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1. Objectives
   a. Act in an ethical manner while working as a caregiver
   b. Understand your role in reporting elder abuse
   c. Recognize signs of potential abuse and when to report incidents

2. What is elder abuse?
   a. Purpose of this course
   b. Legal duty
   c. Video: A look at elder abuse

3. The different types of elder abuse
   a. Neglect
   b. Glossary – Types of abuse

4. Abuse scenarios
   a. Carolyn’s mother
   b. Mrs. Miller and her son Randy
   c. Harold is 77

5. Abuse can be hidden
   a. Difficulty with recognition
   b. Where does it happen?
   c. Who does it?

6. What are the causes?
   a. Causes of elder abuse
   b. Abuse in skilled care facilities
   c. Family members
   d. Factors that contribute to elder abuse

7. Caregiver stress
   a. Tips for dealing with stress
   b. Activity – Stress

8. Understanding physical abuse
   a. Test what you know!
   b. Activity – What should you do?
   c. Signs of physical abuse in elders

9. Understanding emotional abuse
   a. Emotional abuse
   b. Test what you know
   c. Activity – emotional abuse
   d. Signs of emotional abuse in elders

10. Activity – Match the type of abuse

ABUS102 - Types of Elder Abuse and Neglect

1. Objectives
Outlines

1. Identify different types of abuse and neglect
   a. Understand the reporting requirements of abuse
   b. Know how to speak to clients and supervisors about abuse, and what actions to take to ensure the safety of your clients

2. What is neglect?
   a. Neglect
   b. Activity - neglect
   c. Example: Is this neglect?
   d. Is this neglect?
   e. Example: Is this neglect?
   f. Is this neglect?
   g. Your job
   h. Types of neglect
   i. Activity – Physical and emotional neglect

3. Meet Mrs. Smith
   a. Is Mrs. Smith neglected?

4. Self-neglect
   a. Health effects

5. Self-neglect
   a. Self-neglect
   b. Activity – Self neglect
   c. Refusal
   d. Signs of self-neglect

6. What families, friends and others can do to help

7. Mrs. Norris
   a. Is Mrs. Norris being sexually abused?

8. Sexual abuse
   a. Sexual abuse
   b. Sexual abuse – Things to look for

9. Meet David
   a. Is this financial abuse?

10. Financial abuse
    a. Anyone can financially abuse an elder
    b. Financial abuse
    c. Signs of financial abuse
    d. How you can tell

11. Being in the public eye

12. Mickey Rooney

13. Let’s watch...

14. Mickey’s story

15. Meet Thomas
    a. He wondered
Outlines

16. Elders and healthcare abuse
   a. Difficult to spot
   b. Healthcare abuse
17. Activity – Types of abuse
18. Signs of healthcare abuse

ABUS103 – Recognizing, Reporting and Preventing Elder Abuse

1. Objectives
   a. Recognize signs of elder abuse and how to prevent it
   b. Understand your responsibility to report elder abuse
   c. Recognize signs of financial abuse
   d. Identify risk factors of elder abuse and where it is most common
2. Report elder abuse
3. Meet Mr. Azerkerian
   a. Ted suspects
   b. Signs of abuse
4. You are required to report abuse
   a. Federal law
   b. Your responsibility
   c. Activity – Suspecting abuse
5. Mrs. Campbell
   a. What Tina should have done
6. Grey areas of abuse
7. Activity – is this financial abuse?
8. You are an advocate
   a. California law
   b. Adult protective services
   c. Reporting to the ombudsman
   d. Anonymity
   e. Everyone deserves respect
   f. Over 20 million elders abused
9. Remember the new caregiver?
   a. What type of abuse was that?
   b. For every case reported...
10. Activity – where is elder abuse most common?
    a. The home
    b. The assisted living facility
    c. The hospital
11. Every situation is different
12. Preventing elder abuse
    a. Increasing awareness
    b. How to prevent elder abuse
13. What contributes to elder abuse?
15. When to confront someone
16. Why doesn’t elder abuse get reported?
17. Activity – Risk factors

ACS301 – Managing Pain

1. Objectives
   a. Define pain
   b. Identify factors that affect pain
   c. Correctly observe and collect responses about pain
   d. State information to report to your supervisor concerning the person’s pain
   e. Describe actions you can take to reduce the person’s pain

2. Pain
   a. What is pain?
   b. Types of pain
   c. Pain is universal

3. Misunderstandings about pain
   a. The real authority on pain
   b. Physical and emotional danger
   c. Ineffective pain management
   d. Involve the person
   e. Consider this...

4. Factors affecting pain

5. How to recognize pain
   a. Listen and observe
   b. Responses to observe
   c. When to collect responses
   d. How to collect responses
   e. Rating the pain
   f. Be patient
   g. Report to your supervisor

6. Actions to reduce pain

7. Activities
   a. Complementary therapies
   b. Planning activities
   c. Prior to activity
   d. Appropriate rest
   e. The person’s preference
   f. Emotional needs
   g. Food and Fluid needs
   h. Elimination
Outlines

8. Assisting with cold therapy  
   a. Possible complications  
   b. Equipment needed
9. Cold therapy procedure  
   a. Bacterial growth and inflammation
10. Assisting with heat therapy  
    a. Possible complications  
    b. Equipment needed  
    c. Heat therapy procedure
11. Remember
12. Other comfort measures  
    a. Pharmacologic pain management  
    b. Narcotics  
    c. Side effects  
    d. Narcotics and vital signs  
    e. Routes for delivery  
    f. Patient controlled analgesia  
    g. Who pushes the button  
    h. Anti-inflammatory drugs  
    i. Other methods of pain management
13. Pain medication complications  
    a. Drug addiction  
    b. Drug withdrawal
14. Let’s practice  
    a. Mrs. Smith  
    b. Mrs. Green  
    c. Mr. Jones

ACS302 – The Cardiovascular System
1. Objectives  
   a. Understand the cardiovascular system and common conditions of the system that result in hospital re-admissions  
   b. Identify common conditions/disorders of the cardiovascular system  
   c. Restate the related signs and symptoms of each disorder to observe and report  
   d. Understand how to provide care to the person with a cardiovascular problem
2. Transportation system
3. Essential for life
4. The cardiovascular system
5. Blood vessels
6. Functions of the cardiovascular system  
   a. Overall body functions
7. Report observations
Outlines

a. Chest pain
b. Common disorders
8. Hypertension
   a. Hypotension observations
   b. Hypertension care
9. Hypotension
   a. Hypotension observations
   b. Hypotension care
10. Mr. Potter
11. Coronary Artery Disease (CAD)
12. Angina Pectoris
   a. Oxygen-rich blood
   b. Angina observations
   c. Angina care
   d. Nitroglycerin
   e. Angina case study
13. Mrs. Henderson
14. Myocardial Infarction (MI)
   a. MI observations
   b. MI care
   c. MI needs immediate attention
   d. “Check the enzymes”
15. Mr. Whitman
16. Congestive Heart Failure (CHF)
   a. CHF observations
   b. CHF care
   c. CHF medical treatment
   d. CHF case study
17. Mrs. Perez
18. Arrhythmia
   a. Causes of Arrhythmia
   b. Types and Complications
   c. Arrhythmia observations
   d. Arrhythmia care
19. Peripheral Vascular Disease
   a. Risk Factors
   b. Observations
   c. Care
20. Deep Vein Thrombosis (DVT)
   a. DVT risk factors
   b. DVT observations
   c. DVT care
Outlines

d. DVT prevention

21. Martin

ACS303 – The Digestive System

1. Objectives
   a. Identify the parts of the upper and lower digestive system
   b. Identify common conditions/disorders of the digestive system
   c. State the related signs and symptoms of each disorder to observe and report
   d. Recognize the hidden signs of digestive bleeding
   e. Understand how to provide care to those with digestive conditions/disorders

2. Digestive system glossary

3. Digestive system
   a. Six functions
   b. GI tract
   c. The upper digestive system
   d. The lower digestive system
   e. Uniquely designed
   f. Common symptoms
   g. People show symptoms

4. Bowel diversion
   a. Ostomies
   b. Colostomy
   c. Ileostomy
   d. Ostomy observations
   e. Bowel diversion care

5. Bowel obstruction
   a. Mechanical bowel obstruction
   b. Non-mechanical bowel obstruction
   c. Bowel obstruction observations
   d. Bowel obstruction treatment
   e. Bowel obstruction care

6. The gall bladder

7. Cholelithiasis (gallstones)
   a. Gallstones
   b. Cholelithiasis observations
   c. Cholelithiasis treatment
   d. Cholelithiasis care

8. Inflammatory Bowel Disease (IBD)
   a. IBD symptoms
   b. IBD observations
   c. IBD treatment
   d. IBD care
9. Diverticulitis
   a. Diverticulitis symptoms
   b. Diverticulitis risk factors
   c. Diverticulitis observations
   d. Diverticulitis treatment
   e. Diverticulitis care
10. Pancreatitis
    a. How does this work?
    b. Pancreatic enzymes
    c. Alcoholism and Pancreatitis
    d. Pancreatitis observations
    e. Pancreatitis treatment
    f. Pancreatitis care
11. The Liver
    a. Liver function
12. Cirrhosis of the liver
    a. Cirrhosis observations
    b. Cirrhosis treatment
    c. Cirrhosis care
13. Peptic Ulcers
    a. Ulcers
    b. Peptic Ulcer observations
    c. Peptic Ulcer treatment
    d. Peptic Ulcer care
14. Gastroesophageal Reflux Disease (GERD)
    a. GERD observations
    b. GERD treatment
    c. GERD care
    d. Gastritis
    e. Gastritis and Gastroenteritis observations
    f. Gastritis and Gastroenteritis treatment
    g. Gastritis and Gastroenteritis care
15. Hemorrhoids
    a. Hemorrhoid observations
    b. Hemorrhoid treatment
    c. Hemorrhoid care
16. Dysphagia
    a. Dysphagia causes
    b. Dysphagia observations
    c. Dysphagia treatment
    d. Dysphagia care
17. Bleeding in the Digestive System
Outlines

ACS304 – The Endocrine System

1. Objectives
   a. Identify common conditions/disorders of the endocrine system
   b. Restate symptoms of each disorder to observe and report
   c. Understand how to provide care to the person with an endocrine disorder

2. Endocrine system glossary

3. What is the Endocrine System?
   a. What are hormones?

4. Common conditions and disorders

5. Glands of the human body

6. Cushing’s Syndrome
   a. Cushing’s Syndrome observations
   b. Cushing’s Syndrome treatment
   c. Cushing’s Syndrome care

7. Addison’s Disease
   a. Addison’s Disease observations
   b. Addison’s Disease care

8. Hyper/Hypothyroidism

9. Hypothyroidism
   a. Hypothyroidism observations
   b. Hypothyroidism care

10. Hyperthyroidism
    a. Hyperthyroidism observations
    b. Hyperthyroidism care

11. Diabetes Insipidus
    a. Dehydration
    b. Diabetes Insipidus observations
    c. Diabetes Insipidus care

12. Diabetes
    a. Insulin
    b. Type I Diabetes
    c. Type II Diabetes
    d. Glucose levels
    e. Lack of blood flow

13. Blood Glucose levels activity
    a. Blood Glucose levels

14. Hypoglycemia
    a. Hypoglycemia observations
    b. Hypoglycemia care

15. Hyperglycemia
Outlines

a. Hyperglycemia observations
b. Hyperglycemia care
16. Diabetic Ketoacidosis (DKA)
a. How does this happen?
b. DKA observations
c. DKA care
17. Gestational diabetes

ACS305 – The Immune System

1. Objectives
   a. Identify common conditions/disorders of the immune system
   b. Restate the related signs and symptoms of each disorder to observe and report
   c. Understand how to provide care for the person with an immune system condition/disorder
2. Immune system glossary
3. The immune system
   a. Immune system functions
4. Common conditions and disorders
5. HIV/AIDS
   a. Transmitting HIV
   b. Opportunistic infection
   c. HIV/AIDS observations
   d. HIV/AIDS treatment
   e. Caring for the HIV/AIDS client
6. Cancer
   a. Why do these cells cause problems?
   b. Cancer risk factors
   c. Cancer symptoms
   d. Cancer observations
   e. Cancer treatment
   f. Caring for the cancer client
7. Hepatitis
8. Types of Hepatitis
   a. Hepatitis observations
   b. Caring for the hepatitis client
   c. Follow standard precautions
9. Rheumatoid Arthritis
   a. Rheumatoid Arthritis observations
   b. Caring for the Rheumatoid Arthritis client
10. Hypersensitivity
    a. How does this happen?
    b. Allergic reactions
Outlines

c. Allergic reaction observations
d. Anaphylaxis
e. Allergic reaction treatment
f. Caring for the allergic reaction client

ACS306 – The Integumentary System

1. Objectives
   a. Identify common conditions/disorders of the integumentary system
   b. State the related signs and symptoms of each disorder to observe and report
   c. Understand how to provide care to the person with an integumentary condition/disorder

2. Integumentary system glossary

3. The integumentary system
   a. Protection
   b. Sensation
   c. Body temperature regulation
   d. Excretion
   e. Absorption
   f. Transdermal absorption

4. Common skin conditions
   a. Skin conditions

5. Skin disorders

6. Pressure Ulcer
   a. Pressure Ulcer formation
   b. Prevention is the key!

7. Preventing Pressure Ulcers
   a. Pressure Ulcer observations
   b. Report, report, report!
   c. Where do they form?

8. Psoriasis
   a. Mild Psoriasis
   b. The person with Psoriasis
   c. Psoriasis care

9. Dermatitis
   a. Dermatitis observations
   b. Dermatitis care

10. Contagious skin conditions

11. Herpes Zoster – “Shingles”
   a. Spreading Shingles and Chicken Pox
   b. Herpes Zoster observations
   c. Shingles
Outlines

d. Herpes Zoster care

12. Lice
   a. Types of Lice
   b. Lice observations
   c. Lice care

13. Scabies
   a. Scabies observations
   b. Scabies care

14. Petechiae/Purpura
   a. Petechiae dangers

15. Cellulitis

16. Integumentary case study

ACS307 – The Mental Health System

1. Objectives
   a. Identify common mental health conditions/disorders
   b. Restate the related signs and symptoms of each disorder to observe and report
   c. Understand how to provide care to the person with a mental health condition/disorder

2. Mental health glossary

3. Mental health
   a. What is mental health?
   b. The importance of mental health
   c. Causes of mental disorders

4. Anxiety disorders
   a. Panic disorder
   b. Obsessive-compulsive disorder (OCD)
   c. Post-traumatic stress disorder (PTSD)
   d. Social anxiety disorder
   e. Anxiety disorder care

5. Social disorder matching game

6. Major depression
   a. Major depression causes
   b. Signs and symptoms of depression
   c. Depression care

7. Suicide
   a. Caring for the person who’s at risk

8. Bipolar disorder
   a. Bipolar care

9. Schizophrenia
   a. Schizophrenia care

10. Delirium
    a. Delirium care
Outlines

11. Mental disorder matching game
12. Eating disorders
   a. Eating disorder treatment
   b. Anorexia nervosa
   c. Bulimia nervosa
   d. Eating disorder care
13. Alcohol and drug withdrawal
   a. Alcoholism
   b. Withdrawal symptoms
   c. Alcohol and drug observations
   d. Withdrawal care
14. Ms. Green case study
15. Mr. Hill case study

ACS308 – Taking Care of You – Avoiding Burnout

1. Objectives
   a. Describe at least one positive outcome for caregiver self-care
   b. Name one symptom of caregiver burnout
   c. Know how to manage your self-care to avoid caregiver burnout
      i. Do you remember why you became a caregiver?
2. A genuine difference
   a. Not an easy job
3. True compassion
   a. Physical and mental wellbeing
   b. Everything to everyone
   c. What happens?
4. Burnout
   a. How to recognize burnout
   b. Recognizing burnout
   c. Recognizing burnout
   d. Stress vs. burnout
   e. How to protect yourself against burnout
5. Benefits of self-care
   a. Self-care benefits
6. Stress
   a. Looking at stress
   b. Stress and caregiving
   c. Caregivers and clients
   d. Caring too much
   e. Feeling hopeless
   f. Signs of stress
   g.
Outlines

h. Rating your stress
   i. The red flag
   j. Stress and feelings
7. The role of emotions
   a. Emotions
   b. Examples of stress
   c. A stress ulcer
8. Making life changes
   a. Seeking help
   b. Reframing thoughts
   c. Taking responsibility
   d. Managing stress
   e. Taking some quiet time

ACS309 – Staying Happy and Healthy
1. Objectives
   a. State at least two helpful behaviors in management of self-care
   b. Have a few activities in mind that can help reduce your own personal stress
   c. Explain the importance of goals in management of self-care
2. The wellness factor
   a. Creating positive change
   b. Change just ahead
3. Easy stress-reduction methods
4. Deep abdominal breathing
   a. Relearning how to breathe
   b. Benefits of deep abdominal breathing
   c. Practicing abdominal breathing
   d. Posture
   e. Practice abdominal breathing
   f. Deep breathing to de-stress
5. Mindfulness based stress reduction (MBSR)
   a. MBSR method
6. Physical exercise and movement
   a. Exercise
   b. Regular exercise
   c. Keep it simple...
7. Meditation
8. Companionship
   a. Effect on creativity
   b. Forms of exercise
   c. Finding something that inspires you
9. Nature
Outlines

10. Humor and laughter
   a. Laughter and balance
   b. Benefits of laughter
   c. Children and laughter
   d. Creating opportunities for laughter

11. Keeping a journal
   a. Journaling
   b. Benefits of journaling
   c. Solving problems
   d. Writing
   e. Writing prompts
   f. Stress reducing activities

12. Foundation for physical wellness

13. Sleep
   a. Approach to sleep

14. Diet
   a. Key to eating healthier

15. Exercise
   a. Including exercise
   b. Taking it slow
   c. Creating goals

16. Goal setting
   a. Knowing what you want
   b. Being specific
   c. Personal action plan
   d. Wellness plan
   e. Writing and insight
   f. Enjoying the activity

17. Sticking to your goals
   a. Reconnecting with ourselves
   b. Setting wellness goals
   c. Don’t leave yourself out

18. Promoting healthy changes
   a. Being happier
   b. Sharing happiness
   c. Pat yourself on the back

ACS310 - The Musculoskeletal System

1. Objectives
   a. Identify common conditions/disorders of the musculoskeletal system
b. Restate the related signs and symptoms of each disorder to observe and report
c. Understand how to provide care to the person with a musculoskeletal condition/disorder

2. Musculoskeletal system glossary
3. Musculoskeletal system
   a. Bones and muscles
   b. Bones
   c. Muscles
   d. Leading cause of disability
   e. The musculoskeletal system and pain
4. Amputation
   a. Wound healing
   b. Oxygen supply
   c. Amputation observation
   d. Amputation care
5. Osteoarthritis
   a. Osteoarthritis prevalence
   b. Osteoarthritis observations
   c. Osteoarthritis care
6. Atrophy
   a. Atrophy example
   b. Neurogenic atrophy
   c. Contracture
   d. Prevention is key!
   e. Atrophy care
7. Osteoporosis
   a. How does it happen?
   b. Osteoporosis observations
   c. Osteoporosis care
8. Osteoporosis vs osteoarthritis
9. Gout
   a. Joint pain
   b. Gout observations
   c. Gout care
10. Common disorders activity
11. Fracture
   a. Closed fracture
   b. Open fracture
   c. Non-displaced fracture
   d. Displaced fracture
12. What is the process of bone healing?
13. Reduction
Outlines

14. Fractures and reductions activity
15. Do you know what “compartment syndrome” is?
16. Use of traction
17. Joint replacement surgery
   a. Artificial implant
   b. Post-operative management
   c. Prevention of complications
   d. Promote ambulation
18. Mr. Black scenario
19. Ms. Primrose scenario

ACS311 - The Respiratory System

1. Objectives
   a. Describe the basic functioning of the respiratory system
   b. Identify common conditions/disorders of the respiratory system
   c. State the related signs and symptoms of each disorder to observe and report
   d. Describe how to provide care to the person with respiratory illness
2. Respiration
   a. Respiration process
   b. Open airway
   c. Decreased oxygen
3. Recognizing respiratory distress
   a. Normal respiratory function
   b. Person’s respiratory history
   c. Respiratory problems after surgery
   d. Respiratory distress signs and symptoms
   e. Disorders and complications
4. Asthma
   a. Triggers
   b. Mild or severe symptoms
   c. Recognize signs and symptoms
   d. Symptoms asthma
   e. Care asthma
5. Care obstructive pulmonary disease
   a. Causes of COPD
   b. Other risk factors
   c. Emphysema
   d. Symptoms of COPD
e. Barrel chest
f. Care COPD
  g. And remember...
6. Bronchitis
   a. Acute bronchitis
   b. Chronic bronchitis
   c. Symptoms bronchitis
   d. Care bronchitis
7. Influenza (Flu)
   a. Symptoms Flu
   b. Care Flu
8. Pneumonia
   a. Pneumonia treatment
   b. Post-operative people
   c. Aspiration pneumonia
   d. Symptoms pneumonia
   e. Care pneumonia
9. Pneumothorax
   a. Symptoms pneumothorax
   b. Care pneumothorax
   c. Pneumothorax and chest tube
   d. Elevate head
10. Atelectasis
    a. Symptoms atelectasis
    b. Care atelectasis
11. Pulmonary embolism
    a. Large clot
    b. Who is at risk?
    c. Symptoms pulmonary embolism
    d. Care pulmonary embolism
12. Tuberculosis
    a. TB infection
    b. TB disease
    c. Symptoms TB
    d. Care TB
13. Bill Brown
    a. Mr. Brown signs and symptoms
    b. Information for supervisor
    c. Actions to take
14. Mrs. Green
    a. Amount of oxygen
    b. Positioning
c. Activity restrictions

15. Airway emergencies
   a. Call 9-1-1

16. Positioning the person with respiratory illness

17. High Fowlers and orthopedic

18. Tracheostomy
   a. Reasons for tracheostomy
   b. Secretions with tracheostomy
   c. Communication issues

19. Mechanical ventilator
   a. Care of the person on mechanical ventilation

20. Activity – respiratory match game

ACS312 – Personal Protective Equipment (PPE)

1. Objectives
   a. Define personal protective equipment (PPE)
   b. Understand why PPE is used
   c. Where and when to use PPE
   d. How to put on and remove gloves, a gown/apron, a face mask, goggles/face shield
   e. How to improve overall safety in a healthcare environment through the use of PPE

2. Glossary

3. Types of personal protective equipment
   a. Definition of PPE
   b. The emergence of gloves
   c. Dr. William Halsted
   d. William and Caroline

4. OSHA standards

5. CDC recommendations

6. Health and safety control

7. Employer requirements

8. Choosing the right PPE
   a. Type of exposure
   b. Strength and suitability
   c. Fit of the PPE

9. 4 key points for using all PPE

10. Gloves
    a. Types of gloves
    b. Vinyl
    c. Glove fit
    d. Gloves: dos and don’ts
    e. Procedure for removing gloves

11. Gowns and aprons
Outlines

a. The white coat  
b. Choosing a gown or apron  
c. Type of exposure  
d. Strength and suitability  
e. Fit of the PPE  
f. Proper use of a protective gown

12. Face protection  
a. Illness and culture  
b. Western culture  
c. Face masks and culture  
d. Proper use of a face mask  
e. Proper use of the eye and face protector

ACS313 - The Urinary System

1. Objectives  
a. Understand the basic components of the urinary system  
b. Identify common conditions/disorders of the urinary system that can lead to hospitalization or emergency care  
c. Restate the related signs and symptoms of each disorder to observe and report  
d. Understand how to provide care to the person with a urinary condition

2. The urinary system  
a. Problems in the urinary system  
   i. Age  
   ii. Illness or injury  
b. Prevent, recognize, report, manage

3. Urinary retention  
a. Urinary retention observations  
b. Urinary retention complications

4. Urinary tract infection  
a. UTI names  
b. UTI cause  
c. UTI risk groups  
d. UTI treatment  
e. Catheter associated UTIs  
   i. Care of the indwelling catheter  
f. UTI observations  
g. UTI care

5. Renal failure  
a. Acute renal failure  
b. Blood flow to kidneys  
c. Damage from poison or medications  
d. Sudden blockage of urine
Outlines

e. Acute renal failure treatment
f. Chronic renal failure
g. End stage renal disease
h. Renal failure risk groups
i. Acute renal failure observations
j. Acute renal failure care
k. Chronic renal failure observations
l. Chronic renal failure care
m. Emotional needs
n. Renal failure dietary restrictions
o. Dialysis

6. Urostomy
   a. Urostomy observations
   b. Urostomy care

7. The prostate gland (male)

8. Benign prostatic hyperplasia
   a. BPH symptoms

9. Transurethral resection of the prostate
   a. TURP observations
   b. TURP care

10. Renal calculi
    a. Kidney stones management
    b. Lithotripsy
    c. Surgical procedures
    d. Kidney stone observations
    e. Kidney stone care

11. Cystocele
    a. Minor or severe
    b. Cystocele treatment
    c. Cystocele observations
    d. Cystocele care – no surgery
    e. Cystocele care – surgery

ACS314 - The Nervous System

1. Objectives
   a. Understand the basic components of the nervous system
   b. Identify common conditions/disorders of the nervous system that can lead to hospitalization or emergency care
   c. Restate the related signs and symptoms of each disorder to observe and report
   d. Understand how to provide care to the person with a neurological condition

2. Nervous system glossary

3. The Nervous system
Outlines

a. The CNS and PNS
b. Nervous System Functions
c. CNS – the brain spinal cord
d. CNS – nerves and senses

4. Neurological diseases and conditions
   a. Gradual or sudden
   b. Observe and report changes
   c. Signs and symptoms

5. Level of consciousness (LOC)
   a. Conscious
   b. Decreased consciousness
   c. Unconsciousness
   d. LOC learning game
   e. Report changes in LOC

6. Cerebrovascular accident (CVA)
   a. Stroke example
   b. Ischemic and hemorrhagic strokes
   c. Stroke observations
   d. Stroke symptoms
   e. Stroke treatment
   f. Sides of the brain
   g. Care and changes in function
   h. Stroke care

7. Multiple sclerosis (MS)
   a. MS Observations
   b. MS outcomes
   c. MS Treatment
   d. MS Care

8. CVA and MS learning game

9. Parkinson’s disease
   a. Dopamine
   b. Parkinson’s observations
   c. Muscles
   d. Movement
   e. Muscles in face and throat
   f. Walking and balance
   g. Dependence and depression
   h. Parkinson’s treatment
   i. Parkinson’s care

10. Epilepsy
    a. Seizures
    b. Partial seizures
Outlines

c. Generalized seizures
d. When a seizure occurs
e. After a seizure
f. Seizure precautions
11. Spinal cord injury
   a. Reversal of spinal cord injuries
   b. Spinal cord injury observations
   c. Spinal cord injury treatment
   d. Spinal cord injury care
12. Head injury
   a. Protecting the brain
   b. Permanent brain damage
   c. Head injury observations
   d. Head injury care
13. Cerebral palsy
   a. Adults with CP
   b. CP and the degree of care
   c. CP observations
   d. CP treatment
   e. CP care
14. Alzheimer’s disease and other Dementias
   a. Progression of AD
   b. Personalized Dementia care
   c. Simplify the environment
   d. Injury prevention
   e. Observation
   f. Nutrition
   g. Familiarities
   h. Pain
   i. Behavior
   j. Family
   k. Alzheimer’s summary
15. Matching game

ACS315 – The Reproductive System – Common Conditions and Care
1. The Reproductive System
2. Objectives
   a. Identify common conditions/disorders of the reproductive system
   b. Understand signs and symptoms of each disorder and what to observe and report to prevent re-hospitalization
   c. Understand how to provide care to the person with disorders of the reproductive system
3. Reproductive System and Procreation
   a. Sex Cells
   b. The Male Reproductive System
   c. The Female Reproductive System
   d. Psychological and Emotional Needs
   e. Sexual needs and desires
   f. Healthy reproductive system
4. Reproductive System Diseases
   a. Observe and Report
5. What is Postpartum Care?
   a. Caring for Mother and Infant
   b. Postpartum Care
   c. Preparations for Receiving the Mother
      i. Monitoring of Vital Signs
      ii. Monitoring of Pain
      iii. Caregiving Actions
      iv. Monitoring of Urinary Output
      v. Vaginal Bleeding/Discharge
      vi. DVT
      vii. Breast Care
      viii. Mood Swings
   d. Newborn Care
      i. Infant Safety
      ii. Infant Observations
6. Common Conditions/Disorders
7. Breast Cancer
   a. Lumpectomy
   b. Mastectomy
   c. Lymph Nodes
   d. Observations
   e. Care of the Person
   f. Emotional Support and Understanding
8. Mammoplasty
   a. Breast Reduction
   b. Breast Augmentation
   c. Breast Reconstruction
   d. Observations
   e. Care of the Person
9. Hysterectomy
Outlines

a. Procedure Type
b. Abdominal or Vaginal Hysterectomy
c. Laparoscopically Assisted Vaginal Hysterectomy
d. Observations
e. Care of the Person

10. Uterine Prolapse
   a. How does this happen?
   b. Why does it happen?
   c. How is it treated?
   d. Observations
   e. Care of the Person

11. Vaginitis

12. Prostatectomy
   a. The Procedure
   b. Erectile Dysfunction and Emotional Issues
   c. Catheterization
   d. Observations
   e. Care of the Person

13. Benign Prostatic Hyperplasia

14. Sexually Transmitted Infection
    a. Asymptomatic STIs/STDs
    b. Problems Caused by STIs/STDs
    c. Sexually Transmitted Infection Types
    d. Bacterial Infections
    e. Parasite Infections
    f. Viral Infections
    g. Emotional Issues

15. Reproductive Match Game

ACT101 - Building an Effective Activities Program

1. Why are activities important?
2. Regular physical activity
   a. Further research suggests...
   b. More than physical exercise
   c. People age 65+
3. Your residents’ needs
   a. Underlying philosophy
   b. Activity – underlying philosophy
   c. Variety of settings
4. What activities to include?
Outlines

5. Criteria for effective therapeutic program...
   a. Ask your residents!
   b. Link to you community
   c. Remember creativity!
   d. Address the whole person
6. Physical exercise
7. Physical activities
8. Schedule physical exercise
   a. Aerobic exercises are not all the same
   b. “Sit and be fit” videos
   c. “Walk across America” program
9. Design with safety in mind
10. Activity – building your program
    a. Dancing is a form of exercise
    b. Dressing up for formal occasions
    c. Hold a dance contest
    d. Address physical health daily

**ACTI102 - Programming Standards**

1. Objectives
   a. Develop social activities that also provide physical activity
   b. Incorporate cultural activities
   c. Implement mental activities
   d. Involve spiritual activities
2. Basic concepts of programming
   a. Key concepts
   b. Activities for the whole person
   c. Activity – Types of activities
3. Planning your activity calendar
   a. Person-centered care
   b. Unique individuality
   c. Loves dancing
   d. New artistic or musical skill
   e. Respect the history
   f. Social interaction
   g. The benefits of staying engaged socially
4. Wide range of activities
   a. Diverse activity calendar
   b. Activity – Planning
5. Schedule activities
   a. Don’t forget monthly birthday celebrations
   b. Men’s groups
Outlines

c. Women can join the fun, too!
d. Laugh together. Talk together.
e. Consider multi-generational activities
f. Help them write their story!
g. Invite a guest speaker
h. Contact with pets
i. Full of fun, family-filled activities
j. Incorporate culture
k. Activity – Fill in the blank
l. “10 free entertainment activities for seniors”
m. Activity – Based on the article
n. Community chorus
o. Writing groups

6. Let residents’ energy and enthusiasm guide you
7. Mental activities
   a. Start a book club
   b. Puzzle groups
8. Spiritual activities
   a. Opportunity for outreach
   b. Activity – Spiritual enrichment
9. Activities is an important job
10. Your work isn’t optional

ACTI103 - Programming for Special Needs Populations

1. Objectives
   a. Create life-enriching activities geared toward the functioning level of your clients
   b. Bring a sense of enjoyment and living to your client’s lives
   c. Employ simplicity and consistency in your activity program
   d. Use the Alzheimer’s Associations’ guidelines for creating an activity program
   e. Weigh the benefits between stimulation and relaxation
   f. Use scents, games, and familiar items to trigger memories

2. Study this course for more ideas
3. Substitute activities
4. Remember: simplicity and consistency
5. A good activity program will help
6. Stimulation vs. relaxation
7. Schedule according to time of day
8. Program guidelines
9. Stimulating activities
10. Get creative
11. Mental stimulation
12. Recall memories
13. Use scents
14. Use antique items
15. Include games
16. Keep activities fun, lively and adult!
17. Soothing activities
18. One-on-one moments are very valuable
19. Functional activities
20. Focus on process
21. Activity principles
22. Be creative

**ALZH101 - Alzheimer’s and Dementia: Signs and Symptoms**

1. Objectives
   a. Demonstrate a basic knowledge of Alzheimer’s and how it affects the brain
   b. Utilize memory-building tools
   c. Recognize signs of serious memory problems
   d. Identify problems that cause memory loss
2. What is Alzheimer’s?
3. After 70
4. Meet John and Maria
5. Video: Maria’s story
6. Activity: Maria’s symptoms
7. Outside information
8. Activity: Signs of Alzheimer’s
9. Things you can do to help your memory
10. Activity: things to help with memory
11. Signs of serious memory problems
12. What causes memory loss?
13. Causes of memory loss

**ALZH102 - Dementia from the Person’s Perspective**

1. Objectives
   a. Improve memory with simple tasks
   b. Utilize tips on how to be a good helper to a person with Alzheimer’s
   c. Understand recommendations from the Alzheimer’s Association on how to deal effectively with Dementia care
2. What does Alzheimer’s feel like?
   a. How it feels
3. How you can help
   a. How can you help?
   b. Best way to help
4. 10 ways to boost your own brain power
Outlines

5. Dementia care
6. Understanding the process
7. Alzheimer’s Association
8. Alzheimer’s Association recommendations

ALZH103 - Diagnosis and Progression

1. Objectives
   a. Recognize early warning signs of Alzheimer’s
   b. Utilize methods to delay the progress of Dementia
   c. Define terms related to Dementia
   d. Employ methods to persuade someone with Dementia to go to the doctor
2. Alzheimer’s statistics
   a. AD and Dementia risk factors
3. John is determined
   a. Other family members
   b. Noticing little things
4. Look for signs of Alzheimer’s
   a. The 10 warning signs of AD
   b. Mild cognitive impairment
   c. Delaying progress of Dementia
5. Definitions and differences
   a. Activity: memory loss, AD, and Dementia
6. Ability and personality changes
7. Maria’s story – diagnosis and progression
   a. Methods of persuasion
   b. Tips can work!

