

**RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
TRAINING SET-UP CHECKLIST**

ITEM	RESPONSIBLE PERSON(S)	NEEDED BY		COMMENTS
		DAY 1	DAY 2	
Beds and wheelchairs		Noon		For a class of 24 (maximum allowable): 4 beds with mattresses and 4 wheelchairs with removable arms and leg rests (ratio of 1 bed and 1 wheelchair to 6 students). Standard SNF beds are acceptable (i.e., electric with crank). Various types of wheelchairs are desirable (e.g., hemi with removable headrest). It is also acceptable to use 3 beds and 3 wheelchairs for 3 Instructors and 3 teams of eight participants each.
Overhead projector, screen, flip chart easel with paper and markers, LCD projector with computer		7:00am		Assure PowerPoint presentation is loaded on the computer.
Student course manuals and handouts, Instructor manual, overhead transparencies, sign-in roster sheets, course evals, competency checklists, post tests, supply kit (includes course RNA and RNPC pins, overhead transparency markers, highlighters, Instructor pens for signatures that are not black or blue ink, masking tape, scissors, pens, post-its)		7:00am		Add highlighters for each student to the instructor supply kit for each course. Add chocolate candy for student's afternoon snacks.
Training space and food (continental breakfasts, lunches, break)				
Training equipment kits: Day 1 content		Noon		Day 1 kit: All feeding equipment, thickener, 4 beds, 4 wheelchairs, 12 pillows with cases, 4 fitted sheets, and 4 incontinent pads. Add two bags of Reese's mini peanut butter cups for each course and one box of mini powdered donuts (at least 24 count) for dysphagia training.
Training equipment kits: Day 2 content			7:00am	All remaining equipment that was not present for Day 1. See training kit inventory list.
Room set-up		6:30am		Day 1: U-shaped with chairs behind tables (or classroom style

ITEM	RESPONSIBLE PERSON(S)	NEEDED BY		COMMENTS
		DAY 1	DAY 2	
				<p>if room does not accommodate the U-shape). Speaker table in the front with the LCD projector and computer, overhead projector, instructor manual, sign-in sheets, course evals, post tests and competency checklists, course manuals, student and Instructor name badges, flip chart markers, overhead transparency pen, and highlighters for each student. Instructor table behind the students (out of direct line-of-sight) with 4 chairs.</p> <p>Day 2:</p> <p>Same as Day 1 with the beds in the middle of the U-shape or students gathered around bed set up.</p> <p>See Instructor training guidelines.</p>
Continuing Education Units (CEUs)				16 CEUs for the 2-day course (8 per day).
Certification criteria				100% passing of all competency checks as evidenced by Instructor signature on competency checklists and 80% passing of all post tests combined (not 80% for each post test) as evidenced by Instructor signature on all post tests. Certification award evidenced by Instructor signature on sign-in roster.

RNP TRAINING KIT EQUIPMENT INVENTORY LIST
Sammons Preston Rolyan -- Spring 2003
Contact: Jody Angel (415) 401-7722

