

# **LTC Worker Training Workgroup**

**INITIAL SELECTION - BASIC TRAINING COMPONENTS**

**(Including Comparison to Revised Fundamentals of Care Content)**

**Draft – Workgroup Tool**

**Revised - November 6, 2007**

## LTC Worker Training Workgroup

### ***INITIAL FOR SELECTION - BASIC TRAINING COMPONENTS***

#### I. Basic Training Components – Workgroup Draft

**NOTE:** The workgroup, using the agreed Preamble as a guiding principle, concluded the following competencies/topics be included in the CORE basic training for new LTC caregivers across all settings. Areas requiring further review or discussion were placed in the “parking lot” by the group and will be examined more fully at the next meeting 10/30/07. The table below reflects areas of initial consensus and do not represent a final list.

November 5, 2007 – Competencies were cross-referenced with Outcomes for the Revised Fundamentals of Caregiving: Basic Training Alternative Curriculum Checklist (See Appendix A) by staff within Aging and Disability Services Administration (DSHS). Those cross-references appear in blue font.

Competency & Source	Existing Training Materials (Corresponding RFOC Module & others as applicable)	Core	Population or setting specific <sup>1</sup>	Parking Lot
1. Teamwork/Responsibility/Accountability – Code of Conduct: <i>RFOC Module 2 – The Client and Client Rights &amp; Module 3 – The Caregiver</i> <b>Outcome 5, # 3-13</b>	Module 2 – The Client and Client Rights Module 3 – The Caregiver	x		
2. Respecting Differences / Cultural: <i>RFOC Module 3 – The Caregiver</i> <b>Outcome 2, # 9; Outcome 4, # 26; Outcome 5, # 13</b>	Module 3 – The Caregiver	x		
3. Communication Skills, Including Listening Skills: <i>RFOC Module 6 – Basic Communication</i> <b>Outcome 1, # 1-2 &amp; 1-3; Outcome 3, # 5-6; Outcome 4, # 9</b>	Caregiver Orientation Workbook Module 6 – Basic Communication	x		

<sup>1</sup> Population or Setting Specific includes: IP, AFH, BH, HC, SL, and Parent Caregivers of persons with developmentally disabilities

Competency & Source	Existing Training Materials (Corresponding RFOC Module & others as applicable)	Core	Population or setting specific <sup>1</sup>	Parking Lot
4. Worker Self Care and Caregiver Support <ul style="list-style-type: none"> <li>▪ Includes time management</li> </ul> SOURCE: RFOC Self Care and the Caregiver and Workgroup derived on 10/18 <b>Outcome 5, # 1-2 &amp; 14-22</b>	Module 11 – Self Care and the Caregiver	x		
5. Problem Solving: RFOC Module 2 – The Client and Client Rights <b>Outcome 1, # 2; Outcome 3, # 51</b>	Module 2 – The Client and Client Rights	x		
6. Responding to Emergency Situations <ul style="list-style-type: none"> <li>• Urgent/Acute included</li> </ul> SOURCE: Some covered in RFOC Module 3 – The Caregiver, and Workgroup derived on 10/18 <b>Outcome 3, # 29-33</b>	Module 3 – The Caregiver	x		
7. Maintain Dignity: RFOC Module 3 – The Caregiver <b>Outcome 2, # 7 &amp; 11-13</b>	Module 3 – The Caregiver	x		
8. Intro to Consumer Directed/Driven Care Rights SOURCE: RFOC Module 2 – The Client and Client Rights & Workgroup derived on 10/18 <b>Outcome 2, # 4 &amp; 7-14; Outcome 3, # 1-4 &amp; 6</b>	Caregiver Orientation Workbook Module 3 – The Caregiver	x		
9. Mandatory Reporting: RFOC Module 2 – The Client and Client Rights <b>Outcome 2, # 4 &amp; 15-22</b>	Caregiver Orientation Workbook Module 2 – The Client and Client Rights	x		
10. Infections Control/Universal Precautions <ul style="list-style-type: none"> <li>• HIV/AIDS</li> </ul> SOURCE: RFOC Module 4 – Infection Control <b>Outcome 3, # 1-4 &amp; 7-21; Outcome 4, # 33</b>	Caregiver Orientation Workbook Module 4 – Infection Control	x		
11. Body Mechanics – Caregiver and Client: RFOC Module 5 - Caregiver only <b>Outcome 4, # 7 &amp; 11</b>	Module 5 – Caregiver only Chap. 3 Safety Training includes safe lifting	x		

