

Lycoming Career & Technology Center



Health Careers Program

Table of Contents

- Instructor Welcome Letter
- Program Success Guidelines
- Scope and Sequence
- NOCTI Assessment Blueprints
- O*NET Summary Reports
- Sample Reading Assignment
- Sample Writing Assignment
- Program of Study Task List

Welcome Letter

Lycoming Career & Technology Center
Health Careers Program

Instructor: Dawn Shaffer, RN

Lycoming CTC – Health Careers Handbook

Instructor: Mrs. Dawn Shaffer, RN

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Welcome to the Lycoming Career and Technology Center, Health Careers Program. This program places emphasis on clinical health careers, but also provides a brief overview of administrative careers in health care. In addition, it provides the foundational knowledge and skills to succeed in your chosen career path. The main focuses of this class include:

- Medical Terminology & Abbreviations: You will learn the language of health care. This will enable you to communicate with other health professionals, to read the patient's chart, and to document your observations and care given.
- Human Anatomy & Physiology: You will learn the basic structure and function of human body systems, as well as common diseases and disorders that affect each system. You will also learn about human growth and development.
- Medical Assisting and Nurse Assisting Skills: You will learn basic caregiving skills with an emphasis on the safety of the patient and the health care provider.
- Industry Certifications: Heartsaver CPR and First Aid, Direct Care Worker, and OSHA 10 hour. You also have the option of earning Nursing Assistant Certification.

As your instructor, it is my goal for each of you to be successful. If you are struggling with the coursework or have any questions or concerns, please speak with me and/or ask for help.

Responsibilities of the Instructor include:

- To prepare each student for employment or continuing education in their chosen health care field.
- To present the course material in an organized manner.
- To lead by example.
- To treat each student with respect.
- To assist each student on an individual basis as needed.

Responsibilities of the Student include:

- To follow all school and classroom rules.
- To come to class prepared.
- To complete assignments as directed.
- To respect everyone involved in your learning.
- To keep a positive attitude.
- To take responsibility for his/her own actions.
- To ask the instructor for help when needed.

Course Texts:

Diversified Health Occupations, 7th Edition.
*Will be available online in Google Classroom

Louise Simmers, Karen Simmers-Nartker,
Sharon Simmers-Kobelak

HealthCenter 21 Online Curriculum

Applied Educational Systems

Other related texts as deemed necessary by the instructor

- Text books are not to be taken out of the classroom, except with permission of the instructor. If permission is granted, the text book must be signed out, and signed back in upon return.

Required Supplies for Class:

- School issued Chromebook or iPad for online lessons/assignments.
- Earbuds or earphones for use when doing online assignments.
- Pencil or Blue or Black ink pen for written assignments.
 - Assignments completed in any other color ink will not be accepted.
- Blue or Black ink pen for documentation.
 - Documentation in a patient chart will only be done in blue or black ink. Using pencil or any other color ink in a patient chart will not be accepted.
- Watch with a second hand.
- ID badge
 - Provided by the school.
 - Must be worn by student during skill evaluations.
- Hair tie for long hair
 - All long hair must be pulled back and away from the face during skill evaluations.
- Closed toe shoes
 - Must be worn by the student during skill evaluations.
- **Scrub tops will NOT be required** this year due to the COVID-19 pandemic, as we do not have lockers available for individual use.

**** These items may be available in the classroom for you to borrow. It is your responsibility to purchase any needed items that cannot be borrowed.**

Grading:

Your grade is based on a total point system. Points are earned from classroom assignments, quiz and test grades, skill evaluations, and daily work ethic. Your total grade is based on the following categories.

- **Knowledge grade:** Assignments, worksheets, quizzes, and tests = 30% of total grade
- **Skill grade:** Skill Evaluations & Program of Study Tasks = 30% of total grade
- **Work Ethic:** See guidelines below = 40% of total grade

Daily Work Ethic Grade:

Each day, you have the ability to earn 10 points for work ethic. The Work Ethic grade is based on your ability to abide by the school and classroom rules, as well as your productivity, organization, cooperation, and attention to safety. Think of this class as your “job” and work accordingly.

Daily Work Ethic Grade (continued):

Two (2) points will be deducted from your daily Work Ethic grade for each of the following that occur:

- Being unprepared for classroom and/or lab activities.
- Displaying disruptive behavior.
- Not being on task, not being productive and/or putting forth only minimal effort.
- Not following directions.
- Using equipment or internet inappropriately.
- Not cleaning up workstation or lab area.
- Using cell phones during class time.
- Horse-playing in class.
- Having food or drink in lab area and/or at computer stations.
- Acting in an unprofessional manner or not wearing proper uniform during skill evaluations.

Five (5) points will be deducted from the daily Work Ethic grade for:

- Not submitting or completing written and/or skill assignments by the due date.
- Five points will be deducted every day until the assignment is completed.

An automatic Work Ethic grade of one (1) will be given for the day for:

- Any action that compromises the safety of yourself or others in the classroom. **This includes NOT wearing a mask in the classroom/lab area as directed.**
- Arguing with or having a disrespectful attitude towards the instructor, other Lycoming CTC staff, and/or classmates.
- Leaving the room for any reason without permission from the instructor.
- Working on subjects other than Health Careers without prior permission from the instructor.

- Cheating, copying, or plagiarizing another's work.

Any unexcused absence will result in a Work Ethic grade of "0" for that day.

SUCCESS GUIDELINES

LycoCTC SUCCESS GUIDELINES

The following core indicators have been identified as baseline skills and abilities for successful completion of this program. The core indicator list includes critical skills identified for this cluster as identified by the U.S. Department of Labor (O*Net), Pennsylvania Department of Education mandates and input from local occupational advisory members in related fields. **Core indicators are CRITICAL for student success.** It is important that students, parents, and school personnel carefully consider each item when making a choice of Lycoming Career and Technology programs.

PROGRAM TITLE: **Health Careers**

Core Indicator	Level / Ability	Met?	If not met, what actions will be taken to assist student in meeting the core indicator of success?
Reading and Writing	-Read and comprehend technical manuals, understand trade-specific vocabulary (refer to sample reading) -Construct five paragraph essay using proper rules of grammar. -Neat & legible penmanship		
Math	-Basic Algebra for conversions and medication dosage calculations -Roman Numerals -Basic measurement of height/weight, temperatures, etc.		
Physical Requirements	-Manual dexterity -Ability to lift 25+ pounds -Ability to stand/sit for long periods of time		
Cognitive Abilities	-Multi-tasking ability -Communication skills -Critical thinking skills		

Work Context	<ul style="list-style-type: none"> -Ability to work independently and as a team member -Regular attendance -20 - 30 minutes/daily (Lecture) -1 medical terminology/abbreviation unit each week -Chapter assignments -Hands-on skill assignments -1 to 3 tests/skill evaluations per week 		
Graduation	<ul style="list-style-type: none"> -Currently on track to graduate on time 		
Other	<p>Must be:</p> <ul style="list-style-type: none"> -Motivated -Responsible -Trustworthy/honest -A good communicator -Service-oriented -Tactful 		

SCOPE AND SEQUENCE



CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
SCOPE AND SEQUENCE
FOR SCHOOL YEAR 2018-2019

DATE : 4/3/2018

Articulation Agreement between Lycoming CTC

and Statewide Articulation Agreement

Secondary School Name : Lycoming CTC

AUN: 117414807

CIP Code Number and Title : 51.0899 Health/Medical Assisting
 Services, Other

Program Type: Program of Study

	Secondary School				Postsecondary Institution			
Subject (Hours)	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical (1080)		Basic Health Care Concepts I(120)	Basic Health Care Concepts II (120)	Cooperative Education Special Health Care Skills(2)	ibid			
		Medical Terminology I(60)	Medical Terminology II (60)	Professional Development III (120)				
		Safety I(40)	First Aid & Safety II(40)					
		Body Systems(60)	Health Assisting Skills(60)					
		Health Assisting Skills(60)	Professional Development II (20)					
		Professional Development I(20)	Body Systems II (60)					
English	9 English College Prep	Grade 10 English College Prep	Grade 11 English College Prep	Grade 11 English College Prep				
	Grade 9 English Honors	Grade 10 English Honors	Grade 11 English Elective	Grade 12 English Elective				
Math	Algebra Honors	College Prep Geometry	College Prep Algebra II	Optional Advanced Math				
	College Prep Algebra I	College Prep Algebra II	College Prep Geometry	Trigonometry				
				Statistics				
Science	College Prep Earth Science	College Prep Chemistry	Anatomy & Physiology	College Prep Science Elective				
		Unified Science	Physics	Environmental Science				
			AP Biology	AP Physics				
Humanities	Early American (academic)	Post 1812-1914 Key Events .5 cr	College prep Elective	Psychology				
	Global History	1914-Today Key Events .5 cr	Principals of Democracy	Sociology				
		American History						
Other	Foreign Language	Phys Ed/Driver Ed	Phys Ed/Driver Ed	Phys Ed/Driver Ed				

