



ADULT DAY CARE NURSE AIDE

OD68603

MEETS OSDH NURSE AIDE REGISTRY CERTIFICATION REQUIREMENTS

Competency-Based Education: OKLAHOMA'S RECIPE FOR SUCCESS

BY THE INDUSTRY FOR THE INDUSTRY

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

TOOLS FOR SUCCESS

CareerTech relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

Curriculum materials contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

Competency Assessments test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

MEASURING SUCCESS

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

TRUE TO OUR PURPOSE

"Helping Oklahomans succeed in the workplace" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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**ADULT DAY CARE AIDE
SKILLS STANDARDS
Frequency and Criticality Ratings**

- DUTY A: Demonstrate a Basic Understanding of the Health Care Industry**
- DUTY B: Demonstrate Legal and Ethical Behaviors**
- DUTY C: Protect and Promote Participant Rights**
- DUTY D: Communicate Effectively with Participants, Families, and Co-workers**
- DUTY E: Provide Assistance With Activities of Daily Living**
- DUTY F: Understand and Use Infection Control Measures**
- DUTY G: Provide for Participant Safety**
- DUTY H: Demonstrate Basic Nursing Skills**
- DUTY I: Promote Participant Independence**
- DUTY J: Demonstrate Psychosocial Care Skills**
- DUTY K: Provide Care for Participants with Alzheimer's/Dementia**
- DUTY N: Provide Assistance in Program Delivery**

Frequency: represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

Criticality: denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
- 2 = moderate
- 3 = extreme

DUTY A: Demonstrate a Basic Understanding of the Health Care Industry

CODE	TASK	F/C
A.01	Name and describe the function of health care facilities	1/1
A.02	Name and describe the role of the health care team members	2/2
A.04	Name and describe the role of various agencies that regulate health care facilities	1/2

DUTY B: Demonstrate Legal and Ethical Behaviors

CODE	TASK	F/C
B.01	Understand the laws and regulations affecting nurse aides	2/3
B.02	Identify qualities of a quality caregiver	2/3
B.03	Understand the role, responsibilities, and limitations of a nurse aide	3/3
B.04	Understand the requirements for maintaining nurse aide certification	2/3
B.05	Provide care within the limits of training and certification for nurse aides	3/3
B.06	Describe and recognize the types of abuse <ul style="list-style-type: none"> • Physical 	3/3

	<ul style="list-style-type: none"> • Mental • Verbal • Sexual • Emotional • Mistreatment • Neglect • Financial exploitation • Misappropriation of personal property 	
B.07	Report signs of abuse	2/3
B.08	Understand personal rights and responsibilities when faced with allegations of abuse	2/3
B.09	Maintain confidentiality of health information including participant records	3/3
B.10	Follow agency/facility policies and procedures for reporting and documentation	3/3

DUTY C: Protect and Promote Participant Rights

CODE	TASK	F/C
C.01	Understand and abide by participant's rights	3/2
C.02	Provide and demonstrate caring, respect, and security of participant's personal possessions	3/3

DUTY D: Communicate Effectively with Participant, Families, and Co-workers

CODE	TASK	F/C
D.01	Demonstrate techniques for communicating with participants and their families	3/3
D.02	Respond appropriately to participant and family behaviors	3/3
D.03	Utilize techniques that facilitate communication with sensory-impaired participants	3/3
D.04	Utilize techniques that facilitate communication with special needs	3/3
D.05	Demonstrate techniques for communicating with interdisciplinary team members	3/3
D.06	Demonstrate appropriate behavior management techniques per care plan	3/3

DUTY E: Provide Assistance With Activities of Daily Living

CODE	TASK	F/C
HYGIENE		
E.01	Assist participant with hand/nail hygiene	3/3
E.02	Provide partial bath	2/2
E.04	Provide skin hygiene	2/2
E.06	Provide perineal care	3/3
DRESSING AND GROOMING		
E.08	Assist participant with dressing/undressing	3/2
E.11	Brush/comb/style participant's hair	2/2
NUTRITION AND HYDRATION		
E.13	Recognize the importance of proper nutrition and hydration	3/3
E.14	Understand the proper use of feeding devices and techniques <ul style="list-style-type: none"> • Utensils 	3/3

	<ul style="list-style-type: none"> • Serving • Positioning • Compensatory swallowing • Puree/mechanically altered food • Thickening agents 	
E.16	Prepare participant for mealtime	3/2
E.17	Understand nutritional labeling	2/2
E.19	Use sanitary practices to prepare, serve, and store meals	3/2
E.20	Use sanitary practices to wash and clean dishes, utensils, and kitchen/dining areas	3/2
E.21	Document participant intake and output	1/3
ELIMINATION		
E.22	Provide toileting assistance <ul style="list-style-type: none"> • Incontinence products 	3/3
E.23	Empty catheter bag	1/3
E.25	Provide bladder and bowel retraining	2/2
COMFORT		
E.28	Provide a back rub	2/1
E.29	Provide non-pharmacological comfort techniques as instructed in the care plan	2/3