Competency & Source	Existing Training Materials (Corresponding RFOC Module & others as applicable)	Core	Population or setting specific <sup>1</sup>	Parking Lot
12. Body Systems – Caregiver and Client - <i>Caregiver and Client: RFOC Module 5 - Mobility</i> <b>None</b>	Module 5 – Mobility Lesson 2 of Nurse Delegation Curriculum is Client Care & Body Systems	x		
13. Safety – Caregiver and Client <ul style="list-style-type: none"> <li>Falls/Prevention</li> </ul> <i>SOURCE: RFOC Module 5 – Mobility &amp; Workgroup derived on 10/18</i> <b>Outcome 3, # 26-28 &amp; 34-35</b>	Caregiver Orientation Workbook Module 3 – The Caregiver Falls & prevention – Module 5 - Mobility	x		
14. Understanding and Implementing Consumer Care Plans <i>SOURCE: Some covered in RFOC Module 3 – The Caregiver, and Workgroup derived on 10/18</i> <b>Outcome 2, # 23-27; Outcome 4, # 1-2</b>	Module 3 – The Caregiver	x		
15. Skin & Body Care: <i>RFOC Module 7 – Skin and Body Care</i> <b>Outcome 4, # 14 &amp; 50-54</b>	Module 7 – Skin and Body Care	x		
16. Nutrition – <i>RFOC Module 8 – Nutrition and Food Handling</i> <b>Outcome 4, # 25-27, 73-76, &amp; 80-83</b>	Module 8 – Nutrition and Food Handling	x		
17. Food Preparation and Handling – <i>RFOC Module 8 – Nutrition and Food Handling</i> <b>Outcome 3, # 39-45</b>	Module 8 – Nutrition and Food Handling	x		
18. Range of Motion – Movement: <i>RFOC Module 5 - Mobility</i> <b>None</b>	Module 5 – Mobility	x		
19. Caregiver Roles & Boundaries: <i>RFOC Module 3 – The Caregiver</i> <b>Outcome 1, # 4-7</b>	Module 3 – The Caregiver	x		
20. Assisting and Performing ADLs - <ul style="list-style-type: none"> <li>Toileting/Catheter Care- <b>Outcome 4, # 15-17 &amp; 55-61</b></li> <li>Ambulating- <b>Outcome 4, # 10 &amp; 39-40</b></li> <li>Bathing- <b>Outcome 4, # 20-22 &amp; 67-68</b></li> <li>Dressing- <b>Outcome 4, # 323-24 &amp; 62-66</b></li> <li>Eating- <b>Outcome 4, # 18-19 &amp; 62-66</b></li> </ul>	Module 5 – Ambulating Module 7 – Skin and Body Care Module 8 – Eating & Nutrition Module 9 – The Process of Elimination	x		

Competency & Source	Existing Training Materials (Corresponding RFOC Module & others as applicable)	Core	Population or setting specific <sup>1</sup>	Parking Lot
<ul style="list-style-type: none"> <li>Personal Hygiene- <b>Outcome 4, # 13, 34-38, &amp; 47-49</b></li> </ul> SOURCE: RFOC Module 7 – Skin and Body Care & Module 9 – The Process of Elimination				
21. Medication & other treatments: RFOC Module 10 – Medications and Other Treatments <b>Outcome 4, # 28-31 &amp; 84-94</b>	Module 10 – Medications and Other Treatments		x	
22. Nurse Delegation RFOC Module 10 – Medications and Other Treatments <b>Outcome 2, # 30-32</b>	Module 10 – Medications and Other Treatments		x	
23. First Aid/CPR/Do Not Resuscitate: 24. SOURCE: ONLY Do Not Resuscitate pg 20 – RFOC Module 2 – The Client and Client Rights <b>Outcome 3, # 36-37</b>	ONLY DNR - Module 2 – The Client and Client Rights		x	
25. Positive Behavior Support SOURCE: Workgroup derived on 10/18 <b>None</b>	NA		x	
26. Assisting and Performing Transfers: RFOC Module 5 – Mobility <b>Outcome 4, # 11 &amp; 41</b>	Module 5 – Mobility		x	
27. Disaster Preparedness - Develop/practice emergency response plan to address natural or other disasters/crisis diversion. SOURCE: WAC 388-101-1220 and HCQA Safety Training – now incorporated into RFOC Safety <b>None</b>	WAC 388-101-1220 HCQA Safety Training – now incorporated into RFOC Safety		x	
28. Client Transportation: Vehicle safe operating condition, Auto Insurance, valid WA DL. SOURCE: WAC 388-101-2300 <b>None</b>	WAC 388-101-2300		x	

