

Instructional Framework

Nursing Services

51.3902.00

This Instructional Framework identifies, explains, and expands the content of the standards/measurement criteria, and, as well, guides the development of multiple-choice items for the Technical Skills Assessment. This document corresponds with the Technical Standards endorsed on April 26, 2018.



Domain 1: Functional Care

Instructional Time: 45-55%

STANDARD 4.0 APPLY PRINCIPLES OF BODY MECHANICS WHEN POSITIONING, TRANSPORTING, TRANSFERRING, AND AMBULATING RESIDENTS/PATIENTS

4.1 Examine the effects of prolonged bed rest and/or restricted physical activity (e.g., muscle atrophy, arterial restriction, and body alignment)	<ul style="list-style-type: none">• Turning to prevent muscle atrophy and pressure injury• Ergonomics• Positioning devices
4.2 Identify and use different techniques for positioning residents/patients in bed (e.g., side lying, supine, prone, Sim's, high and low Fowler's, Trendelenburg, lithotomy, and orthopneic)	<ul style="list-style-type: none">• Positioning• Body mechanics
4.3 Identify and use different techniques for turning residents/patients (e.g., logroll, draw sheet, and move up in bed)	<ul style="list-style-type: none">• Techniques for turning and positioning• Body mechanics
4.4 Identify and use assistive devices and techniques to aid in ambulating residents/patients (e.g., crutches, cane, walker, wheelchair, dangling, and gait belt)	<ul style="list-style-type: none">• Techniques to aid in ambulation• Procedure to use assistive devices
4.5 Identify and use assistive devices and techniques to aid in transferring residents/patients (e.g., gait belt, mechanical lifts, slide board, lift sheet, and stretcher)	<ul style="list-style-type: none">• When/how and appropriate safety measures in use of assistive devices
4.6 Assist residents/patients to transfer from bed to chair and chair to bed using pivot and ambulatory techniques	<ul style="list-style-type: none">• Proper transfer technique• Body mechanics• Proper equipment use
4.7 Assist resident/patient to ambulate with and without a gait belt	<ul style="list-style-type: none">• Use of gait belt• Body mechanics

4.8 Demonstrate proper positioning of the resident/patient in a wheelchair	<ul style="list-style-type: none"> • Body alignment in wheelchair
4.9 Assist and care for the resident/patient who is falling or who has fallen	<ul style="list-style-type: none"> • Ease resident/patient to the ground in the event of falling • Body mechanics • Proper equipment use
4.10 Identify and use safety procedures when positioning, transferring, transporting, and lifting residents/patients	<ul style="list-style-type: none"> • Lock brakes on wheelchair and bed • Use of proper equipment • Use of proper body mechanics
4.11 Determine the purpose and procedure for active and passive range of motion exercises	<ul style="list-style-type: none"> • Shoulder range of motion • Hip/knee range of motion • Active, active assist, and passive range of motion
4.12 Identify and the purpose continuous passive motion (CPM) devices	<ul style="list-style-type: none"> • Purpose of CPM device • Positioning
STANDARD 8.0 MEASURE AND RECORD VITAL SIGNS	
8.1 Analyze purpose, influencing factors (e.g., confused patient, infant, and child), and procedures (e.g., digital, electronic, oral, rectal, axillary, and tympanic) for measuring and recording temperature	<ul style="list-style-type: none"> • Temperature sites • Influencing factors when taking temperature (different types of patients) • Identify normal temperature and age-related variation • Report abnormal findings to licensed personnel
8.2 Analyze purpose, influencing factors, and procedures for measuring and recording pulse rate (e.g., radial, apical, carotid, and brachial)	<ul style="list-style-type: none"> • Pulse sites • Normal pulse and age-related variation • Influencing factors when taking pulse • Report abnormal findings to licensed personnel
8.3 Analyze purpose, influencing factors, and procedures for measuring and recording respirations	<ul style="list-style-type: none"> • Normal respiration and age-related variation • Influencing factors when taking respiration
8.4 Analyze purpose, influencing factors, and procedures for measuring and recording blood pressure	<ul style="list-style-type: none"> • Normal blood pressure and age-related variation • Influencing factors when taking blood pressure • Report abnormal findings to licensed personnel
8.5 Analyze purpose, influencing factors, and procedures for measuring and recording height and weight (e.g., upright/standing, bed, chair, and scale)	<ul style="list-style-type: none"> • Normal and baseline weight • Influencing factors when measuring height and weight • Report abnormal findings to licensed personnel

8.6 Analyze purpose, influencing factors, and procedures for measuring and recording oxygen saturation using an oximeter	<ul style="list-style-type: none"> • Normal oxygen saturation • Influencing factors when taking pulse oximeter • Report abnormal findings to licensed personnel
8.7 Identify and analyze common signs, symptoms, and behavior relative to pain and report to licensed personnel	<ul style="list-style-type: none"> • Pain scale • Influencing factors when identifying pain
8.8 Report observations of changes in vital signs to licensed personnel according to protocol (e.g., tachycardia, bradypnea, arrhythmia, tachypnea, hypertension, and pain)	<ul style="list-style-type: none"> • Normal vs abnormal vital signs • Importance of reporting abnormal vital signs to licensed personnel
8.9 Identify and apply noninvasive pain relief measures within scope of practice	<ul style="list-style-type: none"> • Comfort measures
STANDARD 9.0 DEMONSTRATE PERSONAL CARE AND GROOMING WITH CONSIDERATION TO CULTURAL AND PERSONAL PREFERENCES	
9.1 Determine purpose and procedure for bathing residents/patients (e.g., complete bed bath, partial bath, tub bath, whirlpool, and shower)	<ul style="list-style-type: none"> • Skin care • Privacy • Water temperature • Types of bathing
9.2 Provide skin care including back rub, massage procedures, and frequent turning	<ul style="list-style-type: none"> • Skin care • Back rub • Privacy • Turn every 2 hours • Inspection of skin
9.3 Identify and report skin problems including the four major stages of decubitus ulcer	<ul style="list-style-type: none"> • Inspection of skin • Signs and symptoms of decubitus injury • Report to licensed personnel
9.4 Determine purpose and procedure for perineal care	<ul style="list-style-type: none"> • Purpose and procedure for perineal care • Privacy
9.5 Determine purpose and procedure for catheter care	<ul style="list-style-type: none"> • Purpose and procedure for catheter care • Privacy
9.6 Determine purpose and procedure for oral care	<ul style="list-style-type: none"> • Purpose and procedure for oral care
9.7 Determine purpose and procedure for hair care	<ul style="list-style-type: none"> • Purpose and procedure for hair care

9.8 Determine purpose and procedure for nail care	<ul style="list-style-type: none"> • Purpose and procedure for nail care
9.9 Determine the procedure for shaving a resident/patient	<ul style="list-style-type: none"> • Purpose and procedure for shaving
9.10 Assist resident/patient with dressing and undressing, including gown change	<ul style="list-style-type: none"> • Purpose and procedure for dressing/undressing • Privacy
9.11 Examine the use and care of prosthetic and orthotic devices	<ul style="list-style-type: none"> • Hearing aids • Artificial eye • Glasses • Dentures • Prosthetics • Orthotic devices
9.12 Determine purpose and procedure for bedmaking (occupied and unoccupied)	<ul style="list-style-type: none"> • Types of bedmaking (open, closed, surgical) • Types of linen • Pillows • Bed height
9.13 Determine purpose and methods for pressure reduction (e.g., floating heels and repositioning)	<ul style="list-style-type: none"> • Reposition and turn every 2 hours • Specialty mattress • Alternating pressure mattress • Sheepskin
STANDARD 11.0 APPLY THE PRINCIPLES OF BASIC NUTRITION TO RESIDENT CARE	
11.1 Identify principles of nutrition (e.g., essential nutrient groups, Food pyramids, physiological needs, and serving sizes)	<ul style="list-style-type: none"> • My plate
11.2 Identify alternative feeding methods	<ul style="list-style-type: none"> • Oral feeding • Parenteral feeding • Tube feeding
11.3 Explain optimal nutritional needs for the resident across the life span	<ul style="list-style-type: none"> • Dietary needs are different based on stage of life, age, activity level
11.4 Examine therapeutic diets (e.g., liquid, low sodium, diabetic, and high fiber)	<ul style="list-style-type: none"> • Dietary needs are different based on disease process
11.5 Present meals in facility	<ul style="list-style-type: none"> • Follow facility guidelines • Socialization during the dining experience

11.6 Restrict and record fluids	<ul style="list-style-type: none"> • NPO • Fluid restriction • I&O documentation
11.7 Assist with eating using assistive devices	<ul style="list-style-type: none"> • Types of feeding adaptive devices
11.8 Examine dietary concerns associated with age-related problems (e.g., denture problems and reduced sense of taste); situational factors (e.g., depression and dysphagia), and aspects of nursing assistant care (e.g., socialization and comfort foods)	<ul style="list-style-type: none"> • Positioning of patient • Check diet card • Thickened liquids • Socialization during the dining experience
11.9 Identify personal, cultural, religious, and medical conditions leading to variations in the diet	<ul style="list-style-type: none"> • Cultural and religious dietary needs • Therapeutic diets • Check diet card
11.10 Ensure that residents receive diets as ordered	<ul style="list-style-type: none"> • Check diet card
11.11 Measure and record nutritional data, including meal percentage, intake and output	<ul style="list-style-type: none"> • I&O documentation • Calculation of meal percentage • Measure in ml
STANDARD 12.0 FACILITATE ACTIVITIES RELATED TO ELIMINATION	
12.1 Assist with toileting (e.g., bedpan, urinal, commode and toilet seat extension, and bladder training)	<ul style="list-style-type: none"> • Toileting procedures • Privacy
12.2 Measure, calculate, and record fluid intake and output in ounces and milliliters	<ul style="list-style-type: none"> • I&O documentation
12.3 Assist with alternative methods of elimination (e.g., ostomy, urostomy, and foley catheter)	<ul style="list-style-type: none"> • Alternative toileting procedures • Foley catheter bag placement • Ostomy • Foley care • Privacy
12.4 Care for the resident who is incontinent	<ul style="list-style-type: none"> • Bladder training • Skin care • Brief change • Privacy
12.5 Care for the resident who is vomiting	<ul style="list-style-type: none"> • Emesis basin • Oral care

	<ul style="list-style-type: none"> • Privacy • Report to license personnel
STANDARD 13.0 PROVIDE CARE FOR THE PERI-OPERATIVE RESIDENT AND/OR RESIDENT WITH SPECIAL NEEDS	
13.1 Determine purpose and procedure for assisting with preoperative care according to protocol (e.g., NPO orders, ID band, and surgical checklist)	<ul style="list-style-type: none"> • NPO • Surgical checklist • Patient identification • Preoperative teaching
13.2 Determine purpose and procedure for assisting with postoperative care per protocol (e.g., ID band, airway maintenance, N/V, and surgical bed)	<ul style="list-style-type: none"> • Patient identification • Positioning of patient
13.3 Determine purpose and procedure for positioning and caring for resident receiving tube feeding	<ul style="list-style-type: none"> • Different types of tube feeding • Positioning of patient • Skin/oral care • Equipment management
13.4 Determine purpose and procedure for caring for residents/patients with feeding tubes	<ul style="list-style-type: none"> • Different types of tube feeding • Positioning of patient • Skin/oral care • Equipment management
13.5 Determine purpose and procedure for caring for residents with gravity and sump drains	<ul style="list-style-type: none"> • Different types of tube feeding • Positioning of patient • Skin/oral care • Equipment management
13.6 Examine complications with improper positioning and surgical gravity drain	<ul style="list-style-type: none"> • Aspiration • Infection • Sepsis • Adverse reaction
13.7 Measure and record intake and output	<ul style="list-style-type: none"> • I & O documentation
13.8 Determine purpose and procedure for applying binders	<ul style="list-style-type: none"> • Types of binders • Skin care • Medical condition (surgical, abdominal) • Purpose of binder

13.9 Determine purpose and procedure for applying support, anti-embolism, and compression hose	<ul style="list-style-type: none"> • Application of stockings • Types of stockings • Skin care • Observation of circulation
13.10 Determine purpose and procedure for applying and maintaining dressings	<ul style="list-style-type: none"> • Application of dressings • Types of dressings • Skin care • Observation of circulation
13.11 Report status, observations, resident response to binders, bandages, and dressings	<ul style="list-style-type: none"> • Patient comfort • Skin care • Report to license personnel
13.12 Follow policy and protocol for heat and cold treatments	<ul style="list-style-type: none"> • Age considerations • Appropriate temperature range for heat and cold treatments
STANDARD 17.0 CARE FOR DYING RESIDENTS AND THEIR FAMILIES	
17.1 Describe the stages of grieving and death and dying process	<ul style="list-style-type: none"> • Stages of grief
17.2 Explain the role of hospice in end-of-life care	<ul style="list-style-type: none"> • Role of hospice and palliative care
17.3 Assist with care for the dying resident/patient and support for the family considering physical needs, spiritual, and cultural beliefs	<ul style="list-style-type: none"> • Stages of grief • Supportive care
17.4 Determine purpose and procedure for postmortem care (e.g., positioning, respect, dress, and organ donation)	<ul style="list-style-type: none"> • Procedure for postmortem care

Domain 2: Care Basics

Instructional Time: 20-30%

STANDARD 1.0 EXAMINE THE HEALTHCARE COMMUNITY AND THE ROLES AND RESPONSIBILITIES OF THE HEALTHCARE TEAM

1.1 Identify essential functions, similarities, and differences of healthcare facilities (e.g., acute care, long-term care, assisted living, homecare, rehabilitation, and hospice)	<ul style="list-style-type: none"> • Types of healthcare facilities • Type of patient/resident in each facility • Duties of healthcare professionals in each facility • Services offered in healthcare facilities
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<p>1.2 Explain the organizational structure and essential duties, including delegation process of the healthcare team within a healthcare facility [e.g., physician, physician's assistant, RN, LPN, nursing assistant, nurse practitioner, discharge coordinator, home health aide, and therapists (physical, occupational, and respiratory)]</p>	<ul style="list-style-type: none"> • Chain of command • Delegation • Duties of healthcare professionals
<p>1.3 Explain the role of the nursing assistant as outlined in regulatory and professional guidelines [e.g., Omnibus Budget Reconciliation Act (OBRA), Arizona State Board of Nursing Standards of Conduct (R4-19-814), ethics in the workplace, informed consent, and advance directives]</p>	<ul style="list-style-type: none"> • OBRA • Arizona State Board of Nursing • Roles of CAN • Scope of practice • Insurance reimbursement • Advanced directives • OSHA
<p>1.4 Demonstrate professional work habits and time management skills</p>	<ul style="list-style-type: none"> • Duties of healthcare professionals
<p>STANDARD 2.0 DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL NURSING ACTIVITIES</p>	
<p>2.1 Examine ethical and legal issues and the standards for healthcare professions (e.g., nursing code of ethics, facility ethical protocol, and appropriate legal documents)</p>	<ul style="list-style-type: none"> • Code of ethics • Legal terms • HIPAA • Confidentiality
<p>2.2 Explain state certification and renewal requirements including criminal conduct</p>	<ul style="list-style-type: none"> • Arizona State Board of Nursing
<p>2.3 Identify the standards of conduct that the nurse assistant must maintain in his or her daily care of residents</p>	<ul style="list-style-type: none"> • Code of ethics • Confidentiality • Scope of practice
<p>2.4 Examine the effect of personal ethics, morals, and values in nursing services</p>	<ul style="list-style-type: none"> • Code of ethics • Confidentiality • Scope of practice
<p>2.5 Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence</p>	<ul style="list-style-type: none"> • Code of ethics • Legal terms • Confidentiality • HIPAA • Abuse • Scope of practice

<p>2.6 Explain the Patient's Bill of Rights (e.g., right for privacy and confidentiality; right to be free from abuse, mistreatment, and neglect; right to be free from restraints; right to make personal choices; right to obtain assistance in resolving grievances and disputes; and security of personal property)</p>	<ul style="list-style-type: none"> • Bill of Rights • Code of ethics • Ombudsman • OBRA • Abuse/neglect
<p>2.7 Comply with legal, regulatory, and accreditation standards or codes such as the Health Insurance Portability and Accountability Act (HIPAA)</p>	<ul style="list-style-type: none"> • HIPAA • Confidentiality
<p>2.8 Review methods and protocol for reporting instances or suspicion of abuse, mistreatment, or neglect</p>	<ul style="list-style-type: none"> • Types of abuse • Mandatory reporting/reporter • Documentation • Signs and symptoms of abuse • Vulnerable populations • Legal terms
<p>2.9 Follow the standard for workers' rights, harassment, labor, and employment laws</p>	<ul style="list-style-type: none"> • OSHA • Employee rights • Workplace violence • Incident reporting and compensation
<p>STANDARD 6.0 EXAMINE HUMAN BODY SYSTEMS FOR COMMON CONDITIONS, DISORDERS, AND CARE</p>	
<p>6.1 Describe the characteristics of homeostasis</p>	<ul style="list-style-type: none"> • Homeostasis
<p>6.2 Describe the major body systems, organs, cell functions, anatomical terms, and tissues (e.g., nervous, connective, muscular, and epithelial)</p>	<ul style="list-style-type: none"> • Anatomy • Physiology
<p>6.3 Use medical terminology as it relates to body systems and their functions</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes • Medical terms/abbreviations
<p>6.4 Identify the function, structure, common health problems, and age-related changes of the integumentary system (e.g., bruises, skin tears, rashes, decubitus ulcers, shingles, lice/scabies, and gangrene)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes

<p>6.5 Identify the function, structure, common health problems, and age-related changes of the musculoskeletal system (e.g., arthritis, osteoporosis, fractures, amputations, muscle atrophy, and joint replacement)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
<p>6.6 Identify the function, structure, common health problems, and age-related changes of the nervous system (e.g., cerebral vascular accident, Parkinson's disease, dementia/Alzheimer's, spinal cord/head injuries, seizures, and multiple sclerosis)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
<p>6.7 Identify the function, structure, common health problems, and age-related changes of the sensory system (e.g., cataracts, glaucoma, macular degeneration, hearing loss, and neuropathy)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
<p>6.8 Identify the function, structure, common health problems, and age-related changes of the circulatory system (e.g., angina, myocardial infarction, coronary disease, congestive heart failure, and hypertension)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
<p>6.9 Identify the function, structure, common health problems, and age-related changes of the respiratory system (e.g., COPD, bronchitis, asthma, TB, pneumonia, and oxygen therapy)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
<p>6.10 Identify the function, structure, common health problems, and age-related changes of the gastrointestinal system (e.g., constipation/fecal impaction, gastroesophageal reflux disease, ulcers, hernias, gallbladder disease, diverticulitis, colon cancer, Crohn's disease, and celiac disease)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
<p>6.11 Identify the function, structure, common health problems, and age-related changes of the urinary system (e.g., renal failure, urinary tract infection, incontinence, and kidney stones)</p>	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process

	<ul style="list-style-type: none"> • Normal age-related changes
6.12 Identify the function, structure, common health problems, and age-related changes of the endocrine system (e.g., diabetes mellitus, and thyroid disease)	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
6.13 Identify the function, structure, common health problems, and age-related changes of the reproductive system (e.g., BPH, prolapsed uterus, cancer, pregnancy-related conditions, endometriosis, and STD)	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Anatomy • Physiology • Disease process • Normal age-related changes
STANDARD 7.0 COMMUNICATE EFFECTIVELY WITH EACH OTHER AND RESIDENTS, AND REPORT MEDICAL INFORMATION USING MEDICAL TERMINOLOGY	
7.1 Use medical terminology to interpret and communicate information, data, and observations including sound-alike and look-alike terms	<ul style="list-style-type: none"> • Prefix • Suffix • Root word • Medical vocabulary
7.2 Respond effectively to resident's behavior in a positive non-threatening manner	<ul style="list-style-type: none"> • Calm voice • Non demanding • Positivity • De-escalation techniques • Reinforcement
7.3 Observe and describe resident's physical and emotional condition changes	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Emotions
7.4 Communicate appropriately with residents who have sensory deficits (e.g., hearing, visual, and cognitively impaired; aphasic, and comatose; and physically and verbally aggressive)	<ul style="list-style-type: none"> • Techniques for handling impairment • Techniques for handling prosthetic devices • Safety • De-escalation techniques
STANDARD 14.0 ASSIST WITH ADMISSION, TRANSFER, AND DISCHARGE	
14.1 Explain the procedure for admitting a resident	<ul style="list-style-type: none"> • Admission checklist • Belongings list • Valuable belongings • Orientation to room and facility

	<ul style="list-style-type: none"> • Baseline vital signs/height and weight • Reason for admission
14.2 Explain the procedure for transferring a resident	<ul style="list-style-type: none"> • Reason for transfer • Belongings list • Orientation to new room • Report to new unit
14.3 Explain the procedure for discharging resident	<ul style="list-style-type: none"> • Reason for discharge • Discharge paperwork • Liability of facility • Belongings • Reinforce discharge teaching
14.4 Maintain safekeeping of resident's belongings and personal possessions according to facility policy	<ul style="list-style-type: none"> • Valuable belongings • Procedures for care and documentation of belongings

Domain 3: Health and Safety

Instructional Time: 15-20%

STANDARD 3.0 APPLY STANDARD PRECAUTIONS AND INFECTION CONTROL MEASURES

3.1 Explain the infectious process and modes of disease transmission	<ul style="list-style-type: none"> • Chain of infection • Virus, bacteria, protozoa, and fungus • Clean vs sterile • Normal flora • Resistant organisms • Nosocomial infection (hai)
3.2 Examine the Center for Disease Control (CDC) and Prevention guidelines related to body substances and Standard Precautions (e.g., respiratory hygiene, exposure incidents, and transmission-based precautions)	<ul style="list-style-type: none"> • Handwashing • PPE • Clean vs sterile • Types of isolation • Asepsis
3.3 Examine the Occupational Safety and Health Administration (OSHA) guidelines related to body substance and Standard Precautions (e.g., bloodborne pathogen and methods for reducing infection)	<ul style="list-style-type: none"> • PPE • Handwashing • Hepatitis • HIV/AIDS

3.4 Explain the general principles of asepsis (e.g., clean, medical, sterile, and disinfection)	<ul style="list-style-type: none"> • PPE • Handwashing • Clean vs sterile • Autoclave • Isolation precautions
3.5 Demonstrate the principles of hand hygiene	<ul style="list-style-type: none"> • Handwashing
3.6 Explain the isolation procedures	<ul style="list-style-type: none"> • PPE • Standard precautions • Communicable disease • Droplet • Contact • Airborne • Reverse isolation
3.7 Explain and demonstrate the use of Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> • Gown • Mask • Gloves • Eye protection • Hat shoe covers • Biohazard bag
STANDARD 5.0 PROVIDE BASIC EMERGENCY CARE	
5.1 Recognize emergency situations/changes in condition and notify appropriate personnel following protocol (e.g., asphyxia, stroke/TIA, anaphylaxis, seizure, poisonings, fainting, and hemorrhaging)	<ul style="list-style-type: none"> • Sign and symptoms • First aid • Notifying emergency personnel • Standard precautions • Incident command
5.2 Demonstrate basic life support (CPR) at the minimum accepted standard of practice (e.g., compression, AED, and breathing techniques)	<ul style="list-style-type: none"> • CPR • AED • CAB (aka ABC) • Notify emergency personnel • Standard precautions/PPE
5.3 Perform standard first aid skills (e.g., hemorrhage, shock, fainting, and burns)	<ul style="list-style-type: none"> • First aid skills • Epi pen • Notify emergency personnel

	<ul style="list-style-type: none"> • Standard precautions
5.4 Perform abdominal thrusts for the choking victim	<ul style="list-style-type: none"> • Abdominal thrusts • Notify emergency personnel
STANDARD 10.0 MAINTAIN A SAFE AND CLEAN ENVIRONMENT FOR RESIDENTS AND OTHERS	
10.1 Identify measures to prevent or control workplace violence (e.g., facility policies and procedures and personal safety practices)	<ul style="list-style-type: none"> • Workplace violence
10.2 Apply safety precautions related to age of residents (e.g., flooring, bed elevation, shoes/dress, and cords)	<ul style="list-style-type: none"> • Bed height • Types of shoes • Lock brakes • Call light • Clean spills • Environment safety
10.3 Explain risk management protocols in the healthcare environment (e.g., incident reporting and fall risk)	<ul style="list-style-type: none"> • Environment safety • Incident report • SDS • Identify patient risks • Posting of appropriate signage
10.4 Apply emergency procedures (e.g., fire, chemical, biohazard, radiation, and community disasters)	<ul style="list-style-type: none"> • Incident command system • SDS • Types of disasters
10.5 Maintain equipment to ensure safe use (e.g., cleaning and check safety cords)	<ul style="list-style-type: none"> • Appropriate tagging • Report to appropriate personnel
10.6 Comply with hazardous labeling requirements, safety signs, and symbols	<ul style="list-style-type: none"> • Posting of appropriate signage
10.7 Handle and dispose of contaminated and hazardous items according to standards and procedures	<ul style="list-style-type: none"> • CDC • SDS • Sharps container • Biohazard bags
10.8 Position call light for easy access (e.g., toileting, ambulating, and pain medication)	<ul style="list-style-type: none"> • Call light

10.9 Provide care within scope of practice to residents receiving oxygen (e.g., securing oxygen, transporting oxygen, oxygen signage, cylinder care, and risks)	<ul style="list-style-type: none"> • Procedures for oxygen use
10.10 Demonstrate proper handling and safe use of oxygen delivery system/equipment (e.g., transporting system, nasal cannula, face mask, and removal and application of oxygen)	<ul style="list-style-type: none"> • Oxygen equipment • Oxygen delivery methods
10.11 Explain how to work with the resident's family as a source of emotional support for the resident	<ul style="list-style-type: none"> • Care plan • HIPAA • Understanding scope of practice
STANDARD 15.0 ASSIST WITH DIAGNOSTIC TESTING AND EXAMINATIONS	
15.1 Determine purpose and procedure for collection, labeling, and sending specimen for analysis according to protocol (e.g., sputum, stool, urine, and blood)	<ul style="list-style-type: none"> • Hemocult slides • Rules for specimen collection (9 rights) • Specimen collection devices
15.2 Determine purpose and procedure for diagnostic testing (e.g., culture and sensitivity, clean catch, sterile, and 24-hour)	<ul style="list-style-type: none"> • Specimen collection devices • Rules for specimen collection (9 rights)
STANDARD 16.0 ASSIST IN IDENTIFYING BEHAVIORAL HEALTH AND CARING FOR MENTAL HEALTH AND SOCIAL SERVICE NEEDS OF RESIDENTS	
16.1 Discuss basic human needs of the individual (e.g., throughout the lifespan, including physical, socio-cultural, social service and mental health needs, developmental tasks with aging, mental and behavior changes, and role of the elderly in a community)	<ul style="list-style-type: none"> • Maslow
16.2 Explain how cultural and spiritual attitudes may influence psychological responses	<ul style="list-style-type: none"> • Cultures • Spiritual beliefs • Freud
16.3 Respect and accommodate cultural and spiritual differences	<ul style="list-style-type: none"> • Cultures • Spiritual beliefs
16.4 Modify personal behavior in response to resident behavior	<ul style="list-style-type: none"> • Coping techniques
16.5 Determine purpose and techniques for addressing needs and behaviors of individuals with dementia, Alzheimer's, and other cognitive or sensory deficits (e.g., cognitive impairments, anger, depression, and unresponsiveness)	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Disease process • Sundowning • Validation therapy

	<ul style="list-style-type: none"> • Reality orientation • Reminiscence therapy
16.6 Describe special needs of residents with a mental health diagnosis	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Disease process • Behavior modification
16.7 Describe special needs of residents in long-term care/alternative care facilities	<ul style="list-style-type: none"> • Normal vs abnormal conditions • Normal age-related changes

