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**MODULE I – INITIAL CLASSROOM TRAINING**

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**A MINIMUM OF SIXTEEN HOURS OF TRAINING MUST BE PROVIDED IN THE FOLLOWING FIVE (5) AREAS PRIOR TO ANY DIRECT CONTACT WITH A RESIDENT**

**CLASSROOM HOURS:**           16          

**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- A. Communication and interpersonal skills
  - 1. Communication process—verbal and non-verbal
  - 2. Communication blockers
  - 3. Listening
  - 4. Giving directions
  - 5. Aging process and communication
  - 6. Communication devices-call lights telephone
  - 7. Channels of communication
  - 8. Reporting mechanisms
  - 9. Tour of facility including observation of residents and day-to-day activities.

- B. Infection Control
  - 1. Preventing the spread of infection
  - 2. Micro-organisms and how they cause infection.
  - 3. Hand-washing
  - 4. Universal Precautions and appropriate isolation Procedures

- 1. Identify things needed for communication to occur
  - 2. Identify things that block communication
  - 3. Name four things a good listener does
  - 4. Name the rules to follow when giving directions.
  - 5. State the guidelines to follow when communicating with residents that have sensory and other impairments.
  - 6. Identify channels of communication and reporting intercom, mechanisms.
  - 7. Demonstrate how to use communication devices
  - 8. Understand methods of reporting observations.
  - 9. Identify residents day-to-day activity & services available.
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- 1. Identify statements that are true about micro-organisms.
  - 2. Identify how infections are spread.
  - 3. Demonstrate proper hand-washing technique.
  - 4. Explain why health care workers use Universal Precautions.
  - 5. Demonstrate the correct procedure for putting on and removing masks, gowns and gloves
  - 6. Demonstrate proper care of linen (clean and soiled).

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**MODULE I – INITIAL CLASSROOM TRAINING**  
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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

C. Safety / Emergency Procedures:

1. General safety rules
2. Safe use of equipment.
3. Emergency procedures: seizures, fainting, blocked airway/ Heimlich Maneuver.
4. Fire/safety
5. Body mechanisms
6. Proper application and release of restraints; guidelines for types of restraints (waist, vest, etc.).
7. Identification bands

D. Promoting residents' Independence

1. Assisting with activities of daily living; personal hygiene, bathing, eating, dressing, elimination
2. Resident care plan; introduction to resident care conf.
3. Rehabilitative philosophy; encourage residents to do as much as possible for themselves.
4. P.T., O.T., speech therapy

1. Identify safe practices that prevent accidents.
2. Identify general safety rules for using equipment
3. List steps to be taken in any emergency; demonstrate Heimlich Maneuver; identify ways to prevent falls.
4. List causes, prevention and action to be taken for fires.
5. Demonstrate good body mechanics during lifting
6. Demonstrate proper application of restraints.
7. Understand the purpose of I.D. bands.

1. List activities of daily living
2. Identify levels of independence on the residents care plan.
3. Define adaptive and assistive devices; identify ways to encourage independence.
4. Identify roles of P.T., O.T., speech therapist

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**MODULE I – INITIAL CLASSROOM TRAINING**

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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

E. Respecting residents' rights

1. Residents' bill of rights;
  - Dignity
  - Confidentiality
  - Freedom of choice
  - Privacy
2. Respecting residents' rights.
3. Accommodation of physical, spiritual and emotional needs
4. Legal responsibility of NA
5. Freedom from physical/mental abuse, chemical/physical restraint.

1. Demonstrate respect for residents' rights. (ethnic consideration)
2. Provide choices through communication and actions.
3. Describe basic human rights and needs.
4. Identify actions that violate rights
5. List ways to protect elder from abuse; identify legal responsibility of the NA and the consequence of violating residents' rights.

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**MODULE II – BASIC NURSING SKILLS**

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**Classroom Hours:**     8    

**Clinical Hours:**    20   

**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

A. Taking and recording vital signs

1. Temperature and
  - Oral
  - Rectal
  - Axillary
2. Pulse
  - Radial
3. Respiration
4. Documentation of vital signs
5. Recognizing and reporting anything unusual.

1. Identify normal ranges of oral, rectal and axillary temperatures  
demonstrate procedure.
2. Identify normal pulse range and demonstrate procedure.
3. Identify normal respiratory rage and demonstrate procedure.
4. Demonstrate correct documentation of vital signs.
5. Recognize and report anything unusual.