Competency & Source	Existing Training Materials (Corresponding RFOC Module & others as applicable)	Core	Population or setting specific <sup>1</sup>	Parking Lot
29. Assisting with and Teaching ADL Skills – Assist client to live independently. SOURCE: <i>Assisted Living: WAC 388-829A -030</i> None	Assisted Living: WAC 388-829A -030		x	
30. Caregiver & Client Resource Training SOURCE: <i>Workgroup derived on 10/18</i> None	Currently addressed at time of CARE Assessment		x	
31. Working with Elders – RFOC None	Covered in ½ page in Module 2	X Over view	X Full Training	
32. Working with people with Dementia – RFOC Outcome 3, # 57	2 pages in common diseases – RFOC	X Over view	X Full Training	
33. Working with people with Mental Illness – RFOC Outcome 3, # 57	3 pages bipolar(1), depression(1), schizophrenia(1) in RFOC	X Over view	X Full Training	
34. Working with people with Developmental Disabilities – RFOC Outcome 3, # 57 & 58	Covered in 1 ½ pages in RFOC	X Over view	X Full Training	
35. Working with Young Adult with Physical Disabilities – RFOC None	Not covered in RFOC		X	
36. Medication & other treatments: RFOC Module 10 – Medications and Other Treatments Same as 21	Module 10 – Medications and Other Treatments: included self-directed care, nurse delegation, rights of assisting with medications, protocols for reporting, etc.	x		
37. Medication Assistance: RFOC Module 10 – Medications and Other Treatments Outcome 4, # 88-89	Module 10 – Medications and Other Treatments: More specific to one person/one caregiver assistance	x		
38. Emergency Awareness • Examples of emergency, when to call 911, how to report, who to notify, etc. SOURCE: <i>Workgroup derived on 10/18</i> Outcome 3, # 29-33	Currently included in Orientation	X		

Competency & Source	Existing Training Materials (Corresponding RFOC Module & others as applicable)	Core	Population or setting specific <sup>1</sup>	Parking Lot
39. Loss/Grief: <i>RFOC Module 11 – Self Care and the Caregiver</i> • Overview: <i>Death and dying: caregiver &amp; client</i> SOURCE: <i>Workgroup derived on 10/30</i> Outcome 5, # 22-23	Module 11 – Self Care and the Caregiver and Module 2	x		
40. Documenting/reporting Changes SOURCE: <i>Workgroup derived on 10/18</i> Outcome 3, # 46-49 & 53-54		x	x How to Document	
41. Sexuality SOURCE: <i>Workgroup derived on 10/30</i>				PPL <sup>2</sup>
42. Common Conditions: <i>RFOC Glossary</i> Outcome 3, # 50 & 52-58	Glossary			PPL
43. Resources and Coping with Isolation/Loneliness SOURCE: <i>Workgroup derived on 10/30</i>				PPL

**Items currently covered in RFOC Competencies not listed:**

- **Role of Ombudsman—Outcome 2, # 8**
- **Advance Directives—Outcome 2, # 10**
- **Self-directed care—Outcome 2, # 28-29**
- **Tuberculosis—Outcome 3, # 22-25**
- **Assistive Devices/Adaptive Equipment—Outcome 4, # 42-43 & 69-70**
- **Special Diets—Outcome 4, # 77-79**

**Skills:**

- **Positioning**
- **Passive Range of Motion**

<sup>2</sup> PPL = Permanent Parking Lot

**APPENDIX A - BASIC TRAINING**  
**ALTERNATIVE CURRICULUM CHECKLIST**  
**Aging and Disability Services Administration**

