

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

- | | | | | | | | | | |
|---|---|---|---|----|--|---|---|---|---|
| 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

- | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| 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

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

- response and appropriate action to be taken by the nurse aide.
- | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| — | — | — | — | 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. PROMOTING RESIDENT'S INDEPENDENCE

- | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| 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

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

- | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| — | — | — | — | 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

- | | | | | | | | | | |
|---|---|---|---|----|--|---|---|---|---|
| 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

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

- — — — 10. Describe the nurse aide's role in providing needed assistance in getting to and participating in resident and family groups and other activities.

K. F. PERSONAL CARE SKILLS – 2.5 HOURS

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

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

- — — — 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.