

COMMUNITY HEALTH AIDE BASIC TRAINING CURRICULUM

June 2010
Revised September 2018



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Revision of the Community Health Aide Basic Training Curriculum - 2018

Read the CHA Basic Training Curriculum and Process Overview. The Table of Contents of the Overview will give you a summary of the components. The TOC is hyperlinked so you can go directly to specific sections.

See the Curriculum Table of Contents on the next 2 pages for when Units were revised. Highlighted in yellow are the most recent revisions. The Unit Time Chart follows – note time changes highlighted in blue. The yellow highlight shows the changes to Units 1 and 4.

Teaching the CHA Basic Training Curriculum:

When you start planning the CHA's learning experiences, do the following:

- Review the "How to Use the Curriculum Units" section for important concepts.
- Understand that these curriculum units are not lesson plans. They do not include teaching notes/suggestions needed to reinforce content.
- Read through the whole curriculum unit.
- Be familiar with the content referenced in other units.
- Review related lesson plans or other teaching materials.

These curriculum units represent the content to be covered. The units are intended to keep the instructor focused on essential information for Basic Training. Learning should be enjoyable; this Curriculum allows you to use your own creative processes to help CHAs learn the content.

Process for Review and Revision of the CHA Basic Training Curriculum:

Keep an accurate record of problems and concerns encountered in using the curriculum. Comments or suggestions for corrections and revisions should be directed to the Academic Review Committee through a Training Center Coordinator or Alaska Native Tribal Health Consortium (ANTHC) CHAP, 907-729-3642.

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COMMUNITY HEALTH AIDE BASIC TRAINING CURRICULUM

Revision **September 2018**

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**Community Health Aide Program
2010 Basic Training Curriculum Hours by Session – September, 2018**

Description	Unit	Session I				Session II				Session III				Session IV				Unit Total
		Class	Skills	Clinic	⊗	Class	Skills	Clinic	⊗	Class	Skills	Clinic	⊗	Class	Skills	Clinic	⊗	
Role of CHA	1a	1				1												2
Profess.Conduct/Ethics	1b	1				0.5												1.5
Gen. Health & Disease	2a	2																2
Immune Sys/Infection	2b	1																1
Anatomy & Function	3	3																3
Using CHAM	4a	1	1		⊗				⊗			⊗					⊗	2
Intro to Pt Encounter	4b	1		12				12								8		33
History	4c	1	2.5		⊗	0.5	1		⊗			⊗		0.5	1.5		⊗	7
Exam	4d	1.5	5.5	4	⊗	0.5	2	1	⊗			⊗			1		⊗	15.5
Assessment	4e	0.5	1		⊗				⊗			⊗					⊗	1.5
Plan	4f	1	1		⊗				⊗			⊗					⊗	2
Reporting	4g	1	1		⊗		1		⊗			⊗		1			⊗	4
Med. Vocabulary	4h	1			⊗				⊗			⊗					⊗	1
Cleaning Med Equip.	5a1	1																1
Handwashing	5a2		0.25		⊗				⊗			⊗					⊗	0.25
Standard Precautions	5a3		1		⊗				⊗		0.5	⊗					⊗	1.5
Response to Contamin.	5a4	0.5			⊗				⊗	0.25		⊗					⊗	0.75
Clean/Sterile Techniques	5a5		1		⊗				⊗			⊗					⊗	1
IV Therapy	5b1		3				3				3			3				12
Plaster Splinting	5b2						2											2
Crutch Fitting / Walking	5b3						0.5											0.50
Eye Skills	5b4		2.25											2				4.25
Ear Skills	5b5		1.25															1.25
Postural Drain/Clapping	5b6						0.5							0.5				1
Wound Care	5b7		4				4				3			3				14
Blood Drawing	5c1		2	1			1.5	1			1		⊗	1			⊗	7.5
Hemoglobin Testing	5c2		1				0.5											1.5
Blood Glucose Testing	5c3		1											0.5				1.5
TB Skin Test	5c4						1							0.5				1.5
Sputum and TB Culture	5c5						0.5											0.50
Throat Swab/Strep Test	5c6		0.75															0.75
Culture for Infection	5c7		0.25															0.25
Urine Sample & Dipstick	5c8		1				0.5											1.5
Specimen-Urine Culture	5c9						0.25											0.25
Urine Pregnancy Test	5c10						0.5				0.25							0.75
Specimen:GC/Chlamydia	5c11										0.5							0.50
Stool Specimens/Tests	5c12						0.75											0.75
Injections	5d1		4		⊗		2		⊗				⊗					6
Mixing Powdered Meds	5d2		1															1
Meds Given by Inhalation	5d3		0.75											0.75				1.5
Emergency Care Skills	6a	12.75	10.25															23
Poisoning	6b	2																2
Emergency Care Review	6c					2	8.5			1.5	6.5			1.5	6.5			26.5
Eye	7	2	0.5			1								2	0.5			6
Ear	8	2	2	1		1.5	1.5				1			1	2	1		13
Mouth/Teeth Concepts	9a					1.5	1.5											3.0
Mouth/Teeth Pt Visit	9b					2.25	0.75											3.0
Respiratory System	10	3	1	1		2	1	1					2	2	1			14
Circulatory System	11					3	1	1					3	2	1			11
Digestive System	12	3	1	1		3	1	1					2	1	1			14
Urinary System	13					2	0.5			1								3.5
Repro System - Male	14a					1	0.5			1	1							3.5
Repro System-Female	14b					3	1			2	1			1	4			12
Breast	15									1	1				1			3
Musculoskeletal Sys	16					2.5	1.5						2	2				8
Nervous System	17					3.5	1.5						2	2				9
Endocrine System	18a					1							1	0.5				2.5
Diabetes	18b					1							3	0.5				4.5

