

ED 028 274

VT 007 904

By-Rast, Robert

Research and Demonstration for Nurse' Aide Training.

Saint Philip's Coll., San Antonio, Tex.

Spons Agency-Texas Occupational Research Coordinating Unit, Austin.

Pub Date 68

Note-43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors-Case Studies (Education), Curriculum, *Demonstration Projects, *Health Occupations Education, Job Placement, *Mentally Handicapped, *Nurses Aides, Program Descriptions, Psychological Testing, Student Characteristics

A cooperative pilot project was conducted to determine the feasibility of training mentally retarded individuals to function in a hospital setting. The 3-month nurse aide training program included 1 month of formal classroom training at the college and 2 months of supervised training in a hospital. A total of 51 students entered four classes over a 1-year period. Seventeen of the students were employed as nurse aides almost immediately upon graduation. Eight were placed by the counselor in civil service jobs which provided the opportunity for higher salaries; however, it was believed that this group would otherwise have been employed as nurse aides. Fourteen students married, were ill, or were unavailable for follow-up. Two were not employed but were waiting for placement as nurse aides. Thirteen were unable to complete the program for reasons ranging from inability to learn simple procedures to behavior problems which accounted for the greatest number of failures. Recommendations included: (1) requirements of a minimal reading level, (2) allowance of program time for adjustment, and (3) screening in relation to behavior and adjustment. Scores are presented for various psychological tests. (JK)

ED028274

21

R33

RESEARCH AND DEMONSTRATION
FOR
NURSE'S AIDE TRAINING

CONDUCTED AND REPORTED BY
ST. PHILIP'S COLLEGE, SAN ANTONIO, TEXAS

PRINCIPAL INVESTIGATOR
ROBERT RAST, Ph.D.

Report Printed By
TEXAS EDUCATION AGENCY
Austin, Texas

VT007904

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

RESEARCH AND DEMONSTRATION

FOR

NURSE'S AIDE TRAINING,

CONDUCTED AND REPORTED BY

3 ST. PHILIP'S COLLEGE, SAN ANTONIO, TEXAS

PRINCIPAL INVESTIGATOR

ROBERT RAST, Ph.D.

Report Printed By

TEXAS EDUCATION AGENCY,

Austin, Texas

ST 6-7-50

The project described in this report was conducted by St. Philip's College, San Antonio, Texas, in association with the Occupational Research Coordinating Unit, Department of Vocational, Technical, and Adult Education, Texas Education Agency, Austin, Texas. Financial support for the project was provided by the Texas Education Agency under Section 4(a) of the Vocational Education Act of 1963. This report has been reproduced exactly as written by the principal investigator and has not been edited or revised by the Texas Occupational Research Coordinating Unit.

FOREWORD

With the growing needs for prepared personnel in the health field, St. Philip's College and the Texas Education Agency have acknowledged it's responsibility in this area. San Antonio and Bexar County have taken great strides in developing a medical complex. However, the ever-increasing shortage of trained personnel has limited many hospitals and health care centers as well as patients residing in these institutions. This pilot project is an attempt to develop an adequate training program and to assist in the future development and expansion of those occupations in which critical shortage of personnel occurs in the health fields.

For many years the mentally retarded people have been generally untrained and ill-equipped to enter the working world. It is with this thought that these individuals represent a potential personnel for training which could function adequately and resourcefully in the health fields that this project was undertaken. The mentally retarded individual has, in the past, proven that he can undertake varied tasks and function well within his capabilities. Thus, through the cooperation of the office of Vocational Rehabilitation, St. Philip's College, the Texas Education Agency, and the Lutheran General Hospital, a pilot project was established to determine if it is feasible that the

mentally retarded could be adequately trained and function in a hospital setting. In order to meet the needs of a community and develop a training program working with the mentally retarded, this project, therefore, purports to contribute to the understanding of the feasibility of such an undertaking. Thus in the case of all projects, many people have made important contributions. Especially the nursing service personnel and the participating agencies which offered valuable assistance in the training of the mentally retarded. Appreciation is expressed also to the administrative groups, the Advisory Committees, and all other individuals who gave support and counsel to this project.

Robert Rast, Ph.D.
Occupational Research Analysis
for Nurse's Aide Program
San Antonio, Texas
1967-1968

ACKNOWLEDGMENTS

Sue Alder, R.N., Chief Consultant
Health Occupations Education
Texas Education Agency
Austin, Texas

Mitchel L. Ammons, Director
Technical and Vocational Programs
St. Philip's College
San Antonio, Texas

A. Russell Davis, Director
Occupational Research Coordinating Unit
Texas Education Agency
Austin, Texas

Joseph D. Godsey, Acting Director
Junior College Program Development
Texas Education Agency
Austin, Texas

John R. Guemple, Acting Assistant Commissioner
for Vocational Education
Texas Education Agency
Austin, Texas

Clyde R. Nail, Vice President
San Antonio Union
Junior College District
San Antonio, Texas