B. Measuring and recording height and weight

1. Determine resident's height and weight
2. Documentation of height and weight
3. Weighing an ambulatory patient.

1. Demonstrate procedure for measuring height and weight.
2. Demonstrate appropriate documentation of height and weight.
3. Demonstrate procedure for weighing an ambulatory patient.

C. Caring for the residents' environment

1. Care of clothing and personal possessions.
2. Care of resident's unit.
3. Bed-making (occupied and unoccupied)

1. Identify proper procedure for labeling resident's clothing and personal possessions.
2. Demonstrate proper handling and storage of resident's belongings in their unit.
3. Demonstrate proper procedure for bed-making.

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**MODULE II – BASIC NURSING SKILLS CONTINUED**  
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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- D. Caring for residents when death is imminent
1. Definition: death as the last stage of the life process.
  2. Rights of the dying resident
  3. Stages of dying:
    - Denial
    - Bargaining
    - Depression
    - Acceptance
  4. Nursing Assistant responsibilities.
  5. Signs of approaching death.
  6. Post-mortem care
  7. Providing for the needs of the family and other residents

1. Be aware of the attitudes toward death.
2. Be familiar with the rights of the resident in regard to dying w/ dignity
3. Know the stages of dying.
4. Identify responsibilities in caring for the dying resident.
5. Know the physical signs of approaching death
6. Demonstrate procedure for post-mortem care.
7. Identify concerns and feeling of the families and other residents

- E. Recognizing abnormal changes in body function and the importance of reporting such changes to a supervisor.

Including, but not limited to:

- |                        |                                       |
|------------------------|---------------------------------------|
| + Shortness of breath; | + Drowsiness;                         |
| + Rapid respiration;   | + Excessive thirst;                   |
| + Fever;               | + Sweating;                           |
| + Coughs;              | + Pus;                                |
| + Chills;              | + Blood or sediment in urine;         |
| + Pains in chest;      | + Difficulty urinating;               |
| + Blue color to lips;  | + Frequent urination in small amts    |
| + Pain in abdomen;     | + Pain or burning on urination        |
| + Nausea / Vomiting    | + Urine has dark color or strong odor |

1. Recognize symptoms of common diseases
2. Identify reporting mechanisms.

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**MODULE III – PERSONAL CARE SKILLS – INCLUDING, BUT NOT LIMITED TO:**  
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**Classroom Hours:**           9          

**Clinical Hours:**          26         

**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

A. Bathing

1. Bed bath, complete bath
2. Tub bath and shower
3. Perineal care (Male and Female)
4. Back rub
5. Observations

1. Identify purposes for bathing the resident; proper techniques and safety (test bath water temp)
2. Demonstrate the procedure for bed bath, tub bath & shower
3. Demonstrate male/female perineal care
4. Demonstrate proper procedure for back rub
5. Identify observations to report
6. Recognize bathing fears experienced by the cognitively impaired resident.
7. Identify 3 interventions to redirect residents challenging behaviors during bathing procedure.

B. Grooming

1. Oral hygiene, dental care, denture care, shaving, hair care, nail care, foot care.

1. Identify the purpose for oral hygiene, dental care, denture care, shaving hair care, nail care and foot care.

C. Dressing

1. Assisting the resident with dressing and undressing.
2. Dressing and undressing the dependent resident.
3. Resident participation in choice of clothing

1. Select appropriate clothing according the resident’s individual needs; demonstrate assisting resident with dressing and undressing.
2. Demonstrate dressing and undressing dependent resident.
3. Allow resident to participate in choice of clothing.

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**MODULE III – PERSONAL CARE SKILLS – INCLUDING, BUT NOT LIMITED TO:**  
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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