ITEM #	DESCRIPTION	PRO. PRICE	DISCOUNT	PRICE	QUANTITY
4109	REACHER 26 - 6 OZ. "	\$14.95	15%	\$12.71	4
2086	SOCK AND STOCKING AID	\$12.95	15%	\$11.01	4
A7151	EZ SLIDE SHOE HORN 18 (1) "	\$6.95	15%	\$5.91	4
2109	ECONOMY DRESSING STICK 26 "	\$5.95	15%	\$5.06	4
2021	BTNHKW/ ZPRPULL BLT UP RBR HDL	\$7.95	15%	\$6.76	4
6047	SUCTION BRUSH	\$7.95	15%	\$6.76	4
6298	LONG SCRUB SPONGE ROUND	\$4.95	15%	\$4.21	4
6338	SUCTION DENTURE BRUSH	\$9.95	15%	\$8.46	4
6252	CYLINDRICAL FOAM PAD 1 3/8 DIA "	\$7.49	15%	\$6.37	2
661401	DYCEM PAD RD TEX RED 7 1/2 "	\$9.95	15%	\$8.46	4
70841201	FUNCT'L POS HAND SPLNT MD R	\$29.95	15%	\$25.46	4
646301	PKG OF 2 FOAM ELEV. INSERTS	\$31.95	15%	\$27.16	4
A513301	KNEE SEPARATOR VINYL COVERED	\$39.95	15%	\$33.96	4
6199	ABDUCTION SYSTEM 4x11x20	\$32.95	15%	\$28.01	4
655701	TRANSFER BELT 54 "	\$11.95	15%	\$10.16	4
1180	ADJUSTABLE SWIVEL SPORK MED	\$12.49	15%	\$10.62	4
1085	WEIGHTED FORK 8OZ	\$9.49	15%	\$8.07	4
1438	EASY HOLD UTENSILS KNIFE	\$13.49	15%	\$11.47	4
1440	EASY HOLD OFFSET SPOON RIGHT	\$13.49	15%	\$11.47	4
1481	UTENSIL HOLDER	\$6.49	15%	\$5.52	4
1388	PARTITIONED SCOOP DISH-MELAMIN	\$8.95	15%	\$7.61	4
1119	CLIP ON FOOD GUARD	\$7.95	15%	\$6.76	4
1159	ERGONOMIC NOSEY CUTOUT	\$7.49	15%	\$6.37	4
1265	LONG SPOUT FEEDING CUP	\$15.49	15%	\$13.17	4
1120	PLASTIC HANDLE MUG 12 OZ 2PK	\$6.49	15%	\$5.52	4
71610125	EXER-TUBING THIN YELLOW 25FT	\$9.50	15%	\$8.07	1
71610225	EXER-TUBING MEDIUM RED 25FT	\$11.50	15%	\$9.77	1
71610325	EXER-TUBING HEAVY GREEN 25FT	\$12.95	15%	\$11.01	1
126201	THICK & EASY FOOD THICKNER 8OZ	\$10.95	15%	\$9.31	1
517001	S/P WEIGHT CUFF STD 1LB LTBLUE	\$10.95	15%	\$9.31	1
517002	S/P WEIGHT CUFF STD 2LBS WHITE	\$13.50	15%	\$11.47	1
517003	S/P WEIGHT CUFF STD 3LBS GOLD	\$15.95	15%	\$13.56	1
CA74612	W/C ARM TRAY		15%	\$42.46	4
C646301	FOAM ELEVATING INSERTS		15%	\$27.16	2
C6056	SOFT TOP W/C TRAY		15%	\$50.96	4
CA510115	LACURA POMMEL CUSHION		15%	\$72.21	2
CA6510101	HEMI ARM SLING		15%	\$16.11	2
CA6510102	HEMI ARM SLING		15%	\$16.11	2
CA510110	LACURA POMMEL CUSHION		15%	\$63.71	2
C7449	STOCKINETTE	\$20.95	15%	\$17.81	1
A368RM	POSTERIOR LEAF SPLINT		15%	\$25.46	1
A368LM	POSTERIOR LEAF SPLINT		15%	\$25.46	1
C7774	KNEE IMMOBILIZER	\$30.95	15%	\$26.31	2
126201	THICK & EASY FOOD THICKNER 8OZ	\$10.95	15%	\$9.31	3
C6347	ADJUSTABLE SINGLE POINT CANE	\$17.95	15%	\$15.26	1
CA70021	QUAD CANE	\$37.95	15%	\$32.26	1
C178102	FRONT WHEEL WALKER	\$134.95	15%	\$114.71	1

ITEM #	DESCRIPTION	PRO. PRICE	DISCOUNT	PRICE	QUANTITY
C6115	SLIDING BOARD	\$46.95	15%	\$39.91	1
61230204	BULK 4-PACK OF #6123-02	269.95	20%	\$215.80	1
6145	RUBBER WALKER WHEELS	42.95	20%	\$34.36	2
1705	PLATFORM ATTACHMENT/6118	99.95	20%	\$79.96	1
A70020	ADJUST QUAD CANE STD BASE 5X7 "	37.95	20%	\$30.36	1
A70021	ADJUST QUAD CANE WIDE BASE	37.95	20%	\$30.36	1
6347	STANDARD ADJUSTABLE CANE	17.95	20%	\$14.36	1
A70042	ADJUSTABLE FOLDING HEMI WALKER	67.95	20%	\$54.36	1
6079	TRANSFER BOARD W/SLOTS 30 "	46.95	20%	\$37.56	1
926530	GAIT TRAINER	36.95	20%	\$29.56	1
6114	HARDWOOD TRANSFER BOARD 30"	36.95	20%	\$29.56	3

ADDITIONAL TRAINING KIT ITEMS:

Beds and wheelchairs:

- 4 standard beds (combination electric and crank are acceptable)
- 4 standard wheelchairs with removable arm and leg rests (request varied styles if possible)

Linens: Thanks to Medline for the donated items.

