

**LEARNING OUTCOMES AND COMPETENCIES**  
**BASIC TRAINING**  
**Aging and Adult Services Administration**  
**April 2, 2002**

**Introduction**

**The student knows what to expect in the course, how to be successful, why the course is important and agrees to participate.**

**Why this is important:**

The student needs to know what is expected of him/her and be an active participant in order to be successful in completing the course

**A. Core Skills:**

None

**B. Core Competencies:**

- 1) Understands what the course will cover and the overall structure of how it will be conducted.
  - a) Be familiar with the 5 areas of core knowledge and skill as stated in the WAC (388-112-0050 Adult Family Homes and Boarding Homes and 388-71-05925 In Home caregivers).
  - b) States what is expected of them during the course and agrees to the basic ground rules.
  - c) Knows that different learning styles exist (visual, auditory, kinesthetic, olfactory and gustatory).
  - d) Identifies their own primary style and be able to adapt their responses to fit the style that is needed.
- 2) Understands that the environment is safe and they feel supported in their learning.
  - a) Understands how their learning will be enhanced.
  - b) Agrees to participate in their learning.

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**Outcome 1**

<p><b>The student will demonstrate the ability to understand and use effective interpersonal and problem solving skills with all members of the care team.</b></p>
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**Why this is important:**

Students must be able to communicate well and demonstrate problem-solving skills to be an effective member of the care team.

**A. Core Skills :**

- 1) Demonstrates ability to listen and respond to verbal and non-verbal communication in an appropriate manner. The student demonstrates the ability to use:
  - a) Active listening skills when presented with real world scenarios.
  - b) Problem-solving skills when presented with real world scenarios.
  - c) Non-verbal and verbal cues to enhance communication.
  - d) Strategies to overcome common barriers to effective communication when presented with real world scenarios.
  - e) Communication strategies to promote client/resident choices and quality of life while maintaining necessary boundaries.
  - f) Communication strategies to maintain positive working relationships.
  - g) Skills to modify their behavior and interpersonal communication to accommodate a client/resident's cultural, emotional, social and mental health needs.

**B. Core Competencies:**

- 1) Identifies effective use of verbal and non-verbal communications.
  - a) Describes active listening.
  - b) Describes problem solving.
  - c) States how verbal and non-verbal cues impact communication.
  - d) Identifies the importance of listening to the client/resident.
  - e) Identifies common barriers to effective communication.
- 2) Identifies the importance of maintaining clear, professional boundaries with client/resident and rest of care team.
  - a) Defines professional boundaries.
  - b) State why clear boundaries are necessary between caregivers and client/residents.
  - c) Identifies barriers to keeping clear boundaries.
  - d) Identifies 3 ways the caregiver can promote clear boundaries.
  - e) Identifies 3 communication strategies that maintain positive working relationships.

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**Outcome 2**

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

**Why this is important:**

It is essential that the student know about the caregiver's legal responsibility in order to encourage the client/resident to exercise their rights.

The student needs to know about their responsibility as a mandatory reporter of suspected abandonment, neglect, abuse, and exploitation in order to comply with the law.

**A. Core Skills :**

- 1) The student demonstrates the ability to use practices that support client/resident rights including dignity, privacy, confidentiality and independence when presented with real world scenarios, including how to:
  - a) Obtain information about the individual client/resident in order to provide personalized services.
  - b) Respond appropriately when people ask for client/resident information.
  - c) Use problem-solving skills that balance client/resident choice with safety.
  - d) Report suspected neglect, abandonment, abuse or exploitation.

**B. Core Competencies:**

**Client/resident rights.**

- 1) Understands that client/residents have legal rights, knows what they are and states why maintaining rights is essential for all people.
  - a) Explains what resident rights are.
  - b) Knows that the client has the right to participate in decisions about his/her care including the right to refuse treatment.
    - i) What to do when a client/resident refuses treatment or care and who to contact.
  - c) Defines confidentiality, privacy, dignity, and choice.
  - d) Defines abuse, abandonment, neglect and exploitation.
  - e) Defines the role of the ombudsman.
- 2) Understands a client/resident's cultural background is an essential part of who they are and can impact how they interact and respond to a person providing care.
  - a) Understands the client/resident's lifestyle practices and traditions may be different than their own.
  - b) Discusses differences in beliefs and customs and examine own personal beliefs.
- 3) Knows basic information about possible alternate health care decision maker for a client/resident.
- 4) Identifies ways to provide services that promote client/resident's rights including dignity, privacy, confidentiality and independence.
  - a) Lists ways to promote client independence.
  - b) Lists ways to demonstrate respect for client/resident's privacy and choice.
  - c) Recognizes the importance of maintaining client/resident confidentiality.
- 5) Identifies what may be considered a restraint by Washington state law.
  - a) Identifies techniques to maintain a restraint free environment.