Description	Unit	Session I				Session II				Session III				Session IV				Unit
		Class	Skills	Clinic	⚙	Class	Skills	Clinic	⚙	Class	Skills	Clinic	⚙	Class	Skills	Clinic	⚙	Total
Skin	19	1	2			2	2							1	1			9
Intro to Mental Health	20a	0.5				1												1.5
MH Promotion for CHA	20b	2				2								2.5				6.5
Mental Hlth Emergencies	20c	0.5	0.5			1												2
MH Promotion – patients	20d					2												2
Mental Illness	20e					3	1	4										8
Substance Abuse Concepts	20f1					0.5								1	0.5			2
Substance Abuse Pt. Visit	20f2					1								2	1			4
Family Problems/Abuse	20g									4								4
Sex Abuse/Rape	20h									1.5								1.5
Grief/ Loss, Death/Dying	20i					2												2
Suicide	20j	2																2
Family Planning	21a									3								3
Pregnancy & Prenatal	21b					2	1	2		6	2.5	8		2	2	3		28.5
Fetal Alcohol Spectrum	21c									2								2
Labor & Delivery –village	21d									2	2							4
Postpartum Care	21e									1	1	1						3
Approach to Child Care	22a	1		2				4										7
Newborn	22b									1	1	1		1	1	1		6
Well Child	22c									2.5	4	8		1.5	0.5	3.5		20
Sick Child	22d	2	2	4		3	1	4		2		4				4		26
Ages 5 to 18	22e									4								4
Approach-Elder H. Care	23													4				4
Gen Info about Medicines	24a	1.5	0.5				0.5				0.5			2	0.5			5.5
CHAM Med / Giving Med	24b	2	3.5		⚙	2.5	0.5		⚙				⚙				⚙	8.5
Managing Meds in Clinic	24c					1	0.5											1.5
Intro Communicable Dz	25a	1.5																1.5
Immunizations	25b					0.5	1		⚙	2	1		⚙		1		⚙	5.5
Tuberculosis	25c					0.25								3				3.25
STI	25d					2	1			2	1	4						10
HIV/AIDS	25e					2												2
Intro Environment Health	26a													1.5				1.5
Food/Waterborne Dz	26b													2				2
Rabies	26c													1				1
Injury Prevention	26d													2				2
Health Promo/Surveillance	27a				⚙				⚙				⚙	2.5	1.5		⚙	4
Health/Patient Education	27b	0.5			⚙	1			⚙				⚙	0.5	1		⚙	3
Nutrition	27c									3	3			2			⚙	8
Chronic Disease	27d													1.5	1	4		6.5
Cancer	27e													2				2
CHA Ongoing Education	28	0.5				0.5								0.5				1.5
Clinic Management	29													2				2