- 24 towels
- 12 pillows and pillow cases
- 4 fitted bed sheets
- 4 incontinent pads
- 4 bath blankets
- 4 laundry bags to hold all linens

Clothes:

- 2 large and 2 x-large button shirt
- 2 large and 2 x-large drawstring pants
- 4 pairs of socks

Supply kit:

- Colored pens (not blue or black) for Instructor signatures to post test and competency checklists
- Scissors, masking tape, pens, post-its, flip chart markers, overhead transparency pens, highlighters
- RNA and RNPC certification pins
- Clipboards for Instructors

PURCHASE FOR TRAINING DAYS

- 1 highlighter for each student to use for their manual
- 2 bags of mini Reese's Peanut Butter Cups and (at least 24) mini powdered donuts (for Dysphagia and Eating section on Day 1)
- 4 bags of chocolate candy for students and Instructors in the afternoon (2 bags for each day) -- OPTIONAL

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
INSTRUCTOR TRAINING SCHEDULE
DAY 1

TIME	CONTENT	INSTRUCTOR DISCIPLINE
8:00	INTRODUCTIONS	RN
8:15	LEADERSHIP KEYS TO SUCCESS	RN
9:45	Post test	RN
10:00	Break	ALL
10:15	MEDICAL OVERVIEW	RN, OT/SLP, SLP
10:15	• Basic anatomy & physiology	RN, OT/SLP
10:30	• Normal aging	RN
10:45	• Medical problems/pathologies	OT/SLP
10:55	• Case studies	SLP
11:00	COGNITION	SLP
11:50	Post test	SLP
12:00	Lunch	ALL
12:45	Cognition (cont'd)	SLP
1:00	Post test review	SLP
1:15	HEARING	SLP
1:30	Post test	SLP
1:45	COMMUNICATION	SLP
2:15	Break	ALL
2:30	Post test	SLP
2:45	DYSPHAGIA AND EATING & COMPETENCY CHECKLIST	SLP, OT/SLP, RN
2:45	Dysphagia	SLP
3:15	Post test	SLP
3:30	Competency checks	SLP & ALL
3:45	Eating	OT/SLP
3:45	• Adaptive devices	OT/SLP
3:55	• Positioning	OT/SLP
4:15	Competency checks	OT/SLP & ALL
4:50	Wrap-up & adjourn	ALL

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
INSTRUCTOR TRAINING SCHEDULE
DAY 2

TIME	CONTENT	INSTRUCTOR DISCIPLINE
8:00	WELCOME BACK!	PT, PT, OT
8:10	JOINT MOBILITY & COMPETENCY CHECKLIST	PT, PT, OT
8:10	<ul style="list-style-type: none"> Joint mobility and range of motion and competency checks 	PT & ALL
9:30	<ul style="list-style-type: none"> Splinting and hand care and competency checks 	OT & ALL
10:00	Break	ALL
10:15	FUNCTIONAL MOBILITY – ORTHO & COMPETENCY CHECKLIST	PT, PT, OT
10:15	<ul style="list-style-type: none"> Ortho case study review 	OT
10:20	<ul style="list-style-type: none"> Body mechanics and gait belt use 	PT
10:35	<ul style="list-style-type: none"> Level of assistance definitions 	PT
10:40	<ul style="list-style-type: none"> Hip precautions 	PT
10:45	<ul style="list-style-type: none"> Positioning, bed mobility, transfers and competency checks 	PT & ALL
12:00	Lunch	ALL
12:45	<ul style="list-style-type: none"> ADL Training and competency checks 	OT & ALL
1:00	<ul style="list-style-type: none"> Ambulation and competency checks 	PT & ALL
1:30	Post tests	ALL
2:00	FUNCTIONAL MOBILITY – NEURO & COMPETENCY CHECKLISTS	PT, PT, OT
2:00	<ul style="list-style-type: none"> Neuro case study review 	OT
2:10	<ul style="list-style-type: none"> Positioning, bed mobility, transfers and competency checks 	PT & ALL
2:45	Break	ALL
4:00	<ul style="list-style-type: none"> ADL Training and competency checks 	OT & ALL
4:30	<ul style="list-style-type: none"> Ambulation and competency checks 	PT & ALL
4:50	Wrap-up & adjourn	ALL

