

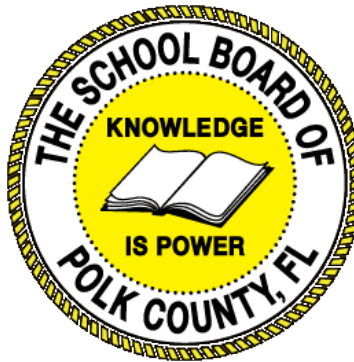
# Individual Test Item Specifications

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8417191- Home Health Aide 3

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2015



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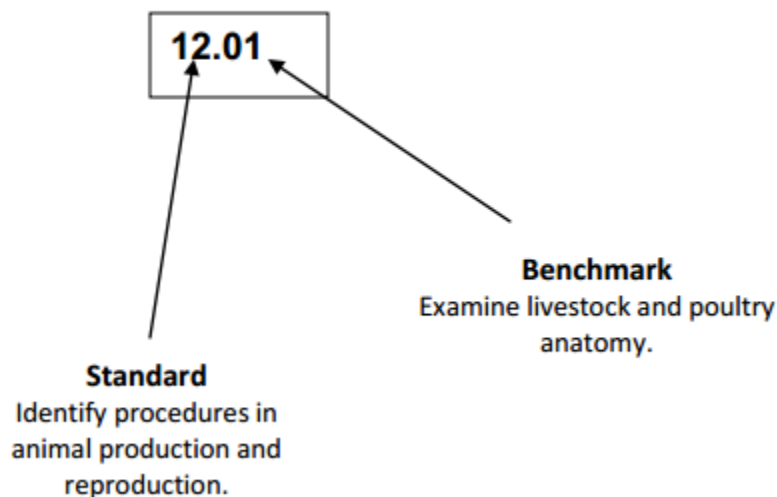
## I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

### Benchmark Classification System

- Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.

An example, from Agritechnology 1:



*The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.*

Each MAFS benchmark is labeled with a system of letters and numbers.

- The four letters in the *first position* of the label identify the **Subject**.
- The number(s) in the *second position* represents the **Grade Level**.
- The letter(s) in the *third position* represents the **Category**.
- The number in the fourth position shows the **Domain**.
- The number in the *fifth position* identifies the **Cluster**.
- The number in the last position identifies the specific **Benchmark**.



*The image above describes the components of a Florida Standard and Benchmark classification system.*

## Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

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|---------------------------------|---|
| <b>Reporting Category</b>       | is a grouping of related benchmarks that can be used to summarize and report achievement.   |
| <b>Standard</b>                 | refers to the standard statement presented in the Florida Standards.  |
| <b>Benchmark</b>                | refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. |
| <b>Item Types</b>               | are used to assess the benchmark or group of benchmark.   |
| <b>Cognitive Complexity</b>     | ideal level at which item should be assessed.   |
| <b>Benchmark Clarifications</b> | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.                        |
| <b>Content Limits</b>           | define the range of content knowledge and that should be assessed in the items for the benchmark.   |
| <b>Stimulus Attributes</b>      | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content.  |
| <b>Response Attributes</b>      | define the characteristics of the answers that a student must choose or provide.  |
| <b>Content Focus</b>            | addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.  |
| <b>Sample Items</b>             | are provided for each type of question assessed. The correct answer for all sample items is provided.   |

## II. Individual Benchmark Specifications

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| <b>Standard</b>   | 34.0 Use verbal and written communications specific to home health aide-<br>The student will be able to:   |
| <b>Benchmark</b>  | 34.02 Utilize verbal and written information to assist with the patient's plan of care   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Low, Moderate  |
| <b>Benchmark Clarification</b>  | The student will assist with the patient's plan of care by gathering verbal and written information.   |
| <b>Content Focus</b>  | Communication, feedback, health care team, level of health, nonverbal communication, patient care plan, staffing needs   |
| <b>Content Limits</b>   | The content will be limited to the utilization of verbal and written information in regards to the patient care plan   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions.   |
| <b>Response Attributes</b>  | The student will explain the purpose of patient care plans and understand how verbal and written information is used in the care plan.   |
| <b>Sample Item</b>  | What is the purpose of a Patient Plan of Care?<br>A) guide for the patient's care<br>B) determine staffing needs of the unit<br>C) assign healthcare worker to particular patient<br>D) designate which physician's will care for patient<br>Correct Answer: A |

