

## Colorado Nurses Aide School Expected Competencies

Student Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
1.	Explain the intent of OBRA.
2.	Describe the OBRA requirements for nurse aide training and placement on the Colorado Registry.
3.	Describe Nurse Aide job and Scope of Practice. State the qualities of an effective nurse aide.
4.	State the purpose of the LTC facility. Describe the types of residents in LTC facilities.
5.	Explain residents' right to privacy. Describe HIPAA requirements.
6.	Describe a common belief or feeling about aging and discuss whether it is true.
7.	List the responsibilities of the nurse aide to the residents, the facility and other staff.
8.	Discuss the role of the nurse's aide in relation to the health care team.
9.	Discuss examples of appropriate or inappropriate relationship with a resident
10.	Discuss whether or not it is appropriate for a nurse's aide to accept a gift from a resident/client.
11.	Describe physical changes associated with aging that increase the risk of accidents.
12.	Discuss the importance of safety in a long term care facility.
13.	Recognize safety hazards and describe how to maintain safety in the long term care facility.
14.	Describe the procedure to follow for reporting incidents and accidents.
15.	Describe how to lock out unsafe or broken equipment.
16.	Describe where the Material Safety Data Sheets (MSDS) are located and how they are used in LTC facility.
17.	Demonstrate correct identification of residents prior to giving care.
18.	Describe and/or demonstrate laboratory skill in emergency measures for A. Fainting and syncope B. Falls and suspected fractures C. Seizures D. Application of cold packs to strains and bruises E. Vomiting and aspiration F. Clearing an obstructed airway (Heimlich Maneuver).
19.	Describe the emergency fire and disaster plans, emergency exits, alarm system and fire extinguishers. Identify measures to prevent fires in the facilities.
20.	Describe the role of the nurse aide during natural disaster inherent to the area, such as flood, earthquake, snowstorm, or tornado.
21.	State the general procedure to follow in an emergency.
22.	State safety precautions to take when oxygen is in use.

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
23.	Identify general measurements that should be followed by the nurse aide to reduce the spread of infection.
24.	Describe the requirements of OSHA, CDC and their functions
25.	Define: A. Microorganisms B. Pathogens C. Infections D. Medical asepsis E. Infection control.
26.	Discuss why infection control is important to both residents and the health care team.
27.	Define and discuss examples of "cross-contaminations," "clean" and "dirty." Define blood and body fluids.
28.	Describe the importance of hand washing. State the times hand washing should be done.
29.	Demonstrate the proper procedure for hand washing.
30.	Describe how to select the correct personal protective equipment for the task that you are performing.
31.	Demonstrate proper application and removal of gloves, gown and mask.
32.	Recognize the biohazard emblem and describe the proper procedure for handling biohazardous waste.
33.	State when Standard Precautions are to be used. Describe the rules for Standard Precautions.
34.	Demonstrate the use of Standard Precautions in the care of all residents.
35.	State when transmission-based Precautions are to be used.
36.	State the 3 types of transmission-based Precautions recommended by the CDC.
37.	Describe the guidelines and rules for transmission-based Precautions. Discuss how to "isolate" the pathogen without isolating the resident.
38.	Describe 2 blood-borne pathogens.
39.	Describe the precautions to follow to prevent exposure to blood-borne pathogens.
40.	Describe what TB is and how it is spread
41.	Describe the Isolation Precaution used for TB during the communicable stage.
42.	Discuss the effects of aging and institutionalization on resident rights and independence.
43.	Describe Resident Rights in health care / nursing facilities.
44.	Describe an example of a behavior that promotes resident rights, and one that violates resident rights.
45.	Demonstrate respect for the rights of residents.
46.	Define and describe one example of each term:  A. Abuse or "harming a resident." B. Neglect or "failing to provide care to a resident" C. Misappropriate behavior of resident's property or "stealing from a resident"
47.	Discuss how you would act to avoid abuse, neglect and misappropriate behavior of the resident's property.

