

# **Appendix M**

## **NURSING ASSISTANT - NA**

# Health Services Youth Apprenticeship –

## Nursing Assistant Course Outcome Summary

### ***Course Information***

#### **Description**

The Nursing Assistant (NA) Youth Apprenticeship (YA) curriculum was revised and updated from the former first year Health Services YA curriculum.

The student will learn concepts and skills in the Health Science Therapeutic Services career pathway. In the unit "Fundamental Client Care" the student will master competencies at the worksite related to basic nursing and client care that they learned or are learning in their certified nursing assistant classes. Competencies ranging from taking vital measurements to assisting clients with daily life tasks are taught. In the unit "Advanced Client Care" the student will master competencies that build on basic care such as documentation and assisting with procedures.

Students are REQUIRED to earn Certified Nursing Assistant (CNA) certification through a Wisconsin Department of Health and Family Services (DHFS) approved CNA program with DHFS approved instructors. SEE the Health Services YA Program Guide for Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

#### **Target Population**

For the student who wishes to pursue a career in direct patient care, such as nursing, as a physician, as a physical or occupational therapist. The student will be working with patients performing hands on, direct patient care tasks. The student enrolled in this area will become certified as a Nursing Assistant (CNA). The ability to be compassionate, caring, and respectful is essential.

#### **Types of Instruction**

<b>Instruction Type</b>	<b>Contact Hours</b>	<b>Credits</b>
On-The-Job Work Experience	450	
Related Technical College	180	

## **CURRICULUM SOURCES:**

1. Health Services Youth Apprenticeship (CC I, II, III) curriculum, Betty Brunelle, 5/22/1998
2. Health Services Youth Apprenticeship Survey feedback, Summer 2006
3. Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th edition, printed 2006
4. National Consortium on Health Science and Technology Education, Therapeutic Services Knowledge and Skills Charts, 2007
5. National Consortium on Health Science and Technology Education, Therapeutic Services Standards and Accountability criteria, 11/18/2002
6. National Nurse Aide Assessment Program, Promissor, Wisconsin Nurse Aide Candidate Handbook, October 2006
7. Regional Health Services YA Meetings, Fall 2006
8. Wisconsin Technical College System Nursing Assistant Video-Based Training Program 30-543-1, 1/12/2006
9. Wisconsin's Worknet, Occupational Skills and Tasks for Nursing Aides, Orderlies, and Attendants, 6/29/2006
10. Youth Apprenticeship Nursing Assistant Curriculum Review Group, Winter 2006-2007

**Health Services Youth Apprenticeship- Nursing Assistant  
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## Unit 1: Fundamental Client Care

### Competency

#### 1. Measure temperature, pulse, and respirations

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes client temperature, pulse, and respirations according to department/facility guidelines noting client safety and Standard Precautions
- o Learner takes temperature by the method ordered or as directed by worksite professional
- o Measurements of the client temperature are within +/- 0.2 degrees of the worksite professional's reading
- o Measurements of the client pulse are within +/- 4 beats of worksite professional's reading
- o Measurements of the client respirations are within +/- 2 of the worksite professional's reading
- o Learner reports/records temperature, pulse, and/or respiration readings
- o Learner cares for thermometer according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

### Content to Know

#### **Learning Objectives**

- a. Outline the general structure and functions of the circulatory and respiratory systems
- b. Define terminology related to temperature, pulse and respiration
- c. Identify the range of normal values for each of the vital signs
- d. Explain the techniques for obtaining vital signs
- e. Locate pulse sites
- f. List descriptive characteristics of the pulse and respiration
- g. Describe the various methods for measuring body temperature
- h. Differentiate the different types of thermometers
- i. Explain how to use each type of thermometer
- j. Discuss how to read a thermometer accurately
- k. Describe the care of thermometers
- l. Describe factors that influence temperature, pulse and respiration readings
- m. Explain how to document vital signs results
- n. Determine when vital signs should be reported immediately

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 2. Measure client weight and height

#### Performance Standard Condition

##### Competence will be demonstrated

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner measures weight and height according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records weight and height reading(s)
- o Weight and Height measurements are accurate
- o Learner cares for equipment according to department/facility guidelines

#### Content to Know

##### Learning Objectives

- a. Define terms related to weight and height measurements
- b. Describe the various methods for measuring client weight
- c. Explain how to convert pounds to kilograms
- d. Explain how to convert inches to centimeters
- e. Identify different methods of measuring client weight
- f. Explain how to document weight and height measurements

#### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 3. Position client

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for the client
- o Learner explains procedure to the client
- o Learner secures assistance, if needed, before beginning to move and turn client
- o Learner changes client position on schedule or as needed for a procedure/care noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort with the position
- o Learner makes observations about condition of the skin in bed-confined clients, if applicable
- o Learner assures that there are no skin-on-skin surfaces touching in bed-confined clients, if applicable
- o Learner gives skin care to potential or existing pressure areas in bed-confined clients, if applicable
- o Learner reports/records client condition, reactions, and position change