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| <b>Standard</b>   | 35.0 Demonstrate legal and ethical responsibilities specific to home health aide-The student will be able to:   |
| <b>Benchmark</b>  | 35.01 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate   |
| <b>Benchmark Clarification</b>  | The student will know the legal and ethical behavior within the role and scope of practice for the home health aide   |
| <b>Content Focus</b>  | Legal and ethical responsibilities, respectfully decline, scope of practice, safety, supervisor, tasks  |
| <b>Content Limits</b>   | This is limited to the understanding of the importance of demonstrating the legal and ethical behavior within the role and scope of the home health aide  |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions focusing on the legal and ethical behavior within the scope of practice for the home health aide  |
| <b>Response Attributes</b>  | Students will understand the importance of following legal and ethical responsibilities within the scope of practice for home health aide   |
| <b>Sample Item</b>  | The patient's daughter asks the home health aide to perform a task that is out of her scope of practice. What should the home health aide do?<br>A) Respectfully decline the request and notify her supervisor.<br>B) Ask the daughter to direct and assist her in performing the task.<br>C) Advise the daughter she is unable to perform the task and call supervisor.<br>D) Ask the daughter to perform the task and observe her while performing it.<br>Correct Answer: C |

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| <b>Standard</b>   | 35.0 Demonstrate legal and ethical responsibilities specific to home health aide-The student will be able to:   |
| <b>Benchmark</b>  | 35.02 Follow policies and procedures concerning care as directed by the employer affecting the health, safety, and well-being of patients in the home setting.  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will know the importance of following policies and procedures in regards to the health and wellbeing of the patient in the home setting   |
| <b>Content Focus</b>  | Cowering, health, observation, physical abuse, policies, procedures, psychological abuse, reporting structure, sexual abuse, verbal abuse, safety, wellbeing  |
| <b>Content Limits</b>   | This is limited to the understanding of the importance of following policies and procedures in regards to the health and wellbeing of the patient in the home setting   |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions focusing on following policies and procedures as they relate to the health and well being of the patient in the home setting  |
| <b>Response Attributes</b>  | Students will understand the importance of following policies aand procedures as they relate to the health and well being of the patient in the home setting  |
| <b>Sample Item</b>  | The home health aide should be observant for any signs of physical abuse of the patient. What symptoms may indicate physical abuse?<br>A) decrease in appetite<br>B) cowering<br>C) confusion<br>D) depression<br>Correct Answer: B |



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| <b>Standard</b>   | 35.0 Demonstrate legal and ethical responsibilities specific to home health aide-The student will be able to:   |
| <b>Benchmark</b>  | 35.03 Recognize and report signs of substance abuse   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate   |
| <b>Benchmark Clarification</b>  | The student will identify the importance of recognizing and reporting substance abuse   |
| <b>Content Focus</b>  | Alcohol, illegal drugs, narcotics prescription, over the counter drugs, prescriptions drugs, substance abuse  |
| <b>Content Limits</b>   | This is limited to the understanding of recognizing and appropriately reporting substance abuse   |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions focusing on the recognition and reporting of substance abuse.   |
| <b>Response Attributes</b>  | Recognizing and reporting substance abuse   |
| <b>Sample Item</b>  | While on a lunch break you notice a coworker is exhibiting unusual behavior such as confusion and constant pacing in break room. You inquire if she is ok and she mentions she has been taking diet pills that a friend gave her to assist in weight loss. You should do which of the following to protect patients?<br>A) suggest she should go home sick today<br>B) immediately report the behavior to your supervisor<br>C) suggest that she contact the Employee Assistance Program<br>D) tell her to stop taking the diet pills since they are causing confusion<br>Correct Answer: B |

