

## DEFINITION OF COMPETENCIES FOR PERSONAL CARE WORKERS

Appendices A and B together identify the competencies that *direct-care workers* need in order to provide services to elders and consumers with disabilities, in whatever setting they reside.

The competencies in Appendix A are necessary for *personal care workers* to provide quality, person-centered care to consumers in need of assistance with the activities of daily living. This assistance may be provided in any appropriate setting—i.e., home care, assisted living residences, personal care homes, or adult day centers.

Demonstration of the entire set of competencies (Appendices A and B) will provide a portable certification that will enable a direct-care worker to work in *all* long-term care settings, providing personal care services as well as performing specific health-related tasks for nursing home residents and Medicare-certified home health clients.

## APPENDIX A. Definition of Competencies for Personal Care Workers

<b>1</b>	<b>Role of the Direct-Care Worker</b>
1.1	Explain the importance of the relationship between the consumer and the direct-care worker for quality of care
1.2	Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings
1.3	Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings
1.4	Demonstrate professionalism and responsibility, including in timeliness and appearance
1.5	Explain the purpose of the service or care plan
1.6	Explain the role of the direct-care worker in supporting the consumer's engagement in community activities

<b>2</b>	<b>Consumer Rights, Ethics, and Confidentiality</b>
2.1	Listen to and observe the preferences of the consumer
2.2	Respect the consumer's right to privacy, respect, and dignity
2.3	Demonstrate ways of promoting the consumer's independence
2.4	Explain the philosophies of consumer-direction and independent living
2.5	Facilitate the consumer's desire to express his or her personal faith and observe religious practices as requested
2.6	Respect the confidentiality of consumer information, adhere to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and follow employer confidentiality guidelines
2.7	Explain the direct-care worker's responsibility to identify, prevent, and report abuse, exploitation, and neglect
2.8	Describe the rights of consumers as addressed in the Americans with Disabilities Act (ADA)

## APPENDIX A. Definition of Competencies for Personal Care Workers

<b>3</b>	<b>Communication, Problem Solving, and Relationship Skills</b>
3.1	Explain the term “communication,” including the difference between verbal and non-verbal communication
3.2	Demonstrate effective communication, including listening, paraphrasing, and asking open-ended questions
3.3	Demonstrate ability to resolve conflict
3.4	Demonstrate respect and cultural sensitivity in communicating with others
3.5	Demonstrate the use of effective problem-solving skills
3.6	Demonstrate respectful and professional interaction with the consumer, significant other(s), and family members
3.7	Demonstrate basic language, reading, and written communication skills

<b>4</b>	<b>Individualized Personal Care Skills According to Consumer Preference and Service Plan</b>
4.1	Assist with tub bath and shower
4.2	Provide bed baths
4.3	Shampoo hair in bed
4.4	Assist with oral hygiene
4.5	Assist with fingernail and toenail care
4.6	Shave consumer
4.7	Turn and/or position consumer in bed and wheelchair
4.8	Transfer consumer from bed to wheelchair
4.9	Provide consumer with back rubs, foot rubs, leg rubs, arm/hand rubs
4.10	Assist with routine skin care
4.11	Assist with eating and drinking

## APPENDIX A. Definition of Competencies for Personal Care Workers

4.12	Assist with dressing, including using elastic support stockings
4.13	Assist with walking
4.14	Make an occupied and unoccupied bed
4.15	Assist with basic toileting needs, including using a bathroom or commode.
4.16	Demonstrate proper use of bedpan, urinal, and commode
4.17	Provide perineal care (cleaning of genital and anal areas)
4.18	Clean and ensure appropriate function and care of appliances such as glasses, hearing aids, orthotics, prostheses, and assist with their use
4.19	Observe, record, and report as appropriate

<b>5</b>	<b>Individualized Health Care Support According to Consumer Preference and Service Plan</b>
5.1	Assist consumers with self-administered medications

<b>6</b>	<b>In-Home and Nutritional Support According to Consumer Preference and Service Plan</b>
6.1	Assist with meal planning, food preparation and serving, food shopping, storage, and handling
6.2	Assist with the preparation of simple modified diets
6.3	Assist consumers with care of the home and/or personal belongings
6.4	Support a safe, clean, and comfortable living environment

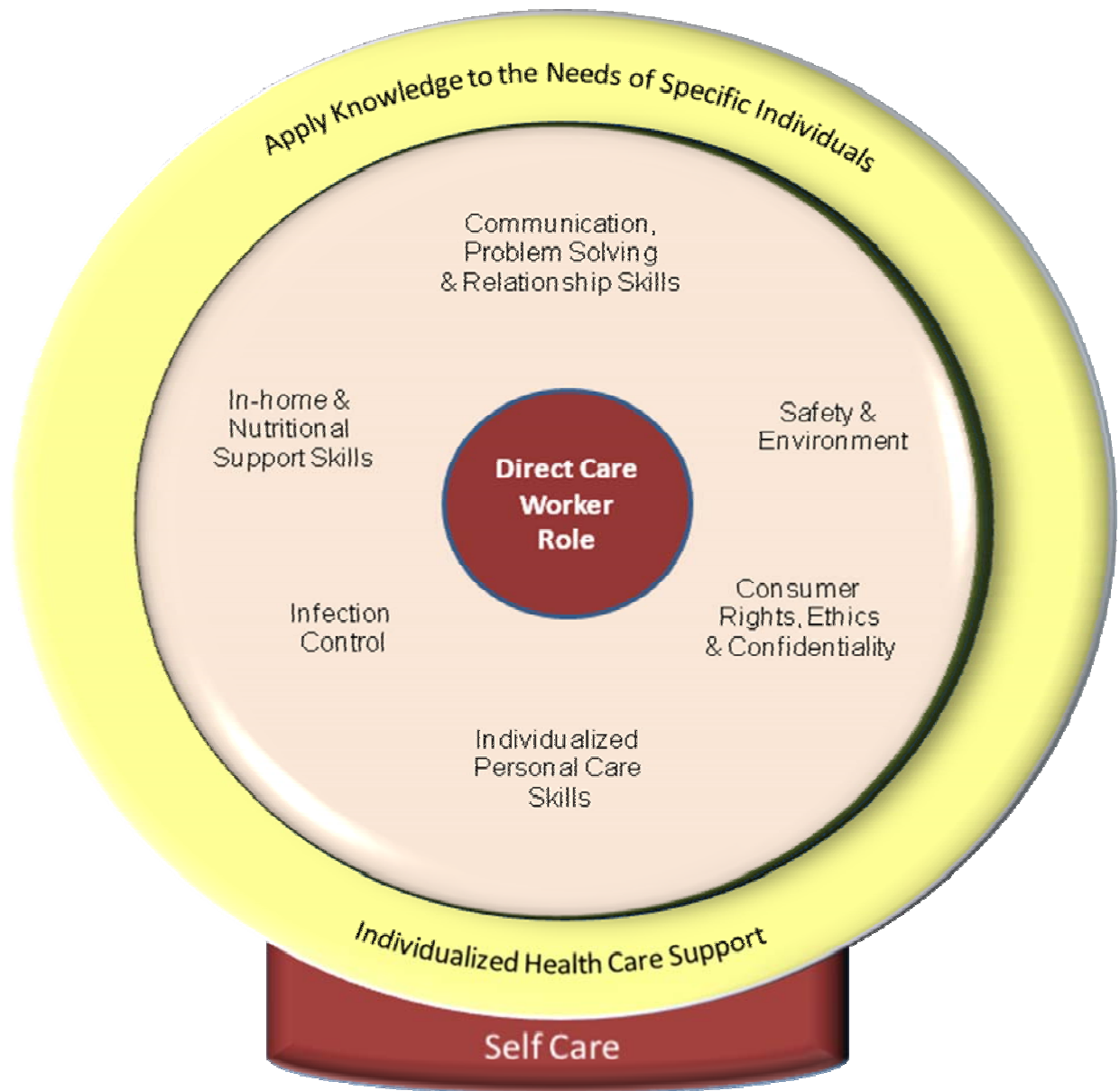
<b>7</b>	<b>Infection Control</b>
7.1	Demonstrate proper hand washing procedures
7.2	Demonstrate application of the principles of infection control in all activities
7.3	Demonstrate the use of standard precautions as indicated
7.4	Prepare soiled linen for laundry

