



STATE OF NEW YORK
DEPARTMENT OF HEALTH

161 Delaware Avenue Delmar, NY 12054-1393

Richard F. Daines, M.D.
Commissioner

James W. Clyne, Jr.
Executive Deputy Commissioner

June 29, 2010

Re: DAL:DAL #10-04
Resident Care Aide Training
Curriculum Guide

Dear Administrator/Operator:

In October 2004, the Assisted Living Statute was signed by Governor Pataki. In March 2008 the regulations for the development and operation for Assisted Living Residences were promulgated. Section 1001.11 of those regulations required a new staff title, Resident Care Aides (RCAs). Under these regulations, the RCAs would need to receive 40 hours of personal care training "as specified in the Department's training requirements and curriculum or an approved equivalent".

While the Department does not have a prescribed training curriculum, a recommended training program is attached. The curriculum was developed and prepared with the assistance and in conjunction with the regional offices as well as the provider organizations.

The attached recommended outline contains the basic caregiver curriculum outline as well as modules specific to the role of the RCA. Facilities may use this guide as appropriate to their facilities and residential population. Facilities do not need to submit these plans to the Department for approval. These plans may be reviewed during survey. If you have any questions, please contact Patricia Kennedy or myself at (518) 408-1133.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Hart".

Mary E. Hart, Director
Division of Assisted Living

Attachment

cc: Mr. Warner
Mr. Conron
Ms. Crissey
Mr. McMahon
Ms. Nickason

SAMPLE

RESIDENT CARE AIDE (RCA)

TRAINING CURRICULUM

NYS DEPARTMENT OF HEALTH, Office of Long Term Care
161 Delaware Avenue, Delmar, NY 12054

5/20/2010

INTRODUCTION TO THE RESIDENT CARE AIDE

CURRICULUM OUTLINE

The curriculum contains the Basic Caregiver Curriculum Outline [BASIC CORE]. This basic core was developed in 2002 by a workgroup composed of staff members of the New York State Department of Health, New York State Education Department, county health departments, home care providers, home care provider associations and representatives of various Supervised Practice organizations.

The 16-hour Basic Core Curriculum provides the basis for all of the paraprofessional curricula: Personal Care Aides, Personal Care Staff (Adult Care Facilities), Home Health Aides, Certified Nurses Aides, and Resident Care Aides. It has been integrated into the modules of the curriculum and identified in the applicable sections at the Table of Contents.

The original Resident Care Aide core curriculum may be used as an adjunct to the information contained in the revised objectives and outline. Other resources may be used at the discretion of the supervisor of the Resident Care Aide Training Programs.

Infection Control

The Center for Disease Control (CDC) standard precaution guidelines, especially hand washing and personal protective equipment must be strictly adhered to and is included throughout all Modules.

MANUAL USE

This manual has been developed in an outline format. Each Module covers a specific subject and contains:

- ▶ Objective section including a Module title, description of each unit, minimum time required to complete objectives and suggested teaching and evaluation methodologies.

- ▶ Outline section includes suggested discussions for each unit.

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MODULE I: Introduction to Resident Care Aide (RCA) Training

UNIT 1: Resident Care, the Resident Care Aide and the Resident

- A. What is a Resident Care Aide?
- B. Promoting Residents' Independence: Quality of Life, Quality of Care

Didactic: A. 30 Minutes

Didactic: B. 30 Minutes

MODULE I: Introduction to Resident Care Aide (RCA) Training

UNIT 1: Resident Care, the Resident Care Aide and the Resident

- A. What is a Resident Care Aide?
- B. Promoting Residents' Independence: Quality of Life, Quality of Care

Didactic: 60 Minutes

A. What is a Resident Care Aide?

OBJECTIVES	OUTLINE
<p>At the completion of this Module the student will be able to: - Define residence care</p> <ul style="list-style-type: none"> - Define concept of resident centered care - Verbalize the goals of residence care - Recognize the types of individuals who would qualify for residence care - Describe the necessity and benefits of the resident's having autonomy, control and decision-making over their care - Describe the necessity and benefits of residence care services for the patient/family/community - Verbalize the skills and qualities required to be a Resident Care Aide - Describe accountability required when caring for a resident, including confidentiality and patient rights - List reasons why a Resident Care Aide would be terminated - List tasks associated with being a Resident Care Aide - Provide examples of meeting the resident's emotional and physical needs - List the members of the residence care team and explain their respective roles - Discuss the interaction among residence care team members - Define the purpose and goals of the resident's care plan including: <ul style="list-style-type: none"> a. Development of the plan by the team members b. Case Manager's role 	<ol style="list-style-type: none"> 1. Residence care—What is it? Describe the growth of residence care throughout the years; describe the concept of "resident centered care" Describe an Adult Care Facility Describe tailoring services to residents; discuss: <ul style="list-style-type: none"> - activities - diets - residents life styles - importance of learning habits of residents - understanding that an ACF is not a health facility - understanding residents freedom to make choices 2. Discuss resident's ability for autonomy, control and decision-making 3. Physical, psycho-social benefits of residence care: <ol style="list-style-type: none"> a. Providing safe care for people who suffer from illness or injury who might otherwise be placed in the hospital or nursing home <ol style="list-style-type: none"> i. Keeping people who need support in the residence out of institutions for the physically or mentally disabled b. Encourage independence, dignity and comfort c. Two categories of assisted living residents <ol style="list-style-type: none"> i. Person with specific injury/illness ii. Persons in need of support 4. Assisted Living Residents include: <ol style="list-style-type: none"> a. Frail and elderly b. Acute and chronically ill c. Physically and mentally challenged d. Adults in need of protection 5. What is a Resident Care Aide (RCA)? Qualities of resident care aides <ol style="list-style-type: none"> a. Dependable b. People oriented

<p>c. Tasks on the plan</p>	<ul style="list-style-type: none"> c. Honest d. Objective e. Caring f. Patient g. Respectful h. Knowledgeable <p>6. Reasons a Resident Care Aide could be dismissed:</p> <ul style="list-style-type: none"> a. Unreliability b. Untrustworthiness c. Disrespectful of the privacy of others d. Non-compliant with agency specific protocols <p>7. Success as a Resident Care Aide depends on one's ability to:</p> <ul style="list-style-type: none"> a. Work without constant supervision b. Get along well with residents c. Organize time in order to complete all the necessary tasks d. Be observant and sensitive to the resident's physical, social, spiritual and cultural needs <p>8. Personal care tasks that Resident Care Aide must be able to perform:</p> <ul style="list-style-type: none"> a. Assistance with personal care services <ul style="list-style-type: none"> i. Bathing in bed, tub or shower ii. Dressing iii. Grooming and care of teeth and mouth iv. Toileting v. Walking vi. Transferring viii. Preparation of meals ix. Feeding ix. Assist/remind with medication <p>9. Who is part of the Assisted Living Residence Team:</p> <ul style="list-style-type: none"> a. Examples of team members b. Assisted living takes a joint effort/team approach c. Communication with team <p>10. Observing, recording and reporting responsibilities:</p> <ul style="list-style-type: none"> a. What to observe for; e.g. any changes in condition/behavior b. What to record c. What to report <p>11. The care plan:</p> <ul style="list-style-type: none"> a. Plan developed by the team, coordinated by the case manager b. Contains list of duties and responsibilities including special circumstances c. Includes goal(s) d. Includes special observations of the resident
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	<p>12. Role and responsibilities of supervisor as related to the Resident Care Aide:</p> <ul style="list-style-type: none"> a. Ensures the RCA understands the care plan b. Reviews all procedures with the RCA c. Provides instruction when extra know-how is needed d. Solves problems that may arise on the job e. Provides a communication link with other team members and with the agency f. Evaluates the RCA's performance periodically <p>13. Working with your supervisor:</p> <ul style="list-style-type: none"> a. Phone calls to discuss immediate problems b. Team conferences c. Importance of resident's understanding of goals/care plan
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SUGGESTED TEACHING METHDOLOGIES: Lecture, Handouts, Role Play
SUGGESTED EVALUATON METHODOLOGIES: Group participation/written/oral quiz

MODULE I: Introduction to Resident Care Aide (RCA) Training

UNIT 1: Resident Care, the Resident Care Aide and the Resident

- A. What is a Resident Care Aide?
- B. Promoting Residents' Independence: Quality of Life, Quality of Care

B. Promoting Residents' Independence: Quality of Life, Quality of Care

OBJECTIVES	OUTLINE
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Define Quality of Care - Identify a standard as a way to measure Quality of Care - Identify Quality of Life - Discuss the concept of the whole person approach to care - Discuss the importance of resident choice in maintaining quality of life - Discuss how elements of diversity affect quality of life - Identify care techniques the Resident Care Aide can use to assist each resident to fulfill their basic needs - Discuss standards of resident care as they relate to quality of life - Identify the agencies that regulate/ survey the residence to ensure the quality of care and quality of life of the residents 	<ol style="list-style-type: none"> 1. State and discuss the definition of quality of care 2. State standards that are used by survey agencies to measure quality of care 3. State and discuss the definition of quality of life 4. State benefits of the "whole person" approach to resident care 5. Demonstrate how to respond to a situation involving diversity in different aspects of a resident's care: for example, same gender consenting resident wanting a place to be intimate or a resident desire to practice a religion not commonly practiced 6. State and discuss Resident Care Aide techniques that will assist each resident to fulfill their basic needs 7. Give examples of how care standards are used to evaluate a Resident's quality of life 8. Identify the agencies that survey the Residence for quality

SUGGESTED TEACHING METHDOLOGIES: Lecture/discussion, reading assignment

SUGGESTED EVALUATON METHODOLOGIES: Class participation, completion of reading assignment worksheet, observation/audit of resident care aide

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

Didactic: 220 Minutes

UNIT 1: Theories of Basic Human Needs

- A. Theories of Basic Human Needs
- B. How resident may respond to unmet needs
- C. Basic Human Needs

Didactic: 45 Minutes

UNIT 2: Respecting Resident Rights

- A. Basic Human Rights
- B. Patient Abuse Reporting

Didactic: 70 Minutes

UNIT 3: Communications and Interpersonal Skills

- A. Types of Communication
 - Effective Communication
 - Active Listening
 - Barriers to Effective Communication
 - Communication for individuals with special needs
- B. The Resident, Friends, Family and Significant Others
 - Developing a Therapeutic Relationship
 - Adjusting to becoming a Recipient of Care

Didactic: 45 Minutes

UNIT 4: Caregiver Observation, Recording & Reporting

Didactic: 30 Minutes

UNIT 5: Confidentiality

Didactic: 30 Minutes

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 1: Theories of Basic Human Needs

- A. Theories of Basic Human Needs
- B. How resident may respond to unmet needs
- C. Basic Human Needs

Didactic: 45 Minutes

OBJECTIVES	OUTLINE
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Understand and be sensitive to basic human needs - Be able to discuss how human needs are, or can be met - Recognize the dignity and worth of each resident - Recognize the resident's need to feel that they are in control of their care decisions - Recognize and discuss how the Resident Care Aide can meet each person's different needs - Explain how the resident may express unmet needs 	<ol style="list-style-type: none"> 1. Theories of basic human needs: <ol style="list-style-type: none"> a. Physical needs b. Safety and security needs c. Belonging needs d. Self-worth needs e. Self-fulfillment needs f. Physical safety and security needs come first, higher needs next <p>Demonstrate through the use of scenarios how the caregiver recognizes the dignity and worth of each resident, and demonstrates respect and compassion in relating to them as total persons</p> 2. Needs motivate our behavior and feelings <ul style="list-style-type: none"> - State and discuss ways the caregiver can assist the care recipient to meet /achieve their needs 3. State and discuss residents' need to feel in control and have autonomy <ul style="list-style-type: none"> - Give examples on how to encourage resident in decision-making, choice and control 3. Unmet needs: <ol style="list-style-type: none"> i. can create stress ii. reactions to stress <p>State and discuss behaviors of care recipients that may result from their unmet needs</p>