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| <b>Standard</b>   | 35.0 Demonstrate legal and ethical responsibilities specific to home health aide-The student will be able to:   |
| <b>Benchmark</b>  | 35.04 Follow legal guidelines in charting   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate   |
| <b>Benchmark Clarification</b>  | The student will document records in an accurate and legal manner.  |
| <b>Content Focus</b>  | Charting, confrontation, documentation, false information, fraudulent, medical record, recordkeeping  |
| <b>Content Limits</b>   | Limited to legal guidelines in charting, including HIPAA guidelines.  |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions. May use examples of documentation scenarios  |
| <b>Response Attributes</b>  | Students will understand appropriate documentation by utilizing HIPAA guidelines.   |
| <b>Sample Item</b>  | While charting on a patient's medical record, you notice that a coworker charted incorrect or false information. What should you do?<br>A) Report the incorrect charting to the patient.<br>B) Confront the coworker in front of your peers.<br>C) Immediately report the issue to your supervisor.<br>D) Draw one line through the incorrect information and initial.<br>Correct Answer: C |

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| <b>Standard</b>   | 35.0 Demonstrate legal and ethical responsibilities specific to home health aide-The student will be able to:  |
| <b>Benchmark</b>  | 35.06 Recognize and follows limits of job restrictions.  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Low, Moderate  |
| <b>Benchmark Clarification</b>  | The student will identify limits of job restrictions.  |
| <b>Content Focus</b>  | Care plans, job restriction, policies and procedures, safety, scope of practice, supervisors, wellbeing of client  |
| <b>Content Limits</b>   | The content will be limited to the ability and knowledge to follow the required job limits   |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions. May use examples of scenarios   |
| <b>Response Attributes</b>  | Student will understand and have the knowledge to anticipate the role of the home health aide caring for the patient in the home   |
| <b>Sample Item</b>  | Which of the following skills should the home health aide decline to perform, since it is out of the scope of practice?<br>A) providing all personal care<br>B) perform sterile procedures<br>C) use proper bed making techniques<br>D) understanding and measuring vital signs<br>Correct Answer: B |

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| <b>Standard</b>   | 36.0 Perform physical comfort and safety functions specific to home health aide- The student will be able to:   |
| <b>Benchmark</b>  | 36.07 Assist the patient to dangle  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will safely perform physical comfort and safety functions specific to the home health aide  |
| <b>Content Focus</b>  | Ambulating, dangle, dizziness, patient care plan  |
| <b>Content Limits</b>   | The content will be limited to the knowledge required to dangle a patient safely  |
| <b>Stimulus Attributes</b>  | Knowledge required to dangle a patient safely and understand the purpose. If a performance skill will need an individual or manikin to fulfill the role of a patient .  |
| <b>Response Attributes</b>  | How to correctly dangle a patient safely  |
| <b>Sample Item</b>  | The patient care plan states the patient should dangle before ambulating. What will you do?<br>A) assist the patient to sit on the edge of the with the feet hanging down<br>B) assist the patient to lie on his side with her feet hanging over the edge of the bed<br>C) raise the bed, so when the patient is sitting on the side of the bed his feet will not touch the floor<br>D) put the head of the bed down so the bed is flat before patient sits up<br>Correct Answer: A |

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| <b>Standard</b>   | 36.0 Perform physical comfort and safety functions specific to home health aide- The student will be able to:   |
| <b>Benchmark</b>  | 36.08 Assist patient in ambulation, including the use of crutch, cane, or walker  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will utilize correct body mechanics to safely ambulate patient with or without ambulation devices   |
| <b>Content Focus</b>  | Axillary, crutches, transfer (gait) belt, transfer belt, swing-to gait, three-point gait,swint-through gait, tripod cane, walker  |
| <b>Content Limits</b>   | The content will be limited to the knowledge and understanding of ambulating patient with ambulation devices.   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. The facility should have a assistive device (cane, crutches, walker) available and a volunteer for student to demonstrate skill.   |
| <b>Response Attributes</b>  | Demonstrate and identify safe ambulation techniques for patient with or without assistive devices   |
| <b>Sample Item</b>  | <p>What is the best method to assist a patient to a standing position with a gait belt?</p> <p>A) Wait until the patient is standing to apply the gait belt.</p> <p>B) Two people should assist, one on each side of the patient.</p> <p>C) Stand on the patient's strong side to assist patient to standing position.</p> <p>D) Use a rocking and pulling motion when assisting to a standing position.</p> <p>Correct Answer: D</p> |