### Content to Know

#### **Learning Objectives**

- a. Outline the general structure and function of the musculoskeletal system
- b. Describe proper body alignment
- c. Explain the importance for proper body alignment to the client
- d. Describe turning and moving a client using correct body mechanics
- e. Describe the use of pillows or other comfort devices for various positions
- f. List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning
- g. Describe the observations about the client's condition and reactions that should be reported/recorded during positioning
- h. Explain some of the procedures used to avoid skin-on-skin contact and pressure
- i. Outline the problems that can be caused by bed rest and immobility of the client
- j. Elaborate on the effects immobility can have on the cardiovascular, musculoskeletal, respiratory, gastrointestinal, urinary and integumentary systems
- k. List the basic positions for a client confined to bed
- l. Detail the importance of changing client position on a regular schedule for bed-confined clients
- m. Explain the skin care that must accompany a change of position in bed-confined clients

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 4. Transfer client

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner secures assistance, as necessary, before beginning transfer
- o Learner determines if lifting device is necessary to facilitate client transfer
- o Learner encourages client to participate in transfer procedure as appropriate
- o Learner follows transfer procedure according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort during and after transfer
- o Learner attaches/secures any safety devices or monitors to client
- o Learner reports/records client condition, reactions, and transfer

### Content to Know

#### **Learning Objectives**

- a. List the most common transfers made by the client, with or without assistance, in the health care facility
- b. List the principles of safety to be followed in all client transfers
- c. Outline the steps in transferring from bed/exam table to wheelchair/commode/chair; wheelchair to toilet; stretcher to bed/exam table or vice versa
- d. Relate the proper body mechanics to the steps of transfer
- e. Recognize center of gravity and base of support in order to use proper lifting techniques
- f. Discuss the value of dangling the client before beginning any transfer or ambulation procedures
- g. Discuss the use of safety devices and monitors when client is in wheelchair and on stretcher
- h. Explain the importance of safety devices and monitors after the transfer is complete to the new setting
- i. Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
- j. Identify your role in an independent transfer, assisted transfer, and dependent transfer
- k. Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations
- l. Explain the use of a lift sheet
- m. Describe the use of a gait/transfer belt
- n. Describe the circumstances for which the use of a mechanical lift would be appropriate
- o. Describe how a transfer board would be used
- p. Describe the observations about the client's condition and reactions that should be reported/recorded during a transfer

### **Comments:**

## Unit 1: Fundamental Client Care

### Competency

#### 5. Transport client

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy and warmth for transfer for client
- o Learner explains procedure to client
- o Learner secures assistance, if needed, before preparing client for transporting
- o Learner transports clients by wheelchair and/or stretcher according to department/facility guidelines noting client safety, proper body mechanics and Standard Precautions
- o Learner follows department/facility guidelines for entering an elevator, corridor or ramp with a wheelchair or stretcher
- o Learner is alert to client condition and responses during transport
- o Learner promotes the safety and security of client throughout the transport process
- o Learner remains with client until other staff take over responsibility for the client
- o Learner reports/records client condition, reactions, and transport

#### Content to Know

##### **Learning Objectives**

- a. Outline the safety precautions to follow when transporting a client by stretcher
- b. Outline the safety precautions to follow when transporting a client by wheelchair
- c. Describe how a client's privacy and warmth can be assured during transport
- d. Describe how to enter an elevator with a wheelchair and a stretcher
- e. Explain the method for moving a wheelchair down a ramp
- f. Describe the observations about the client's condition and reactions that should be reported/recorded during transport

#### **Comments:**

## Unit 1: Fundamental Client Care

### Competency

#### 6. Ambulate client

#### Performance Standard Condition

##### Competence will be demonstrated

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy and warmth for client
- o Learner explains procedure to client
- o Learner secures assistance, if needed, before beginning to ambulate client
- o Learner follows department/facility guidelines for ambulating the client noting client safety, proper body mechanics, and Standard Precautions
- o Learner assists with ambulation using a gait/transfer belt, walker, cane, or crutches
- o Learner promotes the safety and security of client throughout the ambulation process
- o Learner encourages client to maintain good standing posture while ambulating
- o Learner praises client for progress in ambulating
- o Learner is alert to client condition and responses during ambulation
- o Learner reports/records client condition, reactions, and ambulation

#### Content to Know

##### Learning Objectives

- a. Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations
- b. Outline proper body mechanics to use while ambulating client
- c. Explain safety factors to observe during client ambulation
- d. Discuss the value of dangling the client before beginning any transfer or ambulation procedures
- e. Identify adaptive devices to assist with ambulation
- f. Outline the procedures for each of the crutch gaits
- g. Outline the procedure for a client who uses a cane
- h. Outline the procedure for use of a walker
- i. Describe how to use a gait/transfer belt for ambulating the client
- j. Elaborate on the steps to be taken if a client starts to fall while ambulating
- k. List the signs that indicate that a client is experiencing difficulty with ambulation
- l. Describe the observations about the client's condition and reactions that should be reported/recorded during ambulation

#### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 7. **Make occupied and unoccupied bed**

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner makes an unoccupied bed, following department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner assures privacy for client during procedure
- o Learner makes an occupied bed, following department/facility guidelines noting client safety, using proper body mechanics, and Standard Precautions
- o Learner adapts the linens used to meet the special needs of the client as directed
- o Learner handles soiled laundry according to department/facility guidelines using Standard Precautions
- o Learner reports/records client condition, reactions and bed making