## APPENDIX A. Definition of Competencies for Personal Care Workers

<b>8</b>	<b>Safety and Emergencies</b>
8.1	Use proper body mechanics at all times and demonstrate safe transfer techniques
8.2	Explain procedures in case of emergencies

<b>9</b>	<b>Apply Knowledge to the Needs of Specific Consumers</b>
9.1	Describe basic anatomy and physiology of body systems
9.2	Recognize and report abnormal signs and symptoms of common diseases and conditions of body systems
9.3	Describe the normal aging process and its effects
9.4	Identify the specific needs of a person with Alzheimer's disease and related dementia
9.5	Identify the needs of people with various physical disabilities
9.6	Identify the specific needs of and demonstrate the ability to care for a sensory deprived consumer
9.7	Describe how age, illness, and disability affect sexuality
9.8	Identify the special needs of a consumer with mental illness
9.9	Identify the special needs of a consumer with intellectual and developmental disabilities

<b>10</b>	<b>Self Care</b>
10.1	Recognize signs of burnout in self and others, and identify stress reduction techniques
10.2	Demonstrate use of time-management and organizational skills
10.3	Identify resources to maintain personal health and well-being
10.4	Identify options and strategies to respond to abusive behavior directed toward direct-care workers by consumers



## **DEFINITION OF ADDITIONAL COMPETENCIES FOR CERTIFIED NURSE ASSISTANTS AND HOME HEALTH AIDES<sup>1</sup>**

<b>1</b>	<b>Role of the Direct-Care Worker</b>
1.2	Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings
1.3	Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings
1.5	Explain the purpose of the service or care plan

<b>2</b>	<b>Consumer Rights, Ethics, and Confidentiality</b>
2.9	Identify types, examples, and indicators of abuse, according to state law, including physical abuse, psychological abuse, exploitation, neglect, and improper use of physical and chemical restraints and methods to prevent them
2.10	Explain the consumer's right to make health care decisions, including advanced directives and living wills

<b>3</b>	<b>Communication, Problem Solving, and Relationship Skills</b>
3.8	Serve as an advocate for the consumer as directed by the consumer

<b>4</b>	<b>Individualized Personal Care Skills According to Consumer Preference and Service Plan</b>
4.20	Position consumer in lift

<sup>1</sup> Some competencies are included in both levels of training in order to develop more in-depth understanding or proficiency in the concepts or skills.

## APPENDIX B. Definition of Additional Competencies for Certified Nurse Assistants and Home Health Aides

5	<b>Individualized Health Care Support According to Consumer Preference and Service Plan</b>
5.2	Accurately measure and record temperature, pulse, and respiration
5.3	Accurately measure and record blood pressure, height, and weight
5.4	Collect routine urine, stool, and sputum specimens according to proper procedures
5.5	Assist consumers with prescribed exercise programs, including walking, standing, transfer, and passive range of motion exercises
5.6	Assist consumers who have lung disease with postural drainage
5.7	Assist with the use of prescribed medical equipment, supplies, and devices
5.8	Assist with special skin care to prevent decubitus ulcers; observe, record, and report skin conditions
5.9	Provide comfort measures to assist in relieving pain
5.10	Apply non-sterile dressing
5.11	Apply non-sterile compress and soak
5.12	Apply cold and/or heat applications
5.13	Assist consumers with ileostomy, colostomy, gastrostomy, and tracheotomy care and catheter care
5.14	Observe, record, and report as appropriate

6	<b>In-Home and Nutritional Support According to Consumer Preference and Service Plan</b>
6.5	Prepare and assist consumers with complex modified diets
6.6	Assist consumer with fluid intake; measure and record
6.7	Assist and encourage consumer to consume nutritional supplements/snacks



## APPENDIX B. Definition of Additional Competencies for Certified Nurse Assistants and Home Health Aides

<b>7</b>	<b>Infection Control</b>
7.5	Demonstrate correct isolation and safety technique in care of consumers with infectious illness

<b>8</b>	<b>Safety and Emergencies</b>
8.3	Demonstrate proper lifting technique when using lift equipment
8.4	Check prescribed medical equipment before use and notify supervisor of any problems identified
8.5	Demonstrate how to perform CPR and the Heimlich Maneuver

<b>9</b>	<b>Apply Knowledge to the Needs of Specific Consumers</b>
9.2	Recognize and report abnormal signs and symptoms of common diseases and conditions of body systems
9.4b	Demonstrate basic principles of intervention strategies for working with a person with Alzheimer's disease and related dementia
9.5b	Demonstrate the ability to care for people with various physical disabilities
9.8b	Demonstrate the ability to provide services to a consumer with mental illness
9.9b	Demonstrate the ability to provide services to a consumer with intellectual and developmental disabilities
9.10	Identify the specific care needs of and demonstrate the ability to care for a person who is dying

<b>10</b>	<b>Self Care</b>
10.4	Identify options and strategies to respond to abusive behavior directed toward direct-care workers by consumers

## COURSE OUTLINE WITH COMPETENCIES

### Section A. Introduction and Orientation to Direct-Care Work

Module	Activities	Competencies
Module 1. Key Concepts	1.1 Welcome, Introductions, Orientation to the Training	
	1.2 Qualities of a Direct-Care Worker	1.1 Explain the importance of the relationship between the consumer and the direct-care worker for quality of care 1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings 1.3 Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings
	1.3 Key Concepts of Direct Care	2.1 Listen to and observe the preferences of the consumer 2.2 Respect the consumer’s right to privacy, respect, and dignity 2.3 Demonstrate ways of promoting the consumer’s independence 2.4 Explain the philosophies of consumer-direction and independent living. 2.6 Respect the confidentiality of consumer information, adhere to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and follow employer confidentiality guidelines
Module 2. Work Settings, Teamwork, and Professionalism	2.1 Introduction to Work Settings	1.3 Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings 1.5 Explain the purpose of the service or care plan
	2.2 Teamwork and Team Building	1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings
	2.3 Professionalism	1.4 Demonstrate professionalism and responsibility, including in timeliness and appearance