<p>D. Toileting</p> <ol style="list-style-type: none"> <li>1. Elimination of stool and urine</li> <li>2. Specimen collection</li> <li>3. Catheter care and incontinent care</li> <li>4. Documentation of bowel movements and urinary out-put.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate proper procedure for usage of bedpan, urinal and bedside commode.</li> <li>2. Describe specimen collection procedures.</li> <li>3. Demonstrate proper procedure for catheter care and incontinent care</li> <li>4. Define terms used in elimination and observations to report; demonstrate proper procedure for documentation of bowel movements and urinary out- put.</li> </ol>
<p>E. Assisting With Eating and Hydration</p> <ol style="list-style-type: none"> <li>1. Basic nutrition and hydration</li> <li>2. Therapeutic diets and supplemental feedings.</li> <li>3. Serving and feeding the resident.</li> <li>4. Intake and out-put</li> <li>5. Fluid retention and dehydration</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify four food groups and importance of nutrition</li> <li>2. Identify therapeutic diets and supplemental feedings.</li> <li>3. Demonstrate serving and feeding the resident.</li> <li>4. Demonstrate measuring and documenting intake and out-put.</li> <li>5. Identify symptoms of edema and dehydration</li> </ol>
<p>F. Proper Feeding Techniques</p> <ol style="list-style-type: none"> <li>1. Positioning for feeding</li> <li>2. Promotion of independence</li> <li>3. Feeding the impaired resident</li> <li>4. Documentation of dietary intake</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate correct positioning for feeding a resident</li> <li>2. Identify ways to promote independence.</li> <li>3. Demonstrate feeding an impaired resident</li> <li>4. Demonstrate documentation of dietary intake.</li> </ol>
<p>G. Skin Care</p> <ol style="list-style-type: none"> <li>1. Review of the integumentary system</li> <li>2. Effects of aging on the skin.</li> <li>3. Pressure sore:       <ul style="list-style-type: none"> <li>* Risk Factors</li> <li>* Prevention</li> <li>* Management</li> </ul> </li> <li>4. Perineal skin care.</li> <li>5. Observation and reporting</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize four functions of the skin.</li> <li>2. Identify changes in the skin due to aging.</li> <li>3. Identify risk factors, prevention and management of abnormal skin conditions, pressure sores.</li> <li>4. Understand proper procedure for perineal skin care.</li> <li>5. Demonstrate observation and reporting of abnormal skin conditions.</li> </ol>

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**MODULE III – PERSONAL CARE SKILLS – INCLUDING, BUT NOT LIMITED TO:**  
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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

<p>H. Transfer, Positioning and Turning:</p> <ol style="list-style-type: none"><li>1. Principles of good body mechanics.</li><li>2. Lifting and transfers; transfers bed to chair</li><li>3. Positioning &amp; turning, moving in bed, turning side to side.</li><li>4. Positioning devices (Pillows, wedges, foot stools).</li></ol>	<ol style="list-style-type: none"><li>1. Identify the principles of body mechanics; demonstrate correct body mechanics.</li><li>2. Demonstrate lifting and transferring a resident, transferring patient from bed to chair, moving up in bed, turning side to side.</li><li>3. Demonstrate positioning &amp; turning a resident; use of positioning devices</li></ol>
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**MODULE IV – MENTAL HEALTH AND SOCIAL SERVICES NEEDS**

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**Classroom Hours:**         6        

**Clinical Hours:**         4        

**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- A. Modifying aide’s behavior in response to residents’ behavior
  - 1. Understanding behavior and personality of residents.
  - 2. Appropriate responses to resident’s behavior
  - 3. Moral standards and code of ethics.
  - 4. Situational role playing.
  
- B. Identifying developmental tasks associated with the aging process
  - 1. Developmental tasks of aging.
  - 2. Myths/facts on aging.
  
- C. How to respond to resident behavior
  - 1. Identifying behavior problems.
  - 2. Behavior modification techniques.
  
- D. Allowing the resident to make personal choices, providing and reinforcing other behavior consistent with the resident’s dignity.
  - 1. Review resident’s rights stressing the importance of personal choice and dignity
  - 2. Review of the admission process.
  
  - 3. Understanding the emotional process of adjusting to a adjusting to a new environment.
  
- E. Using the resident’s family as a source of emotional support
  - 1. Family response to institutional placement, interaction with family members or significant others, inclusion of family in resident care plan.

- 1. Demonstrate ability to recognize & report changes in resident’s behavior
  - 2. Identify techniques that may help in managing resident’s behavior.
  - 3. Identify the qualities a nursing assistant should have.
  - 4. Use of role playing as method of understanding.
  
  - 1. Identify the physical, psychological and sociological changes associated with aging.
  - 2. Identify facts from myths on aging.
  
  - 1. Recognize and describe common behavior problems.
  - 2. Define basic behavior and modification techniques.
- BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE T**
- 1. Identify ways to encourage resident independence, demonstrate ways to allow resident to make personal choices.
  - 2. Identify 3 referral sources of new admission and stress association with each (i.e. home, hospital, assisted living).
  - 3. Identify losses experienced by a resident when entering a nursing home
  
  - 1. Identify correct ways of staff/ family/ significant other interaction

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**MODULE IV – MENTAL HEALTH AND SOCIAL SERVICES NEEDS CONTINUED**

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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

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- F. Identifying Psychiatric Disorders
    - 1. Signs and symptoms of Major Depression, Bi Polar Disorders, Anxiety Disorders, Schizophrenia, Psychotic Disorders.
    - 2. Crisis Intervention Techniques

- 1. Identify four major psychiatric disorders.
- 2. Identify three behaviors of each of the disorders.
- 3. Understand psychiatric symptoms that require immediate professional intervention.
- 4. Understand effective communication techniques for the symptoms of major psychiatric disorders.
- 5. Define nurse aide role in development and implementation of resident's care plan.