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
48.	List 3 signs that might indicate that a resident has been abused.
49.	Describe the responsibility of a nurse's aide for reporting suspected abuse, neglect or misappropriation of the resident's property.
50.	Define verbal and nonverbal communication.
51.	State two ways to send messages.
52.	State two ways to receive messages.
53.	Describe how to communicate with residents' family and friends.
59.	Describe how to answer the telephone in a long term care facility.
60.	Describe how to communicate with your peers and report to your supervisors.
61.	State two age-related changes that may affect communication.
62.	State one style of communication and identify the goal associated with it.
63.	Give an example of how you plan to use one style of communication to reach a specific goal.
64.	Discuss or role-play a situation in which the verbal and nonverbal message is different. Describe how this made you feel.
65.	Discuss how you plan to individualize your communications by observing, evaluating and adjusting. Try out your plan with classmates or friends.
66.	Demonstrate skill in communicating with residents: <ul style="list-style-type: none"> <li>A. Starting a conversation;</li> <li>B. Talking and listening;</li> <li>C. Encouraging residents to express feelings/concerns;</li> <li>D. Avoiding barriers to communication;</li> <li>E. Ending a conversation.</li> </ul>
67.	Demonstrate skills in communicating with residents who have: <ul style="list-style-type: none"> <li>A. Vision loss;</li> <li>B. Hearing loss;</li> <li>C. Problems with speech;</li> <li>D. Problems with understanding.</li> </ul>
68.	Demonstrate skills in promoting effective interpersonal relationship.
69.	Define body systems, key anatomical terms and terms related to position and location.
70.	Describe common diseases and disorders related to body systems. Describe how to prevent physical illness.
71.	Demonstrate understanding of developmental disabilities and list guidelines for care.
72.	Describe cancer and list care guidelines.
73.	State the benefits of using good body mechanics and alignment to the nurse aide, and to the resident.
74.	Demonstrate proper body mechanics in moving and lifting.

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
75.	Demonstrate skill in positioning and supporting residents in good body alignment in bed, chair and wheelchair.
76.	State the standard procedure beginning and ending steps. Demonstrate skill in performing the standard beginning and closing steps of the Procedural Guidelines.
77.	State the guidelines and precautions for all of the moving and lifting procedures. Stress the significance of following precautions and to ensure safety of resident while moving or lifting.
78.	Demonstrate skill in: A. Turning resident on side toward you; B. Moving resident in bed; C. Assisting resident to sit up on side of bed; D. Assisting resident to transfer to chair or wheelchair.
79.	Demonstrate skills in assisting a resident with ambulation using a gait belt, cane, and walker.
80.	Discuss why the resident's personal belongings may be so important to the resident.
81.	Demonstrate respect for the resident's room, privacy and belongings.
82.	Discuss and/or demonstrate skill in maintaining a safe and comfortable environment for the resident while respecting the resident's personal preference.
83.	Demonstrate skill in proper use and care of equipment and supplies in resident's room.
84.	Demonstrate skill for correct handling of clean and dirty linen.
85.	Demonstrate skill in bedmaking (occupied and unoccupied).
86.	Discuss how difficult it would be to depend on someone else to perform your personal hygiene, and what would make it less difficult.
87.	Describe the important role of a nurse's aide in assisting residents with personal care on a daily basis.
88.	Discuss how a nurse aide can use bath time to identify and meet the residents' needs.
89.	Discuss how the nurse aide can protect resident's rights while assisting with personal care.
90.	Demonstrate skill in safely assisting resident into and out of tub or shower.
91.	Discuss ways to promote privacy while assisting a resident with toileting.
92.	Describe the importance of perineal care/incontinent care.
92.	Demonstrate skill in giving perineal care/incontinent care to males and females
94.	State changes in the skin, hair and nails associated with aging.
95.	Identify common sites of skin breakdown. Describe and/or demonstrate skill in observing, recognizing and reporting early signs of pressure areas and skin breakdown.
96.	Describe and/or demonstrate skill in giving skin care for the prevention of pressure ulcers.
97.	Define "friction" and "shearing" and describe measures for prevention.
98.	State normal daily fluid requirements. Describe how good nutrition affects the skin.
99.	Describe the skin changes you would report to the charge nurse.