ALZH104 - Diagnosis and the Caregiver’s Role

1. Objectives
   a. Understand the difference between Dementia and Alzheimer’s disease
   b. Identify additional early signs of Alzheimer’s
   c. Understand diagnosis and treatment options
   d. Employ methods to treat the patient emotionally
2. John and Maria at the doctor
   a. MRI, PET, CAT scans
   b. Brain stages of AD
   c. Maria gets medication
   d. Doctor talks to John
3. Doctor explains disease progression
   a. AD progression like growing backwards
   b. Progression of Alzheimer’s Disease
   c. Don’t treat the person like a child
Outlines

4. Understanding AD progression
5. Understanding the disease process
   a. Dementia overview
   b. Alzheimer’s Disease
   c. Meet Harold and Margaret
   d. Activity – Progression of Alzheimer’s
6. You make the difference
7. Early warning signs
8. Understanding AD symptoms
9. Emotional and Behavioral problems
   a. More than physical and daily care
   b. Activity – Emotional needs

ALZH105 - Learning to Communicate Through Dementia
1. Objectives
   a. Identify non-verbal cues in communication such as body language
   b. Understand the feelings and emotions behind words
   c. Discover the power of touch
2. Maria’s story – communication
3. What’s behind the words
   a. Tips on communicating
   b. Language problems – warning signs
4. Body language
5. Power of touch
   a. Appropriate touch
   b. Be gentle
   c. Just being there
   d. Activity – Comforting touch
6. Non-verbal cues
   a. Learning to communicate – Body language and facial cues
   b. Watch responses
7. Skills you can learn
   a. Customize activities
   b. Helping individuals communicate

ALZH106 - Daily Care: Bathing and Dressing
1. Objectives
   a. Utilize tips for dressing people with Alzheimer’s
   b. Understand bathing methods that are effective for people with Alzheimer’s
   c. Provide safety during bathing or showering
2. Maria’s story – Daily skills
3. Dressing
Outlines

1. Objectives
   a. Understand the toileting issues for people with Alzheimer’s and how to assist
   b. Learn the importance of sticking to a schedule for toileting needs
   c. Recognize the importance of grooming to the person’s state of mind

2. Learning skills

3. Toileting
   a. Schedule
   b. Use pictures
   c. After meals and activities
   d. Activity - Toileting
   e. Easy to see
   f. Dignity
   g. Maintain a schedule
   h. Chat with the person
   i. Transferring
   j. Well balanced
   k. Quick-tips - Toileting

4. Grooming
   a. Don’t neglect
   b. Simple
c. The little extras
d. Activity – Grooming
e. Everyone deserves to look his/her best

ALZH108 - Helping Families Cope
1. Objectives
   a. Understand what the family members of a person with Alzheimer’s are experiencing
   b. Utilize methods to help the families cope with changes in their loved one
   c. Recognize the importance of listening
2. Maria’s story – Helping families cope
3. Understanding the families’ experience
   a. Trouble seeking help
   b. Be informed
   c. Read between the lines
   d. Needing Help
   e. Trying out the help
4. You can help families understand
5. Angry at you
6. Activity – How can you help?
7. Be a good listener
8. Activity – Helping families
9. Families’ range of emotions
10. Did you know?

ALZH109 - Supporting Families of Individuals with Dementia
1. Objectives
   a. Understand the stages of emotion family members of individuals with Alzheimer’s experience
   b. Utilize methods to help families cope
   c. Develop a staff-family team to make coping easier
2. Family Emotions
   a. Stages of emotion
   b. Did you know?
3. How you can help families cope
   a. How to help families cope
4. Staff-family team
   a. Give up ownership
   b. Activity – Staff-family
   c. Everyone has the same goal
   d. Family participation
5. New communication skills
6. Embrace the good times
Outlines

7. The “Unit of Care”
8. Pay attention to your own needs
9. Family members are part of the team

ALZH110 - Environment: Creating a Sense of Calm
1. Objectives
   a. Understand how important environment is to the person with Alzheimer’s in creating a sense of calm and not chaos
   b. Identify environmental factors that affect people with Dementia
   c. Utilize environmental cues or signals to assist people in your care
2. Maria’s story: Environment
3. Creating calm, not chaos
4. What is environment?
   a. The Place
   b. The People
   c. The Senses
   d. Combination
5. Environmental factors that affect people with Dementia, memory loss or AD
6. Environmental cues or signals
   a. Environmental cues
   b. Signs and labels
      i. Meet Ralph
      ii. Ralph’s room
   c. Color
   d. Floors
   e. Surfaces
   f. Color and rooms
   g. Resident room cues
   h. Outside the room
7. Inside the room
   a. Involve friends and family
8. Judging distances
9. Using color and design
10. Learning game – Colors and cues
11. Effective Dementia care goals

ALZH111 - Environment: Routines and Consistency for Comfort
1. Objectives
   a. Understand the importance of surroundings to the person with Alzheimer’s
   b. Provide a consistent environment
   c. Establish daily routines and tasks
   d. Utilize recommendations from Alzheimer’s Association for a positive environment
Outlines

e. Identify risks for falls and use techniques to prevent injuries in people with Dementia

2. Surroundings are important
   a. How are senses impacting the person?
   b. Sensory input

3. A consistent environment
   a. Daily routines and structure
   b. Stable, but flexible routine
   c. Wary of unfamiliar places
   d. We all get nervous

4. Activity – Environment and Routine
   a. Common areas
   b. Individual rooms
   c. General atmosphere
   d. You can help lower distress
   e. Alzheimer’s Association Recommendations

5. Risk of falling
   a. Falls – Risk factors
   b. Stay active
   c. Creating a safer home
   d. Falls assessment

ALZH112 – Activities: Creating a well-rounded program

1. Objectives
   a. Understand why activities are important to individuals with Alzheimer’s
   b. Identify the four areas of activities
   c. Utilize the Serper method of repeating instructions

2. Maria’s Story: Activities

3. Activities are...

4. Susan

5. Chores

6. Susan’s activities

7. The “whys” of activities in caregiving

8. Activities at night

9. The Serper Method

10. Four areas of activities

11. Activity – Activities fill in the blank

ALZH113 – Activities: Stimulating Memories and Interaction

1. Objectives
   a. Implement ideas for a good activity program
   b. Understand the importance of memory stimulation in the activity plan
   c. Utilize activities recommended by the Alzheimer’s Association
Outlines

2. Engaged through activities
3. Activity programs
4. Reminiscence
   a. Memories
   b. One on one or group
   c. How to start a memory conversation
   d. Topics for reminiscing
5. Activity – Choosing reminiscing topics
6. Intergenerational activities
   a. Family activities
7. Pets
   a. Be careful
8. Personalized activities
   a. Past hobbies and interests
9. Activity ideas for everyone
   a. The process
10. Activities for everyone
11. Household activities
    a. Folding
    b. Sweeping
    c. Watering
    d. Setting the table
12. Your goal
13. Alzheimer’s Association’s Recommendations

ALZH114 - Preventing Weight Loss and Aspiration

1. Objectives
   a. Understand concerns related to weight loss for the person with Alzheimer’s
   b. Identify causes and ways to help
   c. Utilize strategies for preventing weight loss
2. Maria’s story: Eating concerns
3. Nutritional issues
4. Concerns related to weight loss
   a. Reduced skin integrity
   b. Be ready to help
   c. Increased path of decline
   d. There are ways you can help
5. Possible causes of weight loss
   a. Reduce negative impact
6. Learning game – Helping with mealtimes
7. Key skills of persuasion
8. Strategies for preventing weight loss
9. Use these techniques
10. Food related issues

ALZH115 - Nutritional Goals and Therapeutic Approaches
1. Objectives
   a. Understand the food and fluid needs for a person with Alzheimer’s
   b. Utilize methods to help meet those needs as recommended by the Alzheimer’s Association
   c. Set nutritional goals for the person with Alzheimer’s
2. Maria and weight loss
3. Understanding food and fluid needs
   a. Promoting proper nutrition and hydration
4. How to help with food and fluid needs
   a. If someone is losing weight
      i. Tips to enhance mealtimes
      ii. Things to watch for during mealtimes
   b. If someone eats off other’s plates
   c. If someone refuses to eat
5. Feeding Tubes
   a. Liquid-only diet
6. Activity – Helping with eating issues
7. Weight loss is common with memory loss
   a. Alzheimer’s Association recommendation
   b. Set goals
      i. Activity – Nutritional goals

ALZH116 - Challenging Behaviors: Prevention through Acceptance and Communication
1. Objectives
   a. Accept, communicate, and reassure your client’s best abilities to cope with their Dementia
   b. Prevent challenging behavior through moving your reality and distracting your clients
   c. Respect that each person with memory loss is unique
2. Maria’s story: Managing behavior challenges
3. Basic principles
4. Step 1: Accept
   a. How would you feel?
   b. Someone’s feelings help you understand
5. Step 2: Communicate
   a. Ray and Maria
   b. Meet Virginia
   c. Virginia’s story
Outlines

6. Step 3: Reassure
   a. You are the translator
   b. Put yourself in someone else’s shoes

7. Step 4: Accept his/her best
   a. Doing the best he/she can
   b. You’re there to help
   c. Each person is unique

8. Activity – The individual struggling

9. Step 5: Move your reality
   a. Reality is flexible
   b. Amy’s story
   c. Another example
   d. Samuel and George

10. Step 6: Distract
    a. Food and physical activity
    b. Marcus’ story

ALZH117 - Challenging Behaviors: Considerations for Client Rights

1. Objectives
   a. Understand the principles of helping people with Dementia
   b. Maintain safety and dignity
   c. Maintain independence and individual rights
   d. Understand the use of restraints and problems associated with them

2. John and Maria learned to cope

3. Steps to use

4. Step 7: Be creative
   a. Remember Marcus?
   b. Try something else
   c. Physical activity as distraction
   d. Meet Helen
      i. Helen was a great caregiver
      ii. Helen used creativity to solve problems
      iii. Creativity made her stand out

5. Step 8: Humor
   a. Laugh at yourself
   b. Spend your day

6. Family member feelings

7. Learn to manage challenging behaviors
   a. Principles of helping people with Dementia
   b. When challenging behavior does occur
   c. How to handle challenging behaviors
   d. Meet Mr. J
Outlines

i. Safety first
ii. Mr. J’s dignity, independence, and right
iii. Listen to family’s concerns
iv. Document, observe and report
e. Meet Martha
   i. Safety first
   ii. Respect dignity of those involved
   iii. Help Martha find one partner
f. Activity – Safety and dignity
g. Patience, creativity and tact
h. Meet Harold
   i. Video: Problem behaviors
   ii. Review: Harold’s behavior

8. Use of restraints
   a. Any device could be a restraint
   b. Methods of restraint
   c. Use of restraints glossary
9. Psychotropic medications
   a. LBD and antipsychotics
   b. Antipsychotics and risk of death

10. Caution when using restraints
11. Problems caused by restraints
   a. Emotional consequences
12. Avoiding the use of restraints
   a. Possible reasons for agitation and aggression
13. Review: Restraint use
14. Always remember...

ALZH118 - Challenging Behaviors: Diffusing Dangerous Behaviors

1. Objectives
   a. Understand how to handle violent and aggressive behavior
   b. Take steps to defuse extreme behavior before it begins
   c. Learn to protect yourself against violent behaviors
2. John and Maria
   a. Maria’s story
3. Advanced behavior skills
   a. Being prepared
4. What you do matters most
   a. Remain calm
   b. Ask for help
   c. Get to know the person
   d. Use reminiscence
Outlines

e. Try again later  
f. Don’t be judgmental  
g. Be a friend  
h. How to diffuse a situation  
i. Focus completely on the person  
j. Position yourself  
k. Show concern, not anger  
l. Feelings behind actions  
   i. A person with memory loss might feel...  
m. Be aware of your responses  
n. Take steps to regain control  
o. Marvin’s story  
p. Here’s the key  
q. Learning game – Your reactions to challenging behaviors

5. Assess the problem and start setting priorities  
a. First priority: Other’s safety  
b. Chain reaction  
c. Environment can cause agitation  
d. Second priority: Caregiver safety  
e. Caregiver safety  
f. Never okay to hurt the person in your care  
g. Defending against violent behavior  
h. Third priority: Protect the individual  
i. Review Steps

ALZH119 - Challenging Behaviors: Intervention and Follow up

1. Objectives  
   a. Utilize tips for non-verbal interaction  
   b. Understand what to do when a crisis is over  
   c. Develop a plan for prevention of future instances

2. Maria

3. Verbal interaction  
   a. Know what to say  
      i. Know what to say  
   b. Know how to say it  
      i. Know how to say it  
   c. Meet Maggie  
      i. Her caregiver learned  
   d. Be careful about what you say and how you say it

4. Learning game – How you say it

5. Non-verbal interaction  
   a. Words can make it worse
Outlines

b. Non-verbal communication  
c. Be aware of body language

6. What to do when a crisis is over  
a. Find someone to talk to  
b. Write it up  
c. Your ABC’s  
d. Develop a plan  
   i. Plan example  
e. Report the incident  
f. At the very least  
   i. After the crisis: Steps you need to take

7. Review these tips

ALZH120 - Managing Pain in the Client with Communication Challenges

1. Objectives  
a. Interpret the non-verbal ways people with memory loss express pain or discomfort  
b. Assess whether someone who cannot verbally communicate is experiencing pain  
c. Utilize the Alzheimer’s Association’s recommendations for pain management and caregiver approaches  

2. Maria’s story: Managing pain  

3. Behavioral disturbances and pain  

4. Helping with pain  
a. Misleading signals  
b. Non-verbal ways to express pain  

5. Alzheimer’s Association: Pain management  
a. Dementia issues  
b. Care goals  
c. Recommended practices  

6. Assessment  

7. Strategies to relieve pain  

8. Staff approaches  
a. Rule out all possible causes

ALZH121 – Appraisals and Care Planning

1. Objectives  
a. Understand the purpose of assessments  
b. Demonstrate the five levels of functional abilities  
c. Determine when assessments are needed and what questions they should answer  

2. Maria’s story: Assessments and care planning  

3. Understanding the purpose of assessments  

4. Evaluate physical and medical condition  
a. Physical/medical assessment
Outlines

5. Emotional or psychological needs or concerns
   a. Emotional/psychological assessment
   b. Past and present emotions
   c. Family emotions

6. Learning game – Best practices for assessment

7. Functional abilities
   a. Eight levels of functional abilities
   b. Functional abilities assessment
   c. What you need to assess

8. Social or family situation

9. Assessment guidelines
   a. The person before Dementia
   b. Here’s the key

10. When are assessments needed?

11. Questions your assessment should answer
   a. Make assessments frequently
   b. Meet Jose
      i. Jose and assessments
   c. Here’s the key

12. References

ALZH122 - Care Planning and Preparing for End of Life

1. Objectives
   a. Define and create a good care plan
   b. Identify goals and problems involving care plans
   c. Utilize assessment ideas and care planning tips from the Alzheimer’s Association
   d. Assist with end of life planning

2. Preparing for Maria’s care conference

3. Understanding care planning
   a. A good care plan...
   b. Special considerations
   c. Differences
   d. Life history
   e. Learning game – Using life history to help
   f. Do your research
   g. Maxine’s story
   h. What care planning shows

4. Making a good care plan
   a. How to write a care plan
   b. Choose forms carefully
   c. Is it accessible? Readable? Useful?
   d. Designing your own care plans
Outlines

e. Summary example
5. Identify goals and problems
   a. Setting goals
   b. Mrs. Monroe
   c. Measurable goals
   d. Steps to reach the goals
   e. Questions to ask when setting goals
   f. Parts of the care plan
6. Record keeping is important
   a. Record keeping
   b. Information gathering
   c. Be involved
   d. Keep written records
7. Alzheimer’s Association ideas and suggestions
   a. Assessment ideas
   b. Care planning and provision ideas
8. Understanding end of life care
   a. Comforting a person at end of life
   b. Use what you know about the person
9. Active Dying
   a. Final stages
10. Artificial feeding
    a. NG, G, and PEG tubes
11. Palliative care
    a. Multidisciplinary health care team
    b. Changes in care
12. Hospice care
    a. Where hospice care occurs
13. Emotional care
14. Spiritual care
    a. Honor family’s religious customs
15. Physical care
16. Advance planning

ALZH123 - Wandering and Exit Seeking

1. Objectives
   a. Understand what wandering behavior is and why it affects people with memory loss
   b. Be prepared in the event wandering occurs
   c. Utilize tips to prevent wandering
2. How would you feel?
   a. Wandering
   b. What would you do?
3. Understanding people with memory loss
   a. What if...?
   b. Feeling the need to get out
   c. Imagine that...
   d. Wandering triggers
   e. Usually not trying to ‘escape’
   f. Activity – If you were confused
4. Who is at risk?
   a. Not everyone will wander
   b. Carefully observe
5. Safe wandering benefits
6. Precautions
   a. Being prepared
   b. Being a prepared caregiver
7. Promote safe wandering
8. It can happen to you
   a. No building is 100% safe
   b. Do your best to prevent wandering
9. Caregiver goals
   a. Encourage mobility
   b. Assess causes of wandering
   c. Prevent unsafe wandering

Alzheimer’s Disease Training Program
1. Symptom
2. Cognition
3. Dementia
4. Some Dementias may be reversible
   a. Interaction of medications
   b. Hormone imbalance
   c. Depression
   d. Infection
   e. Malnutrition
5. Irreversible Dementia
   a. Alzheimer’s Disease
   b. Vascular Dementia, also called Multi-Infarct Dementia
   c. Frontotemporal Dementia
   d. Lewy Body Dementia
   e. Alcohol Dementia
   f. Huntington Disease Dementia
   g. Creutzfeldt-Jakob Disease Dementia
   h. Parkinson’s Disease (end stage) Dementia
6. Alzheimer’s Disease (AD)
7. Vascular Dementia also called Multi-Infarct Dementia
8. Frontotemporal Dementia
9. Lewy Body Dementia
10. Huntington Disease Dementia
11. Alcohol Dementia
12. Creutzfeldt–Jakob Disease (CJD)
13. End stage Parkinson’s Disease (PD)
14. Warning signs of Alzheimer’s Disease include problems with
   a. Familiar tasks/job skills
   b. Memory
   c. Mood/behavior
   d. Language
   e. Judgment
   f. Reasoning
   g. Orientation
   h. Initiative, focus and interest
15. Memory loss can be natural, simple lapses
16. It is important to seek a diagnosis as soon as problematic symptoms appear
17. Diagnosis of Alzheimer’s Disease is a process because presently there is no single test
18. The major risk factors for Alzheimer’s disease are age and family history.
   a. Age
   b. Family history
   c. Existing conditions
   d. Risk genes increase the likelihood of developing a disease, but do not guarantee it will happen
19. Research aimed at learning more about Alzheimer’s Disease continues
20. Importance of healthy lifestyle
21. Alzheimer’s is a progressive disease
22. Stages of Alzheimer’s
   a. Early/Mild
   b. Mid/Moderate
   c. Late/Severe
23. When the diagnosis is Alzheimer’s Disease, individual circumstances will influence who should be told
24. Financial and legal issues should be explored as soon as possible
25. Flexibility and adaptability are key tools for the caregiver
26. With an objective of respecting the person’s self-esteem, of making the person feel safe and cared for in each moment, caregivers can learn to modify their own approaches and plans on an ongoing basis
27. Techniques can be learned that help the person with Alzheimer’s and the caregiver to better understand one another
28. Learning to use new communication methods
29. Recognition, prevention, timing and respect are the keys to safety and security
30. Throughout the course of the disease, it is important to remain aware of other health concerns in the person with Alzheimer’s
31. Information and support should be sought as decisions related to driving are made
32. Careful observation can help you decide whether or not the person with Alzheimer’s can be safely left alone
33. Can recognize and respond to danger (a fire? intruder?)
34. Is content to stay inside the house
35. Knows how to use the phone or get help
36. Becomes agitated when something unpredictable happens
37. Frequently relies on the presence or suggestions of another
38. Attempts to do activities that now need to be supervised such as cooking or operating machines
39. Safety measures inside the home can help to prevent falls and other accidents
40. The outdoor environment should also be adjusted for safety
41. During the course of Alzheimer’s Disease, about two-thirds of affected persons become disoriented and wander away, often repeatedly
42. Use creativity and consultation with others to provide safety, freedom and privacy in a manner that honors the feelings and self-esteem of the persons with Alzheimer’s Disease
43. Routines for the person with Alzheimer’s Disease tend to be reassuring
44. Core Principles in Alzheimer’s Care
   a. Stop when the person says "no"
   b. Respect the person’s feelings
   c. Follow the lead of the person with Alzheimer’s
45. Daytime naps
46. Unpleasant activities of the day should be balanced
   a. Stressors
   b. Soothers
   c. Signs of trouble brewing include
47. In mid-late stage Alzheimer’s, behavior is more instinctual
48. Never shame, tease or scold
49. Good self-care is the most important thing a caregiver can do for the person with Alzheimer’s
50. Getting help

**Aphasia Training Program**
1. Teaching aids and equipment
2. Learning objectives
3. Introductions
4. Benefits of class
5. Definition of stroke
6. Definition of aphasia
   a. expressive ability
Outlines

b. receptive ability

7. Communication
   8. Exercise 1: Barriers to communication
      a. What was your reaction when you first received the instructions?
      b. Did you understand part of it? Or none of it?
      c. How did you feel? What else did you feel?
      d. Why do you think you felt that way?
      e. What did you do?
      f. What were you afraid of?

9. DVD review
   a. The role of the speech-language pathologist
   b. Effects of aphasia
      i. Tiring easily
      ii. Extreme or inappropriate emotions, such as laughing or crying without apparent reason
      iii. Greater comfort with a predictable, unchanging routine
      iv. A high degree of apparent self-absorption
      v. Feelings of embarrassment or guilt
      vi. Fear of failure
   c. The importance of family involvement

10. Communication methods
    a. pointing
    b. Gesturing
    c. pantomime
    d. photograph
    e. icon
    f. printed word
    g. Speech

11. Recognizing the difficulty of change
12. Verification
13. Exercise 2: Improving communication
14. Use of communication techniques

CARE101 - Caregiving Core Values and Teamwork

1. Objectives
   a. Describe the role of a caregiver
   b. Discuss aging in America
   c. Explain the Client’s Bill of Rights
   d. Identify the core values of a caregiver
   e. Work more effectively with a team
   f. Realize the importance of the caregiver’s contributions
2. Starting on your journey
3. Glossary
4. Activity – Teams
5. What’s in a name?
6. Aging of America
   a. Age 85 plus fastest growing group
7. Activity – Caregiver duties
   a. More skilled helpers needed
8. Caregiver duties
9. Activity – Caregiver duties
10. Value and purpose
11. Introducing Bill of Rights
   a. Client Bill of Rights
12. Core values
13. Activity – Client rights and core values
14. Work settings
15. Work focus
16. Working on a team
   a. Your role on the caring team
   b. The caregiver role
17. Members of the health care team
   a. Working in relationship with nurses
18. Southern California wildfires
   a. Caregivers used creativity
   b. Making the best
   c. Privacy and dignity priorities
19. You make a difference
20. VIDEO: Interview with a nurse
21. Learning from others
22. VIDEO: Starting your journey

CARE102 - Caregiving Tasks and Client Populations
1. Objectives
   a. Apply principles that help you do your job well
   b. Identify the tasks a caregiver may perform
   c. Work more effectively with special populations
   d. Understand the importance of communications with team members
   e. Recognize the keys to becoming a good caregiver
2. Glossary
3. Overview: Personal care tasks
4. Activity 1
5. Principles for doing your job well
Outlines

a. Overview: Assistive devices
b. Overview: Helping with movement
c. Overview: Record keeping
6. Assisting with toileting tasks
7. Infant and child care
8. Activity 2
9. Mental health disorders
10. Developmental disabilities
11. Activity 3
12. Other caregiver tasks: Eating and drinking
13. Providing a safe environment
14. Parts of a caregiver’s job: Good communication
15. Activity 4
16. What to do if you make a mistake
17. How to balance learning
18. Violations of the rules and regulations
19. Video: What makes a good caregiver?

CARE103 - Ethics and Personal Rights

1. Objectives
   a. Understand the ethical approach to providing care
   b. Apply ethics in common situations
   c. Abide by the Caregiver’s Code of Ethics
2. Glossary
3. Ethics: A definition
4. How much do you know about ethics?
   a. Witness the signing of a will
   b. Tie down a client
   c. A client’s fried asks for information?
   d. These are situations you may face
5. Why ethics are important
   a. You’ll face challenging situations
   b. Learning about ethics will help
6. Principle 1: Respect client rights
7. Principle 2: Care for the whole person
8. Melvin’s story
9. Activity – Melvin
10. Principle 3: Ease suffering
11. Principle 4: Be honest, trustworthy and loyal
   a. Look for ways to be loyal
12. Principle 5: Take good care of yourself
13. Be good to yourself
14. Principle 6: Be neat and clean
15. Show courtesy and respect
16. Amelia’s story – Difficult behaviors
17. Activity – Amelia
18. Principle 7: Keep all information confidential
   a. Legal responsibility to protect privacy
19. Protect privacy
20. Principle 8: Respect the work of others
21. Principle 9: work within the limits of your job
   a. Don’t do anything outside your limits
22. Principle 10: Keep personal problems private
   a. Sharing too much can harm clients
23. Don’t discuss personal problems with clients
24. Activity – Protect privacy
25. Principle 11: Lifelong learning
26. Principle 12: Report anything that can harm
   a. Be alert for client’s safety
   b. Protect your clients from abuse
   c. Millie’s story
27. Millie’s story
   a. Other options for Millie’s situation
28. What to report quiz
29. Overview: Client’s Bill of Rights
30. Client’s Bill of Rights
31. What would we want?
   a. We’d want our rights protected
   b. Be safe!
   c. You have rights too!
   d. Team environment
32. Ethics in a healthcare setting
   a. Autonomy
   b. What can you do?
   c. Right to choose
   d. Beneficence
   e. Beneficence Case Study
   f. Activity – Beneficence
33. Did you know?
   a. Do you follow directions?
   b. Yes or no
   c. Justice
   d. Joseph
   e. Client treatment
Outlines

34. Learning confidence
   a. Importance of your time with clients
35. Video: Staff interview
36. Know your responsibilities

CARE104 - Communicating with Others
1. Objectives
   a. Understand basic principles of communication
   b. Practice verbal and non-verbal communication skills
   c. Recognize touch as a way we communicate
   d. Employ the ALOHA approach to communication
   e. Respect confidentiality
   f. Communicate effectively with the team members, clients, families and friends
   g. Communicate competently with impaired individuals
2. Glossary
3. Communication and Alzheimer’s
4. Maria’s story: A struggle to communicate
5. Communicating is a special skill
   a. Use eye contact
   b. Use simple “Yes” or “No” questions
   c. Use simple terms for things
   d. Use a pleasant, relaxed tone of voice
   e. Use a deeper tone of voice
   f. Use body language
   g. Secret to good body language
6. Activity: Fill in the blank
7. Touch
   a. Appropriate touch
8. Side-by-side communication
   a. Side-by-side activities
9. Nonverbal signs
10. ALOHA: A communication approach
11. Activity – ALOHA
12. Confidentiality
13. What would you do?
   a. Appropriate sharing
   b. Caution: Don’t share outside the job
14. Communication with caring team
   a. Use the best word
   b. Use familiar words
   c. Be objective
   d. Give facts
15. Communicating with a client’s family
   a. Understanding the family’s experience
   b. Families struggle too
   c. Listen to feelings
16. Did you know...?
   a. Activity – Did you know
   b. Trust and respect
17. Concerns and complaints
   a. Listen
   b. Tell your supervisor
   c. Serious concerns
   d. Client wishes
   e. What should you do?
      i. Report it
      ii. Tell your supervisor
18. Client’s right to private communication
19. Communication systems
   a. Mrs. Galvin’s story
   b. Challenging clients
   c. Responding to challenging clients
20. Communicating with impaired clients
21. Activity – Communicating with impaired clients
22. Behaviorally challenging clients
23. Maria’s story
24. Maria’s story: Who taught grandma to box?
25. Basic principles for behaviors
   a. Accept feelings
   b. Communicate
   c. A difference response to Maria
26. Virginia’s story
   a. A different response to Virginia
27. Virginia’s story (a better approach)
   a. Reassure the client
      i. Put yourself in the client’s shoes
   b. Accept person’s efforts
      i. Reassure
      ii. Each person is unique
   c. Change your reality
      i. Don’t argue – just accept
28. Amy’s story
29. Samuel’s story
   a. Samuel’s reality
Outlines

b. Change your reality
c. Use distraction

30. Marcus’s story
31. Communications adds joy
32. Communication is a gift
33. Video: Being a great caregiver
34. YOU can make that difference!