**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
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Articulation Agreement between Lycoming CTC

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Secondary School Name : Lycoming CTC

AUN: 117414807

CIP Code Number and Title : 51.0899 Health/Medical Assisting Services, Other

Program Type: Program of Study

[illegible][illegible]



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
SCOPE AND SEQUENCE
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Articulation Agreement between Lycoming CTC

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AUN: 117414807

CIP Code Number and Title : 51.0899 Health/Medical Assisting
Services, Other

Program Type: Program of Study

Dual Enrollment Credits				Articulated Credits		
Subject	Course Number	Course Description	Credit Hours	Course Number	Course Description	Credit Hours
Other						

NOCTI ASSESSMENT BLUEPRINT



Job Ready Assessment Blueprint

Health Assisting



ELIGIBLE



WORKFORCE
COMPETENCY
CREDENTIAL

Test Code: 4143 / Version: 01

General Assessment Information

Blueprint Contents

General Assessment Information	Sample Written Items
Written Assessment Information	Performance Assessment Information
Specific Competencies Covered in the Test	Sample Performance Job

Test Type: The Health Assisting industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Georgia, Michigan, New York, and Pennsylvania.



51.0899 -
Allied Health and Medical
Assisting Services, Other



Career Cluster 8 -
Health Science



31-1014.00
Nursing Assistants



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



The American Medical Certification Association (AMCA) offers 14 certification exams for the allied healthcare field. AMCA supports NOCTI's Health Assisting assessment which is closely aligned to AMCA's Nursing Assistant Certification (NAC). This assessment is an excellent training instrument, in both content and test-mode preparation. Students passing both the NOCTI assessment and AMCA's national certification exam are demonstrating superior knowledge in their field and are outstanding candidates for entry-level positions in the allied healthcare field.

(Continued on the following page)

General Assessment Information (continued)



Today's Class delivers web-based interactive educational programs and has determined that there is significant alignment between their health assisting curriculum and NOCTI's Health Assisting technical skill assessment. The alignment suggests that use of the Today's Class program curriculum may enhance student scores on NOCTI's assessment.



National Healthcareer Association (NHA) has awarded more than 500,000 certifications to healthcare professions pursuing their career goals since 1989. NHA believes students are the future of healthcare and created study materials and certification exams to provide tools to help them along their journey. NHA strongly encourages and supports students that work to enhance their educational achievements by completing NOCTI assessments.



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate
degree category, 3 semester
hours in Health Assisting

Written Assessment

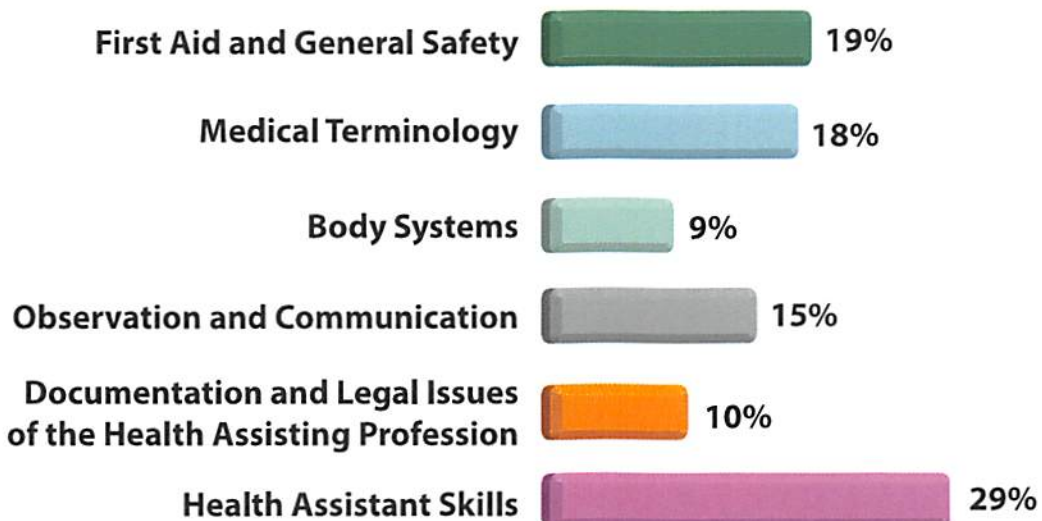
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 163

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

First Aid and General Safety

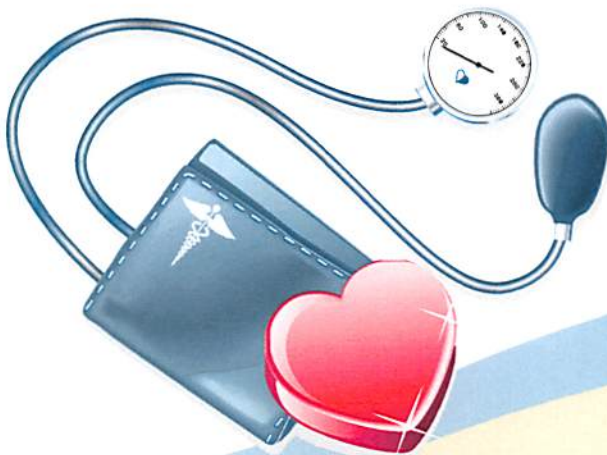
- Recognize and demonstrate appropriate first aid and emergency techniques
- Recognize and demonstrate fire safety and general safety procedures involved in patient care
- Recognize and demonstrate appropriate procedures for handling waste and hazardous materials
- Recognize signs, symptoms, and reporting mandates for violent or abusive situations
- Recognize and demonstrate infection control measures, including standard precautions, hand washing techniques, isolation, and personal protective equipment (PPE)
- Differentiate symptoms requiring emergency care

Medical Terminology

- Identify and interpret word suffixes and prefixes
- Identify and interpret word roots
- Identify and interpret approved medical abbreviations and acronyms
- Identify and differentiate various medical and surgical definitions and conditions
- Identify and interpret anatomic terms, including body planes and cavities
- Exhibit understanding of healthcare terms

Body Systems

- Identify various body systems, structures, and functions
- Recognize abnormal signs and symptoms of disease processes



(Continued on the following page)

Specific Standards and Competencies (continued)

Observation and Communication

- Recognize and practice professional patient and staff communications
- Demonstrate accuracy in completing medical forms
- Demonstrate proper office skills, telephone technique, and etiquette
- Identify and communicate signs and symptoms of major medical conditions
- Recognize and respond to cultural diversity
- Recognize and provide care for all stages of growth and development

Documentation and Legal Issues of the Health Assisting Profession

- Demonstrate understanding of confidentiality and HIPAA regulations
- Exhibit and identify professional behaviors, resources, and practices of a health assistant
- Identify legal and ethical issues in the health assisting field
- Demonstrate accurate documentation procedures

Health Assistant Skills

- Accurately measure and record vital signs, height, and weight
- Demonstrate proper body mechanics, including patient transfer, positioning, lifting, and moving
- Assist with elimination needs (e.g., bowel and bladder)
- Assist with obtaining body fluid specimens
- Assist with personal care and hygiene
- Obtain and accurately measure patient intake and output
- Assist with patient nutritional needs
- Assist with, observe, and report patient skin care conditions
- Identify patient chart components (e.g., flowchart, admission, history)
- Demonstrate appropriate filing techniques for patient records
- Identify and utilize appropriate procedures for cleaning equipment



Sample Questions

After assisting a physician with a procedure, the suture removal scissors should be

- A. autoclaved prior to disposal
- B. placed in a red "biohazard" bag
- C. put in an approved sharps container
- D. double bagged and incinerated

The heart and lungs are located in which body cavity?

- A. ventral
- B. cardiac
- C. thoracic
- D. peritoneal

When leaving a phone message regarding lab results on a patient's answering machine,

- A. give complete information about the test results
- B. leave the doctor's name and home phone number
- C. instruct the patient to call the lab
- D. maintain the patient's confidentiality

The proper procedure for a bed bath or partial bath is to start at the

- A. extremity closest to the health assistant
- B. abdomen
- C. eyes and face
- D. extremity farthest from the health assistant

What method does an autoclave use to sterilize supplies or equipment?