SUGGESTED TEACHING METHODOLOGIES: Lecture, handouts, role play

SUGGESTED EVALUATION METHODOLOGIES: Group participation, written/oral quiz

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 2: Respecting Resident Rights

- A. Basic Human Rights
- B. Resident Abuse Reporting

Didactic: A. 25 Minutes
 Didactic: B. 45 Minutes

A. Basic Human rights

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - State the four basic rights of all persons protected under the Constitution - Understand that if a resident refuses service, i.e., bath, or medication, the RCA should bring it to the attention of their supervisor - Name acceptable behaviors that promote basic rights - Name unacceptable behaviors that infringe of basic rights - Recognize and understand activities of the Resident Council 	<ol style="list-style-type: none"> 1. Identify basic rights common to all individuals as protected by the Constitution: <ul style="list-style-type: none"> a. Right to be treated with respect b. Right to live in dignity c. Right to pursue a meaningful life d. Right to be free from fear 2. Identify behaviors of RCAs that promote these basic rights 3. Identify unacceptable behaviors of RCAs that infringe on these basic rights 4. Explain treatment with dignity to be a responsibility in protecting residents' rights. Relate how care with dignity can be upheld in daily interaction with residents 5. Demonstrate through the use of scenarios how the RCA recognizes the dignity and worth of each resident, and demonstrates respect and compassion in relating to them as total persons 6. Discuss role of facility's Resident Council; give details of Council activities at the facility, example: resident food committee

SUGGESTED TEACHING METHODOLOGIES: Lecture, discussion, videos, role-play

SUGGESTED EVALUATION METHODOLOGIES: Class participation, written/oral quiz

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 2: Respecting Resident Rights

- A. Basic Human rights
- B. Resident Abuse Reporting

B. Patient Abuse Reporting

OBJECTIVES	OUTLINE
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Understand and state the requirements for reporting abuse - Understand and state examples of resident mistreatment - Understand and state examples of resident neglect - Understand and state the RCA's responsibility to report incidents or suspicions of abuse, mistreatment or neglect - Follow procedures (how and when) for making a report - Understand the ramifications faced by a RCA if an incident of abuse, mistreatment or neglect is sustained - Understand and state the facility policy and procedure for implementing abuse reporting 	<ol style="list-style-type: none"> 1. Discuss the requirements for reporting abuse 2. Identify and discuss what constitutes physical abuse; give examples 3. Identify and discuss what constitutes mistreatment; give examples 4. Identify and discuss what constitutes neglect; give examples 5. Identify and discuss who has to report incidents or suspicions of abuse, mistreatment or neglect; state the RCA's responsibility to report incidents or suspicions of abuse, mistreatment or neglect 6. Discuss the procedure (how and when) to follow when making a report 7. Discuss what happens for failure to report incidents or suspicions of abuse, mistreatment or neglect; state penalties for failure to report incidents 8. Discuss the ramifications if an incident of abuse, mistreatment or neglect is sustained, after due process 9. Discuss the facility policy and procedure for implementing abuse reporting

SUGGESTED TEACHING METHODOLOGIES: Lecture, discussions

SUGGESTED EVALUATION METHODOLOGIES: Quiz/worksheet

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 3: Communication & Interpersonal Skills

- A. Types of Communication
 - Effective Communication
 - Active Listening
 - Barriers to Effective Communication
 - Communication for individuals with special needs

- B. The Resident, Friends, Family and Significant Others
 - Developing a Therapeutic Relationship
 - Adjusting to becoming a Recipient of Care

Didactic: 45 Minutes

A. Types of Communication

OBJECTIVES	OUTLINE
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Identify different types of communication - Understand effective communication techniques - Understand active listening - Realize that residents are people, too, and how to develop a therapeutic relationship through communication - Understand what causes barriers to effective communications - Identify and discuss communication techniques to use with individuals having special needs, i.e., vision, hearing, aphasia, cognitive impairment 	<ol style="list-style-type: none"> 1. Define communication and its importance; discuss the definitions of communication and feedback; state examples of ways the caregiver can be a good listener 2. Define different methods of different methods of communication; give examples of communication (verbal and non-verbal) 3. Identify the principles of effective communication; demonstrate active listening skills while providing care 4. Discuss physical and emotional barriers to effective communication; give examples of communication barriers 5. Discuss communication techniques to use with individuals having special needs (e.g. Vision, hearing, aphasia, and cognitive impairment); give examples through scenarios of effective communication with persons with special needs 5. Discuss active listening and barriers to effective communication

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration, Scenarios, Role Play

SUGGESTED EVALUATION METHODOLOGIES: Class participation, written/oral quiz

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 3: Communication & Interpersonal Skills

- B. The Resident, Friends, Family and Significant Others
 -Developing a Therapeutic Relationship
 -Adjusting to becoming a Recipient of Care

B. The Resident, Friends, Family and Significant Others

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Define a therapeutic relationship - Define ways to establish a therapeutic relationship: planned, purposeful, built on trust - Discuss how personal attitudes of illness and dependency affect establishing a therapeutic relationship - Identify the RCA's role in ways to foster independence for the resident - Understand the impact of becoming a recipient of care on the Resident, friends, family and significant others 	<ol style="list-style-type: none"> 1. Define a therapeutic relationship. Include the value of individual autonomy and control by showing how to work together with residents/friends/families in providing care, and taking into consideration their desire to be as independent as possible; give examples of how to develop a therapeutic relationship 2. Discuss RCA's personal attitudes and identify ways they can affect establishing a therapeutic relationship 3. Discuss losses attributed to illness and decreased independence and ways the RCA can foster independence for the resident 4. Discuss and describe the impacts on a Resident of care to illness (e.g. losses attributed to decreased independence, etc.) and how the care setting impacts the Resident, and friends/family and significant others 5. Discuss different responses of individuals becoming recipients of care 6. Discuss how changes in an individual's care setting/environment can influence the resident's quality of life 7. Discuss the importance of "getting to know" resident

SUGGESTED TEACHING METHODOLOGIES: Lecture, Discussion, Scenarios; Role Play

SUGGESTED EVALUATION METHODOLOGIES: Group participation, Written/oral quiz

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 4: Caregiver Observation, Recording and Reporting

Didactic: 30 Minutes

Caregiver Observation, Recording and Reporting

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - List the components necessary for accurate observation - Identify situations that should be reported - Demonstrate the ability to report effectively by writing legibly, using correct terminology, and describing an observation using factual information 	<ol style="list-style-type: none"> 1. Describe the components of trained observation using the senses (sight, smell, hearing and touch) and know the normal <ul style="list-style-type: none"> Discuss the importance of recording and reporting: <ol style="list-style-type: none"> a. helps care team know resident status b. may be needed for referral to other services c. reduces possibility of forgetting what happened 2. Discuss guidelines for reporting changes in resident condition and/or environment; discuss what the RCA should observe, record and report: <ol style="list-style-type: none"> a. changes in the resident's condition b. environmental conditions and changes that affect the resident c. changes in supportive relationships with family/friends/significant others 3. Building observation skills: <ol style="list-style-type: none"> a. of resident b. of physical conditions of residence c. of relationship with family/friends/significant others 4. Discuss the components of documentation including legible handwriting, spelling and grammar, and factual (rather than subjective) information and observations. Building recording skills: <ol style="list-style-type: none"> a. write only what you see b. write only what you hear c. write only what you do d. date all of your observations e. sign your name

SUGGESTED TEACHING METHODOLOGIES: Lecture, class discussion, role-play, video

SUGGESTED EVALUATION METHODOLOGIES: Class participation, worksheet, quiz

MODULE II: WORKING EFFECTIVELY WITH RESIDENTS

UNIT 5: Confidentiality

Didactic: 30 Minutes

Confidentiality

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Identify the scope of confidentiality, including conversations, observations and reporting- Identify the RCA's role in maintaining confidentiality- Understand HIPAA guidelines and compliance	<ol style="list-style-type: none">1. Discuss the scope and importance of confidentiality including conversations, observations and reporting; state the types of information covered by confidentiality2. Discuss the RCA's responsibility for maintaining confidentiality, stress the reasons confidentiality is important3. Identify the importance of confidentiality as it pertains to personal and medical information; list ways the RCA can preserve confidentiality of personal information4. Identify guidelines for protecting information of the resident including HIPAA; list ways medical information is protected5. Demonstrate awareness of and maintenance of confidentiality during personal conduct, e.g., conversations with co-workers, other residents, supervisors, etc.

SUGGESTED TEACHING METHODOLOGIES: Lecture, discussion, video, role-play

SUGGESTED EVALUATION METHODOLOGIES: Group participation, written/oral quiz, demonstration

MODULE III: WORKING WITH THE ELDERLY

- A. What is Aging?
- B. Aging and the Body
- C. Aging and the Mind

Didactic: 120 Minutes

MODULE III: WORKING WITH THE ELDERLY

- A. What is Aging?
- B. Aging and the Body
- C. Aging and the Mind

Didactic: 120 Minutes

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Identify common attitudes towards aging - Recognize social factors that affect the elderly including family, finances, sex role differences, cultural and spiritual diversities - Identify the changes of aging on the body systems - Identify common health problems for each system - Observe and report any changes in the body - Recognize temporary changes in mental functioning and possible causes - Discuss permanent changes in mental functioning and give examples - Examine possible causes of stress - Identify physical and mental symptoms of stress on the body - Describe methods to handle stress 	<p>A. What is Aging?</p> <ol style="list-style-type: none"> 1. Aging and the individual <ol style="list-style-type: none"> a. Aging as a normal process b. Individual variations in the aging process c. Physical/Mental process d. Influences related to the aging process 2. Social factors and the elderly <ol style="list-style-type: none"> a. The family b. Finances c. Sex role differences d. Cultural/Spiritual differences e. Communication and interpersonal skills and the elderly f. Observing and reporting unmet needs g. Maintaining confidentiality/ethical behavior 3. Discuss attitudes towards aging – personal/societal <p>B. Aging and the Body</p> <ol style="list-style-type: none"> 1. Define effects of aging, common health problems, care of the resident and symptoms to report: <ol style="list-style-type: none"> a. Immune System b. Respiratory System c. Cardiovascular System d. Skin (Integumentary System) e. Musculoskeletal System f. Sensory System g. Digestive System h. Urinary System

	<ul style="list-style-type: none"> i. Endocrine System j. Neurological System k. Reproductive System <p>C. Aging and the Mind</p> <ul style="list-style-type: none"> 1. Mental and personality changes: <ul style="list-style-type: none"> a. Temporary changes in mental functioning and causes b. Permanent changes in mental functioning and common problems c. Caring for residents with memory loss or confusion 2. Stress: <ul style="list-style-type: none"> a. Causes and effects <ul style="list-style-type: none"> i. Mental ii. Physical b. Coping mechanisms c. Techniques to reduce stress 3. Discuss observation, when and what to record and report
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group discussion
Suggested Evaluations Methodologies: Written exam, class participation