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
INSTRUCTOR TRAINING SCHEDULE
DAY 1

TIME	CONTENT	INSTR. DISC.	COMMENTS
INTRODUCTION			
8:00	INTRODUCTIONS	RN	Introduce the instructors. Provide course overview. Establish ground rules (e.g., students who are late returning from break must sing or tell a story or joke). Distribute name tags. Ask students to introduce themselves. Manual pages #1-8 of the manual. Handout slide #1 with speaker notes.
LEADERSHIP KEYS TO SUCCESS			
8:15	LEADERSHIP KEYS TO SUCCESS	RN	Review standards. Manual pages #9-22 and Appendix pages #169-208. Handout slides #2-29 with speaker notes.
9:45	Leadership Keys to Success post test	RN	Handout slide #29 with speaker notes. Distribute post tests and instruct students to complete. Open book review and discussion is allowed. Ask the instructor if you need help. Allow time to complete. Instruct students to exchange papers with their neighbors to correct. Review answers with students while they correct each other's tests. Tell them to check the wrong answer only, write the total correct answers over the total answers (i.e., 6/8) at the bottom of the page, and then return the post test to the owner. Assure appropriate discipline reviews and signs all tests. Collect and turn in to QCHF. Enter the total correct score on the Instructor Post Test Checklist. Note: The productivity formula for determining appropriate caseload for an RNA is 3 activities with documentation per hour. That is, each activity as specified on the MDS Section P3 (e.g., dressing) takes 15 minutes. If the RNP plan of care is to receive dressing training and PROM from the RNA, than allocate 30 minutes for these 2 activities. Appendix pages #169-208 for tools, forms and regulation information. Overhead transparencies available for these pages.
10:00	Break	ALL	Students who are late returning from break must sing or tell a story or joke (establish as a ground rule).
MEDICAL OVERVIEW			
10:15	MEDICAL OVERVIEW	RN, SLP, SLP/OT	Review standards. Manual pages #23-36 and Appendix page 165. Handout slide #31 with speaker notes.
	• Basic anatomy & physiology	RN, SLP/OT	Manual pages #24, 25 & 26. Handout slides #32 with speaker notes. RN provides instruction and detail while SLP/OT demonstrates movements.
	• Normal aging	RN	Manual pages #27-28. Handout slides #33, 34 & 35 with speaker notes.
	• Medical problems/pathologies	SLP/OT	Manual pages #29-31. Handout slides #36 with speaker notes.

TIME	CONTENT	INSTR. DISC.	COMMENTS
	<ul style="list-style-type: none"> Case studies 	SLP	Manual pages #32-36. Handout slide #37 with speaker notes.
COGNITION			
11:00	COGNITION	SLP	Review standards. Manual pages #37-46. Handout slides #38-53 with speaker notes. Review Word document on computer or overhead transparencies of manual pages #39-41. Review Word document on computer or overhead transparencies of memory tools.
12:00	Lunch	ALL	Students who are late returning from break must sing or tell a story or joke (establish as a ground rule).
1:00	Cognition post test	SLP	Handout slide #53. Distribute post tests and instruct students to complete. Open book review and discussion is allowed. Ask the instructor if you need help. Allow time to complete. Instruct students to exchange papers with their neighbors to correct. Review answers with students while they correct each other's tests. Tell them to check the wrong answer only, write the total correct answers over the total answers (i.e., 6/8) at the bottom of the page, and then return the post test to the owner. Assure appropriate discipline reviews and signs all tests. Collect and turn in to QCHF. Enter the total correct score on the Instructor Post Test Checklist.
HEARING			
1:15	HEARING	SLP	Review standards. Manual pages #47-49. Handout slides #54-60 with speaker notes.
1:30	Hearing post test	SLP	Handout slide #60 with speaker notes. Distribute post tests and instruct students to complete. Open book review and discussion is allowed. Ask the instructor if you need help. Allow time to complete. Instruct students to exchange papers with their neighbors to correct. Review answers with students while they correct each other's tests. Tell them to check the wrong answer only, write the total correct answers over the total answers (i.e., 6/8) at the bottom of the page, and then return the post test to the owner. Assure appropriate discipline reviews and signs all tests. Collect and turn in to QCHF. Enter the total correct score on the Instructor Post Test Checklist.
COMMUNICATION			
1:45	COMMUNICATION	SLP	Distribute chocolate. Review standards. Manual pages #50-58 Handout slides #61-68 with speaker notes.
2:15	Break	ALL	Students who are late returning from break must sing or tell a story or joke (establish as a ground rule).
2:30	Communication post test	SLP	Handout slide #68 with speaker notes. Distribute post tests and instruct students to complete. Open

