**Licensed Nurse and CNA Competency Checklist for Basic Nursing Skills**

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**Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Hire Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Skill Area** | | **Evaluation**  **(Check One)** | | **Method of Evaluation**  **(Check One)**  D = Skills Demonstration  O = Performance Observation  W = Written Test  V = Verbal Test | | | | **Verification**  **(Initials/Date)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency**  **Demonstrated/**  **Meets**  **Standards** | **Needs Additional Training** |
| **D** | **O** | **W** | **V** |
| **Observational Skills** | Discuss the important of observation. |  |  |  |  |  |  |  |
| Describe the various observation techniques:   * See * Feel * Hear * Smell |  |  |  |  |  |  |  |
| Identify observations to be made during resident care. |  |  |  |  |  |  |  |
| Describe how to report and record observations. |  |  |  |  |  |  |  |
| **Taking and recording vital signs** | Identify abbreviations of vital signs. |  |  |  |  |  |  |  |
| Identify the cause of body temperature. |  |  |  |  |  |  |  |
|  | Identify the “normal” range or average body temperature. |  |  |  |  |  |  |  |
| Identify situations that may cause the thermometer reading to vary from “normal or average.” |  |  |  |  |  |  |  |
| Identify types of thermometers and situations in which they are used. |  |  |  |  |  |  |  |
| Demonstrate how to care for thermometers. |  |  |  |  |  |  |  |
| Demonstrate each method of checking temperature:   * Oral * Axillary * Tympanic * Rectal * Temporal Artery |  |  |  |  |  |  |  |
| Demonstrate recording and reporting temperature measurements. |  |  |  |  |  |  |  |
|  | Identify the “normal” or average pulse rate. |  |  |  |  |  |  |  |
| Identify variations from the “normal” pulse that should be reported:   * Force (bounding, weak) * Rate * Rhythm |  |  |  |  |  |  |  |
| Demonstrate the accurate taking of a radial pulse. |  |  |  |  |  |  |  |
| Demonstrate how to record and report pulse measurements. |  |  |  |  |  |  |  |
| Identify the average respiratory rate. |  |  |  |  |  |  |  |
| Describe and demonstrate how to measure respiratory rate. |  |  |  |  |  |  |  |
| Describe variations of respirations:   * Rate * Character |  |  |  |  |  |  |  |
|  | Demonstrate how to record and report the respiratory rate measurement. |  |  |  |  |  |  |  |
| Describe blood pressure. |  |  |  |  |  |  |  |
| Identify the “normal” or average blood pressure. |  |  |  |  |  |  |  |
| Describe variations in blood pressure:   * Hypertension * Hypotension * Postural hypotension |  |  |  |  |  |  |  |
| Identify instruments to check blood pressure:   * Sphygmomanometer * Stethoscope |  |  |  |  |  |  |  |
| Demonstrate correct procedure for obtaining a blood pressure. |  |  |  |  |  |  |  |
| Demonstrate how to record and report blood pressure measurements. |  |  |  |  |  |  |  |
| **Measuring and recording height and weight** | Discuss why a resident’s weight is regularly measured and recorded. |  |  |  |  |  |  |  |
| Describe and demonstrate how to weigh a resident accurately:   * Balance scale * Wheelchair scale * Bed scale * Lift scale |  |  |  |  |  |  |  |
| Describe and demonstrate how to measure and record a resident’s height accurately. |  |  |  |  |  |  |  |
| **Caring for residents’ environment** | Describe ways to change the environment to encourage the visually impaired resident’s independence and to promote safety. |  |  |  |  |  |  |  |
| Demonstrate ways to enhance communication with a hearing-impaired person. |  |  |  |  |  |  |  |
| Describe potentially harmful actions to prevent injury to a resident with impaired sense of touch.   * Heat * Cold * Sharp objects * Pressure |  |  |  |  |  |  |  |
| Identify major items in the resident’s room and common areas. |  |  |  |  |  |  |  |
| Identify measures to keep the resident’s environment comfortable. |  |  |  |  |  |  |  |
| Identify measures necessary to maintain a safe and clean unit. |  |  |  |  |  |  |  |