**Abuse of vulnerable adults**

- 1) Can identify the different types of adult abuse, abandonment, neglect, and exploitation and list common signs for each.
  - a) Understands that illegal use of restraints is considered abuse and must be reported.
- 2) Understands their responsibilities as a mandatory reporter.
  - a) Knows that they have a legal responsibility to report.
  - b) Lists their legal responsibilities as a mandatory reporter.
  - c) Knows what to report including suspected abandonment, abuse, neglect or exploitation.
  - d) Knows how to report including who to call and what to say.

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**Outcome 3**

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

**Why is this important?**

The student must be able to know how to

- o Prevent the spread of infection,
- o Act appropriately in an emergency,
- o Maintain a safe environment for client/resident and self.
- o Gain some knowledge of common disease processes
- o Recognize abnormal changes in functioning
- o Understand the importance of reporting such changes

**A. Core Skills:**

**Infection Control:**

The student demonstrates the ability to use proper techniques for:

- 1) Hand-washing .
- 2) Use and disposal of single use gloves.
- 3) Disposal of used incontinence products and biohazards (i.e. sharps).
- 4) Use of cleaning agents that destroy microorganisms on surfaces.

**Accident prevention and other emergencies**

The student demonstrates the ability to use:

- 1) Techniques to assist client/resident to the floor during a fall that minimize injury to self or to the client/resident.
- 2) Appropriate body mechanics.
- 3) Skills to evaluate the client/resident's environment for hazards and accident risk.
- 4) Steps to follow in a fire emergency (i.e. R.A.C.E.).

**Observation and reporting:**

The student demonstrates ability to

- 1) Communicate changes or concerns regarding client/resident's physical or emotional health to appropriate members of a care team.
- 2) Use terminology accepted in the care setting to record and report observations and pertinent information.
- 3) Record and report observations, actions and information accurately and timely.

**B. Core Competencies:**

**Infection Control:**

- 1) Understands the basic principles of controlling the spread of infection.
  - a) Defines infection.
  - b) Identifies ways that infections are spread.
  - c) Names common infections and symptoms of infections.
  - d) Identifies adult immunizations that reduce the spread of viruses and bacteria.
  - e) Identifies the role of Universal Precautions in preventing the spread of infections.
    - i) Identifies when hand washing is required.
    - ii) Identifies when to use gloves.
    - iii) Latex allergy/sensitivity and alternative options for protection.
  - f) Identifies laundry and housekeeping measures that help in controlling the spread of infection.
  - g) Identifies proper use of cleaning agents that destroy microorganisms on surfaces.

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**Blood borne pathogens**

- 1) Understands what blood-borne (BB) pathogens are and how they are transmitted.
  - a) Lists the major blood borne pathogen diseases.
  - b) Lists high-risk behaviors for BB diseases.
  - c) Identifies measures to take to prevent BB diseases.
  - d) Knows how to report exposure to blood borne pathogens.
- 2) Defines HIV/AIDs
  - a) States how HIV works in the body.
  - b) States that they know that testing and counseling for HIV/AIDS is available.
  - c) Identifies the common symptoms of HIV/AIDS.
  - d) Realizes that there are legal and ethical issues related to HIV including required reporting, confidentiality and non-discrimination.
  - e) Emotional issues and support for clients/residents and caregivers.

**Tuberculosis**

- 1) Understands how to protect themselves and client/residents.
  - a) Defines TB.
  - b) Lists common symptoms
  - c) Recognizes how it is spread and that it is treatable.
  - d) States how it can be prevented.
  - e) Identifies who is at greatest risk for getting TB.
  - f) Recognizes the importance of testing.
  - g) Identifies where to get more information.

