*career*tech | Skills Standards

CERTIFIED NURSE AIDE LEVEL III

OD68632

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

Focus: Alzheimer's and Dementia Care

    DUTY A: Demonstrate Basic Knowledge of Alzheimer's/Dementia Issues

    DUTY B: Communicate Effectively with the Alzheimer's/Dementia Resident

    DUTY C: Understand Frequently Observed Behaviors of Alzheimer's/Dementia Residents

    DUTY D: Demonstrate Techniques that Minimize Difficult Behaviors

Focus: Mental Illness & Traumatic Brain Injury

    DUTY E: Provide Care for Residents with Mental Illness or Traumatic Brain Injury

Focus: Functional Maintenance & Restorative Care

    DUTY F: Demonstrate Basic Knowledge of Rehabilitation and Restorative Care

    DUTY G: Understand How to Prevent Physical Decline

    DUTY H: Restraint Prevention

    DUTY I: Understand the Need for Bowel/Bladder Retraining

Personal Responsibility

    DUTY J: Achieving Personal Excellence

    DUTY K: Stress & Stress Management

    DUTY L: Developing Leadership Skills

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

Focus: Alzheimer's and Dementia Care

DUTY A: Demonstrate Basic Knowledge of Alzheimer's/Dementia Issues

CODE	TASK	F/C
A.01	Demonstrate basic knowledge of Alzheimer's/dementia	
A.02	Discuss common misconceptions about Alzheimer's/dementia	
A.03	Discuss ethical issues associated with caring for residents with Alzheimer's/dementia	
A.04	Identify strategies that can help compensate for changes associated with Alzheimer's/dementia residents	

DUTY B: Communicate Effectively with the Alzheimer's/Dementia Resident

CODE	TASK	F/C
B.01	Describe forms of nonverbal communication that are important in Alzheimer's/dementia care	
B.02	Describe guidelines for effective verbal communication with Alzheimer's/dementia residents	
B.03	Demonstrate effective communication strategies when working with Alzheimer's/dementia residents	

DUTY C: Understand Frequently Observed Behaviors of Alzheimer's/Dementia Residents

CODE	TASK	F/C
C.01	Discuss sundowning and list factors that may contribute to sundowning	
C.02	Identify strategies that may lessen the incidence of sundowning	
C.03	Discuss uncooperative behaviors that may results in agitation/combativeness/outbursts	
C.04	Describe potential reasons for wandering, roaming, and elopement	
C.05	Identify strategies that may address wandering, roaming, and elopement	
C.06	Describe hoarding and rummaging	
C.07	Identify strategies that address hoarding and rummaging	
C.08	Demonstrate strategies that can be used to cope with a resident who wants to go home	
C.09	Identify other behaviors that are associated with the disease process	

DUTY D: Demonstrate Techniques that Minimize Difficult Behaviors

CODE	TASK	F/C
D.01	Identify sensory strategies to minimize difficult behavior	
D.02	Demonstrate techniques to minimize difficult behavior	
D.03	Identify techniques to minimize difficult behaviors while assisting with ADL's	
D.04	Identify strategies that incorporate the resident's background to minimize difficult behaviors	

Focus: Mental Illness & Traumatic Brain Injury

DUTY E: Provide Care for Residents with Mental Illness or Traumatic Brain Injury

CODE	TASK	F/C
E.01	Identify common fears and myths associated with mental illness	
E.02	Discuss the nurse aide's role in providing care for residents with mental illness or traumatic brain injury	
E.03	Compare and contrast commonly diagnosed mental illnesses	
E.04	Utilize strategies for addressing behaviors commonly displayed by residents with mental illness	
E.05	Define traumatic brain injury	
E.06	Identify behaviors and reactions commonly observed in residents with traumatic brain injury	
E.07	Utilize strategies for addressing behaviors commonly displayed by residents with	

CODE	TASK	F/C
	traumatic brain injury	
E.08	Identify strategies that incorporate the resident's background to minimize difficult behaviors	

Focus: Functional Maintenance & Restorative Care

DUTY F: Demonstrate Basic Knowledge of Rehabilitation and Restorative Care

CODE	TASK	F/C
F.01	Understand the basic terminology, abbreviations, and symbols used with restorative programs	
F.02	Discuss the goals of restorative care	
F.03	Discuss the nurse aide's role in the restorative planning process	

DUTY G: Understand How to Prevent Physical Decline

CODE	TASK	F/C
G.01	Discuss the importance of good observation skills	
G.02	Understand the role of observing and reporting changes in the resident's condition and behavior	
G.03	Demonstrate ways to motivate a restorative care resident to prevent decline	
G.04	Identify benefits of self-care activities	
G.05	Identify environmental factors that could hinder progress and eventually cause decline	

DUTY H: Restraint Prevention

CODE	TASK	F/C
H.01	Understand the importance of a "restraint-free" facility	
H.02	Identify alternative to using restraints	
H.03	Discuss the types and uses of restraints commonly used in long-term care	
H.04	Understand the appropriate use and indication of restraints	

DUTY I: Understand the Need for Bowel/Bladder Retraining

CODE	TASK	F/C
I.01	Review the types of incontinence	
I.02	Identify factors influencing elimination	
I.03	List the goals of a bowel/bladder retraining program	
I.04	Identify techniques for assisting resident with bowel/bladder retraining	

Focus: Personal Responsibility

DUTY J: Achieving Personal Excellence

CODE	TASK	F/C
J.01	Understand how self-esteem, value, and attitudes toward life relate to giving good care	

J.02	Discuss the relationship between personal values and work ethic	
J.03	Identify effective time management techniques	
J.04	Understand basic work skills and accountabilities	

DUTY K: Stress and Stress Management

CODE	TASK	F/C
K.01	Identify sources of stress	
K.02	Describe the effects of stress on the mind and body	
K.03	Discuss hidden stressors, signs of over-stress, and symptoms of burnout	
K.04	Identify strategies for dealing effectively with stress and avoiding burnout	

DUTY L: Developing Leadership Skills

CODE	TASK	F/C
L.01	Identify leadership qualities of a nurse aide	
L.02	Discuss the nurse aide's role as a leader	
L.03	Examine the types of roles nurse aides can assume within the healthcare team	
L.04	Perform self-evaluation to determine leadership and personality styles	
L.05	Discuss the role of the "leader" nurse aide in building morale, recruitment, and retention	