



# Resident Aide

Youth Apprenticeship

## RESIDENT AIDE

Resident Aides provide key caregiving activities to clients in a caregiving facility. In WI, youth apprentices working in a CBRF (Community Based Residential Facility) must complete the required WI DHS training but are not required to pass the CNA exam.

**Length of Apprenticeship:** One or two years

## OCCUPATIONAL COMPETENCIES

Youth apprentices work with a job site mentor to demonstrate the following competencies.

**Year 1:** All the required competencies plus **eight** of the additional competencies

**Year 2:** All the required competencies plus **sixteen** of the additional competencies

Required Competencies	Additional Competencies
<ol style="list-style-type: none"> <li>1. Use standard precautions and infection prevention controls</li> <li>2. Change unoccupied bed linens</li> <li>3. Follow Individual Service Plan (ISP)</li> <li>4. Report client changes</li> <li>5. Prepare client for service</li> <li>6. Position client</li> <li>7. Ambulate client</li> <li>8. Measure temperature, pulse, and respiration</li> <li>9. Provide client comfort measures</li> <li>10. Assist client with toileting</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure blood pressure</li> <li>2. Measure weight and/or height</li> <li>3. Transport client within facility</li> <li>4. Assist to transfer client</li> <li>5. Aid client with bathing or showering</li> <li>6. Aid client with eating and hydration</li> <li>7. Aid client with oral hygiene</li> <li>8. Aid client with grooming — dress and undress</li> <li>9. Aid client with grooming — shaving</li> <li>10. Aid client with grooming — hair care</li> <li>11. Aid client with grooming — nail care</li> <li>12. Maintain inventory of supplies and/or equipment</li> <li>13. Care for clients with a urinary catheter</li> <li>14. Manage client appointments</li> <li>15. Measure pulse oximetry</li> <li>16. Measure blood sugar</li> <li>17. Instruct clients in collection of specimens</li> <li>18. Provide client skin care</li> <li>19. Apply non-prescription topical medications</li> <li>20. Prepare and/or serve food</li> <li>21. Provide ostomy care</li> <li>22. Give bed bath</li> <li>23. Apply TED (anti-embolism) stockings and/or tubi-grips</li> <li>24. Assist with care of client with dementia</li> <li>25. Use isolation techniques</li> </ol>

	<ul style="list-style-type: none"> <li>26. Apply first aid and choking emergency procedures (simulated)</li> <li>27. Respond to emergency situations as a Resident Aide</li> <li>28. Assist with post-mortem care</li> <li>29. Practice safe medication storage and administration</li> <li>30. Lead a client activity</li> </ul>
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## **REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES**

The following Registered Apprenticeship is available in this area:

- Medical Assistant registered apprenticeship
- Community Health Worker registered apprenticeship

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## **POST-SECONDARY PATHWAY OPPORTUNITIES**

There are several post-secondary pathway opportunities in this area. The following is a partial list.

- Medical Assistant Technical Diploma
- Human Services Associate Degree
- Substance Abuse Counselor Associate Degree
- Gerontology Associate Degree



# Resident Aide

Youth Apprenticeship

## ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE (TO BE COMPLETED BY YA CONSORTIUM)

### YOUTH APPRENTICE INFORMATION

Youth Apprentice Name	
YA Coordinator	YA Consortium
School District	High School Graduation Date

### REQUIREMENTS

#### Level One Requirements

Youth apprentices must complete ALL the items listed below. Check completed areas.

- Year 1 Competency checklist
- Employability Skills checklist (in this OJL Guide) or the DPI Employability Skills Certificate
- Related instruction equal to 1 high school credit or at least 3 college credits
- Minimum of 450 work hours

#### Level Two Requirements

Youth apprentices must complete ALL the items listed below. Check completed areas.

- Year 2 Competency checklist
- Employability Skills checklist (in this OJL Guide) or the DPI Employability Skills Certificate
- Related instruction equal to 2 high school credits or at least 6 college credits
- Minimum of 900 work hours

### WORK REQUIREMENTS

Community-Based Residential Facilities (CBRFs) are not required to have licensed practical nurses or registered nurses on the premises at all times. If CNAs or Resident Aides under the age of 18 are employed, they must work on site with another qualified caregiver. The under 18 staff member *may not work alone*. Additionally, a **facility waiver of the 18-year-old requirement must be requested** from the Division of Quality Assurance, DHS, for YA students who are placed in CBRFs. For more information OR to request a waiver, contact the Assisted Living Regional Director for the county in which your facility is located at [dhs.wisconsin.gov/dqa/bal-regionalmap.htm](https://dhs.wisconsin.gov/dqa/bal-regionalmap.htm).