Robert Nichols, Assistant
Occupational Research Coordinating Unit
Texas Education Agency
Austin, Texas

Richard Palacios, Counselor
Office of Vocational Rehabilitation
Texas Education Agency
San Antonio, Texas

Péggý M. Powers, R.N., Coordinator
Department of Vocational Nursing
St. Philip's College
San Antonio, Texas

Henry Rochstroh, Administrator
Lutheran General Hospital
San Antonio, Texas

Edward Stendebach, Area Supervisor
Office of Vocational Rehabilitation
Texas Education Agency
San Antonio, Texas

Leonidas Watson, Associate Dean
Evening Division
St. Philip's College
San Antonio, Texas

Marjorie A. Williams, R.N., Instructor
Nurse's Aide Classes
St. Philip's College
San Antonio, Texas

Diago Gallegos, Counselor
Office of Vocational Rehabilitation
Texas Education Agency
San Antonio, Texas

Francis X. Stegman, Counselor
Office of Vocational Rehabilitation
Texas Education Agency
San Antonio, Texas

ADVISORY COMMITTEE ON PROGRAM PLANNING

Sadie J. Brown, R.N.
Director of Nursing Service
Robert B. Green Memorial Hospital
San Antonio, Texas

Sister M. Febronia, C.C.V.I.
Director of Nursing Service
Santa Rosa Medical Center
San Antonio, Texas

Sister M. Lioba, O.S.B.
Supervisor of Nursing Service
St. Benedict's Hospital and Nursing Home
San Antonio, Texas

Evelyn Sands, R.N.
Director of Nursing Service
Lutheran General Hospital
San Antonio, Texas

Francis X. Stegman, Counselor
Office of Vocational Rehabilitation
Texas Education Agency
San Antonio, Texas

Virginia B. Wolf, R.N.
Director of Nursing Service
Southwest Texas Methodist Hospital
San Antonio, Texas

TABLE OF CONTENTS

Forward	i
Acknowledgments	iii
Advisory Committee on Program Planning	v
Purpose	1
The Plan	5
Method	6
Curriculum for Nurse's Aide Program	6
Testing	8
Aide Check List	9
Request for Withdrawal of Student	11
Table I (Weschler Adult Intelligence Scale)	12
Table II (Wide Range Achievement Test)	15
Table III (Occupational Interest Inventory)	18
Table IV (California Test of Personality)	19
Table V (Outcome of Training)	20
Discussion	21
Progress Report on a Single Student	25
Summary and Conclusions	31
Resulting Growth	33
Bibliography	34

PURPOSE

Previous to this project, the mentally retarded individual, who both professed interest and abilities to become a Nurse's Aide, was trained on the job in various institutions and settings. No formal course of training was available. Most trainees were left to the discretion of the training institution to learn the necessary skills and knowledge leading to the objective of Nurse's Aide. The training institutions such as hospitals and nursing homes did not offer any formal training other than what the student was able to learn on the job, thus the knowledge a student obtained was dependent upon the supervisor in charge and each student completed the training with various degrees of knowledge with no consistent training program available to them. Therefore, it is believed that given a more organized and formal course of training the students would be better qualified for the objective and could without impunity, seek employment as a trained qualified aide. The assumption is predicated on the fact that formal training would not only assist the mentally retarded individual to become employable but also develop a program as well as determine the factors that would lead to successful completion and employment by the mentally retarded individual. Therefore, the objective of this

demonstration is three-fold:

- (1) to determine the feasibility of such an objective for the mentally retarded individual.
- (2) to determine the job training method and length of time to qualify the trainee as a Nurse's Aide
- (3) to determine the effects of such training upon the individual in the hospital environment.

The notion that the training of retarded people for Nurse's Aide is feasible has historical precedent dating back to 1941 in which Sullivan, Clark and Tiegs state, *"Mental ability is one of the most significant factors that must be given attention in education and in occupational adjustment. Frequently, the degree of intelligence is the controlling factor in success, however, measures of capacity of intelligence should never be used alone, but should be considered in relations to other factors."* Thus, mental ability should not be the only criteria for training of Nurse's Aide as other factors have also been judged to enter into the feasibility of the mentally retarded individual successfully working as a Nurse's Aide. It should be remembered that certain other personality factors such as capacity for job, loyalty, ability to get along with people, kindness and tact are necessary and essential as the ability to do certain kinds of jobs.

The length of training has never been established nor the method in training been considered in on-the-job training programs, therefore, the teaching methods adapted were considered flexible to assist the student in obtaining the maximum knowledge possible within the limited capacity. It was expected that each student would vary with their learning ability and the instructor had to be aware of the individual differences. Also it is believed that certain knowledge and skills were necessary to be a Nurse's Aide. With this in mind, a tentative course outline was established to impart basic information and knowledge.