### Content to Know

#### **Learning Objectives**

- a. List the different types of beds and their uses
- b. Describe how to operate each type of bed
- c. Explain when and why bed linens are changed
- d. Describe difference between an open bed, closed bed, and an occupied bed
- e. Outline client comfort measures to be observed when making a bed
- f. Detail client safety factors important during and following bed making
- g. Outline process for handling clean and soiled linens
- h. List the linen requirements for different types of beds
- i. Explain purposes of draw sheets and incontinence pads
- j. Identify order of placing linens on the bed
- k. Describe how to make an unoccupied bed
- l. Describe how to make an occupied bed
- m. Outline the effective body mechanics to use during bed making

### **Comments:**

## Unit 1: Fundamental Client Care

### Competency

#### 8. Assist client with eating

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o with a client

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner identifies client
- o Learner washes hands
- o Learner positions client for the meal
- o Learner identifies potential problems the client may experience in eating or drinking liquids
- o Learner confirms the foods appropriate to a prescribed diet
- o Learner assists client with eating as necessary
- o Learner shows respect for cultural, ethnic and religious food preferences of the client
- o Learner assists with and/or cleans client as required
- o Learner washes hands
- o Learner reports/records client eating patterns and fluid intake as required

### Content to Know

#### **Learning Objectives**

- a. Describe the general structure and function of the digestive system
- b. Differentiate between the processes of digestion, absorption and metabolism
- c. Define terms related to nutrition, diets, and foods
- d. List the benefits of good nutrition
- e. List the essential nutrients
- f. Name the six food groups and list foods in each group
- g. Describe the characteristics of common special diets
- h. Identify the purpose(s) for each of the common special diets
- i. Demonstrate appropriate techniques to use in assisting client during feeding
- j. Detail procedures for assuring adequate fluid intake
- k. Describe the procedure and Standard Precautions for feeding a dependent client
- l. State the purposes of therapeutic diets
- m. Explain alternatives to oral nutrition
- n. Indicate the observations which should be made regarding client eating patterns and fluid intake

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 9. Assist client with oral hygiene

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gives or assists with care of the mouth and teeth according to department/facility guidelines noting client safety and Standard Precautions
- o Learner gives or assists with specialized oral hygiene care according to department/facility guidelines noting client safety and Standard Precautions
- o Learner cares for dentures according to department/facility guidelines using Standard Precautions
- o Learner reports/records client condition, reactions, and oral care
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### **Learning Objectives**

- a. Identify general structures in the oral cavity and the functions of these structures
- b. List the purposes of oral hygiene
- c. Describe the appropriate method for brushing teeth
- d. Outline the frequency recommended for oral hygiene each day
- e. Identify clients who require frequent oral hygiene
- f. Explain the procedures and Standard Precautions for giving oral hygiene
- g. Illustrate the various methods of caring for the mouth and teeth of helpless clients
- h. Describe the care of dentures
- i. Indicate the observations which should be made regarding the condition of the client's mouth and teeth

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 10. Assist client with grooming: hair care

### Performance Standard Condition

#### Competence will be demonstrated

- o at the worksite
- o with a client

### Performance Standard Criteria

#### Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner uses client's personal care items and shampoos if preferred
- o Learner gives or assists with hair care daily according to department/facility guidelines noting client safety and Standard Precautions
- o Learner is attentive to styling the client's hair whenever possible
- o Learner assists the client in shampooing hair OR gives a shampoo to a client confined to bed according to department/facility guidelines noting client safety and Standard Precautions
- o Learner meets the client's needs for comfort while giving hair care
- o Learner reports/records client hair and scalp condition, reactions, and hair care
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### Learning Objectives

- a. Explain the principles of daily hair care
- b. Compare different types of shampoos
- c. Describe the process for giving a shampoo to a client in bed
- d. Discuss how to deal with tangled or knotted hair
- e. Describe how the client's well-being can be influenced by the condition of their hair and scalp
- f. Identify differences in hair care for clients of different ethnic/racial groups
- g. Indicate the observations which should be made regarding the condition of the client's hair and scalp

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 11. Assist client with grooming: nail care

### Performance Standard Condition

#### Competence will be demonstrated

- o at the worksite
- o with a client

### Performance Standard Criteria

#### Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gives or assists with care of the nails, hands and feet daily according to department/facility guidelines noting client safety and Standard Precautions
- o Learner clips nails only with direction from the worksite professional and/or with a doctor's order
- o Learner reports/records client nail, hand, foot condition, reactions, and nail, hand, foot care
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### Learning Objectives

- a. Explain which type of nail care is considered part of routine daily care
- b. Identify the type of nail care which requires a special order
- c. List the equipment necessary to give nail care
- d. Explain how nails should be filed
- e. Demonstrate how nails are cleaned
- f. Outline the care of cuticles
- g. Describe the care of hands and feet that should be completed along with nail care
- h. Indicate the observations which should be made regarding the condition of the client's nails, hands and feet

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 12. Assist client with grooming: dress and undress

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner assesses client's ability to assist with dressing/undressing
- o Learner determines whether agency gowns/robes or client's own clothing should be worn
- o Learner safeguards the clothing and other belongings of the client
- o Learner dresses/undresses a client needing partial or total assistance according to department/facility guidelines noting client safety and Standard Precautions
- o Learner assures that the clothing worn by the client does not interfere with other procedures
- o Learner reports/records client condition, reactions, and clothing change
- o Learner handles soiled laundry according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### **Learning Objectives**