TIME	CONTENT	INSTR. DISC.	COMMENTS
			book review and discussion is allowed. Ask the instructor if you need help. Allow time to complete. Instruct students to exchange papers with their neighbors to correct. Review answers with students while they correct each other's tests. Tell them to check the wrong answer only, write the total correct answers over the total answers (i.e., 6/8) at the bottom of the page, and then return the post test to the owner. Assure appropriate discipline reviews and signs all tests. Collect and turn in to QCHF. Enter the total correct score on the Instructor Post Test Checklist.
DYSPHAGIA AND EATING			
2:45	DYSPHAGIA AND EATING & COMPETENCY CHECKLIST	SLP, SLP/OT, RN	Review standards. Manual pages #59-74 and Appendix pages 164 & 166. Handout slides #69-92 with speaker notes.
2:45	Dysphagia	SLP	Manual pages #60-68. Handout slides #69-87 with speaker notes.
3:15	Dysphagia post test	SLP	Handout slide #92 with speaker notes. Distribute post tests and instruct students to complete. Open book review and discussion is allowed. Ask the instructor if you need help. Allow time to complete. Instruct students to exchange papers with their neighbors to correct. Review answers with students while they correct each other's tests. Tell them to check the wrong answer only, write the total correct answers over the total answers (i.e., 6/8) at the bottom of the page, and then return the post test to the owner. Assure appropriate discipline reviews and signs all tests. Collect and turn in to QCHF. Enter the total correct score on the Instructor Post Test Checklist.
3:30	Dysphagia (and Eating) competency checklist	SLP, OT/SLP, RN	Handout slide #92 with speaker notes. Distribute competency checklists for dysphagia and eating. Mix two separate cups of liquids using the thickener and water or juice. Mix to thin and nectar consistency. Student observes. Discuss the role of thickened liquids in resident safety, who mixes the thickener, and other pertinent issues. Ask all students to identify the thin and nectar consistency. Assure SLP, SLP/OT, or RN observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
3:45	Eating	OT/SLP	Manual pages #69-74 and Appendix page 164 & 166. Handout slides #88-91 with speaker notes.
	• Positioning	OT/SLP	Manual pages #69-70. Handout slide #88 with speaker notes. OT/SLP reviews wheelchair and bed positioning with SLP or RN acting as the resident.
	• Adaptive devices	OT/SLP	Manual pages #71-72. Handout slides #89 with speaker notes. Review eating equipment for eating (i.e., name, purpose, how to use, and appropriate residents for use).
	• Self-Feeding	OT/SLP	Manual pages #73-74. Handout slides #90-91 with speaker notes.