The last objective, that is, knowing the effects of such training on the individual in the hospital environment was essential to the success of the program. It was believed that hospitals and nursing homes were sympathetic towards the employment of the mentally retarded, but could not allow the patient within the hospital to be placed in jeopardy by a person who would endanger the lives of these patients.

In order to meet the objectives, many other factors were to be considered:

- (1) the intellectual level, that is, can a retarded individual be placed in a setting that requires responsibility as well as a highly unstructured situation demanding more than just rote activity.

It was believed that retarded individuals could learn and complete varied tasks rather than as previously thought that the retarded individuals should only be placed in occupations requiring simplicity and repetitiveness.

- (2) The second consideration for success or failure was the behavior of the retarded individual. It has been stated that retarded individuals behavior problems are usually of such a nature that they could not function in a hospital setting because of their emotional immature-like behavior, childish activities, and other behavioral problems that are quite often associated with the mentally retarded.
- (3) The third factor considered was the retarded individuals interest, that is, did the retarded individual have a sustained interest over a period of time to complete an objective and become employable in an occupation involved with close relationships with other people. It has been felt in the past, the mentally retarded should only be employed in menial task involving concrete objects, usually of a manual nature.
- (4) The fourth factor to be considered was the indiv-

individual's motivation, that is, does a mentally retarded individual tend to select occupations in which competition with others is at a minimum as well as designed to complete an objective rather than continue to rely on others to assist and guide them.

There could be a fifth factor that would include combinations of the above in order to determine if a retarded individual could successfully complete the objective and become employable.

THE PLAN

Three separate agencies were the participants in this program, the office of Vocational Rehabilitation, St. Philip's College, and the Lutheran General Hospital (formerly Grace Lutheran Hospital). Each agency's duties were outlined and contracts were established for working agreements. The office of Vocational Rehabilitation selected and referred the students to the Nurse's Aide program. St. Philip's College offered the training and the Lutheran General Hospital completed the training by the necessary supervised training in the hospital setting. Upon such completion of the program, the student received a diploma and a letter outlining the programs for the student in order that these would serve as credentials of completion when

applying for a job. The graduation ceremony was to be replete with the usual services offered in most college graduating classes. Thus, the student would be more aware of their achievements and would experience the feeling of accomplishment and his success. For most mentally retarded individuals, there has been a continual failing pattern in the school and had need for special education, thus, the final ceremony of graduation offered for the most part, the first time in their lives the feeling of success and completion.

METHOD

The project was established to operate for one year. During this period of time, there were to be four classes. Each class was to be of three months duration. Approximately twenty students were to be selected. The training consisted of one month formal classroom training and two months of supervised training in a hospital setting. The formal classroom training consisted of orientation and basic procedures for the first month. The curriculum was as follow:

Curriculum

NURSE'S AIDE PROGRAM

Total time spent: Three months, four hours per day

Classroom lecture and laboratory practice: One month, 86 hours

Supervised hospital practice: Two months, 160 hours.

ORIENTATION

<u>Unit</u>	<u>Topic</u>	<u>Estimated Lecture Time</u>
1	What Makes a Good Nurse's Aide?	1
2	Your Uniform	1
3	First Impressions are Lasting	1
4	Those Who Care for the Sick	1
5	Spiritual Needs of the Patient	1
6	You Must Be Observant	1
7	Getting to Know Your Patient	1
8	Personal Health and Habits	1
9	Legal Responsibility	1
	TOTAL (HOURS)	<u>9</u>

BASIC PROCEDURES

<u>Unit</u>	<u>Topic</u>	<u>Estimated Lecture Time</u>	<u>Related Labora- tory Practice</u>
1	Handwashing	1	
2	Care of Hospital Equipment	1	
3	Care of Utensils	1	
4	Care of Rubber Goods	1	
5	Cleaning Service Room & Kitchen	1	
6	Cleaning Unit	1	1
7	Making an Unoccupied Bed	1	3
8	Admitting the Patient	1	
9	Care of Patient's Valuables	1	
10	Dress and Undress Patient	1	
11	Care of Flowers	1	
12	Passing Drinking Water	1	
13	Feeding the Helpless Patient	1	
14	Applying Hot Water Bottle	1	1
15	Applying Icecap	1	
16	Measuring Intake and Output	2	
17	Giving Bedpan/Urinal	1	1
18	Collecting Urine Specimen	2	
19	Moving and Turning the Patient	1	
20	Assisting Patient Into a Chair	1	
21	Assisting Patient for Surgery & Making Anesthetic Bed	2	1
22	Assisting Patient Onto a Cart	1	
23	Care of Mouth and Teeth	1	
24	Care of Hair and Scalp	1	
25	Giving a Backrub	1	2

<u>Unit</u>	<u>Topic</u>	<u>Estimated Lecture Time</u>	<u>Related Labor- atory Practice</u>
26	Care of Hands and Feet	1	
27	Making an Occupied Bed	1	2
28	Morning and Evening Care	3	
	TOTAL (HOURS)	<u>33</u>	<u>12</u>