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
100.	Describe the care of resident with skin redness or breakdown.
101.	Demonstrate skill in giving a back rub.
102.	Demonstrate skill in assisting with oral care: A. Brushing the teeth B. Denture care C. Special mouth care
103.	Identify one precaution that should be followed when assisting with oral care.
104.	Demonstrate skill in assisting residents with: A. Hair care, Hand, foot, and nail care; B. Dressing and undressing the resident. Shaving the resident;
105.	Identify one precaution that should be followed when cutting resident's toenails.
106.	Discuss ways to promote residents' independence and participation in personal grooming.
107.	Explain why promoting independence is important to self esteem.
108.	Describe the tasks required in performing A.M. and P.M. care.
109.	Define the six groups of foods in the food pyramid.
110.	Select a well-balanced diet for one day using the food pyramid as a guide.
111.	List two changes associated with aging that affect eating and drinking.
112.	Discuss the importance of eating to residents.
113.	Discuss one way a nurse aide could assist residents with each of the common eating problems.
114.	Demonstrate skill in assisting residents with meals.
115.	Discuss the importance of the nurse aide in assisting residents with therapeutic diets and diet supplements.
116.	Practice spoon feeding and being fed by a classmate and think about how the resident feels.
117.	Demonstrate skill in feeding the dependent resident.
118.	State the range of normal fluid intake and output.
119.	Describe one observation you could make to recognize insufficient fluid intake, and fluid retention.
120.	Discuss or demonstrate measures the nurse aide could use to increase fluid intake. Describe and/or demonstrate skill in serving fresh water to residents using good infection control practices.
121.	Describe and/or demonstrate skill in measuring and recording I & O, using the fluid containers.
122.	Discuss the nurse aide's responsibilities when fluids are restricted.
123.	Describe the changes in urinary function associated with aging.
124.	Describe and/or demonstrate skill in the care of indwelling urinary catheters.
125.	State observations about urinary elimination that should be reported to the charge nurse.
126.	Describe the changes in bowel function associated with aging.
127.	Discuss measures to prevent constipation.
128.	Discuss ways to identify fecal impaction.

**Expected Competencies**

*At the completion of the program the student will be able to:*

129.	State observations about bowel elimination that should be reported to the charge nurse.
130.	Discuss the important role of the nurse aide in regular and prompt toileting of residents.
131.	Discuss the important role of the nurse aide in the bowel and/or bladder retraining program.
132.	Describe collecting routine or clean-catch urine specimens and routine stool specimens.
133.	Define physical restraints and list 2 types of restraints.
134.	Discuss how you would feel if you were restrained in your chair.
135.	Discuss the meaning and importance of using restraints only as a last resort.
136.	State 3 general measures you could use to help avoid the need for restraints.
137.	Discuss the important role of the nurse aide in avoiding restraints.
138.	State three conditions when a nurse aide can apply restraints.
139.	Demonstrate laboratory skill in applying mitt or vest restraint.
140.	Describe the care that must be given to a restrained resident every 2 hours.
141.	State the normal temperature and the ranges to be reported for oral, axillary, and rectal temperatures, and demonstrate skill in reporting such data.
142.	State the normal rate and the range reported for pulse and respiration, and demonstrate skill in reporting irregular pulse and respiratory rates.
143.	State the normal blood pressure and the range to be reported.
144.	Describe the importance of accurate measurement and reporting of TPR and BP.
145.	Demonstrate skill in taking and recording blood pressure.
146.	Demonstrate skill in taking and recording height and weight.
147.	Explain the importance of recognizing and reporting changes in resident's condition.
148.	Give two examples of how good observations and reporting by the nurse aide can lead to better care of residents.
149.	Discuss observations that you would report immediately to the charge nurse and observations that you would report at the end of your shift.
150.	Demonstrate skill in reporting and recording the care you give and/or observations you make.
151.	Review and discuss what you would observe for and report to the charge nurse.
152.	Describe the role of the nurse aide in admission, transfer and discharge of residents.
153.	Discuss ways the nurse aide can help a new resident adjust to changes in surroundings.
154.	Discuss signs of depression and when to report changed behavior.
155.	Define restoration.
156.	Discuss how restoration can improve self-esteem and the quality of life.

