced nursing professional with over twenty years of diverse healthcare experience. Her most recent position was as Assistant Professor of Nursing at Southern University and A&M College, College of Nursing and Allied Health in Baton Rouge, Louisiana for the past twelve years. Dr. Garner is passionate about the community and has mentored professional nurses and nursing students in leadership, scholarship, and community service.



Kimberly Bates, LPN

Born and raised in Baton Rouge, Louisiana, Kimberly graduated from Baker High in 1998, married Calvin L. Bates in 1999, and now, they have three sons. She earned an Associate Degree in General Science in 2005 and completed the Licensed Practical Nursing program in 2011. Kimberly worked as a shift nurse supervisor at East Baton Rouge Parish Prison from 2012 to 2021 and is now a full-time CNA instructor at Rosebud Healthcare and Training, also working in addiction and mental health.



Marie Evans Dunn, RN, BSN

Marie Evans Dunn, RN, BSN, has over fifteen years of nursing experience. Starting as a Licensed Practical Nurse, she became a Registered Nurse with a degree from Mississippi Gulf Coast Community College and a BSN from Capella University. Marie has worked in Medical-Surgical Telemetry, Palliative Care, Occupational Health, and Psychiatric Nursing. She is married, a mother of five, and is committed to compassionate patient care.

About Our Instructors



Tabitha Jones-Thomas, PhD, RN

Dr. Tabitha Jones-Thomas earned her Doctorate in Nursing Education and Administration from William Carey University, along with degrees from Norfolk State University and Southern University A&M College. She is the Associate Dean and Director of Simulated Clinical Education at Franciscan Missionaries of Our Lady University and has worked with the health system since 1998. A simulation educator for over ten years, she focuses on reducing medical errors and enhancing patient safety, and she is passionate about interprofessional education.



Lakesha Collins-Patterson, MSN, APRN, FNP-C

LaKesha Collins-Patterson, a dedicated healthcare professional, holds a Master's Degree in Nursing from Southern University and is board certified by the American Academy of Nurse Practitioners. As Vice President of Clinical Operations, she leads initiatives to improve patient care and healthcare delivery. Actively involved in community organizations, she advocates for cancer care equity and supports education and health. She is a member of Delta Sigma Theta Sorority Inc., Chi Eta Phi Sorority Inc., and the Southern University Alumni Federation. LaKesha was awarded Administrator of the Year by the SU School of Nursing Alumni Federation in 2023. She is married to Michael Patterson and has three children.

ROSEBUD | TRAINING ACADEMY HEALTHCARE ROSEBUDS, INC.

About
Rosebud Healthcare

Rosebud Healthcare and Training is an educational institution. We provide education, trainings, and consultation to ensure our clients receive the necessary certifications and educational requirements to attain essential accreditations at the local, state, and federal levels.

Vision

We envision a healthier community, therefore, we provide training care, education, and service, which promotes holistic care - mind, body, health, and spirit.

Mission

Our mission is to serve each person with compassion, humility, and dignity, while meeting their mental, emotional, and physical needs through nursing care and education.

Vendor Information

City of Baton Rouge Approved
State of Louisiana Approved
Disadvantaged Business Enterprise Certified
Small and Emerging Business, Louisiana Economic Development
Hudson Initiative
Louisiana Dept of Education Vendor

DUNS Number: 117638642
NAICS Code: 54162, 561320, 623110, 541612, 541611, 621999, 624190, 623210, 621610, 611430, 62139, 611519

Certifications

State of Louisiana Licensed Practicing Registered Nurse
American Heart Association Certified CPR Instructor
Louisiana Dept of Health
Certified Medication Administration Instructor
Certified Child Care Health Consultant
Certified Crisis Prevention Instructor
Covid-19 Safety Ambassador
State of Louisiana Certified train the Tra

Our **Services**

At Rosebud Healthcare, we are dedicated to providing a wide array of services to ensure the well-being and safety of our community. Our comprehensive approach encompasses essential training programs, health consultations, and professional development, all designed to meet the diverse needs of our clients. Our commitment extends to supporting healthcare facilities through expert consulting and staffing solutions, as well as offering tailored personal development and physical activity programs to promote overall wellness.

