

<b>Title of Extra Qualification</b>	<b>Nurse assistant for family helper</b>
Target Group (Qualification(s)):	Family helpers
Duration (lessons of 45 min):	880 periods, including 400 periods of internship
Necessary Qualification of Trainer	Family helper qualification (Qualification certificate for superior secondary school) <i>Or</i> Success certificate for « Stage d’insertion des métiers de l’aide et des soins aux personnes » and for « Approche conceptuelle des métiers de l’aide et des soins aux personnes »
Necessary Equipment	School class with all classical pedagogical material Medical bed Base of medical equipment linked to the delegated nursing activities
EQF / NQF Level	4
Assessment Instruments	Complex task including written part and expert discussion with a jury composed with at least 1/3 of stakeholder of the field. The task will concern a concrete situation of the professional life of a nurse assistant.

#### Learning Objective (Summary)

This extra-qualification regroups 3 units of Learning Outcomes, which aim to allow the student/trainee to acquire the theoretical and practical knowledge's (in terms of hygiene, legislation, deontology and anatomophysiology, as well in the areas of delegated nursing activities and professional communications) necessary to the exercise of the profession of helping nurse, within the boundaries of this profession.

They are also designed to enable the student in a situation of occupation, to be integrated into a multidisciplinary team. In particular, the trainee/student will develop the ability to:

- practice the function of helping nurse in accordance with the list of activities that can be carried out under the supervision of the nurse (DA), in a structured team, in the respect of persons, and in compliance of the deontological rules and of the hosting service's missions;
- analyze, evaluate and adapt in work;
- report his experience.

## Key activity *or* Unit of Learning Outcomes

Providing quality and continuity of care within the framework of nursing activities that can be delegated to the nursing assistant

### Professional Competence

Performing delegated nursing tasks (oral care, ostomy care, taking pulse and temperature, helping with non-sterile samples, transporting patients, hygiene care, distributing medication to be taken orally, putting on support stockings)

#### Skills

- Respect basic professional hygiene principles
- Observe vital signs
- Describe the care plan and the relevant procedures
- Identify the connections between the theoretical perspectives relating to anatomophysiology and the delegated nursing activities
- Provide oral care
- Provide hygiene care to a colostomy not requiring wound treatment
- Assist the patient/resident with medication to be taken orally, in accordance with a distribution system prepared for the individual by a nurse or pharmacist
- Perform hygiene care at the homes of patients/residents suffering from ADL dysfunction in accordance with a care plan
- Take pulse and temperature and report the results
- Assist the patient/resident with the taking of excretion and secretion samples
- Relay the information required to monitor and control the delegated tasks
- Knowing how to work as part of a multidisciplinary team is essential for all competences
- Tailor their approach in line with unforeseen circumstances
- Demonstrate adaptability

#### Knowledge

- Master the theory elements relating to anatomophysiology underlying the delegated nursing activities
- Identify and list the activities that a nursing assistant can perform to assist nurses
- Understand how to perform delegated nursing tasks in order to support patients in the activities of daily life, to maintain their independence and quality of life through basic needs
- Master the theory elements relating to pharmacology underlying the delegated nursing activities.
- Describe the procedures of delegation and supervision set up by the nurse within a team structure
- Identify those elements that fall within the caregiver's responsibility in the preparation, management and maintenance of equipment

### Professional Competence

#### Monitor the correct execution of the care plan: catheter, hydration and feeding by mouth, placing the patient in a functional position

##### Skills

- Monitor the performance of urinary catheters
- monitor the patient/resident's oral hydration
- Assist with feeding and oral hydration except in cases of tube feeding and dysphagia
- Place and monitor the patient/resident in a functional position with technical support, in accordance with the care plan
- Report any problems
- Take from the nursing file those elements required to perform their duties as a nursing assistant to ensure continuity of care

##### Knowledge

- Master the theory related to all skills
- Describe the constituent elements of the nursing file

### Professional Competence

#### Conveying information by means of verbal and written reports

##### Skills

- Concisely, accurately and thoroughly set out the information required for the proper management of the nursing file and transcribe onto specific documents forming part of a care structure

##### Knowledge

- Identify those elements for which the nursing assistant is responsible relating to the maintenance and updating of the nursing file for each patient/resident

### Professional Competence

#### Preventing bedsores, infections and injuries

##### Skills

- Remove and put on stockings for the prevention and/or treatment of vein disorders, except in the case of compression therapy using special elastic bandages
- Apply methods to prevent injuries, bedsores and infections in accordance with the care plan

##### Knowledge

- Know the difference between sterile and non-sterile cares

### Personal Competence

- Work under the delegation and direct supervision of nursing staff
- Work as part of a multidisciplinary team
- The ability to adapt to emergency situations

**Key activity or Unit of Learning Outcomes**

**Assistance with the activities of daily life (ADLs)**

**Professional Competence**

**Learning professional hygiene rules**

Skills

- Strictly apply professional hygiene rules (clothing, hand washing, wearing a mask, short nails, jewellery, etc.)