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| <b>Standard</b>   | 36.0 Perform physical comfort and safety functions specific to home health aide- The student will be able to:   |
| <b>Benchmark</b>  | 36.09 Assist patient in using wheelchair.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=<br>(P)=X<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will utilize the correct mechanics to assist a patient using a wheelchair   |
| <b>Content Focus</b>  | Assistance, good body mechanics, safety, wheel locks, wheelchair  |
| <b>Content Limits</b>   | The content will be limited to the knowledge and understanding of the appropriate action to assist a patient using a wheelchair   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions referring to proper procedure for assisting a patient with wheelchair use. Descriptive scenarios may be used. If a performance task will need an individual or manikin to play the role of the patient and a            |
| <b>Response Attributes</b>  | Demonstrate and identify safe techniques for patient utilizing a wheelchair   |
| <b>Sample Item</b>  | The patient needs to be transferred to a wheelchair. Where should the healthcare worker be positioned?<br>A) behind the wheelchair<br>B) in front of the wheelchair<br>C) to the right side of the wheelchair<br>D) to the left side of the wheelchair<br>Correct Answer: B |

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| <b>Standard</b>   | 37.0 Provide personal care-The student will be able to:   |
| <b>Benchmark</b>  | 37.01 Give bed bath; observe and report changes in patient  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=X   |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will provide personal care and make observations. The student will understand the reporting structure for observations.   |
| <b>Content Focus</b>  | Axilla, bed bath, bath blanket, genitalia, observation, perineum, perineal care, skin integrity, soap, towel, wash cloth, waterless bathing   |
| <b>Content Limits</b>   | The content will be limited to personal care activities and reporting abnormal findings. If a performance task, have abnormal findings on the manikin for the student to point out in the observation.  |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions referring to proper procedure for performing a bed bath and making skin observations. Descriptive scenarios may be used. If a performance task will need a manikin, bath basin, bath blanket, soap, wash cl   |
| <b>Response Attributes</b>  | The understanding of how to report observations during personal care activities   |
| <b>Sample Item</b>  | When bathing a patient, you notice a rash that was not present the day before. What should you do?<br>A) Apply antibiotic ointment as directed by patient.<br>B) Tell the patient, his daughter, and notify your supervisor.<br>C) Ask the patient if he is having any discomfort from the rash.<br>D) Make a note to monitor the rash to see if it increases in severity.<br>Correct Answer: B |

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| <b>Standard</b>   | 37.0 Provide personal care-The student will be able to:  |
| <b>Benchmark</b>  | 37.06 Groom patient, including hair, skin, foot, and nail care.  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Moderate, High   |
| <b>Benchmark Clarification</b>  | The student will provide proper grooming skills including hair, skin, foot and nail care.  |
| <b>Content Focus</b>  | Blunt-edged, contour, cuticle, no-rinse shampoo, orangewood stick, skin integrity, tangles   |
| <b>Content Limits</b>   | Limited to grooming of the hair, skin care, foot and nail care. Performance task limited to foot and nail care.  |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions. May use descriptive scenarios referring to grooming skills. For performance the facility would need the following supplies: manikin, washcloth, towel, lotion, soft nail brush, orangewood stick, nai |
| <b>Response Attributes</b>  | The student will demonstrate proper technique for grooming skills including hair, skin, foot and nail care.  |
| <b>Sample Item</b>  | When providing nail care, how long should the hands soak prior to giving care?<br>A) 1 minute<br>B) 2 minutes<br>C) 5 minutes<br>D) 10 minutes<br>Correct Answer: C  |