CARE105 - HIPAA and Client Rights

1. Objectives
   a. Be aware of your client’s rights
   b. Understand HIPAA and confidentiality
   c. Know the role of an Ombudsman
   d. Understand how restraints violate client rights

2. Glossary

3. Introduction to client rights
   a. Omnibus Reconciliation Act (OBRA)
   b. Client’s Bill of Rights

4. The Ombudsman Program
   a. The Ombudsman may...
   b. Contacting the Ombudsman

5. Right to make personal decisions
   a. Mrs. C’s story
   b. What if a client won’t eat?
   c. Activity – Client rights

6. Treat clients with dignity and respect
   a. Activity – Treating clients with dignity

7. Honoring choices
   a. Informing client of care
   b. Respecting client rights while providing personal care

8. Right to privacy and confidentiality
   a. Always knock
   b. Close privacy curtains and door
   c. Tell client what you are doing
   d. Understanding privacy rights
   e. Privacy with a roommate
   f. Don’t talk in public
   g. Who has the right to personal information
   h. Health Insurance Portability and Accountability Act (HIPAA)
      i. Activity - HIPAA

9. Right to assistance with grievances
   a. Being a voice for your client
Outlines

b. The Ombudsman
10. Right to assistance with activities
11. Right to personal possessions
   a. Imagine if...
   b. How would you feel?
   c. Respect personal belongings
12. Freedom from abuse
   a. It’s the client’s right
   b. Neglect is abuse
13. Restraints and client rights
   a. Preventing unethical behavior
14. Video: Imagine the client’s experience
15. In review: HIPAA
   a. In review: Client rights
   b. In review: Learn about clients

CARE106 - Promoting Your Clients’ Independence
1. Objectives
   a. Promote independence while helping clients
   b. Understand each client’s unique abilities
   c. Employ techniques for restoring independence
   d. Use adaptive tools to promote independence
   e. Promote mobility with clients
2. Glossary
3. Activity – Glossary terms
4. Help clients be independent
5. A person’s skills change daily
6. Story: Joanne the caregiver
   a. Joanne helped her clients too much
   b. Joanne begins to teach independence
   c. Clients are proud of skills
   d. Independence can be difficult
   e. Offer choices
   f. Allow time
   g. Praise success
   h. Independence is positive for both
   i. Each person has different abilities
   j. Abilities differ from day to day
   k. Joanne’s efforts paid off
   l. Joanne gets ideas from therapists
   m. Being alert for skin problems
7. Skin care
8. Activity – Skin care
9. The four basic positions
   a. Supine position
   b. Semi-supine position
   c. Prone position
   d. Side-lying position
   e. Positioning tricks
10. Activity - Positioning
11. Feeding programs and ADLs
    a. Adaptive equipment
    b. Any meals can become sandwiches
    c. Reaching tools
    d. Patience and time allow more independence
    e. Being relaxed and patient
    f. Her clients could feed themselves
12. Bowel and bladder training
    a. Bathroom independence
    b. Clients’ past toilet habits
    c. Patterns are important
    d. Offering toileting often
    e. Success can happen
13. Ambulation
    a. Gaining skills from therapists
    b. Gaining strength each day
    c. Taking extra steps each day
    d. Ambulating
14. Activity – Ambulation
15. Preventing swelling
    a. Using footstools
    b. Preventing swollen feet
    c. Elevating works, but how?
    d. Arms and legs fill with fluid
    e. Elevating helps move fluid
    f. Joanne learned how to help
    g. Anti-embolus stockings
    h. “TED hose”
    i. Stockings may require help
    j. Get help learning to use stockings
    k. Process for using anti-embolus stockings
16. Activity – Anti-embolism stockings
17. Helping the younger client
    a. Wanting to be independent
Outlines

b. Learning about equipment
c. You must be training on new equipment
d. Learning to use equipment
e. Strength comes fastest with independence

18. Knowing your clients
   a. She laughed and joked with John
   b. She was kind and patient with Maggie
   c. She was supportive with Marlene
   d. She learned about their pasts
   e. John used to be a math professor
   f. Maggie had been a musician
   g. Marlene was a young, healthy woman

19. Assisting a client with a meal
   a. Introduction
   b. Position the client
   c. Wash and dry client’s face and hands
   d. Make sure special diets are followed
   e. Put clothing protector on
   f. Sit facing client
   g. Prepare and describe food
   h. Offer small amounts of food
   i. Allow time
   j. Offer beverage
   k. Warn client of hot food
   l. Talk to client
   m. Wash and dry hands and face
   n. Remove clothing protector
   o. Remove plate and utensils

CARE107 - Elder Abuse: Causes, Types and Reporting

1. Objectives
   a. Understanding who typically abuses elders and why
   b. Identify what is considered abuse
   c. Report possible abuse responsibly

2. Glossary
3. Introducing elder abuse
4. Video: Elder abuse
5. Activity – Elder abuse video
6. Abuse is harming an older person
7. The abuser
8. Caregivers at risk to abuse
9. Abuse is a crime!
10. 7 forms of elder abuse
11. Activity – Types of abuse
   a. Physical abuse
      i. Story: Mr. Clark and Dana
      ii. Types of physical abuse
   b. Emotional abuse
      i. Story: Mrs. Whitcomb and Noreen
         1. Mrs. Whitcomb and Noreen
         2. Mrs. Whitcomb and Noreen
         3. Mrs. Whitcomb and Noreen
12. Activity – About abuse
   a. Types of emotional abuse
   b. Neglect
      i. Story: Mrs. Duncan and Dean
      ii. Story: Mr. Tate
         1. Doing job without talking
      iii. Neglect defined
      iv. Mrs. Duncan and Mr. Tate
         1. Mrs. Duncan
         2. Limiting Care
      v. Forms of neglect
   c. Self-neglect
      i. Story: Miss Smith
      ii. Hoarding
      iii. Forms of self-neglect
   d. Sexual abuse
      i. Story: Mrs. Norris
         1. Mrs. Norris
         2. Mrs. Norris
      ii. Forms of sexual abuse
   e. Financial abuse
      i. Story: Mary and David
         1. Mary and David
         2. Mary and David
         3. David’s financially abusing Mary
      ii. Forms of financial abuse
   f. Healthcare abuse
      i. Story: Thomas and Dr. Smith
         1. Thomas and Dr. Smith
         2. Thomas and Dr. Smith
      ii. Healthcare abusers
      iii. Forms of healthcare abuse
13. Reporting abuse
14. Stress increases risk
   a. Tips for dealing with stress
15. Activity – Stress
16. Grey areas of abuse
   a. When do you report?
   b. See it, report it!
   c. Reporting suspicious behavior
   d. Reporting protects clients
17. Trust

CARE108 - Human Needs and Development Throughout the Lifespan
1. Objectives
   a. Understand human needs as we age
   b. Use Maslow’s Hierarchy of Needs to understand a person’s needs
   c. Identify developmental stages
   d. Recognize changes that come with aging
   e. Describe tasks related to the preparation for death
2. Glossary
3. Introduction to human needs
   a. Meet Mrs. Garcia
   b. Physical
      i. Physical changes throughout the life
   c. Social
      i. When social needs are not met
   d. Psychological
      i. Choice and personal freedom
      ii. Depression and the elderly
      iii. Suicide and the elderly
      iv. Symptoms of depression
   e. Spiritual
      i. Religion vs. Spirituality
      ii. Religion’s role
      iii. Depression and anxiety rates
      iv. Opportunities in the community
      v. Religion and spirituality cons
      vi. Talking about religion
   f. Maslow’s Hierarchy of Needs
      i. Activity – Maslow’s Hierarchy of Needs
   g. Sexuality
      i. Sexual needs
      ii. Your role
Outlines

iii. Sexual orientation
iv. Sexuality Do’s and Don’ts
v. Activity – Sexuality

4. Human development through the lifespan
   a. Developmental tasks
   b. Newborn and infancy
   c. Toddler and early childhood
   d. Childhood (middle and late)
   e. Teenage years
   f. Early adulthood
   g. Middle adulthood
      i. Parenting
   h. Late adulthood

5. Developmental tasks of aging
   a. Alzheimer’s and Dementia
   b. Facing aging, disability and death
   c. Thoughts when nearing death

6. What aging means for people in your care
   a. Activity - Aging

7. Create a calming environment
   a. Meet Joanne
   b. If you were Joanne...
   c. Be supportive and sensitive
   d. Meet Maria, Joanne’s caregiver
   e. Maria’s actions

8. Preparing for death

CARE109 - Body Systems and the Aging Process

1. Objectives
   a. View aging as a physical and emotional process
   b. Understand body systems and how we support our client’s changing needs in each system
   c. Recognize social and emotional changes in aging
   d. Realize suicide as a real risk for older adults

2. Glossary

3. Getting older is a natural process
   a. Acing can be painful
   b. Aging and dying are natural parts of life

4. Changes that come with aging
   a. These changes are normal
   b. Who says you have to get old?

5. Understanding changes with aging

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Outlines

6. The skeletal system
7. Activity – The skeletal system
   a. How to help: Bones
8. The muscular system
   a. How to help: Muscles
9. The nervous system
   a. How to help: Nerves
   b. How to help: Nerves
10. Skin care
11. Activity – skin care
    a. How to help: Skin
    b. How to help: Skin
    c. How to help: Skin
12. The cardiovascular system
13. The endocrine system
14. The senses
    a. How to help: Senses
    b. How to help: Senses
    c. How to help: Senses
15. The digestive system
16. Activity – Digestive system
    a. How to help: Digestive
    b. How to help: Digestive
    c. How to help: Digestive
17. The urinary system
18. Social and emotional changes
    a. The risk of suicide increases with age
    b. How to help: Be sensitive
    c. How to help: Take sadness seriously
19. Activity – Emotional changes
20. How to help: Bring happiness and joy
21. Aging can be an adventure!

CARE110 - Common Chronic Diseases in the Senior Population

1. Objectives
   a. Understand the nature of chronic diseases
   b. Identify symptoms and understand the 17 most common chronic diseases
   c. Use the OAR method to identify changes in condition or new diseases
   d. Know which specialists treat the most common chronic diseases
   e. Understand the physical & psychological effects of chronic diseases
2. Common chronic diseases glossary
3. Chronic disease – A definition
4. Aging increases risk of chronic disease
5. Chronic diseases you may encounter
   a. Each has unique features and symptoms
6. Alzheimer’s disease
   a. This disease can appear quickly or slowly
   b. Alzheimer’s signs and symptoms
7. Cardiopulmonary disease
   a. Causes
   b. Cardiopulmonary disease signs and symptoms
8. Congestive Heart Failure
   a. Causes
   b. Congestive Heart Failure signs and symptoms
9. Activity – Heart failure
10. COPD
    a. Smoking causes nearly 90% of cases
    b. COPD signs and symptoms
11. Diabetes
    a. Type I Diabetes
    b. Type II Diabetes
    c. Diabetes signs and symptoms
12. Activity – Diabetes
13. Gastroesophageal Reflex Disease (GERD)
    a. Causes
    b. GERD signs and symptoms
14. Incontinence
    a. Incontinence
    b. Constipation discomfort
    c. Incontinence and constipation signs and symptoms
15. Activity – Incontinence
16. Osteoarthritis
    a. Bone and joint pain
    b. Osteoarthritis signs and symptoms
17. Parkinson’s Disease
    a. Parkinson’s Disease signs and symptoms
18. Multiple Sclerosis
    a. Multiple Sclerosis (MS) signs and symptoms
19. Cancer
    a. Treatments for cancer
    b. Cancer signs and symptoms
20. Activity – MS and Cancer
21. Stroke or Cerebrovascular Accident (CVA)
Outlines

a. A stroke’s effects can continue for years
   b. Stroke signs and symptoms

22. Epilepsy and Seizures
   a. Responding to epilepsy
   b. Epilepsy and seizures signs and symptoms

23. Fractures
   a. Fractures signs and symptoms

24. Myocardial Infarction (MI)
   a. What can prevent a heart attack?
   b. Myocardial Infarction (heart attack) signs and symptoms

25. Substance abuse
   a. Substance abusers
   b. Substance abuse signs and symptoms

26. Obesity
   a. Caring for an obese person

27. Chronic diseases

28. The OAR method
   a. Observe
   b. Ask questions/Investigate
   c. Report
   d. Use the OAR method to report

29. Seeking appropriate treatment
   a. Neurology
   b. Cardiology
   c. Pulmonology
   d. Endocrinology
   e. Gastroenterology
   f. Urology
   g. Rheumatology
   h. Gerontology
   i. Family practice

30. Activity – Match the specialist

31. Diagnosis and care

32. Effects of chronic disease

33. Common physical effects of chronic disease

34. Common psychological effects

35. Provide the best care possible!

CARE111 - Common Communicable Diseases in the Senior Population

1. Objectives
   a. Understand the nature of communicable diseases
   b. Identify how diseases spread

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c. Recognize signs and symptoms of the 10 most common communicable diseases
d. Avoid the spread of diseases
2. Common communicable diseases glossary
3. Introduction to communicable disease
4. Three ways diseases are spread
   a. Person-to-person infection
   b. Surface-to-person infection
   c. Vector infection
5. Threat to many seniors
6. Activity – Types of infections
7. New diseases are identified each year
8. Common communicable diseases overview
9. Learn signs and symptoms
10. Common cold
    a. Colds can be miserable and dangerous
    b. Common cold signs and symptoms
11. Hepatitis
    a. Hepatitis A
    b. Hepatitis B
    c. Hepatitis signs and symptoms
12. Influenza
13. Preventative care
    a. Flu vaccine
    b. Influenza signs and symptoms
14. Activity – Cold vs Influenza
15. Meningitis
    a. What causes Meningitis
    b. Meningitis signs and symptoms
16. MRSA
    a. MRSA bacteria can be deadly to seniors
    b. MRSA signs and symptoms
17. Norovirus
    a. Noroviruses spread easily and quickly
    b. Norovirus signs and symptoms
18. Pneumonia
    a. Pneumonia invades the lungs
    b. Pneumonia signs and symptoms
19. Streptococcal infection
    a. Streptococcal infections signs and symptoms
20. Acquired Immune Deficiency Syndrome (AIDS)
    a. AIDS video
    b. AIDS is no longer a death sentence
c. Common ways blood infection happens
d. How HIV/AIDS is spread
e. How HIV/AIDS is not spread
f. Use standard universal precautions
g. AIDS signs and symptoms
h. AIDS video
21. Activity – After the video
22. Tuberculosis (TB)
   a. Tuberculosis (TB) signs and symptoms
23. Identifying communicable diseases
   a. A good rule is to use the OAR technique
24. Notice anything that seems unusual
25. You may also be a disease carrier
   a. Don’t come to work when you are ill
26. Seeking appropriate medical treatment
   a. Bacterial infections
   b. Viral infections
   c. Minor infections
   d. Times for serious medical treatment
   e. Seniors are prone to outbreaks
   f. It may be too late to stop an outbreak
27. Prevention
   a. Handwashing
28. Activity – Handwashing
29. You may use a hand sanitizing product
   a. Clean and disinfect surfaces
   b. Housekeeping surfaces need cleaning
   c. Clean contaminated surfaces immediately
   d. Effective disinfecting
   e. Isolate contagious individuals
   f. Monitor anyone who has been exposed
30. Communicable diseases: Summary

CARE112 - Handling Difficult Situations and Behaviors
1. Objectives
   a. Understand your client’s perspectives
   b. Handle challenging behaviors with Alzheimer’s and Dementia
   c. Recognize triggers for certain behaviors
   d. Know the principles for handling behaviors
   e. Employ intervention strategies for 9 common challenging behaviors
2. Glossary
3. You’re likely to face behaviors
5. Understand losses
   a. Your clients have experienced a loss
6. What do behaviors mean?
7. Disruptive behavior categories
8. Causes
9. Activity – Behavior categories
10. Triggers
11. Any client may have behaviors
12. Alzheimer’s and behaviors
   a. Learn more – Flip book #1
   b. Irreversible Dementias
   c. Reversible Dementias
13. Activity – Types of Dementia
14. Two key things you need to remember
   a. Personalizing approach
   b. Safeguard client rights
   c. Learn more – Flip book #2
15. Understanding and responding
   a. Basic principles for behavior challenges
      i. Behavior is triggered
      ii. Consider their personal situation
      iii. What if the person has Alzheimer’s?
      iv. Think about how you would respond
      v. Where is the behavior coming from?
      vi. Learn more – Flip book #3
   b. Talk to your supervisor
   c. Don’t take the behavior personally
      i. People generally do the best they can
      ii. Accept efforts of the person
      iii. Some people may be manipulative
      iv. Focus on behavior not person
   d. Remain flexible, patient and calm
      i. Be **pleasant** and respectful
      ii. Reassure the person
      iii. Importance of reassurance
      iv. Learn more – Flip book #4
16. Think safety before you act
17. Activity – Fill in the blank
18. Offer choices not ultimatums
   a. Offer choices whenever possible
   b. Allow clients to choose clothing
Outlines

c. Give clients choices about meals and mealtimes
d. Allow clients as much freedom of movement as you possibly can
19. Be creative
   a. Marcus’ story
20. Honor dignity and client rights
   a. Additional skills
   b. Keep your sense of humor
   c. Laugh!
21. Interventions for specific behaviors
   a. Aggressive behavior
   b. Wandering and exit seeking
   c. Physically non-aggressive behavior – repetitious behavior
   d. Bathing resistance
   e. Sleep disturbance
22. Activity – Dealing with challenging behaviors
23. Inappropriate sexual behavior
   a. Repetitive complaining or requests
   b. Resisting personal care
   c. Yelling or screaming
   d. Getting into other people’s things
   e. Sundowner’s Syndrome
   f. Up at night
24. Create a calming environment
25. Video: Caregiver interview
26. Feel confident in any situation!

CARE113 - Caregiver First Aid: Burns and Poisons

1. Objectives
   a. Understand the nature of burns: classifications and basic first aid approaches
   b. Learn about what can cause burns
   c. Identify poisons in our environment
   d. Learn immediate response needs for poisons
2. Know what to do
3. Responding to an emergency
4. First Aide: Burns
   a. Burns
   b. What is a burn?
   c. Fred had a chemical burn
   d. Older people are vulnerable to burns
   e. The size of the burn
Outlines

f. The depth of the burn
g. Classification of burns
h. Classification, symptoms and treatment of burns
i. Fred’s story – Conclusion
5. Activity – Chemical burns
6. Story: Poisons and Mark and Melva
   a. Mark and Melva continued
   b. Almost anything, if taken in excess, can be poisonous
   c. Signs and symptoms of poisoning
7. Activity – Poisons
   a. Get immediate medical help

CARE114 - Caregiver First Aid: Heart Attack and Shock
1. Objectives
   a. Understand the signs and symptoms of heart attacks as well as your emergency response tasks
   b. Understand shock – what causes it, how to identify it and how to respond
   c. Learn the symptoms of shock and the worst case scenario
2. Is it a heart attack?
   a. Heart attack scenario
   b. Check her pulse and breathing
   c. Call 911
3. Shake her and ask if OK
   a. Start CPR
   b. Call 911
   c. Ask her companion what happened
4. Signs of a heart attack?
   a. Act quickly and decisively
   b. Mildred’s story: What should you do?
5. Care for heart attack
6. First Aid: Shock
   a. Shock can result in death
   b. Symptoms of shock
7. Activity: Shock
8. Care for person in shock

CARE115 - Caregiver First Aid: Choking and Falls
1. Objectives
   a. Identify a choking client and respond properly
   b. Apply the abdominal thrust technique
c. Prevent falls and respond to falls properly

2. First Aid: Choking
   a. When the airway is blocked, you choke
   b. Universal choking signal
   c. Care for choking
   d. Unblocking the airway
   e. Abdominal thrust
   f. Video: abdominal thrust

3. First aid: falls
   a. Falls are a serious health risk
   b. Important facts about falls
   c. Falls and seniors
      i. Frequent reasons for falls
      ii. To avoid falls, keep moving!
      iii. Prevent falls by removing safety hazards
   d. Fractures
      i. Osteoporosis
   e. Care for a person who falls
      i. Helping a person who is falling
   f. Preventing falls saves lives

CARE116 - Caregiver First Aid: Stroke and Wounds

1. Objectives
   a. Identify when a client is having a stroke and respond properly
   b. Classify wounds and administer basic first aid

2. First Aid: Stroke
   a. Stroke – Leading cause of adult disability
   b. Strokes are 80% preventable
   c. Causes
   d. Other names for stroke
   e. Symptoms of a stroke

3. First Aid: Wounds
   a. Knowing what to do
      i. Definition
   b. Bruises – A definition
      i. Care for bruises
   c. Cuts, lacerations, and punctures
      i. Care for minor cuts and lacerations
         ii. Major cuts
1. Care for major cuts
   d. Puncture wounds
      i. Care for puncture wounds
   e. Don’ts for wounds
      i. More don’ts for wounds
   f. When to seek help for a wound

CARE117 - Caregiver First Aid: Other Sudden Emergencies
1. Objectives
   a. Know causes and responses to fainting
   b. Recognize signs and symptoms of seizures and respond properly
   c. Identify allergic reactions and provide emergency and basic first aid
2. You need to act fast
3. Story: Oscar has fainted!
4. Fainting
   a. What to do when someone faints?
5. Story: Helen has fallen
6. Seizures
   a. Signs and symptoms of a seizure
   b. What to do when a person has a seizure
7. Allergies
   a. Allergies – A definition
   b. Reaction point
   c. What causes an allergic reaction?
   d. Allergic reaction: How to tell and what to do

CARE118 - Infection prevention and control
1. Objectives
   a. Understand hand hygiene
   b. Keep clients clean and healthy
   c. Care for a client’s environment
   d. Make a bed and safely handle linens
   e. Handle contaminated materials and hazardous waste
   f. Protect yourself and clients from communicable diseases
   g. Understand special risks and needs associated with Hepatitis
2. Glossary
3. Infection control means...
4. Handwashing
5. Coming up...How-to video
   a. How-to video: Hand washing

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Outlines

b. Activity – Hand washing
c. Video: Handwashing
6. Read the Infection-Control book
7. The Chain of Infection
8. Activity – Chain of Infection
9. Extra precautions for infectious clients
10. Procedure for removing gloves
11. Putting on or removing protective gown
12. Activity – Gowns
13. Avoiding spread of illness
14. Controlling spread
15. Personal space
16. Activity – Prevent the spread of infections
17. Coming up…How-to video:
   a. Making an unoccupied bed
18. Coming up…How-to video:
   a. Making an occupied bed

CARE119 - Workplace Hazards and Safety
1. Objectives
   a. Understand the hazards of the caregiver’s job
   b. Realize the role of OSHA in workplace safety
   c. Safely handle hazardous substances
   d. Identify ergonomics in the workplace
   e. Handle fire emergencies
   f. Avoid and respond to home hazards
   g. Avoid lifting hazards
   h. Recognize the risk of falls and how to avoid them
   i. Employ OSHA safety standards
2. Glossary
3. Introduction to OSHA
   a. Who is OSHA?
4. Back injuries highest in caregivers
5. Video: Safety in the home
6. Activity – Chemicals
7. Workplace hazards
   a. Slips, trips and falls
   b. Client handling devices
   c. Workplace violence
   d. Kitchen hazards
      i. Kitchen hazards
   e. Laundry hazards
Outlines

f. Storage

g. Bathing hazards
   i. Bathing hazards
   ii. Water temperature
   iii. Activity – Water temperature
   iv. Bathing hazards

h. Client bedrooms
   i. Client bedrooms
   ii. Electrical
   iii. Heating
   iv. Doors, closets and cabinets
   v. Home furnishings
   vi. Lighting, general
   vii. Rugs
   viii. Entryways, hallways, stairs

8. Hazardous substances in the workplace

9. MSDS form

10. Ergonomics and workplace safety
    a. Ergonomics
    b. Activity – Injury on the job

11. Video: Era of preparedness

12. Fire emergencies
    a. Video: Carbon Monoxide

13. Coping with a power outage

14. Activity – Power outage

15. Natural hazards

16. Emergency plan and supplies

17. Be prepared for weather emergencies

18. Safety video

CARE120 - Promoting and Maintaining Good Mobility

1. Objectives
   a. Identify principles of body mechanics and mobility
   b. Know the keys to maintaining a healthy back
   c. Recognize the importance of posture and positioning
   d. Use lifts and other assistive devices safely
   e. Utilize gait belts and aid clients in safe ambulation
   f. Use positioning devices and avoid restraints

2. Introduction to mobility
   a. What if your body didn’t listen?
   b. Clients may lose abilities
   c. Mobility defined
3. Dangers in mobility  
   a. NEVER lift someone manually
4. Body mechanics  
   a. Proper body mechanics
5. Activity – Body mechanics
6. Introduction to MECHANICS  
   a. Keys to a healthy back  
   b. Posture and the upright animal  
   c. Standing  
   d. Sitting  
   e. Sleeping
7. Back injury is a personal responsibility  
   a. Back exercises: Step 1  
   b. Back exercises: Step 2  
   c. Back exercises: Step 3  
   d. Back exercises: Step 4  
   e. Back exercises: Step 5
8. Activity – Injured back
9. NEVER lift someone manually
10. Information you need before assisting
11. Steps to take before helping  
    a. Coming up...How-to video  
    b. Video: Preliminary procedures
12. Assisting a person with ambulation  
    a. Coming up...How-to video  
    b. Video: Transfer and ambulation  
    c. Keep clients moving
13. Activity – Keeping your clients moving
14. Range of motion
15. Range of motion prevents contractures
16. Range of motion for each joint  
    a. Coming up...How-to video  
    b. Video: Range of motion
17. Helping with transfers  
    a. Assisting with a transfer  
    b. What next?  
    c. What next?  
    d. What next?  
    e. What next?  
    f. What next?  
    g. What next?  
    h. What next?
CARE121 - Nutrition and Hydration: Special Diets and Fluid Intake

1. Objectives
   a. Understand nutritional needs of the elderly
   b. Safely prepare and store food
   c. Understand the 16 most common special diets
   d. Recognize the importance of hydration and how to keep clients hydrated
   e. Measure, record, and report intake, output and weight

2. First, let’s review...

3. Nutritional needs of your clients
   a. Activity – Nutrition flip book 1
   b. More on food and nutrition
   c. Activity – Nutrition flip book 2
   d. Commercial products
   e. More on food and nutrition
   f. Common special diets
   g. More on food and nutrition

4. Learn your clients’ preferences

5. Tips to remember: Food and nutrition

6. Abdominal thrust maneuver

7. Hydration
   a. Without enough water...
   b. Our bodies need fluid to be healthy
   c. Prevent dehydration in the first place
Outlines

d. Tips to remember: Hydration
8. Activity – Staying hydrated
9. Assisting a client with a meal
10. Measuring, reporting and recording
11. Prevent weight loss and dehydration
12. “I & O”
   a. What to remember when measuring
   b. Measure and record oral fluid intake at mealtime
   c. Activity – I & O
13. Weighing in
   a. Using a scale for weighing clients
   b. Tips to remember: Weighing
   c. Coming up...How-to video
   d. Measuring and recording weight
14. Video

CARE122 - Elimination and Toileting
1. Objectives
   a. Understand the digestive system
   b. Assist a client with toileting
   c. Prevent toileting accidents
   d. Care for skin after toileting
   e. Assist clients with special toileting needs
2. Glossary
3. What to remember when measuring
4. Normal elimination
5. The digestive system
6. Assisting a person with toileting
7. Elimination – Activity 1
   a. Coming up...How-to video
   b. Helping a person use a bedpan
8. Toileting assistance
9. Preventing incontinence
10. Safety
11. Tips to remember: Bathroom
12. Skin care
   a. Principles of care
13. Elimination – Activity 2
14. Perineal care for incontinent client
15. Special needs
16. Catheters
   a. Coming up...How-to video
Outlines

b. Catheter care
c. Coming up...How to video
d. Measuring and recording output

17. Enemas
   a. How enemas work
   b. Suppositories and bowel evacuation
   c. Instructions for enemas
   d. These are done by licensed nurses only

18. Ostomy care
   a. You MAY be asked to empty bags
   b. Key concepts in ostomy care

19. Specimen collection
   a. Body fluids can tell us a lot about health

20. Elimination – Activity 3
   a. Know what your instructions mean
   b. Collecting a stool specimen
   c. Follow these steps
   d. Collecting a urine specimen
   e. Always practice universal precautions
   f. Collecting a urine specimen
   g. Collecting a sputum specimen

CARE123 - Providing Personal Care

1. Objectives
   a. Assist clients with the 7 essential areas of personal care
   b. Use the SWIPES approach to personal care
   c. Employ special touches like backrubs and in-bed shampoos