Knowledge

- Differentiates clean, disinfected and sterile

**Professional Competence**

**To listen and**

Skills

- Make experience of the basis of an approach of
- describe appropriate methods of communication

Knowledge

- Defining the concept of « global suffering »: physical, psychological, spiritual, familial, social side ...
- Identify the characteristics of the communication in the framework of a relation of help

**Professional Competence**

**Noting and reporting physical, psychological or social changes in the patient/resident within the context of ADLs**

Skills

- Prepare an observation report
- Prepare and use a joint observation chart
- Respond appropriately to emergency situations
- Gather data in the correct way and identify the special needs of the person receiving assistance in order to meet them effectively and make an accurate observation (liaison role)
- Take account of the main developmental stages of the child and the adult, including ageing, when communicating

Knowledge

- Interpret the needs of the care recipient using the Virginia Henderson chart
- Describe the key personal and environmental characteristics of the person receiving assistance in psychological and ethical terms

## Professional Competence

### Providing care and support in terms of hygiene and comfort

#### Skills

- Make beds, both occupied and unoccupied, in accordance with hygiene and ergonomics principles while respecting the independence of the care recipient
- Use personal hygiene techniques while respecting hygiene and ergonomics principles
- Apply appropriate techniques for ADL assistance with regard to hygiene and comfort while supporting the independence of those receiving assistance
- Identify the needs for assistance with regard to hygiene and comfort geared to the difficulties observed in daily life and/or as requested
- Put together proposals for assistance related to the professional practice of the nursing assistant, taking into account age, ability and habit
- Perform tasks that contribute to the comfort and well-being of those receiving assistance
- Carry out their duties in such a way that the care recipient can maintain a positive self image in terms of clothing and appearance
- Ensure the safety of care recipients and their families
- Check the contents of the home medicine cabinet
- Prepare a management plan for the purchase of commonplace products, food stores and reserves and waste
- Suggest changes in the immediate environment to improve the comfort of the care recipient

#### Knowledge

- Identify the principles for caring for the home and for laundry
- List preventive actions that can be taken with regard to health and hygiene in collaboration with the supervisor
- Learn the different washing techniques (in bed, at the wash basin, for dependent people, etc.)
- Identify materials and products to ensure correct use
- Identify tools and equipment to ensure correct use and maintenance
- Explain the care structure (hospitals, rest homes, nursing homes, etc.), the hygiene principles governing the assistant's organisation and the resulting logistical issues and describe the different "circuits" established within the care structure
- Describe the infection process (agent, transmission method, point of access, favourable environment and list the types of infectious agent (bacteria, viruses, parasites, fungus)
- Identify and explain the basic hygiene principles (hygiene and professional hygiene, dirty, infected, clean, sterile, asepsis, antisepsis, opportunistic and nosocomial/MRSA infections, etc.)
- Identify the individual and collective preventive measures that fall within the responsibility of the nursing assistant

### Professional Competence

#### Transporting and handling the patient/resident in accordance with safety and ergonomics rules and care plans

##### Skills

- Use patient handling techniques that prevent injury or pain for both the nursing assistant and the care recipient
- Transport patients/residents in accordance with the care plan

##### Knowledge

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### Professional Competence

#### Providing meals

##### Skills

- Distribute meals in accordance with hygiene and ergonomics principles
- Prepare varied menus that take account of nutritional needs and different diets
- Provide the patient/resident with full or partial assistance at mealtimes (serving up and clearing away, appropriate support) while encouraging independence and adapting to any individual disabilities
- Respect the eating habits of care recipients

##### Knowledge

- Understand the main nutritional concepts (including nutritional requirements, the food groups, cooking and preservation methods, the principal types of diet, etc.)

### Personal Competence

- Work under the delegation and direct supervision of nursing staff
- Work as part of a multidisciplinary team
- The ability to adapt to emergency situations