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| <b>Standard</b>   | 37.0 Provide personal care-The student will be able to:  |
| <b>Benchmark</b>  | 37.07 Assist with and/or administer oral hygiene.  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Moderate, High   |
| <b>Benchmark Clarification</b>  | The student will demonstrate proper procedure for giving oral hygiene including denture care   |
| <b>Content Focus</b>  | Dental floss, dentures, denture cup, denture brush, emesis basin, glycerin swabs, oral care, oral hygiene, toothette, toothpaste   |
| <b>Content Limits</b>   | The content will be limited to oral hygiene with teeth or dentures. Performance skill may include oral or denture care.  |
| <b>Stimulus Attributes</b>  | Multiple choice or short response questions. If doing performance skill the following supplies will be needed: manikin with dentures, denture brush, denture cup, emesis basin, towels, toothpaste, access to sink and water, paper towels, plastic cup, mouth   |
| <b>Response Attributes</b>  | The student will demonstrate proper technique for administering oral hygiene including teeth and dentures.   |
| <b>Sample Item</b>  | Which of the following is a true statement?<br>A) The toothbrush should be positioned at a 90-degree angle .<br>B) Brushing the front and back of the tongue is part of oral care.<br>C) An unconscious patient would require more frequent oral hygiene.<br>D) A doctor's order is required to do routine mouth or denture care.<br>Correct Answer: C |

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| <b>Standard</b>   | 37.0 Provide personal care-The student will be able to:  |
| <b>Benchmark</b>  | 37.08 Assist patient with toileting.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Moderate, High   |
| <b>Benchmark Clarification</b>  | The student will provide assistance with urinary and bowel elimination.  |
| <b>Content Focus</b>  | Brief, condom catheter, disposable wipes, enema, fowler's position, fracture pan, incontinence, perineal care, perineum, portable commode, semi-fowlers position, Sims' position, standard bedpan, toilet, urinal, urination                             |
| <b>Content Limits</b>   | May include the following elimination methods: fracture pan, portable commode, standard bedpan, toilet, and urinal. Performance skill limited to use of a bedpan.  |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions. May include diagrams. If a performance skill is placing on a bedpan: the facility will need manikin, bedpan, bedpan cover, protective pad, bath blanket, toilet paper, disposable wipes, gloves |
| <b>Response Attributes</b>  | The student will describe/demonstrate knowledge in urinary and bowel elimination including bedpans, urinal, portable commode. Performance skill may include assisting in use of a bedpan.  |
| <b>Sample Item</b>  | What position should the patient be place in when using a bedpan?<br>A) fowler's position<br>B) left Sim's position<br>C) prone position<br>D) right Sim's position<br>Correct Answer: A   |

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| <b>Standard</b>   | 37.0 Provide personal care-The student will be able to:   |
| <b>Benchmark</b>  | 37.09 Assist patient to dress   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will demonstrate the appropriate method to dress a patient  |
| <b>Content Focus</b>  | Affected side, dress, non-affected side, strong side, weak side   |
| <b>Content Limits</b>   | The content will be limited to the clinical skill of dressing a patient.  |
| <b>Stimulus Attributes</b>  | May include multiple choice or short response questions. The facility should have a manikin, change of clothes, and a hospital bed to demonstrate skill.  |
| <b>Response Attributes</b>  | The ability to dress a patient who has a weak side comfortably and safely.  |
| <b>Sample Item</b>  | When assisting a patient to change clothes, which arm should be placed in the sleeve of her blouse first?<br>A) the arm closest to you<br>B) the weak or affected side<br>C) the strong side or non-affected side<br>D) both sides at the same time and then slip overhead<br>Correct Answer: B |

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| <b>Standard</b>   | 38.0 Perform patient care procedures-The student will be able to:  |
| <b>Benchmark</b>  | 38.01 Make unoccupied/occupied bed   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Moderate, High   |
| <b>Benchmark Clarification</b>  | The student will demonstrate competency in making an occupied bed and unoccupied bed   |
| <b>Content Focus</b>  | Box corner, call light, closed bed, electrical bed, fitted sheet, flat sheet, gatch bed, mitered corner, open bed, pillow case, toe pleat  |
| <b>Content Limits</b>   | This is limited to the ability to perform and understand the correct technique of making an occupied and unoccupied bed.   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. Facility must have access to a hospital bed and linens. If an occupied bed must provide an individual or manikin to fill the role of the patient.   |
| <b>Response Attributes</b>  | Correctly demonstrate and understand the clinical skill of making an unoccupied bed  |
| <b>Sample Item</b>  | When making an unoccupied bed, which action should you perform first?<br>A) raise the head of the bed<br>B) raise the bed to a comfortable height<br>C) lower the height to the lowest position<br>D) wear gloves when applying clean linen<br>Correct Answer: B |