ADVANCED INSTRUCTION

29	Giving a Bed Bath	2	4
30	Assisting with a Shower Bath	2	1
31	Giving a Sitz Bath	2	
32	Inserting a Rectal Tube	2	
33	Giving a Cleansing Enema	2	2
34	Giving an Oil Retention Enema	2	
35	Apply Binders	2	2
36	Restraining the Patient	2	
37	Temperature, Pulse, Respiration	2	2
38	Prevention and Treating Decubitus	2	
39	Use of a Bed Cradle	1	
40	Care of Body after Death	1	
	TOTAL (HOURS)	<u>22</u>	<u>10</u>

TESTING

Each student had been tested previously for intellectual level. The Wechsler Adult Intelligence Scale or the Stanford-Binet was administered. During the course of training, further testing was completed to determine their reading, arithmetic, and spelling levels. The Wide Range Achievement Test was administered. Also the Occupational Interest Inventory was administered to students in an effort to determine patterns of interest and objectives. The California Test of Personality was also administered

measuring self-adjustment, social adjustment, and total adjustment. At the time of determining procedures, it was not known whether the students would complete all of the testing since all students were mentally retarded and possibly could not read at the level that the test was constructed. Thus, the test battery was tentative and subject to change based upon the students themselves. These test were administered for the following reasons:

- (1) that their test performance would have no bearing on their jobs
- (2) the tests did not relate to nursing
- (3) no advance study preparations were required
- (4) testees would not be identified by name anywhere in the study.

While in the hospital, each student was rated on many factors. An Aide check list was completed on each student showing their progress. They were rated as good, average, or poor. The check list was as follows:

AIDE CHECK LIST

Good Average Poor

Cleaning a Unit

- A. Equipment
- B. Bed and bedside furniture

Admission Routine

- A. Admitting patient
- B. Dress and undress patient
- C. Care of clothing, valuables
- D. Care of flowers

Good Average Poor

Trays - Feeding Patients

- A. Passing trays
- B. Passing extra nourishment
- D. Diets (special)

Care of Elimination

- A. Give and remove bedpan
- B. Give and remove urinal
- C. Collect urine specimen
- D. Intake and output
- E. Clinitest

Hygienic Procedures

- A. Care of mouth and teeth
- B. Care of hands and feet
- C. Care of hair and scalp

Therapeutic Procedures

- A. Fill and apply hot water bottle
- B. Fill and apply icecap
- C. Pass rectal tube
- D. Give cleansing enema
- E. Give oil retention enema

Bedmaking

- A. Unoccupied
- B. Occupied
- C. Anesthetic bed
- D. Bed cradle

Assisting Patient

- A. Into chair
- B. Into wheelchair
- C. On and off cart
- D. To raise up, turn

Bath

- A. Partial
- B. Complete
- C. Backrub
- D. Sitz bath
- E. Shower

Good Average Poor

Binders

- A. Breast
- B. Sculteus
- C. Straight
- D. "T"
- E. Ace

T.P.R.

- A. Oral
- B. Rectal
- C. Auxillary

Patients' Safety and Comfort

- A. Side rails and restraints
- B. Decubitus

Others:

There was anticipated that some students would not be able to complete the course of training for various reasons. Referrals were completed to the office of Vocational Rehabilitation requesting the withdrawal of a student that was found not acceptable. A simple check list was constructed giving the reasons for the request of withdrawal and the check list as follows:

_____ has not been progressing satisfactorily in the Nurse Aide Program. Therefore it is requested that she be withdrawn for the following reasons:

- 1 _____ Unable to learn simple procedures.
- 2 _____ Behavior problems which would limit her work.
- 3 _____ No interest in the training.
- 4 _____ Other _____

Date: _____

Robert Rast, Ph.D.
Project Director

TABLE I

WECHSLER ADULT INTELLIGENCE SCALE (WAIS)

<u>Subject</u>	<u>Verbal</u>	<u>Performance</u>	<u>Full Scale</u>
A1	63	79	68
A2	65	72	67
A3	55	55	51
A4	55	68	58
A5	69	73	69
A6	81	57	67
A7	67	79	70
A8	75	74	73
A9	66	70	66
A10	61	50	51
A11	71	76	71
A12	52	79	62
A13	61	71	63
A14	56	75	62
A15	60	77	66
A16	67	73	68
A17	-	74	-
B1	65	58	58
B2	55	49	50
B3	69	72	68
B4	-	59	-

TABLE I (CONTINUED)

WECHSLER ADULT INTELLIGENCE SCALE (WAIS)

<u>Subject</u>	<u>Verbal</u>	<u>Performance</u>	<u>Full Scale</u>
B5	64	64	62
B6	63	71	67
B7	63	69	63
B8	70	69	68
B9	71	82	74
B10	63	81	68
B11	69	55	59
B12	71	79	73
B13	61	85	70
B14	72	65	66
B15	67	72	67
B16	59	75	62
B17	66	75	67
B18	63	64	59
B19	72	57	62
C1	60	65	64
C2	58	51	51
C3	57	86	68
C4	51	71	57
C5	71	68	67
C6	-	-	-
C7	-	54	-