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**MODULE V – CARE OF COGNITIVELY IMPAIRED RESIDENTS**

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**Classroom Hours:** 11

**Clinical Hours:** 11

**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- A. Techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer’s and others)
  - 1. Effects of aging on behavior-helping confused resident.
  - 2. Reality orientation/validation therapy.
  - 3. Review diagnosis and symptoms of Alzheimer’s and related dementia
  - 4. Review dementia verses delirium
  
- B. Communicating with cognitively impaired residents
  - 1. Definition of confusion; guidelines to be used when communicating with the confused resident.
  - 2. Characteristics of a resident with mental retardation. (i.e. developmentally disabled)
  - 3. Effective communication techniques for the cognitively impaired resident.
  
- C. Understanding the behavior of cognitively impaired Residents
  - 1. Causes of dementia and resulting behaviors.
  - 2. Disorders that cause confusion (acute and chronic).
  - 3. Symptoms of diseases and disorders that mimic dementia or other cognitive disorders.
  - 4. Discuss agitation, wandering, inappropriate behavior.

- 1. Demonstrate guidelines to follow when caring for a resident w/ dementia
- 2. Define reality orientation / validation therapy.
- 3. Identify two types of Dementia.
- 4. Identify difference between dementia and delirium.
  
- 1. Demonstrate guidelines to follow when communicating with cognitively impaired resident.
- 2. Demonstrate guidelines to follow when communicating with a resident who has mental retardation.
- 3. Understand the importance of consistent approach and professional manners toward resident with dementia.
- 4. Understand concept of redirection.
  
- 1. Identify causes of dementia.
- 2. Identify disorders that cause confusion
- 3. Identify three behaviors of dementia
- 4. Define “sundowning” and behavioral manifestations of “sundowning”.
- 5. Gain insight into why resident may exhibit certain behaviors.

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**MODULE V – CARE OF COGNITIVELY IMPAIRED RESIDENTS CONTINUED**  
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**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- D. Appropriate responses to the behavior of cognitively impaired residents
  - 1. Dealing with difficult behavior.
  - 2. Environmental modification:
    - \* Large calendars/bulletin boards
    - \* Maintenance of day/night cycle through appropriate dress and verbal cues
    - \* Low stimulus environment
  - 3. Intervention for potentially dangerous or inappropriate behavior.
  
- E. Methods of reducing the effects of cognitive impairments
  - 1. Cues and reminders
  - 2. How to give directions
  - 3. Therapeutic recreation.
  - 4. Maintaining continuity.
  - 5. Motivation therapy.
  - 6. Sensory stimulation.
  - 7. Reminiscent therapy.
  - 8. Validation therapy.
  - 9. Need for activity/ rest balance.
  
- F. Caregiver Issues Encountered With Dementia Residents
  - 1. Personal reactions.

- 1. Identify proper response to the behavior of cognitively impaired resident
- 2. List ways to avoid increasing confusion.
  
- 3. Learn skills to approach and respond to potentially dangerous and Inappropriate behavior.
  
- 1. Name two types of therapy that may be useful in reducing the effects effects of cognitive impairments.
- 2. Demonstrate how to give directions to the cognitively impaired resident
- 3. Name activities appropriate for residents with cognitive impairment.
  
- 1. Identify stresses in caregiving.
- 2. Discuss personal emotions involved with caregiving process.

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**MODULE VI – BASIC RESTORATIVE SERVICES**

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**Classroom Hours:**           2          

**Clinical Hours:**           8          

**CLASSROOM COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- A. Training the resident in self care according to the resident’s abilities
  - 1. ADL capabilities.
  - 2. Resident care plan interdisciplinary approach
  - 3. Encourage maximum level of function
  
- B. Use of assistive devices in transferring, ambulation, eating & dressing
  - 1. Discuss assistive devices available
    - \* mechanical lifts
    - \* ambulation devices (cane, walker, NA assistance)
    - \* adaptive feeding equipment (spoons, plates)
    - \* adaptive and assistive dressing devices (reaches button closers)
  
- C. Maintaining range of motion
  - 1. Active and passive ROM.
  - 2. Performing and response to ROM during ADL; documentation of contractures
  
- D. Proper turning and positioning in bed and chair
  - 1. Turning and positioning the resident in bed and chair; use of supportive devices.
  - 2. Complications caused by poor body alignment.
  