**Section B. Foundational Knowledge, Attitudes, and Skills**

Module	Activities	Competencies
Module 3. Infection Control	3.1 Overview of Infection	7.1 Demonstrate proper hand washing procedures 7.2 Demonstrate application of the principles of infection control in all activities 7.3 Demonstrate the use of standard precautions as indicated 7.4 Prepare soiled linen for laundry
	3.2 Infection Control Strategies, Standard Precautions, and Consumer Education	
	3.3 Demonstration and Practice Lab—Hand Washing, Using Gloves, and Mixing Universal Solutions	
	3.4 Demonstration—Disposing of Wastes	
Module 4. Body Mechanics	4.1 Group Warm-up—Mirroring	4.7 Turn and/or position consumer in bed and wheelchair 4.8 Transfer consumer from bed to wheelchair 8.1 Use proper body mechanics at all times and demonstrate safe transfer techniques
	4.2 Demonstrating Good Body Mechanics—Lifting an Object	
	4.3 Demonstrating Good Body Mechanics—Positioning a Person	
	4.4 Practice Lab	
Module 5. Body Systems and Common Diseases	5.1 Body Systems	9.1 Describe basic anatomy and physiology of body systems 9.2 Recognize and report abnormal signs and symptoms of common diseases and conditions of body systems
	5.2 Common Diseases	
Module 6. Working with Elders	6.1 Building Empathy	9.3 Describe the normal aging process and its effects 9.6 Identify the specific needs of and demonstrate the ability for care for a sensory deprived consumer
	6.2 Physical Changes As We Age	
	6.3 Experiencing Sensory Changes	
	6.4 Helping Consumers to Manage Physical Changes of Aging	
	6.5 Summary	
Module 7. Respecting Differences	7.1 People Bingo	2.2 Respect the consumer’s right to privacy, respect, and dignity 3.4 Demonstrate respect and cultural sensitivity in communicating with others
	7.2 Exploring Assumptions	
	7.3 Telling Your Story	
	7.4 Affirmations	
Module 8. Communication: Listening and Talking Skills	8.1 Listening Well	3.1 Explain the term “communication” including the difference between verbal and non-verbal communication 3.2 Demonstrate effective communication, including listening, paraphrasing, and asking open-ended questions
	8.2 Paraphrasing—Saying It in Your Own Words	
	8.3 Asking Open-Ended Questions	
	8.4 Communication Skills Practice	

**Section C. Person-Centered Care**

Module	Activities	Competencies
Module 9. Supporting Consumers at Home	9.1 Introduction to a Consumer Living at Home	1.1 Explain the importance of the relationship between the consumer and the direct-care worker for quality of care 1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings 1.3 Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings 2.1 Listen to and observe the preferences of the consumer 3.4 Demonstrate respect and cultural sensitivity in communication with others
	9.2 Care of the Home	6.3 Assist consumers with care of the home and/or personal belongings 6.4 Support a safe, clean, and comfortable living environment
	9.3 General Safety and Emergency Procedures in the Consumer’s Home	6.4 Support a safe, clean, and comfortable living environment 8.2 Explain procedures in case of emergencies
	9.4 Assisting with Self-Administered Medications; Caring for Eyeglasses, Hearing Aids, and Prostheses	5.1 Assist consumers with self-administered medications 4.18 Clean and ensure appropriate function and care of appliances such as glasses, hearing aids, orthotics, prostheses, and assist with their use
Module 10. ADL: Ambulating; Making a Bed	10.1 Assisting a Consumer to Stand, Transfer, and Use Assistive Devices for Ambulation	8.1 Use proper body mechanics at all times and demonstrate safe transfer techniques 4.13 Assist with walking
	10.2 Making a Bed	4.14 Make an occupied and unoccupied bed
	10.3 Practice Lab—Assisting to Stand, Transfer, and Ambulate; Plus, Making a Bed	4.13 Assist with walking 4.14 Make an occupied and unoccupied bed 8.1 Use proper body mechanics at all times and demonstrate safe transfer techniques

## APPENDIX C. Course Outline with Competencies

Module 11. Supporting Consumers’ Dignity While Providing Personal Care	11.1 Introduction to an Elder Consumer in a Nursing Home	1.1 Explain the importance of the relationship between the consumer and the direct-care worker for quality of care 1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings 1.3 Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings 2.1 Listen to and observe the preferences of the consumer
	11.2 Overview— Personal Care and Supporting Consumers’ Dignity	2.2 Respect the consumer’s right to privacy, respect, and dignity
	11.3 Bathing with Dignity	4.1 Assist with tub bath and shower 4.2 Provide bed baths
	11.4 Demonstration— Bed Bath with Pericare	4.2 Provide bed baths 4.17 Provide perineal care (cleaning of genital and anal areas) 7.2 Demonstrate application of the principles of infection control in all activities 7.3 Demonstrate the use of standard precautions as indicated 4.19 Observe, record, and report as appropriate
Module 12. ADL: Bathing and Personal Care	12.1 Demonstration and Practice—Care of the Skin, Hands, Fingernails, Feet, and Toenails	4.5 Assist with fingernail and toenail care 4.9 Provide consumer with back rubs, foot rubs, leg rubs, arm/hand rubs 4.10 Assist with routine skin care 4.19 Observe, record, and report as appropriate
	12.2 Demonstration and Practice—Tub Bath, Shower, Hair Care, Shampoo, Mouth Care, and Shaving	4.1 Assist with tub bath and shower 4.3 Shampoo hair in bed 4.4 Assist with oral hygiene 4.6 Shave consumer 4.19 Observe, record, and report as appropriate