TABLE I (CONTINUED)

WECHSLER ADULT INTELLIGENCE SCALE (WAIS)

<u>Subject</u>	<u>Verbal</u>	<u>Performance</u>	<u>Full Scale</u>
C8	-	-	-
C9	58	86	69
C10	78	72	74
C11	71	83	75
D1	63	54	55
D2	57	72	61
D3	56	61	54
D4	62	68	62

TABLE II

WIDE RANGE ACHIEVEMENT TEST

<u>Subject</u>	<u>Reading</u>	<u>Arithmetic</u>	<u>Spelling</u>
A1	-	-	-
A2	-	-	-
A3	1.5	2.6	3.4
A4	4.8	5.5	1.9
A5	-	-	-
A6	-	-	-
A7	6.0	6.3	6.1
A8	1.7	2.6	2.3
A9	3.2	4.6	3.4
A10	5.0	4.9	2.3
A11	6.3	4.6	5.3
A12	2.8	2.6	3.9
A13	4.8	4.0	1.9
A14	4.4	4.3	6.1
A15	4.4	5.5	5.3
A16	2.6	3.0	4.4
A17	2.2	3.7	4.4
B1	4.2	4.4	5.2
B2	-	-	-
B3	2.2	4.9	4.4
B4	1.7	3.4	2.6

TABLE II (CONTINUED)
 WIDE RANGE ACHIEVEMENT TEST

<u>Subject</u>	<u>Reading</u>	<u>Arithmetic</u>	<u>Spelling</u>
B5	-	-	-
B6	3.2	3.9	5.5
B7	-	-	-
B8	2.2	3.9	4.0
B9	2.4	5.3	3.7
B10	-	-	-
B11	-	-	-
B12	2.6	4.9	4.3
B13	-	-	-
B14	2.0	2.9	2.6
B15	4.6	3.9	5.5
B16	-	-	-
B17	4.8	6.5	4.6
B18	3.2	3.9	3.7
B19	-	-	-
C1	2.0	3.4	2.6
C2	-	-	-
C3	3.5	4.4	4.3
C4	2.0	3.4	2.6
C5	6.5	4.9	5.8
C6	8.3	4.4	6.0

TABLE II (CONTINUED)
 WIDE RANGE ACHIEVEMENT TEST

<u>Subject</u>	<u>Reading</u>	<u>Arithmetic</u>	<u>Spelling</u>
C7	2.6	4.4	3.0
C8	2.6	3.4	3.7
C9	1.5	3.4	2.2
C10	3.2	4.4	4.0
C11	2.6	4.4	3.7
D1	3.9	4.9	3.7
D2	2.8	3.4	3.7
D3	2.4	2.9	2.2
D4	2.8	2.9	1.9

TABLE III
OCCUPATIONAL INTEREST INVENTORY

<u>Subject</u>	<u>Highest Field of Interest</u>	<u>Highest Type of Interest</u>	<u>Level of Interest</u>
A1	Pers. Soc.	Verb. Comp.	20%
A2	Pers. Soc.	Verb.	60%
A3	Pers. Soc.	Comp.	40%
A4	Pers. Soc.	Comp.	40%
A5	Pers. Soc.	Manipulative	60%
A6	-	-	-
A7	Business	Computational	60%
A8	Mechanical	Manipulative	80%
A9	Nat. Mech.	Computational	70%
A10	Pers. Soc.	Verbal	60%
A11	Nat. Mech. Science	Manipulative	50%
A12	Nat. Science	Manipulative	60%
A13	Natural	Verb. Manip.	30%
A14	Bus. Science	Verbal	30%
A15	Mechanical	Computational	30%
A16	Pers. Soc.	Verbal	60%
A17	Bus. Science	Computational	20%

TABLE IV
CALIFORNIA TEST OF PERSONALITY

<u>Subject</u>	<u>Adjustment - Self</u>	<u>Adjustment - Social</u>	<u>Adjustment - Total</u>
A1	-	-	-
A2	25%	40%	30%
A3	5%	5%	5%
A4	-	-	-
A5	15%	5%	10%
A6	-	-	-
A7	15%	20%	20%
A8	10%	15%	10%
A9	10%	5%	5%
A10	1%	5%	5%
A11	10%	10%	10%
A12	1%	10%	5%
A13	5%	10%	5%
A14	5%	10%	10%
A15	1%	20%	10%
A16	5%	20%	10%
A17	5%	5%	5%

TABLE V
OUTCOME OF TRAINING

<u>Specific Outcome</u>	<u>Number of Students</u>	<u>Percentage</u>
Working as Nurse's Aide	17	33%
Working, but not as Nurse's Aide	8	16%
Failed to complete the course	13	25%
Married, choose not to work	3	6%
Could not become employed due to illness	1	2%
Awaiting employment	2	4%
Unknown	7	14%
<hr/>		
TOTAL Number of Students	51	

DISCUSSION

Fifty-one students entered the training program throughout the one year period. Most students were tested during the course of training, although some students were deleted from the program before testing could be completed.