- E. Bowel and Bladder Training:
  - 1. Principles and techniques of bowel and bladder training
  - 2. Proper documentation.

- 1. Identify resident ADL capabilities; give 3 examples of resident ADL.
- 2. Identify ways of encouraging independence on the resident care plan in nursing, PT, OT, recreation, social service, dietary.
  
- 1. Demonstrate use of mechanical lifts; demonstrate use of ambulation devices; identify types of adaptive feeding and dressing equipment.
  
- 1. Define active and passive ROM and benefits of both
- 2. Demonstrate ROM exercises
- 3. Define atrophy and contractures.
  
- 1. Demonstrate proper positioning and use of supportive devices
- 2. Identify complications caused by poor body alignment.
  
- 1. Identify the nurse assistant’s role in bowel and bladder management.
- 2. Demonstrate documentation

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***MODULE VI – BASIC RESTORATIVE SERVICES CONTINUED***

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***CLASSROOM COMPONENTS***

***BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:***

- F. Care and use of prosthetic and orthotic devices
  - 1. Definition and application of prosthetic and orthotic Devices (artificial eye, limb, hearing aid, special shoes).

- 1. Demonstrate proper positioning and use of supportive devices.
- 2. Demonstrate care of an application of devices.

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**MODULE VII – RESIDENT’S RIGHTS**

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**Classroom Hours:**     2    

**Clinical Hours:**     2    

**CLASSROOM / CLINICAL COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- A. Providing privacy and maintenance of confidentiality
  - 1. Respecting residents’ rights and privacy during personal care; confidentiality-ethical and legal behavior.
  
- B. Promoting the residents’ right to make personal choices to accommodate their needs
  - 1. Review resident’s right to make personal choices.
  - 2. Listen to resident as he/she expresses their needs.
  
- C. Giving assistance in resolving grievances and disputes
  - 1. Grievance procedure/facility policy.
  - 2. Reporting mechanism /chain of command.
  
- D. Providing needed assistance in getting to and participating in resident and family groups and other activities
  - 1. Importance of resident participation in activities of choice
  - 2. CNA’s role in assisting residents to activities.
  
- E. Maintaining care and security of residents’ personal possessions
  - 1. Review of resident’s rights with regard to personal Possessions.
  - 2. Identification of resident’s personal possessions
  - 3. Review of facility policy regarding valuables/reporting losses.

- 1. Demonstrate several ways confidentiality and privacy will be maintained
  
- 1. List three areas where a resident may make choices in personal care.
  
- 1. Identify grievance procedure and reporting mechanism
  
- 1. Identify benefits of resident participation in activities
- 2. Describe CNA role.
  
- 1. Demonstrate knowledge of resident’s rights.
- 2. Identify ways to mark personal possessions.
- 3. Identify ways to secure valuables and report loss.

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**MODULE VII – RESIDENT’S RIGHTS CONTINUED**  
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**CLASSROOM / CLINICAL COMPONENTS**

**BEHAVIORAL OBJECTIVES – THE STUDENT WILL BE ABLE TO:**

- F. Promoting the resident’s right to be free from abuse, mistreatment and neglect, and the need to report any such instance to appropriate facility staff
  - 1. Define abuse physical/ emotional/ verbal.
  - 2. Facility policy and procedure for reporting suspected abuse.
  - 3. Function of State Ombudsman.
  
- G. Avoiding the need for restraints in accordance with current Professional standards
  - 1. Specify guidelines for restraint use and alternatives to
  - 2. Complications associated with restraint use.

- 1. Identify what constitutes resident abuse.
  - 2. Name the steps to be followed in reporting suspected abuse.
  - 3. Define the duties of the State Ombudsman.
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- 1. Identify types of restraints and alternatives which can be used.
  - 2. Identify three safety features within facility.



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*Trainer*

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*Please Identify Any Qualified Personnel from the Health Field that May Serve As Trainers In the Nurse Aide Training Program:*

<i>NAME</i>	<i>HEALTH FIELD AND LICENSE, REGISTRATION OR CERTIFICATION NUMBER, IF APPLICABLE</i>	<i>EXPERIENCE</i>