DSHS/AASA

**BH/AFH NAME:** \_\_\_\_\_

**Contact name:** \_\_\_\_\_

**License #:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**FAX:** \_\_\_\_\_

**WAC 388-112-0330 - REQUIREMENTS FOR ALTERNATIVE CURRICULUM APPROVAL<sub>i</sub>**

	Verified
1. All the DSHS-published learning outcomes and competencies.	
2. Printed student materials that support the curriculum.	
3. Teacher’s guide and or manual.	
4. Learning resource materials: audio-visual materials, handouts, books, and learning activities.	
5. The recommended sequence and delivery of the materials.	
6. Teaching methods or approaches that will be used for different sections of the course.	
7. List of sources or references used to develop the curriculum.	
8. Methods of teaching and student evaluation for students with limited English proficiency and/or learning disabilities.	
9. Plan for updating materials. Substantial changes to a previously approved curriculum must be approved before they are use.	

<b>AASA USE ONLY</b>	
DATE RECEIVED _____	DATE REVIEWED _____
REVIEWED BY _____	

**OUTCOME 1: The student will demonstrate the ability to understand and use effective interpersonal and problem solving skills with all members of the care team.**

<b>OUTCOME 1: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<b>Communication Skills</b>		
1. Demonstrates and identifies active listening skills		
2. Demonstrates and identifies problem solving skills		

<b>OUTCOME 1: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<b>Communication Skills</b>		
1. How non-verbal/verbal cues impact communication		
2. Identifies common barriers to communication		
3. Identifies 3 communication strategies that maintain positive working relationships.		

<b>Professional Boundaries</b>	<b>Location</b>	<b>AASA use</b>
4. Identifies and defines professional boundaries.		
5. Identifies barriers to keeping clear boundaries		
6. Identifies 3 ways the caregiver can promote clear boundaries		
7. States why clear boundaries are necessary.		

**OUTCOME 2: The student will demonstrate the ability to take appropriate action to promote and protect client/resident rights, dignity, and independence.**

<b>OUTCOME 2: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>Client/Resident Rights</i>		
1. Demonstrates the ability to use practices that support client/resident rights		
2. Obtain information to provide personalized care		
3. Respond appropriately when asked for information		
4. Report suspected neglect, abandonment, abuse, or exploitation.		
5. Able to explain what resident rights are		
6. What to do when a resident refuses treatments		

<b>OUTCOME 2: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>Client/Resident Rights</i>		
7. Defines confidentiality, privacy, dignity and choice		
8. Defines the role of the ombudsman		
9. Understands client/residents cultural background, lifestyles, traditions, beliefs, and customs.		
10. Knows basic information about possible alternate health care decision maker for a client/resident		
11. Identifies ways to provide services that promote client/resident rights		
12. Able to list ways to promote client independence		
13. Lists ways to demonstrate respect for client/resident’s privacy and choice		

<b>OUTCOME 2: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
14. Recognizes the importance of maintaining client/resident confidentiality.		

<i>Abuse, Neglect, Abandonment</i>	<b>Page/Location</b>	<b>AASA use</b>
15. Identifies what may be considered a restraint by WA state law and identifies techniques to maintain restraint free environment.		
16. Identify different types of adult abuse, abandonment, neglect, exploitation and common signs for each.		
17. Understands that illegal use of restraints is considered abuse and must be reported		
18. Understands the responsibilities of being a mandated reporter		
19. Knows that they have a legal responsibility to report		
20. Lists their legal responsibilities as a mandatory reporter		
21. Knows what to report.		
22. Knows how to report: who to call and what to say		

<i>Service Plan</i>	<b>Page/Location</b>	AASA use
23. Explains purpose of service plan, is able to list the major elements of a service plan		
24. Knows who is responsible for modifying service plan to identify caregiver responsibilities.		
25. Able to list steps to follow when using the service plan to identify caregiver responsibilities		
26. Able to identify client/resident preferences		
27. Able to identify the client/resident's baseline using the service plan		

<i>Self-directed Care</i>	<b>Page/Location</b>	AASA use
28. Defines self-directed care.		
29. Understands to whom and how a client/resident can self-direct their care.		

<i>Nurse Delegation</i>	<b>Page/Location</b>	AASA use
30. Define Nurse Delegation		
31. List settings where it is allowed		
32. State caregiver training requirements for performing delegated tasks.		