2. Glossary

3. Helping clients with daily tasks

4. Learn more about dressing

5. SWIPES

6. Activity – Terms to know

7. Assisting a client with dressing

8. Activity – Assisting with dressing

9. Learn more about bathing

10. Bed bath

11. Back rub procedure

12. Shampooing hair in bed

13. Learn more about grooming assistance

14. Denture care
   a. Coming up...How-to video
   b. Denture care
15. Mouth care
16. Assisting a client with a meal
17. Activity – Assisting with a meal
18. Fingernail care
19. Foot care
   a. Coming up...How-to video
   b. Foot care
20. Emptying a urinary drainage bag
   a. Coming up...How-to video
21. Use a bedpan

CARE124 - Instrumental Activities of Daily Living
1. Objectives
   a. Recognize the importance of Instrumental Activities of Daily Living (IADLs)
   b. Take steps for helping clients with the 7 basic areas of IADLs
   c. Understand how to travel with and escort your client appropriately
   d. Learn about different household chemicals and their uses
2. What are IADLs?
3. Shopping
4. Transportation
   a. Will you be using your own car or does the client have a car that you can drive?
   b. Bus or transit?
   c. Taxi?
   d. Go for a walk!
5. Activity – Transporting your clients
6. Laundry
   a. Gather all soiled clothes
   b. Separate whites from darks
   c. Read labels in clothing
   d. Line dry or machine dry?
   e. Spot clean if necessary
   f. Laundry detergent
7. Using bleach
   a. Launder and dry
      i. Washing machines
      ii. Detergent
      iii. Dryer
         1. Check and clean the dryer lint trap
         iv. Fold and return to client’s closet or dresser
8. Cleaning
   a. How to clean a house
   b. Supplies
Outlines

9. Activity – household cleaners
10. Pet care
   a. Feeding and grooming
   b. Walking
11. Meal preparation
12. Assisting clients with medications
   a. Assisting clients with medication
   b. Assistance with self-medication
13. IADL tasks

CARE125 - Providing Skin Care

1. Objectives
   a. Learn about skin as your body’s first line of protection
   b. Keep clients’ skin healthy
   c. Prevent pressure sores and use pressure-reducing devices
   d. Understand the special skin care needs for the elderly population
2. Glossary
3. Skin: The body’s first protection
   a. The guardian
   b. Observing
4. Activity – Skin care
5. Pressure sores
   a. Vulnerable areas
   b. Evidence of poor care
   c. Christopher Reeve
   d. Client at high risk for pressure ulcers
6. Activity – Pressure sores
7. Providing skin care

CARE126 - Measuring Vital Signs

1. Objectives
   a. Understand the meaning of vital signs
   b. Know normal and abnormal ranges
   c. Take and record the 5 basic vital signs
   d. Understand pain as a vital sign of health and well-being
2. Glossary
3. SWIPES
4. What ‘vital’ means
5. Importance of measuring vital signs
   a. Attention to details
   b. Knowing your clients
   c. Remain calm when taking vitals
6. Activity: Understanding vital signs
7. Normal ranges for vital signs
8. Temperature
   a. Measuring temperature
   b. Types of thermometers
   c. Explain procedure
   d. Taking and recording temperature
      i. Coming up...How-to video
      ii. Tympanic temperature
9. Pulse
   a. Pushing blood through the body
   b. Pulse rate fluctuation
   c. Normal rates of pulse
   d. Abnormal rates of pulse
   e. Steps for taking pulse
      i. Force and rhythm of the pulse
      ii. Sites for taking a pulse
      iii. Practicing
   f. Apical pulse
      i. Coming up...How-to video
      ii. Pulse
   g. Don’t use your thumb
   h. Do not check a pulse in the neck
10. Respiration
    a. One indicator of life
    b. Respirations means breathing
    c. Activities that affect respiration
    d. Indicator of health of lungs
    e. Counting respirations
    f. Watch, record, and report
11. Taking and recording radial pulse and respirations
12. Blood pressure
    a. The heart beat
    b. Strong hearts
    c. Measure of health of heart
    d. Blood pressure measurements
       i. When the heart is at work
       ii. When the heart is at rest
    e. Factors affect blood pressure
       i. Drugs, diet, and exercise
Outlines

f. Blood pressure is very important
g. Taking blood pressure
   i. Wait for the person to sit and relax
   ii. Be very sensitive to your client’s fears
   iii. Types of devices used to take blood pressure
   iv. Taking and recording blood pressure
   v. Coming up...How-to video
   vi. Blood pressure
13. Pulse oximetry
   a. Pulse oximetry measure of oxygen
   b. Normal oxygen concentration
   c. Pulse oximetry pointers
   a. Get to know your clients
   b. Level of pain is very important
   c. Watching for signs of pain
   d. Pain is different for each person
   e. Factors that influence pain
   f. Time and skill required for pain observation
      i. Measure pain
      ii. Ask for an indication of the level of pain
      iii. Be sure to record and report
15. Providing comfort care
   a. Hydration
   b. Good mouth care
   c. Change the person’s body position
   d. Lotion massage
   e. Talking to clients

CARE127 - Observation, Reporting, and Recording

1. Objectives
   a. Employ skills for good observation – what to watch for and how to observe
   b. Report your observations properly
   c. Record your tasks and observations for best client care
   d. Understand common types of documentation
2. Glossary
3. You are eyes and ears
4. OAR technique
5. Pass on what you observe
6. First, get to know your clients
7. Second, learn to communicate
8. Beth
Outlines

9. Changes to notice
10. When and how to report
11. Key points for reporting
   a. Describing what’s normal and what’s not
   b. Use plain language
   c. Be descriptive
   d. Report to the right person
12. Documentation
   a. Know what is expected of you
   b. Common types of documentation
      i. Flow sheets
      ii. Communication or log book
      iii. Care plans
         1. Follow the written plan of care
         2. Make sure the plan is accurate
13. Activity – Types of documentation
   a. Document accurately
   b. Wrong way to record
   c. Right way to record
   a. 24-hour charting
15. Glossary –Abbreviations
16. Your responsibility for reporting abuse

CARE128 - End of Life Care

1. Objectives
   a. Handle the death of a client emotionally and professionally
   b. Understand death and the dying process
   c. Manage grief and grieving
   d. Care for the person after death
   e. Recognize the value of your work with a dying person
2. Glossary – End of life care
3. End of life care
4. How to handle death
5. e-Book 1
6. e-Book2
7. FAQ
8. Advance directives
9. Stages of grief
10. Activity – Match the stages of grief
11. After death
12. It is a part of your job
13. Tasks that need done
14. Notify your supervisor
15. Provide privacy
16. Care for the body
17. Tuck the sheet and blanket
18. Contact the nurse
19. Handling death is difficult but important
20. Video

CARE129 - Managing your Work and Avoiding Caregiver Stress
1. Objectives
   a. Plan and organize care
   b. Employ strategies for getting a good start in your new job
   c. Manage your first days on the job
   d. Utilize tips for dealing with stress
   e. Focus on the people in your care
2. Introduction
3. Getting started on the right foot
4. During your work day
5. Tips for dealing with stress
6. Focus on the people

CARE130 - Caregiver Conduct: Regulations, Co-workers, and Families
1. Objectives
   a. Follow rules of conduct for caregivers
   b. Build healthy relationships with clients’ families
   c. Work well with your co-workers
   d. Avoid common pitfalls
2. Introduction
3. Joe’s scenario – What would you do?
   a. Option #1
   b. Option #2
   c. Option #3
4. Understanding the rules and regulations
5. Linda’s scenario
   a. The problem
   b. Option #1
   c. Option #2
   d. Option #3
6. Working with a client’s family
7. Tom’s challenge
   a. What Tom is planning
Outlines

b. Option #1
c. Option #2
d. Option #3
8. Relating to co-workers
9. Only do the job you are trained to do
10. Be alert and ready
11. Lauren’s work dilemma
   a. Option #1
   b. Option #2
   c. Option #3
12. The DON'Ts
13. Permitted duties
   a. Acting within permitted duties
   b. What you can do
   c. What you cannot do
14. Joanne’s medication challenge
   a. Option #1
   b. Option #2
   c. Option #3

CARE131 - Understanding Sexual Harassment and Misconduct
1. Objectives
   a. Understand appropriate and inappropriate sexual conduct with clients and co-workers
   b. Understand and abide by sexual harassment laws
   c. Know what to do if harassment happens to you
2. Introduction
3. Sexual misconduct: Clients
4. Sexual Misconduct: in the workplace
5. Sexual harassment and the law
   a. Legal definition
   b. Defining victim and harasser
   c. Roles and relationships
   d. Victim relationship to harasser
   e. Economic consequences not required
   f. Unwelcome conduct
6. Steps if it happens to you
7. Activity – Sexual harassment laws
8. Anita’s and Pete’s story
   a. What would you do?
9. Option 1
10. Option 2
11. Option 3
CARE132 - Understanding Cultural Differences in the Senior Population

1. Objectives
   a. Understand cultures in all their diversity
   b. Realize the importance of cultural heritage
   c. Communicate effectively with clients from other cultures
   d. Understand roles and culture
   e. Implement cultural understanding while working as a caregiver
   f. Understand the impact of culture on food preference

2. Glossary

3. Cultural diversity
   a. Cultural differences match game
   b. Influence
   c. Race and ethnicity

4. Cultural descriptors
   a. Identity not just one descriptor
   b. Groups
   c. Military or Politics
   d. Social factors
   e. Work roles
   f. Family roles
   g. Religion and gender

5. Understand own cultural identity

6. Cultural assumptions
   a. Stereotypes
   b. Becoming familiar with other cultures

7. Cultural competence in caregiving
   a. Community of cultures
   b. Avoiding culture clash
   c. Today’s cultural mix
   d. More diversity

8. Summary of cultural characteristics
   a. Cultural characteristics

9. Communication and culture
   a. Cultural differences in communication
   b. Listening
   c. Eye contact
   d. Saying “No”
   e. Preferred name forms
   f. Hugging and touch
   g. Personal space
Outlines

h. Language barriers
   i. Speak smoothly
   ii. Don’t shout
   iii. Write or draw
   iv. Body language
i. Mrs. Lee
j. Family roles and organization
k. Communication differences

10. Food choices
   a. The story of Pradeep
   b. Familiar foods
   c. Snack choices
   d. Personal preferences
   e. Flavorings and spices
   f. Snack ideas
   g. Involve clients
   h. Involve families
   i. Seek family advice
   j. Religious or personal elements

11. Learn more about each other

CARE133 - Understanding Service Plans

1. Objectives
   a. Recognize the components of a comprehensive client assessment
   b. Identify the parts of a service plan
   c. Understand how to complete a service plan

2. Glossary

3. The service plan (or care plan)

4. What the client needs

5. How we are going to help

6. The service plan
   a. Must be…Accessible
   b. Must be…Easy to follow
   c. Must be…Simple
   d. Provide an outline for care

7. Meet Mr. Anderson
   a. All answers are correct

8. Comprehensive client assessment

9. A plan to follow

10. Thorough assessment

11. Problem solving

12. Quick overview
13. Parts of a service plan
14. Virginia’s service plan
15. Things YOU need to know
   a. Who is responsible for writing the service plan?
   b. Where is the service plan kept?
   c. How are changes made to service plans?
   d. Client refuses
   e. The family’s role
16. Completing a service plan
17. Did you know…?
   a. Abuse
18. Miss V
19. Service plans must be...
20. Observe and report
21. It’s your job

CARE134 - Understanding Resident Rights
1. Objectives
   a. Understand the Client’s Bill of Rights
   b. Learn what HIPAA is and how it affects the caregiving role
   c. Treat clients with dignity and respect
   d. Understand privacy rights
2. Glossary
3. Understanding resident rights
   a. Clients’ Bill of Rights
   b. HIPAA: Health Insurance Portability and Accountability Act
   c. Parts of resident rights
4. You work where they live
5. Communication
6. Post rights
7. Losing your license
8. Mrs. Leonard
   a. Her caregiver Rachel
   b. Rachel discourages Mrs. Leonard
   c. Rachel is wrong
9. Honoring choice
10. Individuality
11. What if a client won’t eat?
12. Frank
   a. Always explain procedures
13. Treat clients with dignity and respect
14. Andrew is a new caregiver
Outlines

- Privacy
  15. Privacy vs. isolation
  16. Understanding Privacy Rights
  17. Avoid dependence
  18. Residents with roommates
  19. Don’t talk in public
    a. Personal information
  20. Handling resident suggestions and complaints
    a. Resident councils
    b. Listen to feedback
    c. Grievance policy and procedure
  21. The Ombudsman
    a. Responsibilities
    b. The Ombudsman can...
    c. Contacting the Ombudsman
  22. Free from restraints
    a. Restraints research
    b. Restraint use
    c. Chemical restraints
    d. The right to avoid the use of restraints
  23. Resident rights and your job

CARE136 – Use of Restraints in Care Settings

1. Objectives
   a. To understand the historical role and use of restraints in care settings
   b. To identify the different types of restraints and know what constitutes a restraint
   c. To recognize the hazards and risks of restraints and know alternatives to using restraints
   d. To understand appropriate restraint practices in settings where restraints are used

2. Introduction

3. Use of restraints glossary

4. History of Restraints
   a. Less than 10% of residents are restrained
   b. What percentage of nursing home residents are restrained today?
   c. Let’s look at restraints
   d. Restraints are used to control a person
   e. Which of these is a restraint?
   f. Is a lap tray a restraint?

5. Restraints and injury
   a. Researchers have studied restraints
   b. Problems caused by restraints
c. What issues can arise when using restraints?

6. Avoiding the use of restraints
   a. When can restraints be used?

7. Alternatives to restraints
   a. Other alternatives
   b. Restraints or aids?
   c. Other aids

8. Keep in mind
   a. In many care settings...
   b. Your responsibility
   c. Consider the following
   d. Instructions
   e. Instructions should include
   f. Know how to use restraints
   g. Check the device
   h. Watch for changes
   i. Call button
   j. Documentation

CARE137 – Boundaries in Home Care and Hospice

1. Objectives
   a. Define boundaries and their importance in home care settings
   b. Identify common myths about boundaries
   c. Differentiate between personal and professional boundaries

2. Introduction
   a. Definition of Boundary
   b. Invisible Boundaries
   c. Which of the following is true about boundaries?

3. Boundaries Differ
   a. Swanson Case Study 1
   b. Swanson Case Study 2
   c. Swanson Case Study 3
   d. Swanson Case Study 4
   e. Different backgrounds
   f. Open people
   g. Private people
   h. Involvement preferences

4. Boundary myths
Outlines

5. Respect Boundaries
   a. Respect boundaries
   b. Baxter Case Study 1
   c. Baxter Case Study 2
   d. Baxter Case Study 3
   e. Baxter Case Study 4
   f. Unnecessary anxiety
   g. Your concerns
   h. Family invites
   i. Defining boundaries
   j. It is not appropriate to talk about your concerns for your family or children, or give personal information about health issues, finances, or social interests.
   k. Inappropriate touch
   l. Ten tips to maintain boundaries
   m. Keep relationship professional
   n. Your responsibility

CARE138 – Regulatory Compliance in Home Health

1. Objectives
   a. Demonstrate a basic understanding of the role of regulations in home health
   b. Identify the key organizations involved in regulating home care
   c. Know to how avoid compliance problems
   d. Understand the risks associated with non-compliance
   e. Recognize the protections in place for clients and workers in home care

2. Introduction
   a. Key regulations
   b. Employer’s responsibility
   c. Your responsibility

3. CMS
   a. CMS inspectors
   b. Consumer-directed services
   c. Survey questions
   d. Your Responsibilities Under CMS

4. HIPAA
   a. Sharing Information
Outlines

b. Required by law
   c. Understanding HIPAA
   d. Your responsibilities under HIPAA
   e. Your rights under HIPAA
   f. Activity – Sharing patient information

5. OASIS
   a. OASIS assessment tool
   b. Data collected
   c. OASIS tools
   d. Or entering information

6. Federal False Claims Act
   a. Being safe from penalties
   b. Violations
   c. Large settlement
   d. Under careful scrutiny
   e. Your responsibilities under the Federal False Claims Act
   f. Your rights under the Federal False Claims Act

7. OSHA
   a. Basic cleanliness
   b. Client’s homes
   c. Provided resources
   d. Video: Health begins at home
   e. Employers must train their staff
   f. Report safety hazards
   g. Your responsibilities and rights under OSHA

8. Full Compliance
9. Activity – Roles of key organizations
10. Your supervisor or manager is a resource
11. Your responsibility to follow these regulations

CARE139 – Working with Families

1. Objectives
   a. Discuss the role of family members within the client’s life
   b. Identify three losses experienced by home care clients and their family members
   c. Describe common family responses to the home health staff
   d. Describe ways to manage one’s own feelings when working with family members

2. Family member roles
   a. Janet
   b. Mrs. Ho
Outlines

c. Emilie and Kim
d. Janet frustrated
e. Relate to frustration
f. Good or difficult families
g. Good families
h. Valued families
i. Difficult families
j. Your views change

3. Family member losses
   a. Understand changes
   b. Janet and Mrs. Ho talk
c. Mrs. Ho explains
d. Potential losses
e. Feelings of Loss
f. Janet understands

4. Family member responses
   a. Family member responses
   b. Controlling family
c. Janet thanks Kim
d. Kim helps
e. Janet more supportive
f. Small issues
g. Feeling out of control
h. Directing you
i. Make sure safety is met
j. Family visits
k. Talk to supervisor
l. Suspicious family
m. Loss of control
n. Collaborative family
o. Team approach
p. Specific information

5. Caregiver Responses
   a. Janet talks to Kim
   b. Kim asks for more
c. Extra activities
d. Staff member tension
e. Mary talks to Kim
f. Team meeting
g. Characteristics of healthy families
h. Family patterns
i. Six characteristics of healthy families
j. Ineffective patterns of relating
k. Recognize family’s history
l. Caregiver responses
m. Recognize losses and changes
n. Collaborative relationship

CARE140 – Infection Control Basics for the Home Health Aide
1. Objectives
   a. Identify the need for infection control measures
   b. Describe the “Chain of Infection”
   c. Discuss how to implement infection control measures in home care and assisted living settings
2. Meet Mrs. Green
3. Clean and sterile technique
4. As a home health aide
5. Chain of infection
6. You can help
7. Symptoms of infection
8. Meet Mr. Reed
9. Localized infections
10. Systemic infections
11. In older clients
12. Infection control techniques
   a. Hand washing
   b. Hand washing technique
   c. Routine hand washing
13. Protective equipment
   a. Gloves
   b. Universal precautions
   c. Glove use
   d. After a dressing change
   e. Disinfecting
14. Meet Mrs. Clover
15. Urinary catheter equipment
16. Reusable equipment
17. Contaminated objects
Outlines

18. Household surfaces
19. Disposal of contaminated materials
20. Basic rules for standard precautions

CARE141 – Introduction to Care Settings
1. Objectives – None listed
2. Introduction to care settings
3. You work where your clients live!
4. Different terms for client
5. Care settings
6. Learn what kind of care your care setting provides
7. Watch this short video about home care
8. Video: Introduction to home care
9. Handout: Introduction to assisted living

CARE201 – Understanding HIPAA
1. Objectives
   a. Understand the Privacy Act of HIPAA
   b. Recognize Protected Health Information
   c. Know the importance of keeping client information private in a variety of settings
   d. Learn effective communication tools in regard to privacy
   e. Understand who is authorized to receive Protected Health Information
   f. Learn about security
2. Glossary
3. Keep client information private
4. The importance of confidentiality
5. Imagine you are sick...
6. Protecting client privacy as a caregiver
7. Definition of HIPAA
8. HIPAA privacy rule
   a. Common identifiers of PHI
   b. Activity: Sort these PHI identifiers
   c. Information that is protected
9. Client rights
10. The minimum use requirement
11. Do not discuss clients
12. Mr. Burns
13. Focus on the client
Outlines

14. Know who is authorized
15. Sharing of PHI
16. Keep conversations private
17. Professional behavior
18. Just trying to be nice
19. When you should share PHI
20. Medical records management
21. Proper disposal of PHI
22. Care plans
23. Documenting PHI
24. Computer security
   a. Password protection
   b. Digital devices
   c. Faxes
   d. Answering machines and voicemail
25. HIPAA penalties
   a. When can you share PHI?
   b. First criminal conviction
   c. Criminal convictions
26. Be careful!
27. Security breach
28. Protecting privacy is essential

CHW102 – Health Across a Lifespan
1. Objectives
   a. Understand the different health concerns depending on age and geographic location
   b. Examine different needs when working with different populations
   c. Discover some historical events that changed the lifespan of populations
2. Health is a big topic
3. Other health professionals
   a. A social worker
   b. Primary care provider
4. How do health care needs change?
5. People you know
6. Four main categories
7. Infants & small children
   a. At the beginning...
Outlines

b. Working with parents
c. Normal developmental milestones
d. Let’s watch a video
e. Video: Children’s health crisis

8. Older children & adolescents
   a. Adolescent age
   b. Video: Childhood obesity
   c. Stop and ponder

9. Adults up to age 65
   a. Adulthood vs. childhood
   b. Family planning
   c. Health screenings
   d. Access to resources
   e. Stop and ponder

10. Adults over age 65
    a. Enjoying retirement
    b. Living longer
    c. Expensive to live
    d. Alzheimer’s Disease and Dementia
    e. Loss and depression
    f. Video: Treatment in depression

11. Health and wellbeing

COMM101 – Courtesy: Beyond Politeness

1. Objectives
   a. Demonstrate the five steps of courtesy face-to-face
   b. Understand the do’s and don’ts of body language
   c. Respect personal space
   d. Appropriately touch a client
   e. Use proper phone etiquette
   f. Say goodbye correctly

2. What is courtesy?
3. What do you already know?
4. Activity – Courtesy Pre-test
5. Don’t worry!
6. Courtesy face-to-face
7. Story: Using in-person interactions
   a. Story continued
   b. Story continued
Outlines

c. Other things to remember
8. Do’s and don’ts
   a. Body language sends a message
9. Activity – Reading body language
10. Personal space
    a. Respect personal space
    b. Examples of personal space
    c. Respect belongings
    d. Respect living space
    e. Respect privacy
11. Physical interaction (touch)
    a. Handshake
    b. Hugs
    c. Affectionate touching
    d. Give warning before touching
    e. Story: Appropriate touch
    f. Story continued
12. Understanding courtesy
13. Courtesy is a full time job
14. Activity – Meeting a client
    a. Example of a proper introduction
15. Activity – Meeting a family member
    a. Example of a proper greeting
16. Activity – Answering the phone
17. But wait! There’s more!
18. Phone etiquette
    a. Example of a proper phone call
    b. What was done right
19. Saying goodbye
    a. When to say goodbye
20. Activity – Saying goodbye
21. Remember

COMM102 – Be There: People Come first

1. Objectives
   a. Understand the importance of arriving on time
   b. Prioritize housekeeping and client aid activities
   c. Realize that people always come first
2. Introduction
3. Meet Kendra
   a. Today is Mother’s Day
Outlines

b. Kendra is busy
c. Today is Mother’s Day
d. Today is Mother’s Day
e. Kendra is rude
f. Kendra visits
g. Kendra avoids work
h. Kendra goes on a break

4. Being there
5. Meet Ben
   a. Ben’s a rock star
   b. Ben does a great job
   c. Bend does something wrong?
   d. Don’t ignore guests

6. People come first
   a. Serving is top priority
   b. Everyone works for guests

7. Activity – Priorities
8. Being there in the home
9. Help quickly
10. Check the client
11. Activity – What comes first?
12. Meet Molly
    a. Meet Molly
    b. Meet Molly

13. Be there

COMM103 – Listening: Focus on the Client

1. Objectives
   a. Employ active listening to better understand clients
   b. Avoid interrupting clients
   c. Read nonverbal cues

2. Good listening
3. Listening sounds easy
4. What you’ll learn
5. Active listening
   a. Focus on the client
   b. Avoid distraction
   c. Good body language
   d. Repetition shows attention
Outlines

e. Ask questions
f. Stick to the topic
g. Let’s try again
6. Setting aside opinions
   a. Listen without judgement
   b. Don’t’ be distracted
      i. Erica and Martha
      ii. Erica and Martha
      iii. Erica and Martha
   c. What went wrong?
      i. Erica and Martha
      ii. Erica and Martha
   d. Much better!
   e. No room for judgement or opinion
7. Don’t interrupt!
   a. It’s NEVER okay to interrupt
      i. What if – Keeps talking and talking
      ii. What if – You know what is going to be said
      iii. What if – You know the answer
      iv. What if – They’re wrong?
   b. Don’t interrupt
8. Interruption
   a. Mental interruption
9. Now what?
   a. What we’ve learned
10. Respond
    a. Types of responses: A need
    b. Types of responses: A conversation
    c. What is the difference?
    d. When in doubt, ask
    e. Keep it about the client
11. Reading non-verbal cues
    a. Is this person…?

COMM104 – Be Reliable: Following through

1. Objectives
   a. Understand the basics of reliability
   b. Take steps to being a reliable caregiver
   c. Anticipate clients’ needs
2. Request is forgotten
3. Not reliable
4. Being reliable is not always easy
Outlines

a. Everyone wins
b. Everyone loses
c. Don’t forget
d. Don’t wait to be reminded

5. Give a status report
   a. Example: Guest complains to Erica
   b. Erica gives a status report
   c. Erica shows she is reliable
   d. Erica follows through
   e. Erica is thanked
   f. Know your limits
   g. Don’t fake it

6. Don’t say no, either
   a. How to say no and still say yes
   b. If you don’t know, find out
   c. If you don’t know find out
   d. Know who is handling the problem
   e. Confirm who is handling the problem
   f. Offer more

7. Read the following scenarios
   a. How would a reliable person react?
      i. Being reliable means...
   b. How would a reliable person react?
      i. Being reliable means...

8. Reliability basics
   a. Going the extra mile
   b. Be on time
   c. Do your assigned tasks
   d. Be accessible

9. Lew’s review – Being reliable means

10. Activity – Reliable work behaviors

11. Anticipate needs
    a. Use your brain
    b. Think ahead

12. Being reliable is important

COMM105 – Be Positive: Going the Extra Mile

1. Objectives
   a. Define what positive means
   b. Incorporate a positive behavior and attitude in their work life
   c. Understand how being positive relates to customer service

2. Being reliable = Being positive
Outlines

3. What does positive mean?
4. Positive means...
5. Positive Attitude
   a. Example: Kendra
   b. Kendra is being negative
   c. Kendra complains
   d. Don’t complain
   e. Kendra says no
   f. Kendra decided it would be a rough day
   g. Kendra’s negative attitude affects everyone
   h. Never say no
6. Example: Ben
   a. Ben thinks positively
   b. Way to go, Ben!
   c. Ben does what he can
   d. Ben’s thinking ahead
   e. Ben doesn’t complain
   f. Don’t complain
   g. Ben doesn’t say no
   h. Find a way to say yes
   i. Ben thinks of a positive solution
   j. Give a positive answer
   k. Think of the client first
7. Positive Behavior
   a. Is...
   b. Is not...
8. Activity – Positive or negative
9. Practice positive behavior
10. Say yes!
11. Activity – Positive attitude
12. Being positive with co-workers
    a. Co-workers are just as important
    b. Saying yes pays off
13. Helpful communication
14. Summary

COMM106 – Clientspeak: Patronizing Language

1. Objectives
   a. Identify language that bothers people
   b. Understand the difference between baby talk and clientspeak
   c. Perceive how people react to clientspeak
   d. Utilize outside, expert resources on clientspeak
2. Addressing language
   a. Patronizing language
   b. Who are we talking about?
   c. Language that bothers people
3. Patronizing speech
   a. Who is subjected to it?
   b. Learning game – Child or elder?
   c. Baby talk
   d. Physicians and patronizing speech
4. How elders react
   a. How elders feel about patronizing speech
5. Response styles
   a. Cooperative and assertive responses
   b. Cooperative response style
   c. Assertive response style
6. What can you do?

COMM107 – Stress and Healing: The Magic of Therapeutic Communication

1. Objectives
   a. Identify ways to use your works and body language to put clients at ease
   b. Observe important boundaries in your line of work
   c. Focus on the person in your care instead of your feelings
2. “I’m ok…I’m fine…”
3. Listening
4. Comfort through contact
5. Consequences of being alone
6. Stress
   a. Doctor’s care vs. supportive environment
   b. Hamster study
   c. Cortisol
   d. Outside resource: Video lecture
7. How to help
   a. Explain
   b. Be honest and reassuring
   c. Be sensitive to exposure
8. Be mindful of one-way sharing
   a. When it’s okay to share
9. Activity – Putting clients at ease
10. Tune into your emotions
    a. Emotional timeout
11. Activity – Focus on the client
12. Watch your voice
Outlines

a. Watch
b. Listen to yourself
c. Deep breathing
d. Changing the atmosphere
e. Dress the part
   i. At work vs. after work
   ii. Dress professionally
   iii. Dress code guidelines
   iv. Focus on your client
f. Don’t get over-involved
   i. Don’t cross the line
   ii. Don’t neglect others
   iii. Recognizing and taking action
   iv. Who to talk to
   v. Okay/Not okay

13. Activity – Over-involved
14. Don’t keep secrets
   a. Keep it to yourself
15. End notes

COMP101 – Companion Care

1. Objectives
   a. Understand the role of being a companion caregiver
   b. Understand the challenges of companionship
   c. Recognize the characteristics required to be a great companion
   d. Identify ways to become a really engaging companion
2. Help wanted
   a. Duties
   b. Characteristics required
3. How hard can it be?
   a. Harder than you think
4. Activity – Required characteristics
5. Unlocking creativity
6. Start at the beginning
   a. Losing social support
   b. Daily interaction with coworkers
   c. Life becomes more solitary
   d. Far from family
7. Where are our relationships?
   a. Isolated elders
   b. Stress is more severe without support
8. That’s where YOU come in
Outlines

a. Stepping into the role
9. Activity – True or false
10. Being a companion caregiver
11. Learn how to...
   a. Play gin
   b. Crochet
   c. Play bridge
   d. Play pinochle
   e. Scrapbook

DEAT101 - Care Goals at the End of Life
1. Objectives
   a. Learn the ethical tool required to cope under these difficult situations
   b. Learn how to provide care with a human touch
   c. Preserve quality of life
2. How to address the issues of loss
3. How to address the issues of loss continued
4. Learning how to cope with losses
   a. It’s your responsibility
   b. If you prepare yourself
   c. You may hear people say
5. Louise’s story
6. If we don’t learn how to grieve
7. Juliette’s story
8. Overall scope of our responsibility
9. Caregiving goals for end of life situations
   a. Organizing our thoughts
   b. Caregiver work
   c. Keeping people in our care healthy
   d. Something we do each day
   e. When a client is dying
   f. Caregiving work
   g. Keeping care environments clean
   h. Visitors to hospice
   i. Make the space comfortable
   j. Functional duty priorities

DEAT102 - Grief and Loss: Care Team and Family
1. Objectives
   a. Review and discuss your decisions after a client passes away
   b. Appreciate religion’s role in dealing with grief
   c. Acknowledge the gifts we receive from clients at the end of their lives
d. Help family members deal with their grief

2. Understanding our work
3. Review & discuss
4. Share your feelings
5. Responsibility and guilt
6. Religion
   a. Religion and grief
7. Mary’s Story
8. Working through the grief
   a. Comparing our care with other styles
   b. Gifts from the individual
   c. Saying our goodbyes
   d. Remember the person
   e. Grieve the loss
   f. Make the memory shape you into a better person
   g. Help the family with their grief
9. Beth’s story
10. Organizing our work into two parts
    a. First area of work
    b. Second area of work
11. Key strategies
12. Here’s the key

DEME101 – Stages of Alzheimer’s disease

1. Objectives
   a. Understand the different stages of Alzheimer’s Disease
   b. Identify the changes in communication the person with memory loss with face
   c. Understand the changes in language, comprehension, hearing and speech that come with the progression of Alzheimer’s
   d. Use new techniques to deal with and manage the behavior of the person with memory loss

2. Different Alzheimer’s Experiences
3. Story: Uncle Harry
   a. Missing
   b. More forgetful
   c. Confusion
   d. Play Chess

4. Progressive memory loss
5. Progression through stages
6. Stages of Alzheimer’s Disease
   a. Looking at early Dementia
i. Early stages of Dementia
b. More difficult for client
   i. Middle stages of Dementia
c. Looking at late Dementia
   i. Late stages of Dementia

DEME102 – Understanding Alzheimer’s disease and Related Disorders

1. Objectives
   a. To understand how Alzheimer’s disease is different from other Dementia-related diseases.
   b. To recognize the signs and symptoms of Dementia.
   c. To facilitate getting a client a proper diagnosis and/or medical attention.
   d. To assist a client with Alzheimer’s using techniques that promote dignity and independence

2. Brain comparison

3. Creativity, perspective, and time

4. Old age and creativity

5. Creativity and old age activity

6. Dementia overview
   a. Dementia symptoms
   b. If you see any of these symptoms...

7. AIDS related Dementia intro
   a. AIDS related Dementia

8. Alzheimer’s disease (AD)
   a. About AD
   b. Alzheimer’s Disease (AD)

9. Dementia activity

10. Understanding the families’ experience
   a. Trouble seeking help
   b. Be informed
   c. Read between the lines
   d. Needing help
   e. Trying out the help
   f. Did you know?