## APPENDIX C. Course Outline with Competencies

	12.3 Practice Lab and Return Demonstrations (for Modules 3, 4, 10, 11, and 12)	<p>4.1 Assist with tub bath and shower</p> <p>4.2 Provide bed baths</p> <p>4.3 Shampoo hair in bed</p> <p>4.4 Assist with oral hygiene</p> <p>4.5 Assist with fingernail and toenail care</p> <p>4.6 Shave consumer</p> <p>4.9 Provide consumer with back rubs, foot rubs, leg rubs, arm/hand rubs</p> <p>4.10 Assist with routine skin care</p> <p>4.17 Provide perineal care (cleaning of genital and anal areas)</p> <p>4.19 Observe, record, and report as appropriate</p> <p>7.1 Demonstrate proper hand washing procedures</p> <p>7.2 Demonstrate application of the principles of infection control in all activities</p> <p>7.3 Demonstrate the use of standard precautions as indicated</p> <p>8.1 Use proper body mechanics at all times and demonstrate safe transfer techniques</p>
Module 13. Working with a Consumer with Alzheimer's Disease	13.1 Introduction to a Consumer with Alzheimer's Disease	<p>1.1 Explain the importance of the relationship between the consumer and the direct-care worker for quality of care</p> <p>1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings</p> <p>1.3 Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings</p> <p>2.1 Listen to and observe the preferences of the consumer</p>
	13.2 Understanding Alzheimer's Disease	<p>9.3 Describe the normal aging process and its effects</p> <p>9.4 Identify the specific needs of a person with Alzheimer's and related dementia</p>
	13.3 Working with Challenging Behaviors	<p>2.1 Listen to and observe the preferences of the consumer</p> <p>2.2 Respect the consumer's right to privacy, respect, and dignity</p> <p>3.3 Demonstrate ability to resolve conflict</p> <p>3.4 Demonstrate respect and cultural sensitivity in communicating with others</p>
Module 14. ADL: Toileting (Part 1)	14.1 Assisting the Consumer with Healthy Toileting Practices	4.15 Assist with basic toileting needs including using a bathroom or commode
	14.2 Assisting Consumers Who Are Reluctant to Do Activities of Daily Living	<p>4.1 Assist with tub bath and shower</p> <p>4.2 Provide bed baths</p> <p>4.11 Assist with eating and drinking</p> <p>4.13 Assist with walking</p>

## APPENDIX C. Course Outline with Competencies

	14.3 Building Relationships with the Consumer's Family	3.6 Demonstrate respectful and professional interaction with the consumer, significant other(s), and family members
Module 15. Working with an Independent Adult with Physical Disabilities	15.1 Introduction to Working with Consumers with Physical Disabilities	1.1 Explain the importance of the relationship between the consumer and the direct-care worker for quality of care 1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings 1.3 Explain the role of the direct-care worker in relation to the consumer receiving services 9.5 Identify the needs of people with various physical disabilities 2.8 Describe the rights of consumers as addressed in the Americans with Disabilities Act (ADA)
	15.2 Working with Self-Directing Consumers	2.1 Listen to and observe the preferences of the consumer 2.2 Respect the consumer's right to privacy, respect, and dignity 2.3 Demonstrate ways of promoting the consumer's independence 2.4 Explain the philosophies of consumer-direction and independent living
	15.3 Responding to Sexual Behavior of the Consumer	9.7 Describe how age, illness, and disability affect sexuality 3.3 Demonstrate ability to resolve conflict 3.4 Demonstrate respect and cultural sensitivity in communicating with others
Module 16. ADLs: Dressing and Toileting (Part 2)	16.1 Dressing with Dignity	2.2 Respect the consumer's right to privacy, respect, and dignity 4.12 Assist with dressing, including using elastic support stockings
	16.2 Toileting (Part 2)—Bedpan, Urinal, Portable Commode, and Catheter Care	4.16 Demonstrate proper use of bedpan, urinal, and commode
	16.3 Practice Lab—Toileting (Part 2)	2.2 Respect the consumer's right to privacy, respect, and dignity 4.14 Demonstrate proper use of bedpan, urinal, and commode 8.1 Use proper body mechanics at all times and demonstrate safe transfer techniques

## APPENDIX C. Course Outline with Competencies

Module 17. Working with a Consumer Who Is Depressed	17.1 Introduction to a Consumer Who is Depressed	1.1 Explain the importance of the relationship between the consumer and the direct-care worker for quality of care 1.2 Define the role of the direct-care worker in relation to other members of the service team in various long-term care settings 1.3 Explain the role of the direct-care worker in relation to the consumer receiving services in various long-term care settings 2.1 Listen to and observe the preferences of the consumer
	17.2 Changes in How People Feel and Relate to Others as They Age	9.3 Describe the normal aging process and its effects
	17.3 Understanding Depression	
	17.4 Exploring Options to Solve Problems	2.1 Listen to and observe the preferences of the consumer 2.2 Respect the consumer's right to privacy, respect, and dignity 2.3 Demonstrate ways of promoting the consumer's independence 3.5 Demonstrate the use of effective problem-solving skills
Module 18. ADL: Eating	18.1 Eating for Health and Enjoyment	6.1 Assist with meal planning, food preparation and serving, food shopping, storage, and handling 6.2 Assist with the preparation of simple modified diets
	18.2 When Consumers Need Assistance with Eating	4.11 Assist with eating and drinking
	18.3 Practice Lab— The Exploring Options Approach to Problem Solving	3.4 Demonstrate respect and cultural sensitivity in communicating with others 3.5 Demonstrate the use of effective problem-solving skills
Module 19. Practice Lab and Return Demonstrations: Dressing, Eating, Toileting	19.1 Practice Lab and Return Demonstrations— Dressing, Eating, and Toileting	All the skills competencies covered so far, particularly in Modules 14, 16, and 18.



**Section D. Other Issues That Apply Across Work Settings**

Module	Activities	Competencies
Module 20. Introduction to Mental Illness, Developmental Disabilities, and Abuse and Neglect	20.1 Introduction to Working with Consumers Who Have a Mental Illness or a Developmental Disability	9.8 Identify the special needs of a consumer with mental illness 9.9 Identify the special needs of a consumer with intellectual and developmental disabilities
	20.2 Recognizing and Reporting Abuse and Neglect	2.7 Explain the direct-care worker’s responsibility to identify, prevent, and report abuse, exploitation, and neglect
Module 21. Consumer and Worker Rights; Managing Time and Stress	21.1 Consumer and Worker Rights	2.2 Respect the consumer’s right to privacy, respect, and dignity. 2.8 Describe the rights of consumers as addressed in the Americans with Disabilities Act (ADA) 3.4 Demonstrate respect and cultural sensitivity in communicating with others
	21.2 Managing Time	10.2 Demonstrate use of time-management and organizational skills
	21.3 Managing Stress	10.1 Recognize signs of burnout in self and others, and identify stress reduction techniques 10.3 Identify resources to maintain personal health and well-being 10.4 Identify options and strategies to respond to abusive behavior directed toward direct-care workers by consumers

## Module 1. Key Concepts

### Goals

The goals of this module are to:

- Introduce trainees to instructors and to each other.
- Familiarize trainees with the training objectives and schedule and to develop norms for training behaviors.
- Provide trainees with an overview of qualities of direct-care workers and key concepts of direct care.

### **Activity 1.1 Welcome, Introductions, Orientation to the Training**

*By the end of this activity, participants will be able to:*

- Name their instructors and at least two other trainees.
- Describe the role of a direct-care worker.
- Describe the goal and objectives of the training.
- Explain how participants will be evaluated.
- Explain the importance of having working agreements for participant learning and interactions and list the agreements they developed as a group.
- Identify when they need to be at the training site and ready to learn.

### **ACTIVITY 1.2 Qualities of a Direct-Care Worker**

*By the end of this activity, participants will be able to:*

- Explain the importance of the relationship with the consumer in direct-care work.
- Explain the importance of attitudes of caring and respect—for consumers and for one's self—in order to be an effective direct-care worker.
- List some of the knowledge, attitudes, and skills (at least two from each category) that are needed to be a competent direct-care worker.

