

Student's Name/Initials

/

Date

Teacher's Initials

Date

NURSE AIDE STUDENT PROFILE – HS Clinical Study part 2 -5560

DIRECTIONS:

Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision
 2 - Moderately skilled--can perform task completely with limited supervision
 1 - Limitedly skilled--requires instruction and close supervision
 N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems
 2 - Moderately knowledgeable--understands the concept
 1 - Limited knowledge--requires additional instruction
 N - No exposure--has not received instruction in this area

I. INTRODUCTION (*Required 16 hours before direct resident contact)**A. A. COMMUNICATION AND INTERPERSONAL SKILLS**

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Explain the purpose of communication between members of the health team. |
| — | — | — | — | 2. Discuss correct methods of reporting information to include accidents, errors, and injuries. |
| — | — | — | — | 3. Describe changes in the resident's condition. |
| — | — | — | — | 4. Describe how communication skills of the nurse aide affect the quality of care provided residents. |
| — | — | — | — | 5. Describe the chain of command and interaction with supervision and staff. |

B. B. INFECTION CONTROL

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Describe blood borne pathogens and standard precautions as described by the Occupational Safety and Health Administration (OSHA). |
| — | — | — | — | 2. Describe and give examples of standard precautions as described by the Occupational Safety and health Administration. |
| — | — | — | — | 3. List conditions that promote the growth of bacteria. |
| — | — | — | — | 4. Describe and demonstrate proper hand washing techniques. |
| — | — | — | — | 5. Describe clean versus dirty areas. |

C. C. SAFETY/EMERGENCY PROCEDURES

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. List reasons for immediate call light |

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| — | — | — | — | 2. Explain rationales for the statement "All residents are my responsibility." |
| — | — | — | — | 3. List ways to prevent falls, burns, and other accidents. |
| — | — | — | — | 4. Describe the immediate response and observations of a resident who has fallen. |
| — | — | — | — | 5. Identify ways to control bleeding. |
| — | — | — | — | 6. List emergency response and observation of residents with bleeding, fainting, and seizures. |
| — | — | — | — | 7. Demonstrate management of obstructed airway (Heimlich Maneuver). |
| — | — | — | — | 8. Identify procedures for disaster/fires. |
| — | — | — | — | 9. Demonstrate the use of good body mechanics for the nurse aide. |

D. D. INDEPENDENCE

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Describe the nurse aide's role in promoting resident's independence, such as allowing residents to make personal choices and reinforcing other behavior consistent with the resident's dignity. |
| — | — | — | — | 2. Describe and give examples of ways to provide care according to resident's abilities to promote independence and self-esteem. |

E. E. RESPECTING RESIDENTS RIGHTS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Describe and list the Residents Bill of Rights and list examples of each. |

response and appropriate action to be taken by the nurse aide.

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| — | — | — | — | 2. Define and describe the resident's rights to protection and confidentiality. |
| — | — | — | — | 3. Define and discuss abuse (mental, verbal and physical, neglect, and misappropriation of resident property). |
| — | — | — | — | 4. Describe the allegations and process for revoking the certification of a nurse aide. |
| — | — | — | — | 5. Describe measures and importance of avoiding the need for restraints. |

II. CORE CURRICULUM (16-40 HOURS)**F. A. ROLE OF THE NURSE AIDE – 1.5 HOURS**

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Identify the nurse aide's role in the long term care setting (e.g., job description, in-service training). |
| — | — | — | — | 2. Describe requirements for nurse aide training and competency evaluation. |
| — | — | — | — | 3. Describe ethical and legal behaviors. |
| — | — | — | — | 4. Describe and demonstrate good health and hygiene practices. |
| — | — | — | — | 5. Describe guidelines for dependability, punctuality, resignation, and job seeking. |
| — | — | — | — | 6. Describe the role of nurse aide in reporting identified changes in resident's condition. |
| — | — | — | — | 7. Describe and demonstrate the appropriate methods of answering the telephone. |

G. B. RESIDENTS RIGHTS – 3 HOURS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Describe the nurse aide's role in protecting and maintaining the dignity of each resident. |

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| — | — | — | — | 2. | Discuss the role of the nurse aide as it relates to protecting the residents' rights. |
| — | — | — | — | 3. | Discuss various myths and stereotypes associated with aging/older adults. |
| — | — | — | — | 4. | Define confidentiality. |
| — | — | — | — | 5. | Discuss the nurse aide's responsibilities in relation to confidentiality. |

