



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**  
Division of Health Service Regulation

# **State-approved Curriculum Nurse Aide I Training Program**

## **MODULE F Dignity**

### **Teaching Guide 2024 Version 2.0**



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**



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

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## Module F – Dignity Teaching Guide

### Objective

1. Identify caring behaviors consistent with treating a resident with dignity

### Advance Preparation – In General

- Review curriculum and presentation materials
- Use notes (right arrow) in addition to information from each S-
- Add examples or comments to Notes Section
- Set up computer

### Supplies – Optional

### Handouts – Optional

### Instructional Resources/Guest Speaker

State Operations Manual Appendix PP - Guidance to Surveyors for Long Term Care Facilities [SOM - Appendix PP \(cms.gov\)](#) Residents Rights 483.10(a), 483.10(a)(1)

### Advance Preparation – Teaching Tips

Use Module Z Threads of Care for referencing and reinforcing points under Dignity for the following skills:

- **#F6 State Operations Manual:** For further information of federal regulations review State Operations Manual, [SOM - Appendix PP \(cms.gov\)](#)
- **#F8 Dignity: Privacy & Respect**
  - Bed bath
  - Pericare
  - Making an occupied bed
  - Collecting routine urine specimen
  - Assisting with use of bathroom; urinary output
  - Catheter care and emptying drainage bag
  - ROM
  - Moving up in bed and turning on side
  - Applying restraints
- **#F10 Dignity: Quality of Life** (Sense of self and a sense of well-being)
  - Mouth care
  - Foot care
  - Fingernail care
- **#F11 Dignity: Personal choice and cultural preferences**
  - Dressing and Undressing
  - Dining/Feeding/Measuring Intake
- **#F12** Reflect on your part in the roleplay.

### Advance Preparation – Activities

- **#F12 Dignity Activity:** Decide how to divide students into 2 to 4 groups.

## **Module F – Dignity Definition List**

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

Module F – Dignity	
<b>(S-1) Title Slide</b>	
<b>(S-2) Objective</b> 1. Identify caring behaviors consistent with treating a resident with dignity	
<b>(S-3) The Nature of Dignity</b> <ul style="list-style-type: none"> <li>Dignity is our value and worth as human beings. Each individual has the right to be recognized for their inherent humanity and treated ethically.</li> <li>Everyone should acknowledge that each of us has a deep, human desire to be treated as something of value.</li> <li>Nurse aides have the potential to change the world where they work by treating each individual, both residents and members of the health care team, with dignity</li> </ul>	<b>Notes:</b>
<b>(S- 4) The Nature of Dignity</b> Nurse aides have the potential to change where they work by treating individuals with dignity. <ul style="list-style-type: none"> <li>Provide Privacy</li> <li>Be Respectful and Courteous</li> <li>Encourage Independence</li> <li>Allow for cultural preferences</li> </ul>	<b>Notes:</b>
<b>(S- 5) Dignity</b> “Quality or state of being worthy of esteem or self-respect” <ul style="list-style-type: none"> <li>OBRA 1987 How residents MUST be treated while living in a long-term care facility <ul style="list-style-type: none"> <li>Omnibus Budget Reconciliation Act (OBRA) – the Nursing Home Reform Act of 1987 has dramatically improved the quality of care in nursing homes by setting federal standards of how care should be provided to residents. The Act spells out how residents MUST be treated while living in a long-term care facility.</li> </ul> </li> </ul>	<b>Notes:</b>
<b>(S- 6) Dignity - Resident’s Rights</b> <ul style="list-style-type: none"> <li>Federal regulations state a resident has a right to be treated with dignity and respect</li> <li>All care measures should be provided in manner that promotes resident’s self-esteem and self-respect</li> <li>Resident rights are guaranteed under the federal regulations listed in the State Operations Manual</li> </ul> <b>Teaching Tip #F6:</b> For further information review State Operations Manual, <a href="https://cms.gov">SOM - Appendix PP (cms.gov)</a>	<b>Notes:</b>