MODULE IV: WORKING WITH PEOPLE WITH DEMENTIA

Didactic: 180 Minutes

Unit 1: Understanding Cognitive Impairment & Dementia

Didactic: 15 Minutes

Unit 2: Alzheimer's Disease

Didactic: 45 Minutes

Unit 3: Communicating with Cognitively Impaired Residents

Didactic: 30 Minutes

Unit 4: Understanding Behaviors of Cognitively Impaired Residents

Didactic: 60 Minutes

Unit 5: Appropriate Responses to Behavior of Cognitively Impaired Residents

Didactic: 30 Minutes

MODULE IV: WORKING WITH PEOPLE WITH DEMENTIA

Unit 1: Understanding Cognitive Impairment & Dementia

Unit 2: Alzheimer's Disease

Unit 3: Communicating with Cognitively Impaired Residents

Unit 4: Understanding Behaviors of Cognitively Impaired Residents

Unit 5: Appropriate Responses to Behavior of Cognitively Impaired Residents

Didactic: 15 Minutes

Understanding Cognitive Impairment & Dementia

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">-Understand cognitive impairment and dementia -- causes and symptoms- Understand that all dementia is not Alzheimer's Disease	<ol style="list-style-type: none">1. Define cognitive impairment and dementia; give overview of types, communications and behaviors2. Identify and discuss the causes and symptoms of cognitive impairment/ dementia; list causes of cognitive impairment; list causes of dementia3. State and discuss that all dementia is not Alzheimer's4. Discuss cognitive deficits due to stroke

SUGGESTED TEACHING METHODOLOGIES: Lecture, video

SUGGESTED EVALUATION METHODOLOGIES: Written or oral quiz

MODULE IV: WORKING WITH PEOPLE WITH DEMENTIA

Unit 1: Understanding Cognitive Impairment & Dementia

Unit 2: Alzheimer's Disease

Unit 3: Communicating with Cognitively Impaired Residents

Unit 4: Understanding Behaviors of Cognitively Impaired Residents

Unit 5: Appropriate Responses to Behavior of Cognitively Impaired Residents

Didactic: 45 Minutes

Alzheimer's Disease

Objectives	Outline
At the completion of this Module the Resident Care Aide will be able to: - Define Alzheimer's disease - Identify the stages of Alzheimer's disease	1. State that all dementia is not Alzheimer's Disease 2. Provide definition of Alzheimer's disease 3. Identify and list the stages of Alzheimer's disease

SUGGESTED TEACHING METHODOLOGIES: Lecture, video

SUGGESTED EVALUATION METHODOLOGIES: Written or oral quiz

MODULE IV: WORKING WITH PEOPLE WITH DEMENTIA

Unit 1: Understanding Cognitive Impairment & Dementia

Unit 2: Alzheimer's Disease

Unit 3: Communicating with Cognitively Impaired Residents

Unit 4: Understanding Behaviors of Cognitively Impaired Residents

Unit 5: Appropriate Responses to Behavior of Cognitively Impaired Residents

Didactic: 30 Minutes

Communicating with Cognitively Impaired Residents

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <p>-Effectively communicate with cognitively impaired residents</p>	<ol style="list-style-type: none">1. Discuss types of communication:<ol style="list-style-type: none">a. verbal communicationb. non-verbal communication2. Give examples of non-verbal communication technique useful in caring for a resident who is cognitively impaired3. Give examples of verbal communication technique useful in caring for a resident who is cognitively impaired4. Demonstrate effective communication skills (both verbal and non-verbal) when caring for a cognitively impaired resident

SUGGESTED TEACHING METHODOLOGIES: Lecture, video, role-play

SUGGESTED EVALUATION METHODOLOGIES: Written or oral quiz, role play

MODULE IV: WORKING WITH PEOPLE WITH DEMENTIA

Unit 1: Understanding Cognitive Impairment & Dementia

Unit 2: Alzheimer's Disease

Unit 3: Communicating with Cognitively Impaired Residents

Unit 4: Understanding Behaviors of Cognitively Impaired Residents

Unit 5: Appropriate Responses to Behavior of Cognitively Impaired Residents

Didactic: 60 Minutes

Understanding Behaviors of Cognitively Impaired Residents

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> -Identify behaviors of cognitively impaired residents - Identify causes of the behaviors of cognitively impaired residents - Identify common behaviors of family/friends/significant others and staff in reaction to the behaviors of cognitively impaired residents - Recognize the importance of utilizing family/friend/significant other input in planning the care of the cognitively impaired resident 	<ol style="list-style-type: none"> 1. Identify and discuss common behaviors <ol style="list-style-type: none"> a. wandering b. agitation c. depression d. combativeness e. Sundowning Syndrome f. confusion g. sexual aggression 2. Identify causes of behaviors; describe possible causes of behaviors exhibited by the cognitively impaired resident 3. Identify common behaviors of family/friends/significant others and staff in reaction to the behaviors of cognitively impaired residents; give examples 4. Discuss the importance of utilizing family/friend/significant other input in planning the care of the cognitively impaired resident

SUGGESTED TEACHING METHODOLOGIES: Lecture, video

SUGGESTED EVALUATION METHODOLOGIES: Written or oral quiz

MODULE IV: WORKING WITH PEOPLE WITH DEMENTIA

Unit 1: Understanding Cognitive Impairment & Dementia

Unit 2: Alzheimer's Disease

Unit 3: Communicating with Cognitively Impaired Residents

Unit 4: Understanding Behaviors of Cognitively Impaired Residents

Unit 5: Appropriate Responses to Behavior of Cognitively Impaired Residents

Didactic: 30 Minutes

Appropriate Responses to Behavior of Cognitively Impaired Residents

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Recognize appropriate responses to the behavior of cognitively impaired residents 	<ol style="list-style-type: none"> 1. Identify and discuss behavior management techniques useful when caring for the cognitively impaired resident exhibiting the following behavior: <ul style="list-style-type: none"> - wandering - agitation - depression - combativeness - Sundowning Syndrome - confusion - sexual aggression 2. Discuss strategies on how to connect/engage with the person experiencing the behavior 3. Discuss accommodating and redirecting behaviors: <ol style="list-style-type: none"> a. give examples in which the environment can be modified to accommodate the behavior of the cognitively impaired resident b. give examples in which the environment can be modified to redirect problematic behavior of the cognitively impaired resident c. give examples in which resident care techniques and considerations can be modified to accommodate the behavior of the cognitively impaired resident d. give examples in which resident care techniques and considerations can be modified to redirect the problematic behavior of the cognitively impaired resident

SUGGESTED TEACHING METHODOLOGIES: Lecture, video

SUGGESTED EVALUATION METHODOLOGIES: Written or oral quiz

MODULE V: WORKING WITH PEOPLE WITH CHRONIC DISEASE

Didactic: 60 Minutes

MODULE V: WORKING WITH PEOPLE WITH CHRONIC DISEASE

Didactic: 60 Minutes

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- recognize and differentiate physical effects of chronic diseases on the resident- recognize and differentiate emotional and psychological effects of chronic diseases on the resident- know when to report change in physical or emotional condition of resident	<p>Discuss the physical, emotional and psychological effects of chronic diseases on the resident:</p> <ul style="list-style-type: none">a. diabetesb. COPDc. congestive heart failured. cancere. depressionf. chronic paing. hypertension

SUGGESTED TEACHING METHODOLOGIES: Lecture

MODULE VI: WORKING WITH PEOPLE WHO ARE MENTALLY ILL

Didactic: 50 Minutes

MODULE VI: WORKING WITH PEOPLE WHO ARE MENTALLY ILL

Didactic: 50 Minutes

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Recognize behaviors that indicate mental illness - Understand different coping mechanisms and techniques to handle stress - Compare mental health and mental illness - Recognize factors that are believed to cause mental illness - List two ways of treating mental illness - State the guidelines for observing and reporting unusual behavior - Describe different ways the RCA can help care for the mentally ill resident - Describe ways that the RCA can maintain safety for the mentally ill resident 	<ol style="list-style-type: none"> 1. Describe and discuss mental health. Mentally healthy people are able to: <ol style="list-style-type: none"> a. adapt to change give and accept affection develop good relationships b. control their impulses and accept responsibility for their actions c. accept disappointment d. tolerate a certain amount of anxiety and frustration e. respect themselves and enjoy the respect of others 2. Describe and discuss mental illness, indicate levels of functioning (i.e., severe, mild). Discuss types of mental illness: <ol style="list-style-type: none"> a. abnormal anxiety b. abnormal fears (Phobias) c. abnormal sadness or grief (Depression) d. abnormal ideas (Paranoia) e. abnormal thinking 3. Describe and discuss causes of mental illness: <ol style="list-style-type: none"> a. physical factors <ol style="list-style-type: none"> i. brain injury ii. chemical imbalance b. environmental Factors c. heredity d. abnormal stress 4. Discuss treatment of mental illness: <ol style="list-style-type: none"> a. mentally ill people can recover and lead normal lives: b. typical outpatient treatment c. major treatment methods d. professional teams

	<p>5. Discuss mental illness and the RCA</p> <p>a. General guidelines for observing behavior:</p> <ul style="list-style-type: none"> - Describe unusual behavior. When does it occur? How often does it occur? How long does it last? - Does this behavior indicate a change in personality? - Is this behavior or thought extreme? Is it appropriate to the situation? Is the behavior or thought harmful to the resident or RCA? - Do not draw conclusions about the causes of behavior <p>6. Discuss the role of the RCA with mentally ill residents and their family/ friends/significant others:</p> <ul style="list-style-type: none"> a. (where appropriate) Assist resident with medication and report any changes b. Observe, record, and report what is happening in the residence c. Assist with personal care d. Promote mental health through reassurance, encouragement, guidance e. Preserve mentally ill person's authority and affection in the family f. Assist in the recovery process (where applicable) <p>7. Discuss maintaining safety for the resident and the RCA:</p> <ul style="list-style-type: none"> a. Discuss plan of care with the supervisor b. Maintain a safe environment; don't leave resident unattended if the plan of care requires constant supervision c. Observe/ report noncompliance with medication or psychiatric treatment
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group, discussion

SUGGESTED EVALUATION METHODOLOGIES: Written exam, class participation

MODULE VII: WORKING WITH PEOPLE WITH PHYSICAL DISABILITIES

Didactic: 50 Minutes

MODULE VII: WORKING W/PEOPLE WITH PHYSICAL DISABILITIES

Didactic: 50 Minutes

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Define temporary and permanent disabilities - Recognize and understand how family and environments can help people with disabilities achieve a better quality of life - Describe how lack of social and emotional support can impact a person with a physical disability - Identify the broad goals of care for people with physical disabilities - Identify the RCA's role in promoting goals - Recognize social, cultural and environmental influences in caring for people with physical disabilities - Identify situations in which people with physical disabilities may resident services 	<ol style="list-style-type: none"> 1. Define and discuss physical disability <ol style="list-style-type: none"> a. Differences based on cause and timing: <ol style="list-style-type: none"> i. Developmental (at or near birth) ii. Injury-related iii. Disease related b. Temporary or permanent c. Diagnosis does not indicate level of function d. Impact on function e. Activities of daily living f. Instrumental activities of daily living 2. Discuss the impact of physical disability on quality of life: <ol style="list-style-type: none"> a. Supports <ol style="list-style-type: none"> i. Family/friends/significant others ii. Environmental supports iii. Social supports b. Stresses c. Coping mechanisms of individual d. Coping mechanisms of family e. Other stresses, i.e. lack of opportunities for socialization f. Stress as related to basic needs 3. Discuss how the RCA can help the physically disabled: <ol style="list-style-type: none"> a. Care goals for people with physical disabilities <ol style="list-style-type: none"> i. Promoting self-care and independence ii. Maintenance of dignity and self-worth iii. Preservation of normal life style 4. Discuss the role of the RCA: <ol style="list-style-type: none"> a. Plan of care for services provided b. Emotional support c. Encourage as much independence as possible