H. C. BASIC NURSING SKILLS – 7 HOURS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Demonstrate oral and written reporting of resident information. |
| — | — | — | — | 2. Demonstrate the proper technique for obtaining and recording vital signs:
Temperature: oral, axillary, rectal and tympanic membrane method using glass and electronic thermometers.
Pulse: locate various sites and characteristics of pulses.
Respiration: normal respirations, rate and rhythm and the terminology for variations in breathing.
Blood pressure: hypotension/hypertension, factors affecting B/P
Height and weight: techniques for ambulatory and non-ambulatory residents. |
| — | — | — | — | 3. Discuss the normal range of vital signs. |
| — | — | — | — | 4. Describe changes in resident's condition (signs and symptoms). |
| — | — | — | — | 5. Describe observations and reporting of signs of acute illness, to include: shortness of breath, rapid respiration
fever
coughs
chills
pains in chest
blue color to lips
pain
nausea
vomiting
drowsiness
excessive thirst
sweating
pus
blood or sediment in urine
difficulty urinating
frequent urination in small amounts
pain or burning on urination; or urine has dark color or strong odor. |
| — | — | — | — | 6. Demonstrate the collection, labeling and transportation of specimens of urine, stool, and sputum. |
| — | — | — | — | 7. Discuss importance of proper hydration. |
| — | — | — | — | 8. Describe proper hydration, including intake, output, restricting and forcing fluids. |
| — | — | — | — | 9. Describe warning signs of dehydration. |
| — | — | — | — | 10. Describe observation and recording of types |

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| — | — | — | — | 11. | Describe the procedure for changing a colostomy bag of a resident with an established colostomy (no irrigations). |
| — | — | — | — | 12. | Describe and demonstrate the procedure for catheter care (no irrigations). |
| — | — | — | — | 13. | Define the commonly used abbreviations and terminology used in the long term care setting. |
| — | — | — | — | 14. | Describe the ABC's of emergency care. |
| — | — | — | — | 15. | Describe the procedure for assisting residents with bedpan/urinal. |
| — | — | — | — | 16. | Describe the types of isolation techniques and the use of personal protective equipment (PPE's). |
| — | — | — | — | 17. | Describe the signs and symptoms of an infection. |
| — | — | — | — | 18. | Define nosocomial infection. |
| — | — | — | — | 19. | Define medical and surgical asepsis, disinfection versus sterilization. |
| — | — | — | — | 20. | Demonstrate the proper use of gloves. |
| — | — | — | — | 21. | Describe and give examples of bio-hazardous waste, the symbols and disposal of such waste. |
| — | — | — | — | 22. | Describe end of life care of a resident whose death is imminent. |
| — | — | — | — | 23. | Describe postmortem care. |
| — | — | — | — | 24. | Describe the nurse aide's role in caring for the resident's environment and resident care equipment. |
| — | — | — | — | 25. | Describe therapeutic diets and the use of supplemental and in between meal feedings. |

I. D. CARE OF COGNITIVELY IMPAIRED RESIDENTS – 5 HOURS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Define Alzheimer's disease, dementia and cognitive impairment, including impact on team and family. |
| — | — | — | — | 2. Describe differences between normal aging and dementia. |
| — | — | — | — | 3. Describe symptoms related to the three stages of dementia. |
| — | — | — | — | 4. Describe how basic communication differs between those with dementia and those without dementia. |
| — | — | — | — | 5. Describe communication strategies appropriate for the three stages of dementia. |
| — | — | — | — | 6. Differentiate between verbal and non-verbal communication. |
| — | — | — | — | 7. List barriers to communication (hearing, visual, and speech loss). |
| — | — | — | — | 8. Demonstrate knowledge of recognizing pain in the cognitively impaired resident. |
| — | — | — | — | 9. Describe validation techniques versus reality orientation. |
| — | — | — | — | 10. Identify and describe behaviors associated |

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| — | — | — | — | 11. | Discuss and apply the concept that behavior is a means of communicating and requires examination for an appropriate response. |
| — | — | — | — | 12. | Recognize the concept that behaviors related to dementia are not deliberate but due to the disease. |
| — | — | — | — | 13. | Describe appropriate responses to behaviors associated with cognitive impairment by recognizing a particular behavior, identifying what triggered the behavior, and associating what resulted from the behavior. |
| — | — | — | — | 14. | Identify and demonstrate appropriate responses to the behaviors associated with cognitive impairment including: agitation, confusion, sun downing, paranoia, wandering, hiding and hording, catastrophic reactions, hallucinations, delusions, and hyperorality. |
| — | — | — | — | 15. | Define reality orientation and describe its possible effect on individuals with cognitive impairment. |
| — | — | — | — | 16. | Identify environmental factors that affect the individual with cognitive impairment. |
| — | — | — | — | 17. | Describe basic underlying principles of care to include encouraging remaining skills, simplifying and breaking down tasks, eliminating choices, providing encouragement, establishing daily routines. |