- AED-Automated External Defibrillator
- Annual Education and Orientations
- Bloodborne Pathogen
- BLS-Basic Life Support
- Child Care Health Consulting
- CMA-Certified Medication Attendant
- CPR Training
- CPR-Cardiopulmonary Resuscitation
- Crisis Prevention
- Daycare Health and Safety
- First-Aid Training
- Healthcare Facility Nurse Consulting (SME)
- Healthcare Staffing
- Patient Assessments
- Personal Development for Clients
- Physical Activity Learning Sessions (PALS)
- Professional Development for Staff
- TB Skin Testing
- Urine Drug Tests
- Medication Administration Training
- CCHC Health and Safety Trainings







About
Rosebuds, Inc

Rosebuds, Inc is a 501c3 non-profit organization founded by a registered nurse in Baton Rouge, LA. The primary goal of Rosebuds, Inc. is to distinguish and assist persons in the community affected by healthcare disparities. We sponsor, as well as, partner with community service events to supply food, educate, test, and serve the underprivileged and underserved communities.

Our Services

- We provide resources to other nonprofits in various communities through collaboration and support. Unity is strength.
- We have a memorandum of understanding with the state of Louisiana to receive needed resources and/or supplies for our community.
- We collaborate and conduct health fairs to provide CPR demonstrations, blood pressure checks, blood glucose checks and vaccinations.
- We facilitate speaking engagements with large groups, students, etc. regarding health related issues and diagnosis and topics to educate and promote awareness.
- Rosebuds, Inc serves as a source of funding to help train future Certified Nursing Assistants Through Rosebud Training Academy

Our Board Members



Dr. Garland Green, Jr. - Chairman

Dr. Garland Green serves as the Medical Director for the CIS Baton Rouge location. He joined the Cardiovascular Institute of the South in 2012 as an interventional cardiologist. He has provided cardiology care for patients since 2007. Dr. Green earned his Doctorate at Meharry Medical College in Nashville, Tennessee. He completed his internal medicine training residency through the University of Alabama-Birmingham Program, and completed his cardiology and interventional cardiology training at Vanderbilt University Medical Center in Nashville, Tennessee. Dr. Green is board certified in internal medicine and cardiology. He is a member of the American College of Cardiology, the National Medical Association, and the American Medical Association.



Lemuel Turnipseed - Vice Chairman

Lem Turnipseed, a Baton Rouge native, has a robust background in healthcare and political consulting. With a BS in Marketing from Southern University and an Executive MBA from LSU, he excels in strategic planning and communication. Over 20 years in healthcare, he consistently ranked in the top 5-30% nationwide in pharmaceutical sales. Lem has also held impactful roles in political consulting, nonprofit management, and event development, notably at Citadel Broadcasting Company. Certified in CHEST IPF and Diabetes and a member of Alpha Phi Alpha Fraternity Inc., Lem is committed to improving healthcare and community service in Baton Rouge.

James Hair - Treasurer

Shelia Cole - Secretary

Quintillis Lawrence - Legal Counsel

Our Board Members



Tiffany Dickerson

Tiffany Dickerson owns Four Brands | One Woman, which includes the Mic Chick, Juicy Drop Jewelry LLC, The Name Dropper, and Universal Appeal. With over 30 years in communications and public relations, she has extensive experience in public speaking, media relations, government administration, community engagement, and more. A dual graduate of Southern University, she holds a BA in mass communications and an MA in social science. Formerly Mrs. Baton Rouge 2016-17, Dickerson is active in civic and nonprofit organizations, helping raise over $8 million for various causes. She is a proud Baton Rouge native, married, and a mother of two.



Dr. Rani Whitfield

Dr. Rani G. Whitfield, a Board Certified Family Physician with a Certificate of Added Qualifications (CAQ) in Sports Medicine, practices in Baton Rouge, LA. A graduate of Southern University, Meharry Medical College and Ohio State University, he is a prominent spokesperson for the American Heart Association. His numerous awards include the ASA Legacy Award and the NAACP Freedom Award. Known as "Tha Hip Hop Doc," he uses music to promote health education. He serves on the Southern University Board of Supervisors and Louisiana Health Equity Task Force. Married with two children, his hobbies include DJing, playing in a band, cooking, and motorcycling.

