

LEARNING OUTCOMES AND COMPETENCIES
MODIFIED BASIC TRAINING
Aging and Adult Services Administration
November 1, 2002

Outcome 1

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 2

<p>The student will demonstrate the ability to observe and report changes in a client/resident's condition.</p>
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Why is this important?

The student must be able to know how to

- o Recognize abnormal changes in functioning
- o Understand the importance of reporting such changes

A. Core Skills:

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:

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.

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Outcome 3

<p>The student will demonstrate the ability to use a service plan, and understand rules on Nurse Delegation and Self-Directed Care.</p>
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Why is this important?

The caregiver must be able to use the individualized service plan as a tool to do 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.

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.

C. Self-Medication

- 1) Describe the differences between medication assistance and medication administration, including use of prns and otcs.
- 2) Identify who is allowed to administer medications.
- 3) Understands the rules for medication assistance are different in each care setting, including documentation and storage.
- 4) Understands client/resident has right to refuse medication and lists ways to work with client/resident who refuses their medications and states who to report to when client/resident refuses medication.