11. Family emotions
   a. Stages of emotion

12. Family experience activity
   a. Things you can do to help

13. Your role is important
DEME103 – Promoting Independence in Daily Living

1. Objectives
   a. To understand how to best help a client with dressing, toileting, bathing, and grooming
   b. To encourage independence in the client while offering assistance with these daily care tasks
   c. To keep daily care tasks simple
   d. To help the client feel and look their best

2. Tools in your toolkit

3. Use your creativity

4. Basic approaches

5. Encourage independence

6. Dressing
   a. Reduce choices
   b. Allow extra time
   c. Accept imperfections
   d. Simplify
   e. Double check
   f. Cleaning clothes
   g. Quick tips: Dressing
   h. Learning game: Getting dressed
   i. Dressing activity

7. Bathing
   a. Simplify
   b. Stick to patterns
   c. Use your skills
   d. Be prepared
   e. Always stay
   f. Safety
   g. Quick tips: Bathing
   h. Bathing activity

8. Learning skills

9. Toileting
   a. Schedule
   b. Use pictures
   c. After meals and activities
   d. Easy to see
   e. Dignity
   f. Quick tips: Toileting
   g. Toileting activity
Outlines

10. Grooming
   a. Don’t neglect
   b. Simple
   c. The little extras
   d. Grooming activity
11. Everyone deserves to look his/her best
   a. How to help with food and fluid needs
   b. Value their history
   c. Give value and meaning

DEME201 - Creating Moments of Joy, Part 1

1. Objectives
   a. Work with a client as an individual
   b. Help a client live their truth and reality
   c. Help a client deal with the confusion they may face as they begin their journey
   d. Learn to stop correcting them
2. Load times may vary
3. Introduction
4. Understanding the person
5. Practice activity
6. Live their truth
7. I want to go home
8. Practice activity
9. Stop correcting them
10. Practice Activity

DEME202 - Creating Moments of Joy, Part 2

1. Objectives
   a. Understand your mood affects your client’s mood
   b. Understand the role blame plays in Dementia caregiving
   c. Use techniques to help a client remember their greatness
   d. Establish quality connections
   e. Understand how habits develop over a lifetime
   f. See the difference between good Dementia and bad Dementia
   g. Add simple pleasures to the client’s daily life
2. Load times may vary
3. Your mood affects their mood
4. Blame it on someone else
5. Practice activity
6. Remember their greatness
Outlines

7. Quality connections
8. Practice activity
9. Habits of a lifetime
10. Development level
11. Good Dementia, bad Dementia
12. Practice activity
13. Simple pleasures
14. Creating Moments of Joy – Conclusion

DEME203 - Creating Moments of Joy, Part 3
1. Objectives
   a. Understand the usefulness of treasure boxes
   b. Identify and deal with the effects of Sundowning
   c. Tell the difference between appropriate and inappropriate nicknames
   d. Handle moments of discomfort
2. Load times may vary
3. Introduction Part 2
4. Treasure boxes
5. Practice activity
6. Sundowning
7. Practice activity
8. “Honey”, “Dearie”
9. Moments of discomfort
10. Practice activity

DEME204 - Memory Enhanced Activities, Part 1
1. Objectives
   a. Respect the client as a whole and help them remember their greatness
   b. Make quality connections with your clients
   c. Recognize how your client can pick up on your mood and how your mood affects them
   d. Understand the role of the activity person
   e. Understand the staff’s role in the client’s life and in caregiving
2. Load times may vary
3. Remember their greatness
4. Quality connections
5. Practice activity
   a. Match the person with the best way to remember their greatness and establish a quality connection
   b. Harold, who now suffers from Dementia, used to be a pilot. Which of these is the best way to remember his greatness?
   c. Which of these is the best way to greet a person with Dementia?
d. Which of these is the best way ask a person with Dementia questions?
6. Your mood affects their mood
7. Activity person’s role
8. Practice activity
   a. A person with Dementia mostly understands your________.
   b. Three most important things in the structure of the day:
   c. Which of these is a better song to sing with a person who has Dementia?
9. Staff’s role
10. Practice activity
    a. What is one of the staff’s most important duties?
    b. Which of these is most important to avoid when working with a person with Dementia?
    c. Which of these is better?
    d. The TV is________.

DEME205 - Memory Enhanced Activities, Part 2
1. Objectives
   a. Identify good passive activities for people with Dementia
   b. Identify good active activities for people with Dementia
   c. Identify good activities for men
2. Load times may vary
3. Passive activities
4. Practice activity
5. Active activities
6. Practice activity
7. Men’s activities
8. Practice activity

DEME206 - Memory Enhanced Activities, Part 3
1. Objectives
   a. Identify the value and different types of treasure boxes
   b. Understand the need for memory enhanced activities
   c. Learn tips and techniques to keep persons with Dementia active and engaged
2. Load times may vary
3. Treasure boxes
4. Practice activity
5. Tidbits
6. Practice activity
7. Memory Enhanced Activities – Conclusion
8. Practice activity

DEME207 - It's Saturday Night (tips for easier bathing)
1. Objectives
Outlines

a. Explore habits of a lifetime and how to incorporate them into the bathing process
b. Obtain practical solutions that will reduce the stress of bathing
c. Decrease incontinence by creating wayfinding clues to the bathroom and using familiar terminology

2. Load times may vary
3. Reasons why bathing is difficult
4. Look, feel and smell like a bathroom
5. Practice activity
   a. What is one reason bathing (and showering) is stressful for people with Dementia?
   b. What do people with Dementia see in the mirror?
   c. Click on the bathroom that would be best to bathe a person with Dementia in

6. Habits of a lifetime
7. Approaches
8. Practice activity
   a. Which of these could mean “taking a shower or bath” to a person with Dementia?
   b. Which of these is a good one to get a person with Dementia to walk with you?
   c. During bathing, people with Dementia should be covered up

9. Tidbits
10. Bathing conclusion
11. Practice activity
   a. Pick which phrase is better to use:
   b. You always have to give a person a bath in the bathroom, no matter what.

12. Where’s the outhouse?
13. Practice activity
   a. Select all the words you might hear to describe a bathroom:
   b. Click on the bathroom door that has the outhouse sign in the best location for a person with Dementia to see it

14. More tidbits

DEME208 – Differing Dementias
1. Objectives – None listed
2. Brain comparison
3. Creativity, perspective and time
4. Did you know?
5. Dementia overview
6. Dementia symptoms
7. Glossary
8. Don’t assume
9. Knowing your client
10. Distinguishing between Dementia, delirium and depression
11. If you see any of these symptoms...
12. Alzheimer’s Disease (AD)
Outlines

a. About AD
b. Alzheimer’s Disease
c. Things you can do to help!

13. Vascular Dementia
a. Vascular Dementia engage
b. Note changes in behavior
c. Keep them involved as much as possible!

14. Creutzfeldt-Jakob Disease
a. Creutzfeldt-Jakob Disease (CJD) engage
b. Support, comfort, educate
c. Activities are very important

15. Huntington’s Disease
a. Huntington’s Disease engage
b. Provide safety
c. Pay attention

16. Korsakoff Syndrome
a. Korsakoff Syndrome engage
b. Encouragement is key

17. Lewy Body Disease
a. Lewy Body Dementia engage
b. Fluctuating abilities

18. Parkinson’s-Related Dementia
a. Leave ample time for Activities of Daily Living (ADL’s)
b. Parkinson’s-Related Dementia

19. Pick Disease
a. Pick Disease
b. Abrupt mood changes are common in people with Pick Disease

20. Traumatic Brain Injury (TBI)
a. Injuries are not always visible
b. Traumatic Brain Injury (TBI)
c. Do not assume about ability

21. Reversible Dementias

22. Cerebral Vasculitis

23. Depression

24. Infection

25. Metabolic disorders or problems

26. Normal pressure Hydrocephalus

27. Nutritional deficiencies

28. Cancer reactions

29. Medication side effects

30. Provide comfort
DEME209 – Communicating with the Person who has Dementia

1. Objectives
   a. How Dementia affects communication
   b. How to communicate better with people who have Dementia

2. Dementia reacts differently in everyone

3. Glossary

4. Changes will occur within these areas of memory
   a. Communication and Dementia

5. General changes
   a. Dementia and hearing
   b. Changes they don’t understand
   c. Keep the person involved

6. Communicating with impaired clients

7. Areas of Importance
   a. How the phases are different

8. Approaching
   a. Check your attitude at the door
   b. Things to remember when approaching

9. What are the best ways to communicate?
   a. Always try to...

10. Use names when communicating

11. Continue getting information
    a. Just may need a little more time
    b. Lawrence’s story
    c. Be respectful
    d. Just may need a little more time
    e. Just may need a little more time
    f. Just may need a little more time
    g. Just may need a little more time

12. Tips on interpreting
    a. Stop and listen
    b. Stay still and give meaningful answers

13. Cultural differences?

14. Nilaya and Jo

15. Nilaya and Jo

16. Treat the other as your equal
    a. Talk to them, not at them

17. Environment plays a big role
    a. Before you communicate
DEME210 – Challenging Behaviors: A Framework for Action

1. Objectives – None listed
2. A Framework for action
   a. Step 1: Describe and try to understand the behavior
   b. Step 2: Decide if there is a problem, and for whom
   c. Step 3: Decide what action, if any, needs to be taken
   d. Step 4: Check if your plan worked
3. Elsa’s story
   a. Elsa’s story...
   b. Elsa’s story: Reflection...
4. The ABC Technique
   a. The “ABC” Technique
5. Phil’s story
   a. Phil’s story...
   b. ABC review
   c. Phil’s story: Reflection
   d. ABC observations
   e. Phil’s story: Reflection
6. Managing challenging behaviors
   a. Step 1: Describe the behavior
   b. Step 2: Recognize any patterns
   c. Step 3: Identify what happens before and after
   d. Step 4: Set realistic goals and make plans
   e. Step 5: Reward staff and the person when steps are achieved
   f. Step 6: Continually evaluate and modify plans
7. Mary’s story
   a. Mary’s story...
8. Managing challenging behaviors
9. Different types of challenging behaviors
   a. Dealing with challenging behaviors
10. Just a few more...
11. Behaviors that look like psychiatric symptoms

DEME211 – Theories of Care

1. Objectives
   a. Understand different theories of care for the person with Dementia
b. Discover new techniques and skills

2. Goals
3. In this course
4. Five theories of Dementia care
5. Activity-based Alzheimer’s care
6. Everyday activities
7. ABAC
8. Individualized daily activities
9. Activity based assessment
10. Activity based programs should be flexible!
11. Gentlecare
   a. Within Gentlecare
   b. The purpose of a “prosthetic” environment
   c. Key components to Gentlecare
      i. The vital support system
   d. Gentlecare uses all activities
      i. Programs are more effective when they are an integral part of the day
   e. Physical space in Gentlecare
      i. How the space can enhance one’s life
12. The Gentlecare approach
13. People, programs, and physical space
   a. Gentlecare in practice I
   b. Gentlecare in practice II
   c. Gentlecare in practice III
14. Validation therapy
   a. Validation therapy can help you relate
   b. The caregiver does not disagree or correct
   c. Can help soothe unwanted behaviors
   d. Can help soothe unwanted behaviors
15. The Wellness approach
   a. The Wellness approach techniques
   b. Overall goal of the Wellness approach
16. Three keys to successful care
   a. Key 1: Build trust and a sense of competence
   b. Key 2: Search for and build on remaining capacities
   c. Key 3: Look for the meaning and purpose
17. The Best Friends approach
   a. The Best Friends philosophy
18. The Best Friends philosophy overview
DEME212 – Activities for Meaningful Dementia Care

1. Objectives
   a. The importance of activities and ways to make daily activities more meaningful for the person with Dementia
   b. How to identify meaningful activities for the person with Dementia
   c. How to effectively assist the person with activities and life enrichment

2. Dementia care includes activities
   a. Why activities are important
   b. The art of Dementia care activities

3. Know the person’s background and interests
   a. Learn about the person’s interests and past
   b. Know the person’s routines and daily habits
   c. Continue routines

4. Match the activities and benefits

5. Self- and Staff-directed activities
   a. Self-directed activities
   b. Staff-directed activities
   c. Encourage the person
   d. Laundry example

6. Simplify the task
   a. Task analysis
   b. Visual cueing

7. Ideas for activities
   a. Having meaningful contact with others
   b. Feeling productive and useful
   c. Activities that promote independence
   d. Routines and lifelong patterns
   e. Physical activities
   f. Activities just for the fun of it

8. Stopping things that were previously enjoyed
   a. Meet Lorraine
   b. Lorraine’s church group
   c. Lorraine’s pastor
   d. Lorraine’s daughter
   e. Adjusting activities

9. Lew

10. Making activities easier
    a. Planning and coordinating tasks
    b. Instructions and assistance
DEME213 – Hallucinations and Delusions with Dementia

1. Objectives
   a. Understand the difference between hallucinations and delusions
   b. Understand the strategies for helping people with Dementia who experience hallucinations or delusions

2. Hallucinations and delusions with Dementia glossary

3. Hallucinations
   a. Positive or negative experience
   b. Visual hallucinations
      i. Martha
      ii. Misinterpretation of what is seen
      iii. Positive visual hallucinations
      iv. Occasional or frequent
      v. Visual hallucination causes
   c. Auditory hallucinations
      i. Talking to someone who’s not there
      ii. Possible causes

4. Become a hallucination detective

5. Delusions
   a. Meet Matthew
      i. Matthew calls the cops
      ii. The cops question Jean
      iii. Matthew’s money is found
   b. Common delusions in people with Dementia
   c. Other explanations for experiences
   d. Person might have memory loss
   e. Memory loss causing misinterpretation
   f. Example of misinterpretation
   g. False ideas to make sense of reality
   h. May not recall recent events
   i. Meet Mr. Smith
Outlines

j. Mr. Smith misinterprets situation
k. Look for physical or medical causes
6. Hallucinations vs. delusions
   a. Hallucinations and delusions real to the person
   b. Responding to hallucinations and delusions
   c. Responding to hallucinations and delusions exercise
7. Managing challenging behaviors

DEME214 – Sexuality and Dementia
1. Objectives
   a. Dementia’s effects on sexuality
   b. Understanding sexuality and intimacy
   c. Differentiating between sexual and sexualized behaviors
   d. How to effectively deal with these behaviors
2. Sexuality and Dementia glossary
3. Sexuality is a natural part of who we are throughout life
4. Intimacy
5. There is an incorrect bias that sexual behavior becomes inappropriate as we age
   a. Getting accurate information is essential
   b. Dementia does not mean we lose our need to be sexual
   c. People with Dementia often exhibit behaviors that are misinterpreted as sexual
6. The person may no longer know how to respond to sexual desire
7. Sexualized behaviors
8. The area of sexuality in Dementia clients calls for a high level of interpersonal skills
   a. Before working with your clients you must resolve any bias or misconceptions you may have
9. Staff attitudes towards sexuality and Dementia
10. You guiding principle must be Safety First
11. Consider the family’s concerns
12. Consider the person’s personal rights
   a. Every person with Dementia has the right to be sexually active if he or she wishes
13. Dementia capacities can change from one minute to the next
14. Caregivers must continually reassess
15. Be prepared and talk to your supervisor before concerns arise
16. Sexuality is a basic need
   a. Intimacy is a basic need – Find ways to incorporate touch into your care routine
   b. Examples of appropriate caregiver touches
17. When dealing with sexuality and Dementia, some aspects are not so clear
18. Sexuality, Dementia, and Client Rights

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www.IPCed.com
19. Dementia affects a person’s knowledge of what is appropriate sexually in social situations
   a. Dementia and sexualized behaviors
   b. Remember, you can talk to your supervisor if at any point you feel uncomfortable
20. Types of sexualized behaviors in Dementia
   a. Find ways to include appropriate touch in your everyday caregiving
21. Linda’s story
   a. The initial reaction
   b. Reflection of the initial reaction
22. How to use a five-step intervention plan when dealing with sexuality and Dementia
   a. Keep the person with Dementia and their need for care a priority
23. Thomas’s story
   a. Thomas’s story: Reflection
24. People with Dementia may have an excessive interest in sex
   a. You can seek help from a supervisor if you feel unsafe or uncomfortable
25. People with Dementia are susceptible to physical or emotional abuse in sexual relationships
26. Before considering anything, make sure safety is established
   a. The family can be elected to make decisions when the person with Dementia is no longer able to
27. Even if actions are incongruent with previous behaviors, every person has the right to express themselves sexually
   a. It is up to you to decide when it is appropriate to inform the family of certain behaviors
   b. Talk with a supervisor before approaching the person’s family
   c. Talking with families about sexual situations
28. Always be aware of the risks of Sexually Transmitted Diseases (STDs)
29. SLIDE 51 after the quiz – Should be ‘End of Lesson’
Outlines

b. Monitor person closely
c. Medications causing symptoms of Dementia
d. Signs that the person is uncomfortable or in pain

5. All medications can cause side effects
   a. Symptoms of side effects
   b. Medication side effects
   c. Unintended side effects
   d. Changes when person begins new medication
   e. Watching for side effects
   f. Have medications reviewed once a year

6. What medications should be reviewed for
   a. Report side effects or adverse reactions
   b. Reporting side effects

7. General Dementia medications
   a. Common medications prescribed

8. Common Dementia medications today
   a. Medical research is increasing the number of drugs available today
   b. Information from Alzheimer’s websites
   c. Antidepressants
      i. Common antidepressants
   d. Antipsychotics
   e. Medications for other Dementia symptoms
   f. Medications to treat Dementia and their side effects

DEME216 – Self-Care for Dementia Caregivers

1. Objectives – None listed
2. Caregiving can build self-worth and a sense of self-esteem
   a. Improve staff confidence by continually providing encouragement and feedback
   b. High demand on staff
3. Recognize when caregivers are feeling stressed or frustrated
   a. Recognizing the warning signs of frustration
   b. Finding ways to reduce stress
4. Communicating his or her needs
5. Finally, ask for help
6. Use tough situations as learning experiences for staff
7. You can always go to supervisors with questions, concerns or comments
8. Caregivers need extra support when their duties become especially draining
   a. Encourage caregivers to rethink tough situations to reduce frustration and stress
   b. Keeping calm in difficult situations will always make things easier
9. Offer special training and support to caregiving staff
10. Also, as a manager, you must also be open to accepting and asking for help

DEME217 – Considerations of Care: Families and Environment
1. **Objectives – none listed**
2. Maria’s Story: Helping families cope
3. Understanding the families’ experience
   a. Trouble seeking help
   b. Be informed
   c. Read between the lines
   d. Needing help
   e. Trying out the help
4. You can help families understand
5. Angry at you
6. Activity: How can you help?
7. Be a good listener
8. Families’ range of emotions
9. Did you know?
10. Family emotions
    a. Stages of emotion
11. Did you know?
12. How you can help families cope
13. How to help families cope
14. Validation Therapy
    a. Validation Therapy can help you relate
    b. The caregiver does not disagree or correct
    c. Can help soothe unwanted behaviors
    d. Can help soothe unwanted behaviors
    e. Staff-Family Team
       i. Give up ownership
       ii. Everyone has the same goal
       iii. Family participation
       iv. The “Unit of Care”
       v. Family members are part of the team
15. Maria’s Story: Environment
16. Creating calm, not chaos
17. What is environment?
    a. The place
    b. The people
Outlines

c. The sense
d. Environment

18. Environmental factors

19. Environmental cues or signals
   a. Environmental cues
   b. Signs and labels
   c. Meet Ralph
   d. Ralph’s room
   e. Color
      i. Floor pattern
      ii. Color and rooms
   f. Resident room cues
      i. Outside the room
      ii. Inside the room
   g. Using color and design

20. Learning game: Colors and cues

21. Surroundings are important
   a. How are senses impacting her?
   b. Sensory input

22. A consistent environment
   a. Sticking to a schedule
   b. Boring but beneficial

23. Wary of unfamiliar Places
   a. We all get nervous
   b. Common areas
   c. Individual rooms
   d. General atmosphere

24. You can help lower distress

25. Alzheimer’s Association

DEME4212 – Alzheimer’s and Memory Care: The Basics (No Audio)

1. Objectives
   a. To be able to recognize the signs and symptoms of Alzheimer’s Disease and Dementia and monitor its progression
   b. To identify your role in caring for a person with memory loss through all stages of discover: causation, diagnosing, treatments, and more
   c. To understand your client with Alzheimer’s or Dementia’s perspective on life and to tailor your communication and care skills to their individual needs

2. Part One: Understanding Alzheimer’s Disease & Dementia
   a. Defining Alzheimer’s Disease and Dementia
Outlines

b. Physical activity and social interaction
c. According to the National Institute on Aging
d. Inside the human brain
e. Other critical parts of the brain
f. Neurons
g. The changing brain
h. Mild to moderate AD

3. Part Two: Causes of Alzheimer’s Disease and Dementia
   a. What causes Alzheimer’s Disease?
   b. Plaques and tangles
   c. Heredity
   d. Socioeconomic status
   e. Vascular Dementia, alcoholism, and Parkinson’s Disease
   f. AD and disease
   g. AD and genetics

4. Part Three: Diagnosing Alzheimer’s Disease
   a. Signs and serious symptoms
   b. The 10 warning signs of Alzheimer’s Disease
   c. Other warning signs
   d. Mini Mental State Exam
   e. MMSE continued
   f. AD research: Diagnosing AD
   g. Question: Identifying early signs of Alzheimer’s Disease

5. Part Four: Treatments for Alzheimer’s Disease
   a. No cure
   b. A good AD care center
   c. Dealing with early stage memory loss
   d. Dealing with advancing memory loss
   e. AD research: Clinical trials and other research

6. Part Five: What the person with memory loss experiences
   a. Put yourself in their place
   b. Basic principle of Dementia care
   c. Common non-verbal cues
   d. Techniques to help in difficult situations

7. Part Six: Progression of the disease
   a. Treatable causes of Dementia
   b. Stages of Dementia
   c. Dementia clues

8. Part Seven: Communication skills
   a. Basic principles of communication
   b. Basic skills in good communication
   c. Follow these simple rules
Outlines

d. Nonverbal communication
e. Touch
f. Using other forms of communication
g. Massage, gifting, and companionship
h. Understanding a person with Dementia
i. Feelings behind words
j. Anticipating needs
k. Using your skills

9. Part Eight: Basic care skills
   a. Dressing
   b. Checking clothing
   c. Bathing
d. Toileting
e. Eating and drinking
f. Mealtimes
g. Offering food
h. Grooming

10. Required: Final Test
11. Required: Evaluation

DEME4213 – Alzheimer’s and Memory Care: Setting the Stage for Care (No Audio)

1. Objectives
   a. To highlight environments in which a person can remain as independent and healthy as possible
   b. To emphasize the importance of activities in care planning and suggest ideas tailored to individual needs
   c. To establish routines and good habits when compiling appraisals and care planning assessments

2. Part One: Keys to adapting the space around you
   a. Defining the environment
   b. Factors in the environment
c. Stimulation
d. Environmental cues or signals
e. Resident room cues
f. Knowledge in action
g. Sensory input
h. A consistent environment
i. General environment suggestions
j. Environment
k. Designing memory care units
l. Optimum size and use of color
Outlines

m. Basic tips
n. Design goals
o. Stimulation
p. Memory-enhancing considerations
q. Design for structured wandering
r. The Eden alternative
s. Environmental decision-making factors
t. Personal space
u. Knowledge in action
v. Going green
w. Basic principles

3. Question: Defining the environment

4. Part Two: Let’s have fun
   a. The purpose of activities
   b. Stimulate mental functioning
   c. Four areas of activities
   d. Stimulate mental functioning
   e. Four areas of activities
   f. Activity programs that work
   g. Knowledge in action
   h. Reminiscence
   i. Intergenerational activities
   j. Pets
   k. Personalized activities
   l. Activity ideas for everyone
   m. Tips to follow
   n. Purposeful for the individual
   o. Group activities
   p. Group activities continued
   q. Everyday tasks
   r. Apply these ideas
   s. Staff involvement

5. Question: Activities you can implement

6. Part Three: Appraisals and care planning
   a. Understanding the purpose of appraisals
   b. Functional abilities
   c. When appraisals are appropriate
   d. Prior to admission
   e. Frequently during care
   f. Understanding care planning
   g. Knowing a person’s history
   h. Making a good care plan
Outlines

i. Identify goals
j. Identify steps to reach goals
k. Record keeping
l. Gathering forms
m. Key facts
n. Keys to effective care planning
7. Question: Appraisals and care planning
8. Required: Final Test
9. Required: Evaluation

DEME4214 - Memory Care: Vital Tools (No Audio)

1. Objectives
   a. To understand the family’s perspective when dealing with a potential client who has Dementia
   b. To know the basics of how the disease progresses so that you can offer the best care possible
   c. To be able to handle challenging behaviors in a care setting, should they arise
2. Part One: Helping families cope
   a. When a loved one has Dementia...
   b. Maria’s story: What’s happening to me?
      i. Calling John
      ii. Doctor visit
   c. Things you can do to help your memory
   d. Signs of serious memory problems
      i. John’s research
      ii. Seeing a specialist
   e. Things that can help with memory
   f. Warning signs of Alzheimer’s Disease
      i. Mild cognitive impairment
      ii. Steps to delay the progress
      iii. Some causes of AD and Dementia
      iv. Maria goes to the doctor
         1. Convincing Maria to go
         2. Helpful suggestions
         3. Brain scans
         4. Maria’s brain
         5. Treatment and monitoring
         6. Stages of memory loss
         7. Adult, not a child
3. Question: How do you slow down memory loss?
4. Part Two: Understanding the disease process
   a. Early warning signs
i. Melanie and John
ii. Bob’s suggestion
iii. Assisted living community
iv. The tour
v. Yolanda the caregiver
vi. Suzanne

b. Understanding the family’s experience
i. Caring for the family
ii. Stages of grieving
iii. Did you know...?

c. Helping families cope
i. Referring families

d. Developing a staff-family team
i. Family participation
ii. Support for caregivers

5. Question: True or false activity

6. Part Three: Managing Challenging Behaviors – Basic skills
a. Basic principles
i. Virginia
ii. Jenna helps Virginia
iii. Reassure the person
iv. Accept the person
v. Adjusting your reality
vi. The caregiver helps Amy
vii. Samuel
viii. George
ix. Marcus
x. Be creative
xi. Helen the caregiver
xii. Keep sense of humor
xiii. Remember these principles

b. What to do when a behavior does occur
i. Independence
ii. Case history #1: Mrs. M.
iii. Case history #2: Mr. J

7. Part Four: Managing challenging behaviors – Advanced skills
a. Maria’s story: It’s a bad day
b. Your turn
i. What to avoid
ii. Thing about... iii. Marvin

c. Assess the problem and start setting priorities
Outlines

i. Controlling the situation
   ii. Protecting
      iii. Use of medications
d. Verbal interaction
   i. Use reassurance
   ii. Know how to say it
   iii. Keep it soothing
e. Nonverbal intervention
   i. Do not...
f. What to do when the crisis is over
   i. Develop and plan
   ii. Report incident
   iii. Make sure everyone is comfortable

8. Question: Challenging behavior activity
9. Required: Final Test
10. Required: Evaluation

DEVE201 - History and Philosophy – Providing Services to Individuals with Developmental Disabilities

1. Objectives
   a. Understand the history of care for individuals with developmental disabilities
   b. Understand the practice of institutionalization in the past and the current philosophy of approaching care within the least restrictive environment
   c. Help clients positively shape their identity using Labeling Theory
   d. Recognize the importance of self-advocacy groups in the lives of clients

2. Historically in society
   a. It was up to us...
   b. The past
   c. The least restrictive alternative
   d. Smaller group settings

3. Activity: The least restrictive alternative

4. Patrick Henry Hughes
   a. Video: His story

5. Activity: Patrick Henry Hughes

6. Expressing individuality

7. Having a normal rhythm

8. Dignity of risk

9. Social role valorization

10. Supporting success

11. Your relationship with clients
    a. Personable
    b. Inclusion
c. Video: Diversity and inclusion

12. Labeling Theory
13. Activity: Labeling Theory
14. Individualization
15. Routine
16. Self determination
17. Self-advocacy
   a. What groups can do
18. Video: The freedom tour

DEVE202 – Individual Support Plan Training (ISP) – Becoming Familiar with the ISP Process