⚙ = CHA will demonstrate a skill as part of clinical encounters, if the skill is available.

	Session I			Session II			Session III			Session IV			Total
	Class	Skills	Clinic	Class	Skills	Clinic	Class	Skills	Clinic	Class	Skills	Clinic	
Hours per Unit per Session	56.25	60.75	26	63.25	50	31	42.75	34.75	26	57	45.75	34	527.50
Hours per Session		143.00			144.25			103.50			136.75		527.50
Orientation Time		2.00			1.00			1.00			1.00		5.00
Evaluation Time		14.00			14.00			14.00			14.00		56.00
Total Hours		159.00			159.25			118.50			151.75		588.50

THE PATIENT ENCOUNTER
Using the CHAM, Unit 4a

Session	Class hrs.	Skills practice hrs.	Clinical hrs.
Session I	1	1 (all objectives, case studies)	⊗ (all objectives)
Session II			⊗ (all objectives)
Session III			⊗ (all objectives)
Session IV			⊗ (all objectives)

⊗ = Demonstrate skills as part of clinical encounters, if available.
See session column below for clinical performance level in brackets.

Performance Levels: See Curriculum Introduction: Learning Objectives, Performance Levels and Evaluation

Level 1: Knowledge: familiarity, awareness; Skills: no practice or return demonstration required

Level 2: Knowledge: demonstrates the ability to navigate, understand, and apply the CHAM with limited guidance from the instructor
Skills: demonstrates with limited guidance from instructor

Level 3: Knowledge: demonstrates the ability to navigate, understand, and apply the CHAM without guidance from the instructor
Skills: demonstrates without guidance from instructor

Note to instructor

For more information and detail see “How to Use the CHAM” in the “About” section in the CHAM.

Performance level at end of session				Objective:
I	II	III	IV	The CHA will:
3	⊗[3]	⊗[3]	⊗[3]	1. Understand that the CHAM: <ul style="list-style-type: none"> • Must be used by all CHA/Ps for every patient encounter. Regional notes and variations are possible. • Provides patient care protocols and consistent treatment guidelines for CHA/P. • Guides the CHA/P through the patient encounter (HEAP) when providing health care in the village. • Describes the way CHA/Ps are trained to examine, perform procedures and treat various problems. Other health care providers may do things differently from their training and experience.
2				2. Understanding the importance of keeping your CHAM current and fully functional. <ul style="list-style-type: none"> • Connect your CHAM device to the Internet frequently to ensure the most current version of the iCHAM application. • If the PDF or eBook version is used, it must be manually downloaded. • Check with your information service/technology department to make sure you have the latest iOS (operating system) in your device.
2	⊗[3]	⊗[3]	⊗[3]	3. Understand the parts of the CHAM well enough to provide patient care: <ul style="list-style-type: none"> • "How to Use the CHAM" – found in “About” section in the CHAM. <ul style="list-style-type: none"> – Information is included that is so basic to providing good health care that it is not repeated anywhere else in the CHAM. • Launch page (also called Home page) is designed to assist in determining where to begin the patient encounter. It includes navigation to: <ul style="list-style-type: none"> – For a New Problem or Complaint. – Emergency. – Child Younger than 8 Years Who May Be Very Sick. – Recheck Visit of Problem Treated at a Village Clinic. – Follow-up After Hospital or Regional Clinic Visit. – Chronic Care Visit. – Preventive (Wellness) Care Visit. And includes beginning of history for New Problem or Complaint.