Our Board Members



Dr. Antoine Keller, MD, FACC, FACS

Dr. Keller, a Louisiana native, spent his early childhood in East Africa before completing high school in Berkeley, California and earning his undergraduate degree at UCLA and medical degree at Duke University. He trained in general surgery at Tulane School of Medicine and in thoracic and cardiovascular surgery at the Carolinas Heart Institute. Board certified in cardiovascular and thoracic surgery, Dr. Keller is involved in several professional societies and has authored numerous scholarly publications. His interests include valvular heart disease, minimally invasive valve surgery, and endovascular surgery for aortic aneurysms. He actively supports community outreach and founded the nonprofit Heart Sense to address healthcare disparities.



Dr. Kourtni Atkins-Luster, DNP, FNP-C

Dr. Kourtni Atkins-Luster, DNP, FNP-C, is a Family Nurse Practitioner and owner of Healthcare First Medical Clinic, LLC in Iberville Parish. A native of Monroe, Louisiana and alumna of Southern University, she focuses on preventive healthcare, particularly for Diabetes, Hypertension, and Heart Disease. With 18 years as a Family Nurse Practitioner and 24 years as a Registered Nurse, her career includes patient care, management, and real estate development. Active in professional and community organizations, she is President of the Southern University School of Nursing Alumni Association. Dr. Atkins-Luster, married with two children, also enjoys travel, shopping, and contributing to her family's construction company.

Our Board Members



Dr. Tabitha Jones-Thomas, PhD, RN

Dr. Tabitha Jones-Thomas earned her Doctorate in Nursing Education and Administration from William Carey University and holds degrees in Nursing from Norfolk State University and Southern University A&M College. She is the Associate Dean and Director of Simulated Clinical Education at Franciscan Missionaries of Our Lady University in Baton Rouge, LA, where she has worked since 1998. Transitioning to a faculty role in 2001, she focuses on clinical simulation in nursing and health professions curricula, emphasizing the importance of simulation-based education for patient safety. Passionate about nursing and education, she believes interprofessional simulation learning is crucial for high-quality, patient-centered care.



Lakesha Collins-Patterson, MSN, APRN, FNP-C

LaKesha Collins-Patterson, a dedicated healthcare professional from Baton Rouge, holds a Master's in Nursing as a Family Nurse Practitioner from Southern University and is board certified by the American Academy of Nurse Practitioners. Currently the Vice President of Clinical Operations, she spearheads initiatives to improve patient care and healthcare delivery. Actively involved in community organizations, she serves on the AECC Community Advisory Board and is a member of Delta Sigma Theta Sorority Inc. and Chi Eta Phi Sorority Inc. Recognized for her leadership, she received the 2023 Administrator of the Year award from the SU School of Nursing Alumni Federation. Married with three children, she is a member of Elm Grove Baptist Church.

Our Board Members



Avis Brown, LCSW-BACS

Avis “Coach Curator” Brown, LCSW-BACS, is a Licensed Clinical Social Worker and Board Approved Clinical Supervisor with nearly 30 years of experience. She specializes in working with survivors of sexual trauma and is the founder of Victory Unlimited, LLC, where she provides clinical services and wellness coaching. With degrees from Southern University A & M College and Tulane University, she has extensive experience in both state government and the private sector. Inspired by the loss of her son in 2016, she founded the Sterling Smiles Foundation to support needy families. Avis promotes intentional self-care through her Silver Lining Self-Care Treatment Plan and hosts the "Sanity Saving Self-Care" podcast. She enjoys traveling, family time, and nature.



Deatriz Riggins

Deatriz “DeDe” Riggins is an associate at Government Consultants, Inc., specializing in municipal advisory services for local governments and economic development clients. Her role involves advising on municipal securities issuance and financing transactions to fund infrastructure projects. Since joining GCI in 2009, DeDe has worked with various political subdivisions across Louisiana, prioritizing client needs and community interests. Outside of work, she is a dedicated mother to her three sons and actively involved in Charity Christian Center Church. DeDe holds a Bachelor of Science in Accounting from McNeese State University and a Municipal Advisor Representative Series 50 License. Prior to GCI, she worked in the gaming industry in Southwest Louisiana, and in her leisure time, enjoys family time and watching sports with her sons.