- A. ultraviolet filtered rays
- B. chemical solutions
- C. steam under pressure
- D. ionic charges

(Continued on the following page)

Sample Questions (continued)

A blood clot that travels is commonly referred to as a/an

- A. thrombus
- B. embolus
- C. lesion
- D. vesicle

Which of the following terms includes lifestyles and religion?

- A. ethnicity
- B. diversity
- C. customs
- D. culture

Emergency care is care that must be

- A. administered by a licensed paramedic
- B. given in the emergency room by trained professionals
- C. given right away to prevent the loss of life
- D. given to all patients regardless of the symptoms

The release of a medical record becomes legal with the signature of the

- A. patient
- B. doctor
- C. office manager
- D. insurance agent

Which of the following menus is considered a balanced meal?

- A. macaroni and cheese, salad, and diet soda
- B. pancakes, eggs, syrup, and coffee
- C. hamburger, french fries, and milkshake
- D. chicken, green beans, milk, and apple

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 1 hour and 5 minutes

Number of Jobs: 4

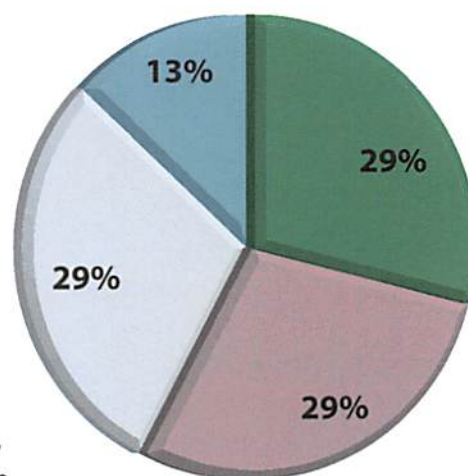
Areas Covered:

29% Hand Washing and Personal Protective Equipment (PPE)

Participant will gather equipment, maintain a clean technique, demonstrate correct hand washing technique, put on cover gown, mask, and gloves, then remove gloves, gown, and mask all in the correct order, correctly wash hands, and clean work area.

29% Change a Patient Gown

Participant will identify the patient, introduce self and explain procedure, retrieve clean gown, verbalize the need for handwashing prior to beginning of procedure, provide privacy for the patient, remove soiled gown, dispose soiled gown properly, apply the clean gown, position patient for safety and comfort, and verbalize the need for hand washing after procedure.



(Continued on the following page)

Areas Covered (continued)

29% Measure Vital Signs, Height, and Weight

Participant will gather equipment, identify patient and explain procedures, verbalize hand washing, accurately take pulse, respirations, blood pressure, height, and weight, clean work area and check patient for comfort and safety.

13% Transfer Patient from Bed to Wheelchair

Participant will use correct body mechanics to transfer patient with left-sided weakness from bed to wheelchair, and from wheelchair to bed.

Sample Job

Transfer Patient from Bed to Wheelchair

Maximum Time: 15 minutes

Participant Activity: The participant, using a gait belt, will demonstrate the proper procedure for transferring a patient with left-sided weakness from a bed to a wheelchair, and then moving the same patient from the wheelchair back to the bed.



O*NET SUMMARY REPORTS

HOME HEALTH AIDES, NURSING
ASSISTANTS, PERSONAL CARE AIDES



Summary Report for: 31-1011.00 - Home Health Aides

Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility. Monitor or report changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient.

Sample of reported job titles: Caregiver, Certified Home Health Aide (CHHA), Certified Medical Aide (CMA), Certified Nurses Aide (CNA), Home Attendant, Home Care Aide, Home Health Aide (HHA), Home Health Provider, Hospice/Home Health Aide, In Home Caregiver

View report: [Summary](#) [Details](#) [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks

All 15 displayed

- + Maintain records of patient care, condition, progress, or problems to report and discuss observations with supervisor or case manager.
- + Provide patients with help moving in and out of beds, baths, wheelchairs, or automobiles and with dressing and grooming.
- + Bathe patients.
- + Care for patients by changing bed linens, washing and ironing laundry, cleaning, or assisting with their personal care.
- + Entertain, converse with, or read aloud to patients to keep them mentally healthy and alert.
- + Plan, purchase, prepare, or serve meals to patients or other family members, according to prescribed diets.
- + Check patients' pulse, temperature, and respiration.
- + Provide patients and families with emotional support and instruction in areas such as caring for infants, preparing healthy meals, living independently, or adapting to disability or illness.
- + Perform a variety of duties as requested by client, such as obtaining household supplies or running errands.
- + Direct patients in simple prescribed exercises or in the use of braces or artificial limbs.
- + Massage patients or apply preparations or treatments, such as liniment, alcohol rubs, or heat-lamp stimulation.
- + Administer prescribed oral medications, under the written direction of physician or as directed by home care nurse or aide, and ensure patients take their medicine.
- + Care for children who are disabled or who have sick or disabled parents.
- + Accompany clients to doctors' offices or on other trips outside the home, providing transportation, assistance, and companionship.
- + Change dressings.

[Find occupations related to multiple tasks](#)

[back to top](#)

Tools Used

All 29 displayed [Show 3 technology skills](#)

- + Abdominal binders
- + Blanket frames or lifters — Foot boards
- + Canes or cane accessories — Canes

- + **Crutches or crutch accessories** — Crutches
- + **Desktop computers**
- + **Electronic blood pressure units** — Electronic blood pressure cuffs
- + **Enema kits or accessories** — Enema equipment
- + **Extremities cradles** — Bed cradles
- + **Glucose monitors or meters** — Glucometers
- + **Home care ventilators**
- + **Knee brace or support** — Knee braces
- + **Lower extremity prosthetic devices**
- + **Medical heat lamps or accessories** — Heat lamps
- + **Mercury blood pressure units** — Manual blood pressure cuffs
- + **Notebook computers**
- + **Ostomy appliances** — Ostomy bags
- + **Oxygen therapy delivery system products accessories or its supplies** — Oxygen equipment
- + **Patient lifts or accessories** — Hoyer lifts; Patient lifters
- + **Patient stabilization or fall prevention devices or accessories** — Gait belts; Restraints
- + **Personal digital assistant PDAs or organizers** — Personal digital assistants PDA
- + **Shower or bath chairs or seats for the physically challenged** — Bathtub seats
- + **Therapeutic ice packs or pillows** — Ice caps; Ice collars
- + **Transcutaneous electric nerve stimulation units** — Transcutaneous electric nerve stimulation TENS equipment
- + **Upper extremity prosthetic devices**
- + **Urinalysis test strips**
- + **Vascular or compression apparel or support** — Anti-embolism elastic stockings
- + **Walkers or rollators** — Walkers
- + **Walking braces**
- + **Wheelchairs**

[back to top](#)

Knowledge

All 2 displayed

- + **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- + **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

[back to top](#)

Skills

 All 16 displayed

- + **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- + **Service Orientation** — Actively looking for ways to help people.
- + **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- + **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- + **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- + **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.

- + **Instructing** — Teaching others how to do something.
- + **Persuasion** — Persuading others to change their minds or behavior.
- + **Speaking** — Talking to others to convey information effectively.
- + **Time Management** — Managing one's own time and the time of others.
- + **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
- + **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- + **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- + **Coordination** — Adjusting actions in relation to others' actions.
- + **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- + **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

[back to top](#)

Abilities

 All 17 displayed

- + **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- + **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- + **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- + **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- + **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- + **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- + **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- + **Speech Clarity** — The ability to speak clearly so others can understand you.
- + **Speech Recognition** — The ability to identify and understand the speech of another person.
- + **Written Expression** — The ability to communicate information and ideas in writing so others will understand.
- + **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- + **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- + **Far Vision** — The ability to see details at a distance.
- + **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- + **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- + **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- + **Written Comprehension** — The ability to read and understand information and ideas presented in writing.

[back to top](#)

Work Activities

 All 23 displayed

- + **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- + **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

- ⊕ **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- ⊕ **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- ⊕ **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- ⊕ **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- ⊕ **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- ⊕ **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- ⊕ **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- ⊕ **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- ⊕ **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- ⊕ **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- ⊕ **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- ⊕ **Inspecting Equipment, Structures, or Material** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- ⊕ **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- ⊕ **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.
- ⊕ **Performing General Physical Activities** — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- ⊕ **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- ⊕ **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- ⊕ **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- ⊕ **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- ⊕ **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.
- ⊕ **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

[back to top](#)

Detailed Work Activities

 All 10 displayed

- ⊕ Maintain medical records.
- ⊕ Assist patients with daily activities.
- ⊕ Give medications or immunizations.
- ⊕ Engage patients in exercises or activities.
- ⊕ Feed patients.
- ⊕ Assess physical conditions of patients to aid in diagnosis or treatment.

- ✚ Teach basic living or other adaptive skills to patients or caregivers.
- ✚ Accompany patients or clients on outings to provide assistance.
- ✚ Apply bandages, dressings, or splints.
- ✚ Administer therapy treatments to patients using hands or physical treatment aids.

[Find occupations related to multiple detailed work activities](#)

[back to top](#)

Work Context

 All 24 displayed

- ✚ **Contact With Others** — 77% responded "Constant contact with others."
- ✚ **Physical Proximity** — 80% responded "Very close (near touching)."
- ✚ **Importance of Being Exact or Accurate** — 52% responded "Extremely important."
- ✚ **Face-to-Face Discussions** — 58% responded "Every day."
- ✚ **Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets** — 66% responded "Every day."
- ✚ **Work With Work Group or Team** — 51% responded "Extremely important."
- ✚ **Impact of Decisions on Co-workers or Company Results** — 41% responded "Very important results."
- ✚ **Telephone** — 40% responded "Every day."
- ✚ **Coordinate or Lead Others** — 36% responded "Very important."
- ✚ **Frequency of Decision Making** — 51% responded "Every day."
- ✚ **Consequence of Error** — 44% responded "Extremely serious."
- ✚ **Structured versus Unstructured Work** — 29% responded "Some freedom."
- ✚ **Spend Time Standing** — 41% responded "More than half the time."
- ✚ **Responsible for Others' Health and Safety** — 38% responded "High responsibility."
- ✚ **Spend Time Bending or Twisting the Body** — 32% responded "More than half the time."
- ✚ **Exposed to Disease or Infections** — 42% responded "Every day."
- ✚ **Freedom to Make Decisions** — 28% responded "A lot of freedom."
- ✚ **Time Pressure** — 40% responded "Every day."
- ✚ **Deal With External Customers** — 29% responded "Extremely important."
- ✚ **Responsibility for Outcomes and Results** — 39% responded "High responsibility."
- ✚ **Spend Time Making Repetitive Motions** — 29% responded "Less than half the time."
- ✚ **Indoors, Environmentally Controlled** — 54% responded "Every day."
- ✚ **Letters and Memos** — 33% responded "Once a month or more but not every week."
- ✚ **Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls** — 30% responded "Continually or almost continually."

[back to top](#)

Job Zone

Title Job Zone Two: Some Preparation Needed

Education These occupations usually require a high school diploma.

Related Experience Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

Job Training Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

Job Zone Examples These occupations often involve using your knowledge and skills to help others. Examples include

orderlies, forest firefighters, customer service representatives, security guards, upholsterers, and tellers.

SVP Range (4.0 to < 6.0)

[back to top](#)

Education

Percentage of Respondents	Education Level Required
63 <div></div>	High school diploma or equivalent ?
21 <div></div>	Post-secondary certificate ?
9 <div></div>	Associate's degree

[back to top](#)

Credentials

Find Training

Find Certifications

Find Licenses

Find Apprenticeships

[back to top](#)

Interests

All 2 displayed

Interest code: SR

- Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

[back to top](#)

Work Styles

5 of 16 displayed

- Integrity** — Job requires being honest and ethical.
- Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.

[back to top](#)

Work Values

All 3 displayed

- Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

- **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

[back to top](#)

Related Occupations



5 of 10 displayed

- 31-1013.00 [Psychiatric Aides](#)
- 31-2012.00 [Occupational Therapy Aides](#) ⭐
- 31-2022.00 [Physical Therapist Aides](#) ⭐
- 39-9011.00 [Childcare Workers](#) ⭐
- 39-9021.00 [Personal Care Aides](#) ⭐ **Bright Outlook**

[back to top](#)

Wages & Employment Trends

Median wages (2016) \$10.87 hourly, \$22,600 annual

State wages



Employment (2016) 912,000 employees

Projected growth (2016-2026) ■■■■ Much faster than average (15% or higher)

Projected job openings (2016-2026) 168,600

State trends



Top industries (2016) [Health Care and Social Assistance](#)

Source: Bureau of Labor Statistics [2016 wage data](#) and [2016-2026 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement.

[back to top](#)

Job Openings on the Web

[back to top](#)

Sources of Additional Information

All 2 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [National Association for Home Care and Hospice](#)
- [Occupational Outlook Handbook: Home health aides](#)

[back to top](#)



Summary Report for: 31-1014.00 - Nursing Assistants

Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants.

Sample of reported job titles: Certified Medication Aide (CMA), Certified Nurse Aide (CNA), Certified Nurses Aide (CNA), Certified Nursing Assistant (CNA), Geriatric Nursing Assistant (GNA), Licensed Nursing Assistant (LNA), Nurses' Aide, Nursing Aide, Nursing Assistant, State Tested Nursing Assistant (STNA)

View report: **Summary** Details Custom

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks

☰ All 33 displayed

- ⊕ Answer patient call signals, signal lights, bells, or intercom systems to determine patients' needs.
- ⊕ Turn or reposition bedridden patients.
- ⊕ Provide physical support to assist patients to perform daily living activities, such as getting out of bed, bathing, dressing, using the toilet, standing, walking, or exercising.
- ⊕ Review patients' dietary restrictions, food allergies, and preferences to ensure patient receives appropriate diet.
- ⊕ Measure and record food and liquid intake or urinary and fecal output, reporting changes to medical or nursing staff.
- ⊕ Record vital signs, such as temperature, blood pressure, pulse, or respiration rate, as directed by medical or nursing staff.
- ⊕ Gather information from caregivers, nurses, or physicians about patient condition, treatment plans, or appropriate activities.
- ⊕ Observe or examine patients to detect symptoms that may require medical attention, such as bruises, open wounds, or blood in urine.
- ⊕ Document or otherwise report observations of patient behavior, complaints, or physical symptoms to nurses.
- ⊕ Remind patients to take medications or nutritional supplements.
- ⊕ Feed patients or assist patients to eat or drink.
- ⊕ Supply, collect, or empty bedpans.
- ⊕ Undress, wash, and dress patients who are unable to do so for themselves.
- ⊕ Lift or assist others to lift patients to move them on or off beds, examination tables, surgical tables, or stretchers.
- ⊕ Communicate with patients to ascertain feelings or need for assistance or social and emotional support.
- ⊕ Prepare or serve food trays.
- ⊕ Clean and sanitize patient rooms, bathrooms, examination rooms, or other patient areas.
- ⊕ Record height or weight of patients.
- ⊕ Collect specimens, such as urine, feces, or sputum.
- ⊕ Apply clean dressings, slings, stockings, or support bandages, under direction of nurse or physician.
- ⊕ Change bed linens or make beds.
- ⊕ Restock patient rooms with personal hygiene items, such as towels, washcloths, soap, or toilet paper.
- ⊕ Exercise patients who are comatose, paralyzed, or have restricted mobility.
- ⊕ Wash, groom, shave, or drape patients to prepare them for surgery, treatment, or examination.

- ⊕ Assist nurses or physicians in the operation of medical equipment or provision of patient care.
- ⊕ Administer medications or treatments, such as catheterizations, suppositories, irrigations, enemas, massages, or douches, as directed by a physician or nurse.
- ⊕ Position or hold patients in position for surgical preparation.
- ⊕ Transport patients to treatment units, testing units, operating rooms, or other areas, using wheelchairs, stretchers, or moveable beds.
- ⊕ Provide information such as directions, visiting hours, or patient status information to visitors or callers.
- ⊕ Transport specimens, laboratory items, or pharmacy items, ensuring proper documentation and delivery to authorized personnel.
- ⊕ Set up treating or testing equipment, such as oxygen tents, portable radiograph (x-ray) equipment, or overhead irrigation bottles, as directed by a physician or nurse.
- ⊕ Explain medical instructions to patients or family members.
- ⊕ Stock or issue medical supplies, such as dressing packs or treatment trays.

[Find occupations related to multiple tasks](#)

[back to top](#)

Technology Skills

 All 8 displayed [Show 50 tools used](#)

- ⊕ **Accounting software** — Billing software
- ⊕ **Data base user interface and query software** — Health information database software
- ⊕ **Electronic mail software** — Microsoft Outlook 🔥
- ⊕ **Internet browser software** — Web browser software
- ⊕ **Medical software** — Medical procedure coding software 🔥 ; MEDITECH software 🔥 ; PointClickCare; Telemetry software ([see all 7 examples](#))
- ⊕ **Office suite software** — Microsoft Office
- ⊕ **Spreadsheet software** — Microsoft Excel 🔥
- ⊕ **Word processing software** — Microsoft Word

🔥 **Hot Technology** — a technology requirement frequently included in employer job postings.