(objective continues)

THE PATIENT ENCOUNTER
Using the CHAM, Unit 4a

I	II	III	IV	The CHA will:
				3. Understand the parts of the CHAM well enough to provide patient care: (objective continued)
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Components: <ul style="list-style-type: none"> – Emergency Field Handbook. – Patient Care Visit. – Reference and Procedures. – Medicine Handbook. – About.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Table of Contents/Index/Symptom Index/Search.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Scrolling.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Hyperlinks.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Personalization features (examples: bookmarks; regional notes).
				4. Demonstrate how to navigate the CHAM when a patient visit is for:
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • New complaint or health problem. <ul style="list-style-type: none"> – For a chief complaint that has an appropriate problem specific section. – When CHA cannot find a section for the patient's chief complaint. – When patient has more than one complaint.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Emergency: <ul style="list-style-type: none"> – Outside of the clinic. – In the clinic.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Child Younger than 8 Years Who May Be Very Sick.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Recheck of an acute problem.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Follow-up After Hospital or Regional Clinic Visit.
1			☉[3]	<ul style="list-style-type: none"> • Chronic care.
1	☉[2]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Preventive (wellness) care.
				5. Use the CHAM's order of steps when giving health care. Recognize the importance of:
3	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • "Do NOT begin here" and "Begin Here".
3	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Going through the entire history and exam process prior to going to the Assessment chart.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Omitting a step if it has already been addressed or if it is not indicated during the patient visit.
3	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Encounter is not complete until all steps of the Plan have been implemented.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • When using a hyperlink to leave a section of the CHAM, CHA must return to the original section and finish all listed parts before the visit is complete.
				6. Make Assessments, using the CHAM:
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Demonstrate use of an assessment chart to match history and exam findings with common assessments.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • The Assessment "Other____Illness (Problem)" is used when the history and exam findings do not match adequately with a specific assessment.
2	☉[3]	☉[3]	☉[3]	<ul style="list-style-type: none"> • Assessment may be found in a list rather than a chart; see example Eye Chart A.
3	☉[3]	☉[3]	☉[3]	7. Demonstrate locating the appropriate CHAM Plan for an Assessment.

PROCEDURES AND LAB TESTS
 IV Therapy, Unit 5b1

Session	Class hrs.	Skills practice hrs.	Clinical hrs.
Session I		3	
Session II		3	
Session III		3	
Session IV		3	

Performance Levels: See Basic Training Curriculum and Process Overview

Level 1: Knowledge: familiarity, awareness; Skills: no practice or return demonstration required

Level 2: Knowledge: demonstrates the ability to navigate, understand, and apply the CHAM with limited guidance from the instructor
Skills: demonstrates with limited guidance from instructor

Level 3: Knowledge: demonstrates the ability to navigate, understand, and apply the CHAM without guidance from the instructor
Skills: demonstrates without guidance from instructor

Note to instructor The actual procedures may be taught as part of a variety of units and in any combination. Skills practice time is for both instruction and return demonstration of skill. Return demonstration is based on a ratio of 1 instructor to 2-3 students. If the number of students increases, the hours should be increased by ¼ of the total time per additional student.