**OUTCOME 3: The student will demonstrate the ability to take appropriate action to promote and protect the health and physical safety of the client/resident and themselves.**

<b>OUTCOME 3: Core Skills and Competencies</b>	<b>Page/Location</b>	AASA use
<b>Universal Precautions</b>		
1. Demonstrates the ability to use proper techniques for hand-washing.		
2. Demonstrates the ability to use and dispose of single use gloves.		
3. Demonstrates the ability to dispose of used incontinence products and biohazards.		
4. Demonstrates the ability of using cleaning agents that destroy microorganisms on surfaces.		

<b>Communication</b>	<b>Page/Location</b>	<b>AASA use</b>
5. Demonstrates the ability to communicate changes or concerns regarding client/resident’s physical or emotional health to appropriate members of the care team.		
6. Be able to demonstrate the use of terminology that is accepted in the care setting to record and report observations and information.		

<b>OUTCOME 3: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<b>Infection Control</b>		
7. Able to define infection and to identify ways that infection is spread.		
8. Identifies adult immunizations that reduce the spread of viruses and bacteria.		
9. Identifies the role of Universal Precautions to preventing the spread of infections.		
10. Identifies when hand washing is required, when to use gloves, and to identify alternative options for protection.		
11. Identifies laundry and housekeeping measures that help in controlling the spread of infection.		
<b>OUTCOME 3: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
12. Identifies proper use of cleaning agents that destroy microorganisms on surfaces.		
13. Understands what blood-borne pathogens are and how they are transmitted.		
14. Able to list major blood-borne pathogen diseases.		
15. Able to list high-risk behaviors for BB diseases.		
16. Identifies measures to take to prevent BB diseases and knows how to report exposure to BB pathogens		
17. Defines HIV/AIDS and how HIV works in the body.		
18. Knowledge of testing and counseling for HIV/AIDS.		
19. Able to identify common symptoms of HIV/AIDS.		
20. Knowledgeable about legal, ethical issues related to HIV to include reporting, confidentiality and non-discrimination.		
21. Knowledgeable of emotional issues and support for client/residents and caregivers.		

<b>Tuberculosis</b>	<b>Page/Location</b>	<b>AASA use</b>
22. Defines Tuberculosis and understands how to protect themselves and client/residents.		
23. Able to list common symptoms; recognizes how it is spread and that it is treatable.		
24. Knows how it can be prevented and who is a greatest risk for getting TB.		
25. Identifies where to get more information and knows the importance of testing.		

<b>Falls</b>	<b>Page/Location</b>	<b>AASA use</b>
26. States what to do if a client/resident has fallen and is on the floor.		
27. Able to list ways to prevent falls.		
28. Able to identify precautions required for client/residents with cognitive disabilities.		

<b>Emergency Procedures</b>	<b>Page Location</b>	<b>AASA use</b>
29. Knows their role in an emergent situation and how to follow standard emergency procedures.		
30. Identifies basic fire emergency procedures.		
31. Knows where emergency and 911 policies and procedures are kept in their work setting.		
32. Identifies environmental hazards that could cause injury and ways to prevent on the job injuries.		
33. Identifies methods for making the home or residential setting safe and comfortable.		

<b>OUTCOME 3: Core Skills and Competencies</b>	<b>Page Location</b>	<b>AASA use</b>
34. Able to identify general safety rules for the home environment.		
35. Knowledgeable of proper use and storage of cleaning agents and other potentially hazardous materials.		

<b>Advance Directives</b>	<b>Page/Location</b>	<b>AASA use</b>
36. Knowledgeable about client/residents medical treatment directives and what they are.		
37. Knows where the directives are located; when and to whom information is given during an emergency.		
38. Knows who to report to regarding illnesses or injuries.		

<b>Food Preparation</b>	<b>Page/Location</b>	<b>AASA use</b>
39. Identifies and demonstrates principles of health and sanitation in the service of food.		
40. Able to define what causes food borne illnesses and to identify the risks associated with food borne illnesses.		
41. Identifies good food handling practices and is able to state how to avoid cross contamination from one food to another.		
42. Able to identify safe food storage requirements: depth, duration and temperature.		
43. Understands the need to maintain food at proper temperatures in cooking and to decrease bacterial growth.		
44. Able to identify best practices for thawing foods.		
45. Able to state ways to prevent food borne illnesses when preparing food and can explain the correct procedure for cleaning and disinfecting food contact surfaces.		