### **ACTIVITY 1.3 Key Concepts of Direct Care**

*By the end of this activity, participants will be able to:*

- Define person-centered care.
- Explain consumer's and worker's rights in direct care.
- Explain the importance of confidentiality in direct-care work and describe how to maintain it.
- Explain the importance of promoting the consumer's independence.

## Module 2. Work Settings, Teamwork, and Professionalism

### Goals

The goals of this module are to introduce participants to:

- The various long-term living settings.
- The use of care plans and the role of “observe, record, report” in their work.
- The importance of teamwork in assisting and supporting consumers.
- What it means to conduct oneself “professionally” as a direct-care worker.

### **ACTIVITY 2.1 Introduction to Work Settings**

*By the end of this activity, participants will be able to:*

- Describe some of the similarities and differences between the different settings for long-term care—home care, nursing homes, adult day facilities, assisted living (including personal care homes)—and for the consumer-directed model.
- Describe the needs of consumers in those settings.
- Explain the purpose of the service or care plan.
- Explain the role of the direct-care worker to observe, record, and report changes in the consumer’s condition, environment, and relationships.

### **ACTIVITY 2.2 Teamwork and Team Building**

*By the end of this activity, participants will be able to:*

- Describe the benefits of working as a team.
- List positive behaviors that are helpful to teams.
- Identify the members of the care team in various long-term care work settings.
- Describe the role and explain the importance of the direct-care worker as a member of the team in person-centered care.

### **ACTIVITY 2.3 Professionalism**

*By the end of this activity, participants will be able to:*

- Define professionalism in direct-care work.
- Explain the importance of timeliness and appearance in direct-care work.
- Demonstrate how to effectively introduce themselves in a professional manner.

## Module 3. Infection Control

### Goal

The goal of this module is to prepare participants to practice infection control effectively and apply the principles of standard precautions appropriately in everything they do with consumers.

### **ACTIVITY 3.1 Overview of Infection**

*By the end of this activity, participants will be able to:*

- Define the terms infection and germs.
- Name the three main phases of the cycle of infection.
- Explain how infections spread.
- List body fluids that can spread infections.
- Name four symptoms of infection.
- Identify groups of people who are most vulnerable to infection.

### **ACTIVITY 3.2 Infection Control Strategies, Standard Precautions, and Consumer Education**

*By the end of this activity, participants will be able to:*

- Define infection control.
- Explain why “standard precautions” are important for infection control.
- List eight ways that a direct-care worker can help to prevent the spread of germs.
- Explain when a direct-care worker should wash his or her hands.
- Explain when a direct-care worker should use gloves.
- Describe how to handle and wash soiled clothing or linens.
- Explain which household disinfecting solutions to use for different needs.

### **ACTIVITY 3.3 Demonstration and Practice Lab—Hand Washing, Using Gloves, and Mixing Universal Solutions**

*By the end of this activity, participants will be able to:*

- Demonstrate the steps in proper hand-washing.
- Demonstrate the steps in putting on and removing gloves.
- Demonstrate how to mix a universal solution with bleach and with vinegar.

### **ACTIVITY 3.4 Demonstration—Disposing of Wastes**

*By the end of this activity, participants will be able to:*

- Explain when a direct-care worker should wear an apron, mask, or protective eyewear.
- Describe how to handle soiled linens.
- Describe how to dispose of wastes with body fluids.
- Describe how to dispose of sharps.

## Module 4. Body Mechanics

### Goal

The goal of this module is to help participants learn the principles of good body mechanics and how to use these principles to prevent injury when lifting or moving an object and/or helping a person to change position.

### **ACTIVITY 4.1 Group Warm-Up—Mirroring**

*By the end of this activity, participants will be able to:*

- Relax, stretch, and warm up their muscles in preparation for the skills practice of body mechanics.

### **ACTIVITY 4.2 Demonstrating Good Body Mechanics—Lifting an Object**

*By the end of this activity, participants will be able to:*

- Define the term “body mechanics.”
- List benefits of using good body mechanics for the direct-care worker and the consumer.
- Describe good posture.
- List the four principles of body mechanics.
- List three other key guidelines to follow when lifting or moving objects or people.
- Describe good body mechanics for lifting objects.

### **ACTIVITY 4.3 Demonstrating Good Body Mechanics—Positioning a Person**

*By the end of this activity, participants will be able to:*

- Describe how to raise the consumer’s head and shoulders while in bed.
- Describe how to help a consumer to move to the side of the bed.
- Describe how to help a consumer to move up in the bed and to turn in bed.

### ACTIVITY 4.4 Practice Lab

*By the end of this activity, participants will be able to:*

- Demonstrate correct posture while sitting and standing.
- Demonstrate lifting a 10-pound object using good body mechanics.
- Demonstrate how to raise the consumer's head and shoulders while in bed.
- Demonstrate how to assist a consumer to move to the side of the bed.
- Demonstrate how to assist a consumer to move up the bed and to turn in bed.

## Module 5. Body Systems and Common Diseases

### Goal

The goal of this module is to enable participants to gain a basic understanding of how the body works, in order to better understand health, diseases, and the role of the direct-care worker in supporting the health and wellness of consumers.

### **ACTIVITY 5.1 Body Systems**

*By the end of this activity, participants will be able to:*

- Define body systems and describe the types of body parts that make up body systems.
- Identify at least six body systems.
- Describe the general functions, main parts, common problems, and diseases for each system.
- Explain how the direct-care worker can assist consumers to stay healthy, including what to observe, record, and report for each body system.

### **ACTIVITY 5.2 Common Diseases**

*By the end of this activity, participants will be able to:*

- List at least five common diseases and describe the signs indicating that someone has the disease.
- Describe the role of the direct-care worker when assisting consumers who have common diseases, including what to observe, record, and report.



## Module 6. Working with Elders

### Goal

The goal of this module is to prepare participants to help elders cope with the changes associated with aging.

### **ACTIVITY 6.1 Building Empathy**

*By the end of this activity, participants will be able to:*

- Identify their own attitudes toward aging.

### **ACTIVITY 6.2 Physical Changes As We Age**

*By the end of this activity, participants will be able to:*

- Describe at least six common physical changes experienced by older adults.

### **ACTIVITY 6.3 Experiencing Sensory Changes**

*By the end of this activity, participants will be able to:*

- Describe their own experience of sensory deprivation—sight, hearing, and touch.
- Demonstrate helping a consumer to cope with sensory deprivation.

### **ACTIVITY 6.4 Helping Consumers to Manage Physical Changes of Aging**

*By the end of this activity, participants will be able to:*

- Describe physical changes to body systems that are caused by aging.
- List ways the direct-care worker can assist the consumer to manage those changes.

### **ACTIVITY 6.5 Summary**

*By the end of this activity, participants will be able to:*

- Identify what assumptions they had about aging that were incorrect.
- State at least one new fact about aging learned in this module.

## Module 7. Respecting Differences

### Goal

The goal of this module is to improve the ability of participants to work with people who are different from themselves.