	<ul style="list-style-type: none">d. Assist resident in making the environment as supportive as possible5. Discuss social, cultural and environmental influences in caring for people with physical disabilities6. Identify and discuss situations in which people with physical disabilities may require residence care
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group, discussion
Evaluation Methodologies: Written exam, class participation

MODULE VIII: SAFETY AND INJURY PREVENTION

Didactic: 285 Minutes
Supervised Practice: 80 Minutes

Unit 1: Environmental Factors

Didactic: 35 Minutes

Unit 2: Resident Risk Factors

Didactic: 30 Minutes

Unit 3: Accidents and Incidents

Didactic: 75 Minutes

Unit 4: Disaster Plan

Didactic: 15 Minutes

Unit 5: Responding to Emergency Codes

Didactic: 15 Minutes

Unit 6: Causes and Prevention of Fire

- a. Causes and Prevention of Fire
- b. Response to Fire
- c. Response to Alarms
- d. How to use a Fire Extinguisher
- e. Evacuating Resident

Didactic: 100 Minutes
Supervised Practice: 60 Minutes

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 15 Minutes
Supervised Practice: 20 Minutes

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 35 Minutes

Environmental Factors

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Recognize various floor safety hazards including but not limited to: spills, tripping, and glare - Identify corrective actions for each recognized safety hazard - Recognize equipment safety hazards including but not limited to broken equipment, sharp edges, and electrical hazards - Outline procedure for reporting faulty equipment - Recognize safety hazards related to transport and use of oxygen tank and concentrator - Recognize and understand the need to follow facility policy and procedures regarding operation and handling of all equipment for safety reasons, including but not limited to locking wheelchairs and beds, checking water temperatures, and checking lift supports - Recognize structural safety hazards including, but not limited to, blind spots, ramps, stairs, inside and outside doors, as they relate to this building - Identify safe resident care techniques for building structure hazards - Recognize the importance of devices used to prevent elopements 	<p>1. Identify and discuss environmental factors which play a role in safety and injury prevention:</p> <ul style="list-style-type: none"> a. floors b. equipment c. building structure <p>a. floors</p> <ul style="list-style-type: none"> - discuss potential safety hazards and state one corrective action technique for each potential hazard <p>b. equipment</p> <ul style="list-style-type: none"> - discuss equipment safety hazards to check before equipment is used - discuss reporting procedure for faulty equipment - identify potential hazards when transporting/using oxygen - state and discuss the importance of following all policy and procedures regarding the use of equipment <p>c. building structure</p> <ul style="list-style-type: none"> - discuss potential building structure safety hazards - state and discuss one safety care technique for each potential hazard

SUGGESTED TEACHING METHODOLOGIES: Lecture, reading assignment, video

SUGGESTED EVALUATION METHODOLOGIES: Class participation, completion of reading assignment, worksheet, observation/audit

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 30 Minutes

Resident Risk Factors

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Identify risk factors or cause of resident accidents and incidents - Identify the types of accidents and incidents that may be caused by each of the risk factors - Identify and understand resident care techniques/interventions that the RCA may implement that may help decrease accidents/incidents due to each of these risk factors 	<ol style="list-style-type: none"> 1. Identify and discuss the following as a risk factor or cause of resident accidents and incidents: <ol style="list-style-type: none"> a. impaired judgment b. impaired vision & hearing senses c. impaired mobility d. medications 2. List and discuss examples of the accident or incident that each risk factor may cause 3. State and discuss care technique/ intervention for each stated risk factor that will help decrease accidents/ incidents 4. Discuss the importance of checking the resident's care plan for risk reduction techniques and interventions and monitor the resident's behavior for identification of risk factors

SUGGESTED TEACHING METHODOLOGIES: Lecture, reading assignment

SUGGESTED EVALUATION METHODOLOGIES: Class participation, completion of reading assignment, worksheet

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 75 Minutes

Accidents and Incidents

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Differentiate between "accidents" and "incidents" - Understand the RCA's responsibility for keeping the residents safe - Recognize issues related to falls in a residence - Identify measures the facility may take to reduce the risk of resident and staff falling - Have knowledge of measures to take when a resident begins to fall during ambulation or transfer - Recognize the common causes of burns in residences - Identify measures to reduce the risk of burns to residents and staff from hot liquids, hot food, bath water, cigarettes, and other sources - Recognize the common causes of the misidentification of residents - Understand the proper way to identify a resident - Identify common causes of and methods to reduce the risk of missing residents - Understand the facility policy and procedure if it is identified that a resident is missing - Differentiate between "suffocation" and "choking" - Recognize causes of suffocation and 	<p>1. Define "accident" and "incident"; state the differences between each; discuss safety and accident prevention when providing care in the residential setting</p> <p>2. Discuss accident and incident reporting</p> <p>1. Accidents and Incidents – Common Types:</p> <ul style="list-style-type: none"> a. Falls <ul style="list-style-type: none"> i. give examples of scenarios where a resident is at an increased risk of falling ii. give examples of measures the facility could implement to reduce the risk of falls iii. give examples of measures the RCA could implement to reduce the risk of falls iv. give examples of measures the RCA should take when a resident begins to fall during ambulation or transfer b. Burns <ul style="list-style-type: none"> i. give examples of common causes of burns. ii. give examples of measures to reduce the risk of burns to residents

<p>choking</p> <ul style="list-style-type: none"> - Identify preventive care techniques for suffocation and choking - Understand the purposes of accident/ incident reporting - Differentiate between subjective vs. objective information - Understand how to complete the accident and incident form as per facility policy 	<ul style="list-style-type: none"> iii. give examples of measures to reduce the risk of burns to staff c. Misidentification <ul style="list-style-type: none"> i. give examples of common causes for the misidentification of residents. ii. give examples of to properly identify a resident d. Missing Residents <ul style="list-style-type: none"> i. give examples of common causes of missing residents ii. give examples of methods to reduce the risk of having a missing resident iii. state the steps to follow when it is known that a resident is missing e. Choking/Suffocation <ul style="list-style-type: none"> i. define "suffocation" and "choking" ii. give examples of possible causes of suffocation and choking iii. give examples of preventive care techniques for suffocation and choking <p>2. Accidents and Incidents Reporting</p> <ul style="list-style-type: none"> a. State purpose of accident incident report b. Define subjective and objective reporting and give examples of each c. Critique a mock (sample) A/I reporting form
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SUGGESTED TEACHING METHODOLOGIES: Lecture, reading, assignment, discussions

SUGGESTED EVALUATION METHODOLOGIES: Class participation, quiz, completion of A/I form

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 15 Minutes

Disaster Plan

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Define "disaster" - Describe the RCA's role in internal and external disasters* - Have working knowledge of the facility's disaster plan 	<ol style="list-style-type: none"> 1. Discuss the location of the Disaster Plan or Emergency and Disaster Manual on each unit 2. Select from a preprinted list the duties a RCA will perform during a specific disaster, as presented in a scenario to the class* <p>*Each facility will include specific disasters as covered in their facility disaster manuals.</p>

SUGGESTED TEACHING METHODOLOGIES: Lecture, scenarios

Suggested Evaluations Methodologies: Class participation, demonstrate finding emergency/disaster manual on unit

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 15 Minutes

Responding to Emergency Codes

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Recognize the emergency codes and their purpose- Identify the RCA's role during each of the emergency codes- Understand how to use the Public Announcement (PA) system	<ol style="list-style-type: none">1. State and discuss the meaning of each emergency code2. State and discuss the RCA's tasks during each emergency code3. Demonstrate the proper use of PA system

SUGGESTED TEACHING METHODOLOGIES: Lecture, reading assignment, PA system demonstration

SUGGESTED EVALUATION METHODOLOGIES: Class participation, completion of reading assignment worksheet, return demonstration use of the PA system

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

a. Causes and Prevention of Fire

b. Response to Fire

c. Response to Alarms

d. How to use a Fire Extinguisher

e. Evacuating Residents

Unit 7: Choking and Foreign Body Airway Obstruction

TOTAL Didactic: 100 Minutes

TOTAL Supervised Practice: 60 Minutes

Didactic: 50 Minutes

Causes and Prevention of Fire a. Causes and Prevention of Fire

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Identify the relationship between smoking and fires - Be knowledgeable about the facility smoking policy - Identify electrical equipment/wiring as a potential cause of fires - Identify other potential causes of fire specific to the facility, including but not limited to kitchen stoves and grease - Identify fire prevention care techniques for smoking - Identify fire prevention care techniques for electrical equipment/wiring - Identify fire prevention care techniques for other potential causes of fires - Understand the RCA's role in fire prevention - Understand and recognize that oxygen supports combustion - Identify fire prevention care techniques required when oxygen is in use 	<ol style="list-style-type: none"> 1. Discuss ways in which smoking can cause fires in the facility 2. State the facility's smoking policy 3. State examples of how electrical equipment/wiring can cause a fire 4. State examples of other potential causes of fire in the facility 5. State fire prevention care techniques for smoking 6. State fire prevention care techniques for electrical equipment 7. State fire prevention care techniques for other cited causes 8. State the responsibilities of a RCA in fire prevention 9. State and discuss that oxygen will feed a fire and make it worse 10. State fire prevention care techniques that must be used when oxygen is in use in a resident's room

SUGGESTED TEACHING METHODOLOGIES: Lecture, reading assignment

SUGGESTED EVALUATION METHODOLOGIES: Completion of reading assignment worksheet, class participation

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

a. Causes and Prevention of Fire

b. Response to Fire

c. Response to Alarms

d. How to use a Fire Extinguisher

e. Evacuating Residents

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 10 Minutes

Supervised Practice: 20 Minutes

Causes and Prevention of Fire

b. Response to Fire

Objectives	Outline
<p>At the completion of this Module the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Recognize "code word" vs. "fire"- Understand the facility procedure for fire emergency- Understand the proper RCA role during a simulated fire emergency	<ol style="list-style-type: none">1. State facility code word for fire2. State the procedure/protocol (ALARM, RESCUE) that will be performed when a fire is discovered3. Discuss and demonstrate proper decorum and role performance during a role play fire emergency situation

SUGGESTED TEACHING METHODOLOGIES: Lecture, reading assignment, demonstration

SUGGESTED EVALUATION METHODOLOGIES: Completion of worksheet, return demonstration

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

a. Causes and Prevention of Fire

b. Response to Fire

c. Response to Alarms

d. How to use a Fire Extinguisher

e. Evacuating Residents

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 10 Minutes

Supervised Practice: 15 Minutes

Causes and Prevention of Fire

c. Response to Alarms

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Recognize how sequencing of alarm bells identifies the location of the fire- Understand facility fire emergency procedure when responding to the bells- Understand the RCA's role in fire emergency	<ol style="list-style-type: none">1. State how to interpret alarm bells and correctly identify the location of a fire2. Recite the facility procedure for fire emergency when responding to the bells3. State RCA tasks during a fire emergency