1. Objectives
   a. Understand how individual support plans are developed
   b. Create goals and measurable objectives
   c. Assess for strengths and needs of the client
2. Purpose of an ISP
   a. Providers should...
   b. Have a “can do” attitude
3. ISP meetings
4. Parts of an ISP
5. ISP process
   a. Professional evaluations
   b. Team assessment summary
   c. Personal profile
6. What works? What doesn’t work?
7. Independent choices
   a. The action plan, Part I
   b. The action plan, Part II
8. The support information
9. Rights, health, and safeguards
10. Spending plan
11. Developing measurable objectives/outcomes
12. The use of teaching plans
   a. Implementation and documentation
   b. Entry errors
13. Refusals
14. Barriers
15. Monthly progress reports
16. Methods of teaching
17. Types of reinforcement
   a. Pairing reinforcements
DEVE203 – Incident Reporting

1. Objectives
   a. Understand when and how to create incident reports, and know who to report to
   b. Understand the purpose of the incident reports
   c. Identify the types of incident reports
   d. Know how to report alleged abuse

2. Three types of incidents

3. Examples of incident reports
   a. Examples of serious incident reports

4. Alleged abuse
   a. Signs of abuse
   b. Physical signs of abuse
   c. Behavioral signs of abuse
   d. Environmental signs of abuse

5. Level II technique

6. Least amount of intervention

7. Once they are calm...

8. Documenting

9. Client safety

10. Call supervisor

11. Write the report

12. Prioritize

13. Be objective

14. Documentation steps to follow

15. Serious incidents

16. Thoroughly documenting

17. Review and routing

18. Case studies

19. Video: Incident one
   a. Quiz: Incident one

20. Video: Incident two
   a. Quiz: Incident two

21. Video: Incident three
   a. Quiz: Incident three

22. Video: Incident four
   a. Quiz: Incident four

DEVE204 – Medication Administration – Classifications, Procedures, and How to Handle Errors

1. Objectives
Outlines

1. Understand the basics of mediation assistance
   a. Effectively monitor medication intake
   b. Understand medication orders
   c. Prevent medication errors by following proper administration procedures

2. What is a drug?
   a. Prescribing medications
   b. Risks
   c. Side effects
   d. Tolerance
   e. Hypersensitivity
   f. Routes of medications

3. Forms of medication
   a. Liquid preparations
   b. Ointments/Creams
   c. Suppositories
   d. Tablets

4. Types of medications

5. Abbreviations
   a. Frequency – Abbreviations quiz

6. Medication resources
7. The pill book
8. Storage
9. Inventory
10. Labels and packaging
11. Home visits
12. Check pill container
13. Mistakes
14. 5 Rights of medication
   a. 5 Rights of medication

15. Types of errors
   a. Identifying errors
   b. Transcription errors
   c. Medication errors

16. Procedure
17. Documentation
18. Administration
   a. Administration procedure

19. Charting
20. Medication log
21. Independence
22. Disposal
DEVE205 – Ability Awareness – Disabilities and How they may Affect People

1. Objectives
   a. Understand the qualifying conditions for people who receive services through the Division of Developmental Disabilities
   b. Utilize appropriate communication techniques
   c. Provide consistency and strive for independence

2. Video: I am Tyler

3. Qualifying conditions

4. Resources

5. Activity – Qualifying conditions

6. Autism
   a. Severity
   b. Impaired social interaction
   c. Repetitive movements
   d. There is no cure for autism
   e. What works best?
   f. What are their interests?
   g. Sensory perception
   h. Vocabulary can be challenging
   i. Be patient with limited vocabulary
   j. Visually oriented
   k. Look for strengths
   l. Look for triggers

7. Sensory integration challenges

8. Cerebral Palsy
   a. Injuries or abnormalities of the brain
   b. Low levels of oxygen
   c. Cause may never be determined
   d. Don’t talk for your client
   e. Cerebral Palsy: Providing support
   f. Cognitive disability
   g. Most common causes
   h. Find the best method to teach your client
   i. Consistency and repetition
   j. Strive for independence

9. Activity – Routine
   a. Flexibility is KEY

10. What is Down Syndrome?
    a. Error in cell division
    b. Physical routine
    c. Encourage independence!
    d. Socially acceptable
11. Epilepsy
   a. Epilepsy can be diagnosed after one seizure
   b. Electrical activity in the brain
   c. When a seizure occurs
   d. Types of seizures
   e. Seizures: Reasons to call 911
12. What is Aphasia?
   a. Who has Aphasia?
   b. What causes Aphasia?
   c. Providing support
   d. Keep communication simple but adult
   e. Give them time to speak...
   f. Eliminate background noise
13. Sensory impairment (hearing)
   a. Deaf to hearing varies
   b. Several causes
   c. Communication
   d. Lip-reading
14. Activity - Communication
   a. Vision loss
   b. Sensory impairment (vision)
   c. Provide support
   d. No need to yell
   e. Walking

DEVE206 - Behavioral Support with Empathy
1. Objectives
   a. Understand the four stage cycle behind all behaviors
   b. Identify possible causes of adverse behavior
   c. Understand the behavioral components of care with the developmentally disabled person
2. What is a behavior?
   a. Behavior is communication
   b. The cycle of behaviors
3. Possible antecedents
   a. Prevention is the key
4. Reinforcement
5. Redirection
   a. Use redirection
6. Teach alternative skills
   a. Generalized training
7. Environmental manipulation
Outlines

8. Graduated guidance
9. Token economy
10. Differential reinforcement
11. Chaining
12. Incidental teaching
13. Modeling
14. Relaxation training
15. Communication
   a. Communication
16. Verbal interventions
17. Discrimination training
18. Cues / Prompts
19. Shaping
20. Active listening
   a. Contingency statement
   b. Intervention variables
21. Manage negative behaviors
   a. Behavior treatment plan (BTP)
   b. Target behavior
22. Parts of a BTP
23. Common characteristics
   a. Behavior objectives
   b. Example: Temper tantrums
24. Replacement skills
25. Consistency

DEVE207 – Health and Medical – Instructions and Guidelines for Health Maintenance and Other Health-Related Subjects

1. Objectives
   a. Understand the basics of healthy living skills including nutrition, hydration and observation of injury and illness
   b. Follow basic food safety procedures
   c. Understand the basic requirements of HIPAA and how it relates to your work
2. Health insurance portability and accountability act
3. Food pyramid
4. Your plate: the food pyramid
5. Nutrition labels
6. Food labels
7. Menu planning
   a. Dietary considerations
   b. Other considerations: nutrients
8. Choking hazards
9. Lunches
10. Food safety
11. Hydration: importance of fluids
12. Encourage the individual to drink
13. Bowel movement program
14. Fluid intake chart
15. Detecting illness and injury
16. Bodily fluids
17. Bloodborne pathogens
18. Hepatitis B
19. Acute vs. chronic
20. Hepatitis C
   a. Hepatitis C
   b. Transmission of Hepatitis B and C
   c. Signs and symptoms of hepatitis B and C
   d. Hepatitis B vaccinations
      i. Who needs it?
      ii. What is involved?
      iii. What if I decline the vaccinations
21. Understanding HIV
22. Understanding tuberculosis
23. Handling health issues
24. You are empowered to call 911
25. Types of seizures
   a. Generalized seizures
   b. Tonic clonic seizure (Grand Mal Seizure)
      i. Tonic: stiffening of the limbs
      ii. Clonic: jerking of the limbs and face
   c. Phases
   d. Keep the airway clear
      i. Following the seizure...
      ii. Recovery position
   e. What to do when a seizure occurs
   f. Absence seizures (Petit Mal Seizures)
   g. Complex partial seizures
   h. Seizures: reasons to call 911
      i. Epilepsy video

DEVE208 – Code of Ethics
1. Unique opportunity
2. Create a partnership
3. Ethical practices
Outlines

4. Code of ethics
   a. Loyalty
5. Recognize that every client is unique
   a. Commit to person-centered support
   b. Provide advocacy and be a voice of the person you support
6. Take extra care to understand people who cannot speak
7. Focus first on the person that you are supporting
8. Be professional in your relationships
9. Help people understand their options
10. Prevent illness
11. Learn and respect the values of the people in your care
12. More codes of ethics
13. Don’t expect to have all the answers
14. Respect confidentiality. It’s the law
15. Know when to break confidentiality
16. Learn about community resources
17. Teach people to stand up for themselves
18. Learn what guardianships are...
19. Treat each person as an individual
20. Honor choice and preferences
21. Protect privacy
22. Uphold the human rights of the people you support
23. Treat the people you support in a respectful manner
24. Just a few more...
25. Be on the lookout for people who are cruel
26. Seek additional advocacy services
27. Consult with people you trust
28. The credo of support

DEVE210 – Professional Development

1. Why document?
2. Observing
3. Using your senses
4. Reporting
   a. Steps for reporting
5. Documenting
6. A permanent record
7. The job is not done until the paperwork is finished
8. What is effective communication?
   a. Verbal and non-verbal
9. Communication process
   a. Types of communication
Outlines

10. Culture
   a. Body language and different cultures
   b. Respective cultural preferences
   c. Note the importance...
   d. Cultural barriers
   e. Other influences

11. Non-verbal communication
   a. Do’s and don’ts of communication

12. Work quiz

13. Distinguishing perspectives

14. Avoid cultural stereotypes

15. Language and culture

16. Cultural competency
   a. Cultural competency continuum

17. Common vision

18. Awareness

19. Treat others as you want to be treated

20. Judgment

21. Stress
   a. Signs of stress
   b. Positive stress
   c. Coping with stress

22. Good time management
   a. Must be done
   b. Important and should be done
   c. Less important and could be done

23. Work smart and be organized

24. Boundaries
   a. Think twice about what you share!
   b. Things that cross the line
   c. Identify your boundaries

25. Rights of a direct support provider

26. You will succeed!

DEVE211 – Home and Community Based Services in Arizona

1. Historically in society
2. Public programs in Arizona – Government Agencies
3. HCBS services
4. General schedule
5. Service providers
6. Varying work settings
7. DCW training
8. You and your services are special
9. Appropriate duty limits
10. Working in the individual’s home
11. Group home
12. Assisted living home
13. Assisted living facility
14. Dementia specific unit
15. Skilled nursing
16. Care plan
17. Keep your eyes out for solutions!
18. Remember the care plan
19. Mutual respect
20. Setting and respecting boundaries
21. Time management
22. Attendant care/personal care
23. Providers of attendant care shall not perform the following tasks:
24. Habilitation
25. Objective/outcome plan
   a. Implementing the plan
26. Charting data
27. Reporting on progress
28. Housekeeping
   a. A few more things about housekeeping
29. Respite
30. Encourage client choice
   a. Community activities
31. Safety and emergencies
   a. General guidelines for how to handle safety and emergencies
32. Additional forms
33. HCBS initial assessment
   a. HCBS vital information
34. Always notify your supervisor
35. Calling 911
   a. Calling 911 practical tips
36. Accidents and injuries
   a. Types of home injuries
37. Falls
   a. Falls are serious
   b. Risk factors for falling
   c. Responding to a fall
   d. Fall prevention
38. Fire emergency procedures
Outlines

- Fire emergency do’s and don’ts
39. Using a fire extinguisher
   - PASS technique
40. Preventing a fire is best
   - Fire alarms
41. Safety tips
42. Ensuring qualify
43. Punctuality – crucial minutes
44. Certification

DISE203 – Diabetes Care
1. The first sign
2. Definition
3. Complications
4. Types of diabetes
   - Type II Diabetes
5. Types of diabetes activity
6. Causes
   - Genes and diabetes
   - Treatment
7. Alcohol
8. Diabetes treatment activity
9. Home health staff responsibility
   - Diet
   - Exercise
   - Foot care
   - Foot care engage
10. Emergencies
    - Hypoglycemia
    - The onset is sudden
    - Checking blood sugar
    - hyperglycemia
11. Hyperglycemia activity
    - Illnesses and diabetes
12. Summary

Elder Abuse Training Program
13. Elder abuse: an introduction
    - Definition
    - overview
14. Types of abuse
    - Physical abuse
Outlines

b. Sexual abuse  
c. Emotional or psychological abuse  
d. Neglect  
e. Self-neglect  
f. Financial exploitation  
g. Abandonment

15. Application exercise  
   a. Scenario I: Carolyn’s mother  
   b. Scenario II: Mrs. Miller  
   c. Scenario III: Harold

16. Difficulty with recognition  
   a. Medications  
   b. Weight loss  
   c. Elder abuse can be subtle, premeditated and deliberate

17. Clues to abuse  
   a. Physical  
      i. Bruises  
      ii. Burns  
      iii. Hemorrhaging  
      iv. Black eyes, welts, rope marks, broken bones, sprains, dislocations, open wounds, cuts, punctures, slap marks, kick marks, physical restraints, over or under medicating, and force feeding  
      v. A history of frequent falls  
      vi. Complaints from the elderly person  
   b. Psychological  
      i. Excessive fear or anxiety  
      ii. Unexplained paranoia  
      iii. Withdrawal from social contact  
      iv. Unexplained episodes of sobbing or crying  
      v. You observe that the elder is never allowed to speak for him or herself.  
      vi. You hear a family member, spouse or caregiver talk about the elder in a derogatory way.  
   c. Neglect  
      i. Unsanitary living conditions, such as a dirty home  
      ii. Unsafe living conditions, such as no running water or heat  
      iii. Fleas  
      iv. The smell of feces or urine odors  
      v. Soiled linens  
      vi. Lice on the elder’s body  
      vii. Untreated bedsores  
      viii. Poor personal hygiene  
      ix. Dehydration and/or malnourishment
Medications not given as prescribed

Missing assistive devices, such as glasses, dentures, hearing aids and walking devices, or those in poor repair

d. Self-neglect
   i. Unsanitary living conditions such as a dirty home (fleas, rodents)
   ii. Soiled linens or clothing
   iii. Lice on the elder’s body
   iv. The smell of fecal or urine odors
   v. Untreated bedsores
   vi. Poor personal hygiene
   vii. Dehydration and/or malnourishment
   viii. Unfilled medication prescriptions or medicine that hasn’t been taken as prescribed
ix. Unsafe living conditions such as no running water or heat

18. Application exercise
   a. Scenario I: Mrs. Peterson
   b. Scenario II: your elderly neighbor
   c. Scenario III: Mr. Johnson

19. Contributing factors
   a. History of domestic violence.
   b. Learned behavior.
   c. Personal problems of the abuser.
   d. Caregiver stress.
   e. Ageism.
   f. Lack of caregiver skills.

20. Prevention strategies
21. Avoiding false accusations
22. Reporting to adult protective services
23. Mental competence
24. Closing exercise

ETHI4211 - Death & Dying: Compassion and Ethics

1. Part I: How to Care Despite Loss
   a. Explore the ability to keep working while experiencing loss.
   b. Grieve and move on
   c. Functional Work
      i. Keeping the people in our care healthy
      ii. Keeping the people in our care functioning as independently as possible, as long as possible.
      iii. Keeping our care environments clean, neat and healthful.
   d. Qualitative Work
      i. Social and Recreational activities.
Outlines

ii. Personal touch and caring.
iii. Touch
iv. Laughter
v. Personalizing Care
e. Examining our Work
   i. Working through the Grief
2. Part II: Current Ethical Considerations
   a. Hospice Services
   b. Pain Management
   c. Living Wills
   d. Other End of Life Considerations

ETHI4220 - Understanding the Cultural Components of Care
1. Introduction to Cultural Competence
   a. Learning about the changing face of the senior population
   b. What is Cultural Competence
   c. Introduction to Competence model
   d. Primary Characteristics of Culture
   e. Secondary Characteristics of Culture
2. Cultural Factors: Communication
   a. Communication
   b. Dominant Language
   c. Dialects
   d. Contextual Use
   e. Volume/Tone Spatial distancing
   f. Eye Contact
   g. Facial Expressions
   h. Time
   i. Names
   j. Touch
   k. Silence
3. Cultural Factors: Family Roles
   a. Effect of family roles and organization on culture
   b. Effect of Gender roles and stereotypes on culture
4. African American Family Roles
5. Latino Family Roles
6. Asian and Asian-American Family Roles
7. Cultural Factors: Social Organization
   a. Goals & Priorities
   b. Roles of the Aged
   c. Extended Family
   d. Prevalence and Incidence of Grandparenthood

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OUTLINES

- Social Status
- Sexuality
- Alternative Lifestyles

8. Cultural Factors: Death, Bereavement and Widowhood
   a. Religious Death Rituals
   b. Difference Between Loss, Grief, and Bereavement
   c. Demography of Widowed
   d. Gender Differences in Widowhood

9. Cultural Factors: Cultural Approaches to Healthcare Practices
   a. Differences Between Traditional and Western Medicine
   b. Responsibility for Health
   c. Senior Health Proficiency
   d. Mental Health Barriers
   e. Skin/Health Care
   f. Culturally Competent Nursing

10. Conclusion and Senior Moral Opinions

ETHI4221 - Cultural Factors Regarding Sexuality in the Elderly

1. Part I: Introduction to Culture and Sexuality
   a. Sexuality in a Multi-Cultural Senior Care Setting
   b. Sexuality as a Social Construct
   c. Sexuality and Aging
   d. Self-esteem and the Older Woman

2. Part II: Cross-cultural Sexual Behaviors
   a. Effects of Ethnicity and Residency on Sexuality
   b. Effects of Gender on Sexuality
      i. Physiological changes in men and sexual response changes
      ii. Physiological changes in women and sexual response changes
   c. Masturbation
   d. Economics and Sexuality

3. Part III: Alternative Lifestyles
   a. Staff Familiarity and Comfort Levels
   b. Senior Same-sex Couples and Concerns
   c. Specialized Housing for LGBT Seniors
   d. Senior Attitudes Toward Same-sex Couples
   e. Cross-cultural Sexual Diversity

4. Part IV: Social Organization and Gender Roles
   a. Social Organization of Sexual Relationships
   b. Sexuality and Gender Equality
   c. Female Genital Cutting
   d. Conclusion
FOOD101 - Nutritional Guidelines and Hygiene

1. Nutritional guidelines and hygiene
   a. Eating right is essential
   b. Mealtime, focus of the day
   c. Meeting the food and fluid needs
   d. General nutrition terms and definitions
      i. What is nutrition?
      ii. Terms

2. Choose my plate
   a. Fruit
   b. Vegetables
   c. Grains
   d. Proteins
   e. Dairy
   f. Oils
   g. Drag and drop the following food items...

3. Nutrition and aging
   a. Aging
   b. Metabolism
   c. Bones weaken and need additional calcium
   d. Food and fluid needs
   e. General nutrition guidelines for seniors
   f. Red plate study
   g. Plates in a color contrast

4. Food service and sanitation
   a. Hygiene and temperature
   b. Hygiene
   c. Hands to food
   d. Food to hands to food
   e. What percentage of communicable diseases can be attributed to poor food handling techniques?
   f. Hand washing
   g. Handling food
   h. Hand washing: from caregiver training/infection control
   i. Ten steps to good hygiene
FOOD102 - Safe Food Preparation and Storage

1. Safety in food preparation and storage
   a. Temperature
   b. Properly handle, store, and prepare food
   c. Bacteria and food
   d. Minimum internal cooking temperatures

2. Meals and snacks and menu planning
   a. The food plan
   b. Determine regular times
   c. Involvement in planning menu
   d. Planning the menu
   e. Helping clients
   f. Be aware of the language

3. Food supply
   a. Therapeutic diets
   b. Dishwashing
   c. Cooking in resident rooms
   d. Foodborne illness – final thoughts

FOOD103 - Promoting Successful Dining

1. Promoting successful nutrition
   a. A care concern
   b. Food and water
   c. Monitor nutrition and hydration
   d. Successful nutrition
   e. Common challenges to intake
   f. Factors affecting intake

2. Socialization and dignity
   a. Making mealtimes an enjoyable experience
   b. Keeping meals a social occasion

3. The environment
   a. Dining room environment
   b. Avoid distraction
   c. Consistency in table placement
   d. Serving food
   e. Beverages
   f. Lights and temperature in the dining room
Outlines

g. Room temperature
4. The food
   a. Likes and dislikes
   b. Preference of your clients
   c. Enhance the desire to eat and drink
   d. Appealing menu
   e. First bite
   f. Senses to determine meal enjoyment
   g. Your clients are no different
   h. Meal preparation and delivery
   i. Creativity
   j. Use color in the dining room
   k. Supplementing the meals
   l. Passing out snacks
5. Safe eating practices
   a. Intake challenges
   b. Eat, chew and swallow
   c. Couch
   d. Choking
   e. Special diet
   f. Highest level to tolerate safely
   g. Food textures
   h. Maintaining healthy eating patterns
   i. Presentation of food
   j. Liquids can be thickened
   k. You need to be familiar
   l. Be careful
6. Choking problems
   a. This can happen at any time
   b. Coughing
   c. Do not offer water
   d. When is it safe to resume intake
   e. What to do when a resident is choking
   f. Universal sign
   g. Choking problems
   h. Assisting the client
Outlines

FOOD104 - Food and Culture
1. Culture and food choices
   a. Food and culture
   b. Culture and our food choices
   c. Pradeep and his food
   d. Pradeep and my food
   e. Cultural foods
2. Foods that are familiar
   a. Familiar foods and snacks
   b. Familiar foods and meal planning
3. Respecting different cultures and tastes
   a. Different spices
4. Snacks
   a. Mrs. Hito
5. Getting the client and family involved
   a. Family and food
   b. Esperanza
6. Cultural differences in communication
   a. Mr. Tones
7. Religious food considerations
   a. Common challenges to intake
8. Ethnic differences
   a. Lactose intolerance
   b. Symptoms of lactose intolerance
   c. Alternative food choices
9. Cultural food staples
   a. Traditional side dishes
10. Culturally different but still living together
    a. Learning more about different cultures
11. Be culturally sensitive

FOOD105 – Safe Food Handling
1. A matter of life and death
2. What you need to know
   a. Foodborne illness
   b. Handwashing
   c. Cooking temperature
Outlines

d. Safe storage of foods and chemicals
e. Food handler and management roles

3. What would you do?
   a. Gloves
   b. Wash your hands
   c. Stay home

4. Glossary

5. Foodborne illness
   a. Where it comes from
   b. Viruses

6. Reviewing germs
   a. Food poisoning
   b. Signs and symptoms of severe food poisoning

7. Food service and sanitation
   a. 16 million cases

8. Hygiene
   a. 1 out of 3
   b. Steps to good hygiene

9. Temperature
   a. FAQs on bacteria and food

10. Cooking temperatures

11. Proper storage of food
    a. Post regulations
    b. You can make the difference!

12. Food handler and management roles
    a. Safe food handling movie

13. Begin the movie

FOOD106 – Nutritional Guidelines and Hygiene in Assisted Living

1. Food and nutrition in assisted living: nutritional guidelines and hygiene
   a. Food and nutrition in assisted living: nutritional guidelines and hygiene
   b. Objectives
   c. Food is a source of conversation
   d. You can’t please everyone!
   e. Nutrition terms and definitions
   f. What is a nutrient?
   g. Terms

2. Choose My Plate
Outlines

a. Choose My Plate
b. Fruit
c. Vegetables
d. Grains
e. Proteins
f. Dairy
g. Oils
h. Drag and drop the following food items to match them with the category under which they best fit

3. Nutrition & aging
   a. Nutrition & aging
   b. Eating
   c. Metabolism
   d. Other factors
   e. Do you still think it’s possible to offer a stellar food program?
   f. General nutrition guidelines for seniors
   g. Red plate study

4. Food service & sanitation
   a. Food service & sanitation
   b. Hygiene and temperature
   c. Hygiene
   d. Hands to food
   e. Foods to hands to food
   f. What percentage of communicable diseases can be attributed to poor food handling techniques?
   g. Hand washing
   h. Handling food
   i. Ten steps to good hygiene

**FOOD107 – Safe Food Preparation and Storage**

1. Safety in food preparation and storage
   a. Safety in food preparation and storage
   b. Objectives
   c. Temperature
   d. Properly handle store and prepare food
   e. Bacteria and food
   f. General temperature safety tips
   g. Resting time

2. Meals and snacks and menu planning
Outlines

a. Meals and snacks and menu planning
b. The food plan
c. Determine regular times
d. Meal schedules
e. Involvement in planning menu
f. Work at creative solutions
g. Would I be proud to invite a guest
h. Planning the menu
i. Genuine care about dining experience
j. Now imagine that
k. Dining experience
l. Serve what they enjoy and what they want
m. What comes back to the kitchen
n. Nutritional and social needs
o. Be aware of the language

3. Food supply
   a. Food supply
   b. Therapeutic diets
   c. The safest way
d. Dishwashing
   e. Cooking in resident rooms
   f. Foodborne illness – final thoughts

FOOD108 – Promoting Successful Nutrition in Assisted Living

1. Promoting successful nutrition
   a. Promoting successful nutrition
   b. Objectives
c. A care concern
d. Food and water
e. A report by the American Dietetic Association
   f. Successful dining
g. Common challenges to intake

2. Socialization and dignity
   a. Socialization and dignity
   b. Grouping together residents
c. Preserve the dignity
d. Mixing ability levels
e. Mrs. Smith may be embarrassed
f. Identifying a solution
g. Never discuss
h. Polite refusal

3. The environment
   a. Dining room environment
   b. Avoid distraction
   c. Consistency in table placement
   d. Avoid confusion
   e. Beverages
   f. Lights and temperature in the dining room
   g. Optimal temperature

4. The food
   a. The food
   b. Likes and dislikes
   c. Enhance the desire to eat and drink
   d. Appealing menu
   e. First bite
   f. Senses to determine meal enjoyment
   g. Your residents are no different
   h. Meal preparation and delivery
   i. Creativity
   j. Use color in the dining room
   k. Supplementing the meals
   l. Passing out snacks

5. Safe eating practices
   a. Altered diets
   b. Eat, chew and swallow
   c. Cough
   d. Choking
   e. Special diet
   f. Highest level to tolerate safely
   g. Food textures
   h. Maintaining healthy eating patterns
   i. Presentation of food
   j. Liquids can be thickened
   k. Your community
   l. Where to find the key to the system
   m. Be careful

6. Choking problems
   a. Choking problems
Outlines

b. This can happen at any time
c. Coughing do not offer water
d. When is it safe to resume intake
e. What to do when a resident is choking
f. Heimlich maneuver
g. Universal sign
h. Choking problems
i. Assisting the resident
j. Good hydrating on and nutrition

HIV201 - Understanding the Illness

1. HIV/AIDS in caregiving
2. Exposure and risk
3. Virus VS. Disease
4. Understanding AIDS
5. Symptoms of HIV
6. Challenge with elderly populations
   a. Diagnosis
   b. Incidence
   c. Communication gaps
   d. Observation
   e. Reporting
   f. Encouraging medical care
7. Spreading the virus
8. Testing
9. Myths about spread
10. Risks to the person with AIDS
11. Precautions when caring for someone with HIV/AIDS
   a. Universal/standard precautions
   b. Blood and body fluids
   c. Treating all fluids as infected
12. Understanding risks
   a. Coughing
   b. Common sense
   c. Cleanliness

HIV202 - The Elder's Experience

1. Special consideration for elderly
   a. Emotions
   b. Medications
   c. Healthy Habits
   d. Observation
2. Providing Care
   a. Respect privacy and personal rights
   b. Confidentiality
   c. Independence
   d. Environment
   e. Safety
   f. Mobility
   g. Skin care
   h. Mental and emotional care
   i. Communication
   j. Light, noise and stimulation
   k. Observe nutritional habits
   l. Bowel and bladder care

3. End of life care
4. Making a difference in a life

HIV203 - Diagnosis and Early Stages

1. Understanding HIV/AIDS in the human body
   a. Manuel is sick
   b. Doctor appointment
2. Testing and reporting
   a. Manuel’s HIV test
   b. Test results
   c. Staying safe
   d. Reducing the risk of HIV
3. 3 months later
4. Manuel’s HIV test
   a. HIV test results
5. Living with HIV/AIDS
   a. Symptoms
   b. AIDS – the diagnosis process
   c. HIV in the body
   d. Treatment
   e. Symptoms of treatment
6. Caring for a patient with HIV
   a. HIV exposure on the job
   b. Learning to protect yourself

HIV204 – Focusing on the Individual

1. Don’t forget about the person
2. Meeting Alora Gale
Outlines

1. Understanding the disease
   a. Everyone is at risk
   b. Virus vs. Disease
   c. Symptoms
   d. An open mind
   e. Educating

2. How HIV is spread
   a. Common ways of contracting HIV
   b. Ways you cannot contract HIV
   c. Precautions
      i. Universal precautions
      ii. Blood and body fluid precautions
      iii. Keeping yourself and the person you care for safe
      iv. Blood testing

3. Part II
   a. Special considerations for the elderly resident
      i. Physical, emotional, and cognitive effects
      ii. Healthy habits
      iii. How you can help
   b. Providing care for the elder person living with HIV/AIDS
      i. Privacy rights
      ii. Encouraging independence
      iii. Decline in mobility
      iv. Mental and emotional symptoms
   c. How to help: physical environment

HIV4258 – Working with HIV/AIDS in the Elderly Population

1. Part I
   a. Understanding the disease
   b. How HIV is spread
   c. Precautions

2. Part II
   a. Special considerations for the elderly resident
   b. Providing care for the elder person living with HIV/AIDS
   c. How to help: physical environment
d. How to help: speaking/instructions
  e. Disease progression toward death
     i. What to watch for
     ii. End of life care
  f. Review

3. Part III
   a. Understanding HIV and AIDS in the human body/Manuel’s Story
      i. Testing and reporting
      ii. Manuel’s test results
   b. Contracting HIV
      i. Symptoms
      ii. The diagnosis process
      iii. HIV in the body
      iv. Treatment
   c. Symptoms of treatment
   d. Caring for a person with HIV
      i. Exposure on the job
      ii. Keep yourself safe

4. Part IV
   a. Meeting Alora Gale: background
   b. “AIDS Girl”: An interview with Alora Gale
      i. Testing and reporting
      ii. Realities of living with HIV/AIDS
      iii. Caregiver issues
   c. Alora’s post-diagnosis medical history

LEAD301 – Leading with Laughter
1. Here at aQuire
2. Have fun at work
3. Work environments with/without fun
4. Activity – work should be
5. Responding differently
6. Benefits of laughter
7. Interaction
   a. Helping and connecting
8. Clate Mask
9. Press play
   a. Workplace fun: quiz yourself
10. Showing respect
11. Press play
   a. 13 steps to a fun workplace
12. How can you draw the line?
Outlines

13. Have clear guidelines
14. Focus in on fun
15. Topics to avoid
   a. Okay to laugh at work
   b. Don’t threaten
16. Go have fun

LEAD302 - Help! Who made me the boss?

