Home Care Aide Training Course

Facilitator Manual
Introduction

Washington Health Care Association (WHCA) is dedicated to providing cost-effective, efficient, high-quality, consistent education for long term care professionals. CarePro is a Washington-state specific course designed to prepare the long term care worker to serve in the assisted living arena. CarePro is a combination of online education, laboratory practice, clinical work, video/self study, and skills demonstration. Facilitated by the boarding home instructor, CarePro will guide new long term care workers in a successful journey towards becoming a certified home care aide.

By following this manual, the boarding home instructor(s) will ensure that all long term care workers receive standardized theory coupled with individualized hands-on care practice. Support is available through the WHCA office as well as through aQuire Training Solutions.

Welcome to the world of interactive adult learning. You are about to depart on an adventure that will certainly streamline your community’s educational programs while enhancing the care and services your clients receive.
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CarePro Curriculum

HOURS
CarePro is designed to meet the 75-hour training requirements for all new long term care workers who are working towards a certification as a home care aide. The hours for the class are as follows:

5  **Orientation and Safety Training.** While boarding homes may use the WHCA Orientation and Safety Training manual that has been approved by DSHS, your own facility/company may already have a similar course.

50  **CarePro online theory program.** This portion of the course meets all of the learning objectives as designed by DSHS pulse additional coursework that enhances the student’s skills and knowledge. It is an online, learner-directed course that is monitored by the instructor.

12  **Laboratory practice.** This is the minimum amount of time spent practicing and demonstrating core caregiving skills with the instructor.

**  **Clinical practice/OJT.** This refers to the time spent working directly with clients under the direct supervision of the instructor. This offers an opportunity for the new long term care worker to demonstrate skills with clients for whom s/he will be caring. Clinical is optional and does not count towards the 75 hours.

6***  **DSHS Dementia Specialty.** This is a classroom-based training program designed by DSHS to prepare the long term care worker to care for clients with dementia-related diseases and conditions. It includes a video, booklet, and separate written and skills demonstration tests.

4***  **DSHS Mental Health Specialty.** This is a classroom-based training program designed by DSHS to prepare the long term care worker to care for clients with mental illnesses. It includes a booklet and separate written and skills demonstration tests.

** Clinical or on-the-job (OJT) is an optional addition to the course and is designed to ease the newly-trained caregiver into the day-to-day routine of caring for clients in the boarding home setting. The set-up and hours of clinical/OJT is up to the instructor and does not count towards the 75 hours of training needed to become a home care aide.

***Dementia and mental health specialty courses are the most common population-specific classes offered in the assisted living and adult family home arenas. Because of this, CarePro includes both courses to fulfill the total 75 hours.
Instructor Expectations

All instructors who use CarePro must be first be approved instructors through DSHS. It is expected that the instructor(s) follow the policies and procedures, tips and insight in this manual in order to ensure thorough and consistent educational opportunities for new long term care workers.

All instructors who are new to the CarePro curriculum must familiarize themselves with the CarePro course; it is recommended that the instructor take the entire online course in order to best understand the progression through the program. This will allow the instructor to answer student questions, and clearly identify areas where a student may struggle or otherwise require additional attention.
SUPPORT STAFF

Desiree Newton
Student Services Coordinator, aQuire Training Solutions
877-843-8374 or in Portland: 503-655-4757
email: help@aquiretraining.com
Enrolls students, supports students during online learning process, and answers all general questions about course.

Vicki Anensen-McNealley
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Washington Health Care Association
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Assists with new program filing; answers questions regarding policies and regulations. Provides support to facility-based instructors regarding curriculum content, training expectations, etc.

Sharon Brothers
President & CEO, aQuire Training Solutions
722 Main Street, 2nd Floor
Oregon City, OR 97045
Email: Sharon@aquiretraining.com
Office: 503-650-8115 or toll free: 877-843-8374
Provides overall course support and assistance.
Training website:  www.aQuireTraining.com/whca or www.whca.org and click on “CarePro”

My facility-based instructor login information: (use this to review student progress and access course reports):

Username: ________________________________

Password: ________________________________

Toll-free number for all technical support services from aQuire: 1-877-843-8374
Portland Number: 503-655-4757

Toll-free number for all course-specific services from WHCA: 1-800-562-6170
Washington only: 360-352-3304

Key code for the final test over the online part of the course: journey
Registering a Student in CarePro

Once you have determined that an employee is ready to take the home care aide training, you must register him/her in the online portion of the class. Here are the steps for registering your students for CarePro:

**Step 1:** Fill out the names and email addresses of your students on the CarePro Provider Enrollment spreadsheet. This spreadsheet is attached to your CarePro Provider Welcome Email Packet.

**Step 2:** You must also enter a username and password for each student on the spreadsheet. The username for every student should be their email address. The password will be the student’s last name and the last four digits of their phone number (no spaces, all lower-case letters).

**Step 3:** After you’ve completed all the required fields on the enrollment spreadsheet with the students you would like to register, you will submit this via email to help@aquiretraining.com.

Once a group of students has been registered aQuire you should contact the students directly with their login information (see attached example on following page: “Student Welcome Email”). You will also receive a confirmation email when your students have been enrolled. Additionally, you have the option of giving all of your students a “usercard” where you can write down their username and password (see attached example on following page).

**Please Note:** Enrollment spreadsheets received between 8:00am and 4:00pm PST will be processed and registered the same day. Enrollment spreadsheets received outside of those hours will be processed and registered the following business day. If you do not yet have an enrollment spreadsheet for your organization or you have questions about how to fill it out, please contact the aQuire Client Services Team at 877-843-8374 or help@aquiretraining.com.

**Washington CarePro Usercard:**

![Usercard Image]
Student Welcome Email Template

This is a template that you can send to your employees once you have confirmation that they have been enrolled into the online portion of CarePro.

Hi -

Congratulations on being accepted into the WHCA/aQuire Online CarePro Program. To begin the online part of your course please login to: www.aQuiretraining.com/whca and click on the course title, "CarePro Training Course."

Your username is:

Your password is:

Please make a note of this information, since you will need it to get into your course each time you login.

You are expected to thoroughly view each section of the entire course, starting with Module 1. If you need any assistance at any time during your course please don’t hesitate to contact our support staff at 503-655-4757 or 877-843-8374 or by email at help@aquiretraining.com.

After you finish the online part of your course you are scheduled to take your lab and clinical training at (facility name). Please stay in touch with your site coordinator, (program director), if you have any scheduling questions.

Welcome!
Plan for the Entire Course

Before starting the CarePro program, it is important to make plans to ensure smooth transition from the online portion of the course to the lab, and from lab to clinical/OJT (if using clinical/OJT). Because the training must be completed within 120 days of hire, timeliness and organization are essential to prompt completion.

MEETING WITH STUDENT(S)

Before beginning the CarePro training program, be sure to set time aside to meet with students. This will be an informational session where you outline the expectations of the course, timelines, and orientation to online training. A sample handout is provided in the Appendix. Discuss the following:

- **Online portion:**
  - You may wish for students to complete the online course via their own computers on their own time. They MUST have high-speed internet access and speakers in order to complete this course.
  - You may wish for students to complete the online course via a computer within the facility/company.
    - Provide direction on how to access the CarePro website, along with their username and password.
  - Course advice: students must progress through the course on a lesson-by-lesson format. The program does not allow the student to skip ahead. All quizzes must be completed with an 80% or better in order to move to the next module.
  - Timeline – discuss when you expect the online portion to be completed.
  - Provide your contact information for questions.

- **Lab and clinical/OJT:**
  - Provide the skills demonstration check-off list for them to practice before lab. Orient them to when the lab and clinical/OJT is scheduled, what happens if they do not show up, etc.
  - Discuss dress code/attire during lab and clinical/OJT. Include expectations regarding telephone calls, interruptions, breaks, etc.

- **Additional courses:**
  - Provide information on additional courses that also must be completed (dementia and mental health specialty trainings).

- **Testing**
  - Identify times/locations for the dementia and mental health testing.

- **Academic honesty**
  - Discuss the notion that completing this course with minimal assistance from others will aid the student in gaining needed knowledge and skills.
  - Advise that the certification exam will be held at another location; the written exam will be via computer and the skills demonstration exam will be with another tester and a contracted evaluator.
  - Questions/answers
ONLINE PORTION OF THE CLASS

Generally, offer two to three weeks to complete the online training portion of the class. As the instructor, you may wish to assign modules or lessons within the course, or simply advise the student(s) to take the entire online portion of the course within a certain timeframe.

- It is helpful to “check up” on the student(s) to ensure timeliness and continued progress through the program. You may do that by logging into the CarePro course using your personal Username and Password, and reviewing the students’ progress by clicking on his/her name on the left-hand side of the screen, under the heading “Participants.” Find the student’s name, and click on the tab “Activity Report.”
- Slow progression and/or poor quiz scores may prompt you to call or otherwise make contact with the student to identify barriers or concerns that may have arisen that are causing delay in the completion of the online portion of the class.
  - It is a good idea to make regular contact with ALL students – this shows that you are interested in their success and seek input from them on the course progress.
  - Students who know their instructors are watching their progress are much more likely to succeed. Blended training, a combination of online and instructor-led, is the most successful way to achieve quality learning outcomes.

SKILLS LAB

It is beneficial to host the lab as soon as possible following completion of the online portion of the class. This enables the student to practice skills while they are still fresh in his/her mind.

- You may also choose to conduct lab after each module, effectively breaking the number of skills down into more “bite-size” pieces and making the online theory content immediately relevant to the skills practice.
- Ensure that students are not required to work “on the floor” during hours of lab. Likewise, you, as the instructor, must not have any other obligations during lab time.
- Provide a check-off list early on (at registration is ideal) of all skills that must be successfully demonstrated during lab. This will allow the student to practice, review videos, etc. and not incur any “surprises” when arriving at lab. Check-off lists are available in the Faculty Lounge.
- Ensure you have ample room and all necessary equipment so that lab can be realistic and beneficial to student learning.

CLINICAL/OJT

Clinical/OJT is an optional portion of CarePro and does not count towards the total number of hours. Within days of successfully completing lab, the student should connect their knowledge and skills into direct care via clinical practice or on-the-job training. Assign students to work with specific clients as well as specific members of the care team.

- While it is beneficial to have mentors provide direct supervision of the students during clinical, you as the approved instructor should also be present to answer questions and clarify issues as they arise.
- Final check-off sheets may be completed during this time.
ADDITIONAL COURSES
After the core basic content is completed (online training and skills lab), you may arrange for the additional training courses. These include:

- Dementia Specialty
- Mental Health Specialty

It is beneficial to test students after each class, rather than waiting until the entire package is complete.

TESTING
It is beneficial to have a date identified for testing. This allows the student to plan time and organize schedules to accommodate class time, study time, and testing.

CERTIFICATE
Once the student successfully completes the online portion of the course, a certificate is generated to demonstrate successful completion of the online portion of the class. Be sure to open the certificate immediately. This date-stamps the certificate with the day and time the course is actually completed. You can print the certificate at any future time once it has been generated.

The CarePro certificate is an internal tracking document only; it serves to demonstrate successful completion of the online portion of the class. Many instructors use it as an “entry ticket” into the lab portion of the class, but you may use it any way you choose.

The facility-based instructor has the DSHS certificate that proves successful completion of all requirements so that the student may sit for the state home care aide certification exam.
Monitoring Student Progress & Timing

PROGRESS
Monitor student’s progress and check in at least weekly with the student. You can anticipate that most students who are engaged in the learning process will complete the course in two to three weeks. If you have a student who is taking longer to complete the course, make contact and look for ways to support, encourage and coach. The goal is to help students succeed and become HCAs!

You can see a student’s progress by going to the course website, http://www.aquiretraining.com/whca and logging in with your instructor username and password. Click on “participants” in the left column, find your student’s name and click on the tab labeled “Activity Report.” You can quickly see what the student has completed, as well as quiz scores and other details about progress.

PRACTICE ONLINE EXAM
It is best and advisable to have the students take the exam at your training site a day or two before the lab is scheduled. The password to access the test for your students is given to you. It is recommended that you do not give this password to the students, but rather, type in the password yourself, so they can take the test and complete the online portion of the course at your facility and in the presence of you, the instructor.

THE PASSWORD FOR THE PRACTICE ONLINE EXAM IS: JOURNEY
After the students complete and pass the practice exam, they can print out a certificate of completion for the online portion of the training. It is helpful to keep a copy for your student files as well.

This certificate serves as proof of completion of the online portion of the training and entrance into lab. It does NOT replace the state-mandated testing requirement.
CarePro Resources

**STUDENT PROGRESS**
CarePro features additional resources for facility instructors. Upon access, you may review any student’s progress and quiz scores; this will enable you to tailor your focus to those students who may be struggling in certain areas or who may simply need some additional guidance or prompting. While you can’t see exactly how long a student took to complete a section/lesson you can see how long it has been since their last log-in.

**ADDITIONAL TRAINING OPPORTUNITIES**
Additional resources and “Learn More” features in each lesson allow you to focus on specific issues that may arise with clients, staff concerns, or other identified needs. In addition, these areas may serve to promote excellent care during informal training such as staff meetings, ‘stand up’ department meetings etc.

**FACULTY LOUNGE**
A Faculty Lounge is also included in the CarePro course. This is designed just for you! In the lounge you may find resources on how to best organize lab, how to make clinical assignments, skills check-off lists, and other downloadable resources to help you along the way.
Best Practices for Lab Instruction

BEFORE YOU BEGIN
Review the online video of Best Practices for Lab and Clinical Instructors conducted by Vicki Anensen-McNealley, PhD, MN, RN. (Directions: go to www.aquiretraining.com/whca and login using your username and password. Click on the Faculty Lounge. Scroll to the Resources section and click on the videos titled “Best Practices for Lab and Clinical Instruction.”)

TIPS FOR INSTRUCTORS
1. Be prepared. Have all items needed for the lab instruction on hand (refer to lab room list)

2. Assure that all students have a copy of the current Skills that are required by the Washington State Department of Health and the Department of Social and Health Services (found in the faculty lounge).

3. Go over the basic concepts at the beginning of the day. These concepts include hand washing, knocking on doors before entering a room, announcing who you are to the client, providing privacy and asking the client permission to provide the services they are going to do. If the client is not able to understand what the student would be asking them they should still advise the client what they are going to do.

4. Set the standards and expectations of the student regarding class behaviors, non-disruptive interactions and focus to details as this is important step in passing the state board certification process.

5. Advise students that the expectation is they bring their skills procedures with them and study for the demonstration/re-demonstration the night before.

6. Go over the steps of how the lab instruction and re-demonstrations will be done.

7. Demonstrate the skill(s) that will be checked off in front of the group of students. Ask for a volunteer and/or elect one student to assist with a demonstration (this reinforces their own knowledge base) and advise students that with each new skill the students will rotate turns in being the first one to show/demonstrate the skill.

8. Group like skills together for time efficiency and enabling students to remember details as one skill will build on another. You would be checking off 5 skills in a much more efficient manner. An example of this would be:
   a. Washing hands
   b. Putting on gloves
   c. Removing dentures and cleaning them
   d. Assisting with dressing
   e. Transferring from bed to chair using one-pivot technique
9. Reinforce the following points as these are ones that are frequently missed during the testing. It is a very hard concept but “attention” to detail is imperative in the lab instruction portion of the class program.
   a. Not knocking before entering
   b. Not changing and/or removing gloves appropriately
   c. Not washing hands appropriately after care
   d. Not providing privacy
   e. Performing tasks without advising/seeking input from client

10. Provide the student a space and opportunity to practice their skills while they are waiting to be checked off on the skill.
Seven Principles of Good Practice in Education

*Excerpted from Seven Principles for Good Practice in Undergraduate Education*
*By Arthur W. Chickering and Zelda F. Gamson From the March 1987 AAHE Bulletin*

1. **Encourage Contact Between Students and Faculty.** Frequent student-instructor contact in and out of classes is the most important factor in student motivation and involvement. Instructor concern helps students get through rough times and keep on working. Knowing their instructors well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. **Develop Reciprocity and Cooperation Among Students.** Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. **Encourage Active Learning.** Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. **Give Prompt Feedback.** Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence.

5. **Emphasize Time on Task.** Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management.

6. **Communicate High Expectations.** Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

7. **Respect Diverse Talents and Ways of Learning.** There are many roads to learning. People bring different talents and styles of learning. Brilliant students in the seminar room may be all thumbs in the lab or clinical setting. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.
Best Practices for LAB Instruction

TRAINING PRESENTATION
Review the online presentation of Best Practices for Lab and Clinical Instructors conducted by Vicki Anensen-McNealley, PhD, MN, RN. Access this presentation by logging into your Faculty Lounge within the online portion of CarePro. Then look under the heading “Skills Instruction,” and click on the presentation titled, “Best Practices in Lab/Clinical Instruction.”

Skills Checklists and Skills Instruction
Before beginning the lab training, have all students review the videos of the skill demonstrations online, and refer to the skills demonstration checklists available in the Faculty Lounge. The checklists are available under the section heading, “Skills Instruction.”

Lab: List of Needed Items
The room should be large enough to accommodate all of your students and room to move around to different stations. Items needed include:

- Twin bed with pillows, bedding
- Wash basin, wash cloth, towels
- Sink with running water, soap, disposable towels
- Disposable gloves
- Chair (can be a wheelchair or a regular chair with armrests)
- Side table or overbed table
- Plate, cup, silverware, napkin
- Hair brush
- Electric razor
- Bedpan (fracture or regular)
- Urinary catheter with bag
- Condom catheter
- Walker
- Toothbrush
- Clothing (large button-up or snap shirt, large pull-on pants, socks, shoes)
- Dentures/denture cup
- TED hose
- Gait belt
- Nail file
- Stethoscope
- Blood pressure cuff
- Watch with a second hand
- Medication cart/items needed to assist with medications, documentation/MAR

Optional items include:
- Mannequin
- Ostomy bag (for review only – this is NOT a skill required by DSHS)
Training Records & Confidentiality

TRAINING RECORDS
All training records must be kept on the boarding home premises for six years. Keep training records in a private, locked location where others cannot gain access. This assists in maintaining the integrity of the program.

ACCESS CODES
In addition, all access codes to CarePro must be kept confidential. Store your username and password in a safe, secure location. In the event that you misplace your username and password, or you fear that someone has taken it, please notify aQuire Training Solutions immediately for a replacement and discontinuation of the old username/password.

Your access codes (your username and password) are given exclusively to you. Company usernames and passwords are not used so that if an instructor leaves that access can be immediately terminated. It is important that you notify aQuire anytime you have an instructor leave so that all usernames and passwords can be kept current.

The final test over the online CarePro course is password protected. This lets you control when and where each of your students takes their final course. The password is the same for everyone taking the course. If you believe that the password has been given to others inappropriately please notify aQuire immediately so they can reset the password.

STUDENT RECORDS, REPORTING
Original certificates of completion must be given to the student; a copy is placed in the employee’s file as well as with the facility-based instructor’s training files.

You must follow the Department’s reporting requirements and use their state forms when reporting class completion as directed.
Student: Welcome to CarePro!

This class is designed to prepare you in becoming a Certified Home Care Aide in Washington State. The entire course is taught in many different ways – there is an online portion, a practice lab where you will practice skills with other students and your instructor, and a clinical component where you will work with clients in the boarding home. Depending on the types of clients that live in the boarding home, you may also take a specialty training course like dementia, mental health, or developmental disabilities class. You may also participate in nurse delegation training and/or a class that focuses on diabetes education and insulin injections.

**ONLINE COURSE**
You have been registered to take the online part of this class. You will be using:

- Your own computer with high-speed internet and speakers/earphones
- The facility’s computer with high-speed internet and speakers/earphones

To access the class, go to [www.aquiretraining.com/whca](http://www.aquiretraining.com/whca).

Your personal **username** is: _________________________________

Your personal **password** is: _________________________________

It is important to keep this username and password private! Do not share it with anyone, as it stores your information as well as your quiz and test scores.

Because the information builds from one lesson to the next, you must take the online course IN ORDER. There are also additional online resources and “Learn More” features in each lesson, to allow you to seek out and locate additional information on specific topics. The program will not allow you to skip ahead, but you may go back to review any areas you feel necessary.

There are quizzes at the end of each module. You must pass each quiz with 80% or better in order to move to the next module. If needed, you may return to past lessons to review before re-taking a quiz.

The **online class takes about 50 hours to complete.** It is important that you dedicate quiet time for this class! If you must log out in the middle of a lesson, the program will “save your place” so you can return to wherever you left off.

If you have questions for me during the class, please call me at: ________________________________.
If you have technical difficulty you may call aQuire toll free at 877-843-8374 or via email: help@aquiretraining.com. aQuire staffs their toll free help line Monday through Friday, 7:30 am to 5:00 pm.
You must be done with the online portion of the training on:

____________________________
(date)

**LAB**
Lab will be held on ______________ at __________________________.
(date/time) (location)

Please wear comfortable work clothes and close-toed, sturdy shoes. It is a good idea for you to study/practice the skills check-off lists before coming to lab, and review any videos online in the CarePro class again.

I will demonstrate skills, and then you will demonstrate the same skills. You MUST successfully demonstrate all skills in lab before moving onto clinical.

**CLINICAL**
Clinical/OJT will be held on ______________ at __________________________.
(dates/times) (location)

Please wear your typical work outfit/uniform. You will be expected to demonstrate skills while caring for clients. This is your opportunity to “pull together” all you have learned and show me!

**OTHER CLASSES**
Additional classes you will take later in order to fulfill the training requirements include:

☐ Dementia specialty (and test)
☐ Mental health specialty (and test)

**FINAL EXAM**
Once completed with all of the requirements, you will sit for the state’s home care aide certification exam. I will discuss this process with you as the date gets closer!