[back to top](#)

Knowledge

 All 7 displayed

- ⊕ **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- ⊕ **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- ⊕ **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- ⊕ **Medicine and Dentistry** — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- ⊕ **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- ⊕ **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- ⊕ **Therapy and Counseling** — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

[back to top](#)

Skills

 All 8 displayed

- ⊕ **Service Orientation** — Actively looking for ways to help people.
- ⊕ **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- ⊕ **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- ⊕ **Coordination** — Adjusting actions in relation to others' actions.
- ⊕ **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- ⊕ **Speaking** — Talking to others to convey information effectively.
- ⊕ **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- ⊕ **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.

[back to top](#)

Abilities

 All 15 displayed

- ⊕ **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- ⊕ **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- ⊕ **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- ⊕ **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- ⊕ **Speech Recognition** — The ability to identify and understand the speech of another person.
- ⊕ **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- ⊕ **Speech Clarity** — The ability to speak clearly so others can understand you.
- ⊕ **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.
- ⊕ **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- ⊕ **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- ⊕ **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.
- ⊕ **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- ⊕ **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- ⊕ **Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- ⊕ **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

[back to top](#)

Work Activities

 All 25 displayed

- ⊕ **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- ⊕ **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

- ⊕ **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- ⊕ **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- ⊕ **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- ⊕ **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- ⊕ **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- ⊕ **Performing General Physical Activities** — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- ⊕ **Inspecting Equipment, Structures, or Material** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- ⊕ **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- ⊕ **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- ⊕ **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.
- ⊕ **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- ⊕ **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- ⊕ **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.
- ⊕ **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- ⊕ **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- ⊕ **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- ⊕ **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- ⊕ **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- ⊕ **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- ⊕ **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- ⊕ **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- ⊕ **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- ⊕ **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

[back to top](#)

Detailed Work Activities

 All 22 displayed

- ⊕ Adjust positions of patients on beds or tables.
- ⊕ Assist patients with daily activities.
- ⊕ Record vital statistics or other health information.

- + Assess physical conditions of patients to aid in diagnosis or treatment.
- + Monitor patients to detect health problems.
- + Administer therapy treatments to patients using hands or physical treatment aids.
- + Feed patients.
- + Dispose of biomedical waste in accordance with standards.
- + Interview patients to gather medical information.
- + Clean patient rooms or patient treatment rooms.
- + Assist practitioners to perform medical procedures.
- + Operate medical equipment.
- + Apply bandages, dressings, or splints.
- + Collect biological specimens from patients.
- + Stock medical or patient care supplies.
- + Administer basic health care or medical treatments.
- + Give medications or immunizations.
- + Hold patients to ensure proper positioning or safety.
- + Move patients to or from treatment areas.
- + Prepare medical instruments or equipment for use.
- + Transport biological or other medical materials.
- + Explain technical medical information to patients.

[Find occupations related to multiple detailed work activities](#)

[back to top](#)

Work Context

 All 28 displayed

- + **Face-to-Face Discussions** — 85% responded "Every day."
- + **Physical Proximity** — 71% responded "Very close (near touching)."
- + **Contact With Others** — 74% responded "Constant contact with others."
- + **Work With Work Group or Team** — 71% responded "Extremely important."
- + **Spend Time Walking and Running** — 51% responded "Continually or almost continually."
- + **Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets** — 80% responded "Every day."
- + **Exposed to Disease or Infections** — 73% responded "Every day."
- + **Spend Time Standing** — 50% responded "Continually or almost continually."
- + **Responsible for Others' Health and Safety** — 56% responded "Very high responsibility."
- + **Indoors, Environmentally Controlled** — 78% responded "Every day."
- + **Telephone** — 60% responded "Every day."
- + **Frequency of Decision Making** — 59% responded "Every day."
- + **Importance of Being Exact or Accurate** — 40% responded "Very important."
- + **Impact of Decisions on Co-workers or Company Results** — 49% responded "Very important results."
- + **Spend Time Bending or Twisting the Body** — 36% responded "More than half the time."
- + **Structured versus Unstructured Work** — 37% responded "Some freedom."
- + **Coordinate or Lead Others** — 37% responded "Extremely important."
- + **Letters and Memos** — 38% responded "Every day."
- + **Time Pressure** — 37% responded "Every day."
- + **Spend Time Making Repetitive Motions** — 29% responded "Continually or almost continually."
- + **Responsibility for Outcomes and Results** — 33% responded "High responsibility."

- ⊕ **Consequence of Error** — 37% responded “Extremely serious.”
- ⊕ **Freedom to Make Decisions** — 35% responded “Some freedom.”
- ⊕ **Deal With External Customers** — 37% responded “Extremely important.”
- ⊕ **Deal With Unpleasant or Angry People** — 27% responded “Every day.”
- ⊕ **Importance of Repeating Same Tasks** — 28% responded “Very important.”
- ⊕ **Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls** — 37% responded “Continually or almost continually.”
- ⊕ **Frequency of Conflict Situations** — 29% responded “Every day.”

[back to top](#)

Job Zone

Title Job Zone Two: Some Preparation Needed

Education These occupations usually require a high school diploma.

Related Experience Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

Job Training Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

Job Zone Examples These occupations often involve using your knowledge and skills to help others. Examples include orderlies, forest firefighters, customer service representatives, security guards, upholsterers, and tellers.

SVP Range (4.0 to < 6.0)

[back to top](#)

Education

Percentage of Respondents	Education Level Required
60 	High school diploma or equivalent ?
25 	Post-secondary certificate ?
8 	Some college, no degree

[back to top](#)

Credentials



[back to top](#)

Interests

All 3 displayed

Interest code: **SCR**

- ⊕ **Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- ⊕ **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

- **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

[back to top](#)

Work Styles

 All 16 displayed

- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
- **Social Orientation** — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.
- **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- **Integrity** — Job requires being honest and ethical.
- **Initiative** — Job requires a willingness to take on responsibilities and challenges.
- **Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- **Innovation** — Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.
- **Analytical Thinking** — Job requires analyzing information and using logic to address work-related issues and problems.
- **Persistence** — Job requires persistence in the face of obstacles.
- **Leadership** — Job requires a willingness to lead, take charge, and offer opinions and direction.
- **Achievement/Effort** — Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

[back to top](#)

Work Values

All 3 displayed

- **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
- **Working Conditions** — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.

[back to top](#)

Wages & Employment Trends

Median wages (2016) \$12.78 hourly, \$26,590 annual

State wages



Employment (2016) 1,510,000 employees

Projected growth (2016-2026) ■■■ Faster than average (10% to 14%)

Projected job openings (2016-2026) 195,100

State trends



Top industries (2016) Health Care and Social Assistance

Source: Bureau of Labor Statistics [2016 wage data](#) and [2016-2026 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement.

[back to top](#)

Job Openings on the Web



[back to top](#)

Sources of Additional Information

All 2 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [National Association for Home Care and Hospice](#)
- [Occupational Outlook Handbook: Nursing assistants and orderlies](#)

[back to top](#)



Summary Report for: 39-9021.00 - Personal Care Aides

Assist the elderly, convalescents, or persons with disabilities with daily living activities at the person's home or in a care facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide assistance at non-residential care facilities. May advise families, the elderly, convalescents, and persons with disabilities regarding such things as nutrition, cleanliness, and household activities.

Sample of reported job titles: Caregiver, Certified Nursing Assistant (CNA), Home Care Aide, Home Health Care Provider, Medication Aide, Patient Care Assistant (PCA), Personal Care Aide, Personal Care Assistant (PCA), Personal Care Attendant (PCA), Resident Care Assistant (RCA)

View report:

Summary[Details](#)[Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks

All 11 displayed

- ⊕ Administer bedside or personal care, such as ambulation or personal hygiene assistance.
- ⊕ Prepare and maintain records of client progress and services performed, reporting changes in client condition to manager or supervisor.
- ⊕ Perform healthcare-related tasks, such as monitoring vital signs and medication, under the direction of registered nurses or physiotherapists.
- ⊕ Participate in case reviews, consulting with the team caring for the client, to evaluate the client's needs and plan for continuing services.
- ⊕ Care for individuals or families during periods of incapacitation, family disruption, or convalescence, providing companionship, personal care, or help in adjusting to new lifestyles.
- ⊕ Perform housekeeping duties, such as cooking, cleaning, washing clothes or dishes, or running errands.
- ⊕ Instruct or advise clients on issues such as household cleanliness, utilities, hygiene, nutrition, or infant care.
- ⊕ Plan, shop for, or prepare nutritious meals or assist families in planning, shopping for, or preparing nutritious meals.
- ⊕ Transport clients to locations outside the home, such as to physicians' offices or on outings, using a motor vehicle.
- ⊕ Provide clients with communication assistance, typing their correspondence or obtaining information for them.
- ⊕ Train family members to provide bedside care.

