*career*tech | Skills Standards

CERTIFIED NURSE AID LEVEL II

OD68631

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Testing
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COMPETENCY-BASED EDUCATION: OKLAHOMA'S RECIPE FOR SUCCESS

BY THE INDUSTRY FOR THE INDUSTRY

Oklahoma's *Career*Tech 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

*Career*Tech 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 *Career*Tech 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 *Career*Tech and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *Career*Tech's continued role in preparing skilled workers for a global job market

DUTY A: Culture Change
DUTY B: Teamwork & Cooperation
DUTY C: Dementia Care
DUTY D: Communication
DUTY E: Spirituality & Dying
DUTY F: Aging & Illness
DUTY G: Quality of Life
DUTY H: Nutrition
DUTY I: Importance of Family
DUTY J: Safety

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: Culture Change

CODE	TASK	F/C
A.01	Define culture and culture change	
A.02	Identify the types of changes that are occurring as a result of changing culture	
A.03	Identify ways the nurse can help change the culture in a facility	

DUTY B: Teamwork & Cooperation

CODE	TASK	F/C
B.01	Define teamwork and discuss its impact on resident and family care	
B.02	Identify the importance of teams in the healthcare environment	
B.03	Discuss barriers to effective teamwork	
B.04	Identify strategies for working with coworkers to solve problems related to resident care	

DUTY C: Dementia Care

CODE	TASK	F/C
C.01	Distinguish between the types of dementia	
C.02	Identify helpful attitudes when caring for persons with dementia	
C.03	List ways to promote the dignity and independence of persons with dementia	
C.04	Identify strategies to maintain the morale of family members of persons with dementia	
C.05	Identify de-escalation skills	
C.06	Demonstrate de-escalation techniques	
C.07	Understand options when de-escalation fails	

DUTY D: Communication

CODE	TASK	F/C
D.01	Identify concerns/factors that affect how you communicate with different audience	
D.02	Define the process of active listening	
D.03	Define I, you, and we messages	
D.04	Identify the common sources of conflict	
D.05	Discuss the stages of conflict resolution	
D.06	Identify techniques for resolving conflict	
D.07	Demonstrate techniques for improving communication skills	

DUTY E: Spirituality & Dying

CODE	TASK	F/C
E.01	Define spirituality	
E.02	Identify spiritual needs of self and resident	
E.03	Discuss the correlation between spirituality and health	
E.04	Identify ways to help residents and families meet their spiritual needs	
E.05	Define palliative care	
E.06	Identify the goals of palliative care	
E.07	Understand the role of hospice in palliative care	
E.08	Identify verbal and nonverbal indications of pain	
E.09	Discuss the importance of pain management	
E.10	Discuss the nurse aide's role in pain management	
E.11	Discuss issues affecting end of life care	
E.12	List supportive measure for caregivers who work with the dying	

DUTY F: Aging & Illness

CODE	TASK	F/C
F.01	Define aging	
F.02	Discuss attitudes about aging	
F.03	Identify common myths about aging	
F.04	Distinguish between normal aging and symptoms of disease	
F.05	Identify personal reactions to aging	

DUTY G: Quality of Life

CODE	TASK	F/C
G.01	Identify ways to assist the resident in maintaining independence	
G.02	Describe opportunities for the resident to make choices	
G.03	Assist the resident to discover ways to participate in their new environment	
G.04	Identify common resident reactions to changed circumstances	
G.05	Assist residents to adjust to their changed circumstances	
G.06	Describe ways to be supportive of the resident's emotional needs	
G.07	Define depression in the elderly	
G.08	Identify indicators of depression in residents	
G.09	Identify ways to support the depressed resident	
G.10	Recognize the types of abuse	
G.11	Understand the consequences of abuse	

DUTY H: Nutrition

CODE	TASK	F/C
H.01	Discuss reasons for altered dietary intake	
H.02	Identify dietary preferences	
H.03	Identify the effects of nutrition and hydration on body systems	
H.04	Discuss ways to promote independence in eating	

DUTY I: Importance of Family

CODE	TASK	F/C
I.01	Identify feelings/emotions of family members when admitting a loved one to a nursing home	
I.02	Define the family's role in the resident's care	
I.03	Define the ombudsman's role in advocating for the resident and family	
I.04	List strategies to encourage adaptation of care team to resident preferences	

DUTY J: Safety

CODE	TASK	F/C
J.01	List infections commonly observed in a long-term care facility	
J.02	Recognize the signs and symptoms of common infections and infestations	
J.03	Identify practices that prevent the spread of infection	
J.04	Reinforce the resident's role in safety and disease prevention	
J.05	Identify reportable incidents and respond appropriately	
J.06	Identify the reasons why residents fall	
J.07	Describe ways to prevent falls	
J.08	Identify other ways of maintaining a safe environment without the use of restraints	
J.09	Describe how proper lifting and transferring techniques reduce worker injuries	