| **Reporting abnormal changes in body functioning and the importance of reporting such changes to a supervisor** | Describe changes in vision that may accompany aging. |  |  |  |  |  |  |  |
| Describe how the CNA might recognize that a resident has impaired vision. |  |  |  |  |  |  |  |
| Name diseases that may cause visual impairment. |  |  |  |  |  |  |  |
| Describe ways to care for the visually impaired resident. |  |  |  |  |  |  |  |
| Describe changes in hearing that may accompany aging. |  |  |  |  |  |  |  |
| Identify warning signs of hearing impairment. |  |  |  |  |  |  |  |
| Demonstrate ways to enhance communication with a hearing-impaired person. |  |  |  |  |  |  |  |
| Discuss the use of hearing aids. |  |  |  |  |  |  |  |
| Demonstrate the care of hearing aids. |  |  |  |  |  |  |  |
| Describe actions to help prevent injury to the resident with impaired touch. |  |  |  |  |  |  |  |
| Describe changes in behavior that may follow loss of the senses of taste and smell. |  |  |  |  |  |  |  |
| Describe ways to assist the resident who has experienced a loss of taste and smell. |  |  |  |  |  |  |  |
| Describe how aging may affect gastrointestinal function. |  |  |  |  |  |  |  |
| Describe the special needs of a resident with a digestive disorder:   * Special diet * Mechanically altered food and/or fluids * Supplemental feedings * Sufficient time to eat * Monitor weight * Elevate head of bed * Sitting posture * Monitor fluid intake |  |  |  |  |  |  |  |
| Identify descriptions of reproductive system disorders:   * Vaginitis * Benign prostatic hypertrophy (BPH) |  |  |  |  |  |  |  |
| Describe changes of aging that affect the musculoskeletal system. |  |  |  |  |  |  |  |
| Describe the posture most commonly found among the frail elderly. |  |  |  |  |  |  |  |
| Identify measures the CNA can take to assist the resident with musculoskeletal diseases or problems. |  |  |  |  |  |  |  |
| Describe the aging changes, the consequences of those changes, and the nursing care related to the cardiovascular system. |  |  |  |  |  |  |  |
| Describe the aging changes, the consequences of those changes, and the nursing care related to the respiratory system. |  |  |  |  |  |  |  |
| Describe the aging changes, the consequences of those changes, and the nursing care related to the endocrine system. |  |  |  |  |  |  |  |
| Describe the aging changes, the consequences of those changes, and the nursing care related to the urinary system. |  |  |  |  |  |  |  |
| Describe the aging changes, the consequences of those changes, and the nursing care related to the nervous system. |  |  |  |  |  |  |  |
| **Bed-making Techniques and Comfort Measures** | Demonstrate bed making:   * Unoccupied, closed * Unoccupied, open * Occupied |  |  |  |  |  |  |  |
| **Admission and Discharge** | Identify feelings the resident and family may have at the time of admission. |  |  |  |  |  |  |  |
| Identify actions the CNA may take to assist the resident during admission |  |  |  |  |  |  |  |
| Identify feelings the resident may have when discharged. |  |  |  |  |  |  |  |
| Identify actions the CNA may take to assist resident during discharge. |  |  |  |  |  |  |  |
| **Mealtime** | Discuss measures to promote a positive atmosphere at mealtime. |  |  |  |  |  |  |  |
| Identify devices and techniques that may be used to help the resident maintain independence while eating. |  |  |  |  |  |  |  |
| Demonstrate assistance residents with meals. |  |  |  |  |  |  |  |
| Describe and identify signs and symptoms of dysphagia. |  |  |  |  |  |  |  |
| Describe and demonstrate actions a CNA can take to eliminate aspiration for those at risk. |  |  |  |  |  |  |  |
| State how to identify and intervene with a choking victim.   * Abdominal thrust |  |  |  |  |  |  |  |
| **Assisting with eating and hydration**  **Proper feeding techniques**  **Nutrition and Fluid Needs** | Discuss factors that affect the nutritional state of the resident. |  |  |  |  |  |  |  |
| Name examples of a modified diet:   * Salt, Sodium (NA) restriction * Diabetic * Mechanically altered, thickened liquids |  |  |  |  |  |  |  |