One of the purposes of the demonstration was to determine the feasibility of such an objective as Nurse's Aide for the mentally retarded individual. Table V reveals the final placement or outcome of those in the program. One-third or 33 percent of the entire students selected for the program were employed almost immediately upon graduation. This percentage will probably increase in as much as this number was confirmed approximately one week after graduation, thus, some of the students did not have much time to seek employment before the final completion of this report. One of the 33 percent of the working students married as well as maintaining her job as a Nurse's Aide. Eight of these students, representing 16 percent, obtained employment in areas other than Nurse's Aide, however, other factors entered into obtaining employment in other fields. These eight students were placed in civil service employment. The counselor from the office of Vocational Rehabilitation was able to secure employment in civil service in non-skilled areas, whereby the students were able to obtain a greater income. It was the counselor's opinion in the office of Vocational Rehabilitation that these students be given the opportunity to earn more money and, thus, were referred for these civil serv-

ice jobs. These eight students, however, represented the most capable of the group, thus, it is believed that if it had not been for the counselor's decision to place them in civil service jobs, they also would have been employed as Nurse's Aides. Two students or 4 percent who obtained employment in other fields in this group also became married. Three of the students or 6 percent married very shortly after completion of training, and therefore, did not seek employment. Two students were unemployed, although they were awaiting placement as Nurse's Aides but have not started work. One student became ill and could not work. Seven students on completion did not report back to the office of Vocational Rehabilitation and their records were not known as to whether they received employment or not. The Vocational Rehabilitation counselor could not determine their outcome since they did not report back to the office. Thirteen or 25 percent of the students were unable to complete the course of training for various reasons, ranging from an inability to learn simple procedures to behavior problems which limit their work. Most of the students that did not complete the training were for the latter reason.

The second objective reveals that the length of time appeared to be suitable. Some students needed a slightly longer time to adjust. Other students seemed to adjust quite readily, thus, the three months seemed to be a very adequate time. The failures resulted from behavioral problems and it was believed that the 25 percent that did fail would not have been employable in a hospital setting no matter what the

length of training, thus, it is believed that the three months was necessary for them to learn controls and to adjust as well as the knowledge in the trained areas.

In this population, most students never held a job before and, therefore, needed to learn simple job habits and routines, such as being on time, taking coffee breaks at prescribed hours, keeping themselves clean, neat, and presentable, et cetera. Throughout the course of training, modification of the program became necessary. Some students were able to grasp certain instruction rather quickly, such as making beds, while others could not. Therefore, individual instructions and attentions became necessary. Also because of their limited intellectual ability, it was noticed in the supervised hospital setting, certain students were able to function much better with certain hospital patients, that is, some student gravitated toward the geriatric wards, and enjoyed and preferred this work while others preferred working in the general medical wards.

The last objective of this demonstration was to determine the effects of such training upon the individual in the hospital environment. A more subjective evaluation was undertaken since observation as well as conclusions were obtained from interviews. The Lutheran General Hospital employed several of the students graduating in the first class. Two interviews were held with the personnel director. The personnel director was not directly connected with the demonstration program and offered a more objective appraisal. In the first interview the

personnel director stated that the student he hired offered no particular problems to him. They were on time, dressed appropriately and were able to get along with others equally as well as the non-retarded staff. He did not believe that being mentally retarded should be an obstacle in itself, although some were able to function more adequately than others. One of the surprising results was in the second interview with the personnel director after the project was completed and some students had been employed at the hospital for about one year. During this session of training the hospital had changed personnel officers. The new personnel director was unaware of the one year program and when questioned as to any problems that mentally retarded individuals presented he stated simply, *"I am unaware of anyone here that is retarded, although if there are, I don't know who they are and could not distinguish between the non-retarded and the retarded. There are no problems presented by anyone except the usual turnover in hospital personnel in which many leave for various reasons."* In this instance, the students that graduated had obviously not presented any problems due to limited intelligence or displayed behavior that would result in dismissal. Therefore, it would appear that the hospital environment is not adversely affected by the mentally retarded individual and from all indications of the length of time the students had been employed suggests that they can be successfully trained and employed in the objective of Nurse's Aide. The effects of the training on the individual was probably noticed more in the overall appearance and

and general behavior through observation. Thus, in order to observe the effects of the training on the individual, let us follow one student's progress report through the training.