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| <b>Standard</b>   | 38.0 Perform patient care procedures-The student will be able to:   |
| <b>Benchmark</b>  | 38.02 Assist patient in passive range-of-motion exercises   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Low, Moderate   |
| <b>Benchmark Clarification</b>  | The student will demonstrate passive range-of-motion exercises and explain its purpose.   |
| <b>Content Focus</b>  | Active range-of-motion exercises, abduction, adduction, circumduction, contractures, dorsiflexion, eversion, flexion, extension, hyperextension, inversion, joint mobility, joint stiffness, muscle tone, passive, planter flexion, pronation, range-of-motion            |
| <b>Content Limits</b>   | Limited to the technique and purpose of performing passive range-of-motion exercises. May use types of motion. Performance task limited to shoulder and hip.  |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. If a performance task you will need an individual or manikin to fill the role of the patient.  |
| <b>Response Attributes</b>  | The student will have knowledge to safely perform passive range-of-motion exercises and understand the purpose of the exercises.  |
| <b>Sample Item</b>  | Which is performed to improve joint mobility and muscle strength of a patient who is unable to voluntarily move extremities?<br>A) active range of motions<br>B) aerobic exercises<br>C) passive range of motion exercise<br>D) resistance exercises<br>Correct Answer: C |

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| <b>Standard</b>   | 38.0 Perform patient care procedures-The student will be able to:   |
| <b>Benchmark</b>  | 38.05 Monitor catheter drainage system.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Low, Moderate   |
| <b>Benchmark Clarification</b>  | The student will demonstrate care for a catheter drainage system.   |
| <b>Content Focus</b>  | Catheter, clamp, drain, drainage bag, graduate, measure, tubing, urine  |
| <b>Content Limits</b>   | This is limited to the care and monitoring of a catheter drainage system. May include catheter care and emptying of catheter bag. Performance limited to catheter care or emptying of the catheter bag.   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. If a performance task will need a manikin with foley catheter, bath blanket, bath basin, soap, wash cloth, towel, sheet protector, graduate, alcohol wipe.   |
| <b>Response Attributes</b>  | The knowledge and understanding of a catheter drainage system   |
| <b>Sample Item</b>  | How should you empty a catheter drainage?<br>A) Clamp the tubing and replace the drainage bag.<br>B) Open the clamp on the drain and allow to drain onto a bedpan.<br>C) Open the clamp on the drain and let urine drain into a graduate.<br>D) Clamp the tubing and take the drainage bag into the bathroom to drain.<br>Correct Answer: C |

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| <b>Standard</b>   | 39.0 Apply principles of nutrition-The student will be able to:   |
| <b>Benchmark</b>  | 39.01 Identify nutrients and food groups  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate   |
| <b>Benchmark Clarification</b>  | The student will demonstrate the knowledge of nutrients and food groups   |
| <b>Content Focus</b>  | Carbohydrates, essential nutrients, food groups, mypyramid guidelines, lipids, minerals, nutrition, protein, vitamins   |
| <b>Content Limits</b>   | This is limited to the basic food groups and essential nutrients  |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions.  |
| <b>Response Attributes</b>  | The knowledge and understanding of the of the basic food groups and essential nutrients   |
| <b>Sample Item</b>  | What essential nutrient is vital to the healing of a severely burned patient?<br>A) carbohydrates<br>B) lipids<br>C) minerals<br>D) proteins<br>Correct Answer: D |

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| <b>Standard</b>   | 39.0 Apply principles of nutrition-The student will be able to:  |
| <b>Benchmark</b>  | 39.03 Describe special diets   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate  |
| <b>Benchmark Clarification</b>  | The student will demonstrate knowledge of special diets and their indications and use  |
| <b>Content Focus</b>  | Bowel elimination, clear liquid diet, dehydration, force fluids, full liquid diet, gastrostomy feeding, hyperalimentation, high protein diet, intravenous infusion, nasogastric feeding, post-operative patient, pureed diet, push fluids, sodium restriction, |
| <b>Content Limits</b>   | This is limited to special diets ordered for specific patient populations and/or conditions  |
| <b>Stimulus Attributes</b>  | May include scenarios related to special diets. May use multiple choice or short response.   |
| <b>Response Attributes</b>  | Ability to understand the indications and purpose of special diets   |
| <b>Sample Item</b>  | When would a mechanical soft diet be ordered?<br>A) for an overweight patient<br>B) for a constipated patient<br>C) for a patient with chewing problems<br>D) when patient has advanced from a liquid diet<br>Correct Answer: C                                |