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
157.	Discuss the importance of the nurse aide in restorative care.
158.	Identify three guidelines for restorative care.
159.	Describe the importance of promoting independence and list ways exercise improves health Describe how to assist with ROM – range of motion exercises A. Demonstrate skill in performing PROM B. Demonstrate skill in performing AROM C. State the precautions and rules for ROM.
160.	Discuss one way you can apply restoration in each area of ADLs. A. Demonstrate skill in applying TED Hose – elastic stockings
161.	Describe precautions to follow in the use of heat and cold applications.
162.	Describe assistive devices and equipment
163.	Discuss the type of residents who are in subacute care setting
164.	Discuss ways residents cope with death.
165.	State signs of approaching death, including loss of senses and body functions.
166.	Describe how you will manage your own feelings about death and how you can get support for yourself.
167.	Describe and/or demonstrate the role of the nurse aide in giving physical and emotional support to a dying resident.
168.	Discuss how the nurse should respond to other resident's questions about a dying resident.
169.	Discuss and/or demonstrate the procedure for postmortem care.
170.	Describe how the nurse aide could "encourage resident's participation" in a procedure.
171.	Discuss how "replacing the call signal and needed items within resident's reach" can be a restorative measure.
172.	Discuss how your observations relate to restorative measures.
173.	Describe and/or demonstrate skill in applying general restorative measures in the care of all residents.
174.	Describe or demonstrate the role of the nurse aide in specific restorative programs.
175.	Discuss and/or demonstrate skill in assisting residents with adaptive or assistive devices.
176.	State the 5 basic human needs, and describe these needs as they relate to residents.
177.	Describe an example of appropriate and inappropriate sexual behavior of residents and how you would respond.
178.	State a specific religious activity or cultural practice and describe how the nurse aide could assist a resident to participate in the activity.
179.	Describe the major losses/changes associated with aging.
180.	Discuss how you might respond to these losses/changes.
181.	Discuss the interactive effects of losses and changes on basic human needs.
182.	Describe the developmental tasks of older adults.

<b>Expected Competencies</b>	
<i>At the completion of the program the student will be able to:</i>	
183.	Describe 2 normal psychological responses to losses/changes.
184.	Describe 2 normal defense mechanisms and give an example.
185.	Describe and/or demonstrate skill in assisting residents with psychosocial needs.
186.	Describe how an unmet need might cause someone to behave in a certain way.
187.	Describe the unmet basic human needs that are most likely to cause behavioral problems.
188.	State the steps of behavior management.
189.	Discuss how the nurse aide functions with the health care team for behavior management.
190.	Describe 1 step for increasing appropriate behavior and 1 step for reducing inappropriate behavior.
191.	Give 2 examples of a verbal and nonverbal reinforcement.
192.	Describe and/or demonstrate skill in assisting residents with specific behavior problems
193.	Define cognitive impairment, dementia, Alzheimer's disease and related disorders.
194.	State the major difference between acute and chronic dementia.
195.	Describe the stages and effects of Alzheimer's disease.
196.	Describe the behavioral responses to cognitive impairment.
197.	Discuss the special needs of cognitively impaired residents (i.e. as in early, middle and late stages of Alzheimer's Disease).
198.	Discuss importance of using verbal and non-verbal communication in working with cognitively impaired residents. Discuss pitfalls to avoid.
199.	Describe and/or demonstrate skill in assisting cognitively impaired residents.
200.	Identify important observations that should be made and reported.
201.	List the signs of substance abuse.
202.	Describe a standard job description and list steps for following the scope of practice.
203.	Describe employee evaluation and discuss appropriate responses to criticism.
204.	Describe three ways to prevent work related injury.
205.	Describe how to manage your time and organize your work routine.
206.	Discuss ways to protect yourself legally.
207.	Describe ways to stay emotionally healthy and prevent stress.
208.	Describe how a problem in one area of your life has affected another area.
209.	Identify guidelines for maintaining certification and explain state's registry.

**Instructor Name: Carolyn Omiteru BSN, RN**

**Student Signature:** \_\_\_\_\_