TIME	CONTENT	INSTR. DISC.	COMMENTS
			OT/SLP reviews wheelchair and bed positioning with SLP or RN acting as the resident.
4:15	(Dysphagia and) Eating competency checklist (Cont'd)	OT/SLP, SLP, RN	<p>Handout slide #92 with speaker notes.</p> <p>Present positioning scenarios for problem solving (e.g., resident with right hemiplegia) including use of adaptive equipment and suggestions for swallowing. Two Instructors demonstrate correct feeding techniques (one is resident, one is RNA) with two scenarios:</p> <ul style="list-style-type: none"> • Resident #1: Left CVA, right hemiplegia, right neglect, Parkinson disease, oral dysphagia with pocketing • Resident #2: Fractured left arm, arthritis in hands, halo with erect head and neck, dementia <p>Ask all students to demonstrate competency individually while working within their teams. Establish stations with one Instructor per team using one wheelchair at table or bed. Participants demonstrate correct feeding techniques for the one scenario. (See Competency Check Room Set-Up.) Assure OT/SLP, SLP, or RN observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.</p>
WRAP-UP & ADJOURN			
4:50	Wrap-up & adjourn	ALL	<p>Handout course evals for Day 1. Ask students to complete. Collect and turn in to QCHF. Ask the students to assure that they have completed all post tests and competency checklists and that the Instructors have signed off. Instructor checks post test scores to assure 80% criteria has been met. Instructor checks competency checklist scores to assure 100% criteria have been met. If any students are not meeting the passing criteria, meet with them individually and ask them to see an Instructor on Day 2 to correct post tests and/or competency checklists in order to comply with passing criteria. Turn signed attendance sign-in sheets to QCHF. Remind students to bring in any missing data as identified through sign-in sheets (e.g., license number) and by Pacific Gateway in the screening process (e.g., copy of Social Security card). Remind the student that Day 2 class begins at 8:00 tomorrow morning. If they are late, they will have to sing or tell a joke/story. Ask them to come back tomorrow!</p>

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
INSTRUCTOR TRAINING SCHEDULE
DAY 2

TIME	CONTENT	INSTR. DISC.	COMMENTS
INTRODUCTION			
8:00	WELCOME BACK!	PT, PT, OT	Introduce the Instructors. Provide overview for the day. Ask for questions remaining from yesterday's training.
JOINT MOBILITY			
8:10	JOINT MOBILITY & COMPETENCY CHECKLIST	PT, PT, OT	Review standards. Manual page #75 and Handout slide #94-95. Manual pages #75-102 and Appendix pages 166-167. Handout slides #93-107 with speaker notes.
8:10	<ul style="list-style-type: none"> Joint mobility and range of motion and competency checklist 	PT	Manual pages #75-93. Handout slides #96-103 & 107 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 4 teams, 6 students per team). Establish stations. See Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
9:30	<ul style="list-style-type: none"> Splinting and hand care and competency checklist 	OT	Manual pages #94-102, 117, 124 and Appendix page 167. Handout slides #104-107 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
10:00	Break	ALL	Students who are late returning from break must sing or tell a story or joke (establish as a ground rule).
FUNCTIONAL MOBILITY – ORTHO			
10:15	FUNCTIONAL MOBILITY – ORTHO & COMPETENCY CHECKLIST	PT, PT, OT	Review standards. Manual page #121 and Handout slide #109-110. Manual pages #103-107, 118-127, 135-143, 148-162 and Appendix pages 165-168. Handout slides #108-141 with speaker notes.
10:15	<ul style="list-style-type: none"> Ortho case study review 	OT	Manual page #32. Ask students to read the Ortho case study in their manual. Allow 3-5 minutes to read and review highlights.
10:20	<ul style="list-style-type: none"> Body mechanics and gait belt use 	PT	Manual pages #123, 135. Handout slides #111-115 with speaker notes.
10:35	<ul style="list-style-type: none"> Level of assistance definitions 	PT	Manual pages #122. Handout slides #116 with speaker notes.
10:40	<ul style="list-style-type: none"> Hip precautions 	PT	Manual page #138. Handout slide #123-141 with speaker notes.
10:45	<ul style="list-style-type: none"> Positioning, bed mobility, transfers, 	PT	Manual pages #124-143, 148-151.