1. The #1 reason
2. Why people quit
3. How can you be a good boss?
4. You’re the boss – believe it
   a. Delilah
   b. Nancy
   c. Bob
   d. An opportunity and a privilege
5. Becoming a leader
   a. Challenging transitions
6. Qualities of a great leader
   a. Passion for results
      i. Passion can transform an organization
7. Passion into possibility
8. Developing a culture of passion
9. Develop a culture of passion
10. Becoming a passionate leader
    a. The fire of passion can transform
    b. Share your passion and vision
       i. Get an objective view
    c. Find. Share. inspire
11. Press play
12. Watch video

LEAD303 - 12 Keys to Good Management

1. Expectations
   a. Gallup
   b. Employee engagement
2. The 12 keys
3. “I know what is expected of me at work”
   a. Most of the workforce doesn’t know their expectations
   b. Confusion
   c. Feedback and meeting goals
   d. High turnover rate
Outlines

e. The bottom line
f. “Do you know what is expected of you at work?”

4. Having the materials to do the job
   a. Supplies
   b. “no one ever trained me”
   c. Training is different for everyone
   d. Listen to questions
   e. “Could you use more training?”

5. Having the opportunity to do my best every day
   a. What do you do best?
   b. Creating engaged employees
   c. Juan
   d. Employees’ talents

6. Giving praise and recognition
   a. Recognize work
   b. Have you given praise lately?
   c. Be sure to acknowledge work
   d. Recognizing efforts
   e. A positive step

7. Care about employees as people
   a. Successful businesses have engaged employees
   b. How well do you know your employees?
   c. Work and friendship overlap
   d. Work and personal life: closely connected

8. Activity – work and friendship

9. Encourage employee development
   a. Without training, turnover rises
   b. Set and meet goals
   c. Focus on the individual

10. Everyone’s opinion counts
    a. Ask for suggestions
    b. Reviewing policies
    c. Ask for input to solve issues

11. “My job feels important”
    a. Some people hate their jobs
    b. Mission statement
    c. No hierarchy
    d. Employees worth
    e. You can...

12. All workers equally dedicated
    a. The slacker
    b. Someone affecting your work
Outlines

c. Shifting the blame
13. Best friends
   a. Best friends at work
   b. Friends are an indication of engagement
   c. Encouraging friendships
   d. Friends make happy employees
14. Evaluations
   a. Checking in on progress
   b. Scheduling evaluations
   c. Stay on the same page
   d. Measuring success
   e. Guiding employees to their goals
15. Activity – there’s always a way
16. Learning and growing
   a. Embrace learning and growth
   b. Inspire, enrich, energize
   c. Grow and prosper

LEAD304 – Genuine Leadership
1. Strong leadership
   a. Strong leadership and success
   b. Activity – strong leadership
2. Margaret’s story
   a. Lack of training
   b. Fridays
   c. Scheduling conflicts
3. Being ignored
4. Respond in a better way
5. Press play
   a. Ideas on leadership from Harvard
6. Business failures
7. Positive changes
8. Do you have what it takes?
9. Genuine leaders

LEAD305 - Sexual Harassment Prevention for Supervisors
1. Objectives
   a. Educate supervisors of their responsibilities under the law to prevent and, if need be, investigate and resolve cases of sexual harassment
   b. Inform supervisors of the potential impact to the company and their employees
   c. Provide resources for creating policies regarding preventing and investigating sexual harassment
Outlines

d. Help supervisors learn the signs of sexual harassment

2. Glossary

3. Sexual Harassment
   a. Legal definition
   b. Statistics about Sexual Harassment
      i. Nationally
      ii. State specific, for example, in California

4. Why prevent sexual harassment?
   a. It is required by law
   b. Creates a fair workplace
   c. Protects both the employee and the company

5. Consequences of sexual harassment
   a. For the employee
   b. For the alleged harasser
   c. For the company

6. Inform Your Employees of Company Policy
   a. Post the required posting. In CA, required to post...Dept. of Fair Employment and
      Housing employment poster (DFEH-162; give location online to retrieve poster:
      http://www.dfeh.ca.gov/res/docs/Publications/DFEH-162.pdf)
   b. Distribute the information to employees as required by law. In CA, Sexual Harassment
      Brochure (DFEH-185, available here:
      http://www.dfeh.ca.gov/res/docs/Publications/DFEH-185.pdf) to all employees
   c. Ensure all supervisors (in companies of more than 50 people) attend two hour
      mandatory sexual harassment training every two years, or as required by your specific
      state law

7. Employer’s Obligations
   a. Taking steps to prevent discrimination and harassment
   b. Develop a sexual harassment prevention policy with systems for employees to file
      complaints and for management to investigate
   c. Inform the complainant of their rights
   d. Investigate the complaint, and inform complainant and alleged harasser of results of
      investigation
   e. Resolve the complaint

8. Identifying Sexual Harassment
   a. Case studies
   b. Scenarios
   c. Situations unique to senior care
Outlines

i. Sexual harassment from clients
ii. Sexuality among clients causing worker discomfort

9. Filing a Complaint
10. Investigating a Complaint
   a. Internal investigation
   b. Investigation by DFEH
11. Resolving a Complaint
   a. Creating cooperative solutions
   b. Documentation and record keeping
   c. Follow up with parties involved
12. Employer Liability
   a. Why an employer is liable in cases of sexual harassment
   b. Reasons an employer could avoid liability
      i. Harasser is not in a position of authority
      ii. Employer did not know about harassment
      iii. Existence of a sexual harassment prevention course at the company
      iv. That the supervisor and employer took action once the harassment was reported

MARK101 - You’re on the Marketing Team (AL)

1. Let’s define marketing:
   a. Marketing in a nutshell
2. Internal Marketing
3. Every Day Contact
4. Quality of your service
5. Making a Positive Impression
6. Word of Mouth
7. Poor Marketing Effort
8. Word of Mouth Advertising Depends on YOU!
9. Marketing efforts come down to this...
   a. Have a positive attitude
   b. Interact with people in a kind and courteous manner
   c. Whatever your position, treat each resident and visitor in a way that makes him know he’s important to you
10. The receptionist is the 1st impression
    a. Stands and meets prospects
    b. Looks them in the eye
    c. Shows welcome and respect
    d. Greets welcome and family members by name
    e. Smiles when she answers the phone
f. Not rude to anyone  
g. Personal information is kept private

11. Dining room is key!  
12. Housekeeping is marketing, too!  
13. Maintenance men can solve problems.  
14. Take pride in the appearance of the community  
   a. Work together!  
   b. Take Pride in Your Work

MARK4202 - Advanced Marketing Skills

1. Introduction  
   a. Making a Learning Commitment  
   b. Marketing & Management Interface  
   c. Skills vs. Resources, Instant Results, and Ethics in Marketing

2. What is Marketing  
   a. Marketing Mission Statement  
   b. Measuring Tools  
   c. Competition Analysis  
   d. Ways to Differentiate Yourself  
   e. Staying Focused  
   f. Perception is King  
   g. Considering Coming Trends

3. Psychology of Selling  
   a. Reciprocation  
   b. Commitment & Consistency  
   c. Social Proof  
   d. Likeability  
   e. Authority  
   f. Scarcity

4. Power of Words  
   a. Listening Skills  
   b. Art of Language  
   c. Listening for Emotions  
   d. Choosing Words with Positive Emotional Value  
   e. Asking the Right Questions

5. Generating Traffic and Leads  
   a. Attitude is Everything  
   b. Cultivating Strong Referral Source  
   c. Using Direct Mail Effectively  
   d. Informational Presentations  
   e. How to Work Your Competition  
   f. Local Business Groups
MEDI301 - Introduction to Medication Management

1. Importance of medication
   a. Medication can treat conditions which impair the independence of elderly people
   b. Many medical conditions can be treated or controlled with prescription medications

2. Activity – importance of medications

3. Challenges in medicating
   a. The elderly absorb medication more slowly
      i. Drugs can stay in the system longer
      ii. Drugs take longer to take effect
   b. Reactions and interactions between drugs can prove dangerous
      i. Confusion
   c. Medication build up
   d. One in three seniors will require hospitalization due to medication problems
   e. Reactions vs. interactions

4. Activity – challenges of medications

5. Actions you can take to help
   a. Pharmacists can help
   b. One physical and one pharmacist is the best method to reduce the danger of medication interactions
   c. Take medication as prescribed
   d. Medication organizers
   e. As a caregiver, be aware of the person’s normal condition and behavior so you can see potentially dangerous changes in your client

6. Activity – actions you can take

MEDI302 - Providing Medication Assistance

1. Steps to medication delivery

2. What you can and can’t do
3. Irresponsibility
4. An opportunity to help
5. Promoting medication safety
   a. Promoting medication safety
   b. General side effects
6. What is a medication?
   a. What’s in a name
   b. Generic names
   c. Brand names
7. Controlled substances
8. Independent self-administration of medication
9. Meet John Jones
10. Meet Bessie Burton
11. Independent with self-administration
12. Meet Marjorie Maxwell
13. Self-administration with assistance
14. Meet Frank Ford
15. Medication Administration
16. Meet Alberta Callahan
17. Administering or assisting?
18. Regulations for assistance
19. Identifying medication assistance
20. Storing and keeping track of medications
   a. Storing and accounting for oral medications
21. Labels
   a. Information on a prescription medication bottle
   b. Over the counter labels
22. The six rights
   a. The six rights
   b. The seventh right
   c. Make three checks

MEDI303 - Understanding Medication Procedures
1. Ready? Let’s go!
2. Check you space
3. Preparing your workstation
4. Prioritize and plan
5. Bill needs his meds
6. Prepare yourself
7. Mentally prepare yourself
8. Secure the area
9. Make sure everything is put away
Outlines

10. Lock up
11. Close the book
12. Double check
13. Privacy
14. Do it the right way
   a. Assisting with
      i. Oral medications
      ii. Eye drops
      iii. Ear drops
      iv. Topical medication
      v. Nasal sprays and drops
      vi. Inhalers
      vii. Nebulizer
15. Rights and medication service
   a. The right to refuse
   b. The right to informed consent
   c. The right to not be chemically restrained

MEDI306 - A Vital Part of Your Client's Wellbeing
1. Part 1: the importance of medications
   a. The elderly have many conditions
   b. Not all conditions are visible
   c. Many can be effectively treated with medications
2. Activity – importance of medications
3. Part 2: challenges in medicating the elderly
   a. The elderly are much slower to absorb medications
   b. Reactions from medications are more likely in the elderly
   c. Common drugs can cause confusion
   d. The average senior takes 7 medications every day
   e. Reaction vs. interaction
   f. Pharmacists can help
   g. Always take the medication as directed
4. Activity – challenges of medications
5. Part 3: actions you can take to help
6. Activity – actions you can take

MEDI307 – Understanding the Prescription
1. Medication instructions or prescriptions
2. Part 1: drug name
   a. Chemical name vs common name (brand name)
3. Part 2: dosage
   a. The amount of a drug that must be given
b. Unit and abbreviations

c. Always ask

4. Activity – dosage and abbreviations

5. Part 3: frequency of administration
   a. How often a drug must be taken
   b. Specific instructions

6. Activity – frequency and abbreviations

7. Part 4: route of administration
   a. The way a client takes a medication
      i. By mouth
      ii. Eye drops
      iii. Ear drops
      iv. Nose drops/nasal sprays
      v. Patches
      vi. Topical
      vii. Injections

8. Activity – route of administration

9. Part 5: indication
   a. Reason for taking the drug

10. Part 6: reference
    a. Handy guides to help you remember abbreviations

MEDI308 - Safely Monitoring the Medication

1. Safely monitoring the medication

2. Part 1: managing medication
   a. Medication instruction/prescription

3. Activity – interpreting prescriptions

4. Managing medication

5. Part 2: drug names

6. Activity – drug names

7. Part 3: potential drug name complications

8. Activity – drug complications

9. Part 4: duration of drug treatment

10. Part 5: effect on weight and vital signs

11. Part 6: common adverse side effects

MEDI309 - Documentation of Medication Handling

1. Documentation of medication handling

2. Part 1: medications review

3. Part 2: medication management record

4. Activity – medication management record

5. Part 3: documentation of side effects
6. Part 4: documentation by skilled professionals
   a. Story: Mr. Johnson

7. Part 5: medication label = medication record
   a. Medication instruction changes

8. Part 6: medication labeling

9. Part 7: controlled substances

MEDI310 – Managing and Assisting with Medication
1. Managing and assisting with medication

2. Part 1: the medication management checklist
   a. Make sure you have the right drug
   b. Make sure you have the right dose
   c. Make sure you know the proper route of medication
   d. Make sure you have the right time and day
   e. Make sure you know the proper technique for taking the medication
   f. Make sure you chart the medication assistance appropriately
   g. Review these six steps
   h. Stay focused and don’t get distracted during this checklist process
   i. Double check at least twice

3. Activity – medication management checklist

4. Part 2: methods for various routes of medications
   a. Oral
   b. Sublingual
   c. Eye
   d. Ear

5. Activity – routes of medications

6. Methods for various routes of medication
   a. Rectal
      i. Suppository
      ii. Enema
   b. Vaginal
      i. Cream
      ii. Douches
   c. Transdermal patches
   d. Nasal
      i. Inhaler
      ii. Nebulizer
      iii. Spray
   e. Ostomy care

7. Activity – following procedures

8. Methods for various routes of medication
MENT201 - Preventing Suicide in the Elderly

1. Introduction
   a. Some statistics about suicide and the elderly
   b. Glossary terms

2. Identify the cause
   a. Untreated depression
   b. Symptoms of depression in the elderly are difficult to identify
   c. Different than in younger people
   d. Confusion between depression and results of medication or illness

3. How depression differs in the elderly
   a. Causes
   b. Longevity
   c. Affects

4. Preventing depression
   a. What you can do something about
      i. Lack of social support
      ii. Stress
      iii. Living alone/being isolated
      iv. Inability to sleep
      v. Irritability
      vi. Substance abuse
   b. What you cannot do something about
      i. Being female
      ii. Being single, unmarried, divorced or widowed
      iii. Traumatic past life events
      iv. Family history of depression
      v. Other illnesses
      vi. Chronic/severe pain
   c. The sliding scale

5. Causes of symptoms of depression in the elderly
   a. Disease/physical problem
      i. Thyroid disorders
      ii. Diabetes
      iii. Parkinson’s disease
      iv. Multiple sclerosis
      v. Stroke
      vi. Tumors
      vii. Viral infection
   b. Medication
      i. Blood pressure
      ii. Arthritis medication
      iii. Hormones
iv. Steroids

6. How to respond
   a. Don’t “wait and see”
   b. Meet Shannon: depression reactions
      i. Under reacting
      ii. Overreacting
      iii. The right way

7. Helping seniors with insomnia

8. Depression and suicide in elderly men

9. Treatment of depression
   a. Doctor and patient relationship
   b. Exercises affect on depression

10. Warning Signs
    a. Breaking news
    b. Be aware even if a person is getting treatment
    c. Warning signs of suicide
    d. Warning signs beforehand

11. Suicide vs. death with dignity
    a. Preserve and improve the lives of people in your care

12. How you can help prevent elder suicide
    a. Access to firearms
    b. Specialty referral
    c. Restrict access and keep the home a safe place
    d. Keep the person engaged
    e. Increased social support – Keep it up!

13. Video: What does depression mean

MGMT4219 - Technology and the Senior Care Professional, Part 1

1. Computer Basics
   a. How Prevalent are Personal Computers?
   b. Getting Started
   c. Overview of a Computer System
   d. Terms You Should Know
   e. Let’s Get Going
   f. Customizing Your Computer

2. Email – Making It Really Work for You
   a. How Prevalent is Email?
   b. Use Email When...
   c. Email – Getting Started
   d. Email Management Software
   e. Choosing an Email Name
   f. Professional Email Usernames
g. Emailing Like a Professional
h. Organizing & Managing Your Emails & Dealing with Email Overload
i. Legal Considerations and Concerns
j. Avoid Email When...
k. Creating E-Newsletters
l. References & Resources

3. Introduction to the Internet
   a. How ‘Big’ is the Internet?
   b. Getting Started
   c. Understanding the World Wide Web
   d. Accessing the World Wide Web
   e. Miscellaneous Information
   f. References

MGMT4222 - Technology and the Senior Care Professional, Part 2

1. Module 1: The Relationship between Senior Living and Technology
   a. The history of technology in senior living
      i. Definition of technology
      ii. Definition of assistive technology
      iii. Technology-Related Assistance for Individuals with Disabilities Act of 1988 (P.L. 100-407)
      iv. Assistive Technology Act of 1998 (P.L. 105-394)
   b. The projected future of the senior living industry
      i. Current senior population and need statistics
      ii. 10-year senior population statistics projections
      iii. 30-year senior population statistics projections
      iv. Needs analysis for the future of the senior population
   c. Benefits of assistive technology in senior living
      i. Workforce maximization and stress reduction
      ii. Long-term cost savings
      iii. Superior levels of care
      iv. Increased resident independence
   d. Drawbacks of assistive technology in senior living
      i. Mismatches between the resident and the technology
      ii. Inability of technology to accommodate multiple impairments
      iii. Acute cost of technology
      iv. Negative social attitudes and lack of education
   e. Making assistive technology successful in a senior living setting
      i. Educate staff and residents
      ii. Match technology to needs and reevaluate needs frequently
      iii. Work cooperatively in a “caregiver network” setting
      iv. Provide ongoing support and education for all participants
2. Module 2: Assistive Technology Options for a Senior Living Setting
   a. An overview of assistive technology
      i. The dynamic nature of the assistive technology industry
      ii. Resources for assistive technology research and education
   b. Electronic records management devices
      i. Definition and explanation of electronic records management
      ii. Benefits and drawbacks of electronic records management
      iii. How to get started with electronic records management
      iv. Price and availability of electronic records management devices, systems and services
   c. Sensor devices
      i. Definition and explanation of sensors and their uses
      ii. Types of sensor devices available
         1. Fall sensors
         2. Wander sensors
         3. Motion sensors
         4. Home/environmental sensors
         5. Vital sign sensors
      iii. Benefits and drawbacks of sensor devices
      iv. Price and availability of sensor devices
   d. Monitoring devices
      i. Definition and explanation of monitoring devices and how they differ from sensor devices
      ii. Types of monitoring devices
         1. Video monitors
         2. Audio monitors
         3. Combination monitors
         4. Robotic monitors
         5. “OK-ness” checking monitors
         6. Cognitive function monitors
         7. Activity/social monitors
      iii. Benefits and drawbacks of monitoring devices, including privacy implications
      iv. Price and availability of monitoring devices
   e. Community management systems
      i. Definition and explanation of community management systems
      ii. Benefits and drawbacks of the community management system concept
      iii. Price and availability of community management systems and services
      iv. Potential improvements in the near future for community management systems
   f. Assistive technology tools for the future
      i. The “ambient assisted living” concept and “smart house” technology
      ii. Advances in senior living robotics technology
      iii. Research and development around the world
4. Concepts, products and services on the distant horizon

5. How to match technology to a resident
   i. Performing a resident need analysis
   ii. Investigating available and applicable technologies
   iii. Resources for management, staff and resident technology training

3. Module 3: Implementing an Effective Assistive Technology Program
   a. Taking the first steps in your assistive technology program
      i. Retooling your organizational mission statement
      ii. Educating yourself on available products and programs
      iii. Realistically evaluating needs, facilities and finances
      iv. Performing a cost-benefit analysis
   b. Deciding on the specifics of your assistive technology program
      i. The “caregiver network” concept
      ii. Partnering with medical professionals
      iii. Partnering with residents and families
      iv. Locating resources for assistive technology program support
   c. Considerations to be made before investing in assistive technology
      i. System integration and compatibility
      ii. Contingency plans for power failure and/or system failure
      iii. Cost and availability of servicing and maintenance in your region for the technologies you choose
      iv. Product reliability
   d. Funding your assistive technology program
      i. Government funding sources
      ii. Corporate funding sources
      iii. Private and non-profit funding sources
      iv. Product trials and research studies
   e. Implementing your assistive technology program
      i. Getting staff, resident and family support for the program
      ii. Introducing technology and training participants
      iii. Evaluating staff, resident and family feedback
      iv. Adapting the program to better meet facility and resident needs
   f. Maintaining your assistive technology program
      i. Continuing education and training
      ii. Keeping up with technological advancements
      iii. Finding new funding sources and product trials/research studies
      iv. Periodically reevaluating facility and resident needs and performing a periodic benefits analysis

National Caregiver Training Program
1. Class 1
   a. Orientation and Introductions
Outlines

2. Class 2
   a. Essential Bedrest Skills
      i. The principles of body mechanics
      ii. How to recognize and prevent pressure ulcers
      iii. How to make an occupied bed
      iv. How to place a bedpan
      v. How to put on elasticized stockings

3. Class 3
   a. Personal Care
      i. Assisting with shower or tub bath
      ii. Oral hygiene
      iii. Shaving
      iv. How to give a bed bath

4. Class 4
   a. Vital Signs
      i. Pain assessment
      ii. Weight measurement
   b. Nutrition

5. Class 5
   a. How to Manage Medications
   b. Fall Prevention

6. Class 6
   a. Safe Wheelchair Use
      i. Walkers, crutches and canes
      ii. How to use a gait belt

7. Class 7
   a. Fire Safety
   b. Reducing Personal Stress
   c. Local and National Resource
   d. Conclusion

NEC101 - Mental Illness
1. Define Mental Illness
2. Defense Mechanisms and coping
   a. Acting like a ‘child’
   b. Avoidance or denial
   c. Transference
   d. Compensation
   e. Extreme use of defense mechanisms
3. Define mental health
4. Define severe mental illness
5. Possible causes of mental illness
   a. Physical factors
   b. Brain injury
   c. Body chemistry
   d. Environment
   e. Heredity
   f. Abnormal stress

NEC102 - Developmental Disabilities
1. Defining developmental disabilities
   a. Challenges over self-care, communication and/or mobility
2. Types of developmental disabilities
   a. Intellectual impairment
   b. Cerebral palsy
   c. Autism spectrum disorder
   d. Neurological impairments
   e. Multiple disabilities
   f. Levels of functioning
3. What causes developmental disabilities
   a. How the body system is affected
   b. Congenital
   c. Acquired during development
   d. Environmental causes
4. Developmental disability or mental illness quiz
5. Caring for developmentally disabled
   a. Environment adapted for mobility and safety needs
   b. Expectations and Attitudes
      i. Understanding your clients expectations and attitude
      ii. Caregivers expectations of care
      iii. Clients basic needs are the same as everyone else:
          1. Physiological needs
          2. Safety
          3. Love/belonging
          4. Esteem
          5. Self-actualization
6. Interacting with developmentally disabled clients
   a. Professional conduct
   b. Speak politely
   c. Use positive communication
   d. Encourage independence
   e. Respect differences
7. Role of a home care worker
Outlines

a. You make the difference; caregivers role in maintaining quality of life and independence
b. Personal care
c. Child care
d. Communication
e. Observing and reporting

NEC103 - Working with People with Physical Disabilities
1. What is a physical disability
   a. Define physical disability
2. Causes of disability
   a. Physical disability VS developmental disability
   b. Diseases or injury
   c. Temporary or permanent
3. Disabilities and ADLs
   a. Activities of daily living
   b. Personal care and grooming
4. Physical disabilities and quality of life
   a. Informal support
   b. Social needs
   c. Formal support
5. Supporting the client and family
   a. Establishing a plan of care
   b. Promoting self-care and independence
   c. Maintaining dignity and self-worth
   d. Preserving a normal lifestyle
   e. Observing and reporting
   f. Social, cultural and environmental considerations
6. Disability at home
   a. Modified environment in the home
   b. The caregivers role within in-home assistance

ORSA101 – Introduction to the Long Term Care Setting
1. Introduction to Long Term Care Setting
2. You work where your clients live!
3. Different terms for client
4. Care Settings
5. Learn what kind of care your care setting provides
6. Watch this short video about home care
7. Video: Introduction to Home Care
8. Handout: Introduction to Assisted Living
Outlines

ORSA102 – Client Rights
1. Client Rights
2. Client Rights: Your Responsibility
3. Protecting Client’s Rights
4. Privacy and confidentiality are important client rights
5. Private phone conversation
6. It’s the LAW that client information is kept strictly private
7. Guard a client’s privacy and confidentiality
8. Watch this short video about HIPAA
9. Video: HIPAA
10. Handout: Resident rights in LTC

ORSA103 – Job Expectations
1. Job Expectations
2. Service Plans
   a. Service plans are important tools
   b. Learn about service plans
   c. Stop the training now...
3. Your observations and comments are important!
   a. Client wishes
4. Understanding your job
   a. Job responsibilities
   b. Stop the training now...
   c. Handout: Job expectations
5. Good communication skills are vital.
   a. What you SAY and what you SHOW
   b. Communication is also listening
   c. Learn ways to communicate despite challenges
   d. Person-Centered Communication
   e. Ask questions and talk openly with your supervisor
   f. It’s OK to say you’re sorry
6. Next, watch this short video about Communication skills
7. Video: Communication Skills
8. Handout: Effective Basic Communication

ORSA104 – Observation, Reporting and Documentation
1. Observation, Reporting & Documentation
Outlines

2. Observation, Reporting and Documentation
3. Use all your senses in observing changes
4. Know what is usual or normal
5. Trust your intuition
6. Knowing who, how and when to report is important!
7. Documentation and your workplace
8. Documentation is private and confidential
9. Stop the training now...
10. Next, watch this video...
11. Video: Observation, reporting and documentation

ORSA105 – Reporting Abuse and Harm
1. Reporting Abuse and Harm
2. Introduction
3. Mandatory reporters
4. Vulnerable adults are...
5. Keep learning!
6. Report abandonment, abuse or neglect
7. Report the right way for your care settings
8. If a client is in immediate danger or risk, call 911
9. Sometimes client’s own choices put them at risk for harm
10. Your supervisor needs to know when you suspect harm
11. Next, watch this short video...
12. Video: Abuse and neglect
13. Handout: Mandatory reporting

ORSA106 – Safety on the Job
1. Safety on the job
2. Safety is part of your job
   a. Safety starts with Prevention
3. Back injuries
   a. Always get help with lifting
4. Avoid highest risk activities
5. Environmental hazards
6. Learn to help prevent fall
   a. Frequent reasons for falls in the elderly
   b. Don’t let a falling client injure you, too
c. Care for a person who falls
7. Use of oxygen presents unique hazards
8. Handout: Body Mechanics
9. Fire and Disaster Safety
   a. Fire can be deadly
   b. Older people are more vulnerable to fires
   c. Know the exit plan for your worksite
   d. Stop the training now...
10. Know how to leave a burning building
    a. Elevators should never be used in fires
    b. Learn how to evacuate a person
    c. R.A.C.E.
    d. Stop the training now...
11. Disasters DO happen
12. Next, watch this short video...
13. Video: Fire safety
14. Handout: Fire and disaster safety
15. Fire extinguisher use
    a. Call for help
    b. P.A.S.S. Technique
    c. Only lasts for 8 – 20 seconds
    d. Handout: Using a fire extinguisher
16. Emergency communication
    a. Follow policies
    b. Practice calling 911
    c. Know how to communicate
    d. Communicating with families
17. Workplace Violence
    a. Violent behavior by clients
    b. Signs of Possible Violence
    c. Learn how to avoid violent reactions
    d. Don’t put yourself in the way of harm
    e. Report it
    f. Watch for any threatening behavior

ORSA107 – Infection Prevention
1. Infection Prevention
Outlines

2. Infection Prevention and Control
3. Good handwashing skills from day 1
4. Wearing gloves doesn’t replace handwashing
5. “Standard Precautions” is a term you should know
6. Standard precautions includes
7. Proper disposal
8. What to do if you are exposed
9. Next, watch this short video
10. Video: Infection Control and Bloodborne Pathogens
11. Handout: Infection prevention on the job
12. Environmental cleanliness
   a. Part of the daily work
   b. Keeping client living space clean
   c. Cleanliness in the bathroom
   d. Keep surfaces clean and dry
   e. Disinfectants to use
13. Don’t come to work sick
14. Watch for illnesses
15. Group living environments

NEC104 - Working with Children and Families
1. Defining the different ages and characteristics of children
   a. Adolescent
   b. Development
   c. Infant
   d. Preschool age
   e. School age
   f. Toddler
2. Working with children
   a. Health issues
   b. Unsafe environment
   c. Basic needs
   d. Support positive growth and development
3. Working with infants
   a. How to care for an infant
   b. Infant and child care
4. Working with toddlers and preschooleer age
   a. Learn how to feed, dress, and provide a safe environment
   b. Food considerations
   c. Dressing
Outlines

d. Toileting
e. Safety

5. Working with school aged and adolescents
   a. How to care for school age children
   b. What to expect from older children
      i. Varying maturity
      ii. Seeking independence
      iii. Physical needs
      iv. Communication

6. How children develop
   a. Infancy
   b. Toddler
   c. Preschool
   d. School age
   e. Adolescence

7. Problems affecting families
   a. Stress
   b. Mentally challenged adults
   c. Injury
   d. Environment
   e. Finances
   f. Illness

8. Normal versus stressed behaviors

9. Supporting families
   a. Respecting families
   b. Be mindful of backgrounds

10. Addressing your needs

Personal Care Training Program: Attendant Care

1. Class 1
   a. ORIENTATION AND INTRODUCTIONS
   b. WORKING AS A PERSONAL CARE ATTENDANT
   c. INTRODUCTION TO HOME CARE
   d. ETHICAL AND LEGAL BEHAVIOR
   e. COMMUNICATION SKILLS
   f. BASIC HUMAN NEEDS
   g. Care of the Elderly and Disabled
   h. Grief and Loss

2. Class 2
   a. REVIEW
   b. OBSERVATION, REPORTING AND DOCUMENTATION
   c. HIPAA IN HOME CARE
d. DEVELOPING CULTURAL COMPETENCE

3. Class 3  
   a. REVIEW  
   b. INFECTION CONTROL

4. Class 4  
   a. REVIEW  
   b. ESSENTIAL BEDREST SKILLS  
   c. The Principles of Body Mechanics  
   d. How to Recognize and Prevent Pressure Ulcers  
   e. How to Make an Occupied Bed  
   f. Elasticized Stockings  
   g. Active Range of Motion Exercises  
   h. Restraints

5. Class 5  
   a. REVIEW  
   b. PERSONAL CARE  
   c. Assisting with Shower or Tub Bath  
   d. Oral Hygiene  
   e. Shaving  
   f. How to Give a Bed Bath

6. Class 6  
   a. REVIEW  
   b. VITAL SIGNS  
   c. Pain Assessment  
   d. Weight Measurement  
   e. OXYGEN THERAPY

7. Class 7  
   a. REVIEW  
   b. SKILLS COMPETENCY  
   c. MID-TERM

8. Class 8  
   a. MID-TERM GRADES  
   b. HOW TO ASSIST WITH MEDICATIONS  
   c. FALL PREVENTION  
   d. FIRE SAFETY

9. Class 9  
   a. REVIEW  
   b. SAFE WHEELCHAIR USE  
   c. WALKERS, CRUTCHES AND CANES  
   d. How to Use a Gait Belt

10. Class 10  
    a. REVIEW
Outlines

11. Class 11
   a. REVIEW
   b. ALZHEIMER'S DISEASE EARLY TO MID STAGE
   c. ALZHEIMER'S DISEASE MID TO LATE STAGE

12. Class 12
   a. REVIEW
   b. SPECIFIC DISEASES AND CONDITIONS
      c. Diabetes
      d. Depression
      e. Cardiovascular Disease
      f. Cerebral Vascular Accident
      g. Aphasia
      h. Multiple Sclerosis
      i. Parkinson’s
      j. Amyotrophic Lateral Sclerosis
      k. Spinal Cord Injury
      l. Arthritis