**Accident Prevention and other emergencies**

- 1) Recognizes their role in safeguarding the client/resident in an emergency.
  - a) States what to do if a client/resident has fallen and is on the floor.
  - b) Lists ways to prevent falls.
  - c) Identifies precautions required for client/residents with cognitive disabilities.
- 2) Knows their role in an emergency situation and how to follow standard emergency procedures.
  - a) Identifies basic fire emergency procedures.
  - b) Knows how to find the emergency and 911 policies and procedures for their work setting.
- 3) Identifies environmental hazards that could cause injury.
  - a) Identifies ways to prevent on the job injuries.
  - b) Identifies methods for making the home or residential setting safe and comfortable.
  - c) Identifies general safety rules for the home environment.
  - d) Knows proper use and storage of cleaning agents and other potentially hazardous materials.
- 4) Knows how to get information about emergency procedures in the work setting.
  - a) Is familiar with emergency procedures in the work setting:
    - i) Location of escape routes, fire extinguisher(s), emergency numbers, address, cross street information.
  - b) Knows about client/resident medical treatment directives.
    - i) Know what they are,
    - ii) Where the paperwork is located if needed for their particular situation.
    - iii) When and to whom this information is given in an emergency.
- 5) Knows to whom they should report any illnesses or injuries.

**Food handling and other safety concerns.**

- 1) Identifies and demonstrates principles of health and sanitation in the service of food.
  - a) Defines what causes food borne illness.
    - i) Identifies the risks associated with food borne illnesses.
  - b) Identifies good food handling practices.
    - i) States how to avoid cross contamination from one food to another.

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- ii) Identifies safe food storage requirements –depth, duration, and temperatures.
- iii) Understands the need to maintain food at proper temperatures in cooking and to decrease bacterial growth.
- iv) Identifies best practices for thawing foods.
- v) Can state ways to prevent food borne illness when preparing food.
- vi) Can explain the correct procedure for cleaning and disinfecting food contact surfaces.

**Observation and reporting:**

- 1) Defines concept of baseline and deviations from baseline.
- 2) Knows where to get information about the client/resident's baseline.
- 3) Defines subjective and objective information.
- 4) Recognizes changes to client/resident's physical, mental, and emotional state.
  - a) Recognizes abnormal changes in body functioning
  - b) Understands the importance of reporting such changes and who to report to.

**Disease Process**

- 1) Understands there are a variety of mental and physical conditions that affect the client/resident's functioning.
  - a) Knows how and where to get additional information regarding the client/resident's disease process
  - b) Lists ways emotional and physiological needs directly affect behaviors.
  - c) Can use information gathered on a specific disease or condition to:
    - i) Understand how the condition impacts the client/resident's functional ability and personal care requirements
    - ii) Understand what steps to take to support the client/resident in achieving optimal functional ability
  - d) Recognizes the importance of reporting abnormal signs and symptoms of common diseases and conditions
  - e) Recognizes the importance of social interactions at all levels of cognitive function.
- 2) Recognizes the following diseases, signs, symptoms and basic care related to them.
  - a) Diabetes.
  - b) Vascular disease – CVA, CHF.
  - c) COPD; pneumonia.
  - d) Cancer.
  - e) Parkinson's.
- 3) Recognizes the following basic Mental illnesses, signs, symptoms and basic support related to them.
  - a) Depression.
  - b) Dementing illnesses.
    - i) Understands that there are other types of dementia besides Alzheimer's disease
  - c) Bi-polar disease.
- 4) Defines and gives examples of types of developmental disabilities

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**Outcome 4**

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

**Why is this important?**

The caregiver must be able to use the individualized service plan as a tool to do their job. The caregiver must be able to provide personal care services correctly and appropriately as an essential function of their job.

**A. Core Skills**

**Service Plan**

- 1) The student is able to demonstrate how to use the service plan to identify personal care tasks.
  - a) Develops a task description of what they are to do using a variety of service plan formats.

**Personal Care Tasks**

- 1) The student is able to demonstrate providing all the personal care tasks while:
  - a) Providing appropriate level of assistance (minimal, substantial or total levels).
  - b) Incorporating client/resident preferences into personal care services.
  - c) Ensuring client/resident dignity, privacy and independence through participation.
  - d) Incorporating measures that promote safety and comfort for client/residents and self.
  - e) Using proper body mechanics while providing assistance.
  - f) Using organizational and prioritization skills.
  - g) Using appropriate communication skills.