PROGRESS REPORT ON A SINGLE STUDENT

In order to follow a student throughout the three month course to determine change in both behavior and eventual employment, the student that would be considered to have average IQ within this particular population was selected. Student B17, who displayed various types of behavior throughout both the classroom and hospital training. It can be noted that Student B17 is probably the most able of all students from the standpoint of reading, arithmetic, and spelling. However, initially, when she entered the class, a report after the first week or two, revealed from the instructor, "*the student is very loud and boisterous. A definite trouble-maker, recommend probation status of one week in hospital and dropping student from program if no change in attitude is apparent.*" Thus we can see the student in the class as being loud, outgoing, boisterous, et cetera, and actually on probation during the first few weeks of classroom activity. As she entered the hospital, progress reports continued to read as follows. The first week in March, "*understanding appears poor at times. Combed patient's hair one day, did not comb it next day, although was told this was her duty. Doesn't care an awful lot for geriatrics but keeps busy; has torn up watch which was a used one anyway.*" March 2:

"Combed patient's hair early today, pointed this out to me when I first appeared on ward." March 7: "Given compliment by head nurse on geriatrics, states student should go into LVN training." March 13: "Working well on new unit - psychiatry." March 15: "Caught putting linen on floor, stated there was no place to put it." March 20: "Doing very well, is concerned over classmate who is doing so poorly." March 23: "This girl could make an excellent nurse's aide if given the opportunity and a bit of assistance." March 28: "Pushed wheelchair for patient which had the back rest obviously broken on one side. Hadn't noticed this at all, yet this might have proven damaging to the patient." March 31: "Will probably be able to obtain and maintain employment with this hospital. Is well liked." Thus, we see the progress reports on Student B17 in which initially she was almost eliminated from the program because of her boisterous, acting-out behavior and "trouble-making attitude" to one in which she is being accepted quite readily in the hospital and eventually being well liked. And yet this student's intellectual level appears to be no different than other students who were dropped because of their inability to learn or adjust. When this student was asked why she chose to become a Nurse's Aide, she wrote the following: "I choose to be a Nurse's Aide because I know that I'm qualified to be a nurses aide if I really put my mind to work and not play. I'd really like to be a nurses aide because I'd like to be a helper in my community. I've learned that to be a nurses aide I must have the ability to

to get along with others and be kind to patients and helpful. I learned almost everything my instructor taught me except at the last few weeks after being told every day, I learned that nurses aides do not chew gum." It appeared that in the progress report that Student B17 had the ability to eventually learn, both when we noticed her reading, arithmetic, and spelling grade level, as well as her interest in desiring to become a nurse's aide.

However, let us contrast this student who was successful with a student who was unable to achieve or complete the course. Student B7, whose intellectual level was similar to Student B17, but did not complete the training because of her inability to learn simple procedures and her behavioral problems which would limit her work. The initial progress report in class reveals, "has disciplinary problems; inability to get along with other students; engaged in an exchange of blows with another student; was reprimanded quite loudly by another student for hitting her in the back. I recommend this student be dropped from class." It can be noticed that Student B7 not only engages in verbal boisterous behavior as Student B17 did, but apparently acts out more physically her problems within the classroom. Again when Student B7 was asked why she wanted to become a Nurse's Aide, we can see her reasons being somewhat different, "Why I chose to be a nurse aide, because I think if I start being nurses aide, I can move up to registered nurse and head nurse and take three, four of years of training and most of all being a nurse you have to be a nurse and think at all times and learn to follow instructions and

thinking at all times. When I was a little girl, out grow this idea and this is as it should be, for many other vocations and professions need the interest of our young people." In her desire to be a Nurse's Aide, it was rather clear that Student B7 has no concept of her limitations nor understanding as to the Nurse's Aide training, even though, every student was instructed and given counseling as to the program and the eventual goal. Thus Student B7 did not appear to have any concept or idea as to the limit of her work nor was she able to control her behavior in the classroom. Thus, a combination of factors resulted in Student B7 being dropped from the program. To date it appears that students who have a greater control over their behavior and who are capable of reading, at least to the third or fourth grade, should have some success in completing the Nurse's Aide program and eventually becoming employable.

This individual was able to make the necessary adjustments and learn behavioral controls which affected her eventual placement. During the formal training, it was further noted that most students were not aware of their personal appearance and each student had to learn several basic grooming actions. First of all, many students needed to bathe more often. In the initial class, most students were given the opportunity to attend the gymnasium and bathe. It was further noted that the girls in the training program were not familiar with the basic manner of wearing make-up. They also received instructions in this as well as their hairdos and their basic dress. Most

students were not aware of their general appearance although when one observes them prior to receiving training and on completion of training, there is a marked difference in their overall appearance. Also upon completion at graduation, many of the parents attended. Parents were briefly interviewed to determine how their training had affected the home life. Most students were still living at home with their parents. Many parents had previously thought of their children as being incapable of ever learning or completing a course of training. It was noted that there was extreme pride within these families in which they came well dressed to the graduation even though most of them were from the poorer class of families and many of them had to take off from their jobs in order to attend the graduation. Many parents began to accept their retarded child more than in the past, for the first time being aware that their child is capable of learning, being trained, graduating, and seeking employment.