Performance level at end of session:				Objective:
I	II	III	IV	Using the CHAM and Standard Precautions, the CHA will:
				1. Determine the need for starting an IV in the village. The reasons include but are not limited to:
2	2	3	3	• Shock.
2	2	3	3	• Chest pain.
2	2	3	3	• Dehydration.
2	2	3	3	• Trauma.
2	2	3	3	• Altered level of consciousness.
2	2	3	3	• Serious chest or abdominal wound.
2	2	3	3	2. Gather and assemble all equipment needed to start and maintain an IV, including selecting appropriate size needle, tubing or saline lock, and fluid.
2	2	3	3	• Recognize the difference between macro vs microdrip tubing.
2	2	3	3	• Identify and demonstrate appropriate flow rate with patient showing symptoms of shock.
2	2	3	3	• Identify and demonstrate appropriate flow rate to keep vein open (TKO).
2	2	3	3	• Identify and demonstrate appropriate maintenance flow rates.
2	2	3	3	• Identify amount of fluid to be infused.
1	2	2	2	• Discuss the potential for and how to assess for fluid overload (examples: pediatrics; CHF).
2	2	3	3	3. While maintaining Standard Precautions and clean/sterile technique, demonstrate steps of assembling and using IV equipment.
				• Assembling IV bag and tubing.
				• Assembling IV bag and a saline lock device.
				• Attaching IV line to catheter or saline lock, and starting flow.
2	2	3	3	4. Demonstrate inserting a inserting a safety IV catheter into a vein on a manikin arm and a person using clean/sterile technique and Standard Precautions.
				• Choosing an appropriate vein for the situation.
				• Choosing the appropriate catheter.
				• Methods of finding a vein.

PROCEDURES AND LAB TESTS
IV Therapy, Unit 5b1

I	II	III	IV	Using the CHAM and Standard Precautions, the CHA will:
2	2	3	3	5. Tape securely and label IV according to CHAM.
				6. Identify and correct common problems:
2	2	3	3	• Drip chamber full.
2	2	3	3	• IV site infiltration.
2	2	3	3	• IV line not running.
2	2	3	3	• Air bubbles in IV line.
2	2	3	3	7. Change IV bags when one is empty.
2	2	3	3	8. Discontinue and remove an IV; dispose of catheter and tubing in a red bag.
2	2	3	3	9. Chart IV catheter insertion time, needle size, location, solution used, flow rate and total volume infused; also chart discontinuation time if appropriate.
				Note to instructor Giving IV medications is a skill not taught in Basic Training.

PROCEDURES AND LAB TESTS

Injections, Unit 5d1

Session	Class hrs.	Skills practice hrs.	Clinical hrs.
Session I		4	⊗ (objectives 3, 4, 5, 6, 10)
Session II		2	⊗ (objectives 3, 4, 5, 6, 10)
Session III			⊗ (objectives 3, 4, 5, 6, 10)
Session IV			⊗ (objectives 3, 4, 5, 6, 10)

⊗ = Demonstrate skills as part of clinical encounters, if available.

See session column below for clinical performance level in brackets.

Performance Levels: See Basic Training Curriculum and Process Overview

Level 1: **Knowledge:** familiarity, awareness; **Skills:** no practice or return demonstration required

Level 2: **Knowledge:** demonstrates the ability to navigate, understand, and apply the CHAM with limited guidance from the instructor
Skills: demonstrates with limited guidance from instructor

Level 3: **Knowledge:** demonstrates the ability to navigate, understand, and apply the CHAM without guidance from the instructor
Skills: demonstrates without guidance from instructor

Note to instructor

The actual procedures may be taught as part of a variety of units and in any combination. Skills practice time is for both instruction and return demonstration of skill. Return demonstration is based on a ratio of 1 instructor to 2-3 students. If the number of students increases, the hours should be increased by ¼ of the total time per additional student.