J. E. MENTAL HEALTH AND SOCIAL SERVICE NEEDS – 2 HOURS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Describe the various behavior patterns residents display and rationale for these patterns and appropriate response. |
| — | — | — | — | 2. List ways the nurse aide can assist with feeling of loneliness, and sensory deprivation. |
| — | — | — | — | 3. Define ageism and list losses. |
| — | — | — | — | 4. Define self-worth, self-esteem, and stress as it relates to the nurse aide, resident and family. |
| — | — | — | — | 5. Describe ways the nurse aide can use the resident's family as a source of emotional support. |
| — | — | — | — | 6. Describe methods of reality orientation. |
| — | — | — | — | 7. Describe memory changes and how they impact the resident's plan of care. |
| — | — | — | — | 8. List ways the nurse aide can recognize and intervene with confusion in a resident. |
| — | — | — | — | 9. Describe the nurse aide's role with social/activity staff. |

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| — | — | — | — | 10. Describe the nurse aide's role in providing needed assistance in getting to and participating in resident and family groups and other activities. |
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K. F. PERSONAL CARE SKILLS – 2.5 HOURS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Describe and demonstrate the types of baths and the techniques for each. |
| — | — | — | — | 2. Describe and demonstrate skin care, perineal care, foot care, and care of the nails. |
| — | — | — | — | 3. Describe and demonstrate grooming measures, such as the hair, mouth, and dentures. |
| — | — | — | — | 4. Describe and demonstrate dressing techniques used for special populations such as those with resistive and/or combative behavior and physical disabilities. |
| — | — | — | — | 5. Describe and demonstrate the technique for administering the bedpan and urinal and care of the incontinent resident. |
| — | — | — | — | 6. Describe feeding techniques and hydration measures. |
| — | — | — | — | 7. Describe the warning signs that indicate a risk for unintended weight loss. |
| — | — | — | — | 8. Describe and demonstrate the technique and principles for making an occupied and unoccupied bed. |
| — | — | — | — | 9. Discuss the nurse aide's role in preparing the resident for rest and sleep. |
| — | — | — | — | 10. Discuss the procedures for AM and PM care. |

L. G. BASIC RESTORATIVE SERVICES – 3 HOURS

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Demonstrate the appropriate techniques in transferring and ambulating, with or without assistive devices. |
| — | — | — | — | 2. Demonstrate the use of devices used during meals and dressing. |
| — | — | — | — | 3. Demonstrate appropriate techniques used in turning, positioning, and lifting a resident in bed. Example: Fowlers, supine, prone, and lateral. |
| — | — | — | — | 4. Demonstrate passive range of motion exercises. |
| — | — | — | — | 5. Demonstrate the proper technique used in applying and removing elastic stockings. |
| — | — | — | — | 6. Describe skin care for the prevention of pressure areas. |
| — | — | — | — | 7. Describe the maintenance of room temperature in the long-term care facility. |
| — | — | — | — | 8. Demonstrate the use of a manual and electric bed. |
| — | — | — | — | 9. Describe the care and use of prosthetic and orthotic devices |
| — | — | — | — | 10. Define bedrest, partial weight bearing, and |

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| — | — | — | — | 11. Describe measures to prevent complications of bed rest using positioning and exercise. |
| — | — | — | — | 12. Describe the care of a resident who is receiving tube feedings, IV therapy, and G-tube feedings. |
| — | — | — | — | 13. Describe care and use of foot boards, trochanter rolls, handrails, bed cradles, trapeze bars, crutches, canes, and walkers. |
| — | — | — | — | 14. Describe the use of various mechanical lifts. |
| — | — | — | — | 15. Demonstrate the following positions: Fowlers, Semi/Fowlers, prone, and supine. |
| — | — | — | — | 16. Describe the care and safety of a resident receiving oxygen. |
| — | — | — | — | 17. Define and discuss physical, speech, and occupational therapies as related to resident care. |
| — | — | — | — | 18. List non-verbal signs and symptoms suggesting pain. |
| — | — | — | — | 19. Describe and list comfort measures for residents with pain. |
| — | — | — | — | 20. Describe the goals and outcomes of rehabilitative services for resident independence. |
| — | — | — | — | 21. List members of the rehabilitative team and their role in promoting independence. |
| — | — | — | — | 22. Describe types of adaptive equipment used to promote residents independence. |
| — | — | — | — | 23. Describe and demonstrate the use of transfer (gait) belt. |
| — | — | — | — | 24. Describe bowel and bladder retraining protocol. |

dangling.