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| <b>Standard</b>   | 40.0 Provide care for the geriatric patients-The student will be able to:  |
| <b>Benchmark</b>  | 40.01 Identify safety principles, as related to the elderly  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Low, Moderate  |
| <b>Benchmark Clarification</b>  | The student will utilize safety principles related to the elderly patient population   |
| <b>Content Focus</b>  | Falls, grab bars, safety, slip resistant socks, slips, trip hazards, trips   |
| <b>Content Limits</b>   | This is limited to safety principles that relate to the elderly patient population   |
| <b>Stimulus Attributes</b>  | Multiple choice or short response questions related to patient safety principles for the elderly patient population  |
| <b>Response Attributes</b>  | Ability to identify safety principles applicable to the elderly patient population   |
| <b>Sample Item</b>  | Which of the following is not an effective action to prevent falls in the home?<br>A) stabilize rugs on floor<br>B) patient should wear socks<br>C) install grab bars next to toilet<br>D) move any furniture from walk paths<br>Correct Answer: B |

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| <b>Standard</b>   | 40.0 Provide care for the geriatric patients-The student will be able to:  |
| <b>Benchmark</b>  | 40.02 Describe general characteristics, particular needs, and problems of the elderly.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | Moderate, High   |
| <b>Benchmark Clarification</b>  | The student will gain understanding of the general characteristics, particular needs, and problems of the elderly.   |
| <b>Content Focus</b>  | Accommodations, ambulation, confusion, dementia, gait changes, hearing changes, incontinence, mental changes, sun downing, temperature changes, visual changes   |
| <b>Content Limits</b>   | This is limited to the general characteristics and particular needs of the elderly.  |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response. May use scenarios with elderly patients who have special needs.   |
| <b>Response Attributes</b>  | The student will demonstrate a understanding of patient care of the elderly population   |
| <b>Sample Item</b>  | Which of the following characteristics is expected in an elderly patient?<br>A) inability to make decisions<br>B) irritable and anxious<br>C) long-term memory loss<br>D) slower to respond<br>Correct Answer: D |

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| <b>Standard</b>   | 40.0 Provide care for the geriatric patients-The student will be able to:  |
| <b>Benchmark</b>  | 40.09 Provide care for patients with special needs (e.g. impaired hearing, impaired vision, immobility, impaired body functions)   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X   |
| <b>Cognitive Complexity Level</b>   | Moderate, High   |
| <b>Benchmark Clarification</b>  | The student will describe the needs of a patient with a disability or special needs such as, immobility, vision or hearing impairments, or impaired body functions (mentally or physically). |
| <b>Content Focus</b>  | Ambulation, assistive devices, disability, hearing impaired, immobility, mental impairments, physical impairments, visually impaired, patience   |
| <b>Content Limits</b>   | Limited to the special care needs for the patient with physical or mental impairments  |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response. May use scenarios with patients who have special needs  |
| <b>Response Attributes</b>  | The student will demonstrate understanding of patient care implications of a patient with special needs  |
| <b>Sample Item</b>  | How should you ambulate a visually impaired patient?<br>A) walk ahead of patient<br>B) walk behind the patient<br>C) walk next to the patient<br>D) walk very slowly<br>Correct Answer: C    |