Our Board Members



Eric Lewis

Eric B. Lewis is the Founder and Managing Partner of The Ephod Company, a business management consulting firm specializing in business development, project management, and technology consulting. A Baton Rouge native, Eric earned his Electrical Engineering degree from Southern University and an MBA from LSU. After beginning his career in Dallas, he returned to Baton Rouge in 2002, where he has been actively involved in numerous organizations, including the NAACP, 100 Black Men of Baton Rouge, and the Baton Rouge Black Chamber of Commerce. He also founded Apex Collegiate Academy and is an active member of The Way of Holiness Ministries, Inc.



Dr. Nicole Thomas, RN, CCM

Dr. Nicole Thomas is the founder of Impact Nurse Consulting and The Nurse Power Network, using her expertise to help nurses advance their careers and healthcare organizations improve patient outcomes. After experiencing poor healthcare as a child, she dedicated herself to enhancing healthcare quality. Since founding her consulting firm in 2015, she has developed innovative solutions that significantly improve patient health outcomes globally. She has held leadership roles in Fortune 500 companies and led a Fortune 7 managed care organization to achieve a 87% increase in patient outcomes and $3.2 million in annual savings. Author of the best-seller “In Health On Purpose,” Dr. Thomas has been featured in prominent publications and co-founded a leading nursing development platform, assisting over 20,000 nurses. Learn more at NicoleThomasINC.com and on social media.

Board Members

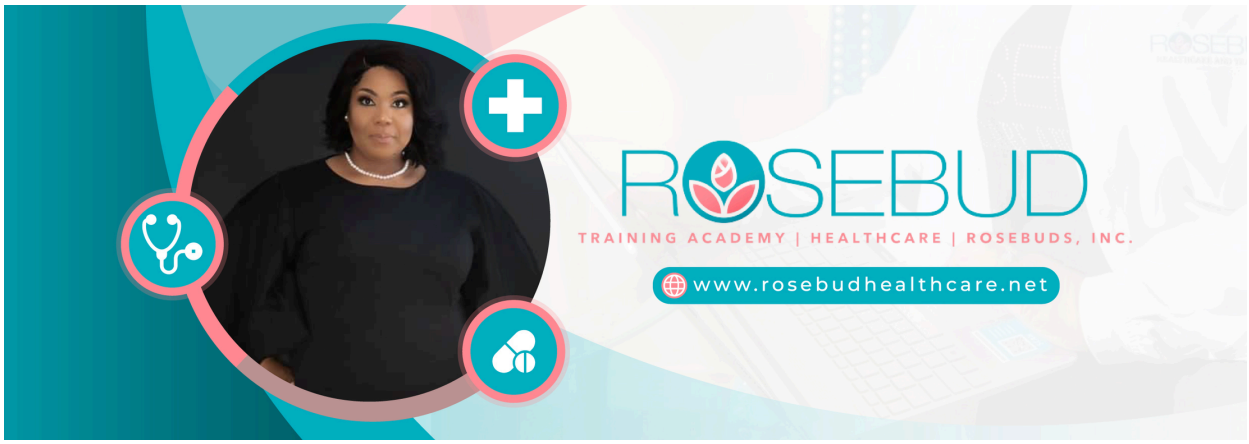
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Michelle Brandon
Tanzel Montgomery
Dr. Carla Harmon
Jessica F. Johnson
Dr. Lisa Smothers
Stan Adkins
Kwame Adkins
Alisa Welsh
Dr. Ronald Andrews

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Adriene Bergeron
Victoria Fisher
Austin R. Lee
A.J. Lee

Stay In Touch

We want to extend our heartfelt gratitude to everyone who has contributed to the success of Rosebud Healthcare and Training. Your dedication, hard work, and commitment have played a pivotal role in our journey. Whether you are a member of our staff, a valued client, or a supportive partner, your unwavering support has been invaluable. Together, we have achieved remarkable milestones and made a positive impact on countless lives. Thank you for being an integral part of our mission to provide exceptional healthcare and training services. We look forward to continuing this journey together and reaching even greater heights in the future.



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