Performance level at end of session:				Objective:
I	II	III	IV	
				Using the <u>CHAM</u> and Standard Precautions, the CHA will:
2	3			1. List common reasons for giving medications by injection.
2	3			2. Discuss potential problems with injections and how to avoid them.
2	3	⊗[3]	⊗[3]	3. Give patient education regarding the need to wait in the clinic after an injection, potential complications, and how to treat them.
		⊗[3]	⊗[3]	4. Identify the difference between intramuscular (IM), subcutaneous (SQ, SC) and intradermal (ID) injections.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> Length of needle required for the correct depth.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> The reason for differences in IM and SQ technique (angle of needle insertion, pinching up the skin).
2	3	⊗[3]	⊗[3]	5. Demonstrate use of safety needles/ syringes.
		⊗[3]	⊗[3]	6. Demonstrate the proper administration of IM and SQ injections, both on a training model and patient/ student.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> Check the 5 R's.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Right patient.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Right route.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Right time.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Right dose.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Right medicine.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> Choose the correct site.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> Choose the correct syringe.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> Choose the correct needle:
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – SQ vs. IM
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Child < 40 lbs.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – Patient ≥ 40 lbs.
2	3	⊗[3]	⊗[3]	<ul style="list-style-type: none"> – For deltoid, ventral gluteal (side hip) or thigh muscle.

(objective continues)

PROCEDURES AND LAB TESTS
Injections, Unit 5d1

I	II	III	IV	Using the <u>CHAM</u> and Standard Precautions, the CHA will:
				6. Demonstrate the proper administration of IM and SQ injections, both on a training model and patient/ student. (objective continued)
2	3	☉[3]	☉[3]	<ul style="list-style-type: none"> • Accurately measure the correct dose on syringe.
2	3	☉[3]	☉[3]	<ul style="list-style-type: none"> • Demonstrate locating the appropriate site using landmarks: <ul style="list-style-type: none"> – IM: deltoid, ventral gluteal (side hip) or thigh muscle. – SQ: thigh, upper arm.
2	3	☉[3]	☉[3]	<ul style="list-style-type: none"> • Demonstrate position/ holding the child: <ul style="list-style-type: none"> – Lay child on his back on exam table. – Have mom hold child in her lap.
2	3	☉[3]	☉[3]	<ul style="list-style-type: none"> • Demonstrate injection technique on fellow student, including wearing gloves and aspirating for all IM and SQ injections: <ul style="list-style-type: none"> – IM ventral gluteal (side hip) muscle. – SQ upper arm.
2	3	☉[3]	☉[3]	<p><u>Note to instructor</u> This objective is to promote awareness of Standard Precautions and the learning of basic injection technique.</p>
2	3			7. Using the <u>CHAM</u> , demonstrate loading and unloading a Tubex [®] and Carpuject [®] syringe into the metal or plastic holder.
2	3			8. Be familiar with common containers for injectable drugs: ampules, vials, prefilled syringes.
2∇	3∇	∇	∇	<ul style="list-style-type: none"> • Demonstrate opening an ampule and drawing up medicine, using a filter straw or needle. (∇ = also taught in Unit 24a, epinephrine skills)
2∇	3∇	∇	∇	<ul style="list-style-type: none"> • Demonstrate drawing up doses from an ampule. (∇ = also taught in Unit 24a, epinephrine skills)
2∇	3∇	∇	∇	<ul style="list-style-type: none"> • Demonstrate safe disposal of a broken ampule (sharps container). (∇ = also taught in Unit 24a, epinephrine skills)
				9. Discuss insulin syringes and when to use them:
2	3			<ul style="list-style-type: none"> • Demonstrate drawing up doses on insulin syringes.
2	3			<ul style="list-style-type: none"> • List the differences between a 1 ml TB syringe and a 100 unit insulin syringe.
2	3	☉[3]	☉[3]	10. Document injections on the patient record (what was given, how much, what site, by what route, when and any reactions).