<b>Client/Resident Baseline</b>	<b>Page/Location</b>	<b>AASA use</b>
46. Able to define concept of baseline and deviations from baseline and knows where to get information about client/resident's baseline.		
47. Defines subjective and objective information.		
48. Recognizes changes to client/resident's physical, mental, and emotional state; abnormal changes in body functioning.		
49. Understands the importance of reporting changes and who to report to.		
50. Knows how and where to get additional information regarding disease process.		
51. Able to list ways emotional and physiological needs affect behaviors.		

<b>OUTCOME 3: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<b>Disease/Condition</b>		
52. Able to utilize information on a specific disease or condition to understand how the disease/condition impacts the client/resident's functional ability and personal care requirements.		
53. Understands what steps to take to support the client/resident in achieving optimal functional ability.		

54. Able to recognize the importance of reporting abnormal signs and symptoms of common diseases and conditions.		
55. Recognizes the importance of social interactions at all levels of cognitive functioning.		
56. Recognizes the following diseases, their signs, symptoms, and basic care that is required: diabetes, vascular disease (CVA, CHF), COPD, pneumonia, cancer, Parkinson's.		
57. Recognizes the following Mental illnesses, signs, symptoms and basic support that is related to them: Depression, Dementing Illnesses, Bi-polar disease.		
58. Able to define and give examples of types of developmental disabilities.		

**OUTCOME 4: The student will demonstrate the ability to correctly perform required personal care tasks while incorporating client/resident preference, maintaining the client/resident's privacy and dignity and creating opportunities that encourage client/resident independence.**

<b>OUTCOME 4: Core Skills and Competencies</b>	<b>Page/Location</b>	AASA use
<b>Service Plan</b>		
1. Demonstrate how to use the service plan to identify personal care tasks.		
2. Develop a task description of what they are to do using a variety of service plan formats.		

<b>Personal Care Tasks</b>	<b>Page/Location</b>	AASA use
3. Demonstrate personal care tasks while providing appropriate level of assistance.		
4. Demonstrate personal care tasks incorporating client/resident preferences.		
5. Demonstrate personal care tasks ensuring client/resident dignity, privacy and independence are maintained.		
6. Demonstrate personal care tasks incorporating measures that promote safety and comfort		

<b>Body Mechanics</b>	<b>Page/Location</b>	AASA use
7. Demonstrate proper body mechanics while providing assistance.		
<b>Organizational Skills</b>	<b>Page/Location</b>	AASA use
8. Demonstrate the ability to using organizational and prioritization skills.		
<b>Communication Skills</b>	<b>Page/Location</b>	AASA use
9. Demonstrate the ability to use appropriate communication skills.		
<b>Ambulation</b>	<b>Page/Location</b>	AASA use
<i>10. Demonstrates the ability to assist the client/resident with ambulation: with or without assistive devices on stairs and controlling a fall.</i>		
<i>OUTCOME 4: Core Skills and Competencies</i>	<b>Page/Location</b>	AASA use
<b>Transfers</b>		
<i>11. Demonstrates transfers: uses proper technique for moving, lifting, transferring client/resident using a variety of transfer techniques to and from furniture, equipment and transportation.</i>		
<b>Positioning</b>	<b>Page/Location</b>	AASA use
<i>12. Demonstrates and uses the proper technique for turning and repositioning in a bed or in a chair.</i>		

<b>Personal Hygiene</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>13. Demonstrates proper techniques to assist with personal</i>		
<i>Hygiene and body care activities.</i>		

<b>Skin Integrity</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>14. Demonstrates the ability to observe skin for abnormal signs and symptoms of skin breakdowns.</i>		

<b>Toileting</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>15. Demonstrates the ability to use incontinence products including proper disposal.</i>		
<i>16. Able to utilize common assistive toileting equipment.</i>		
<i>17. Able to demonstrate perineal, colostomy and catheter care.</i>		

<b>Eating</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>18. Demonstrates the ability to cut food and open containers.</i>		
<i>19. Able to utilize appropriate feeding techniques to assist client/resident when needed.</i>		

<b>Bathing</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>20. Demonstrates the ability to assist with shower, tub, sponge, and bed bath.</i>		
<i>21. Able to use techniques that promotes bathroom safety.</i>		
<i>22. Demonstrates the ability to utilize common assistive equipment during bathing.</i>		