## HOURS

Record the hours the youth apprentice worked.

Total Hours Employed	Company Name	Telephone Number

## RELATED INSTRUCTION

YEAR 1: Indicate which related instruction courses the youth apprentice completed.

Dual Credit	Course Number and Title	Credits	Instruction Provider
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

YEAR 2: Indicate which related instruction courses the youth apprentice completed.

Dual Credit	Course Number and Title	Credits	Instruction Provider
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

## SIGNATURES

The On-the-Job Learning Performance Standards Guide includes a list of competencies youth apprentices learn through mentoring and training at the worksite.

Instructions for the Worksite Employers/Mentors and School-Based or YA coordinators: This document should be reviewed with the employer/mentor, school-based or YA coordinator on a regular basis with the youth apprentice to record progress and plan future steps to ensure completion of the required competencies. Mentors, school-based/YA coordinator, and the apprentice sign below.

Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed
School-Based and/or YA Coordinator Signature	School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator	School-Based and/or YA Coordinator
School District or Organization	School District or Organization
Date Signed	Date Signed
Youth Apprentice Signature	Youth Apprentice Signature
Youth Apprentice	Youth Apprentice
School District / High School	School District / High School
Date Signed	Date Signed

## EMPLOYABILITY SKILLS (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Youth apprentices must demonstrate key employability skills.

The DWD YA program employability skills requirement may be attained and demonstrated through two processes. (See options listed below.) Employability skills must be completed for every year a student is in the program. The DPI Employability Skills Certificate may be counted as meeting one of those two years, provided the certificate is earned in the same year the student is enrolled in youth apprenticeship or they can complete the YA Employability Skills in the OJL. The Employability Skills Certificate must be obtained through the DPI.

1. If a student has successfully completed a Wisconsin Department of Public Instruction (DPI) State-Certified Cooperative Education, [Co-Op Employability Skill certification](#) then they have met the YA Employability Skills requirement for that year. A copy of the student's DPI Co-Op Employability Skill Certificate must be maintained on file with their YA regional consortium.
 

Earned Wisconsin Employability Skills Certificate (checked if applicable) or,
2. Completed and rated "Employability Skills" through this YA OJL guide as described below.

<b>3</b>	<b>Exceeds Expectations:</b> Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior
<b>2</b>	<b>Meets Expectations:</b> Meets entry-level criteria; requires some supervision; often displays this behavior
<b>1</b>	<b>Working to Meet Expectations:</b> Needs improvement; requires much assistance and supervision; rarely displays this behavior

The following skills are required of all youth apprentices.

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
1. Develops positive work relationships with others. <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> <li>• Interacts with others with respect and in a non-judgmental manner</li> <li>• Responds to others in an appropriate and non-offensive manner</li> <li>• Helps co-workers and peers accomplish tasks or goals</li> <li>• Applies problem-solving strategies to improve relations with others</li> <li>• When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
<p>2. Communicates effectively with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Adjusts the communication approach for the target audience, purpose, and situation to maximize impact</li> <li>• Organizes messages/information in a logical and helpful manner</li> <li>• Speaks clearly and writes legibly</li> <li>• Models behaviors to show active listening</li> <li>• Applies what was read to actual practice</li> <li>• Asks appropriate questions for clarity</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Collaborates with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities</li> <li>• Shares responsibility for collaborative work and decision making</li> <li>• Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise</li> <li>• Avoids contributing to an unproductive group conflict</li> <li>• Shares information and carries out responsibilities in a timely manner</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Maintains composure under pressure</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Uses critical thinking to determine the best options or outcomes when faced with a challenging situation</li> <li>• Carries out assigned duties while under pressure</li> <li>• Acts in a respectful, professional, and non-offensive manner while under pressure</li> <li>• Applies stress management techniques to cope under pressure</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Demonstrates integrity</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Carries out responsibilities in an ethical, legal and confidential manner</li> <li>• Responds to situations in a timely manner</li> <li>• Takes personal responsibility to correct problems</li> <li>• Models behaviors that demonstrate self-discipline, reliability, and dependability</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
<p>6. Performs quality work <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Carries out written and verbal directions accurately</li> <li>• Completes work efficiently and effectively</li> <li>• Performs calculations accurately</li> <li>• Conserves resources, supplies, and materials to minimize costs and environmental impact</li> <li>• Uses equipment, technology, and work strategies to improve workflow</li> <li>• Applies problem-solving strategies to improve productivity</li> <li>• Adheres to worksite regulations and practices</li> <li>• Maintains an organized work area</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Provides quality goods or services (internal and external) <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Shows support for the organizational goals and principles by own personal actions</li> <li>• Displays a respectful and professional image to customers</li> <li>• Displays an enthusiastic attitude and desire to take care of customer needs</li> <li>• Seeks out ways to increase customer satisfaction</li> <li>• Produces goods to workplace specifications</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Shows initiative and self-direction <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Prioritizes and carries out responsibilities without being told</li> <li>• Responds with enthusiasm and flexibility to handle tasks that need immediate attention</li> <li>• Reflects on any unsatisfactory outcome as an opportunity to learn</li> <li>• Improves personal performance by doing something different or differently</li> <li>• Analyzes how own actions impact the overall organization</li> <li>• Supports own action with sound reasoning and principles</li> <li>• Balances personal activities to minimize interference with work responsibilities</li> <li>•</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Adapts to change <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Shows flexibility and willingness to learn new skills for various job roles</li> <li>• Uses problem-solving and critical-thinking skills to cope with changing circumstances</li> <li>• Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness</li> <li>• Displays a "can do" attitude</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Employability Skills	Rating		
<p>10. Demonstrates safety and security regulations and practices <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Follows personal safety requirements</li> <li>• Maintains a safe work environment</li> <li>• Demonstrates professional role in an emergency</li> <li>• Follows security procedures</li> <li>• Maintains confidentiality</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Applies technology effectively in the workplace</li> <li>• Assesses and evaluates information on the job</li> <li>• Assesses training manuals, website, and other media related to the job</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Fulfills training or certification requirements for employment <i>Examples of this requirement may include . . .</i></p> <ul style="list-style-type: none"> <li>• Participation in required career-related training and/or educational programs</li> <li>• Passing certification tests to qualify for licensure and/or certification</li> <li>• Participation in company training or orientation</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Sets personal goals for improvement <i>Examples of this requirement may include . . .</i></p> <ul style="list-style-type: none"> <li>• Setting goals that are specific and measurable</li> <li>• Setting work-related goals that align with the organization's mission</li> <li>• Identifying strategies to reach goals</li> <li>• Reflecting on goal progress to regularly evaluate and modify goals</li> </ul>	<b>Year 1 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Year 2 Rating</b>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## REQUIRED OCCUPATIONAL COMPETENCIES

### (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Youth apprentices in the first year of the program must perform all the following required competencies.

#### Rating Scale

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<b>1. Use standard precautions and infection prevention controls</b> <ul style="list-style-type: none"> <li>• put on and dispose of appropriate personal protective equipment properly</li> <li>• perform hand hygiene</li> <li>• handle needles and sharp devices safely to prevent injury</li> <li>• clean and disinfect areas and equipment according to facility policy</li> <li>• handle linens and all equipment to minimize the spread of infection</li> <li>• follow isolation procedures when needed</li> <li>• safely dispose of bio-hazardous materials</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Change unoccupied bed linens</b> <ul style="list-style-type: none"> <li>• remove soiled linens</li> <li>• avoid contact of own body and clothing with the soiled items being handled</li> <li>• contain soiled items per facility policy</li> <li>• handle clean linens to ensures their cleanliness</li> <li>• make bed as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Follow Individual Service Plan (ISP)</b> <ul style="list-style-type: none"> <li>• locate and review the Individual Service Plan (ISP) for the client to be served</li> <li>• implement active interventions and monitor interventions as required by worksite supervisor</li> <li>• collect objective and subjective data if required</li> <li>• report client changes to supervisor</li> <li>• document interventions as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>4. Report client changes</b></p> <ul style="list-style-type: none"> <li>• identify client change - positive or negative such as vital signs including weight, mobility, behavior/mental status, safety, appetite, or life circumstances</li> <li>• report changes to supervisor</li> <li>• document client changes as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>5. Prepare client for service</b></p> <ul style="list-style-type: none"> <li>• identify client</li> <li>• introduce self</li> <li>• provide privacy for the client</li> <li>• explain procedure to the client</li> <li>• re-approach client and obtain assistance as needed</li> <li>• report/record relevant observations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>6. Position client</b></p> <ul style="list-style-type: none"> <li>• secure assistance, if needed, before beginning to move and turn client</li> <li>• change client position on schedule or as needed for a procedure/care noting client safety and proper body mechanics.</li> <li>• seek client input to determine their comfort with the position</li> <li>• report/record client condition, reactions, and position change if needed</li> <li>• make observations about condition of the skin</li> <li>• ensure there are no skin-on-skin surfaces touching</li> <li>• give skin care to potential or existing pressure areas</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>7. Ambulate client</b></p> <ul style="list-style-type: none"> <li>• ensure client is wearing proper footwear</li> <li>• secure assistance, if needed, before beginning to ambulate client</li> <li>• follow guidelines for ambulating the client noting client safety and proper body mechanics</li> <li>• assist to stand with assistive devices as needed</li> <li>• assist with ambulation using a gait belt, walker, cane, or crutches</li> <li>• encourage client to maintain good standing posture while ambulating</li> <li>• remain alert to client condition and responses during ambulation</li> <li>• report/record client condition, reactions, and ambulation</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>8. Measure temperature, pulse, and respiration</b></p> <ul style="list-style-type: none"> <li>• prepare the equipment for the procedure</li> <li>• position client using proper body mechanics if necessary</li> <li>• measure temperature, pulse, respirations, according to protocol</li> <li>• report/record reading(s)</li> <li>• care for equipment according to protocol</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>9. Provide client comfort measures</b></p> <ul style="list-style-type: none"> <li>• secure information from the client regarding the pain (location, intensity, duration) using a pain scale</li> <li>• observe and recognize signs of unreported pain</li> <li>• report type of pain, location, intensity, and duration</li> <li>• provide comfort measure(s) to relieve pain as directed by supervisor</li> <li>• report/record comfort measure applied and client response as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>10. Assist client with toileting</b></p> <ul style="list-style-type: none"> <li>• position client using proper body mechanics if necessary</li> <li>• place client on bedpan, at urinal, and/or assist client to commode noting client safety and proper body mechanics</li> <li>• provide assistance as required by the client's condition</li> <li>• provide perineal care after elimination is complete if needed</li> <li>• wash moving front to back</li> <li>• report/record relevant observations about client elimination</li> <li>• clean and disinfect equipment</li> <li>• dispose of contaminated articles as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

## ADDITIONAL OCCUPATIONAL COMPETENCIES

### (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

**Year 1:** Apprentices must perform at least **eight** of the additional competencies

**Year 2:** Apprentices must perform at least **sixteen** of the additional competencies

#### Rating Scale

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>1. Measure blood pressure</b></p> <ul style="list-style-type: none"> <li>prepare the equipment for the procedure</li> <li>position client using proper body mechanics if necessary</li> <li>take blood pressure</li> <li>report/record blood pressure reading(s)</li> <li>care for equipment according to protocol</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2. Measure weight and/or height</b></p> <ul style="list-style-type: none"> <li>prepare equipment for the procedure</li> <li>set scale to zero for weight</li> <li>position client using proper body mechanics if necessary</li> <li>measure weight and height according to protocol</li> <li>report/record weight and height reading(s)</li> <li>care for equipment according to protocol</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3. Transport client within facility</b></p> <ul style="list-style-type: none"> <li>secure assistance, if needed, before preparing client for transporting</li> <li>transport clients by wheelchair noting client safety and proper body mechanics</li> <li>follow department/facility guidelines for entering an elevator, corridor or ramp</li> <li>remain alert to client condition and responses during transport</li> <li>remain with client until other staff take over responsibility for the client</li> <li>report/record client condition, reactions, and transport as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>4. Assist to transfer client</b></p> <ul style="list-style-type: none"> <li>secure assistance and or equipment as determined by the ISP</li> <li>encourage client to participate in transfer procedure as appropriate</li> <li>follow transfer procedure noting client safety and proper body mechanics</li> <li>seek client input to determine their comfort during and after transfer</li> <li>assist to attach/secure any safety devices or monitors to client</li> <li>report/record client condition, reactions, and transfer</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>5. Aid client with bathing or showering</b></p> <ul style="list-style-type: none"> <li>check water temperature before bathing</li> <li>have client check water temperature</li> <li>assist in determining client's ability to take a bath or shower</li> <li>safely give or assist with tub, shower, sponge bathing noting client safety and proper body mechanics</li> <li>follow "clean-to-dirty" principle when assisting with the bath</li> <li>remain nearby and alert to client 's condition and reactions</li> <li>report/record client condition, reactions, and bathing</li> <li>clean and disinfect equipment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>6. Aid client with eating and hydration</b></p> <ul style="list-style-type: none"> <li>position client for the meal</li> <li>confirm the food is appropriate to a prescribed diet</li> <li>safely assist client with eating as needed following proper feeding protocol</li> <li>sit while assisting client</li> <li>assist with and/or clean client as needed</li> <li>report/record client eating patterns, fluid intake, problems and change as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>7. Aid client with oral hygiene</b></p> <ul style="list-style-type: none"> <li>gently clean tooth surfaces, tongue, gums, cheeks using gentle motions</li> <li>safely give or assist with specialized oral hygiene care</li> <li>care for dentures</li> <li>report/record client condition, reactions, and oral care</li> <li>clean and disinfect equipment</li> <li>dispose of contaminated articles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>8. Aid client with grooming — dress and undress</b></p> <ul style="list-style-type: none"> <li>determine client's ability to assist with dressing/undressing</li> <li>safeguard the clothing and other belongings of the client</li> <li>offer client choice of weather appropriate clothing</li> <li>safely dress/undress client needing partial or total assistance</li> <li>report/record client condition, reactions, and clothing change</li> <li>handle soiled laundry as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>9. Aid client with grooming — shaving</b></p> <ul style="list-style-type: none"> <li>determine client's ability to assist with procedure according to the ISP</li> <li>safely assist with shaving</li> <li>report/record client skin condition, reactions, and shaving procedure</li> <li>clean and disinfect equipment</li> <li>dispose of contaminated articles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>10. Aid client with grooming — hair care</b></p> <ul style="list-style-type: none"> <li>use client's personal care items and shampoos if preferred</li> <li>style the client's hair</li> <li>assist the client in shampooing hair</li> <li>meet the client's needs for comfort while giving hair care</li> <li>report/record client hair and scalp condition, reactions, and hair care</li> <li>clean and disinfect equipment</li> <li>dispose of contaminated articles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>11. Aid client with grooming — nail care</b></p> <ul style="list-style-type: none"> <li>follow facility policy for trimming nails</li> <li>safely clip nails if order indicates</li> <li>report/record client nail, hand, foot condition, reactions, and nail, hand, foot care</li> <li>clean and disinfect equipment</li> <li>dispose of contaminated articles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p><b>12. Maintain inventory of supplies and/or equipment</b></p> <ul style="list-style-type: none"> <li>• follow procedure for inventory of supplies, equipment, and/or medications</li> <li>• monitor minimum quantities (par level)</li> <li>• report expired, discontinued, damaged, and/or missing supplies immediately to worksite professional</li> <li>• straighten and clean shelves</li> <li>• assist with removal and disposal of expired, damaged, and/or recalled items as required or directed</li> <li>• store and stock items appropriately</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>13. Care for clients with a urinary catheter</b></p> <ul style="list-style-type: none"> <li>• provide for client comfort</li> <li>• cover collection bag</li> <li>• change bags according to facility protocol</li> <li>• clean the bag</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>14. Manage client appointments</b></p> <ul style="list-style-type: none"> <li>• verify the required elements of the medical order, if applicable for services</li> <li>• ascertain the time required for the health service(s) required by the client</li> <li>• refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care</li> <li>• identify conflicts in schedule and those of the client's schedule</li> <li>• assist in recommending resolution to scheduling conflicts</li> <li>• confirm client and the department/facility have the identical appointment information</li> <li>• enter appointment times and other required information</li> <li>• prepare an appointment card if client is present</li> <li>• document any scheduling change in the correct locations</li> <li>• document status of the appointment: late, no show, rescheduled, cancelled, etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>15. Measure pulse oximetry</b></p> <ul style="list-style-type: none"> <li>• prepare the equipment for the procedure</li> <li>• position client using proper body mechanics if necessary</li> <li>• apply pulse oximeter to thin part of client's body- ear lobe, fingertip or across foot for infants</li> <li>• connect oximeter to monitor if applicable</li> <li>• report/record readings</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Occupational Competencies	Ratings		
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	1	2	3
<b>16. Measure blood sugar</b> <ul style="list-style-type: none"> <li>• prepare the equipment for the procedure</li> <li>• position client using proper body mechanics if necessary</li> <li>• perform finger stick</li> <li>• report/record readings</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>17. Instruct clients in collection of specimens</b> <ul style="list-style-type: none"> <li>• explain instructions for specimen collection in plain language</li> <li>• respond to client questions accurately within scope of their job role OR refer to worksite professional</li> <li>• collect specimen noting client safety and standard precautions</li> <li>• accurately label specimen</li> <li>• complete document for collecting specimen</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>18. Provide client skin care</b> <ul style="list-style-type: none"> <li>• pay special attention to bony prominences and other areas subject to pressure ulcers</li> <li>• report/record any skin breaks or discolorations, reactions, and skin care</li> <li>• check working condition of equipment (i.e. air mattresses, tubes, bed alarms)</li> <li>• change linens and incontinence products as needed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19. Apply non-prescription topical medications</b> <ul style="list-style-type: none"> <li>• confirm non-prescription topical application is on the medication administration record</li> <li>• follow the "rights" for administering medication</li> <li>• position client using proper body mechanics if necessary</li> <li>• apply topic medication as required</li> <li>• report/record the appearance of the skin and the reaction/response of the client following the procedure</li> <li>• store medication appropriately</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
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<p><b>20. Prepare and/or serve food</b></p> <ul style="list-style-type: none"> <li>consult the dietary plan for the client</li> <li>obtain order for meal from client or meal information from the diet plan including fluids</li> <li>place order for meal if designated</li> <li>assist to prepare meal if needed</li> <li>ensure meal is processed as appropriate for client ability (chopped, cut, pureed, etc.)</li> <li>plate meal items ordered by client or by dietary plan</li> <li>deliver meal to client ensuring hot food remain hot and cold food remain cold</li> <li>determine if assistance is needed for eating</li> <li>monitor food intake and record as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>21. Provide ostomy care</b></p> <ul style="list-style-type: none"> <li>remove pouch safely</li> <li>empty and measure the drainage if output is to be saved for a specimen</li> <li>clean the skin and stoma</li> <li>dry the area completely</li> <li>attach a new pouch or clean the reusable pouch according to manufacturer instructions</li> <li>report/record observations about ostomy system, stoma, and the characteristics of the discharge</li> <li>clean and disinfect equipment</li> <li>dispose of contaminated articles</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>22. Give bed bath</b></p> <ul style="list-style-type: none"> <li>check water temperature before bathing</li> <li>have client check water temperature</li> <li>give bed bath noting client safety and proper body mechanics</li> <li>allow client to assist with bathing, as appropriate</li> <li>follow "clean-to-dirty" principle during bath</li> <li>make observations relative to client's condition and reactions</li> <li>report/record client condition, reactions, and bath</li> <li>clean and disinfect equipment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>23. Apply TED (anti-embolism) stockings and/or tubi-grips</b></p> <ul style="list-style-type: none"> <li>turn stocking inside out</li> <li>place foot of sticking over toes, foot and heel</li> <li>pull top of stocking over foot, heel and leg</li> <li>pull stocking up leg gently avoiding force and over-extension of joints</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
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<p><b>24. Assist with care of client with dementia</b></p> <ul style="list-style-type: none"> <li>• obtain the client's attention before speaking</li> <li>• address the client by name</li> <li>• approach the client slowly from the front and at the same level</li> <li>• use a calm, low pitched tone of voice</li> <li>• speak clearly and distinctly; do not rush</li> <li>• break tasks into clear, simple steps one at a time</li> <li>• use non-verbal appropriately</li> <li>• re-approach client as needed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>25. Use isolation techniques</b></p> <ul style="list-style-type: none"> <li>• gather food, equipment, and supplies needed for giving care in the isolation unit</li> <li>• put on gown, gloves and/or mask as required by the type of isolation used for this client</li> <li>• transfer food, equipment, and supplies into the isolation unit</li> <li>• provide care for the client according to guidelines noting Standard Precautions</li> <li>• give client extra attention to help offset the client's feelings of abandonment</li> <li>• transfer soiled linen, contaminated equipment, and trash out of the isolation unit as required and per Standard Precautions</li> <li>• remove contaminated gown, gloves and/or gloves without contaminating self or clean areas</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>26. Apply first aid and choking emergency procedures (simulation)</b></p> <ul style="list-style-type: none"> <li>• role play how to establish unresponsiveness</li> <li>• role play how to control bleeding</li> <li>• identify the steps to follow in a medical emergency situation</li> <li>• explain when to call 911</li> <li>• role play how to treat a choking person</li> <li>• role play how to control the bleeding of a wound</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>27. Respond to emergency situations as a Resident Aide</b></p> <ul style="list-style-type: none"> <li>• identify the emergency situations (i.e. elopement, fire, weather, need for law enforcement)</li> <li>• contact emergency care or designate someone to get help</li> <li>• give appropriate immediate care to the injured client</li> <li>• apply principles of client safety, proper body mechanics, and standard precautions</li> <li>• explain the fire and disaster plan</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>28. Assist with post-mortem care</b> <ul style="list-style-type: none"> <li>• care for body with respect and dignity, including the maintenance of privacy</li> <li>• clean and prepare body as required</li> <li>• prepare the body for final viewing by the family</li> <li>• demonstrate respect and understanding in dealing with the grieving family</li> <li>• care for client's valuables and belongings</li> <li>• remove used equipment, supplies, and linens from the client care area</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>29. Practice safe medication storage and administration</b> <ul style="list-style-type: none"> <li>• follow safe administration practices</li> <li>• document medication administration</li> <li>• follow requirements for handling and storage of medications including controlled substances</li> <li>• follow proper procedure for reporting medication errors</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>30. Lead a client activity</b> <ul style="list-style-type: none"> <li>• select appropriate activity for client</li> <li>• set up activity for group or client</li> <li>• Invite and transport clients to activity</li> <li>• direct activity</li> <li>• clean up activity</li> <li>• record participation as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			



# Post-Program Completion Survey

Youth Apprenticeship

## YA POST-PROGRAM COMPLETION SURVEY: EMPLOYER FEEDBACK

Employers complete the following information. YA Coordinators will enter this into the Post-Program Completion Survey.

YA Employer Post-Program Completion Questions	
Will you offer or have you offered the Youth Apprentice a continuing position with your company?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If continuing position offered to youth apprentice, did they accept?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If yes, please answer the questions below:</b>	
Was the offer for full time or part time work?	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Title of the position offered:	
What is the wage of the continuing employment offer?	
If applicable, will the youth apprentice advance to a Registered Apprenticeship?	

## YA POST-PROGRAM COMPLETION SURVEY: COMPLETED BY YA CONSORTIUM

The [Post-Program Completion Survey](#) form is to be provided to each student completing the Youth Apprenticeship program to capture information on the student's plans after leaving the program. This **form should be completed by the Youth Apprenticeship Coordinator** to capture information from all high school seniors and their employers after successful completion of the Youth Apprenticeship Program.

The form should be completed during the final meeting between the student, mentor, and Youth Apprenticeship Coordinator, when the final checklist or On-the-Job Learning (OJL) Guide is filled out and signed. Information captured on this form must be entered online using the Youth Apprenticeship Online Data Application (YODA) System.

No part of this document may be altered, duplicated, or extracted without written consent from the Wisconsin Department of Workforce Development (DWD).

DWD is an equal opportunity employer and service provider. If you have a disability and need assistance with this information, please dial 7-1-1 for Wisconsin Relay Service. Please contact the Division of Employment and Training at 888-258-9966 and press 6 to request information in an alternate format, including translated to another language.