[Find occupations related to multiple tasks](#)

[back to top](#)

Tools Used

 All 36 displayed [Show 7 technology skills](#)

- ⊕ Adjustable widemouth pliers
- ⊕ Adjustable wrenches
- ⊕ Alarm systems
- ⊕ Back or lumbar or sacral orthopedic softgoods — Back braces
- ⊕ Bedpans for general use — Bedpans
- ⊕ Blood pressure cuff kits — Blood pressure cuffs
- ⊕ Braille devices for the physically challenged — Braille printing software

- + **Canes or cane accessories** — Canes
- + **Crutches or crutch accessories** — Crutches
- + **Digital camcorders or video cameras** — Digital video cameras
- + **Digital cameras**
- + **Electric vibrators for rehabilitation or therapy** — Mechanical vibrating massage devices
- + **Electronic blood pressure units** — Automatic blood pressure machines
- + **Electronic medical thermometers** — Electronic patient thermometers
- + **Glucose monitors or meters** — Glucometers
- + **Hammers**
- + **Hearing aids for the physically challenged** — Hearing aid devices
- + **Lower extremity prosthetic devices** — Lower-body prosthetic devices
- + **Medical acoustic stethoscope or accessory** — Mechanical stethoscopes
- + **Oxygen therapy delivery system products accessories or its supplies** — Oxygen delivery equipment
- + **Paging controllers** — Paging systems
- + **Patient bed or table scales for general use** — Bed scales
- + **Patient lifts or accessories** — Hoyer lifts; Mechanical patient lifts; Patient lifting devices
- + **Patient shifting boards or accessories** — Transfer boards
- + **Personal computers**
- + **Screwdrivers**
- + **Shower or bath chairs or seats for the physically challenged** — Hydraulic tub seats; Shower chairs
- + **Specimen collection container** — Specimen collection containers
- + **Tablet computers**
- + **Telecommunication devices TDD or teletypewriters TTY for the physically challenged** — Telecommunication devices TDD; Teletypewriters TTY
- + **Upper extremity prosthetic devices** — Upper-body prosthetic devices
- + **Vascular or compression apparel or support** — Therapeutic elastic stockings
- + **Voice synthesizers for the physically challenged** — Speech synthesizers
- + **Walkers or rollators** — Walkers
- + **Walking braces**
- + **Wheelchairs**

[back to top](#)

Knowledge

All 3 displayed

- + **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- + **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- + **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

[back to top](#)

Skills

 All 10 displayed

- + **Service Orientation** — Actively looking for ways to help people.
- + **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Speaking** — Talking to others to convey information effectively.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Instructing** — Teaching others how to do something.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Time Management** — Managing one's own time and the time of others.

[back to top](#)

Abilities



All 11 displayed

- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Speech Clarity** — The ability to speak clearly so others can understand you.
- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Speech Recognition** — The ability to identify and understand the speech of another person.
- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.

[back to top](#)

Work Activities



All 13 displayed

- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Performing General Physical Activities** — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

- ⊕ **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- ⊕ **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- ⊕ **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- ⊕ **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- ⊕ **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- ⊕ **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.

[back to top](#)

Detailed Work Activities



All 11 displayed

- ⊕ Administer basic health care or medical treatments.
- ⊕ Document client health or progress.
- ⊕ Maintain client information or service records.
- ⊕ Monitor health or behavior of people or animals.
- ⊕ Develop plans for programs or services.
- ⊕ Provide counsel, comfort, or encouragement to individuals or families.
- ⊕ Prepare foods or meals.
- ⊕ Drive vehicles to transport patrons.
- ⊕ Perform housekeeping duties.
- ⊕ Teach health or hygiene practices.
- ⊕ Assist individuals with special needs.

[Find occupations related to multiple detailed work activities](#)

[back to top](#)

Work Context



All 23 displayed

- ⊕ **Physical Proximity** — 68% responded "Very close (near touching)."
- ⊕ **Contact With Others** — 70% responded "Constant contact with others."
- ⊕ **Work With Work Group or Team** — 68% responded "Extremely important."
- ⊕ **Importance of Being Exact or Accurate** — 51% responded "Extremely important."
- ⊕ **Face-to-Face Discussions** — 52% responded "Every day."
- ⊕ **Spend Time Standing** — 47% responded "Continually or almost continually."
- ⊕ **Structured versus Unstructured Work** — 42% responded "A lot of freedom."
- ⊕ **Telephone** — 44% responded "Every day."
- ⊕ **Impact of Decisions on Co-workers or Company Results** — 60% responded "Very important results."
- ⊕ **Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets** — 66% responded "Every day."
- ⊕ **Frequency of Decision Making** — 60% responded "Every day."
- ⊕ **Spend Time Walking and Running** — 42% responded "More than half the time."
- ⊕ **Responsible for Others' Health and Safety** — 52% responded "Very high responsibility."
- ⊕ **Freedom to Make Decisions** — 32% responded "A lot of freedom."

- ⊕ **Time Pressure** — 39% responded “Every day.”
- ⊕ **Coordinate or Lead Others** — 35% responded “Extremely important.”
- ⊕ **Spend Time Bending or Twisting the Body** — 36% responded “More than half the time.”
- ⊕ **Exposed to Disease or Infections** — 54% responded “Every day.”
- ⊕ **Consequence of Error** — 38% responded “Extremely serious.”
- ⊕ **Letters and Memos** — 36% responded “Once a month or more but not every week.”
- ⊕ **Importance of Repeating Same Tasks** — 29% responded “Important.”
- ⊕ **Responsibility for Outcomes and Results** — 48% responded “High responsibility.”
- ⊕ **Deal With Unpleasant or Angry People** — 26% responded “Once a week or more but not every day.”

[back to top](#)

Job Zone

- Title** Job Zone Two: Some Preparation Needed
- Education** These occupations usually require a high school diploma.
- Related Experience** Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.
- Job Training** Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.
- Job Zone Examples** These occupations often involve using your knowledge and skills to help others. Examples include orderlies, forest firefighters, customer service representatives, security guards, upholsterers, and tellers.
- SVP Range** (4.0 to < 6.0)

[back to top](#)

Education

Percentage of Respondents	Education Level Required
54 <div></div>	High school diploma or equivalent ?
17 <div></div>	Less than high school diploma
17 <div></div>	Some college, no degree

[back to top](#)

Credentials

Find Training

Find Certifications

Find Licenses

[back to top](#)

Interests

All 3 displayed

Interest code: SRC

- ⊕ **Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- ⊕ **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the

occupations require working outside, and do not involve a lot of paperwork or working closely with others.

- ⊕ **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

[back to top](#)

Work Styles



5 of 16 displayed

- ⊕ **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- ⊕ **Integrity** — Job requires being honest and ethical.
- ⊕ **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- ⊕ **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- ⊕ **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

[back to top](#)

Work Values

All 3 displayed

- ⊕ **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- ⊕ **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
- ⊕ **Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

[back to top](#)

Related Occupations



5 of 10 displayed

- 31-1011.00 [Home Health Aides](#) ☀ **Bright Outlook**
- 31-2022.00 [Physical Therapist Aides](#) ☀
- 39-4021.00 [Funeral Attendants](#)
- 39-9011.00 [Childcare Workers](#) ☀
- 53-6061.00 [Transportation Attendants, Except Flight Attendants](#)

[back to top](#)

Wages & Employment Trends

Median wages (2016) \$10.54 hourly, \$21,920 annual

State wages



Local
Salary Info

Employment (2016) 2,016,000 employees

Projected growth (2016-2026) ■■■■ Much faster than average (15% or higher)

Projected job openings (2016-2026) 414,300

State trends



Top industries (2016) Health Care and Social Assistance

Source: Bureau of Labor Statistics [2016 wage data](#) and [2016-2026 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement.