SUGGESTED TEACHING METHODOLOGIES: Lecture, demonstration

SUGGESTED EVALUATION METHODOLOGIES: Class participation, quiz

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

a. Causes and Prevention of Fire

b. Response to Fire

c. Response to Alarms

d. How to use a Fire Extinguisher

e. Evacuating Residents

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 15 Minutes

Supervised Practice: 10 Minutes

Causes and Prevention of Fire d. How to use a Fire Extinguisher

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Identify the types of fire extinguishers and their uses - Illustrate the steps to follow in the use of a fire extinguisher - State the purpose of pointing the nozzle at the base of a fire - Know the location of fire extinguisher, fire pull station(s), and exit(s) in own work area 	<ol style="list-style-type: none"> 1. Discuss two types of fire extinguishers and state for which type(s) of fire each may be used 2. Verbalize the steps to take to activate a fire extinguisher using a model 3. Demonstrate pointing the nozzle at the base of a simulated fire and restate why this is essential 4. Locate the fire extinguisher(s), fire pull station(s), and exit(s) in own work area

SUGGESTED TEACHING METHODOLOGIES: Lecture, demonstration, reading assignment

SUGGESTED EVALUATION METHODOLOGIES: Completion of reading assignment, worksheet, class participation, return demonstration of using a real fire extinguisher

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1: Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

a. Causes and Prevention of Fire

b. Response to Fire

c. Response to Alarms

d. How to use a Fire Extinguisher

e. Evacuating Residents

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 15 Minutes

Supervised Practice: 15 Minutes

Causes and Prevention of Fire

e. Evacuating Residents

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Identify RCA role in the systemic, coordinated and efficient evacuation of endangered residents to a safe area - Define and understand horizontal evacuation - Define and understand vertical evacuation - Understand how to lift/move a resident during evacuation 	<ol style="list-style-type: none"> 1. State the RCA's role in facility evacuation procedures 2. Give example of horizontal evacuation 3. Give example of vertical evacuation 4. Correctly demonstrate two lifting/moving techniques used during an evacuation

SUGGESTED TEACHING METHODOLOGIES: Lecture, reading assignment, demonstration

SUGGESTED EVALUATION METHODOLOGIES: Class participation, return demonstration

MODULE VIII: SAFETY AND INJURY PREVENTION

Unit 1 Environmental Factors

Unit 2: Resident Risk Factors

Unit 3: Accidents and Incidents

Unit 4: Disaster Plan

Unit 5: Responding to Emergency Codes

Unit 6: Causes and Prevention of Fire

Unit 7: Choking and Foreign Body Airway Obstruction

Didactic: 15 Minutes

Supervised Practice: 20 Minutes

Choking & Foreign Body Airway Obstruction

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Identify the common causes of choking - Understand RCA's role in choking and foreign body airway obstruction - Be proficient in preventive care techniques - Recognize aspirate, partial and complete airway obstruction, cyanosis, and Heimlich maneuver/Abdominal Thrust - Recognize the signs of an obstructed airway - Identify the universal sign for choking - Understand when the Heimlich maneuver should be used. - Demonstrate proper Heimlich maneuver on a mannequin 	<ol style="list-style-type: none"> 1. State and discuss possible causes of choking 2. State and discuss the role of the RCA in choking and foreign body airway obstruction 3. State and discuss preventive care techniques 4. State and discuss the definition for aspirate, partial and complete airway obstruction, cyanosis, and Heimlich maneuver 5. State and discuss signs of an obstructed airway 6. Demonstrate the universal signs for choking 7. State that the Heimlich maneuver is to be used when the airway is completely obstructed (unable to pass air) 8. Demonstrate the proper Heimlich maneuver on a mannequin

SUGGESTED TEACHING METHODOLOGIES: Lecture/discussion, demonstration, reading assignment, mannequin

SUGGESTED EVALUATION METHODOLOGIES: Class participation, score passing grade on quiz, return demonstration

MODULE IX: PERSONAL CARE

Didactic: 870 Minutes
Supervised Practice: 380 Minutes

UNIT 1: Defining Personal Care

- a. Defining Personal Care
- b. When and Who Needs Personal Care
- c. Meeting a Resident's Basic Human Needs Through Personal Care
- d. Communication Keys in Providing Personal Care

Didactic: 90 Minutes

UNIT 2: Personal Care Skills

- a. Hand washing
- b. Infection Control
- c. Freedom from Pain
- d. Urinary System
 1. Assisting with Bedpan/Urinal/Fracture Pan
 2. Assisting with Bedside Commode/Toilet
 3. Incontinence
- e. Digestive System
 1. Dietary Needs
 2. Assisting with Eating & Hydration
 3. Measuring and Recording Weight
- f. Integumentary System – Skin Alterations in Skin
 1. Healthy Skin
 2. Alterations in Skin
- g. Musculoskeletal System
 1. Transfers, Positioning & Turning
 - a. Body Mechanics
 - b. Turning & Positioning In Bed/Chair
 - c. Transfer with One Assist
 2. Ambulation
 3. Range of Motion
- h. Bathing
- i. Grooming
 - 1) Haircare
 - 2) Mouthcare
 - 3) Shaving
 - 4) Hand and Nail Care
 - 5) Footcare

j. Dressing

- 1) Assisting with Resident
- 2) Adaptive Equipment

k. The Resident's Environment

- 1) Components & Care of the Environment
- 2) Unoccupied Bed

l. Special Equipment Used

Didactic: 780 Minutes

Supervised Practice: 380 Minutes

MODULE IX: PERSONAL CARE

UNIT 1: Defining Personal Care

- a. Defining Personal Care
- b. When and Who Needs Personal Care
- c. Meeting a Resident's Basic Human Needs Through Personal Care
- d. Communication Keys in Providing Personal Care

Didactic: 90 Minutes

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Define Personal Care, list the tasks related to a resident's body, appearance, hygiene and movement - Identify when and who needs personal care - Understand resident's basic human needs, and how they may be met through personal care - Recognize communication keys in providing personal care 	<ol style="list-style-type: none"> 1. Define and discuss personal care; identify activities that are part of personal care: <ul style="list-style-type: none"> - tasks related to resident's body, appearance, hygiene and movement: <ol style="list-style-type: none"> i. bathing ii. toileting iii. teeth and mouth care iv. ambulation v. dressing/grooming vi. eating VIII. transferring 2. Discuss when and who needs personal care; give examples of cases where personal care may be needed: <ol style="list-style-type: none"> a. residents recovering from an illness or accident b. residents with long term chronic condition c. residents who are frail due to advanced age d. residents who are permanently disabled e. residents who are dying 3. Discuss and explain how to meet the resident's basic human needs through personal care: <ol style="list-style-type: none"> a. physical needs b. safety and security, including emotional security c. belonging needs – valuing and showing acceptance for cultural, religious and socioeconomic differences

	<ul style="list-style-type: none">d. self-worth needs – building confidence and encouraging independence in doing specific taskse. self-fulfillment needs – recognition and acknowledgement of past accomplishments and setting new goals <p>4. Discuss and explain communication keys in providing personal care; stress that good communication improves personal care:</p> <ul style="list-style-type: none">a. making a good impressionb. showing acceptancec. building a helping relationshipd. handling special problems
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group discussion
SUGGESTED EVALUATION METHODOLOGIES: Written exam, class participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

a. Hand washing

Didactic: 10 Minutes

Supervised Practice: 10 Minutes

Objective	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Recognize and understand the importance of hand washing in infection control- Recognize and understand when it is appropriate for the caregiver to wash hands- Describe and/or demonstrate proper procedure for hand washing with soap and water- Identify alternate sources of hand washing when soap and water is not available	<ol style="list-style-type: none">1. Discuss ways hand washing aids in preventing infection; give examples2. Discuss and give examples of instances from the time the caregiver comes to work until end of shift when they should wash their hands3. Demonstrate hand washing using principles of infection control4. Discuss and give examples of alternate sources of hand washing when soap and water is not available

SUGGESTED TEACHING METHODOLOGIES: Lectures; video, demonstration, glow germ

SUGGESTED EVALUATION METHODOLOGIES: Group participation, written/oral quiz, skills performance checklist mandatory for all levels

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

b. Infection Control

Didactic: 40 Minutes

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Define microorganisms - Define infection control - Describe the chain of infection - List four types of infections - List three risk factors of infections - List five modes of transmission of infections - Verbalize importance of hand washing with soap and water or antiseptic hand cleaner - Describe concept of clean and dirty and demonstrate appropriate care of supplies and equipment - Define Standard/Universal Precaution - List the appropriate use of Personal Protective Equipment (PPE) - Define blood borne pathogen and three common diseases - List work practices to prevent exposure to: <ul style="list-style-type: none"> a. Sharps b. Sharps containers c. Contaminated supplies d. Cleaning/decontamination of body fluids/spills - State procedures for all exposure incidents, i.e.: <ul style="list-style-type: none"> a. Blood exposures b. Airborne c. Allergy/latex 	<p>Discuss with students:</p> <ol style="list-style-type: none"> 1. Process of Infection 2. Standard Precautions 3. Bloodborne Pathogens 4. Exposure Incidents <p>1. Process of Infection</p> <ol style="list-style-type: none"> a. Chain of infection b. Risk factors <ol style="list-style-type: none"> i. age ii. chronic illness iii. immunosuppressant c. Types of Infection <ol style="list-style-type: none"> i. UTI (urinary tract) ii. respiratory iii. wound/skin iv. GI (gastric intestinal tract) d. Transmission of Infection <ol style="list-style-type: none"> i. contact: indirect, direct ii. airborne iii. common vehicle iv. vectorborne ii. respiratory <p>B. Standard Precautions</p> <ol style="list-style-type: none"> a. Concept of clean and dirty b. Hand washing c. Care of supplies and equipment d. Waste and sharps disposal e. PPE (personal protective equipment); gloves <p>C. Bloodborne Pathogens</p> <ol style="list-style-type: none"> a. Bloodborne diseases b. Hepatitis B and C c. HIV d. Vaccination

	D. Exposure Incidents <ul style="list-style-type: none">a. Bloodb. Airbornec. Allergy/latex
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group discussion

SUGGESTED EVALUATION METHODOLOGIES: Written exam, class participation, demonstration

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

c. Freedom from Pain

Didactic: 40 Minutes

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Recognize and understand the effects of pain on resident functionality- Recognize and understand the cultural differences in responding to pain and pain management- Recognize and understand the impact of pain management on resident/resident/patient functionality- Recognize and understand how residents demonstrate pain and relief from pain- Recognize the characteristics of pain and how to report (site, duration, intensity and triggers)	<ol style="list-style-type: none">1. Discuss with students recognizing and reporting resident's pain:<ol style="list-style-type: none">a. state characteristics of pain; give examples of ways residents may indicate painb. observe, record and report; show how to gather more information from the resident about their pain; demonstrate how to report pain effectively2. Discuss and give examples of effects of pain on a resident's functionality3. Discuss and give examples of cultural differences in responding to pain and pain management4. Discuss the impact of pain management on resident functionality5. Discuss and give examples of a resident's demonstration of pain and relief from pain

SUGGESTED TEACHING METHODOLOGIES: Lecture, scenarios and role play

SUGGESTED EVALUATION METHODOLOGIES: Class participation, quizzes

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

d. Urinary System

1. **Assisting with Bedpan/Urinal/Fracture Pan**
2. Assisting with Bedside Commode/Toilet
3. Incontinence