### ACTIVITY 7.1 People Bingo

*By the end of this activity, participants will be able to:*

- Explain why it is important to talk about differences among people as part of this training.
- Identify some of the ways that individual participants are different from each other.
- Identify some assumptions that they made about fellow participants based on appearance and limited information.

### ACTIVITY 7.2 Exploring Assumptions

*By the end of this activity, participants will be able to:*

- Identify some assumptions they make, or stereotypes they have, about other people.
- Describe how assumptions are often made based on negative stereotypes and can be misleading.
- Describe the possible impact of making assumptions in their work with consumers.
- Explain how to use their awareness of their own assumptions to begin building a relationship with their consumer.

### ACTIVITY 7.3 Telling Your Story

*By the end of this activity, participants will be able to:*

- Define culture and describe how it results in similarities and differences between people.
- Explain how listening to a person's story can be an effective way to show respect and get beyond assumptions.
- Experience the power of being listened to and explain the importance of effective listening skills.

### ACTIVITY 7.4 Affirmations

*By the end of this activity, participants will be able to:*

- Define “affirmation” and explain how affirmations can help people move past negative feelings of low self-esteem and focus on a situation clearly, rather than reacting impulsively or defensively.
- Identify strengths that will help them on the job.
- Create an affirmation based on their strengths.

## Module 8. Communication: Listening and Talking Skills

### **Goal**

The goal of this module is to improve participants' ability to communicate with consumers by developing three key skills: listening, paraphrasing, and asking open-ended questions.

### **ACTIVITY 8.1 Listening Well**

*By the end of this activity, participants will be able to:*

- Define communication.
- Describe the nonverbal cues (body language) used in effective listening.
- Describe how it feels when someone is really listening to us vs. when they are not.
- Explain the importance of effective listening in direct-care work.

### **ACTIVITY 8.2 Paraphrasing—Saying It in Your Own Words**

*By the end of this activity, participants will be able to:*

- Define and demonstrate paraphrasing.
- Describe how paraphrasing improves communication.

### **ACTIVITY 8.3 Asking Open-Ended Questions**

*By the end of this activity, participants will be able to:*

- Explain the difference between closed and open-ended questions.
- Explain the importance of using open-ended questions to communicate with consumers.
- Create open-ended questions that will be useful in direct-care work.

### **ACTIVITY 8.4 Communication Skills Practice**

*By the end of this activity, participants will be able to:*

- Demonstrate active listening, paraphrasing, and asking open-ended questions in order to more effectively manage challenging situations.

## Module 9. Supporting Consumers at Home

### Goals

The goals of this module are to:

- Introduce the unique characteristics of person-centered care in the home and the skills and knowledge required to meet consumer needs in this environment.
- Practice communication skills in the context of caring for a consumer who is from a different culture or background than the direct-care worker.

### **ACTIVITY 9.1 Introduction to a Consumer Living at Home**

*By the end of this activity, participants will be able to:*

- Demonstrate the use of listening skills to learn about a new consumer.
- Identify differences and similarities with a consumer from a different background.
- Describe some of the unique aspects of working in the consumer's home.
- Explain how to use the care plan in home care.
- Identify what to observe, record, and report for this consumer.

### **ACTIVITY 9.2 Care of the Home**

*By the end of this activity, trainees will be able to:*

- List reasons why a clean, orderly home is beneficial to home care consumers.
- Describe three ways in which housekeeping in home care differs from the housekeeping you do in your own home.

### **ACTIVITY 9.3 General Safety and Emergency Procedures in the Consumer's Home**

*By the end of this activity, participants will be able to:*

- Observe and document key information about safety in the home environment.
- Describe procedures for fire and medical emergencies.

### **ACTIVITY 9.4 Assisting with Self-Administered Medications; Caring for Eyeglasses, Hearing Aids, and Prostheses**

*By the end of this activity, participants will be able to:*

- Explain why direct-care workers must assist consumers to take medications, rather than give (i.e., administer) the medications themselves.
- Describe what direct-care workers *can* do to assist consumers in taking their own medications and what they should *not* do.
- List the “Five Rights” and demonstrate how to make sure they are correctly followed.
- Define common abbreviations on prescription labels.
- Identify various types of personal appliances for eyesight and hearing.
- Explain what a prosthesis is.
- Describe how to help consumers care for eyeglasses, contact lenses, hearing aids, and prostheses.

## Module 10. ADL: Ambulating; Making a Bed

### Goals

The goals for this module are for participants to:

- Observe, practice, and demonstrate assisting consumers to use assistive devices for walking, including assisting them to sit at the edge of the bed and stand prior to ambulating, and transferring them from bed to wheelchair.
- Observe, practice, and demonstrate how to properly make a bed, both occupied and unoccupied.

### **ACTIVITY 10.1 Assisting a Consumer to Stand, Transfer, and Use Assistive Devices for Ambulation**

*By the end of this activity, participants will be able to:*

- Define assistive devices.
- List the types of assistive devices available to assist consumer's mobility and explain how they are used.

### **ACTIVITY 10.2 Making a Bed**

*By the end of this activity, participants will be able to:*

- Explain the importance of keeping a clean and comfortable bed for the consumer.
- List key points of infection control during bedmaking.
- Describe how to make a bed, both occupied and unoccupied.

### **ACTIVITY 10.3 Practice Lab—Assisting to Stand, Transfer, and Ambulate; Plus, Making a Bed**

*By the end of this activity, participants will be able to:*

- Demonstrate how to assist a consumer to stand from bed.
- Demonstrate how to assist a consumer to transfer from bed to chair or wheelchair.
- Demonstrate how to assist a consumer to use key assistive devices, including cane, walker, and crutches.
- Demonstrate how to make an occupied and unoccupied bed.

## Module 11. Supporting Consumers' Dignity while Providing Personal Care

### Goal

The goals of this module are to:

- Introduce participants to the unique aspects of working in a nursing home environment.
- Provide an overview of personal care tasks and the importance of maintaining the dignity of the consumer at all times.

### **ACTIVITY 11.1 Introduction to an Elder Consumer in a Nursing Home**

*By the end of this activity, participants will be able to:*

- Identify similarities and differences between themselves and a profiled consumer.
- Identify open-ended questions to begin building a relationship with that consumer.
- Describe the needs of the profiled consumer in a nursing home.

### **ACTIVITY 11.2 Overview—Personal Care and Supporting Consumers' Dignity**

*By the end of this activity, participants will be able to:*

- Define “dignity.”
- List ways a direct-care worker can help to maintain the consumer’s dignity while providing personal care.

### **ACTIVITY 11.3 Bathing with Dignity**

*By the end of this activity, participants will be able to:*

- Explain the purposes of bathing in personal care.
- List the principles of bathing consumers.
- List things to observe, record, and report during bathing.
- Explain personal and cultural reasons why some people may be resistant to or embarrassed about being bathed.
- Explain the importance of communicating with the consumer and respecting dignity, privacy, and the consumer’s preferences during bathing.



### **ACTIVITY 11.4 Demonstration—Bed Bath with Pericare**

*By the end of this activity, participants will be able to:*

- Explain the importance of body mechanics during bathing.
- List the steps of infection control during bathing.
- List the steps of bed bathing and shampooing, including perineal care (pericare).