The factors to be considered such as intellectual level, personal interest, behavior or adjustment and motivation, it would appear that the person least likely to succeed would be an individual with the limited reading or spelling abilities. As can be noted in Table I, IQ alone was not the determining factor, that is, the higher the IQ the greater the chances of success, in as much as, there were a number of students who revealed a rather low IQ in comparison to the group, and yet, were able to successfully complete and obtain employment in the objective. Whereas, all but one who failed showed a very limited reading ability. Behavior and adjustment were difficult to evaluate in as

much as on the test for adjustment as shown in Table IV in which the California Test of Personality was administered, most students that completed this test revealed rather poor levels of adjustment whether it is in relationship to themselves or social adjustment, however, this did not appear to be detrimental to most of the students and is difficult to determine whether it is a true reflection of the student's adjustment, in as much as most of their lives they have lived in a rather sheltered manner as well as being somewhat overly protected by their parents and being aware of their very limited level of ability and achievement and suggest that their adjustment levels would not be rated as good.

This report does not tend to corroborate findings of others, however, in other surveys or demonstration, there were differences in methods and manners of teaching. As an example, in a survey of currently employed Nurse's Aides in Chicago in 1966 by the Department of Vocational and Practical Arts Education, they state, "*Since the general mental ability threshold of Nurse's Aide was 65 in the California Capacity Questionnaire, this figure can serve as a conservative criteria in the future selective processes assuming the absence of factors that distort test results, e.g., severe language or reading difficulties.*" In this result a cutoff score or IQ of 65 or below was not the essential determining factor for success as a Nurse's Aide, however, the findings of this demonstration, as well as the report from Chicago, are somewhat similar stating, "*Since the reading level threshold of Nurse's Aide was at the 4.2 grade level in the maximum reading test, grade 3-4, this figure can serve*

as a conservative criteria in future selective processes assuming the absence of factors that distort test results." Thus, it was believed that the lower the grade level of the individual, the less chance the individual would have to be successful in completing the course. This report tends to corroborate their findings. However, they did state that they rejected all individuals in the lower 10 percent of test scores and, therefore, it is believed that the populations were somewhat different in as much as in their report, they were not limited to evaluating the mentally retarded as most of the individuals in their report were not intellectually retarded. Their statement, however, that the grade level of 4.2 should be a threshold was not corroborated in this finding, although the idea that the lower the grade level the less chance of success was corroborated.

Thus, it would appear that throughout this course of training for the mentally retarded in this project, the original objectives have been attained, that is, the objective of Nurse's Aide appears feasible, suitable, and has the very positive effects on the behavior and functioning of the mentally retarded individual.

SUMMARY AND CONCLUSIONS

This Pilot Project attempted to demonstrate three simple factors: feasibility of training, method of training, and effects of training the mentally retarded individual as Nurse's Aide. The project was of one years duration in which fifty-one students participated. One-third

of the students completed the course and graduated and were employed by the completion of this report. This figure is possibly higher, none of the students had been employed previously. As a result of this project, there are a number of observations and recommendations for training and placement of the mentally retarded in the Nurse's Aide objective:

- (1) No student should enter training under eighteen years of age in as much as this is the minimum age most hospitals will consider for employment in any area.
- (2) The grade level of the students is an important factor in as much as a minimal level of reading is required to be employed in this occupation. Thus, the results obtained in this project reveal a grade level of 3.7.
- (3) IQ alone should not be a determining factor alone in selecting students in any project similar to this.
- (4) The length of training appears suitable in as much as a period of adjustment is needed with this population, especially considered they will be working in a highly confined, highly organized, and highly regulated setting, i.e., hospitals or nursing homes.
- (5) In this Pilot Project screening of applicants for the program was minimal. This was done in order to see if any factors emerged that would determine a suitable candidate for Nurse's Aide training. Therefore, in further programs screening to the extent of behavior and adjustment should be considered as an important factor

- (5) in success, age and the factors determined in this project.

Resulting Growth

There has been no previous formal Nurse's Aide training program for either retarded or non-retarded individuals, thus, it is impossible to compare methods of training or length. However, out of this project, St. Philip's College has begun a Nurse's Aide program based upon the results of this Pilot Project. The course is very similar to this project, including the length of time of training and objectives. It is believed that the program could be initiated in other schools, junior colleges, or technical schools, and that these projects will become increasingly necessary to fulfill this necessary occupation in the health care field.

BIBLIOGRAPHY

Department of Vocational and Practical Arts Education of Chicago,
SURVEY OF CURRENTLY EMPLOYED NURSE'S AIDES IN CHICAGO,
Board of Education of Chicago. (Chicago, Illinois:
1966.)

Sullivan, E. T., Clark, W. W., Tiegs, E. W.; MANUAL OF DIREC-
TIONS, CALIFORNIA CAPACITY QUESTIONNAIRE, California
Test Bureau. (Del Monte Research Park, Monterey,
California: 1941)