Total Didactic: 70 Minutes

Total Supervised Practice: 50 Minutes

Didactic: 20 Minutes

Supervised Practice: 15 Minutes

1. Assisting with Bedpan/Urinal/Fracture Pan

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Recognize who needs to use a bedpan/urinal/fracture pan- Identify the equipment used- Demonstrate the process of positioning and removing a bedpan- Demonstrate the process of positioning and removing a urinal- Demonstrate the process of positioning and removing a fracture pan- Demonstrate aftercare of equipment- Demonstrate aftercare of resident	<ol style="list-style-type: none">1. Discuss with student who needs to use a bedpan/urinal/fracture pan; give examples of when a bedpan/ urinal/ fracture pan is indicated for use2. Discuss the steps in using a bedpan/urinal/fracture pan:<ol style="list-style-type: none">a. gather equipmentb. assist with a bedpan; demonstrate the process of positioning and removing a bedpanc. assist with a urinal; demonstrate the process of positioning and removing a urinald. assist with fracture pan; demonstrate the process of positioning and removing a fracture pane. clean, dry and put away equipmentf. wash hands

SUGGESTED TEACHING METHODOLOGIES: Lecture, Display equipment, Show video

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral unit quiz

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

d. Urinary System

1. Assisting with Bedpan/Urinal/Fracture Pan
- 2. Assisting with Bedside Commode/Toilet**
3. Incontinence

Didactic: 20 Minutes

Supervised Practice: 15 Minutes

2. Assisting with Bedside Commode/Toilet

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Identify the parts of a bedside commode/toilet.- Demonstrate the process of using a commode.- Demonstrate aftercare of equipment- Demonstrate aftercare of resident	<ol style="list-style-type: none">1. Discuss with student who needs to use a bedside commode/toilet; give examples of when a bedside commode/toilet is and is not indicated for use2. Define parts of and demonstrate assembling and disassembling bedside commode3. Discuss and demonstrate how to assist with a commode4. Discuss and demonstrate procedure for rinse bucket utilizing infection control principles and reassemble commode5. Discuss aftercare of resident; discuss infection control measures6. State importance of washing hands after finished with procedure

SUGGESTED TEACHING METHODOLOGIES: Lecture Display equipment Show video

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz Skills Performance Checklist

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

d. Urinary System

1. Assisting with Bedpan/Urinal/Fracture Pan
2. Assisting with Bedside Commode/Toilet
- 3. Incontinence**

Didactic: 30 Minutes

Supervised Practice: 20 Minutes

3. Incontinence

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Understand the meaning of incontinence - Describe the care given to a resident wearing adult diapers - State the use of condom, indwelling and straight catheters - Demonstrate measuring of patient's urinary output - Describe information that should be reported to supervisor 	<ol style="list-style-type: none"> 1. Discuss reasons for incontinence <ol style="list-style-type: none"> a. bladder b. bowel 2. Discuss care of the resident wearing adult diapers: <ol style="list-style-type: none"> a. guidelines for changing b. skin care 3. Discuss emotional problems associated with incontinence; give examples <ol style="list-style-type: none"> a. Embarrassment b. Loss of dignity 4. Discuss types of Catheters: <ol style="list-style-type: none"> a. Condoms b. Indwelling c. Straight 5. Discuss Indwelling/Straight Catheters <ol style="list-style-type: none"> a. Safe use of catheters b. Assisting with the use of catheters c. Infection control 6. Discuss observing, reporting and recording: <ol style="list-style-type: none"> a. color and odor of urine b. comfort of patient (pain, chills, sweating?) c. leakage around catheter

SUGGESTED TEACHING METHODOLOGIES: Lecture Display equipment Show video Demonstration

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

e) Digestive System

1. Dietary Needs
2. Assisting with Eating & Hydration
3. Measuring and Recording Weight

Total Didactic: 75 Minutes

Total Supervised Practice: 35 Minutes

Didactic: 30 Minutes

e) Digestive System

1. Dietary Needs

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Identify residents who have special dietary needs- Recognize and understand specific diets- Recognize potential food and drug interactions; know when to report	<ol style="list-style-type: none">1. Discuss why and when a resident would have special dietary needs, give examples:<ol style="list-style-type: none">a. diabetesb. low fat dietc. sodium restricted diet2. Discuss physical changes that can warrant a special diet, give examples:<ol style="list-style-type: none">a. lactose or gluten intoleranceb. allergiesc. medicationsd. other3. Discuss functional and age-related changes that can effect appetite; discuss observation and when to report changes4. Discuss potential food and drug interactions, give examples; discuss observation and when to report

SUGGESTED TEACHING METHODOLOGIES: Lecture; Food Pyramid diagram, discussion video.

SUGGESTED EVALUATION METHODOLOGIES: Class participation, Written or oral quiz

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

e) Digestive System

1. Dietary Needs
- 2. Assisting with Eating & Hydration**
3. Measuring and Recording Weight

Time: 35 Minutes

Supervised Practice: 30 Minutes

e) Digestive System

2. Assisting with Eating & Hydration

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Describe proper positioning to prevent choking at mealtime- Define independent and partial assistance with eating- Demonstrate various ways of tray set-up (clock method)- Discuss the need for and different adaptive equipment for mealtimes- Discuss ways to maintain resident dignity, promote autonomy and respect diversity during mealtimes	<ol style="list-style-type: none">1. Discuss proper feeding techniques:<ol style="list-style-type: none">a. positioning; demonstrate proper body posture for safe eatingb. State the differences between independent and partial assistance with eating; give examples as to types of residents the RCA will be assistingc. Discuss and display the clock-method of tray set-up; discuss adaptive equipmentd. Discuss ways to promote comfort, safety, and dignity when assisting with meals; promoting pleasant mealtimes for the residents

SUGGESTED TEACHING METHODOLOGIES: Lecture; role play, discussion, video

SUGGESTED EVALUATION METHODOLOGIES: Class participation, return demonstration

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

e) Digestive System

1. Dietary Needs
2. Assisting with Eating & Hydration
- 3. Measuring and Recording Weight**

Didactic: 10 Minutes

Supervised Practice: 5 Minutes

e) Digestive System

3. Measuring and Recording Weight

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Identify the principles for measuring weight accurately using a balance scale and/or a chair scale- Identify proper positioning of the resident to achieve balance when using scales- Identify how to correctly report and record weight	<ol style="list-style-type: none">1. State and discuss the purpose of weighing residents2. State the principles for measuring weight accurately using a balance scale and/or a chair scale3. Give examples of the types of scales:<ol style="list-style-type: none">a. balance scaleb. chair scalec. bathroom scales: Digital; Standard4. <ol style="list-style-type: none">a. correctly demonstrate maintaining principles of safety while using scalesb. accurately record weight

SUGGESTED TEACHING METHODOLOGIES: Lecture, Performance checklist, Demonstration on balance and chair scales, Video, Demonstration of weighing on balance and chair scales, Sample recording form for weight

SUGGESTED EVALUATION METHODOLOGIES: Quiz, Return demonstration of weighing on balance and chair scales and recording results

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

f) Inegumentary System - Skin

1. Healthy Skin
2. Alterations in Skin

Total Didactic: 80 Minutes

Total Supervised Practice: 20 Minutes

Time: 20 Minutes

Supervised Practice: 20 Minutes

f) Inegumentary System – Skin

1. Healthy Skin

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Describe and identify healthy skin and age related changes in the skin- Identify the risk factors, which compromise healthy skin (i.e. immobility, poor nutrition, illness, etc.)- Describe procedures/preventive devices utilized to maintain good skin integrity- Identify the supplies needed to give a back rub	<ol style="list-style-type: none">1. Describe and discuss normal skin functions and characteristics; list characteristics of healthy skin2. Name risk factors that affect healthy skin; identify daily measures to promote healthy skin. Discuss RCA's role in assisting with special skin care3. Discuss components of routine skin care:<ol style="list-style-type: none">a. identify and discuss risk factors which compromise skin integrityb. identify and discuss preventive measures to prevent compromised skin integrityc. discuss observing, recording and reporting

SUGGESTED TEACHING METHODOLOGIES: Lecture; charts of Integumentary system

SUGGESTED EVALUATION METHODOLOGIES: Written or oral quiz, class participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

f) Inegumentary System - Skin

1. Healthy Skin

2. Alterations in Skin

Didactic: 60 Minutes

f) Inegumentary System – Skin

2. Alterations in Skin

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Identify and define the following skin alterations and the possible causes of each: <ul style="list-style-type: none"> a. skin tears b. moisture related problems c. circulatory problems d. pressure - Describe the caregiver’s role in the prevention and of the following skin alterations: <ul style="list-style-type: none"> a. skin tears b. moisture related problems c. circulatory problems d. pressure - Identify pressure points on the body and the signs of a beginning pressure ulcer 	<p>1. Identify skin alterations, give examples of contributing factors for each:</p> <ul style="list-style-type: none"> a. skin tears b. moisture related problems c. pressure related problems d. circulatory problems <p>2. Identify and discuss preventive measures for each of the following, give examples:</p> <ul style="list-style-type: none"> a. skin tears b. moisture related problems c. pressure related problems d. circulatory problems <p>3. Locate and discuss pressure points on the body:</p> <ul style="list-style-type: none"> a. coccyx b. heels c. sacrum d. ischial tuberosities e. back of skull f. elbows <p>4. Identify and discuss signs of early skin breakdown:</p> <ul style="list-style-type: none"> a. redness b. warmth c. rash d. itching

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration, Diagrams of pressure ulcers, Anatomy charts

SUGGESTED EVALUATION METHODOLOGIES: Class participation Written or oral quiz

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

g) Musculoskeletal System

1. Transfers, Positioning & Turning

a. Body Mechanics

b. Turning & Positioning In Bed/Chair

c. Transfer with One Assist

2. Ambulation

3. Range of Motion

Total Didactic: 105 Minutes

Total Supervised Practice: 60 Minutes

Didactic: 15 Minutes

Supervised Practice: 20 Minutes

g) Musculoskeletal System

1. Transfers, Positioning & Turning

a. Body Mechanics

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Define body mechanics and explain the basic rules of proper body mechanics - Use correct body mechanics when assisting in moving and with all aspects of daily care 	<ol style="list-style-type: none"> 1. Define body mechanics: <ol style="list-style-type: none"> a. the way the body moves and maintains its balance b. makes the best use of the body's strength and avoids straining muscles and joints 2. State the basic rules of body mechanics: <ol style="list-style-type: none"> a. proper posture b. use wide base of support c. bend at knees and hips not waist d. carry objects close to body e. face your work f. place one foot ahead of the other while working g. do not twist h. for prolonged standing, stand with one foot up 3. Demonstrate use of correct body mechanics during a transfer

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration

SUGGESTED EVALUATION METHODOLOGIES; Return demonstration, class participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

g) Musculoskeletal System

1. Transfers, Positioning & Turning

a. Body Mechanics

b. Turning & Positioning In Bed/Chair

c. Transfer with One Assist

2. Ambulation

3. Range of Motion

Didactic: 15 Minutes

Supervised Practice: 20 Minutes

g) Musculoskeletal System

2. Ambulation

b. Turning & Positioning In Bed/Chair

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Identify reasons when specific body positions are indicated - Recognize the following basic body positions: <ul style="list-style-type: none"> a. Fowlers position b. Supine position c. Prone position d. Lateral position - Identify anatomically correct and comfortable chair positioning 	<ol style="list-style-type: none"> 1. State and discuss basic body positions; identify each position: <ul style="list-style-type: none"> a. Fowlers position b. Supine position c. Prone position d. Lateral position 2. Identify and discuss the reasons for the following positions: <ul style="list-style-type: none"> a. Fowlers position b. Supine position c. Prone position d. Lateral position 3. Demonstrate: Turning the Resident in Bed 4. Demonstrate: Positioning the Resident in Bed 5. Demonstrate: Positioning Resident in Chair or Wheelchair