| Identify the CNA’s responsibility for residents who require a therapeutic diet. |  |  |  |  |  |  |  |
| Describe the role of Food and Nutrition Services staff in providing nutrition for the resident. |  |  |  |  |  |  |  |
| Discuss the importance of adequate hydration. |  |  |  |  |  |  |  |
| Describe methods to encourage fluid intake. |  |  |  |  |  |  |  |
|  | Discuss and demonstrate the CNA’s responsibility for care of tube-fed residents. |  |  |  |  |  |  |  |
| Describe IV therapy and demonstrate the CNA’s responsibility in caring for residents with IV therapy. |  |  |  |  |  |  |  |
| **Bathing** | Discuss factors that affect a resident’s hygiene needs and practices. |  |  |  |  |  |  |  |
| Identify the purposes of bathing:   * Cleans the skin * Eliminates odors * Refreshing and relaxing * Stimulates circulation * Exercises body parts |  |  |  |  |  |  |  |
| Identify general guidelines to follow when bathing the resident including measures for dignity, privacy, and safety. |  |  |  |  |  |  |  |
| Identify actions that promote comfort for the resident while being bathed. |  |  |  |  |  |  |  |
| Demonstrate perineal care:   * Female * Male |  |  |  |  |  |  |  |
| Demonstrate operation of shower, tub, and whirlpool equipment. |  |  |  |  |  |  |  |
| Demonstrate performance of:   * Shower * Tub/Whirlpool bath * Bed bath |  |  |  |  |  |  |  |
| **Grooming** | Demonstrate hair care:   * Combing/Brushing * Shampoo |  |  |  |  |  |  |  |
| Demonstrate beard care:   * Shaving/Trimming * Safety with electric razors * Combing/Brushing * Shampoo |  |  |  |  |  |  |  |
| Demonstrate nail care:   * Fingernails only * Diabetic residents |  |  |  |  |  |  |  |
| **Mouth care** | Discuss reasons for performing oral hygiene. |  |  |  |  |  |  |  |
| Discuss general practices for oral hygiene:   * Brushing * Inspection * Denture fit |  |  |  |  |  |  |  |
| Demonstrate the correct method for brushing a resident’s teeth. |  |  |  |  |  |  |  |
| Demonstrate how to safely care for the resident’s dentures. |  |  |  |  |  |  |  |
| Describe and demonstrate safe mouth care for the unconscious resident and those who cannot take food orally. |  |  |  |  |  |  |  |
| **Dressing** | Demonstrate dressing and undressing a resident. |  |  |  |  |  |  |  |
| Identify assistive devices and clothing adaptations that may be used in dressing/undressing a resident. |  |  |  |  |  |  |  |
| **Urinary Elimination/Catheters** | State the function of the kidneys, ureters, urethra, and bladder |  |  |  |  |  |  |  |
| Identify ways in which urinary function may change with aging. |  |  |  |  |  |  |  |
| Define terms:   * Urine * Urinate * Void |  |  |  |  |  |  |  |
| Describe normal and abnormal appearance of urine. |  |  |  |  |  |  |  |
| Identify signs and symptoms of urinary tract infections (UTIs). |  |  |  |  |  |  |  |
| Identify actions the CNA may take to decrease the incidence of UTIs. |  |  |  |  |  |  |  |
| Identify possible causes of urinary incontinence. |  |  |  |  |  |  |  |
| Describe measures to prevent incontinence. |  |  |  |  |  |  |  |
| Demonstrate measures to provide skin care and comfort for the incontinent resident. |  |  |  |  |  |  |  |
| Describe:   * Indwelling urinary catheter * External urinary catheter * Closed drainage system |  |  |  |  |  |  |  |
| Identify actions CNA may take to prevent complications from an indwelling urinary catheter. |  |  |  |  |  |  |  |
| Identify observations CNA should report about the catheterized resident. |  |  |  |  |  |  |  |
| **Toileting** | Demonstrate correct procedure for assisting a resident with a:   * Bed pan * Fracture pan * Urinal * Bedside commode * Toilet |  |  |  |  |  |  |  |
| **Intake and Output** | Discuss what is meant by fluid balance, fluid imbalance, and the effects of aging on fluid balance. |  |  |  |  |  |  |  |
| Identify what is meant by the terms:   * I & O * Force fluids * Restrict fluids * NPO |  |  |  |  |  |  |  |
| Identify the reasons for measuring I & O. |  |  |  |  |  |  |  |