13. Class 13
   a. REVIEW
   b. MEDICAL EMERGENCIES AND EMERGENCY PREPAREDNESS
   c. ELDER ABUSE AND NEGLECT
   d. REDUCING PERSONAL STRESS

14. Class 14
   a. REVIEW
   b. SKILLS COMPETENCY
   c. FINAL EXAM
   d. Conclusion

SAFE101 - Fire Emergencies
1. Risk of fire in senior living communities
2. Goal: control, not stop
3. Characteristics
   a. Fast
   b. Hot
   c. Dark
   d. Deadly
4. Know your system
   a. Know your alarm
   b. Know how to quickly find the fire
5. Testing for fire behind closed doors
6. Using a fire extinguisher
   a. P: pull
   b. A: aim
   c. S: Squeeze
   d. S: Sweep
7. What to do if your clothes are on fire
8. The RACE procedure
   a. R: rescue
   b. A: alarm
   c. C: confine
   d. E: extinguish
9. Procedure when you discover a fire
   a. Pull alarm
   b. Call 911
   c. Remove anyone from area
   d. Shut off O2
   e. Get fire extinguisher
10. Calling 911 for help
    a. Speak clearly
    b. Give detailed information
    c. Note the type of care provided
    d. Give fire details
    e. Notify other staff
11. What caregivers do when alarm sounds
    a. Report to assigned area
    b. Close windows and doors
    c. Clear hallways
    d. Account for clients
    e. Reassure
    f. Keep visitors in place
12. Other tasks
    a. Turn off kitchen equipment
    b. Remove debris and clean area
    c. Stand by to assist further
13. Know your exits
14. General tips for evacuation
15. Fire prevention
16. Oxygen safety FAQ
    a. Storage
    b. Use
    c. Power
SAFE102 - Hazardous Substances in the Workplace

1. What you need to know to meet OSHA requirements
   a. Safety Data Sheets
   b. Know precautions
   c. Know regulations about labeling
   d. Keep an inventory
   e. Know specific actions
   f. Report violations
   g. Attend to new products
2. Labeling requirements
3. OSHA actions required
4. Routes of exposure
   a. Inhalation
   b. Dermal
   c. Oral
5. Learning to use Safety Data Sheets
   a. Location
   b. Information
6. Your responsibility to know

SAFE103 - Responding to Weather Emergencies and Natural Hazards

1. Community plans and supplies
2. Help from FEMA
3. Snow or Ice
   a. Food preparations
   b. Flashlights and batteries
   c. Keeping clients safe
   d. Protecting pipes and plumbing
   e. Conserving heat
4. Extreme Heat
   a. Considering families and spouses
   b. Helping seniors cope
   c. Signs of heat-induced illness
5. Lightning
6. Tornadoes and Hurricanes
   a. Warnings and watches
   b. What to do
7. Earthquakes
   a. What to do
Outlines

b. Prevention and preparation
c. Aftershocks
d. Staying indoors: steps to take
e. Procedures if you are outdoors

8. Flooding
   a. Listen for warnings
   b. Drinking water

9. Preparing for weather emergencies

SAFE104 - Responding to Emergencies: Gas, Explosion, Power Outage & More

1. Natural Gas Emergencies
   a. Smell
   b. Response
   c. Emergency procedures

2. Explosions
   a. Emergency response

3. Power Outage
   a. Diagnosing problem
   b. Emergency heat
   c. Contacting power company
   d. Steps to follow for extended outage
   e. When power is restored

4. Bomb threat
   a. Steps to follow
   b. Emergency response

5. Hazardous and Toxic Spills
   a. Chemical reactions
   b. Emergency response
   c. Evacuation decisions
   d. After the Emergency
      i. Ventilate
      ii. Report lingering vapors or hazards
      iii. Clean up and decontamination

SAFE105 - Ergonomics and Workplace Safety

1. Be aware of risks in a senior care environment
2. Ergonomics applies to you, no matter what your job duties
3. Repetitive motion injuries
4. Muscle strain in back or neck
5. Ergonomics definition
   a. Risk factors
   b. Force
Outlines

c. Repetition
d. Awkward body positions
e. Other hazards
6. Techniques for safe use of common equipment
   a. Carts
   b. Mobile medical equipment
   c. Equipment
   d. Hand tools
   e. Cleaning supplies and tools
   f. Computers
   g. Desk ergonomics
7. Reporting
   a. Risk factors
   b. Risky situations
   c. Physical discomfort or injury

SAFE106 – Safe Lifting and Transfer Techniques

1. Caregivers and Neck Strain
2. Always...
   a. Use proper body mechanics
   b. Know your resident and yourself
   c. Get trained
3. Body mechanics
   a. Body structure
   b. Lift with your legs
   c. Word quiz
   d. How to safely perform a transfer/lift
4. Resident assessments
   a. Five keys to assisting a resident safely
      i. Know the amount of physical assistance required by the resident
      ii. Be familiar with the size and weight of your resident
      iii. Be aware of the resident’s ability to participate cognitively
      iv. Ask about and look for evidence of the following
      v. Use a gait belt
5. Using lifting equipment
   a. Equipment
   b. Hoyer lift
6. Performing a transfer
   a. Step by step on performing a transfer
Outlines

b. Less assistance

7. Bed positioning
   a. Body mechanics
   b. Moving someone up in bed

8. Taking care of yourself

SAFE107 - Universal Precautions and Bloodborne Pathogens

1. OSHA standards
2. Risks in your daily work
   a. Body fluids
   b. Needles and sharps
   c. Pathogens like hepatitis
3. Universal/standard precautions
   a. Basic assumptions
   b. Proper precautions
   c. Barriers
   d. Cleanliness
   e. Hand washing
   f. Avoid touching eyes, nose, mouth
   g. Safe clean-up
4. Correct hand washing skills
5. Bloodborne Pathogen Protocol
   a. Exposure determination
   b. Precautions
   c. Sharps
      i. Prevention of injury
      ii. Needleless systems
      iii. Contaminated sharps
6. Eating, drinking and smoking in the workplace
7. Splashing or spraying infectious materials
8. Contaminated equipment
9. Personal protective equipment
10. Housekeeping
11. Waste disposal
12. Contaminated laundry
13. Exposure incidents
   a. Medical evaluation
   b. Reporting requirements
   c. Preventative care
14. Resources
Outlines

SELF4106 - Advanced Stress Management
1. Match your Work to your Strengths
2. Nurture Your Happiness
3. Get more pleasure out of life.
   a. Focus on Gratitude
   b. Savor Life’s Joys
   c. Invest in Family and Friends
   d. Take Care of Your Body
4. Become more engaged in what you do
   a. Be a Mentor; Get a Mentor
   b. Work Must Fit Strengths
   c. Think about and Strive for Goals Daily
   d. Dream!
   e. Learn and Grow Continually
5. Find ways to make your life more meaningful.
   a. Focus on Relationships
   b. Learn to Forgive
   c. Practice Acts of Kindness
   d. Find Work that Rewards You
6. Laugh a Lot
7. Understand the Relationship Between Money and Happiness

STAFF4201 - Become the World's Most Effective Trainer
1. Learning to be an Effective Teacher
   a. Getting your participant’s attention
   b. Keeping their attention
   c. Getting them to incorporate learning into their work
2. Foundations of a Good Training Program
   a. Why are you training?
   b. How does your staff learn?
   c. What rewards your staff?
   d. How can I teach if my staff has a language barrier?
   e. What resources and information can I teach from?
3. Training the New Employee
   a. Identify the trainer
   b. Give the trainer tools and information
   c. Getting employees to practice what you teach
   d. Differing styles of training
   e. Making Training FUN
4. Training for On-Going Staff Education and Development
   a. Payday Approach
   b. Documentation
Outlines

i. FREE FORMS!
5. More Resources; Discussion Group

VBTP101 - Essential Bedrest Skills

1. Proper body mechanics for lifting
2. Pressure ulcers
   a. Description
   b. Causes
   c. Symptoms
   d. Prevention
   e. Aids to relieve or reduce pressure
3. Basic bedrest positions
   a. Supine (Back-lying position)
   b. Fowler’s (Sitting position)
   c. 30-degree Fowler’s (Modified sitting)
   d. Prone (Lying on abdomen)
   e. Sim’s (Modified prone)
   f. Lateral (Side-lying position)
4. Moving and positioning someone in bed
   a. Moving someone to the edge of the bed
   b. Moving someone toward the head of the bed
   c. Raising the head and shoulders
   d. Moving someone to lateral position, facing you
   e. Moving someone to lateral position, facing away from you
5. Use of a mechanical lift
   a. Parts of a mechanical lift
   b. Two-person transfer from bed to wheelchair
   c. One-person transfer from bed to wheelchair
6. How to place a bedpan
7. Making an occupied bed
8. Elasticized stockings
9. Active range of motion exercises

VBTP101-S - Habilidades Esenciales Para Reposo En Cama (Essential Bedrest Skills)

1. Mecánica corporal adecuada para levantar.
2. Las úlceras por presión.
   a. Descripción
   b. Causas
   c. Síntomas
   d. Prevención
   e. Ayuda a aliviar o reducir la presión
3. Posiciones básicas para el reposo en cama
   a. Supino (acostado en la espalda)
   b. Fowler (sentado)
   c. 30-grado de Fowler (Mientras se sienta)
   d. Propenso (sobre el abdomen)
   e. Posición Sims (boca abajo)
   f. Posición Lateral (acostado sobre el lado)
4. Mover y colocar a alguien en la cama
   a. Mover a alguien al borde de la cama
   b. Mover a alguien hacia la cabecera de la cama
   c. Elevar la cabeza y los hombros
   d. Mover a alguien en posición lateral, hacia arriba
   e. Mover a alguien a posición lateral, contra las espaldas a usted.
5. El uso de un elevator mecánico
   a. Las partes de un elevator mecánico
   b. Traslado de la cama a la silla de ruedas, dos personas.
   c. Traslado de la cama a la silla de ruedas una persona.
6. Como colocar un orinal de cama
7. Cómo hacer una cama ocupada
8. Medios elásticos
9. Alcance active de ejercicios.

VBTP102 - How to Help Someone Who Uses a Wheelchair (Including Walkers, Crutches and Canes)
1. Safety and sensitivity issues
2. Principles of body mechanics
3. Body control points
4. Gait belt use
5. Principles of moving from sitting to standing
6. Parts of a wheelchair
7. Slide boards
8. Bathroom equipment
9. Stand pivot transfers
   a. Bed to wheelchair, bedside commode to bed
   b. Wheelchair to commode, commode to wheelchair
   c. Wheelchair to shower bench, shower bench to wheelchair
10. Squat pivot transfer
11. Transfer from a soft lounge chair
12. Vehicle transfer
13. Loading and unloading a wheelchair from a vehicle
14. Maneuvering a wheelchair on ramps and curbs
15. How to prevent pressure ulcers
16. Types of walkers, crutches and canes and their use

VBTP102-S - Como Ayudar A Alguien Que Usa Una Silla de Ruedas: Incluyendo Andadores, Muletas y Bastones (How to Help Someone Who Uses a Wheelchair: Including Walkers, Crutches and Canes)

1. Temas de seguridad y sensibilidad
2. Los Principios de la mecánica corporal
3. Puntos de control del cuerpo
4. Uso del cinturón de seguridad
5. Los principios de estar sentado a ponerse de pie
6. Parte de una silla de ruedas
7. Tableros deslizantes
8. Equipamiento del baño
9. Traslados Pivot, sentadillas mientras se soporta sobre la pierna mas fuerte
   a. Cama a silla de ruedas, orinal portátil a la cama
   b. Sillas de ruedas a orinal, orinal a silla de ruedas
   c. Sillas de ruedas al banco de ducha,
10. Traslado de sentadillas “pivot” mientras se soporta sobre la pierna más fuerte
11. Traslado desde un sillón suave
12. Traslado por vehículo
13. Carga y descarga de una silla de ruedas de un vehículo
14. Como Maniobrar una silla de ruedas en las rampas y bordillos
15. Cómo prevenir úlceras por presión
16. Los tipos de andadores, muletas y bastones y su uso

VBTP103 - Infection Control and Bloodborne Pathogens

1. Understanding germs
2. How germs are spread
3. The importance of hand hygiene
4. Proper hand hygiene
5. Alcohol-based hand rubs
6. Personal protective equipment
7. Bloodborne pathogens
8. Housecleaning and laundry procedures
9. Storage of medical supplies
10. Personal hygiene
11. Signs and symptoms of infection
Outlines

VBTP103-S - Control de Infecciones y Agentes Patogenos Transmitidos Por La Sangre (Infection Control and Bloodborne Pathogens)

1. Entendiendo gérmenes
2. Cómo se propagan los gérmenes
3. La importancia de la higiene de manos
4. Apropiada higiene de manos
5. Frota manos a base de alcohol
6. Equipo de protección personal
7. Patógenos transmitidos por la sangre
8. Los procedimientos de Limpieza de la casa y de lavandería
9. Almacenamiento de suministros médicos
10. La higiene personal
11. Señales y síntomas de infección

VBTP104 - How to Manage Medications

1. Introduction
2. How aging changes the way our body responds to medication
3. Side effects and adverse reactions
4. Over the counter medications (OTC)
5. When you are in the doctor's office or emergency room
6. Questions to ask the pharmacist
7. Safe medication practices
8. How to give different medications
9. Warning signs of improper medication use
10. Medication containers and reminder system
11. Storage of medications

VBTP104-S - Como Administrar Medicamentos (How to Manage Medications)

1. Introducción
2. Cómo el envejecimiento cambia la forma en que nuestro cuerpo responde a medicación
3. Los efectos secundarios y reacciones adversas
4. Los medicamentos sin receta
5. Cuando usted se encuentra en la oficina del doctor o sala de emergencias
6. Preguntas que debe hacerle al farmacéutico
7. Las prácticas de seguridad de medicamentos
8. Cómo dar medicamentos diferentes
9. Las señales de advertencia del uso impropio de la medicación
10. Envases de medicamentos y el sistema de aviso
11. Almacenamiento de medicamentos

VBTP105 - Safety in and Around the Home: Fall Prevention

1. Falls and the older adult
Outlines

2. The physical and emotional effects of a fall
3. The goal of fall prevention
4. Fall prevention for care providers
5. Proper shoes
6. Medications that increase fall risk
7. How to prevent falls in the home
   a. Kitchen
   b. Bedroom
   c. Bathroom
   d. Stairs
   e. Lighting
   f. Outdoors
8. How to use a gait belt
9. Walkers

VBTP105-S - Precauciones para evitar caídas (Fall Prevention)
1. Caídas y el adulto mayor de edad
2. Los efectos físicos y emocionales de una caída
3. La meta de prevenir caídas
4. Prevención de caídas para los proveedores de cuidado
5. Los zapatos propios
6. Medicamentos que aumentan el riesgo de caerse.
7. Como prevenir caídas en el hogar
   a. Cocina
   b. Recamara
   c. Baño
   d. Escaleras
   e. Iluminación
   f. Al aire libre
8. Como usar el cinturón de marcha
9. Andadores

VBTP106 - Fire Safety
1. How oxygen, fuel and heat combine to start a fire.
2. Types of smoke alarms. Cleaning, testing and replacing smoke alarms.
3. Importance of calling for emergency help immediately in case of fire. Placement of emergency numbers in kitchen and bedroom.
4. Types of fire extinguishers and directions for their use.
5. Stop, drop and roll technique to extinguish a person who is on fire.
7. Methods for slowing a fire. How to leave a burning building.
8. Safety for those in wheelchairs.
Outlines

9. Wrap and slide technique for evacuation of persons confined to bed.
10. Hazards of oxygen equipment in relationship to fires.
11. Smoking safety.
12. Ways to improve fire safety in the kitchen and bedroom.
13. Preventing fires by maintaining a safe electrical system in the home.

VBTP106-S - Seguridad Contra Incendios (Fire Safety)
1. Cómo oxígeno, combustible y calor se combinan para provocar un incendio.
2. Tipos de alarmas de humo. Limpieza, prueba y reemplazo de detectores de humo.
3. La importancia de pedir ayuda de emergencia de inmediato en caso de incendio. La locación de los números de emergencia en la cocina y el dormitorio.
4. Tipos de extintores de incendios e instrucciones para su uso.
5. Técnica de detenerse, tirarse y rodar para extinguir a una persona que está en llamas.
6. Planear una ruta de escape. Ejercicios de salida en el hogar.
7. Los métodos para disminuir un incendio. Cómo salir de un edificio en llamas.
8. Seguridad para las personas en sillas de ruedas.
9. Técnica de envolver y resbalar para la evacuación de las personas que permanecen en cama.
10. Peligros de los equipos de oxígeno en relación con los incendios.
11. Seguridad para los que fuman.
12. Formas de mejorar la seguridad contra incendios en la cocina y el dormitorio.
13. La prevención de incendios mediante el mantenimiento seguro de un sistema eléctrico en el hogar.
14. Como usar aparatos domésticos de forma segura.
15. Fuentes combustibles. Luces del piloto, hornos, el propano y el gas natural, calentadores de ambiente, las estufas de madera y chimeneas.

VBTP107 - Elder Abuse and Neglect
1. Definition of elder abuse
2. Causes and contributing risk factors of elder abuse:
   a. History of family violence
   b. Violence is a learned behavior
   c. Mental illness
   d. Alcoholism
   e. Drug addiction
   f. Financial difficulty
   g. Caregiver stress
   h. Lack of proper caregiving skills
   i. Ageism
3. The different forms of elder abuse and the signs and symptoms of each form:
Outlines

a. Neglect and self-neglect
b. Financial exploitation
c. Emotional/psychological
d. Physical
e. Sexual
f. Abandonment

4. General signs of elder abuse
5. Characteristics of abusers and characteristics of the person being abused
6. What you can do to help:
   a. What to do when an elder confides in you about an abusive situation
   b. Proper training of family caregivers in basic caregiving procedures
   c. Report suspected elder abuse
7. How to report suspected elder abuse

VBTP108 - Providing Personal Care at Home (HHA)
1. Factors in the home environment that affect personal care
2. Importance of using correct body mechanics when moving and lifting
3. Infection control and proper hand washing
4. Gloves
5. Privacy and modesty issues
6. Oral hygiene
7. Complete and partial bed baths
8. Hair care
9. Laundry
10. Dressing
11. Nail care
12. Shaving
13. Shampooing hair in bed

VBTP108-S - El Cuidado Personal
1. Factores en el ambiente del hogar que afectan el cuidado personal
2. Importancia del uso de la mecánica corporal correcta al mover y levantar
3. Control de infección y el lavado de manos adecuado
4. Guantes
5. Asuntos de privacidad y modestia
6. Higiene oral
7. Baños en cama completos y parciales
8. Cuidado del cabello
9. Lavandería
10. Cambiándose
11. Cuidado de las uñas
Outlines

12. Afeitarse
13. Lavado del pelo en la cama con champú

VBTP109 - Caregiver Wellness
1. Acute versus chronic illness
2. Stress and depression
   a. Warning signs of stress
   b. Identifying sources of stress
   c. Statistics on caregiver depression
3. Difficult emotions commonly felt by caregivers
   a. Anger
   b. Sadness
   c. Frustration
   d. Resentment
   e. Helplessness
   f. Guilt
4. Perfectionism
5. Paying attention to the messages within the emotion
6. Challenging our thoughts
7. Wellness techniques
   a. Relaxed breathing
   b. Mindfulness-based stress reduction
   c. Qigong
   d. Yoga
   e. Spirituality
   f. Nature
   g. Respite
   h. Humor and laughter
   i. Writing
   j. Art
   k. Dance
   l. Support groups
   m. Using an action plan to create change

VBTP110 - How to Measure Vital Signs
1. Introduction to vital signs
2. Definition of care plan
3. Use of a flow sheet
4. Definition of body temperature
5. Type of thermometers
6. Methods for taking a temperature reading
   a. Oral
Outlines

b. Axillary
   c. Rectal
7. Recording and reporting temperature readings
8. Definition of pulse
9. Methods for taking a pulse
   a. Radial
   b. Apical
10. How to use a stethoscope
11. Recording and reporting pulse readings
12. Definition of respiration
13. How to count respiration
14. Recording and reporting respiration findings
15. Definition of blood pressure
   a. Systolic and diastolic
16. Sphygmomanometer
17. Skills needed to take a blood pressure reading
   a. Practice skills
18. Appropriate millimeters of air to inflate in the cuff
19. Method for taking a blood pressure
20. Reading the sphygmomanometer dial
21. Recording and reporting blood pressure readings
22. Pain
23. Importance of pain assessment
24. Pain scales
25. Common signs of pain
26. Recording and reporting pain
27. How to measure weight

VBTP111 - How to Use a Mechanical Lift
1. Why mechanical lifts are used
2. Patient fears of being lifted mechanically
3. Importance of good communication with patient
4. Importance of being trained by a medical professional before using a lift
5. Parts of a mechanical lift and how they operate
6. Importance of moving slowly when using a mechanical lift
7. Safety issues
8. Two-person lift procedure
9. One-person lift procedure

VBTP112 - A Guide to Being a Companion Homemaker: Roles and Responsibilities
1. The role of companion homemakers in long-term care
Outlines

2. Communication
   a. Verbal and non-verbal
   b. Active listening
   c. Open-ended questions
3. Ageism
4. Ethics, integrity and professional behavior
5. Cultural awareness
6. Appearance
7. Following the care plan
8. Addressing your client
9. Personal phone calls
10. Transportation
11. Escorting your client
12. Answering the phone
13. Setting boundaries
14. Observation skills
15. Medical emergencies
   a. Heart attack
   b. Stroke
   c. Falls
16. DNR order
17. Fire safety and emergency preparedness

VBTP113 - A Guide to Being a Companion Homemaker: Safety and Housekeeping

1. Infection control
2. Companion safety
3. Safety in the home
4. Cleaning products
5. Housecleaning routines and order of work
   a. Top to bottom and clean to dirty
6. Cleaning specific rooms
   b. Bedroom
   c. Living room
   d. Kitchen
   e. Bathroom
7. Laundry
   f. Sorting
   g. Using the washing machine
   h. Using the dryer
8. Ironing
   i. Reading clothing labels
Outlines

j. Methods for ironing different kinds of fabric
k. Adjusting iron temperatures
l. Using a pressing cloth
m. Ironing a blouse or shirt
n. Using the steam iron

VBTP114 - Nutrition and Meal Preparation for Older Adults
1. Dietary recommendations for older adults
2. Common serving sizes
3. Food groups and servings per day
4. Importance of drinking enough water
5. Meal planning
6. Medically-prescribed diets: low fat, low sodium, diabetic
7. Warning signs of malnutrition
8. Some methods for preventing malnutrition
9. Reading labels
10. Unit pricing
11. Food handling guidelines
12. Cooking with a recipe
13. Setting the table and serving the meal

VBTP115 - HIPAA for Caregivers
1. The importance of confidentiality in health care
2. Protecting client privacy as a responsibility in home care
3. Definition of HIPAA and the HIPAA Privacy Act
4. Definition of Protected Health Information (PHI)
5. Common identifiers of PHI
6. Where PHI is found
7. The Minimum Use requirement
8. Maintaining HIPAA confidentiality when communicating with others
9. Discussing PHI with a patient's family members
10. Each person's right to restrict sharing of PHI
11. Professional behavior: never giving cell or home phone number to clients
12. When you can share protected health information
13. The client's right to view or make copies of his/her private health information
14. Medical records management
15. Documenting PHI communicated by telephone
16. Computer, Personal Digital Assistant and fax security
17. HIPAA penalties

VBTP116 - How to Assist with Medications
1. How aging affects response to medications
Outlines

2. Responses to medications
   a. Side effects
   b. Adverse reactions
3. What constitutes a medication?
4. Assisting with medications
   c. Who sets up medications?
   d. Proper container
   e. Definition of assisting or reminding
5. The 5 R’s as it pertains to assisting with medications
6. Disposal of needles, syringes and patches
7. Medication storage

VBTP117 - Proper Body Mechanics and Back Safety
1. The importance of learning to move correctly to avoid injury
2. Definition of posture
3. Understanding the principles of body mechanics
4. Using proper posture and body mechanics when lifting
5. Correct body mechanics during a wheelchair transfer
6. Loading and unloading a wheelchair from a vehicle
7. The importance of patience and planning to prevent injury

VBTP118 - Observation, Reporting, and Documentation
1. Importance of accurate observation, reporting and documentation
2. Developing good observation skills
3. Types of observations
4. What you must report
5. Definition of documentation
6. Difference between objective and subjective information
7. The care plan
8. Documentation as a legal record
9. What to document
10. Guidelines when documenting
11. Flow sheets and check off sheets: how they work

VBTP119 - Introduction to Home Care
1. Definition of the home care team
2. Professionals who may be part of the home care team
3. How the home care team is formed
4. Importance of working well with others on the home care team
5. Definition of the care plan
6. Following care plan instructions
7. Developing good observation skills
Outlines

8. Reporting to your supervisor
9. Events that must be reported immediately
10. Good documentation skills
11. Important behaviors and skills for success on the job
   a. Attendance and timeliness
   b. Smoking
   c. Hygiene and grooming
   d. Telephone usage
   e. Personal visits with friends or family during working hours
   f. Leaving personal problems at home
12. Guidelines about positive attitude
13. Maintaining your health

**VBTP120 - Food Preparation Techniques**
1. Chopping and slicing methods
2. How to cut and chop an onion
3. Dice
4. Mince
5. Julienne
6. Shred
7. Grate
8. Whip or beat
9. Steaming
10. Safety at the stove
11. Sautéing
12. Stir frying
13. Baking and roasting
14. Poaching
15. Importance of good nutrition and food preparation

**VBTP121 - Ethical and Legal Behavior**
1. Definition of ethics and integrity
2. Examples of ethics and integrity while at work
3. Importance of maintaining confidentiality
4. Definition of liability
5. Key points to protect against liability
6. Avoiding ageist stereotypes
7. Communicating respectfully with older adults

**VBTP122 - Medical Emergencies and Emergency Preparedness**
1. Being prepared for medical emergencies
2. Events that must be reported immediately
3. Signs and symptoms of heart attack and stroke
4. Procedures to follow when a client falls
5. DNR orders
6. Fire preparedness
7. Keeping your client safe in an emergency
8. Wrap and slide technique to move person on bedrest
9. Blood spill emergencies

**VBTP123 - How to Communicate Effectively with Someone Who Has Hearing Loss**
1. Importance of communication
2. Causes of hearing loss
3. Symptoms of sensorineural hearing loss
4. The benefits of a hearing evaluation by an audiologist
5. Effective techniques for communicating with someone who has hearing loss
6. Communication techniques outside the home
7. Importance of listening skills
8. Hearing aids
9. Other assistive listening devices
10. Resources for the hearing impaired

**VBTP124 - How to Communicate Effectively with Someone Who Has Aphasia**
1. The importance of communication
2. The components of speech
3. The role of the speech-language pathologist
4. Causes of aphasia. Physical and behavioral changes
5. Benefits of early treatment. How therapy can help
6. Modeling various forms of communication
7. How aphasia affects other family members
8. Communication as a way of connecting and being acknowledged
9. Importance of family involvement in aphasia treatment
10. Techniques for better communication
11. Value of the stroke club for family and the person with aphasia

**VBTP125 - Caring for Someone with Early to Mid Stage Alzheimer's Disease**
1. Statistics
2. How Alzheimer’s affects family members and caregivers
3. What is Alzheimer’s Disease?
4. Communication problems
   a. Explanations
   b. Lying
   c. Social pleasantries
Outlines

d. Hurt feelings and taking things personally
5. Word accuracy
6. Repetitive questions
7. Aggressive behavior
8. Other forms of communication
9. Negative words
10. “I” versus “You” messages
11. Singing and reading
12. How to answer difficult questions
13. Support groups

VBTP125-S - Cómo comunicarse con alguien que padece de La enfermedad de Alzheimer
1. Estadísticas
2. Cómo la enfermedad de Alzheimer afecta a la familia y cuidadores
3. ¿Qué es la enfermedad de Alzheimer?
4. Los problemas de comunicación
   a. Explicaciones
   b. Mintiendo
   c. Cortesías sociales
   d. Sentimientos heridos y tomando las cosas personalmente
5. Precisión de la palabra
6. Preguntas repetitivas
7. Comportamiento agresivo
8. Otras formas de comunicación
9. Palabras negativas
10. Los mensajes "yo" contra "usted"
11. El canto y la lectura
12. Cómo responder a preguntas difíciles
13. Grupos de apoyo

VBTP126 - Developing Cultural Competence
1. Cultural diversity in the United States
2. The definition of cultural diversity
3. The definition of culturally competent care
4. Beliefs
   a. About the cause of illness and disease
   b. Healing
   c. Regarding western medicine
5. Formal or informal approach
Outlines

6. Style of communication
7. Taboo subjects
8. Non-verbal forms of communication
9. Cultural factors that may affect health care:
   a. Gender roles
   b. Language
   c. Literacy
   d. Personal space
   e. Touch
   f. Time
   g. Decision-making
   h. Sexual orientation
10. How to become culturally competent
    a. Understand your own cultural background
    b. Avoid negative attitudes, stereotypes and generalizations
    c. The use of cultural assessment tools
    d. Asking open-ended questions that are general in nature
    e. Learn about the history of the person you are caring for
    f. Read about different cultures
    g. Attend cultural events
    h. Learn a few words of the person’s language
11. Treat people the way that they want to be treated (Platinum Rule)

VBTP127 - Caring for Someone with Mid to Late Stage Alzheimer's Disease
1. Challenges of advanced Dementia
2. Caregiver success and wellness
3. Disease progression and death
4. Activities and tolerance levels
5. Naps
6. Balancing the day
7. Repetitive calling out
8. Family rituals
9. Core principles
10. The need behind a behavior
11. Pain management
12. Incontinence and toileting
13. Intimacy and sexuality

VBTP128 - Communication Skills
1. Defining communication
2. Verbal and non-verbal communication
3. Active listening
Outlines

4. Asking open-ended questions
5. Clarification
6. Obstacles to communication
7. Communicating with someone who has hearing loss
8. Pacing
9. Uncomfortable conversations
10. Honoring your client's feelings
11. Ageism: what it is and how to avoid it
12. Importance of professional appearance