- a. Explain how to dress/undress a client requiring partial or total assistance
- b. Determine on which side of client's body the dressing or undressing process should start, when client has limited mobility
- c. Elaborate on the need to provide privacy to the client while dressing/undressing
- d. List the measures to be taken to safeguard client's clothing and other belongings
- e. Identify those situations when a client should wear hospital gowns/robes rather than own clothing
- f. Explain the importance of nonskid footwear for the client
- g. Discuss the policy of the agency for care of soiled clothing
- h. Indicate the observations which should be made regarding the condition of the client during dressing

### **Comments:**

## Unit 1: Fundamental Client Care

### Competency

#### 13. Assist client with grooming: shaving

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite OR in simulation
- o with a client

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner determines if shaving is to be part of daily client care or requires a special order
- o Learner assesses client's ability to assist with procedure
- o Learner gives or assists with shaving according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records client skin condition, reactions, and shaving procedure
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

#### Content to Know

**Learning Objectives**

- a. Explain when shaving is considered part of routine daily care and when a special order is required to shave a client
- b. List the equipment necessary to shave a client's face
- c. Describe the procedure for shaving a client's face
- d. Outline the safety precautions to follow when shaving a client
- e. Explain how and when a patient can be encouraged to assist in shaving
- f. Describe how daily client care shaving differs from pre-operative skin preparation
- g. Indicate the observations that should be made during the shaving process

#### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 14. Assist client with bathing

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner assists in assessing client's ability to take a bath
- o Learner gives or assists with tub, shower, sponge bathing according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner follows "clean-to-dirty" principle when assisting with the bath
- o Learner remains nearby and alert to client 's condition and reactions
- o Learner reports/records client condition, reactions, and bathing
- o Learner cleans/disinfects equipment according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### **Learning Objectives**

- a. Elaborate on the importance of cleanliness and skin care
- b. Describe the safety precautions for client bathing
- c. Measure temperature of bath water
- d. Discuss the instructions that should be given to the client regarding the bathing facilities and equipment
- e. List the equipment and supplies necessary for the bath
- f. Describe the procedures for assisting the client with tub baths, showers, and sponge baths
- g. List the observations to be made while assisting client with the bath
- h. Describe the care for bath facilities and equipment
- i. Indicate the client observations to be made during a bath

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 15. Give bed bath

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy and warmth for client
- o Learner explains procedure to client
- o Learner gives bed bath according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner allows client to assist with bathing, as appropriate
- o Learner follows "clean-to-dirty" principle during bath
- o Learner makes observations relative to client's condition and reactions
- o Learner reports/records client condition, reactions, and bath
- o Learner cleans/disinfects equipment according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### **Learning Objectives**

- a. Identify other personal hygiene measures which usually accompany a bed bath
- b. Outline the steps for bathing a patient in bed
- c. Describe the procedure for giving perineal care to a female client and to a male client
- d. Explain the Standard Precautions in giving or assisting with perineal care
- e. Identify the safety precautions to be observed when bathing a patient
- f. Indicate the client observations which should be made during a bath

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 16. Provide client skin care

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gives or assists with skin care according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner gives backrub according to department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner gives special attention to bony prominences and other areas subject to pressure sores
- o Learner changes the position of client confined to bed
- o Learner reports/records any skin breaks or discolorations, reactions, and skin care

### Content to Know

#### **Learning Objectives**

- a. Describe the general structure and function of the integumentary system
- b. List the techniques that can be used to promote the integrity of the skin
- c. Describe how to evaluate the circulation in the extremities
- d. Summarize the impact on the condition of the skin when an individual takes sufficient fluids and maintains good nutrition
- e. Outline the changes in the skin that occur with aging
- f. Identify the client who is most "at risk" for developing pressure sores
- g. Identify the areas of the body most likely to develop pressure sores
- h. Illustrate the importance of turning and repositioning a client
- i. Detail the special devices that are available to prevent skin breakdown
- j. Explain the purposes and benefits of a back rub
- k. Indicate the observations which should be made regarding the condition of the client's skin
- l. List abnormalities of the skin, including color changes, that should be reported

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 17. Assist client in performing range of motion exercise

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite OR in simulation
- o with a client

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains each exercise to client
- o Learner follows department/facility guidelines for range of motion exercises noting client safety and proper body mechanics
- o Learner takes each joint through the full available range of motion of client's ability
- o Learner does each exercise gently, slowly and smoothly
- o Learner does not force any joint to move
- o Learner encourages client to help with exercises as appropriate
- o Learner communicates appropriately with client during the range of motion exercises
- o Learner reports/records observations of client reactions and exercises

#### Content to Know

**Learning Objectives**

- a. Describe the general structure and functions of the musculoskeletal system
- b. Define the terms related to the movement and placement of joints
- c. Explain the purposes for performing range-of-motion exercises
- d. Outline basic range-of-motion exercises
- e. Explain the difference between passive and active range-of-motion exercises
- f. Describe how to do range-of-motion on all extremities
- g. Outline how client's privacy can be protected during exercising
- h. Discuss the appropriate response when client experiences pain or discomfort during the exercises
- i. Note special corrective exercises that are performed by the physical therapist
- j. Indicate observations of clients abilities that should be noted during exercises

#### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 18. Assist client with bowel and bladder elimination

### Performance Standard Condition

#### Competence will be demonstrated

- o at the worksite
- o with a client

### Performance Standard Criteria

#### Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner places client on bedpan, places urinal, and/or assists client to commode according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner provides assistance as required by the client's condition
- o Learner provides perineal care after elimination is complete
- o Learner determines if output is to be measured or saved for a specimen
- o Learner reports/records relevant observations about client elimination
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

### Content to Know

#### Learning Objectives

- a. Outline the general structure and functions of the urinary and gastrointestinal systems
- b. Explain why the elimination of body wastes is important in maintaining health
- c. Use medical terms related to urinary and gastrointestinal systems
- d. List the characteristics of normal urine and urination
- e. Explain the basic principles to be followed when toileting a client
- f. Discuss the principles of medical asepsis and Standard Precautions in the toileting of clients
- g. Explain the various elimination activities with which the client may need assistance
- h. Describe the procedure for giving perineal care to a female client and to a male client
- i. Explain the use of precautions in giving or assisting with perineal care
- j. Describe the use of enemas, suppositories, and rectal stimulation
- k. Describe methods that can be used to stimulate urination
- l. List factors which may cause a change in bowel patterns
- m. Outline the steps followed in bowel/bladder training programs
- n. Describe the complications that could develop as a result of incontinence
- o. Explain other routes for urination and bowel evacuation due to injury, surgery or illness
- p. List various comfort measures that can be employed when a client must use a bedpan
- q. List the safety measures to be observed when assisting the client with toileting
- r. Indicate the observations which should be made regarding the client's toileting

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 19. Measure client intake and output

#### Performance Standard Condition

##### Competence will be demonstrated

- o at the worksite
- o with an client

#### Performance Standard Criteria

##### Performance will be successful when:

- o Learner measures input and output specimens according to department/facility guidelines using Standard Precautions
- o Learner calculates liquid measurements in cubic centimeters
- o Learner reports/records intake and output
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Fluid Intake is accurately measured
- o Fluid Output is accurately measured

#### Content to Know

##### Learning Objectives

- a. Define terms related to intake and output of fluid
- b. Identify basic principles of hydration
- c. List client conditions which can cause dehydration
- d. Cite client conditions that usually require a record of intake and output
- e. Explain the importance of and methods for accurate measurements of fluids
- f. Describe the importance of using Standard Precautions when collecting and handling body fluids
- g. Identify which fluids/foods are to be measured as intake
- h. Identify which fluids/specimens are to be measured as output
- i. Describe ways to involve clients in recording or reporting oral intake of fluid
- j. Explain how to calculate intake and output
- k. Describe how to convert various liquid measurements to cubic centimeters
- l. Explain how to document intake and output

#### Comments:

## Unit 1: Fundamental Client Care

Competency

### 20. Provide client comfort measures

Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite
- o with a client

Performance Standard Criteria

**Performance will be successful when:**

- o Learner secures information from the client regarding the pain
- o Learner reports type of pain, its location, intensity and duration
- o Learner provides comfort measure(s) to relieve pain as directed by worksite professional
- o Learner accepts each client's unique reaction to pain

Content to Know

**Learning Objectives**

- a. Describe some possible causes of pain
- b. Recognize the purpose of pain
- c. Describe pain in terms of type, location, intensity and duration
- d. Explain appropriate measures that can be used to alleviate pain
- e. Identify your role in providing comfort measures
- f. Differentiate between chronic and acute pain
- g. Describe importance of rest and sleep for health of the client

**Comments:**

## Unit 1: Fundamental Client Care

### Competency

#### 21. Use isolation techniques

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite OR in simulation
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner gathers food, equipment, and supplies needed for giving care in the isolation unit
- o Learner puts on gown, gloves and/or mask as required by the type of isolation used for this client
- o Learner transfers food, equipment, and supplies into the isolation unit
- o Learner provides care for the client according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner gives client extra attention to help offset the client's feelings of abandonment
- o Learner transfers soiled linen, contaminated equipment, and trash out of the isolation unit according to department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner removes contaminated gown, gloves and/or gloves without contaminating self or clean areas

### Content to Know

#### **Learning Objectives**

- a. Define terms related to infection, transmission of infection and control of infection
- b. Compare and contrast bacteria, viruses, parasites, and fungus
- c. Describe the purposes of isolation
- d. Explain what determines the type of isolation that will be followed
- e. Describe the proper way to put on a gown
- f. Explain the process for removing contaminated gloves, gown and mask
- g. Describe how to care for contaminated articles that leave an isolation unit

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 22. Assist with care of dying client

### Performance Standard Condition

#### **Competence will be demonstrated**

- o in a simulation OR when giving assistance in the care of a terminally ill client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner provides privacy for the client, but does not abandon or isolate the client
- o Learner allows the family to be with the client as much as possible
- o Learner gives quality, gentle, and calm client care
- o Learner listens to client
- o Learner cooperates with clergy, family, and client to allow for religious practices at the client's bedside
- o Learner reports/records changes in the client's emotional status
- o Learner reports pain immediately and is diligent in providing comfort measures to the client