|  | Demonstrate the procedure for measuring and recording fluid intake. |  |  |  |  |  |  |  |
| Demonstrate the procedure for measuring and recording fluid output. |  |  |  |  |  |  |  |
| **Bowel Elimination** | Discuss the structure and function of the lower intestinal tract. |  |  |  |  |  |  |  |
| Identify terms:   * Stool * Feces * Bowel movement (BM) |  |  |  |  |  |  |  |
| Describe “normal” and “abnormal” BMs:   * Color * Form * Frequency |  |  |  |  |  |  |  |
| Discuss effects of aging on function of the lower intestinal tract. |  |  |  |  |  |  |  |
| Identify signs of constipation. |  |  |  |  |  |  |  |
| Identify measures that may be part of a resident’s care in order to prevent or relieve constipation. |  |  |  |  |  |  |  |
|  | Identify what is meant by fecal impaction. |  |  |  |  |  |  |  |
| Identify signs and symptoms that may indicate a resident has a fecal impaction. |  |  |  |  |  |  |  |
| Identify causes of fecal impactions. |  |  |  |  |  |  |  |
| Identify the role of the CNA in promoting normal bowel function. |  |  |  |  |  |  |  |
| Demonstrate care for the resident who is incontinent of feces. |  |  |  |  |  |  |  |
| Demonstrate how to record and to report changes in bowel elimination. |  |  |  |  |  |  |  |
| **Skin care** | Discuss the risk factors that predispose residents to skin problems. |  |  |  |  |  |  |  |
| Describe the signs and symptoms of skin problems. |  |  |  |  |  |  |  |
| Identify body locations that are prone to skin breakdown. |  |  |  |  |  |  |  |
| Discuss cause and prevention of skin tears. |  |  |  |  |  |  |  |
| Discuss ways to prevent skin breakdown. |  |  |  |  |  |  |  |
| Describe nursing measures to provide skin care for the incontinent resident. |  |  |  |  |  |  |  |
| Demonstrate how to record and record changes in skin condition. |  |  |  |  |  |  |  |
| **Transfers, positioning, and turning** | Define and discuss ergonomics as it applies to the CNA. |  |  |  |  |  |  |  |
| Define body mechanics. |  |  |  |  |  |  |  |
| Identify and demonstrate the rules of good body mechanics. |  |  |  |  |  |  |  |
| Demonstrate general principles for lifting and moving residents.   * Assisting to a sitting position. * Bed mobility * Transfer from bed/chair to bed/chair * Transfer to/from bed/stretcher |  |  |  |  |  |  |  |
| Describe correct body alignment and why it is important. |  |  |  |  |  |  |  |
| Demonstrate correct body alignment:   * Supine (face up) * Prone (face down) * Lateral (side-lying) * Fowlers (sitting in bed or recliner) * Sitting position in chair |  |  |  |  |  |  |  |
| Identify the safety precautions involved in the use of wheelchairs and geriatric chairs. |  |  |  |  |  |  |  |
| Describe the types and purposes of lifts:   * Manual or hydraulic * Electric |  |  |  |  |  |  |  |
| Demonstrate safety precautions involved in the operation of lifts to move residents. |  |  |  |  |  |  |  |
| **Other (Describe)** |  |  |  |  |  |  |  |  |
| **Other (Describe)** |  |  |  |  |  |  |  |  |

**References**

Centers for Medicare & Medicaid Services State Operations Manual, Appendix PP – Guidance to Surveyors for Long Term Care Facilities (Rev. 173, 11-22-17): <https://www.cms.gov/Regulations-and-Guidance/Guidance/Manuals/downloads/som107ap_pp_guidelines_ltcf.pdf>

LTC Survey Pathways (Download) CMS-20062 “Sufficient and Competent Nurse Staffing Review”

<https://www.cms.gov/medicare/provider-enrollment-and-certification/guidanceforlawsandregulations/nursing-homes.html>

Ohio NATCEP Standards and Guidelines June 27, 2018 (Download)

<https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/nurse-aide-training-and-competency-evaluation-program-natcep/resources/nacteptrainingstandardsandguideliens>

**\*I certify that I have received orientation in the above-mentioned areas.**

**\*Employee:**

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**Initials**  **Signature**  **Date**

**Evaluator/Trainer:**

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**Initials Signature Date**

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