[back to top](#)

Job Openings on the Web

[back to top](#)

Sources of Additional Information

All 1 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [Occupational Outlook Handbook: Personal care aides](#)

[back to top](#)

SAMPLE READING ASSIGNMENT

Bedsore: Risk Factors & Prevention



Last Updated: April 9, 2015
By Jeannette Franks, PhD

Family members with someone in long-term care need to be knowledgeable and vigilant about decubitus ulcers -- the dreaded bedsores.

Also called pressure sores, pressure ulcers or decubitus ulcers, bedsores are skin wounds that result from prolonged pressure on the skin that's in contact with a bed or wheelchair. Bedsores are painful, take a long time to heal and are often a precursor of life-threatening complications such as skin and bone infections.

The human body is designed to be in constant movement, even while we sleep. We constantly shift positions, always unconsciously readjusting ourselves in bed, at the computer station, watching TV or whatever active or inactive pursuit engages us.

HOW BEDSORES FORM

Bedsore form in the areas where we have the least padding of muscle and fat, especially right over a bone. The tailbone (coccyx), shoulder blades, hips, heels and elbows are common sites for bedsores. Total immobility, even for as little as 12 hours, can cause bedsores.

Circulation is impeded when blood flow slows or stops in the compressed area between bone and the surface of a bed or wheelchair. When the tissue is deprived of oxygen and nutrients, the skin can die in as little as half a day, although the evidence may not be obvious for days or even weeks.

When surgery, injury to the spinal cord, or an illness causes immobility the pressure of the immobilized body on certain areas can break down the skin. In bed, the most dangerous areas are the tailbone or buttocks and the heels. The toes, ankles, knees, hipbones, shoulders and shoulder blades, and even the rims of the ears are also at risk.

In a wheelchair, the locations at highest risk are again the tailbone and buttocks, as well as shoulder blades and the spine, and the backs of arms and legs where they touch the chair.

Problems such as arthritis or injury that make movement painful or impossible increase the probability of bedsores. Diabetics and paraplegics who have no sense of feeling in their feet are especially at risk.

Two additional causes of bedsores are shear and friction:

- **Shear**
Shear occurs when the skin moves in one direction and the underlying bone in another direction. Slowly sliding or slumping down in a bed or chair can cause the skin to stretch and tear. Transferring from bed to wheelchair or vice versa can also cause skin tears from shear.
- **Friction**
Friction may also cause the skin to degrade. Even though frequent changes in position are important to prevent bed sores, the constant movement and rubbing can again break down skin. The gentlest assistance can still cause a skin wound, especially since human skin gets thinner and more fragile with age.

Good skin hydration with lotion can be helpful, and of course it is important to keep all skin clean and dry.

BEDSORE RISK FACTORS & STAGES

Age is the greatest risk factor for bedsores; the older the person, the more vulnerable their skin. In an immobilized older person, even a small skin tear, which could easily occur during routine activities such as transferring from bed to a wheelchair, might quickly develop into a bedsore. Other risk factors include smoking, lack of pain perception, urinary or fecal incontinence, malnutrition, dementia and other medical conditions such as diabetes.

Bedsores develop in stages:

- **Stage I**
In stage I a persistent area of red skin may itch or hurt. The spot can feel warm or spongy to the touch; conversely it may feel hard. In darker skin, the patch may look blue or purple, or appear flakey or ashen. Stage I wounds will usually disappear promptly if the pressure is relieved.
- **Stage II**
In stage II, the skin is already compromised. An open sore that looks like a blister or abrasion is a red flag. The surrounding area may be discolored. When treated promptly, these sores can heal quickly if the person is otherwise in good health and not experiencing other problems such as diabetes or paralysis.
- **Stage III**
Stage III bedsores are often extremely painful and difficult to treat. The pressure ulcer has extended through all the skin layers down to muscle. The deep, crater-like wound indicates permanently destroyed tissue.
- **Stage IV**
Stage IV bedsores, the most serious and advanced stage, destroy muscle, bone, and even tendons and joints. Stage IV bedsores are often lethal.

BEDSORE PREVENTION

- **Regular Re-positioning**

Repositioning the body at least every two hours in bed, or every 30 minutes in a wheelchair, can help prevent bedsores, as can special beds, pillows and mattresses. However, this repositioning can cause its own problems. It is miserable to be awakened every two hours, especially if you are recovering from illness, surgery or an accident. Moving anyone every two hours, or especially every 30 minutes, is an enormous staff challenge for any facility providing personal care services, particularly in a busy hospital or nursing home.

- **Leg Support**

Avoid lying directly on the hipbones and support legs correctly with a foam pad or pillow (never a doughnut-shaped cushion or any type of rubber pad). Put the support under the legs from the middle of the calf to the ankle and keep knees and ankles from touching. It's helpful to have a little tent over the toes, and to use special heel pads.

- **Special Mattresses**

Foam, air, gel or water in a bed that can be automatically or manually readjusted on a regular schedule can work well. Again, consult an expert, especially if a person is paralyzed or has other risk factors.

- **Inspection**

Inspection is crucial to detecting bedsores in the early stages of formation, when they are much easier to cure. While this requires caregivers to get up close and personal with patients, it's a necessary process.

BEDSORE TREATMENT

Often the situation that precipitates a bedsore makes it very challenging to treat. Conditions such as diabetes, thin skin and immobility make healing difficult. As noted, Stage I bedsores will usually disappear if repositioning is prompt and consistent. A physician's written orders can help this happen.

Stage II, when a wound is present, calls for a multi-disciplinary approach coordinating the physician, the nurses, the aides and perhaps a physical therapist. Sometimes a social worker can help manage the personal care services provided. A careful analysis of how the wound was precipitated will help determine treatment. A change of bed, cushioning, skin care and/or clothing may be effective. Support surfaces are particularly important, and special padding such as sheepskin or waffle foam can help. Low-air-loss beds use inflatable pillows for support; air-fluidized beds suspend the patient on an air-permeable mattress that contains millions of silicon-coated beads.

There are several things that can aid with healing:

- **Improved Nutrition**

Dark red, orange and green vegetables are especially rich in the needed nutrients, and nutritional supplements of Vitamin C and zinc can also be helpful.

- **Regular Wound Cleaning & Debridement**

Open sores may be treated with a saline (saltwater) solution each time the dressing is changed. Debridement is the removal of damaged tissue. Surgical debridement is often recommended to remove dead, damaged, or infected tissue. Nonsurgical treatments include irrigation with pressurized water, hydrotherapy in a whirlpool bath, using the body's own enzymes, or applying topical debriding enzymes.

- **Dressings**

The right bandaging can help speed healing and protect the wound. It is crucial to keep surrounding skin dry and the wound moist. Transparent, semi-permeable dressings can help retain moisture and encourage new skin to grow. Infected wounds may be treated with topical antibiotics. Again, it is crucial to also treat the pain in this difficult process.

Even with the best medical care, bedsores may require surgery. Healthy tissue may be taken from one part of the body to use in reconstructing the damaged area. Recovery is long and arduous with frequent complications. Prevention is still the best treatment.

BEDSORES & NURSING HOMES

The highest percentage of people with bedsores are in nursing homes. Some bedsores may have been acquired in the hospital, and then persisted when the person transferred to a skilled care facility. The prevalence varies from study to study, and facility to facility, but anywhere from 3 to 28% of the people in a nursing home may have bedsores.

It's a chicken and egg situation: which came first, the bedsore or the environment? Often frail older people come to live in a nursing home because this injury is so difficult to prevent and treat at home. Sometimes the conditions that necessitate living in a nursing home, such as advanced dementia or paralysis, create the bedsore.

Federal regulations are particularly stringent about preventing, documenting, and treating bedsores. The website www.medicare.gov (click on "Compare Nursing Homes in Your Area") gives the ratings for every nursing home and tells you the percentage of residents with bedsores and how that compares with the national average.

While this is useful information, a few caveats are in order. One nursing home may specialize in some personal care services such as wound care, and thus have a much higher number of cases of bedsores than another facility. Some facilities specialize in dementia care, where most residents are mobile, and thus have a low number of people with bedsores. So the percentage of residents with bedsores may not necessarily be a measure of quality of life.

Jeannette Franks, PhD, is a passionate gerontologist who teaches at University of Washington and Bastyr University; she is the author of a book on assisted living and numerous articles.