Module F – Dignity	
<ul style="list-style-type: none"> <li>Examples of noncompliance federal regulation of resident's rights               <ul style="list-style-type: none"> <li>Placing a clothing protector over the resident instead of handing them a napkin</li> <li>Changing radio or television station without the permission of the resident</li> <li>Not maintaining privacy when providing perineal care</li> <li>Use of paper or plastic dishware</li> <li>Standing while feeding a resident</li> <li>Not allowing resident to wear personal clothing</li> <li>Not allowing resident to sit in common areas such as television room, library, dining room</li> </ul> </li> </ul>	
<b>(S- 7) Why is Dignity Important?</b> <ul style="list-style-type: none"> <li>Promotes sense of self-importance</li> <li>Promotes quality of life</li> <li>Promotes feelings of positive self-worth</li> <li>Guides in giving care</li> </ul>	Notes:
<b>(S- 8) Dignity - Nurse Aide's Role</b> <ul style="list-style-type: none"> <li>Focus on each resident as an individual</li> <li>Maintain and enhance their sense of self-esteem and self-worth</li> <li>Be patient and empathetic</li> <li>Be positive, supportive and encouraging</li> <li>Encourage resident to make decisions</li> <li>Be familiar with preferences when meeting resident needs</li> <li>Respect the resident's choices and refrain from judging</li> <li>Assist with attending activities of choice</li> <li>Listen and be aware of unusual gestures</li> <li>Explain procedures</li> <li>Respect room and possessions</li> </ul> <p>Use <u>Module Z Threads of Care</u> for referencing and reinforcing points under Dignity for the following skills:</p> <p>Dignity: Privacy &amp; Respect</p> <ul style="list-style-type: none"> <li>ROM</li> <li>Moving up in bed and turning on side</li> <li>Applying restraints</li> </ul>	Notes:
<b>(S- 9) Dignity - Nurse Aide's Role</b> <ul style="list-style-type: none"> <li>How can a nurse aide demonstrate respectful behaviors toward a resident's private space and property?               <ul style="list-style-type: none"> <li>By not changing the television channel and choosing music without the resident's permission.</li> </ul> </li> </ul>	Notes:

<b>Module F – Dignity</b>	
<ul style="list-style-type: none"> <li>– By knocking on doors and requesting permission to enter</li> <li>– By closing doors as requested by resident</li> <li>– By not moving or inspecting resident's personal possessions without permission</li> </ul>	
<p><b>(S- 10) Dignity - Points to Remember (1)</b></p> <ul style="list-style-type: none"> <li>• A resident's dignity is valued when the nurse aide gives appropriate, compassionate, and effective care</li> </ul> <p>Use <i>Module Z Threads of Care</i> for referencing and reinforcing points under Dignity: Quality of Life (Sense of self and a Sense of well-being)</p>	<b>Notes:</b>
<p><b>(S- 11) Dignity - Points to Remember (2)</b></p> <ul style="list-style-type: none"> <li>• Dignity is essential for every nurse aide's interaction <ul style="list-style-type: none"> <li>– Know the resident's preferences for dressing and dining</li> </ul> </li> </ul> <p>Use <i>Module Z Threads of Care</i> for referencing and reinforcing points under Dignity: Personal choice and cultural preferences</p>	<b>Notes:</b>
<p><b>(S- 12) Dignity - Points to Remember (3)</b></p> <ul style="list-style-type: none"> <li>• The promotion of dignity is constant and on-going <ul style="list-style-type: none"> <li>– Nurse aides should always be respectful whether in communication or in performance of resident skills.</li> <li>– Dignity is an essential aspect for every nurse aide activity</li> <li>– The resident's dignity is valued when the nurse aide gives appropriate, compassionate, and effective care.</li> </ul> </li> </ul> <p><b>Teaching Tip #F12-1:</b> Reflect on your part in the roleplay</p>	<b>Notes:</b>
<p><b>Activity #F12 Dignity Activity</b></p> <p>Divide class into 2 to 4 groups. Require each group to select a recorder who writes down comments and a reporter who shares responses from the group. Ask groups to discuss methods that will promote dignity for the following residents:</p> <ul style="list-style-type: none"> <li>• A resident who is newly admitted, has limitations that include right-sided weakness, with speech impediment</li> <li>• A resident with Alzheimer's disease frequently does not know family, but is ambulatory</li> <li>• A resident who was in a car accident and has two broken arms needs extensive rehabilitation before returning home</li> </ul>	<b>Notes:</b>

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<ul style="list-style-type: none"><li>• A frail female with early dementia who has no visitors, frequently talks of the early years and family members who are already deceased</li></ul> <p>Ask each reporter to share responses.</p>	