## Module 12. ADL: Bathing and Personal Care

### Goals

The goals of this module are to:

- Prepare participants, through demonstration and practice, to provide personal care for consumers, including bathing and skin care.
- Provide an opportunity for participants to practice all the skills taught so far and to perform return demonstrations.

### **ACTIVITY 12.1 Demonstration and Practice—Care of the Skin, Hands, Fingernails, Feet, and Toenails**

*By the end of this activity, participants will be able to:*

- Describe normal skin changes during aging.
- Describe the direct-care worker's role in routine skin care and in special skin care for consumers who are in bed or sitting a lot.
- List what to observe, record, and report during skin care.
- Describe and demonstrate how to provide a back rub for a consumer in bed.
- Describe and demonstrate how to provide hand and fingernail care.
- Describe and demonstrate how to provide foot and toenail care.

### **ACTIVITY 12.2 Demonstration and Practice—Tub Bath, Shower, Hair Care, Shampoo, Mouth Care, and Shaving**

*By the end of this activity, participants will be able to:*

- Describe and demonstrate how to assist consumers with a tub bath and shower.
- Describe and demonstrate how to assist consumers with mouth care.
- Describe and demonstrate how to assist consumers with hair care, including shampoo.
- Describe and demonstrate how to shave the face of a male consumer.
- Describe assistive devices to help consumers bathe and do personal care more easily.
- Demonstrate infection control practices and body mechanics throughout personal care.
- Demonstrate how to use assistive devices for bathing and grooming.

### **ACTIVITY 12.3 Practice Lab and Return Demonstrations (for Modules 3, 4, 10, 11, and 12)**

*By the end of this activity, participants will be able to:*

- Practice and demonstrate giving a bed bath with pericare.
- Demonstrate giving a back rub to a consumer in bed.
- Demonstrate providing hand and fingernail care.
- Demonstrate providing foot and toenail care.
- Demonstrate assisting consumers with a tub bath and shower.
- Demonstrate assisting consumers with hair care, including shampoo.
- Demonstrate assisting consumers with mouth care.
- Demonstrate how to shave the face of a male consumer.
- Demonstrate body mechanics and general infection control practices, including use of gloves, throughout personal care.
- Demonstrate how to wash their hands.
- Demonstrate how to properly lift and move objects.
- Demonstrate positioning a consumer in bed and transferring a consumer from bed to chair or assistive walking device.
- Demonstrate making an occupied and unoccupied bed.

## Module 13. Working with a Consumer with Alzheimer’s Disease

### Goals

The goals of this module are to help participants to understand:

- What Alzheimer’s disease is.
- How Alzheimer’s disease affects people—workers and family, as well as consumers.
- How to respond to challenging situations that may arise when working with consumers with Alzheimer’s disease.

### **ACTIVITY 13.1 Introduction to a Consumer with Alzheimer’s Disease**

*By the end of this activity, participants will be able to:*

- Describe some of the challenges faced by people with Alzheimer’s disease and their families.
- Describe adult day settings in terms of services provided, types of consumers, and types of workers.

### **ACTIVITY 13.2 Understanding Alzheimer’s Disease**

*By the end of this activity, participants will be able to:*

- Explain what Alzheimer’s disease is.
- Recognize the signs and symptoms of Alzheimer’s disease.
- Explain how challenging behaviors (e.g., being verbally or physically abusive) are symptoms of the disease and not reflections on the person who has the disease.
- Describe reality orientation and validation therapy.

### **ACTIVITY 13.3 Working with Challenging Behaviors**

*By the end of this activity, participants will be able to:*

- Explain how to mentally separate the behavior from the person, in order to work effectively with someone who has Alzheimer’s disease.
- Explain the importance of “pulling back”—being aware of and controlling one’s emotions during difficult situations.
- Identify pull-back strategies that they can use in challenging situations with any consumer.
- Explain how a person with Alzheimer’s disease experiences a wide array of emotions and that identifying those emotions is often useful in working with that person.
- Demonstrate the ability to use body language to help manage challenging behaviors related to having Alzheimer’s disease.

## Module 14. ADL: Toileting (Part 1)

### Goals

The goals of this module are to:

- Develop participants' skills in assisting consumers, particularly those with Alzheimer's disease, to maintain healthy toileting practices.
- Further develop skills for assisting consumers with ADLs and for managing a consumer's resistance to doing ADLs.
- Develop participants' awareness of the role played by family members in caring for consumers with Alzheimer's disease.

### **ACTIVITY 14.1 Assisting the Consumer with Healthy Toileting Practices**

*By the end of this activity, participants will be able to:*

- Describe how to help a consumer to maintain a healthy pattern of urinating and defecating.
- Demonstrate how to help a male or female consumer to use a toilet.
- Define incontinence and describe how to assist a consumer who is incontinent.
- List signs and symptoms of a urinary tract infection.
- Explain how to help a consumer avoid a urinary tract infection, constipation, or diarrhea.

### **ACTIVITY 14.2 Assisting Consumers Who Are Reluctant to Do Activities of Daily Living**

*By the end of this activity, participants will be able to:*

- Describe the general principles for assisting people to carry out activities of daily living (ADLs).
- Describe how to assist a consumer who does not want to do an ADL.
- Demonstrate how to use pull-back and effective communication when a consumer resists doing toileting, bathing, or getting around (ambulating).

### **ACTIVITY 14.3 Building Relationships with the Consumer's Family**

*By the end of this activity, participants will be able to:*

- Describe the different roles and functions served by family members in the lives of consumers.
- Explain the importance of working together with the family, especially when a consumer has Alzheimer's disease.
- Begin to build relationships with families of consumers in a professional, respectful way.

## Module 15. Working with an Independent Adult with Physical Disabilities

### Goal

The goal of this module is to prepare participants to work within the consumer-directed model with adults living with physical disabilities.

### **ACTIVITY 15.1 Introduction to Working with Consumers with Physical Disabilities**

*By the end of this activity, participants will be able to:*

- Define disability and describe the various types of physical disabilities that their consumers may have.
- Identify some of the general differences between this consumer group and those they have studied already, and how those differences affect their role as a direct-care worker.
- Describe how the range of services may be different under consumer direction than in an agency-supervised work setting.
- Describe the goals and the role of the direct-care worker in working with consumers with disabilities and their families.

### **ACTIVITY 15.2 Working with Self-Directing Consumers**

*By the end of this activity, participants will be able to:*

- Describe a self-directing consumer.
- Describe the role of the direct-care worker in the consumer-directed service delivery model and the relationship between the consumer and the direct-care worker.
- Demonstrate how to use good communication skills to clarify consumers' requests and to negotiate when a request makes the worker uncomfortable.
- Define assertiveness and describe when it is important for a direct-care worker to be assertive with a consumer.