<b>Dressing</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>23. Demonstrates the ability to use proper techniques for dressing and undressing.</i>		
<i>24. Ability to use a variety of adaptive clothing, tools, and equipment.</i>		

<i>OUTCOME 4: Core Skills and Competencies</i>	<b>Page/Location</b>	<b>AASA use</b>
<b>Meal Planning</b>		
<i>25. Demonstrates the ability to plan nutritious meals that includes snacks and adequate liquids.</i>		
<i>26. Prepares foods according to client/resident need, culture, and belief.</i>		
<i>27. Demonstrates knowledge of food labels and uses the food pyramid guidelines.</i>		

<b>Medications</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>28. Demonstrates the ability to cue and remind client/resident when taking medications according to care setting rules</i>		
<i>29. Demonstrates the ability to use a variety of enablers and medication packaging systems.</i>		
<i>30. Demonstrates the ability to read medication labels.</i>		
<i>31. Demonstrates the ability to use the Medication Administration Record (MAR) and is able to identify the five “rights”.</i>		

<b>Bedmaking</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>32. Demonstrates the ability to make an empty bed and a bed with someone in it.</i>		

<b>Infection Control</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>33. Demonstrates the ability to handle contaminated laundry and to clean and disinfect soiled surfaces.</i>		

<b>Personal Care Tasks</b>	<b>Page/Location</b>	<b>AASA use</b>
34. Knows their role in providing personal care tasks and is able to define personal care tasks using DSHS definitions.		
35. Able to list examples of personal care tasks.		
36. Able to define the levels of assistance: minimum, substantial, and total		
37. Able to list steps in performing personal care tasks.		
38. Able to identify safe practices when performing personal care services.		

<b>Ambulation</b>	<b>Page/Location</b>	<b>AASA use</b>
39. Defines assistive devices or equipment for ambulation.		
40. Names types of assistive devices or equipment used for ambulation.		

<b>Transfers</b>	<b>Page/Location</b>	<b>AASA use</b>
41. Defines assistive devices and equipment for transfers.		

<b>OUTCOME 4: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
42. Names types of assistive devices or equipment used for transfers.		
43. Able to identify steps of stand-pivot and transfer from bed to chair and back.		

<b>Positioning</b>	<b>Page/Location</b>	<b>AASA use</b>
44. Able to identify steps for turning and repositioning a client/resident in a bed or chair.		
45. Able to identify considerations to maintain healthy skin when positioning.		
46. States the steps to determine if client/resident is in proper body alignment in a bed or a chair.		

<b>Personal Hygiene Tasks</b>	<b>Page/Location</b>	<b>AASA use</b>
47. Identifies steps in providing personal hygiene or grooming tasks.		
48. Knowledge of the limits of nail care.		
49. Knows and can state the measures to take to ensure client/resident comfort and safety.		
50. Identifies practices that promote comfort, pressure relief, and maintain skin integrity.		
51. States the impact of nutrition, positioning, friction, hydration, and hygiene on skin integrity.		

<b>Skin Assessment</b>	<b>Page/Location</b>	<b>AASA use</b>
52. States what a pressure ulcer is and able to identify pressure points.		
53. Be able to identify risk factors that lead to skin		

breakdown and pressure ulcers.		
54. Be able to identify changes in skin condition to report and to whom.		

<b>Bowel and Bladder: Toileting</b>	<b>Page/Location</b>	<b>AASA use</b>
55. Identifies factors that promote bowel and bladder functioning.		
56. Defines incontinence and lists reasons a client might become incontinent.		
57. Knows and states the steps to follow when providing assistance with incontinence products.		
58. Able to define constipation.		
59. Identifies signs/symptoms of abnormal bowel and bladder function and when to report these.		
60. Identifies common toileting assistive equipment/appliances and how they function		
61. States the steps in providing assistance with toileting, catheter and perineal care.		

<i>OUTCOME 4: Core Skills and Competencies</i>	<b>Page/Location</b>	<b>AASA use</b>
<b>Eating</b>		
62. Able to define dysphagia.		
63. Able to state the importance of positioning when assisting with eating.		
64. Able to list assistive devices for eating.		
65. Lists ways to make mealtime a pleasant event.		
66. States the steps to follow when assisting with eating including speed at which food is offered.		

