



# Nursing Assistant

Youth Apprenticeship

## NURSING ASSISTANT

Nursing assistants provide basic care and help patients with activities of daily living. In WI, youth apprentices must complete a nurse aid training program and pass the Certified Nursing Assistant (CNA) exam.

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

## REQUIRED COMPETENCIES

Youth apprentices must become proficient in both general employability and occupation-specific competencies. All of these, and examples of how each can be demonstrated, are found in the following pages. **Year 1:** All 10 required competencies plus 8 of the additional competencies. **Year 2:** All 10 required competencies plus 16 of the additional competencies. Youth apprentices must be evaluated on these competencies at least two times each year of their apprenticeship.

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 care plan</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</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. 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> </ol>

Required Competencies	Additional Competencies
	25. Use isolation techniques 26. Perform choking maneuver (simulated) 27. Respond to emergency situations as a Certified Nursing Assistant (CNA) 28. Assist with post-mortem care 29. Measure fluid intake and output 30. Make occupied bed

## REGISTERED APPRENTICESHIP BRIDGING OPPORTUNITIES

---

Some of the related instruction courses can bridge into the following registered apprenticeships:

- Caregiver
- Community Health Worker
- Medical Assistant

## POST-SECONDARY PATHWAY OPPORTUNITIES

---

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

- Medical Assistant Technical Diploma
- Practical Nurse or Registered Nurse



# Nursing Assistant

Youth Apprenticeship

## ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

### YOUTH APPRENTICE INFORMATION

Youth Apprentice Name
YA Coordinator
YA Consortium
School District

### WORK REQUIREMENT

Students are required to earn CNA certification through a Wisconsin Department of Health Services (DHS) approved Certified Nursing Assistant (CNA) program with DHS approved instructors prior to starting their YA employment.

**CNA Registry Number:**

### 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.

<u>Employer/Mentor</u>	
1 <sup>st</sup> Evaluation (Required)	2 <sup>nd</sup> Evaluation (Required)
Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed

**Employer/Mentor Evaluation**

<b>3<sup>rd</sup> Evaluation (Optional)</b>	<b>4<sup>th</sup> Evaluation (Optional)</b>
Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed

**School-Based and/or YA Coordinator**

<b>1<sup>st</sup> Evaluation (Required)</b>	<b>2<sup>nd</sup> Evaluation (Required)</b>
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

<b>3<sup>rd</sup> Evaluation (Optional)</b>	<b>4<sup>th</sup> Evaluation (Optional)</b>
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

### **1<sup>st</sup> Evaluation (Required)**

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

### **2<sup>nd</sup> Evaluation (Required)**

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

### **3<sup>rd</sup> Evaluation (Optional)**

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

### **4<sup>th</sup> Evaluation (Optional)**

Youth Apprentice Signature
Youth Apprentice
School District / High School
Date Signed

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

All youth apprentices must demonstrate the key employability skills listed below in order to complete the YA program. They do so by earning at least a "Meets Expectation" rating in each. **At least two evaluations are required each year of a youth apprenticeship.** More columns are included below for those who choose to conduct more frequent reviews.

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

Employability Skills		Rating			
Competency and Rating Criteria		Minimum Rating of 2 for EACH Check Rating			
Competency and Rating Criteria		Initial	Mid Year 1	Mid Year 2	Final
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>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
2. Communicates effectively with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<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>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
3. Collaborates with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i>	<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>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Employability Skills		Rating			
Competency and Rating Criteria		Minimum Rating of 2 for EACH Check Rating			
Competency and Rating Criteria		Initial	Mid Year 1	Mid Year 2	Final
4. Maintains composure under pressure <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
5. Demonstrates integrity <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
6. Performs quality work <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
7. Provides quality goods or services (internal and external) <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
8. Shows initiative and self-direction <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Employability Skills		Rating			
Competency and Rating Criteria		Minimum Rating of 2 for EACH Check Rating			
Competency and Rating Criteria		Initial	Mid Year 1	Mid Year 2	Final
9. Adapts to change <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
10. Demonstrates safety and security regulations and practices <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
12. Fulfills training or certification requirements for employment <i>Examples of this requirement may include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
13. Sets personal goals for improvement <i>Examples of this requirement may include . . .</i> <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>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

## YEAR 1 OCCUPATIONAL COMPETENCIES

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

Youth apprentices must earn a rating of at least "MEETS EXPECTATIONS" in each competency by the conclusion of the apprenticeship. **Year 1:** All 10 required competencies plus eight of the additional competencies. **At least two evaluations are required each year of a youth apprenticeship.** More columns are included below for those who choose to conduct more frequent reviews.

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

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 1 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>1. Use standard precautions and infection prevention controls</b>	• put on and dispose of appropriate personal protective equipment properly	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	• perform hand hygiene	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	• handle needles and sharp devices safely to prevent injury	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	• clean and disinfect areas and equipment according to facility policy				
<b>2. Change unoccupied bed linens</b>	• handle linens and all equipment to minimize the spread of infection	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	• follow isolation procedures when needed	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	• dispose of bio-hazardous materials safely	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
<b>3. Follow care plan</b>	• remove soiled linens	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	• avoid contact of own body and clothing with the soiled items being handled	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	• contain soiled items per facility policy	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	• handle clean linens to ensure their cleanliness				
	• make bed as required	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	• locate and review the nursing care plan for the client to be served	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	• implement active interventions and monitor interventions as required by worksite supervisor	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	• collect objective and subjective data if required	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	• report client changes to worksite professional				
	• document interventions as required				

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 1 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>4. Report client changes</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>5. Prepare client for service</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>6. Position client</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>7. Ambulate client</b> <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 as required</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>8. Measure temperature, pulse, and respiration</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>measure temperature, pulse, respirations, according to protocol</li> <li>report/record reading(s) and report abnormal readings immediately to worksite professional</li> <li>care for equipment according to protocol</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 1 Evaluation Minimum Rating of 2 for EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
<b>9. Provide client comfort measures</b> <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 worksite professional</li> <li>report/record comfort measure applied and client response as required</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>10. Assist client with toileting</b> <ul style="list-style-type: none"> <li>position 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; 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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>Comments:</b>					

## YEAR 2 OCCUPATIONAL COMPETENCIES

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

Youth apprentices must earn a rating of at least "MEETS EXPECTATIONS" in each competency by the conclusion of the apprenticeship. **Year 2:** All 10 required competencies plus sixteen of the additional competencies. **At least two evaluations are required each year of a youth apprenticeship.** More columns are included below for those who choose to conduct more frequent reviews.

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

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation Minimum Rating of 2 for EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
<b>1. Measure blood pressure</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>take blood pressure</li> <li>report/record blood pressure reading(s)</li> <li>report abnormal readings immediately to worksite professional</li> <li>care for the sphygmomanometer and/or stethoscope</li> </ul>		<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
<b>2. Measure weight and/or height</b> <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</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"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>3. Transport client</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>4. Assist to transfer client</b> <ul style="list-style-type: none"> <li>secure assistance, as necessary, before beginning transfer</li> <li>determine if lifting device is necessary to facilitate client transfer</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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>5. Aid client with bathing or showering</b> <ul style="list-style-type: none"> <li>check water temperature before bathing</li> <li>ask client to check water temperature</li> <li>assist in determining client's ability to take a bath or shower</li> <li>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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>6. Aid client with eating and hydration</b> <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>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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>7. Aid client with oral hygiene</b> <ul style="list-style-type: none"> <li>gently clean tooth surfaces, tongue, gums, cheeks using gentle motions</li> <li>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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>8. Aid client with grooming — dress and undress</b> <ul style="list-style-type: none"> <li>determine client's ability to assist with dressing/undressing</li> <li>determine whether agency gowns/robes or client's own clothing should be worn</li> <li>safeguard the clothing and other belongings of the client</li> <li>offer client choice of clothing</li> <li>dress/undress a client needing partial or total assistance</li> <li>ensure that the clothing worn by the client does not interfere with other procedures</li> <li>report/record client condition, reactions, and clothing change</li> <li>handle soiled laundry as required</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>9. Aid client with grooming — shaving</b> <ul style="list-style-type: none"> <li>determine client's ability to assist with procedure</li> <li>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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>10. Aid client with grooming — hair care</b> <ul style="list-style-type: none"> <li>• use client's personal care items and shampoos if preferred</li> <li>• assist the client in shampooing hair</li> <li>• style the client's 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 dispose of contaminated articles</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>11. Aid client with grooming — nail care</b> <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> <li>•</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>12. Maintain inventory of supplies and/or equipment</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>13. Care for clients with a urinary catheter</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>14. Manage client appointments</b> <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 changes in the correct locations</li> <li>• document status of the appointment: late, no show, rescheduled, cancelled, etc.</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>15. Measure pulse oximetry</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>• 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> <li>• report abnormal readings immediately to worksite professional</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 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> <li>• report abnormal readings immediately to worksite professional</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<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>• label specimen accurately</li> <li>• complete documents for collecting specimen</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation Minimum Rating of 2 for EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
<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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>20. Serve food</b> <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 remains hot and cold food remains cold</li> <li>• determine if assistance is needed for eating</li> <li>• monitor food intake and records as required</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation Minimum Rating of 2 for EACH Check Rating			
		Initial	Mid Year 1	Mid Year 2	Final
<b>21. Provide ostomy care</b> <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 article</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>22. Give bed bath</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>23. Apply TED (anti-embolism) stockings and/or tubi-grips</b> <ul style="list-style-type: none"> <li>turn stocking inside out</li> <li>place foot of stocking 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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>24. Assist with care of client with dementia</b> <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; not rushing</li> <li>break task 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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Occupational Competencies		Ratings			
Competency and Rating Criteria		Year 2 Evaluation <i>Minimum Rating of 2 for EACH Check Rating</i>			
		Initial	Mid Year 1	Mid Year 2	Final
<b>25. Use isolation techniques</b> <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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>26. Perform choking maneuver (simulated)</b> <ul style="list-style-type: none"> <li>determine the choking situation based on simulated description of the person's symptoms OR on role play of choking by a peer</li> <li>identify the obstruction as partial or complete, matching symptoms to the simulated situation</li> <li>contact emergency care specialist or designates someone to get help</li> <li>perform choking maneuver for a simulated conscious person according to facility guidelines</li> <li>report and record incident</li> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>27. Respond to emergency situations as a Certified Nursing Assistant (CNA)</b> <ul style="list-style-type: none"> <li>identify the emergency situation</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> </ul>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3



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.