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| <b>Standard</b>   | 41.0 Apply the principles of infection control specific to home health aide-The student will be able to:  |
| <b>Benchmark</b>  | 41.01 Provide care for patients with infectious diseases in the home  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will utilize the principles of infection control to prevent the spread of infections  |
| <b>Content Focus</b>  | Airborne isolation, contact isolation, disease transmission, droplet isolation, gloves, gowns, handwashing, masks, personal protective equipment, protection, Standard Precautions (most current term for Universal Precautions), transmission based isolation  |
| <b>Content Limits</b>   | This is limited to the knowledge and understanding of the principles of infection control to prevent the spread of infections   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. May use descriptive scenarios related to stand precautions.  |
| <b>Response Attributes</b>  | The ability to identify and implement precautions to prevent the spread of infectious disease in the home   |
| <b>Sample Item</b>  | You are caring for a patient with a draining infected wound. What is the best way to handle any linens contaminated with wound drainage?<br>A) Dispose of any contaminated linens in a trash bag.<br>B) Wash linens with other household laundry in cold water.<br>C) Use any disinfectants available in the home to wash linens.<br>D) Wear gloves and hold laundry away from your body when transporting them.<br>Correct Answer: D |

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| <b>Standard</b>   | 42.0 Provide bio-psycho-social support-The student will be able to:   |
| <b>Benchmark</b>  | 42.02 Respond to the patient and family emotional needs   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | Moderate, High  |
| <b>Benchmark Clarification</b>  | The student will identify emotional needs of patients and family members and respond appropriately.   |
| <b>Content Focus</b>  | Compensation, defense mechanisms, denial, displacement, emotional, communication, malingering, manage, professional behavior, rationalization, regression, repression, respectfulness, and withdrawal   |
| <b>Content Limits</b>   | Limited to emotional needs of patients and family members. May include defense mechanisms.  |
| <b>Stimulus Attributes</b>  | Multiple choice or short response questions. May use scenarios focusing on the management of emotional issues with patients and family members.   |
| <b>Response Attributes</b>  | The student will demonstrate the ability to appropriately manage emotional needs of patients and family members. The student will recognize common defense mechanisms used by patients.   |
| <b>Sample Item</b>  | What should you do when caring for a confused and tearful patient?<br>A) Tell the patient you will call their family.<br>B) Tell the patient to rest and they will feel better.<br>C) Ask clear simple questions to determine what the problem is.<br>D) Try to diffuse the situation by hugging the patient and calling them honey.<br>Correct Answer: C |

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| <b>Standard</b>   | 44.0 Assist with rehabilitative activities-The student will be able to:  |
| <b>Benchmark</b>  | 44.01 List the purposes of restorative (rehabilitation) programs   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate  |
| <b>Benchmark Clarification</b>  | The student will identify the purpose of restorative or rehabilitation programs  |
| <b>Content Focus</b>  | Activities of daily living, adaptive devices, current functioning, disability, goals, handicap, mobility skills, perceptual deficit, rehabilitation, restoration, restorative nursing, self-care   |
| <b>Content Limits</b>   | The questions will be limited to the purpose and indication for restorative and rehabilitation care  |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. May use descriptive scenarios related to restorative care.  |
| <b>Response Attributes</b>  | Demonstrate knowledge and understanding of restorative and rehabilitation programs   |
| <b>Sample Item</b>  | Which of the following is the purpose of restorative or rehabilitative care?<br>A) improve the resident's capabilities<br>B) prevent deterioration when possible<br>C) return the patient to better than normal functioning<br>D) restore the patients function to as near as normal as possible Correct Answer: D |

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| <b>Standard</b>   | 45.0 Perform home health-care services - The student will be able to   |
| <b>Benchmark</b>  | 45.02 Perform patient-related cleaning tasks and laundry   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=X<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | Low, Moderate  |
| <b>Benchmark Clarification</b>  | The student will develop and implement a care tasks list, with ability to also prioritize tasks  |
| <b>Content Focus</b>  | Cleaning products, cleaning tasks, client, needs of the patient, prioritize  |
| <b>Content Limits</b>   | The content will be limited to the knowledge of prioritizing any cleaning tasks that need to be performed for the patient. May include proper cleaning products.   |
| <b>Stimulus Attributes</b>  | May use multiple choice or short response questions. May use descriptive scenarios related to cleaning tasks.  |
| <b>Response Attributes</b>  | The ability to determine the patient related cleaning task, cleaning products to use, and the ability to prioritize tasks.   |
| <b>Sample Item</b>  | When making a cleaning plan, what should you consider?<br>A) the available cleaning products<br>B) the needs of the patient or client<br>C) the size of the patient's/client's home<br>D) the number of people living in the home<br>Correct Answer: B |