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration

SUGGESTED EVALUATION METHODOLOGIES: Return demonstration

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

g) Musculoskeletal System

1. Transfers, Positioning & Turning

- a. Body Mechanics
- b. Turning & Positioning In Bed/Chair

c. Transfer with One Assist

- 2. Ambulation
- 3. Range of Motion

Didactic: 35 Minutes

g) Musculoskeletal System

2. Ambulation

c. Transfer with One Assist

Objective	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - List the guidelines for the following transfers using one assist: <ul style="list-style-type: none"> a. stand and pivot b. bed to chair c. chair to bed d. on/off toilet/commode - Safely perform the following one assist transfers: <ul style="list-style-type: none"> a. stand and pivot b. bed to chair c. chair to bed d. on/off toilet/commode 	<ul style="list-style-type: none"> 1. Explain and discuss the safety, body mechanics and positioning guidelines for the following one assist transfers: <ul style="list-style-type: none"> a. stand and pivot b. bed to chair c. chair to bed d. on/off toilet/commode 2. Demonstrate the following Procedures: <ul style="list-style-type: none"> a. Transfer to the Sitting Position b. Helping the Resident Sit at the Side of the Bed c. Helping the Resident to Stand d. Transfer to Wheelchair, Chair or Commode e. Transfer from Wheelchair to Toilet f. Transfer from Wheelchair to Shower and Assisting with Shower g. Transfer from Wheelchair to Stool or Chair in Tub

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration

SUGGESTED EVALUATION METHODOLOGIES: Return demonstration, Class participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

g) Musculoskeletal System

1. Transfers, Positioning & Turning

2. Ambulation

3. Range of Motion

Didactic: 20 Minutes

Supervised Practice: 10 Minutes

g) Musculoskeletal System

2. Ambulation

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Identify the importance of maximizing the highest level of independent ambulation for the resident/patient for the following: increase self-esteem well-being, prevent complications of immobility, gain strength and build endurance- Discuss the components of safe ambulation and the levels of assistance- Identify the various assistive devices and their purposes- Discuss safety guidelines for ambulation	<ol style="list-style-type: none">1. State and discuss the importance of ambulation:<ol style="list-style-type: none">a. Increases self-esteemb. Promotes circulationc. Strengthens joints and muscles, improves enduranced. Prevents atrophy and contractors2. Describe the components of safe ambulation and the differences between minimal and maximum assistance<ol style="list-style-type: none">a. one assistb. assistive devices (canes, walkers, crutches, etc.); give examples and their purposesc. safety principles; state the safety guidelines for ambulation; demonstrate helping the resident to walk

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration

SUGGESTED EVALUATION METHODOLOGIES: Return Demonstration, Class Participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

g) Musculoskeletal System

1. Transfers, Positioning & Turning
2. Ambulation
- 3. Range of Motion**

Didactic: 20 Minutes

Supervised Practice: 10 Minutes

g) Musculoskeletal System

3. Range of Motion

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Identify the functions of the muscles and identify the effects of disuse- Discuss contractures- Describe Active Range of Motion exercises- Describe Passive Range of Motion exercises- Describe Resistive Range of Motion exercises	<ol style="list-style-type: none">1. Discuss the functions of the muscles and state the effects of disuse2. Define disuse syndrome and related terms of paralysis, contracture, and atrophy3. Define contractures; give examples4. Define active ROM; give examples5. Define Passive ROM Exercises; give examples6. Describe Resistive Range of Motion Exercises; give examples

SUGGESTED TEACHING METHODOLOGIES: Lecture-possibly by PT

Demonstration Video Role Play

SUGGESTED EVALUATION METHODOLOGIES: Quiz, class participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

h) Bathing

Didactic: 30 Minutes

Supervised Practice: 60 Minutes

h) Bathing

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Learn how to and understand importance of providing privacy - Learn why and how to properly regulate water temperature - Learn differences between a partial bed bath, AM/PM care, shower and tub bath (purposes, equipment) - List the observations about skin conditions that must be reported to a supervisor - Be able to demonstrate proper procedures for tub or shower bath and bed bath 	<ol style="list-style-type: none"> 1. State the purpose and importance of bathing 2. State the importance of respecting resident's right to privacy and dignity while bathing 3. Define processes: <ol style="list-style-type: none"> a. complete bed bath b. partial/sponge bath c. AM and PM Care d. shower e. tub 4. Discuss factors affecting frequency of bathing; give examples 5. Discuss and describe safety precautions: <ol style="list-style-type: none"> a. properly regulate water temperature and assess for environmental/equipment safety b. observe for physical and emotional changes while bathing and report to supervisor: <ol style="list-style-type: none"> i. list skin changes ii. dizziness/Weakness iii. mental statues changes iv. refusal of service 6. Refer to Bathing Procedures: <ol style="list-style-type: none"> a. Tub or Shower Bath b. Bed Bath c. Back Rub d. Mouth Hygiene and Care

	7. Discuss importance of observing, recording and reporting as necessary; give examples of what should be reported
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SUGGESTED TEACHING METHODOLOGIES: Lecture, pictures, demonstrations

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz, class participation

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

i) Grooming

- 1) Haircare
- 2) Mouthcare
- 3) Shaving
- 4) Hand and Nail Care
- 5) Footcare

Total Didactic: 100 Minutes

Total Supervised Practice: 80 Minutes

Didactic: 20 Minutes

i) Grooming

1) Haircare

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Recognize importance of seeking information and guidance about resident's hairstyle and care preferences and routines - Assist the resident who cannot care for own hair - Follow proper infection control principles when choosing the appropriate hair care tool - Discuss how, why and when it is appropriate to shampoo and brush or comb hair - Identify changes in condition of scalp and hair 	<ol style="list-style-type: none"> 1. State and discuss the importance of good hair care: <ol style="list-style-type: none"> a. stress the importance of providing hair care that incorporates resident preferences and routines and has a neat appearance b. promote self-care through appropriate level of assistance 2. State and discuss proper infection control principles when choosing the appropriate hair care tool: <ol style="list-style-type: none"> a. use resident's own brush or comb to provide hair care 3. State and discuss safety factors (i.e. use of hair dryer/ curling iron, sharp bristles on brushes, use of sprays and hair care products) 4. Discuss when it is appropriate for RCA to: <ol style="list-style-type: none"> a. shampoo the hair b. assist the resident with shampooing c. observe, record and report redness, irritation, sores, crusts, dandruff, etc to the supervisor

	<p>d. assist the resident with brushing and combing hair; assist with care of matted or knotted hair</p> <p>5. Discuss: Shampoo in Bed</p>
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SUGGESTED TEACHING METHODOLOGIES: Display equipment, lecture, demonstration.

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz, return demonstration

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

- i) Grooming
 - 1) Haircare
 - 2) Mouthcare**
 - 3) Shaving
 - 4) Hand and Nail Care
 - 5) Footcare

Didactic: 30 Minutes

Supervised Practice: 30 Minutes

- i) Grooming
- 2) Mouthcare**

Objective	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Identify the reasons for providing mouth care - Identify the equipment needed to provide mouth care - Provide mouth care for a resident who requires partial assistance - Provide mouth care for a resident who requires total assistance - Identify the frequency mouth care is to be administered for a resident with no oral complications - Recognize conditions which would require increasing frequency of mouth care - Identify conditions that when observed must be reported to the supervisor 	<ol style="list-style-type: none"> 1. State and discuss the importance of providing mouth care/denture care and good oral hygiene: <ol style="list-style-type: none"> a. assist resident who requires partial assistance b. assist resident who requires total assistance 2. State number of times mouth care is to be provided; name conditions which would require mouth care be provided more frequently. State the frequency that mouthcare should be administered for the patient with: <ol style="list-style-type: none"> a. No oral complications b. Complications 3. Discuss observation and reporting conditions to supervisor. State RCA duty to inspect mouth and report to supervisor any signs of: <ol style="list-style-type: none"> a. sores, lesions, and irritations on inner/outer mouth, tongue or gums b. swollen, bleeding reddened tongue or gums or white, brown or discolored patches inside mouth area c. bleeding gums d. cracked bleeding dry lips e. broken or loose teeth or grinding down of teeth's surfaces

	<ul style="list-style-type: none"> f. decreased or excess saliva or drooling g. difficulty swallowing h. resident complaints of pain or discomfort of mouth, teeth, throat or ear area <p>4. Mouth Hygiene and Care</p> <ul style="list-style-type: none"> a. gather towel, toothbrush, toothpaste, cup, emesis basin and mouthwash.
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i) Grooming
2) Mouthcare (continued)

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Demonstrate proper technique used to remove dentures from one's mouth - Demonstrate how to protect dentures while cleaning - Demonstrate how to clean dentures - Demonstrate how to insert dentures back into one's mouth - Demonstrate how to care for dentures when not in use - Demonstrate how to clean a mouth of one who has no teeth or has dentures removed 	<ol style="list-style-type: none"> 1. Discuss mouth care for the patient with dentures: <ul style="list-style-type: none"> a. mouth care following the removal of dentures b. care of dentures or dental appliances c. removing and reinserting dentures for those patients whom are not independent with the tasks 2. Discuss/demonstrate proper technique for denture care: <ul style="list-style-type: none"> a. remove dentures using a gloved hand and a gently rocking and downward pulling motion for upper dentures and an upward pulling motion for bottom dentures b. place dentures in a denture cup immediately after removal and lines sink with washcloth while brushing c. clean dentures by brushing with toothbrush and toothpaste and then denture cleaner d. re-insert top dentures first and bottom dentures last e. when not in use, place dentures in a denture cup and cover 3. Discuss and define Edentulous <ul style="list-style-type: none"> a. give examples of when a resident would not have teeth; for example, when

	<p>dentures were removed; when no teeth are present</p> <p>4. Discuss proper cleaning techniques for residents without teeth:</p> <ul style="list-style-type: none">a. clean and massage mouth and gums with lemon glycerin swab or moistened cloth
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SUGGESTED TEACHING METHODOLOGIES: Display equipment, lecture
SUGGESTED EVALUATION METODOLOGIES: Written/oral quiz, skills performance checklist

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

- i) Grooming
 - 1) Haircare
 - 2) Mouthcare
 - 3) Shaving**
 - 4) Hand and Nail Care
 - 5) Footcare

Didactic: 20 Minutes

Supervised Practice: 20 Minutes

i) Grooming

3) Shaving

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Identify the equipment needed to shave a resident - Demonstrate how to shave using a safety razor - Demonstrate how to shave using an electric razor - Recognize and list skin conditions that must be reported when observed 	<ol style="list-style-type: none"> 1. Discuss and demonstrate shaving the resident with: <ul style="list-style-type: none"> a. safety razor b. electric razor 2. Discuss what to observe, record, and report to the supervisor; give examples: skin irritations, redness, or scaling 3. Discuss shaving the resident 4. Discuss standard precautions: <ul style="list-style-type: none"> a. wash hands b. don gloves before shaving 5. Describe the equipment needed to shave a resident: <ul style="list-style-type: none"> a. safety razor, basin, warm water, mirror, wash cloth, towel, shaving cream b. electric razor

SUGGESTED TEACHING METHODOLOGIES: Display equipment Lecture Demonstrate

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz at end of Unit Skills Performance Checklist

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

- i) Grooming
 - 1) Haircare
 - 2) Mouthcare
 - 3) Shaving
 - 4) Hand and Nail Care**
 - 5) Footcare

Didactic: 10 Minutes

Supervised Practice: 10 Minutes

- i) Grooming
 - 4) Hand and Nail Care**

Objective	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none"> - Identify the supplies needed to provide hand and nail care - Demonstrate the procedure for providing hand and nail care 	<ol style="list-style-type: none"> 1. State and discuss the importance of good hand and nail care 2. Describe the appearance of healthy hands 3. Discuss what to observe, record and report to supervisor: <ul style="list-style-type: none"> a. pain b. reddened areas c. open areas d. dry, scaly skin e. cracked nails 4. State that the RCA may NOT cut or trim fingernails; fingernails may only be filed <ul style="list-style-type: none"> - discuss Plan of Care with RN 5. Nail Care. Instruct RCA that they will: <ul style="list-style-type: none"> a. Gather the basin, soap, water, towel, orange stick and nail file b. Soak hands, clean under nails with orange stick, and apply lotion when providing hand and nail care

SUGGESTED TEACHING METHODOLOGIES: Display equipment Lecture
Demonstrate

SUGGESTED EVALUATION METHODOLOGIES: written /Oral Unit Quiz at end of Unit Skills Performance Checklist

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

- i) Grooming
 - 1) Haircare
 - 2) Mouthcare
 - 3) Shaving
 - 4) Hand and Nail Care
 - 5) Footcare**

Didactic: 20 Minutes

Supervised Practice: 20 Minutes

- i) Grooming
- 5) Footcare**

Objective	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Describe the appearance of healthy feet - Identify the equipment needed for foot care - Demonstrate foot care competently - Identify the symptoms of foot problems 	<ol style="list-style-type: none"> 1. State and discuss the importance of good foot and nail care 2. Describe the appearance of healthy feet 3. State the importance of the RCA to observe, record and report to supervisor: <ul style="list-style-type: none"> a. pain b. reddened areas c. open areas d. dry, scaly skin, and/or cracked nails Note special attention should be given to those residents who have diabetes 4. State that RCA does not cut or trim toenails. Toenails may only be filed. Discuss Plan of Care with RN 5. Nail Care. Instruct RCA that they will: <ul style="list-style-type: none"> a. fether basin, warm water, soap and towel b. provide competent foot care on a resident c. report any redness, sores or cracks in the skin of the feet to the supervisor

SUGGESTED TEACHING METHODOLOGIES: Display equipment Lecture Video on Foot Care Demonstrate

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz at end of Unit Skills Performance Checklist

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

j) Dressing

- 1) Assisting with Resident
- 2) Adaptive Equipment

Didactic: 20 Minutes

Supervised Practice: 25 Minutes

j) Dressing

- 1) Assisting with Resident
- 2) Adaptive Equipment

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Recognize the value of resident choice in daily wear - Demonstrate how to put on clothes when the resident cannot - Demonstrate how to remove clothes when the resident cannot - Demonstrate how to assist resident with a weak/paralyzed side put on clothes - Demonstrate how to assist resident/ with weak/paralyzed side remove clothes - Recognize that dressing (i.e., clothes and devices) can be adapted to promote maximum Activities of Daily Living (ADL) function - Recognize the RCA's responsibility in making sure adaptive clothing or devices are properly identified and in good working order 	<ol style="list-style-type: none"> 1. Discuss types of residents who need assistance with getting dressed and dressing techniques: <ol style="list-style-type: none"> a. needing some assistance b. who have one-sided weakness c. totally dependent 2. Discuss assisting the resident with dressing: <ol style="list-style-type: none"> a. choosing seasonably appropriate clothing and footwear b. promoting self-care through appropriate level of assistance 3. Discuss and detail procedure to undress/assist and dress/assist resident with complete set of clothes in proper sequence: <ol style="list-style-type: none"> a. remove shirt/pants from strong side first b. assist with shirt/pants on weak side first 4. Discuss how to properly utilize adaptive equipment and clothing when part of care plan; give examples: <ol style="list-style-type: none"> a. glasses b. hearing aid c. elastic support stockings d. prostheses e. dressing aides

	<p>Discuss the care giver responsibility in making sure glasses or other adaptive equipment and/or clothing are properly identified and in good working order</p> <p>5. Discuss: Assisting with Dressing</p> <p>6. Discuss: Assisting with the use of Elastic Support Stockings</p>
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SUGGESTED TEACHING METHODOLOGIES: Display equipment Lecture
Demonstrate in the clinical setting

SUGGESTED EVALUATION METHODOLOGIES: Written/Oral Unit Quiz,
Performance Checklist

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

k) The Residents' Environment

- 1) Components & Care of the Environment
- 2) Unoccupied Bed

Total Didactic: 30 Minutes

Total Supervised Practice: 40 Minutes

Didactic: 20 Minutes

Supervised Practice: 20 Minutes

k) The Residents' Environment

1) Components & Care of the Environment

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Identify the components of the residents' environment which include the room and equipment, and elements for communication and to provide comfort- Identify how the residents' rights affect their functioning in their environment including right to privacy, expression of individuality, possession of personal belongings and furnishings and availability of locked storage- Identify the RCA's role in admissions, transfers and discharges (other than death) of a resident	<ol style="list-style-type: none">1. State and discuss components of the resident's environment; give examples2. State ways to promote residents' rights related to their environment; give examples:<ol style="list-style-type: none">a. right to privacyb. right to express individualityc. right to possess personal belongings3. State and give examples of duties performed by an RCA in admissions, transfers and discharges (other than death) of a residents/residents/patients

SUGGESTED TEACHING METHODOLOGIES: Lecture Videos for Rights, Performance Checklists

SUGGESTED EVALUATION METHODOLOGIES: Quiz, class participation

Didactic: 10 Minutes

Supervised Practice: 20 Minutes

k) The Residents' Environment (Continued)

2) Unoccupied Bed

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide will be able to:</p> <ul style="list-style-type: none">- Assemble correct equipment to make bed- Correctly demonstrate making an unoccupied bed	<ol style="list-style-type: none">1. State procedures for making beds:<ol style="list-style-type: none">a. unoccupied bed<ol style="list-style-type: none">i. assemble correct equipment to make bedii. correctly demonstrate making an unoccupied bediii. maintain all infection control procedures2. Discuss: Making an Unoccupied Bed

SUGGESTED TEACHING METHODOLOGIES: Lecture, Bedmaking
Demonstration Performance Checklists

SUGGESED EVALUATION METHODOLOGIES: Quiz, return demonstration

MODULE IX: PERSONAL CARE

UNIT 2: Personal Care Skills

I) Special Equipment Use

Didactic: 60 Minutes

I) Special Equipment Use

<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none">- Identify special equipment used by Residents- Explain how this special equipment is used- Identify the RCA's role in assisting the residents who use special equipment	<p>1. State and discuss different types of equipment; give examples:</p> <ul style="list-style-type: none">a. bedsb. mobility equipmentc. toileting equipmentd. prosthesise. ADL equipmentf. environmental support equipmentg. testing equipment <p>A. Bed Equipment:</p> <ul style="list-style-type: none">i. hospital bedsii. bed hardwareiii. special mattressesiv. special pillowsv. special pads <p>B. Mobility Equipment:</p> <ul style="list-style-type: none">i. canesii. crutchesiii. walkeriv. brace/splint/slingsv. wheelchairsvi. trapezeviii. transfer/sliding boardix. safety beltx. electric lift chairix. hydraulic lift (Hoyer Lift) <p>C. Toileting Equipment</p> <ul style="list-style-type: none">i. bedpanii. urinaliii. commodeiv. catheters <p>D. Prosthesis – give definition</p> <ul style="list-style-type: none">i. artificial limbsii. artificial breastiii. artificial eye
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	<ul style="list-style-type: none"> D. Prosthesis (continued) <ul style="list-style-type: none"> iv. hearing aid v. eye glasses/contacts vi. dentures E. ADL Equipment <ul style="list-style-type: none"> i. assistive eating utensils ii. assistive dressing devices F. Environmental Support <ul style="list-style-type: none"> i. humidifier/ vaporizer G. Testing Equipment <ul style="list-style-type: none"> i. glucometer 2. State and discuss RCA's role in relation to special use equipment: <ul style="list-style-type: none"> a. check Plan of Care for special Instructions b. read operating instructions that come with special equipment c. do not use if unfamiliar with the use of required equipment; request instruction and demonstration from the supervisor or therapist if needed (Demonstration of equipment as indicated for specific case assignment) d. encourage resident to be as independent as possible in use of equipment e. change or charge batteries of electrical equipment f. maintain and store equipment as per operating instructions g. dispose of disposable or non-reusable equipment h. observe the state of repair of equipment e.g.. worn, missing or broken equipment i. observe for problems the resident may have with equipment. e.g. skin irritation, malfunctioning equipment j. record and report observations and problems to supervisor
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group discussion

SUGGESTED EVALUATION METHODS: Written exam, class participation

MODULE IX: Assisting with Self-Administration of Medication

Didactic: 120 Minutes

Objectives	Outline
<p>At the completion of this Module, the Resident Care Aide (RCA) will be able to:</p> <ul style="list-style-type: none"> - Recognize and define the difference between administering medications and assisting with medications - Define assistance with self-administration of medication - Identify information found on medication: over the counter and prescription - Identify the “five medication rights”: <ol style="list-style-type: none"> 1. Right person 2. Right medication 3. Right dose 4. Right time 5. Right route - Identify and describe the specific tasks required when assisting residents with self-administration of medication - Identify and describe what to observe, record and report when assisting with the self-administration of medication 	<ol style="list-style-type: none"> 1. State the difference between administering medications and assisting with self-administration of medications 2. State Basic Assistance Skills <ol style="list-style-type: none"> a. standard precautions b. reading Supervised Practices – check expiration date c. checking the Five Medication Rights; refer to: <ol style="list-style-type: none"> i. Checking the Right Person ii. Checking the Right Medication iii. Checking the Right Dose iv. Checking the Right Time v. Checking the Right Route d. medication storage and disposal e. techniques for assisting with medications administered 3. State and discuss specific tasks of the RCA: <ol style="list-style-type: none"> a. remind the resident of time b. bring the medication to the resident c. bring other equipment to the resident needed to prepare and self-administer the medication d. read or show Supervised Practice to resident to check right person, right medication, right dose, right time and right route e. position the resident for medication administration f. open the container or package so resident can self-administer; do not crush or add medications to other food such as applesauce or ice cream; if nurse or family is pre-pouring medication, follow directions on Plan of Care g. provide appropriate liquids for swallowing medications h. pour pre-measured medication into bath water (as prescribed)

	<ul style="list-style-type: none"> i. storage of medication in the appropriate place j. clean and store/dispose of special medication equipment (after use) k. wash hands <p>4. Discuss observing, recording and reporting:</p> <ul style="list-style-type: none"> a. review general principles b. record and report immediately if resident: <ul style="list-style-type: none"> i. does not take medication or is taking improperly ii. takes medications/supplements/herbs not ordered by physician iii. has a reaction to a medication that is unusual for the resident c. if medications are dropped or mixed up
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SUGGESTED TEACHING METHODOLOGIES: Lecture, group discussion

SUGGESTED EVALUATION METHODS: Written exam, class participation

Demonstrate:

- Checking the Right Person
- Checking the Right Medication
- Checking the Right Dose
- Checking the Right Time
- Checking the Right Route