### Content to Know

#### **Learning Objectives**

- a. Define terms related to death and dying
- b. Describe how each person reacts differently to death and dying
- c. Identify some of the physical signs of approaching death
- d. Describe the needs of the dying client
- e. Outline the five (5) stages of the grieving process
- f. Relate the stages of grieving to a client who is dying and to the client's family
- g. Discuss some comfort measures caregivers can use to provide additional support to a client who is terminally ill
- h. Describe the role of spiritual beliefs for some clients facing death
- i. Explain the different religious practices for the dead and the dying
- j. Recognize the impact of the death of a client on caregivers
- k. Explain how an Advance Directive is used in making decisions about the care of a dying client
- l. Discuss the "right to die" issue
- m. Describe the philosophy of hospice care

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 23. Assist with postmortem care

### Performance Standard Condition

#### **Competence will be demonstrated**

- o in a simulation OR when giving assistance in providing postmortem care

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner cares for body with respect and dignity, including the maintenance of privacy
- o Learner prepares the body for final viewing by the family
- o Learner demonstrates respect and understanding in dealing with the grieving family
- o Learner cleans and prepares body according to department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner cares for client's valuables and belongings according to department/facility guidelines
- o Learner removes used equipment, supplies, and linens from the client care area according to department/facility guidelines using Standard Precautions
- o Learner transports body to morgue according department/facility guidelines

### Content to Know

#### **Learning Objectives**

- a. Discuss the decision to donate the organs of a client who has died
- b. Describe the support caregivers can give to the family of the deceased client
- c. Identify when postmortem care can begin
- d. Describe how to care for the body for final viewing by the family
- e. List the items usually contained in a postmortem/morgue kit
- f. Outline the postmortem care guidelines of your facility
- g. Explain the use of Standard Precautions during postmortem care
- h. Identify the facility's procedure for transporting the body to the morgue
- i. Discuss the requirement for a postmortem examination

### Comments:

## Unit 1: Fundamental Client Care

### Competency

#### 24. Perform choking maneuver

### Performance Standard Condition

#### **Competence will be demonstrated**

- o on a manikin

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner successfully completes an approved course on choking maneuvers
- o Learner accurately assesses the choking situation based on simulated description of the person's symptoms OR on role play of choking by a peer
- o Learner identifies the obstruction as partial or complete, matching symptoms to the simulated situation
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner performs choking maneuver for a simulated conscious person and an unconscious person according to course guidelines noting client safety, proper body mechanics, and Standard Precautions

### Content to Know

#### **Learning Objectives**

- a. Describe the general structure and function of the respiratory system
- b. Define terms related to airway obstruction
- c. Explain how the tongue and foreign objects can cause airway obstruction
- d. List the signs of someone with a partial airway obstruction
- e. List the signs of someone with a complete airway obstruction
- f. Outline the steps of the choking maneuver for a conscious person
- g. Outline the steps of the choking maneuver for an unconscious person
- h. Describe the variations in the maneuver for an infant and a child

### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 1. Obtain client record information

### Performance Standard Condition

#### **Competence will be demonstrated**

- o at the worksite OR in simulation
- o with a client

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner identifies client
- o Learner ensures client privacy
- o Learner uses therapeutic communication techniques to obtain basic client information
- o Learner verifies client information in easy to understand language
- o Learner obtains and reports/records the required information

### Content to Know

#### **Learning Objectives**

- a. List the ways in which identification of clients is confirmed
- b. Explain why accuracy in client identification is important
- c. Explain the use of bar codes for identification in health care settings
- d. Explain reasons for obtaining a thorough patient history
- e. Explain therapeutic communication techniques for obtaining a thorough patient history
- f. Detail the common medical history components of the client record

### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 2. Chart objective information on client records

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite OR in simulation
- o with a client

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner records measured vital data or responses/reactions within the scope of their job according to department/facility guidelines
- o Learner records data/information in the appropriate place
- o Learner uses only abbreviations on the facility's approved list
- o Learner verifies recorded information with worksite professional, if required
- o Learner reports any physical and/or emotional changes to the worksite professional immediately
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others
- o Recorded information is free of spelling and number errors

### Content to Know

**Learning Objectives**

- a. Explain the role of observations in client care
- b. List some of the most critical client care observations to be made
- c. Enumerate the changes in client physical and emotional status that should be reported
- d. Identify the individual to whom client changes should be reported
- e. Describe general documentation requirements for recording objective information and client observations
- f. Relate charting/recording by worksite professionals to the broad process of communications and liability
- g. Discuss the quality issues to be addressed when writing narrative descriptions of client's care and reaction to care

### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 3. Measure blood pressure

#### Performance Standard Condition

##### Competence will be demonstrated

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes blood pressure according to department/facility guidelines noting client safety and Standard Precautions
- o Measurements of the client blood pressure are within +/- 4 mm Hg of the worksite professional's reading
- o Learner reports/records blood pressure reading(s)
- o Learner cares for the sphygmomanometer and stethoscope according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

#### Content to Know

##### Learning Objectives

- a. Define terms related to blood pressure
- b. Describe how to use and care for the sphygmomanometer and stethoscope
- c. Explain the technique for obtaining blood pressure
- d. Discuss variations of equipment choice for different size clients
- e. Identify the range of normal values for blood pressure
- f. Describe factors that influence blood pressure readings
- g. Identify the causes of inaccurate blood pressure readings
- h. Identify the variations in blood pressure readings that should be reported immediately
- i. Explain how to document blood pressure results

#### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 4. Set up area for client procedures

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite
- o in the appropriate procedure area

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner verifies procedure to be performed
- o Learner consults the department/facility guidelines for the procedure and its setup requirements
- o Learner gathers the equipment and supplies that will be used for the procedure
- o Learner ensures the cleanliness of the procedure equipment and area/room
- o Learner checks the equipment for malfunction or damage if applicable and allowed
- o Learner reads labels to confirm that any solutions and supplies are correct and not expired
- o Learner arranges the equipment and supplies in the order in which they will be used
- o Learner has materials ready prior to the start of the procedure
- o Learner reports the status of supplies and equipment to the worksite professional
- o Learner documents procedure set up, if applicable

### Content to Know

**Learning Objectives**

- a. Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
- b. Describe the major purpose for each of the procedures identified
- c. List the types of equipment and supplies that are required for each of the procedures identified
- d. Define the medical terms and abbreviations related to each of the procedures identified
- e. Explain the equipment and supplies sterilization requirements for each of the procedures identified
- f. Detail the importance of equipment and supply checks before procedures
- g. Explain the importance of a clean environment and clean equipment in the procedure room or area
- h. Detail how the room/area will be set up to facilitate easy access to necessary equipment and supplies
- i. Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- j. Explain how to set up a sterile field
- k. Explain how to handle contaminated materials

### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 5. Assist in administering procedures

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner identifies client
- o Learner assists the worksite professional to review the purpose and the steps of the procedure with the client in words the client understands
- o Learner verifies that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure
- o Learner drapes client and/or takes other measures to assure client privacy during the procedure
- o Learner assists in positioning client using proper body mechanics
- o Learner assists with procedural steps performed by the worksite professional noting client safety and Standard Precautions
- o Learner exhibits empathy for client during the procedure
- o Learner monitors and reports any client response to the procedure to the worksite professional
- o Learner labels and processes specimens when applicable
- o Learner documents (cosigns) assistance while procedure was performed
- o Learner cleans/disinfects and/or sterilizes equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Learner communicates any follow up information to the client as directed by the worksite professional

##### Content to Know

###### **Learning Objectives**

- a. Describe the responsibility of the worksite professional for administering the procedure
- b. Explain your role when assisting with the procedure
- c. Discuss ways you can reassure the client before, during, and after the procedure
- d. List ways you can comfort a client who is fearful, anxious, or in pain during a procedure
- e. Identify the position(s) necessary for the client during each common therapeutic and diagnostic procedures performed in your department/facility
- f. Detail how client privacy is maintained during each common procedure identified
- g. List the principles of medical asepsis that are applicable during each common procedure identified
- h. Explain how equipment and/or supplies are sterilized for each common procedures identified
- i. Outline potential adverse client reactions to each common procedure identified
- j. Describe the positive results expected from each common procedure identified
- k. Explain how to document procedure administration

##### **Comments:**

## Unit 2: Advanced Client Care

### Competency

#### 6. Apply nonprescription topical medications

#### Performance Standard Condition

##### Competence will be demonstrated:

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### Performance will be successful when:

- o Learner verifies that the non-prescription topical application has been ordered
- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner verifies the "six rights" before beginning procedure
- o Learner performs the "three checks" during the procedure
- o Learner gives medicated bath, shampoo, or topical medication according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records the appearance of the skin and the reaction/response of the client following the procedure
- o Learner stores medication, following guidelines of the health care facility/agency

### Content to Know

#### Learning Objectives

- a. Identify conditions of the skin that should be observed when giving client care
- b. Outline the steps ("Six Rights") for assuring accuracy in applying the topical medication (Right Drug, Dose, Client, Route, Time, Documentation)
- c. Outline the steps ("Three Checks") for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
- d. Outline techniques caregivers can use to help maintain the integrity of the skin
- e. List some of the most frequent topical medications
- f. Describe the various forms in which topical medications are supplied
- g. Explain the importance of applying medications to skin that is not broken
- h. Indicate the observations which should be made regarding the condition of the client's skin

### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 7. Assist with the application of hot and cold applications to the skin

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite OR in simulation
- o with a client
- o while assisting a worksite professional

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner confirms that hot or cold application has been ordered
- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner measures or verifies temperature of fluid
- o Learner assists worksite professional to apply heat or cold applications according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner frequently checks the area of application for discoloration, numbness or other symptoms
- o Learner reports/records application including time and client reaction

#### Content to Know

**Learning Objectives**

- a. List some physical conditions for which application of heat or cold may be used
- b. Name ways of applying hot and cold
- c. Describe the body's reactions to local applications of heat and cold
- d. Explain the response of blood vessels to heat and cold
- e. Discuss the special client conditions for which hot or cold applications require special precautions
- f. Outline potential dangers or injury to the client with hot or cold application
- g. Detail the precautions that must be taken with hot and cold applications with clients of different age groups
- h. Explain the importance of checking the temperature of water before it is used for immersion or application procedures
- i. Identify the difference between sterile and non-sterile local applications
- j. Indicate the observations which should be made regarding the condition of the client's skin with this treatment

#### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 8. Instruct clients in the collection of stool and/or urine specimens

#### Performance Standard Condition

##### Competence will be demonstrated

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### Performance will be successful when:

- o Learner identifies the client
- o Learner provides privacy for the client
- o Learner explains department/facility instructions for urine collection in words the client understands
- o Learner explains department/facility instructions for fecal collection in words the client understands
- o Learner determines the client's level of understanding about the directions
- o Learner responds to client questions accurately within scope of their job role OR refers to worksite professional
- o Learner obtains consent for testing

#### Content to Know

##### Learning Objectives

- a. List medical and lay terms related to bladder and bowel elimination
- b. List the reasons for doing a urinalysis
- c. Outline the procedures for collecting a routine urine specimen, a clean-catch specimen, 24-hour specimen
- d. Describe the procedure for collecting a stool specimen
- e. List some of the tests that will be performed on a stool specimen

#### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 9. Collect stool and urine specimens

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner provides privacy for the client
- o Learner explains collection procedure to client in words the client understands
- o Learner follows department/facility guidelines for collecting stool and/or urine specimens noting client safety and Standard Precautions
- o Learner accurately labels specimen
- o Learner completes/cosigns paperwork/requisition for collecting and processing specimen
- o Learner delivers specimen, arranges for pickup, or stores specimen for later
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

#### Content to Know

##### **Learning Objectives**

- a. Discuss the use of Standard Precautions while collecting and handling specimens
- b. Explain why a urine specimen should be tested immediately
- c. Indicate the reasons for care in labeling the specimen
- d. Describe any special storage and handling requirements for urine and stool samples.

#### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 10. Care for client with a urinary catheter

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with a client who has a urinary catheter and drainage system

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner empties and measures urinary drainage according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner determines if output is to be saved for a specimen
- o Learner gives perineal care around the catheter that is appropriate for a male or female client
- o Learner checks that urine flows freely through the system
- o Learner reports/records observations about the drainage system and the characteristics of the urine
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

#### Content to Know

##### **Learning Objectives**

- a. Define vocabulary words related to disorders and treatment of the urinary system
- b. Outline some common disorders of the urinary system
- c. Describe an indwelling urinary catheter and its use
- d. List some reasons why a client would have a urinary catheter inserted
- e. Identify the client observations to make when caring for the client with a catheter
- f. List the areas where infectious organisms can enter when a client has a catheter and drainage system
- g. Describe the importance of perineal care around the catheter
- h. Detail some of the measures caregivers can take to assure continuous urinary drainage from the system
- i. Discuss the ambulation of a client with a urinary catheter and drainage system
- j. Demonstrate emptying and measuring the urinary drainage

#### **Comments:**

## Unit 2: Advanced Client Care

### Competency

#### 11. Perform CPR

### Performance Standard Condition

#### **Competence will be demonstrated**

- o on a manikin

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner successfully completes an approved CPR course for the health care professional
- o Learner accurately assesses the condition of the victim by checking for breathing and for a pulse
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner checks and clears the victim's airway following the guidelines in the CPR course
- o Learner(s) administers CPR (one person and two person), doing both chest compressions and ventilation, following the guidelines given in the CPR course noting client safety, proper body mechanics, and Standard Precautions
- o Learner cleans the manikin after the procedure is completed

### Content to Know

#### **Learning Objectives**

- a. Define terms related to CPR (Cardiopulmonary Resuscitation)
- b. Give the purpose for CPR
- c. List the "ABCs" guides for CPR
- d. Summarize each of the steps in the process that make up the "A", "B", and "C"s of CPR
- e. Outline the steps necessary to evaluate the victim's condition before starting CPR
- f. Describe correct hand placement on the victim's chest for compression
- g. List the different ways CPR can be administered
- h. Discuss the relationship of cardiac compressions and ventilation processes used in CPR
- i. Highlight the major differences in administering CPR to a child or infant than those measures used with the adult
- j. Describe the special measures that are required if the victim has an obstructed airway
- k. Describe the purpose and use of the AED
- l. Explain why CPR is practiced only on a manikin
- m. Outline the method of cleaning the manikin after use for CPR

### Comments:

## Unit 2: Advanced Client Care

### Competency

#### 12. Respond to basic emergencies with first aid measures

### Performance Standard Condition

#### **Competence will be demonstrated**

- o in a simulation(s) of an emergency/injury in a health care facility

### Performance Standard Criteria

#### **Performance will be successful when:**

- o Learner successfully completes an approved First Aid course
- o Learner accurately assesses the simulated emergency situation(s)
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner gives appropriate immediate care to the injured client in the simulated situation(s)
- o Learner applies principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines
- o Learner performs only those techniques in the simulated emergency that were included in the first aid course

### Content to Know

#### **Learning Objectives**

- a. Define terms related to emergency care
- b. Identify types of emergency situations which might occur in your department/facility that would require immediate aid
- c. Compare and contrast signs and symptoms of common emergency situations such as for bleeding/wounds, shock, poisoning, burns, fractures, fainting, heart attack, stroke, convulsions and diabetic reactions
- d. Relate the importance of thorough observation and assessment with beginning first aid
- e. List the general principles which should guide your decision making in an emergency situation
- f. List the "priorities of care" which need attention before beginning other first aid procedures
- g. Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
- h. Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
- i. Explain your role in providing first aid in the health care facility
- j. Elaborate on the importance of only giving the emergency care you are qualified to provide

### Comments: