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ABSTRACT

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for nurses' aides. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter this occupation. The occupational, academic, and employability skills for this occupation are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. This profile contains 10 units: orientation; first aid and cardiopulmonary resuscitation (CPR); safety and infection control; effective communication and legal and ethical responsibilities; basic personal care; nursing-related procedures; care of elderly clients; home health care; restorative duties; and employability skills. (NLA)

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# OCAP

# OHIO'S COMPETENCY ANALYSIS PROFILE

# NURSE AIDE

## Employer Verification Panel

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Division of Vocational and Career Education
Ohio Department of Education

Vocational Instructional Materials Laboratory
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# What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

# How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic*, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in school year 1993-94). Advancing items (marked with one asterisk) identify the knowledge, skills, and attitudes needed to advance in a given occupation. Futuring items (marked with two asterisks) identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation three to four years from now.

School districts may add as many units, subunits, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their vocational courses of study and monitor competency gains via the new criterion-referenced competency testing program that will be directly tied to the competencies identified on the OCAP lists.

***Academic competencies have not been identified for all OCAPs. At a later date math, communication, and science competencies will be released.**

The **Employability Skills** portion of this list was verified by the following employer panel:

Gary J. Corrigan, *Dana Corporation*, Ottawa Lake, Michigan
David Crooks, *Bowling Green State University Union Food Service*, Bowling Green, Ohio
Pat Doerman, *Farrow's Harley-Davidson*, Columbus, Ohio
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James Needs, *Independent Crop Producer*, Upper Sandusky, Ohio
Ronald Simmons, *Former GM Executive*, Warren Ohio

# Ohio Competency Analysis Profile
# Nurse Aide

## Unit 1: Orientation

### Competency 1.0.1: Tour facility

*Competency Builders:*

1.0.1.1 Locate fire exits and escape routes
1.0.1.2 Demonstrate use of fire extinguishers
1.0.1.3 Identify and demonstrate use of all personal safety apparatus
1.0.1.4 Identify and describe function of lab instruments and equipment

### Competency 1.0.2: Follow facility policies

*Competency Builders:*

1.0.2.1 Comply with dress codes
1.0.2.2 Demonstrate appropriate grooming habits
1.0.2.3 Read local policy and procedure manuals and/or handbooks

### Competency 1.0.3: Review facility disaster plan

*Competency Builders:*

1.0.3.1 Identify actions to take in event of fire
1.0.3.2 Identify actions to take in event of natural disasters
1.0.3.3 Identify actions to take in other emergency situations

### Competency 1.0.4: Use nurse aide vocabulary

*Competency Builders:*

1.0.4.1 Differentiate acute care, long-term care, and home care
1.0.4.2 Identify members of health care team
1.0.4.3 Define medical prefixes, suffixes, and root words

### Competency 1.0.5: Demonstrate knowledge of basic anatomy and physiology of body systems

*Competency Builders:*

1.0.5.1 Identify basic anatomy and physiology of integumentary system
1.0.5.2 Identify basic anatomy and physiology of nervous system
1.0.5.3 Identify basic anatomy and physiology of senses (i.e., sight, hearing, smell, touch)
1.0.5.4 Identify basic anatomy and physiology of cardiovascular system
1.0.5.5 Identify basic anatomy and physiology of respiratory system
1.0.5.6 Identify basic anatomy and physiology of musculoskeletal system

(continued)

* Advancing
** Futuring

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1.0.5.7 Identify basic anatomy and physiology of gastrointestinal system
1.0.5.8 Identify basic anatomy and physiology of urinary system
1.0.5.9 Identify basic anatomy and physiology of endocrine system
1.0.5.10 Identify basic anatomy and physiology of reproductive system
1.0.5.11 Identify basic anatomy and physiology of immune system

**Competency 1.0.6: Follow Omnibus Budget Reconciliation Act (OBRA) and Ohio Department of Health (ODH) requirements**

*Competency Builders:*

1.0.6.1 Define terms and abbreviations associated with governmental regulation of nurse aides
1.0.6.2 Describe purpose and procedures of nurse aide training and competency evaluation
1.0.6.3 Identify role and responsibilities of nurse aide
1.0.6.4 Identify procedure for being recorded on nurse aide registry
1.0.6.5 Identify reporting and recording process for abuse, mistreatment, and/or neglect of client by nurse aide

**Competency 1.0.7: Recognize spiritual and cultural aspects of client care**

*Competency Builders:*

1.0.7.1 Identify spiritual and cultural aspects of client care as they apply to nurse aide
1.0.7.2 Express feelings related to being a health care provider
1.0.7.3 Identify resources and support persons for coping with feelings

# Unit 2: First Aid and Cardiopulmonary Resuscitation (CPR)

**Competency 2.0.1: Obtain certification in first aid**

*Competency Builders:*

2.0.1.1 Complete first-aid training according to American Red Cross standards
2.0.1.2 Attend update first-aid training sessions

**Competency 2.0.2: Obtain certification in one-person adult CPR**

*Competency Builders:*

2.0.2.1 Complete one-person adult CPR training according to American Heart Association or American Red Cross standards
2.0.2.2 Renew CPR certification annually

* Advancing
** Futuring

# Unit 3: Safety and Infection Control

## Competency 3.0.1: Identify environmental safety hazards, accident prevention methods, and disaster plans

*Competency Builders:*

3.0.1.1 Identify environment of local health care setting
3.0.1.2 Follow environmental safety rules of facility
3.0.1.3 Identify fire prevention methods, fire control, fire alarm systems, and fire reporting procedures
3.0.1.4 Demonstrate use of fire extinguisher
3.0.1.5 Identify facility disaster plan
3.0.1.6 Follow safety precautions for using equipment
3.0.1.7 Follow safety precautions for using liquids and poisonous substances
3.0.1.8 Conduct safety inspection of client area
3.0.1.9 Identify and correct safety hazards
3.0.1.10 Write incident reports for accidents or safety infractions
3.0.1.11 Identify legal implications of accidents in health care facility

## Competency 3.0.2: Demonstrate general principles of asepsis

*Competency Builders:*

3.0.2.1 Define infection control terms
3.0.2.2 Identify modes of transmission for infection
3.0.2.3 Identify common communicable diseases and modes of transmission
3.0.2.4 Identify physical symptoms, treatment, and prevention of infection
3.0.2.5 Demonstrate universal precautions
3.0.2.6 Identify different aseptic techniques

## Competency 3.0.3: Demonstrate hand-washing technique

*Competency Builders:*

3.0.3.1 Identify times when hands should be washed
3.0.3.2 Demonstrate each step of hand-washing procedure

## Competency 3.0.4: Practice universal precautions against infection

*Competency Builders:*

3.0.4.1 Wear appropriate protective clothing and devices (i.e., gloves, gown or apron, mask, eye protection)
3.0.4.2 Demonstrate hand-washing technique
3.0.4.3 Perform terminal disinfection of a unit

## Competency 3.0.5: Demonstrate isolation technique

*Competency Builders:*

3.0.5.1 Identify different types of isolation
3.0.5.2 Demonstrate mask and gown techniques
3.0.5.3 Demonstrate double bagging technique
3.0.5.4 Demonstrate procedures for disposal of soiled materials

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### Competency 3.0.6: Demonstrate application of client safety principles

*Competency Builders:*

3.0.6.1 Identify chemical, physical, and environmental restraints
3.0.6.2 Identify instances in which restraints are used
3.0.6.3 Identify and demonstrate methods of applying physical restraints
3.0.6.4 Identify instances in which heel and elbow protectors are used
3.0.6.5 Demonstrate appropriate use of siderails
3.0.6.6 Identify indications and use of bed cradle
3.0.6.7 Identify rationale for and use of each protective device
3.0.6.8 Identify ways to maintain environment and care to minimize need for physical or chemical restraints
3.0.6.9 Identify possible emotional implications of restraints on elderly clients
3.0.6.10 Identify types of clients who cannot protect themselves
3.0.6.11 Identify reasons a client may be more susceptible to accidents
3.0.6.12 Identify safety rules pertaining to client's activities for daily living (ADL)

### Competency 3.0.7: Demonstrate principles of body mechanics and ergonomics

*Competency Builders:*

3.0.7.1 Identify principles of ergonomics
3.0.7.2 Demonstrate proper body mechanics in lifting, moving, transferring, ambulating, and positioning client
3.0.7.3 Identify common causes of back injuries

## Unit 4: Effective Communication and Legal and Ethical Responsibilities

### Competency 4.0.1: Demonstrate ethical nursing behavior

*Competency Builders:*

4.0.1.1 Identify examples of ethical and unethical behavior of nurse aides in client care setting
4.0.1.2 Relate ethical behavior to practical client care situations

### Competency 4.0.2: Identify legal responsibilities of nurse aide

*Competency Builders:*

4.0.2.1 Define terms associated with legal responsibilities
4.0.2.2 Identify types of lawsuits prevalent in health care facilities
4.0.2.3 Identify precautions to take against a civil lawsuit (e.g., follow rules, maintain records)
4.0.2.4 Identify types of litigation that could apply to selected case situations
4.0.2.5 Wear appropriate identification (e.g., name tag, uniform)
4.0.2.6 Identify reporting and recording process for abuse, neglect, and/or mistreatment of client
4.0.2.7 Identify types of incidents that must be reported
4.0.2.8 Complete report for incidents involving clients, visitors, and/or nurse aide

**Competency 4.0.3: Identify rights of clients**

*Competency Builders:*

4.0.3.1 Distinguish human rights, civil rights, and client rights
4.0.3.2 Identify and follow provisions of American Hospital Association's *A Patient's Bill of Rights* and Ohio Revised Code's *Resident's Bill of Rights*
4.0.3.3 Identify ways to provide privacy for and maintain confidentiality of clients and their records
4.0.3.4 Identify ways to promote client's rights to make personal choices that accommodate his or her needs

**Competency 4.0.4: Identify methods of promoting client independence**

*Competency Builders:*

4.0.4.1 Identify reasons for promoting client independence
4.0.4.2 Identify long-term and short-term goals of promoting client independence
4.0.4.3 Identify relationship between clients' rights and promotion of independence
4.0.4.4 Promote training in and opportunity for self-care according to client's capabilities
4.0.4.5 Identify need to involve client's family and/or support group in promotion of client's independence
4.0.4.6 Provide assistance to client participating in family and group activities

**Competency 4.0.5: Demonstrate effective verbal and nonverbal communication skills**

*Competency Builders:*

4.0.5.1 Identify types of interpersonal communication
4.0.5.2 Identify essential role of effective communication in all phases of health care
4.0.5.3 Identify techniques of effective verbal and nonverbal communication
4.0.5.4 Demonstrate techniques of communicating with hearing-impaired, speech-impaired, and vision-impaired clients
4.0.5.5 Identify barriers to communication
4.0.5.6 Demonstrate ways to improve verbal communication
4.0.5.7 Demonstrate techniques of communicating with behaviorally or emotionally impaired clients
4.0.5.8 Demonstrate techniques of communicating with mentally impaired clients
4.0.5.9 Demonstrate techniques of communicating with clients with non-English or limited English proficiency
4.0.5.10 Demonstrate one-on-one interaction with client
4.0.5.11 Demonstrate sensitivity to client's emotional, social, and mental health through skillful, directed interaction
4.0.5.12 Identify adjustments in communication techniques necessary for different levels of client understanding
4.0.5.13 Place and receive phone calls
4.0.5.14 Use intercom system
4.0.5.15 Educate client in use and placement of call light signal

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### Competency 4.0.6: Identify common medical abbreviations, symbols, and terms

*Competency Builders:*

4.0.6.1 Define medical prefixes, suffixes, and word roots
4.0.6.2 Identify common medical terms and their abbreviations
4.0.6.3 Use medical abbreviations, symbols, and terms in context (e.g., case hx)
4.0.6.4 Use proper terminology in all aspects of practice
4.0.6.5 Review case histories to reinforce and expand learning and retention of medical terminology

### Competency 4.0.7: Observe, report, and chart appropriate client data

*Competency Builders:*

4.0.7.1 Demonstrate use of all senses in head-to-toe observations
4.0.7.2 Distinguish subjective and objective observations
4.0.7.3 Review medical terminology using computer software
4.0.7.4 Identify observations, including life-threatening conditions, that must be reported immediately
4.0.7.5 Recognize signs and symptoms of common diseases and conditions
4.0.7.6 Identify legal aspects of medical record
4.0.7.7 Identify and correct chart errors
4.0.7.8 Record vital signs on proper forms
4.0.7.9 Use ink in charting according to facility policy

### Competency 4.0.8: Develop inventory of client's personal property

*Competency Builders:*

4.0.8.1 Identify ways to ensure security of client's possessions
4.0.8.2 Identify facility policies and procedures regarding inventory, storage, and retrieval of clients' possessions
4.0.8.3 Assist client with reporting missing personal property

## Unit 5: Basic Personal Care

### Competency 5.0.1: Interact with client

*Competency Builders:*

5.0.1.1 Identify attitudes and behaviors which promote interaction between nurse aide and client
5.0.1.2 Demonstrate steps in maximizing positive interaction with clients in all personal care procedures
5.0.1.3 Provide opportunities for client to express thoughts and feelings
5.0.1.4 Acquaint client with physical environment
5.0.1.5 Identify strategies to assist client in adjusting to change of environment

### Competency 5.0.2: Make beds

*Competency Builders:*

5.0.2.1 Demonstrate technique for making closed, open, occupied, postoperative, or traction beds
5.0.2.2 Demonstrate proper body mechanics when making beds
5.0.2.3 Ensure client safety, comfort, and dignity when making bed

### Competency 5.0.3: Provide or assist with bathing

*Competency Builders:*

5.0.3.1 Follow safety and aseptic precautions for client bathing
5.0.3.2 Demonstrate partial and complete bed baths, shower baths, tub baths, and whirlpool baths
5.0.3.3 Identify importance of client positioning and draping
5.0.3.4 Ensure client privacy and comfort
5.0.3.5 Report unusual conditions observed during bath
5.0.3.6 Read bath thermometer
5.0.3.7 Demonstrate application of deodorant and powder
5.0.3.8 Identify ways to promote client independence

### Competency 5.0.4: Provide skin care

*Competency Builders:*

5.0.4.1 Maintain skin integrity
5.0.4.2 Identify at-risk clients
5.0.4.3 Demonstrate measures to prevent skin breakdown
5.0.4.4 Report changes in skin conditions

### Competency 5.0.5: Give back rub

*Competency Builders:*

5.0.5.1 Identify purposes of back rub
5.0.5.2 Identify conditions under which back rub is indicated
5.0.5.3 Identify purpose of lotion in back rub
5.0.5.4 Demonstrate proper body mechanics for nurse aide and client when giving back rub

### Competency 5.0.6: Provide perineal care

*Competency Builders:*

5.0.6.1 Follow universal precautions
5.0.6.2 Identify anatomy and physiology of perineum
5.0.6.3 Identify purpose of perineal care
5.0.6.4 Select supplies and equipment needed
5.0.6.5 Observe and report unusual conditions of perineum
5.0.6.6 Identify feelings of client and nurse aide related to perineal care
5.0.6.7 Demonstrate perineal care for female and male clients

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### Competency 5.0.7: Assist with toileting

*Competency Builders:*

5.0.7.1 Assist client with bed pan, fracture pan, and urinal
5.0.7.2 Assist client in using toilet and bedside commode

### Competency 5.0.8: Administer oral hygiene and denture care

*Competency Builders:*

5.0.8.1 Follow safety and universal precautions for oral hygiene and denture care
5.0.8.2 Identify situations that warrant administration of oral hygiene
5.0.8.3 Identify relationship of oral hygiene to optimal health
5.0.8.4 Identify methods of encrustation removal
5.0.8.5 Identify conditions to look for in oral cavity when administering oral hygiene
5.0.8.6 Identify differences in oral hygiene for conscious and unconscious clients
5.0.8.7 Demonstrate use of toothbrush, swabs, and emollient in oral hygiene
5.0.8.8 Identify types of dentures
5.0.8.9 Provide denture care

### Competency 5.0.9: Provide hair care

*Competency Builders:*

5.0.9.1 Follow safety and aseptic precautions for hair care
5.0.9.2 Explain importance of routine hair care to client
5.0.9.3 Ensure maximum client independence, preference, and dignity
5.0.9.4 Identify differences in hair care according to hair texture
5.0.9.5 Identify signs and symptoms of scalp disease
5.0.9.6 Select appropriate hair care products
5.0.9.7 Demonstrate shampoo procedures for ambulatory and nonambulatory clients
5.0.9.8 Demonstrate methods of brushing and combing hair

### Competency 5.0.10: Provide nail care

*Competency Builders:*

5.0.10.1 Follow safety precautions for nail care
5.0.10.2 Identify terms and gross anatomy related to nail care
5.0.10.3 Obtain permission from head nurse before trimming or cutting nails
5.0.10.4 Identify uses of nail care implements
5.0.10.5 Identify safety and hygiene concerns of daily nail care

### Competency 5.0.11: Shave client

*Competency Builders:*

5.0.11.1 Follow safety precautions for shaving
5.0.11.2 Secure permission prior to shaving client
5.0.11.3 Use electric or safety razor according to client's preference
5.0.11.4 Ensure maximum client independence in self-care
5.0.11.5 Identify needed supplies
5.0.11.6 Identify purposes and uses of preshave and after-shave lotions
5.0.11.7 Identify steps to take in case of a nick or cut

**Competency 5.0.12: Chang. or help client change clothing**

*Competency Builders:*

5.0.12.1 Follow safety precautions for dressing or undressing client
5.0.12.2 Ensure maximum client independence in clothing selection, dressing, and undressing
5.0.12.3 Identify rules for assisting or dressing client
5.0.12.4 Demonstrate procedures for changing clothing of client with intravenous (IV) or other tubing
5.0.12.5 Use devices that assist client in dressing

**Competency 5.0.13: Turn and position client**

*Competency Builders:*

5.0.13.1 Follow safety precautions for turning and positioning client
5.0.13.2 Identify reasons for turning and positioning client in bed
5.0.13.3 Demonstrate proper body mechanics for nurse aide and client when turning and positioning client
5.0.13.4 Demonstrate methods for turning and positioning client
5.0.13.5 Reposition client in wheelchair

**Competency 5.0.14: Provide nutrition and hydration to client**

*Competency Builders:*

5.0.14.1 Promote positive mealtime atmosphere
5.0.14.2 Identify devices and techniques that promote client independence
5.0.14.3 Identify nurse aide's responsibilities for clients on therapeutic diets
5.0.14.4 Demonstrate ways to feed client
5.0.14.5 Identify ways to prevent choking
5.0.14.6 Identify choking client and respond with established emergency intervention measures
5.0.14.7 Identify importance of adequate nutrition and hydration
5.0.14.8 Identify ways to encourage adequate fluid intake

**Competency 5.0.15: Transfer client**

*Competency Builders:*

5.0.15.1 Follow safety precautions for client transfers
5.0.15.2 Ensure client privacy and comfort during transfers
5.0.15.3 Demonstrate principles of proper body mechanics and alignment for nurse aide and client during transfer
5.0.15.4 Demonstrate use of transfer belt
5.0.15.5 Demonstrate use of portable mechanical lift
5.0.15.6 Demonstrate use of drawsheet in client transfer
5.0.15.7 Demonstrate two-person and three-person lifts
5.0.15.8 Demonstrate techniques for transferring client from bed to wheelchair or vice versa
5.0.15.9 Obtain physician's orders to move client
5.0.15.10 Identify client and observe condition prior to, during, and after transfer
5.0.15.11 Identify situations that warrant use of particular lifts
5.0.15.12 Ensure maximum client independence during transfer

* Advancing
** Futuring

### Competency 5.0.16: Assist with ambulation

*Competency Builders:*

5.0.16.1 Follow safety precautions for ambulation
5.0.16.2 Identify situations in which client may need assistance in ambulating
5.0.16.3 Ensure maximum independence for client who needs help in ambulating
5.0.16.4 Identify rules and procedures for fitting assistive devices to clients
5.0.16.5 Demonstrate appropriate techniques for assisting client to ambulate with cane, walker, or crutches
5.0.16.6 Help client from sitting or supine position to standing position
5.0.16.7 Identify signs of distress related to use of assistive devices
5.0.16.8 Demonstrate first aid for emergencies related to ambulation

## Unit 6: Nursing-Related Procedures

### Competency 6.0.1: Assist with admission and discharge*

*Competency Builders:*

6.0.1.1 Assist client during admission according to facility policy*
6.0.1.2 Assist client during discharge according to facility policy*
6.0.1.3 Display sensitivity to client feelings during admission and/or discharge*
6.0.1.4 Assist with assessment procedures as directed by nurse*

### Competency 6.0.2: Take and record temperature

*Competency Builders:*

6.0.2.1 Follow safety and aseptic precautions for taking temperature
6.0.2.2 Identify normal range and average temperature of oral, axillary, and rectal methods of measuring body temperature
6.0.2.3 Select route for measuring temperature
6.0.2.4 Demonstrate use of different types of thermometers
6.0.2.5 Record and report temperature measurements
6.0.2.6 Clean and store thermometer

### Competency 6.0.3: Take and record pulse

*Competency Builders:*

6.0.3.1 Identify criteria for selecting good pulse site
6.0.3.2 Identify most common and most accurate pulse sites
6.0.3.3 Identify normal pulse range for different age groups
6.0.3.4 Measure rate, rhythm, and volume of pulse
6.0.3.5 Identify factors that may affect pulse
6.0.3.6 Identify variations from normal pulse that should be reported

### Competency 6.0.4: Take and record respiration

*Competency Builders:*

6.0.4.1 Measure rate, depth, and rhythm of respiration
6.0.4.2 Identify normal respiratory rate for different age groups
6.0.4.3 Observe and report signs of compromised respiration
6.0.4.4 Identify factors that may affect respiration



* Advancing
** Futuring

**Competency 6.0.5: Take and record blood pressure**

*Competency Builders:*

6.0.5.1 Identify myths and misconceptions related to blood pressure and hypertension
6.0.5.2 Identify etiology of hypertension
6.0.5.3 Identify consequences of untreated hypertension
6.0.5.4 Identify normal range of blood pressure for different age groups
6.0.5.5 Measure and record blood pressure
6.0.5.6 Identify factors that affect blood pressure
6.0.5.7 Identify various cuff sizes and their effect on accurate blood pressure reading
6.0.5.8 Identify variations from normal blood pressure that should be reported

**Competency 6.0.6: Observe and record activities of daily living (ADL)**

*Competency Builders:*

6.0.6.1 Identify major categories of activity in ADL
6.0.6.2 Identify purpose of promoting client independence in ADL
6.0.6.3 Identify strategies to encourage maximum client independence in ADL
6.0.6.4 Record and report ADL according to facility policy

**Competency 6.0.7: Observe and record client's orientation to person, place, and time**

*Competency Builders:*

6.0.7.1 Ask questions to elicit client's orientation to person, place, and time
6.0.7.2 Identify possible reasons for disorientation
6.0.7.3 Identify clinical conditions that can cause changes in orientation
6.0.7.4 Report changes in client's orientation to person, place, or time
6.0.7.5 Identify ways to help reorient client to person, place, and time

**Competency 6.0.8: Measure and record height and weight**

*Competency Builders:*

6.0.8.1 Follow safety and aseptic precautions for measuring height and weight
6.0.8.2 Identify medical implications of height and weight
6.0.8.3 Identify relationship between height and weight and use of charts to determine client's overweight or underweight status
6.0.8.4 Identify and demonstrate use of different types of scales
6.0.8.5 Measure height
6.0.8.6 Read whole numbers and fractions on scales
6.0.8.7 Convert height and weight measurements from standard English to metric measurements using conversion chart
6.0.8.8 Chart height and weight measurements on appropriate forms
6.0.8.9 Report abnormal weight loss or gain

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## Competency 6.0.9: Measure intake and output (I & O)

*Competency Builders:*

6.0.9.1 Identify reasons for monitoring and recording I & O
6.0.9.2 Identify foods considered as liquids
6.0.9.3 Identify different forms of output
6.0.9.4 Identify tools for measuring I & O
6.0.9.5 Use metric system to measure fluid
6.0.9.6 Identify recording systems
6.0.9.7 Identify ways a body loses fluid
6.0.9.8 Identify essential role of water in diet
6.0.9.9 Identify signs of dehydration in client
6.0.9.10 Calculate and complete I & O sheet
6.0.9.11 Report abnormal findings

## Competency 6.0.10: Apply a cold compress

*Competency Builders:*

6.0.10.1 Follow safety precautions for applying cold compresses
6.0.10.2 Identify physiology of cold on body, especially on circulatory system
6.0.10.3 Identify situations when a cold compress may be ordered
6.0.10.4 Identify types of compresses
6.0.10.5 Identify contraindications for cold compresses
6.0.10.6 Demonstrate application of cold compress

## Competency 6.0.11: Apply a warm compress

*Competency Builders:*

6.0.11.1 Follow safety precautions for applying warm compresses
6.0.11.2 Identify physiology of warmth on body, especially on circulatory system
6.0.11.3 Identify situations when a warm compress may be ordered
6.0.11.4 Identify types of compresses
6.0.11.5 Identify contraindications for warm compresses
6.0.11.6 Demonstrate application of warm compress

## Competency 6.0.12: Assist client with sitz bath

*Competency Builders:*

6.0.12.1 Follow safety and aseptic precautions for sitz baths
6.0.12.2 Identify types of sitz baths
6.0.12.3 Read bath thermometer and identify effective temperature range for water in sitz bath
6.0.12.4 Identify ways to check water temperature without thermometer
6.0.12.5 Assist client into and out of sitz bath
6.0.12.6 Chart procedure and any untoward reaction by client



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**Competency 6.0.13: Prevent and/or care for stage 1 decubiti**

*Competency Builders:*

6.0.13.1 Follow safety precautions for dealing with decubiti
6.0.13.2 Identify terms and abbreviations associated with decubiti
6.0.13.3 Identify symptoms of potential decubitus formation
6.0.13.4 Identify causes of decubiti
6.0.13.5 Identify role of positioning and turning client in formation and prevention of decubiti
6.0.13.6 Observe and report objective signs of healing or worsening of decubiti
6.0.13.7 Identify legal implications of failure to follow care plan

**Competency 6.0.14: Apply anti-embolic hose**

*Competency Builders:*

6.0.14.1 Follow safety precautions for using anti-embolic hose
6.0.14.2 Identify terms and abbreviations associated with embolic processes
6.0.14.3 Identify causes of embolism
6.0.14.4 Identify types and sizes of anti-embolic hose
6.0.14.5 Identify purpose of anti-embolic hose
6.0.14.6 List contraindications for use of anti-embolic hose on clients

**Competency 6.0.15: Apply binders**

*Competency Builders:*

6.0.15.1 Follow safety and aseptic precautions for binders
6.0.15.2 Identify reasons for using binders
6.0.15.3 Identify and demonstrate application of main types of binders

**Competency 6.0.16: Assist with braces or prostheses**

*Competency Builders:*

6.0.16.1 Identify different types of braces and prosthetic devices (e.g., those used for ambulation, cosmetic purposes, auditory or vision enhancement)
6.0.16.2 Identify measures related to skin care under brace or artificial limb
6.0.16.3 Recognize expertise and preferences of client regarding his/her brace or prosthesis
6.0.16.4 Apply braces or prosthetic devices as ordered
6.0.16.5 Clean, store, and assure proper identification of braces and prosthetic devices

**Competency 6.0.17: Assist in preparing client for surgery**

*Competency Builders:*

6.0.17.1 Identify common psychological reactions to surge
6.0.17.2 Identify purpose of consent forms
6.0.17.3 Identify ways to offer support to surgical client's family members
6.0.17.4 Reinforce pre-operative teaching

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### Competency 6.0.18: Observe postoperative site and report abnormality

*Competency Builders:*

6.0.18.1 Observe and report signs of infection or impaired healing
6.0.18.2 Demonstrate use of all senses in observing wounds or incisions and report observations
6.0.18.3 Identify healing process and factors that support healing

### Competency 6.0.19: Set up vaporizer or humidifier

*Competency Builders:*

6.0.19.1 Follow safety and aseptic precautions for setup and operation of vaporizer or humidifier
6.0.19.2 Identify conditions in clients that respond to use of vaporizer or humidifier
6.0.19.3 Identify major structures in respiratory system and their functions
6.0.19.4 Identify major disorders of respiratory system
6.0.19.5 Set up and operate equipment

### Competency 6.0.20: Collect sputum specimen

*Competency Builders:*

6.0.20.1 Follow safety and universal precautions for sputum collection
6.0.20.2 Describe sputum characteristics
6.0.20.3 Identify main parts of respiratory system and their functions
6.0.20.4 Distinguish between sputum and saliva
6.0.20.5 Complete lab request form for sputum testing as directed
6.0.20.6 Prepare client for sputum collection
6.0.20.7 Demonstrate collection procedures

### Competency 6.0.21: Collect routine urine specimen

*Competency Builders:*

6.0.21.1 Follow safety and universal precautions for specimen collection
6.0.21.2 Identify basic structure and functions of urinary system
6.0.21.3 Identify reasons for routine urinalysis
6.0.21.4 Identify terms and abbreviations associated with urine testing
6.0.21.5 Identify tests that make up routine urinalysis
6.0.21.6 Fill out lab request for urinalysis as directed
6.0.21.7 Identify urinary tract conditions
6.0.21.8 Demonstrate collection of specimens (i.e., voided, catheter)

### Competency 6.0.22: Test urine for sugar and acetone

*Competency Builders:*

6.0.22.1 Follow safety and universal precautions for urine testing
6.0.22.2 Identify normal components of urine
6.0.22.3 Obtain urine specimen as directed
6.0.22.4 Identify commercial products for testing urine for sugar and acetone
6.0.22.5 Identify factors that can cause false positive or negative indications of sugar and acetone during urine testing

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6.0.22.6 Chart and report results of test
6.0.22.7 Identify purpose of obtaining clean-catch rather than routine urine specimen
6.0.22.8 Identify instructions for male and female clients when clean-catch urine specimen is required
6.0.22.9 Fill out label and lab slip for clean-catch specimen as directed
6.0.22.10 Instruct and assist client on procedure for clean-catch urine specimen
6.0.22.11 Complete collection procedures

### Competency 6.0.23: Collect timed urine specimen

*Competency Builders:*

6.0.23.1 Identify most common timed specimen tests (e.g., glucose tolerance, 24-hour specimen)
6.0.23.2 Identify instructions for timed specimens
6.0.23.3 Fill out lab request form as directed
6.0.23.4 Identify major disorders of urinary system

### Competency 6.0.24: Strain urine

*Competency Builders:*

6.0.24.1 Identify locations, types, symptoms, and treatment of stones in urinary system
6.0.24.2 Identify etiology of stones
6.0.24.3 List instructions for client whose urine needs to be strained (e.g., no toilet paper in specimen)
6.0.24.4 Fill out lab request as directed

### Competency 6.0.25: Provide care for incontinent client

*Competency Builders:*

6.0.25.1 Follow safety and universal precautions for incontinent clients
6.0.25.2 Identify causes of incontinence
6.0.25.3 Follow care plan for incontinent client
6.0.25.4 Identify psychological, physical, and social effects of incontinence
6.0.25.5 Provide skin care and perineal care for incontinent client

### Competency 6.0.26: Assist with urinary catheter care

*Competency Builders:*

6.0.26.1 Follow safety and universal precautions for urinary catheter care
6.0.26.2 Differentiate urinary catheters
6.0.26.3 Demonstrate how to position tubing

### Competency 6.0.27: Collect stool specimen

*Competency Builders:*

6.0.27.1 Follow safety and universal precautions for obtaining stool specimen
6.0.27.2 Identify structure and functions of gastrointestinal (GI) system
6.0.27.3 Identify diseases and disorders of GI system
6.0.27.4 Describe stool specimen
6.0.27.5 Identify characteristics of normal stool

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### Competency 6.0.28: Give an enema*

*Competency Builders:*

6.0.28.1 Follow safety and universal precautions for enemas*
6.0.28.2 Describe physical conditions necessary for administration of an enema*
6.0.28.3 Perform enema procedure according to Ohio Board of Nursing conditions (e.g., procedure used for cleansing purpose, occasional use, preprepared disposable solution is used, assessment is made by nurse, procedure is ordered by physician)*

### Competency 6.0.29: Provide basic ostomy care

*Competency Builders:*

6.0.29.1 Follow safety and universal precautions for ostomy care
6.0.29.2 Identify types and anatomy of ostomies
6.0.29.3 Identify reasons for an ostomy
6.0.29.4 Identify emotional reactions of clients and caregivers to an ostomy and altered body image
6.0.29.5 Demonstrate procedures for observation and skin care around ostomy
6.0.29.6 Report changes in skin or ostomy

### Competency 6.0.30: Assist with dying client

*Competency Builders:*

6.0.30.1 Identify five stages of dying and death
6.0.30.2 Describe emotional needs of dying client and strategies to meet those needs
6.0.30.3 Describe physical needs of dying client and strategies to meet those needs
6.0.30.4 Describe social needs of dying client and strategies to meet those needs
6.0.30.5 Describe physical and emotional signs of imminent death
6.0.30.6 Identify religious and cultural rites associated with dying and their significance to clients and their families
6.0.30.7 Identify ways to involve dying client's support system in care of client

### Competency 6.0.31: Assist with postmortem care

*Competency Builders:*

6.0.31.1 Identify basic physiology of death
6.0.31.2 Identify client status as code or no code
6.0.31.3 Describe feelings associated with care of dying and dead
6.0.31.4 Identify religious and cultural rites associated with postmortem care
6.0.31.5 Care for deceased with respect and gentleness
6.0.31.6 Identify procedures for discreet removal of deceased
6.0.31.7 Demonstrate empathetic involvement with client's family, concerned others, and other clients at or immediately following client's death

**Competency 6.0.32: Monitor and assist with oxygen administration**

*Competency Builders:*

6.0.32.1 Follow safety precautions for administering oxygen
6.0.32.2 Identify key terms and abbreviations associated with oxygen therapy
6.0.32.3 Identify conditions that may require oxygen administration
6.0.32.4 Identify ways of administering oxygen
6.0.32.5 Demonstrate personal care for client receiving oxygen
6.0.32.6 Identify abnormal signs associated with oxygen administration

**Competency 6.0.33: Provide personal care for client receiving intravenous (IV) therapy**

*Competency Builders:*

6.0.33.1 Identify purpose of IV therapy
6.0.33.2 Identify parts of IV system and their functions
6.0.33.3 Identify possible malfunctions of IV system
6.0.33.4 Observe and report adverse reactions to IV system
6.0.33.5 Provide care for IV when moving or transferring client
6.0.33.6 Change client's clothing with IV in place

# Unit 7: Care of Elderly Clients

**Competency 7.0.1: Describe aging process**

*Competency Builders:*

7.0.1.1 Identify influences on personality development
7.0.1.2 Describe ways to help elderly clients accomplish developmental tasks by encouraging independence and optimal self-care
7.0.1.3 Demonstrate skills necessary to support age-appropriate behavior and allow clients to make personal choices and maintain their dignity
7.0.1.4 Demonstrate principles of behavior management (i.e., reinforce appropriate behavior, implement strategies to reduce or eliminate inappropriate behavior)
7.0.1.5 Identify age-related physical changes to body systems
7.0.1.6 Identify mental changes related to aging
7.0.1.7 Identify social and sexual changes related to aging
7.0.1.8 Identify safety concerns in care of elderly clients

**Competency 7.0.2: Provide emotional support to elderly clients**

*Competency Builders:*

7.0.2.1 Identify security, social, status, and self-fulfillment needs of elderly clients
7.0.2.2 Distinguish between stress and distress
7.0.2.3 Identify common causes of stress in elderly clients
7.0.2.4 Identify and recognize positive and negative mechanisms for coping with stress
7.0.2.5 Identify nursing actions that can cause stress
7.0.2.6 Identify ways to help elderly clients meet emotional needs for security
7.0.2.7 Identify ways to help elderly clients meet needs for acceptance and social interaction

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7.0.2.8 Identify ways to help elderly clients meet needs for self-fulfillment
7.0.2.9 Identify positive ways to modify nurse aide's behavior in response to client's behavior

**Competency 7.0.3: Identify ways to safeguard elderly clients against abuse, mistreatment, and neglect**

*Competency Builders:*

7.0.3.1 Identify examples of financial, physical, verbal, and psychosocial abuse, mistreatment, and neglect against elderly
7.0.3.2 Identify psychological impact of abuse, mistreatment, and neglect on elderly
7.0.3.3 Identify ways health care personnel may abuse, mistreat, or neglect elderly (e.g., misuse of restraints)
7.0.3.4 Identify strategies to stop abuse, mistreatment, or neglect of elderly by health care personnel
7.0.3.5 Identify steps to take when abuse, mistreatment, or neglect against elderly client is suspected or witnessed
7.0.3.6 Assist elderly clients in grievance proceedings and other activities to protect their rights
7.0.3.7 Identify community resources for protecting elderly from abuse, mistreatment, and neglect
7.0.3.8 Identify importance of client and family education regarding potential abuse, mistreatment, and neglect

**Competency 7.0.4: Identify illnesses and physical disorders common to elderly**

*Competency Builders:*

7.0.4.1 Identify common illnesses and physical disorders of elderly
7.0.4.2 Contribute to assessment, planning, and evaluation of nursing care of elderly client with disease or disorder
7.0.4.3 Identify safety concerns associated with identified illnesses and physical disorders
7.0.4.4 Recognize and report abnormal signs and symptoms of common diseases and conditions of elderly
7.0.4.5 Describe psychosocial impact of identified diseases and conditions on client, client's family and friends, and health care team
7.0.4.6 Identify support strategies and resources associated with identified conditions and diseases

**Competency 7.0.5: Contribute to assessment, planning, and evaluation of nursing care for elderly clients with mental illness**

*Competency Builders:*

7.0.5.1 Identify most common mental illnesses of elderly clients
7.0.5.2 Identify etiology, treatment modes, and nursing care associated with common mental illnesses
7.0.5.3 Identify safety needs of elderly client with mental illness
7.0.5.4 Plan safe environments for mentally ill client and associated staff and family
7.0.5.5 Recognize common signs of suicidal behavior
7.0.5.6 Observe and report changes in behavior or increased incidents of abnormal behavior
7.0.5.7 Identify appropriate responses to behavior of mentally ill clients
7.0.5.8 Demonstrate principles of behavior management (i.e., reinforce appropriate behavior, implement strategies to reduce or eliminate inappropriate behavior)
7.0.5.9 Identify ways to handle burnout and stress of caring for mentally ill client
7.0.5.10 Identify community support groups for families of mentally ill clients

**Competency 7.0.6: Identify community resources and services**

*Competency Builders:*

7.0.6.1 Identify resources and services that promote optimal social, physical, and mental health in elderly and their families
7.0.6.2 Promote client independence
7.0.6.3 Identify financial, occupational, and recreational resources in community for elderly

# Unit 8: Home Health Care

**Competency 8.0.1: Identify legal and ethical issues involved in providing home health care***

*Competency Builders:*

8.0.1.1 Differentiate roles and responsibilities of various direct care providers*
8.0.1.2 Identify process of becoming a state-approved home health aide*
8.0.1.3 Identify responsibilities of home health aide to client and supervisor*
8.0.1.4 Recognize legal and ethical concerns of being a home health care provider*

**Competency 8.0.2: Provide for special needs of client in home setting**

*Competency Builders:*

8.0.2.1 Assist with special safety devices
8.0.2.2 Provide safe environment
8.0.2.3 Interact effectively with client and family
8.0.2.4 Maintain records and report to health professional

### Competency 8.0.3: Perform homemaking tasks

*Competency Builders:*

8.0.3.1 Perform light housekeeping and laundry tasks
8.0.3.2 Provide assistance with meal preparation
8.0.3.3 Assist with household record keeping
8.0.3.4 Assist with infant and child care

### Competency 8.0.4: Perform special procedures

*Competency Builders:*

8.0.4.1 Adapt prior knowledge of basic client care to home setting
8.0.4.2 Assist client with self-administration of over-the-counter and prescription medications

## Unit 9: Restorative Duties

### Competency 9.0.1: Reinforce bladder and bowel training

*Competency Builders:*

9.0.1.1 Identify factors that affect elimination
9.0.1.2 Identify purpose of bowel and bladder training
9.0.1.3 Identify factors that may cause incontinence in client
9.0.1.4 Identify importance of patience, empathy, and positive reinforcement to success of bladder and bowel training
9.0.1.5 Identify importance of cooperation among members of health care team to training success

### Competency 9.0.2: Conduct or assist client in range-of-motion exercises

*Competency Builders:*

9.0.2.1 Follow safety precautions for range-of-motion exercises
9.0.2.2 Identify privacy considerations and rights of clients related to range-of-motion exercises
9.0.2.3 Identify principles and rules of range-of-motion exercises
9.0.2.4 Identify types of clients who require range-of-motion exercises
9.0.2.5 Demonstrate principles of body mechanics in performing range-of-motion exercises
9.0.2.6 Identify and report observations during range-of-motion exercises
9.0.2.7 Identify measures which help prevent complications of immobility

### Competency 9.0.3: Assist with special transfers

*Competency Builders:*

9.0.3.1 Follow safety precautions for client transfer procedures
9.0.3.2 Follow safety precautions and procedures for operation of portable hydraulic lifts
9.0.3.3 Transfer client to and from wheelchair or geriatric chair
9.0.3.4 Transfer client to and from vehicle
9.0.3.5 Transfer client from cart/stretcher to bed using transfer board

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**Competency 9.0.4: Assist with ambulation development**

*Competency Builders:*

9.0.4.1 Assist with balance in sitting, walking, and standing
9.0.4.2 Differentiate assistive devices and adaptive equipment and their uses
9.0.4.3 Utilize assistive devices and adaptive equipment
9.0.4.4 Assist with implementation of ambulation development care plan

**Competency 9.0.5: Demonstrate special positioning techniques**

*Competency Builders:*

9.0.5.1 Use symbols associated with positioning techniques
9.0.5.2 Demonstrate principles of proper body alignment
9.0.5.3 Identify function of special positioning devices and positions
9.0.5.4 Demonstrate use of special positioning devices and techniques

**Competency 9.0.6: Implement behavior management/reinforcement plan**

*Competency Builders:*

9.0.6.1 Identify terms associated with behavior management/reinforcement theory
9.0.6.2 Assist in implementing care plan for behavior management
9.0.6.3 Identify appropriate responses to combative, confused, and/or withdrawn clients
9.0.6.4 Identify ethical concerns related to use of behavior management/reinforcement techniques

**Competency 9.0.7: Implement communication development and reinforcement plan**

*Competency Builders:*

9.0.7.1 Identify terms associated with alterations in communication
9.0.7.2 Assist in implementing care plan for communication development and reinforcement
9.0.7.3 Identify and use devices designed to enhance communication skills
9.0.7.4 Identify appropriate responses to client's ability to communicate
9.0.7.5 Identify ethical concerns regarding communication and confidentiality

**Competency 9.0.8: Provide assistance and/or training in activities of daily living (ADL)**

*Competency Builders:*

9.0.8.1 Identify and demonstrate appropriate assistive devices in ADL
9.0.8.2 Assist in implementing care plan to improve or restore ADL
9.0.8.3 Identify factors that influence sleep
9.0.8.4 Identify actions a nurse aide may take to help client sleep

# Unit 10: Employability Skills
## Subunit 10.1: Career Development

### Competency 10.1.1: Investigate career options

*Competency Builders:*

10.1.1.1 Determine interests and aptitudes
10.1.1.2 Identify career options
10.1.1.3 Research occupations matching interests and aptitudes
10.1.1.4 Select career(s) that best match(es) interests and aptitudes
10.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
10.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
10.1.1.7 Develop a career plan

### Competency 10.1.2: Analyze potential barriers to employment

*Competency Builders:*

10.1.2.1 Identify common barriers to employment
10.1.2.2 Describe strategies to overcome employment barriers

# Unit 10: Employability Skills
## Subunit 10.2: Decision Making and Problem Solving

### Competency 10.2.1: Apply decision-making techniques in the workplace

*Competency Builders:*

10.2.1.1 Identify the decision to be made
10.2.1.2 Compare alternatives
10.2.1.3 Determine consequences of each alternative
10.2.1.4 Make decisions based on values and goals
10.2.1.5 Evaluate the decision made

### Competency 10.2.2: Apply problem-solving techniques in the workplace

*Competency Builders:*

10.2.2.1 Diagnose the problem and its causes
10.2.2.2 Identify alternatives and their consequences in relation to the problem
10.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
10.2.2.4 Utilize resources to explore possible solutions to the problem
10.2.2.5 Compare and contrast the advantages and disadvantages of each solution
10.2.2.6 Determine appropriate action
10.2.2.7 Evaluate results



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# Unit 10: Employability Skills
## Subunit 10.3: Work Ethic

### Competency 10.3.1: Evaluate the relationship of self-esteem to work ethic

*Competency Builders:*

10.3.1.1 Identify special characteristics and abilities in self and others
10.3.1.2 Identify internal and external factors that affect self-esteem

### Competency 10.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

*Competency Builders:*

10.3.2.1 Distinguish between values and goals
10.3.2.2 Determine the importance of values and goals
10.3.2.3 Evaluate how values affect goals
10.3.2.4 Identify short-term and long-term goals
10.3.2.5 Prioritize personal goals
10.3.2.6 Describe how personal values are reflected in work ethic
10.3.2.7 Describe how interactions in the workplace affect personal work ethic
10.3.2.8 Examine how life changes affect personal work ethic

### Competency 10.3.3: Demonstrate work ethic

*Competency Builders:*

10.3.3.1 Examine factors that influence work ethic
10.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

# Unit 10: Employability Skills
## Subunit 10.4: Job-Seeking Skills

### Competency 10.4.1: Prepare for employment

*Competency Builders:*

10.4.1.1 Identify traditional and nontraditional employment sources
10.4.1.2 Utilize employment sources
10.4.1.3 Research job opportunities, including nontraditional careers
10.4.1.4 Interpret equal employment opportunity laws
10.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
10.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

### Competency 10.4.2: Design a résumé

*Competency Builders:*

10.4.2.1 Identify personal strengths and weaknesses
10.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
10.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
10.4.2.4 Complete résumé using various formats
10.4.2.5 Secure references

### Competency 10.4.3: Complete and process job application forms

*Competency Builders:*

10.4.3.1 Explain the importance of an application form
10.4.3.2 Identify ways to obtain job application forms
10.4.3.3 Describe methods for handling illegal questions on job application forms
10.4.3.4 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
10.4.3.5 Return application to proper person, request interview, and follow up

### Competency 10.4.4: Demonstrate interviewing skills

*Competency Builders:*

10.4.4.1 Investigate interview environment and procedures
10.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
10.4.4.3 Demonstrate question and answer techniques
10.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

### Competency 10.4.5: Secure employment

*Competency Builders:*

10.4.5.1 Identify present and future employment opportunities within an occupation/organization
10.4.5.2 Research the organization/company
10.4.5.3 Use follow-up techniques to enhance employment potential
10.4.5.4 Compare and evaluate job offers

# Unit 10: Employability Skills

## Subunit 10.5: Job Retention Skills

### Competency 10.5.1: Analyze the organizational structure of the workplace

*Competency Builders:*

10.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
10.5.1.2 Be aware of and obey all company policies and procedures
10.5.1.3 Examine the role/relationship between employee and employer
10.5.1.4 Recognize opportunities for advancement and reasons for termination

**Competency 10.5.2: Maintain positive relations with others**

*Competency Builders:*

10.5.2.1 Exhibit appropriate work habits and attitude
10.5.2.2 Identify behaviors to establish successful working relationships
10.5.2.3 Cooperate and compromise through teamwork and group participation
10.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

# Unit 10: Employability Skills
## Subunit 10.6: Job Advancement

**Competency 10.6.1: Analyze opportunities for personal and career growth**

*Competency Builders:*

10.6.1.1 Determine opportunities within an occupation/organization
10.6.1.2 Compare and contrast other opportunities
10.6.1.3 List benefits of job advancement
10.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

**Competency 10.6.2: Exhibit characteristics needed for advancement**

*Competency Builders:*

10.6.2.1 Display a positive attitude
10.6.2.2 Demonstrate knowledge of a position
10.6.2.3 Perform quality work
10.6.2.4 Adapt to changing situations and technology
10.6.2.5 Demonstrate capability for different positions
10.6.2.6 Participate in continuing education/training programs
10.6.2.7 Respect, accept, and work with ALL individuals in the workplace

# Unit 10: Employability Skills
## Subunit 10.7: Technology in the Workplace

**Competency 10.7.1: Assess the impact of technology in the workplace**

*Competency Builders:*

10.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
10.7.1.2 Investigate the use of technology in the workplace
10.7.1.3 Analyze how present skills can be applied to learning new technologies

**Competency 10.7.2: Use a variety of technological applications**

*Competency Builders:*

10.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
10.7.2.2 Use technology to accomplish assigned tasks
10.7.2.3 Create solutions to problems using technical means

* Advancing
** Futuring

# Unit 10: Employability Skills
## Subunit 10.8: Lifelong Learning

### Competency 10.8.1: Apply lifelong learning to individual situations

*Competency Builders:*

10.8.1.1 Define lifelong learning
10.8.1.2 Identify factors that cause the need for lifelong learning

### Competency 10.8.2: Adapt to change

*Competency Builders:*

10.8.2.1 Analyze the effects of change
10.8.2.2 Identify reasons why goals change
10.8.2.3 Describe the importance of flexibility when reevaluating goals
10.8.2.4 Evaluate the need for continuing education/training

# Unit 10: Employability Skills
## Subunit 10.9: Economic Education

### Competency 10.9.1: Analyze global enterprise system

*Competency Builders:*

10.9.1.1 Identify characteristics of various enterprise systems
10.9.1.2 Examine the relationship between competition, risk, and profit
10.9.1.3 Illustrate how supply and demand influence price

### Competency 10.9.2: Evaluate personal money management

*Competency Builders:*

10.9.2.1 Describe the need for personal management records
10.9.2.2 Identify methods of taxation
10.9.2.3 Analyze how credit affects financial security
10.9.2.4 Compare types and methods of investments
10.9.2.5 Prepare a personal budget
10.9.2.6 Be an informed and responsible consumer
10.9.2.7 Analyze the effects of advertising on the consumer

# Unit 10: Employability Skills
## Subunit 10.10: Balancing Work and Family

### Competency 10.10.1: Analyze the effects of family on work

*Competency Builders:*

10.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
10.10.1.2 Identify present and future family structures and responsibilities
10.10.1.3 Describe personal and family roles
10.10.1.4 Analyze concerns of working parent(s)
10.10.1.5 Examine how family responsibilities can conflict with work
10.10.1.6 Resolve family-related conflicts
10.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

### Competency 10.10.2: Analyze the effects of work on family

*Competency Builders:*

10.10.2.1 Identify responsibilities associated with paid and nonpaid work
10.10.2.2 Compare the advantages and disadvantages of multiple incomes
10.10.2.3 Explain how work can conflict with family responsibilities
10.10.2.4 Explain how work-related stress can affect families
10.10.2.5 Identify family support systems and resources

# Unit 10: Employability Skills
## Subunit 10.11: Citizenship in the Workplace

### Competency 10.11.1: Exercise the rights and responsibilities of citizenship in the workplace

*Competency Builders:*

10.11.1.1 Identify the basic rights and responsibilities of citizenship
10.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

### Competency 10.11.2: Cooperate with others in the workplace

*Competency Builders:*

10.11.2.1 Identify situations in which compromise is necessary
10.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
10.11.2.3 Demonstrate initiative to facilitate cooperation
10.11.2.4 Give and receive constructive criticism to enhance cooperation

# Unit 10: Employability Skills
## Subunit 10.12: Leadership

### Competency 10.12.1: Evaluate leadership styles appropriate for the workplace

*Competency Builders:*

10.12.1.1 Identify characteristics of effective leaders
10.12.1.2 Compare leadership styles
10.12.1.3 Demonstrate effective delegation skills
10.12.1.4 Identify opportunities to lead in the workplace

### Competency 10.12.2: Demonstrate effective teamwork skills

*Competency Builders:*

10.12.2.1 Identify the responsibilities of a valuable group member
10.12.2.2 Exhibit open-mindedness
10.12.2.3 Identify methods of involving each member of a team
10.12.2.4 Contribute to the efficiency and success of a group
10.12.2.5 Determine ways to motivate others

### Competency 10.12.3: Utilize effective communication skills

*Competency Builders:*

10.12.3.1 Identify the importance of listening
10.12.3.2 Demonstrate assertive communication
10.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
10.12.3.4 Analyze written material
10.12.3.5 Prepare written material
10.12.3.6 Give and receive feedback
10.12.3.7 Articulate thoughts
10.12.3.8 Use appropriate language

# Unit 10: Employability Skills
## Subunit 10.13: Entrepreneurship

### Competency 10.13.1: Evaluate the role of small business in the economy

*Competency Builders:*

10.13.1.1 Identify the benefits of small business to a community
10.13.1.2 Analyze opportunities for small business in a community

### Competency 10.13.2: Examine considerations of starting a business

*Competency Builders:*

10.13.2.1 Research a business idea
10.13.2.2 Compare various ways to become a small business owner
10.13.2.3 Investigate factors to consider in financing a new business
10.13.2.4 Evaluate entrepreneurship as a career option

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