**B. Core Competencies:**

**Service Plan**

- 1) Knows how a service plan is created and who is responsible.
  - a) Explains the purpose of a service plan.
  - b) Lists the major elements of a service plan.
  - c) States who is responsible for modifying the service plan in their work setting
- 2) Knows how to use a service plan.
  - a) Lists steps to follow when using the service plan to identify caregiver responsibilities.
  - b) Uses a variety of formats.
  - c) Identifies client/resident preferences and supports client/resident rights.
  - d) Identifies the client/resident's baseline using the service plan.
- 3) Self-Directed Care
  - a) Define self-directed care.
  - b) Understands to whom and how a client/resident can self-direct their own care.
- 4) Nurse Delegation
  - a) Define Nurse Delegation.
  - b) List the settings where it is allowed.
  - c) State caregiver training requirements for performing delegated tasks.

**Personal Care Tasks**

- 1) Knows their role in providing personal care tasks.
  - a) Define personal care tasks using DSHS definitions.
  - b) List examples of personal care tasks.
  - c) Define the levels of assistance: minimal, substantial and total.
- 2) Lists steps in performing personal care tasks.
- 3) Identifies safe practices when performing personal care services.

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<b>Personal Care Task</b>	<b>Core Skills</b> The student demonstrates the ability to assist the client/resident in the following ways:	<b>Core Competencies</b>
<b>Ambulation:</b>	1) With and without assistive devices a) On stairs. b) Controlling a client/resident fall.	1) Defines assistive devices or equipment for ambulation. 2) Names types of assistive devices or equipment
<b>Transfer</b>	1) Uses proper techniques for moving, lifting and transferring client/residents using a variety of transfer techniques. a) To and from furniture, equipment and transportation.	1) Defines assistive devices and equipment for transfers. 2) Names types of assistive devices or equipment used for transfers. 3) Identifies steps of stand-pivot and transfer from bed to chair and back.
<b>Positioning</b>	1) Uses proper techniques for turning and repositioning. a) In bed or in a chair.	1) Identifies steps for turning and repositioning a client/resident in a bed or a chair. 2) Identifies considerations to maintain healthy skin when positioning a client/resident. 3) States the steps for determining if the client/resident is in proper body alignment in a bed or a chair.
<b>Personal hygiene, Body and Skin care</b>	1) Uses proper techniques to assist with personal hygiene and body care activities. 2) Observes skin for abnormal signs and symptoms.	1) Identifies steps in providing personal hygiene or grooming for a client/resident. a) Knows the limits of nail care. b) States measures to take to ensure client/resident comfort and safety. 2) Identifies practices that promote comfort, pressure relief and maintain skin integrity. 3) States the impact of nutrition, positioning, friction, hydration, and hygiene on skin integrity. 4) States what a pressure ulcer is. a) Identify pressure points b) Identify risk factors that lead to skin breakdown and pressure ulcers c) Identify changes in skin condition to report and to whom.
<b>Toileting</b>	1) Uses incontinence products including proper disposal. 2) Uses common assistive toileting equipment. 3) Provides perineal, colostomy and catheter care.	1) Identifies factors that promote bowel and bladder functioning. 2) Defines incontinence and lists reasons a client might become incontinent 3) States the steps to follow when providing assistance with incontinence products. 4) Defines constipation. 5) Identifies signs/symptoms of abnormal bowel and bladder function and when to report these.

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<b>Personal Care Task</b>	<b>Core Skills</b> The student demonstrates the ability to assist the client/resident in the following ways:	<b>Core Competencies</b>
		6) Identifies common toileting assistive equipment and appliances and states how they function. 7) States the steps in providing assistance with toileting including catheter and perineal care.
<b>Eating</b>	1) Cuts food and opens containers. 2) Uses appropriate feeding techniques to assist the client/resident when necessary.	1) Defines dysphagia 2) State the importance of positioning client/resident when assisting with eating 3) Lists assistive devices for eating 4) Lists ways to make mealtime a pleasant experience. 5) States the steps to follow when assisting with eating including speed at which food is offered.
<b>Bathing</b>	1) Assists with shower, tub, sponge and bed bath 2) Uses techniques that promote bathroom safety. 3) Uses common assistive equipment.	1) States factors that will make bathing a comfortable experience. 2) Lists ways to make the bathroom a safe environment. 3) Identifies common assistive equipment used in bathing and how it functions.
<b>Dressing</b>	1) Uses proper techniques for dressing and undressing. 2) Uses a variety of adaptive clothing, tools and equipment.	1) Lists types of adaptive equipment and clothing and how they are used. 2) Lists ways to ensure that the client/resident is dressed comfortably and appropriately. 3) States factors to consider when assisting a client with dementia with dressing.
<b>Nutrition and Hydration</b>	1) Plans nutritious menus that include snacks and adequate liquids. a) According client/resident need, culture and belief. b) Uses food labels. c) Uses the food pyramid guidelines.	1) Defines good nutrition and describes the basic guidelines for good nutritional health using the USDA Food Pyramid. 2) Understands the importance of meal planning and considers client/resident preference. 3) States what information is available on food labels. 4) Understands why information on food labels is important. 5) Lists ways to work with client/resident when their preferences are contrary to their health or well being. 6) Identifies common medical conditions that require diet modification.