DUTY F: Understand and Use Infection Control Measures

CODE	TASK	F/C
F.02	Demonstrate clean technique	3/3
F.03	Wash hands properly	3/3
F.04	Handle disposable items properly	3/2
F.05	Follow Standard Precautions <ul style="list-style-type: none"> • Cross contamination • Transmission modes • Transmission precautions 	3/3
F.07	Handle clean/dirty linens and clothing properly	3/3
F.08	Dispose of waste properly	3/3

Duty G: Provide for Participant Safety

G.01	Ensure correct identification of participant and staff	3/3
G.02	Check equipment for proper function	3/3
G.03	Identify, report, and take appropriate action concerning unsafe/unclean conditions	3/3
G.04	Demonstrate safe use of household chemicals	2/3
G.05	Identify ways to promote a safe environment for the participant <ul style="list-style-type: none"> • Preventing falls • Animals • Oxygen use and safety • Smoking 	3/3
G.06	Report incidents according to policy	3/3
G.07	Demonstrate disaster/fire procedures	3/3

G.08	Provide basic emergency medical care <ul style="list-style-type: none"> • First aid • Heimlich maneuver/abdominal thrusts • Activation of 911 	2/3
G.09	Demonstrate proper body mechanics	3/3

Duty H: Demonstrate Basic Nursing Skills

<i>POSITIONING, TRANSFER, AND MOBILITY</i>		
H.01	Understand the importance of good body alignment, participant positioning, and supportive devices	3/3
H.02	Demonstrate safe techniques for transferring, moving, and lifting participants with and without assistive devices	3/3
H.03	Assist participant to standing	3/3
H.05	Adjust a geriatric chair/recliner	2/2
H.06	Ambulate participant with/without assistive devices	3/3
H.07	Operate a wheelchair safely	3/3
H.08	Encourage range of motion exercises/follow a prescribed exercise plan	3/3
<i>BASIC NURSING SKILLS</i>		
H.09	Recognize and follow a health plan of care (POC)	3/3
H.10	Distinguish between normal and abnormal body structures and functions	3/3
H.11	Recognize age-related changes in body functions/structures	3/2
<i>DATA COLLECTION AND REPORTING</i>		
H.14	Use common and/or appropriate medical abbreviations, symbols, and terms	2/2
H.15	Measure and record vital signs	2/3
H.16	Report participant's report of pain	2/3
H.17	Measure and record body weight and height	2/3
H.18	Recognize and report changes in behavior, environment, and body structures/functions.	3/3

DUTY I: Promote Participant Independence

CODE	TASK	F/C
I.01	Identify techniques to encourage participant independence, dignity and self-esteem	3/3
I.02	Use techniques that promote participant independence <ul style="list-style-type: none"> • Providing choices – meals, clothing • Scheduling ADL's 	3/2

DUTY J: Demonstrate Psychosocial Care Skills

CODE	TASK	F/C
J.01	Distinguish between the types of psychosocial needs <ul style="list-style-type: none"> • Emotional • Mental Health • Spiritual • Cultural 	2/2

J.02	Respond appropriately to the psychosocial needs of the participant and his/her family	3/3
J.03	Identify and respond to the needs of the participant and his/her family during illness and the stages of dying	1/3
J.04	Identify the symptoms of depression	3/3
J.05	Demonstrate techniques for responding to psychosocial needs of diverse populations	2/3

DUTY K: Provide Care for Participants with Alzheimer's/Dementia

CODE	TASK	F/C
K.01	Identify the types and causes of cognitive impairment	2/2
K.02	Identify the characteristics of each stage of Alzheimer's/dementia	2/3
K.03	Demonstrate techniques for promoting independence with ADL's for persons with Alzheimer's/dementia	3/3
K.04	Demonstrate techniques for communicating effectively with persons with Alzheimer's/dementia	3/3
K.05	Demonstrate techniques for managing behaviors associated with Alzheimer's/dementia	3/3
K.06	Identify measures to promote the safety of participants with Alzheimer's/dementia	3/3

DUTY N: Provide Assistance in Program Delivery

CODE	TASK	F/C
N.01	Assist participant physically, mentally, and cognitively in therapeutic activities <ul style="list-style-type: none"> • Remotivation therapy • Arts and crafts therapy • Community activities • Social activities 	3/3
N.02	Identify health-related problems that can limit the participant's level of participation/cooperation <ul style="list-style-type: none"> • Physical • Emotional 	3/3
N.03	Operate audiovisual equipment	3/2
N.04	Demonstrate leadership in conducting program activities <ul style="list-style-type: none"> • Group discussion activities • Recreational activities 	2/2
N.05	Provide arrival and departure assistance	3/3