PREGNANCY-RELATED HEALTH CARE

Postpartum Care, Unit 21e

Session	Class hrs.	Skills practice hrs.	Clinical hrs.
Session III	1	1 (objective 3)	1 (objective 3, fundus exam) If no new postpartum patient is available, a RAC-approved model may be substituted

Performance Levels: See Basic Training Curriculum and Process Overview

Level 1: Knowledge: familiarity, awareness; Skills: no practice or return demonstration required

Level 2: Knowledge: demonstrates the ability to navigate, understand, and apply the CHAM with limited guidance from the instructor

Skills: demonstrates with limited guidance from instructor

Level 3: Knowledge: demonstrates the ability to navigate, understand, and apply the CHAM without guidance from the instructor

Skills: demonstrates without guidance from instructor

Performance level at end of session:				Objective:
I	II	III	IV	The CHA will:
				1. Using the CHAM, describe postpartum care for the first 24 hours after a woman has delivered in the village, including:
		2		• Massaging the uterus.
		2		• Vital signs.
		2		• Monitoring for bleeding.
		2		• Genital area care.
		2		• Rest, activity and diet.
		2		• Medicine (Methergine).
		2		• Recheck schedule.
		2		2. Recognize the CHAM, as the source for taking and recording a post-partum recheck history and exam; locating and using the proper section of the CHAM.
				3. Using the CHAM, demonstrate the following specific physical exam skills for the postpartum recheck visit and determine if the findings are normal or abnormal:
		∇1	∇	• Breast exam. (∇ = skill taught in Breast, Unit 15)
		2		• Feeling the uterus (fundus).
	∇	1	∇	• Squeezing calf muscle. (∇ = skill taught in Circulatory, Unit 11)
	∇	∇1	∇	• External genital exam. (∇ = skill taught in Female Reproductive, Unit 14b)
				4. Recall those history and exam findings of postpartum problems, which if missed may have serious consequences and must be reported:
				A. History findings:
		2		• Heavy bleeding after delivery.
		2		• Unable to urinate 8 hours after delivery.
		2		• Bleeding (like a heavy period) for longer than 7 days after delivery.
		2		• Sick, flu-like feeling.
		2		• Painful spot on breast.
		2		• Painful area of vagina or outer genital area.

PREGNANCY-RELATED HEALTH CARE
 Postpartum, Unit 21e

I	II	III	IV	The CHA will:
				B. Exam findings:
		2		• Uterus feels soft and large.
		2		• Fever.
		2		• Tender uterus/lower abdomen.
		2		• Foul smelling discharge from vagina.
		2		• Warm, red, tender spot on breast.
		2		• Inflamed breast lump.
		2		• Enlarged, tender lymph nodes in armpit.
		2		• Red, swollen area of vagina or genital area.
		2		• Painful, swollen leg.
		2		5. From the history and exam findings, use the CHAM to make an assessment of normal postpartum and postpartum problems.
		2		6. Demonstrate the ability to follow the CHAM Plan for each postpartum assessment.
		2		A. Patient Education:
				• Demonstrate giving patient education to include information about what the assessment is and how to treat and/or prevent the problem.
				<u>Note to instructor</u>
				Discuss the following important patient education concepts:
		2		– Postpartum blues or feelings of depression.
		2		– Exercises.
		∇		– Breastfeeding (∇ = taught in Breast, Unit 15).
				– Breastfeeding: Note: moved from Breast, Unit 15
		2		▪ Advantages of breast feeding.
		2		▪ Interaction with baby during breastfeeding.
		2		▪ Breastfeeding technique.
		2		▪ Milk supply: initial, normal, and decreasing.
		∇		– Well child care (∇ = taught in Well Child, Unit 22c).
		∇		– Family planning (∇ = taught in Family Planning, Unit 21a).
		2		B. Medicine:
				• Demonstrate use of the CHAM and CHAM Medicine Handbook to select the correct medicine and dosage schedule and to provide the patient with appropriate information about the medicine.
				<u>Note to instructor</u>
				Discuss the following important medicine concepts:
		2		– Postpartum use of prenatal vitamins and iron.
				C. Recheck:
		2		• Demonstrate the ability to communicate appropriate recheck information to the patient:
		2		– Schedule.
		2		– Postpartum danger signs.

Note to instructor: For immediate postpartum care (after delivery), see Labor and Delivery in the Village, Unit 21d.