### **ACTIVITY 15.3 Responding to Sexual Behavior of the Consumer**

*By the end of this activity, participants will be able to:*

- Explain the importance of respecting the sexual needs of a consumer.
- Distinguish between appropriate consumer requests related to sexual needs and inappropriate sexual behavior.
- Demonstrate respectful and assertive responses to potentially inappropriate sexual behavior (verbal or physical) of the consumer.

## Module 16. ADLs: Dressing and Toileting (Part 2)

### Goal

The goal of this module is to prepare participants to assist with dressing and toileting when consumers are unable to perform these activities on their own.

### **ACTIVITY 16.1 Dressing with Dignity**

*By the end of this activity, participants will be able to:*

- List five tips for respecting the consumer's dignity while assisting him or her with dressing.
- Demonstrate how to dress and undress a consumer while maintaining that consumer's dignity.
- Demonstrate how to put elastic knee-high stockings on a consumer.
- List at least three assistive devices for dressing and describe how to use them.

### **ACTIVITY 16.2 Toileting (Part 2)—Bedpan, Urinal, Portable Commode, and Catheter Care**

*By the end of this activity, participants will be able to:*

- Describe how to assist a consumer to use a bedpan and urinal.
- Describe how to assist a consumer to use a portable commode.
- Describe the direct-care worker's role in catheter care.
- Describe the strategies a direct-care worker can use to maintain the consumer's dignity while assisting with toileting ADLs.
- Describe how to use good body mechanics and practice infection control during toileting ADLs.

### **ACTIVITY 16.3 Practice Lab—Toileting (Part 2)**

*By the end of this activity, participants will be able to:*

- Demonstrate how to assist a consumer to use a bedpan and a urinal.
- Demonstrate how to assist a consumer to use a portable commode.
- Describe and/or demonstrate how to provide perineal care for a consumer with a catheter.

## Module 17. Working with a Consumer Who Is Depressed

### Goals

The goals of this module are to prepare participants to:

- Work with consumers who may be depressed.
- Apply a person-centered approach to solving problems.

### **ACTIVITY 17.1 Introduction to a Consumer Who Is Depressed**

*By the end of this activity, participants will be able to:*

- Identify personal changes, gains, and losses of the profiled consumer.
- Describe the role of the direct-care worker in assisted living.

### **ACTIVITY 17.2 Changes in How People Feel and Relate to Others as They Age**

*By the end of this activity, participants will be able to:*

- Describe common feelings and ways people cope emotionally as they age.
- Describe how people's social relationships change as they age.

### **ACTIVITY 17.3 Understanding Depression**

*By the end of this activity, participants will be able to:*

- Identify major symptoms experienced by a person who is depressed.
- Describe how to respond appropriately to a consumer who is depressed.

### **ACTIVITY 17.4 Exploring Options to Solve Problems**

*By the end of this activity, participants will be able to:*

- Describe how to explore options in order to solve problems.
- List some of the key issues to consider in problem solving.
- Explain why it is important to consider more than one person's perspective in problem solving.
- Explain why it is important to consider more than one option to solving a problem.



## Module 18. ADL: Eating

### Goals

The goals of this module are to prepare participants to:

- Assist consumers to make healthy decisions about nutrition and diet.
- Assist consumers to eat.
- Use the exploring options approach to assist consumers to solve problems.

### **ACTIVITY 18.1 Eating for Health and Enjoyment**

*By the end of this activity, participants will be able to:*

- Explain how individual values and a person's cultural upbringing affect a person's relationship to food.
- List the five major food groups and identify foods within each group.
- State the amount of food that is appropriate in each food group per day.
- List six simple modified diets.
- Explain the importance of respecting a consumer's preferences around food.

### **ACTIVITY 18.2 When Consumers Need Assistance with Eating**

*By the end of this activity, participants will be able to:*

- Identify non-nutritional factors that contribute to pleasant eating experiences.
- Demonstrate how to provide assistance during mealtimes.

### **ACTIVITY 18.3 Practice Lab—The Exploring Options Approach to Problem Solving**

*By the end of this activity, participants will be able to:*

- Demonstrate how to explore options to assist a consumer to solve a problem.

## Module 19. Return Demonstrations: Dressing, Eating, Toileting

### Goals

The goals of this module are to:

- Practice the skills taught in Modules 14, 16, and 18 (dressing, eating, and toileting).
- Perform return demonstrations for those skills, plus other skills, as needed.

### **ACTIVITY 19.1 Practice Lab and Return Demonstrations—Dressing, Eating, and Toileting**

*By the end of this activity, participants will be able to:*

- Demonstrate how to dress and undress a consumer while maintaining that consumer's dignity.
- Demonstrate how to put elastic knee-high stockings on a consumer.
- Demonstrate assisting a consumer to use a toilet.
- Demonstrate how to assist a consumer to use a bedpan and a urinal.
- Demonstrate how to assist a consumer to use a portable commode.
- Describe and/or demonstrate how to provide perineal care for a consumer with a catheter.
- Demonstrate how to provide assistance during mealtimes.

## Module 20. Introduction to Mental Illness, Developmental Disabilities, and Abuse and Neglect

### Goals

The goals of this module are to:

- Introduce participants to the needs of consumers with mental illness or developmental disabilities.
- Identify and appropriately report signs of abuse and neglect.

### **ACTIVITY 20.1 Introduction to Working with Consumers Who Have a Mental Illness or a Developmental Disability**

*By the end of this activity, trainees will be able to:*

- Define mental illness.
- List three possible causes for mental illness.
- List two ways of treating mental illness.
- Explain what EARS means.
- Describe the role of the direct-care worker in assisting consumers with mental illness.
- Define developmental disability.
- List three possible causes of developmental disabilities.
- Describe several ways in which developmental disabilities differ from mental illness.
- Describe the role of the direct-care worker in assisting consumers with developmental disabilities and their families.

### **ACTIVITY 20.2 Recognizing and Reporting Abuse and Neglect**

*By the end of this activity, participants will be able to:*

- Define abuse, neglect, and financial exploitation.
- Give examples of the four types of abuse—physical, psychological, sexual, and financial exploitation.
- Give examples of active and passive neglect.
- Describe signs of abuse or neglect.
- Explain the responsibility of the direct-care worker to report abuse and neglect.
- Describe the process of reporting abuse and neglect.

## Module 21. Consumer and Worker Rights; Managing Time and Stress

### Goals

The goals of this module are to prepare participants to:

- Recognize and support consumers' and workers' rights.
- Manage time effectively.
- Identify their own signs of stress and find ways to stay energized.

### **ACTIVITY 21.1 Consumer and Worker Rights**

*By the end of this activity, participants will be able to:*

- Define the word "rights."
- Describe at least three rights of a consumer.
- Describe at least three rights of a direct-care worker.

### **ACTIVITY 21.2 Managing Time**

*By the end of this activity, participants will be able to:*

- Define "time management."
- Define "prioritize" and describe how to do it in their work.
- Demonstrate use of time-management skills.

### **ACTIVITY 21.3 Managing Stress**

*By the end of this activity, participants will be able to:*

- Identify common causes of stress.
- Identify their own signs of stress.
- Explain the need to reduce stress.
- List three ways to reduce stress in their lives.