SAMPLE WRITING ASSIGNMENT

Health Careers

Chapter 3: Career Exploration Assignment

1. Review various health careers by reading Chapter 3 in Diversified Health Occupations textbook. Check other references, as well.
2. Choose one healthcare career that you might like to pursue and research it.
 - Use the internet and other sources to obtain information.
 - Internet addresses are provided at the end of each career cluster in your textbook.
 - Other helpful websites for career information include:
 - www.onetonline.org
 - www.bls.gov
3. Type an five paragraph essay on the career of your choice.
 - Include the following information:
 - Name of career
 - Type of work performed in this career
 - Personal qualities and abilities needed for success in this career
 - Educational requirements
 - Licensure, certification, or registration requirements
 - Working conditions
 - Possible places of employment
 - Advancement opportunities
 - Wages & benefits
 - Job outlook for the future
 - If applicable, list three colleges, universities, or trade schools that offer the educational program related to this career.
4. This assignment is worth 100 points and will be graded per the attached rubric.
 - Spelling and grammar count. So, be sure to do a spell and grammar check!
5. Submit completed assignment via Google Classroom Assignment.

Program of Study

Task List

High School Graduation Years 2019, 2020 and 2021		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
Unit/ Standard Number	Health/Medical Assisting Services, Other CIP 51.0899 Task Grid	
	Secondary Competency Task List	
100	SAFETY	
101	Identify safety measures that prevent accidents.	
102	RESERVED	
103	Follow OSHA standards which promote a safe work environment for employees.	
104	Follow the "Right to Know" Law and the information provided on a SDS form.	
105	Use body mechanics used by a health care worker when moving or lifting objects or clients.	
106	Demonstrate technique of transferring client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed.	
107	Assist client with dangling, standing and walking.	
108	Demonstrate client turning and/or positioning in bed, in a chair, and/or exam table.	
109	Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt.	
110	Describe the proper use of a mechanical lift adhering to the current governmental regulations.	
200	PROFESSIONALISM, LEGAL, AND ETHICAL ISSUES	
201	Define the role and functions of the health care worker.	
202	Demonstrate the ability to follow the chain of command within the scope of practice and when identifying, reporting, and documenting possible abuse and/or neglect.	
203	Describe the responsibilities of the various members of the health care team.	
204	RESERVED	
205	Maintain acceptable personal hygiene and exhibit appropriate dress practices.	
206	Identify the legal responsibilities and ethical behaviors of a health care provider.	
207	RESERVED	
208	RESERVED	
209	Demonstrate leadership/citizenship skills through participation in Career and Technical Student Organizations, (CTSOs).	
210	Modify your own behavior in response to the client's attitude and their behaviors.	
211	Follow accurate documentation procedures, including charting client's information.	
212	Apply standards of confidentiality as required by HIPAA.	
300	COMMUNICATION	
301	Use abuse-free verbal and non-verbal communication with other staff and clients.	
302	RESERVED	
303	Communicate in a respectful, professional manner, according to the client's stage of development and cultural background.	
304	Recognize and use both physical and psychological indicators of stress in self and others and identify stress reduction techniques.	
305	Identify and use effective interpersonal conflict management skills, describe various types of abuse, and ways to prevent abuse.	
306	RESERVED	
307	RESERVED	

Unit/ Standard Number		High School Graduation Years 2019, 2020 and 2021	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
		Health/Medical Assisting Services, Other CIP 51.0899 Task Grid	
308	RESERVED		
400	INFECTION CONTROL		
401	Identify and explain the chain of infection of various microorganisms.		
402	Demonstrate and use proper hygiene techniques.		
403	Implement the practice of standard precautions and transmission based precautions with correct use of Personal Protective Equipment (PPE), including donning/removing a disposable gown, mask/goggles/facemask and sterile/non-sterile gloves.		
404	Follows OSHA's blood borne pathogens standards as it pertains to the health care industry.		
405	Differentiate between medical and surgical asepsis, including disinfection and sterilization procedures.		
406	RESERVED		
500	EMERGENCY CARE AND DISASTER PREPAREDNESS		
501	Demonstrate CPR skills and the proper use of an AED including choking victim.		
502	Perform basic first aid skills including sterile and non sterile dressings.		
503	Describe Emergency Response/Crisis Plan Procedures when life threatening situations occur.		
504	Identify potential fire hazards and appropriate procedures to use in a fire emergency.		
505	Recognize and report emergencies immediately.		
600	HUMAN NEEDS AND HUMAN DEVELOPMENT		
601	Identify growth and developmental stages across the human life span.		
602	Describe how illness and disability affects a person's life.		
603	Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation, reminiscence, music therapy, etc.).		
700	RESERVED		
701	RESERVED		
702	RESERVED		
703	RESERVED		
704	RESERVED		
705	RESERVED		
800	HEALTH CARE PROVIDER SKILLS		
801	Provide the client with personal privacy, both auditory and visual consistently.		
802	RESERVED		
803	Demonstrate unoccupied bed making techniques according to setting.		
804	Demonstrate occupied bed making techniques.		
805	Measure and record height and weight.		
806	RESERVED		

High School Graduation Years 2019, 2020 and 2021		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
Health/Medical Assisting Services, Other CIP 51.0899 Task Grid		
Unit/ Standard Number		
807	Assist with client bathing, peri-care and personal grooming while encouraging independence with ADLs.	
808	RESERVED	
809	Assist with dressing and undressing.	
810	Observe and report condition of the skin including measures to prevent decubitus ulcer/pressure sores/pressure ulcers/bed sores.	
811	RESERVED	
812	Assist and/or administer denture and oral care for conscious and unconscious client.	
813	RESERVED	
814	RESERVED	
815	Assist client with use of the bathroom, bedside commode (BSC), bedpan and urinal.	
816	Provide catheter care and emptying of urinary drainage bag.	
817	Apply hot and/or cold dry/moist therapy.	
818	Measure and record body temperature using various thermometers placed on specific body sites.	
819	Measure and record various pulses.	
820	Measure and record respirations.	
821	Measure and record blood pressure.	
822	Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.	
823	Describe type, degree and manage client's pain.	
824	RESERVED	
825	Apply therapeutic compression devices (i.e. anti-embolism stockings).	
826	Perform range of motion exercises with a client.	
827	RESERVED	
828	Recognize basic medical coding, billing, insurance, filing and appointment scheduling procedures in a medical office.	
829	RESERVED	
830	RESERVED	
831	RESERVED	
832	RESERVED	
833	Demonstrate methods of collection, special handling and labeling of specimens.	
834	Describe medication administration to a client utilizing proper medical math.	
835	Describe how an EKG/ECG is performed and how it is used diagnostically.	
836	Identify proper oxygen delivery methods, hazards involved with oxygen; and proper use of a pulse oximeter.	
837	RESERVED	
900	NUTRITION AND HYDRATION	
901	List general principles of basic nutrition.	
902	Identify therapeutic diets including cultural variations.	
903	Prepare and serve meal trays to clients, including fluids.	
904	Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients.	

High School Graduation Years 2019, 2020 and 2021		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
Unit Standard Number	Health/Medical Assisting Services, Other CIP 51.0899 Task Grid	
	905	Measure and record intake and output (I & O).
	906	Measure and record meal percentages.
	1000	BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODY & RELATED DISEASES WITH ASSOCIATED TERMINOLOGY
	1001	Identify the basic structure and explain the function and disease processes for the Integumentary system.
	1002	Identify the basic structure and explain the function and disease processes for the Respiratory system.
	1003	Identify the basic structure and explain the function and disease processes for the Cardiovascular system.
	1004	Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.
	1005	Identify the basic structure and explain the function and disease processes for the Muscular system.
	1006	Identify the basic structure and explain the function and disease processes for the Skeletal system.
	1007	Identify the basic structure and explain the function and disease processes for the Nervous system, including the Sensory Organs.
	1008	Identify the basic structure and explain the function and disease processes for the Digestive system.
	1009	Identify the basic structure and explain the function and disease processes for the Urinary system.
	1010	Identify the basic structure and explain the function and disease processes for the Reproductive system.
	1011	Identify the basic structure and explain the function and disease processes for the Endocrine system.
	1012	RESERVED
	1013	Distinguish the various directional terms, planes and regions of the human body.
	1100	DEATH AND DYING
	1101	Discuss your own feelings and attitudes concerning death.
	1102	Research how culture and religion influence attitudes toward death.
	1103	Identify the stages of grief.
	1104	Recognize and report the common signs of a client approaching death.
	1105	Identify goals of hospice care.
	1106	Discuss various methods of postmortem care.
	1200	MEDICAL TERMINOLOGY
	1201	Define and differentiate between roots/prefixes/suffixes.
1202	Identify the meaning of medical abbreviations.	
1203	Differentiate the various medical specialties seen in health care settings.	
1204	Communicate both orally, and in writing, using proper medical terms and approved abbreviations.	