<b>Bathing</b>	<b>Page/Location</b>	<b>AASA use</b>
67. Able to state factors that will make bathing a positive and comfortable experience.		
68. Able to list ways to make the bathroom a safe environment.		

<b>Adaptive Equipment</b>	<b>Page/Location</b>	<b>AASA use</b>
69. Able to identify common assistive devices used in bathing and how they function.		
70. Able to list types of adaptive equipment, clothing, and		

how they are used.		
--------------------	--	--

<b>Dressing</b>	<b>Page/Location</b>	<b>AASA use</b>
71. Lists ways to ensure that the client/resident is dressed comfortably and appropriately.		
72. Able to state factors to consider when assisting a client with dressing who has dementia.		

<b>Meal Planning</b>	<b>Page/Location</b>	<b>AASA use</b>
73. Able to define good nutrition and able to describe basic guidelines using the USDA Food Pyramid.		
74. Understands the importance of meal planning and considers client/resident preferences.		
75. Able to state what information is available on food labels and understands the importance.		
76. Able to list ways to work with client/resident when their preferences are contrary to their health or well being.		
77. Able to identify common medical conditions that require diet modifications.		
78. Able to identify dietary practices for client/resident with diabetes.		
79. Able to determine if client/resident has special dietary needs and how to meet them.		

<b><i>OUTCOME 4: Core Skills and Competencies</i></b>	<b>Page/Location</b>	<b>AASA use</b>
80. Able to identify how to get more dietary information if needed.		
81. Understands which dietary mistakes can lead to serious consequences.		
82. Able to identify signs that may indicate poor nutrition or dehydration.		
83. Knows how to report poor resident food intake practices.		
84. Able to state what medications are, what they do, and how they get into the body.		

<b>Medications</b>	<b>Page/Location</b>	<b>AASA use</b>
85. Able to list information contained on a medication label.		
86. Able to state practices for storing medications.		

87. States why it is important that medications be taken at certain times.		
88. Able describe differences between medication assistance and medication administration, including the use of prn's and otc's.		
89. Able to identify who is allowed to administer meds.		
90. States where to get information about side effects, interactions with other meds and foods.		
91. Understands client/resident's have a right to refuse medication.		
92. Able to list ways to work with client/resident who refuses their medication.		
93. States who to report to when client/resident refuses medication.		
94. Understands the rules for medication assistance are different in each care setting, including documentation and storage.		

**OUTCOME 5: The student will demonstrate an ability to adhere to basic job standards and expectations.**

<b>OUTCOME 5: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>Self Care</i>		
1. Able to demonstrate the use of relaxation and stress management techniques.		
2. Demonstrates the ability to constructively deal with on the job frustrations.		

<b>OUTCOME 5: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
<i>Job Standards and Expectations</i>		
3. Able to define the role of a client/resident's care team and list the various people who may be involved.		
4. Able to discuss the importance of their role as a professional caregiver.		
5. Able to list ways a client/resident benefits from having a caregiver.		
6. Able to identify different care setting options and discuss the differences between each care setting.		
7. Able to describe how the role of the caregiver may be different in each care setting.		
8. Able to list basic job responsibilities.		
9. Recognizes the importance of job commitment and its impact on quality care.		

10. Identifies job requirements unique to Caregiving.		
11. Able to list additional training requirements necessary for their job.		
12. Able to list qualities that make a successful professional caregiver.		
13. Able to identify ways their belief system about client/resident impacts Caregiving.		
<b>OUTCOME 5: Core Skills and Competencies</b>	<b>Page/Location</b>	<b>AASA use</b>
14. Able to identify common factors that lead to stress and burnout in Caregiving.		
15. Able to identify signs and symptoms of burnout and problem solving strategies.		
16. Knows that caregiver stress is one of the causes of abuse and neglect.		
17. Discuss situations when the caregiver should ask for additional assistance in providing care.		
18. Recognizes the importance and need for self care.		
19. Able to identify the benefits of using relaxation techniques		
20. Identifies resources that promote self care.		
21. Recognizes the importance of diet and exercise to alleviate stress.		
22. Able to identify the stages of grief, loss, and behaviors associated with the stages.		
23. Identifies actions and resources that they can use to work through feelings of grief and loss for self and for the client/resident.		