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<b>Personal Care Task</b>	<b>Core Skills</b> The student demonstrates the ability to assist the client/resident in the following ways:	<b>Core Competencies</b>
		7) Identifies dietary practices for client/resident with diabetes 8) States how to determine if client/resident has special dietary needs and how to meet them. 9) Can identify how to get more dietary information if required. 10) Understands which dietary mistakes can lead to serious consequences. 11) Identifies signs that may indicate poor nutrition or dehydration 12) Knows how to report poor resident food intake practices.
<b>Medication Assistance.</b>	1) Demonstrates ability to cue and remind: a) According to care setting rules. b) Uses a variety of enablers and medication packaging systems c) Reads a medication label 2) Uses the Medication Administration Record (MAR). a) Identifies the five "rights	1) States what medications are, what they do, how they get into the body. 2) Lists information contained on a medication label. 3) States practices for storing medications. 4) States why it is important that medications be taken at certain times. 5) Describe the difference between medication assistance and medication administration, including use of prns and otc's. 6) Identify who is allowed to administer medications. 7) States where to get information about side effects, interactions with other medications and foods. 8) Understands client/resident has right to refuse medication. 9) Lists ways to work with client/resident who refuses their medications 10) States who to report to when client/resident refuses medication. 11) Understands the rules for medication assistance are different in each care setting, including documentation and storage.
<b>Housework</b>	1) Makes an empty bed and a bed with someone in it. 2) Handles contaminated laundry. 3) Cleans and disinfects soiled surfaces.	<b>Competencies for "housework" are contained in the competencies for personal care tasks above and for infection control in Outcome #3.</b>

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**Outcome 5**

**The student will demonstrate an ability to adhere to basic job standards and expectations**

**Why this is important:**

In order to be successful at their jobs, the student must know:

- Which laws and regulations affect their practice.
- How to be responsive to the client/resident's needs and preferences.
- Job expectations in order to be successful in carrying out job responsibilities.
- How to take care of him or herself so that they are able to assist client/residents.

**A. Core Skills :**

**Role of the caregiver and Basic job responsibilities.**

Core skills for these topics are distributed throughout the other outcomes.

**Self Care:**

- 1) Demonstrates use of relaxation and stress management techniques.
- 2) Demonstrates ability to constructively deal with on the job frustrations.

**B. Core Competencies:**

**Role of the caregiver**

- 1) Defines the role of a client/residents care team.
  - a) Lists the various people who may be involved with the client/resident's care.
  - b) Discuss the importance of their role as a professional caregiver.
  - c) List ways a client/resident benefits from having a caregiver
- 2) Can identify the different care setting options for adults.
  - a) Discuss the basic differences between each care settings.
  - b) Describes how the role of the caregiver may be different in each care setting.

**Basic job responsibilities and what is unique to caregiving**

- 1) Lists basic job responsibilities.
- 2) Recognizes the importance of job commitment and its impact on quality care.
  - a) Identifies job requirements unique to caregiving
  - b) Lists additional training requirements necessary for their job.
  - c) Lists qualities that make a successful professional caregiver.
  - d) Identifies ways their belief system about client/resident impacts caregiving.

**Self Care**

- 1) Identifies common factors that lead to stress and burnout in caregiving.
  - a) Identifies signs and symptoms of burnout and problem solve strategies to avoid.
  - b) Knows that caregiver stress is one of the causes of abuse and neglect.
  - c) Discuss situations when the caregiver should ask for additional assistance in providing care for the client/resident.
- 2) Recognizes the importance and need for self-care.
  - a) Identifies the benefits of using relaxation techniques.
  - b) Identifies resources that promote self care (i.e. local support organizations).
  - c) Recognizes the importance of diet and exercise on stress management.

**Grief and Loss**

- 1) Can identify the stages of grief and loss and behaviors associated with the stages.
- 2) Identifies actions and resources they can use to work through feelings of grief and loss for self and client/resident.