TIME	CONTENT	INSTR. DISC.	COMMENTS
	and competency checklist		Handout slides #117-127 & 141 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF. Training note: Use masking tape to give each student a simulated hip incision to enhance awareness during activity.
12:00	Lunch	ALL	Students who are late returning from break must sing or tell a story or joke (establish as a ground rule).
12:45	<ul style="list-style-type: none"> ADL Training and competency checklist 	OT, PT, PT	Manual pages #103-108, 118-120 and Appendix page 166. Handout slides #132-134 & 141 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
1:00	<ul style="list-style-type: none"> Ambulation and competency checklist 	PT, PT, OT	Manual pages #158-162 and Appendix page 168. Handout slides #135-140 & 141 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
1:30	Joint mobility & Functional Mobility-Ortho post tests	ALL	Handout slide #141 with speaker notes. Distribute post tests and instruct students to complete during lunch. Open book review and discussion is allowed. Ask the instructor if you need help.
FUNCTIONAL MOBILITY – NEURO			
2:00	FUNCTIONAL MOBILITY -- NEURO & COMPETENCY CHECKLISTS	PT, PT, OT	Review standards. Manual page #121 and Handout slide #143-144. Manual pages #121-125, 127-138, 144-151, 158-162 and Appendix pages 165-168. Handout slides #142-158 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
2:00	<ul style="list-style-type: none"> Neuro case study review 	OT	Manual page #34. Ask students to read the Neuro case study in their manual. Allow 3-5 minutes to read and review highlights.
2:10	<ul style="list-style-type: none"> Positioning, bed mobility, transfers, and competency checklist 	PT, PT, OT	Manual pages #127-138, 144-151. Handout slides #145-146 & 157-158 with speaker notes. Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See

TIME	CONTENT	INSTR. DISC.	COMMENTS
			Instructor Training Guidelines. Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.
2:45	Break	ALL	Students who are late returning from break must sing or tell a story or joke (establish as a ground rule).
4:00	<ul style="list-style-type: none"> ADL Training and competency checklist 	OT, PT, PT	<p>Manual pages #103-105, 108-116, 118-120 and Appendix page 166.</p> <p>Handout slides #152-153 & 157 with speaker notes.</p> <p>Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines.</p> <p>Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.</p>
4:30	<ul style="list-style-type: none"> Ambulation and competency checklist 	PT, PT, OT	<p>Manual pages #158-162 and Appendix page 168.</p> <p>Handout slides #154-156 & 158 with speaker notes.</p> <p>Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations. See Instructor Training Guidelines.</p> <p>Assure appropriate discipline observes competency performed 100% correctly and signs all checklists. Collect and turn in to QCHF.</p>
WRAP-UP & ADJOURN			
4:50	Wrap-up & adjourn	ALL	<p>Handout slide #159.</p> <p>Handout course evals for Day 2. Ask students to complete. Collect and turn in to QCHF. Ask the students to assure that they have completed all post tests and competency checklists and that the Instructors have signed off. Instructor checks post test scores to assure 80% criteria has been met. Instructor checks competency checklist scores to assure 100% criteria has been met. Allow students to take the competency checklists with them to file in their personnel file in their work location. If any student is not meeting the passing criteria, meet with them individually and tell them that they will not be awarded certification but will be given credit for 16 hours of attendance. Instructors initial the sign-in sheets for Day 2 to indicate that each student has passed the course. Turn signed attendance sign-in sheets to QCHF. Award pins to all graduates in a group format. Each Instructor calls their team members to the front of the room and pins them with the appropriate RNA or RNPC pin.</p>

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE INSTRUCTOR POST TEST CHECKLIST

TRAINING DATES _____

LOCATION _____

[illegible]

INSTRUCTOR TRAINING GUIDELINES

GENERAL TRAINING FORMAT:

1. Lecturette
2. Discussion
3. Test

A. POST TEST TRAINING FORMAT:

1. Lecturette
2. Discussion
3. Post test

B. COMPETENCY CHECK FORMAT:

1. Lecturette
2. Demonstration – See role detail and room set-up instructions
3. Return demonstration -- See role detail and room set-up instructions

ROLES:

Lead Instructor

- Instructs whole team
- Supervises 2 teams

Assistant Instructor

- Supervises 2 teams

INSTRUCTION METHOD:

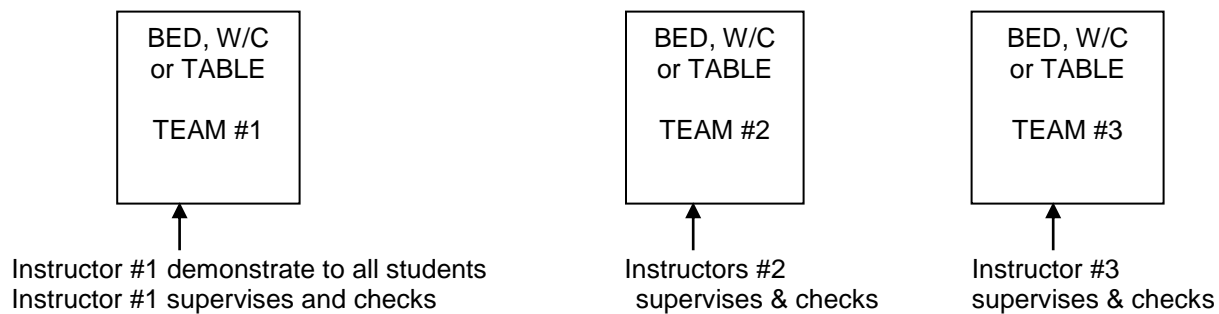
- One team of students per bed (e.g., 8 students to 1 bed). If 6 students per team, place 3 on each side of the bed to expedite
- One student is the “resident”
- All students rotate in roles of resident and RNA
- Verbal instruction of skill or module
- Demonstrate skill “step-by-step” as each team has one student following the skill
- Return demonstration
- Instructor sign-off on skill on the competency checklist

COMPETENCY CHECK ROOM SET-UP

OPTION #1: STATIONS

Instructors gather competency checklists for their team of students (i.e., 3 teams, 8 students per team). Establish stations:

- Instructor #1 demonstrates and supervises Team #1 with 1 bed and 1 wheelchair and signs-off competency checklists
- Instructor #2 supervises Team #2 with 1 bed and 1 wheelchair and signs-off competency checklists.
- Instructor #3 supervises Team #3 with 1 bed and 1 wheelchair and signs-off competency checklists.



Team may observe and critique each other.

Assure appropriate discipline observes competency performed 100% correctly and signs all checklists.
Collect and turn in to QCHF.

OPTION #2: ROLLING CHECKS

1. Instructor demonstrates competency on Student #1.
2. Student #1 demonstrates competency on Student #2 who acts as a Resident.
3. Student #2 demonstrates competency on Student #3 who acts as a Resident.
4. Student #3 demonstrates competency on Student #4 who acts as a Resident.
5. Student #4 demonstrates competency on Student #5 who acts as a Resident.
6. Student #5 demonstrates competency on Student #6 who acts as a Resident.
7. Student #6 demonstrates competency on Student #1 or Instructor who act as a Resident.

TRAINING TIPS

- **MANAGE YOUR TIME!** Frequently check the Day 1 schedule to assure that you are on time and task. If you fall behind, alter the schedule to assure completion of the post tests and competency skills checks.
- Score the post tests as soon as possible on Day 1 in order to identify weak students as soon as possible. If a student is having problems meeting the 80% criteria, offer them an opportunity to correct their incorrect test items, indicating the page number in the manual where the answer can be found. This technique is especially helpful for the “Cognition” section which some students find difficult due to first exposure, language barriers and/or complexity of the material.
- Note individual trends in passing the competency checks. If a student is having problems meeting the 100% passing criteria, offer them an opportunity to repeat performance with an Instructor during lunch or a break.
- Time is of the essence. There is a large amount of information to cover in a relatively short period of time. Therefore, you may consider offering 45 minute lunches, 10 minute breaks and/or completing post tests during lunches and breaks.
- Provide movement opportunities, teamwork and Instructor/student interactions in the large group format whenever possible. Translate content to visible examples whenever possible. Avoid lecturing beyond a simple, short lecturette.

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
LEADERSHIP KEYS TO SUCCESS
ACTIVITY

SET-UP:

"We are interested in knowing what you think about Restorative Nursing Programs. As a team, please discuss the following questions. There are no right or wrong answers. I will give you about 5-8 minutes to discuss all 4 questions.

EXECUTE:

Distribute the following 4 questions for discussion:

1. One thing I know for sure about the RNP is _____
2. One question I have about the RNP is _____
3. One thing that scares me about the RNP is _____
4. I think facilities with the RNP are _____

DEBRIEF:

Review each question as a large group. Ask each team to share their answers. Write the answers on a flip chart. Consider this information as you proceed through the "Leadership Keys to Success" section to focus on facility specific issues.

RESTORATIVE NURSING PROGRAM CERTIFICATION COURSE
LEADERSHIP KEYS TO SUCCESS
ACTIVITY

1. One thing I know for sure about the RNP is _____

2. One question I have about the RNP is _____

3. One thing that scares me about the RNP is _____

4. I think facilities with the RNP are _____