



assisted living education academy, llc

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alea Online

Course Catalog

REV 12-10





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NOTE: An asterisk (*) after any of the course titles on the following pages indicates the course is also available for professional (i.e. RNs, LPNs, etc.) CEUs and is recognized as an accredited course in some states towards maintaining the professional’s license. Please check with your alea representative for more information.

Introducing *alea* Online

Staff education is a significant investment; yet, when done well, provides a multi-faceted return on that investment. Organizations that commit to providing quality educational opportunities for their staff will experience:

- Higher level of staff competence.
- Greater staff productivity and efficiency.
- Increased job satisfaction scores.
- Reduced rates of turnover.
- Reduction in mistakes or errors on the job.
- Less supervisory time spent managing poor performance.
- Increased staff motivation.

alea, llc, offers a wide range of educational opportunities and services, including our *alea Online* portfolio of courses. Online courses are available 24/7 – wherever there is access to the internet – and allow participants the convenience and ability to complete learning modules in a self-paced environment. Online learning is an extremely cost-effective option in comparison to both direct and indirect costs associated with the more traditional classroom platform of delivery.

The system automatically populates a personal Certificate of Completion immediately upon successful completion of a course that can be printed or accessed online for viewing at any time. Most continuing education courses have a rated hour of completion between one-to-two hours in length. Learners need not complete a course in one sitting; the system will automatically begin where the learner left off during a previous session and will track progress towards completion.

alea provides regular tracking and monitoring services to ensure you and/or your supervisors are kept current regarding completion status of assignments. Our services also include continuous updates regarding learner information, personal tutorials, troubleshooting educational issues and needs with you and/or your supervisors and consultation regarding all of your facility's educational needs.

How to Find a Course

This catalog is divided into health care specialty areas (i.e. assisted living, Alzheimer's, personal care, etc.) as listed in the Table of Contents. Courses within each specialty area are listed alphabetically by title and include a brief overview, course objectives, targeted audience recommendation and length of completion.

Every course in this catalog is available for selection, regardless of specialty area. For example, an assisted living facility may be interested in providing staff online education from the Alzheimer's core curriculum area or courses from the personal care curriculum.

If you have any questions about the course offerings in this catalog or need further information about *alea Online*, please feel free to contact us at any time.



ALZHEIMER'S / DEMENTIA CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
ALZ Depression*	This course describes depression in later life. The symptoms of depression are introduced, including information on how to make distinctions between depression and dementia. Basic techniques and guidelines for working with depressed residents are presented.	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe three core symptoms of depression. ▪ Describe how knowing a resident's life history can help recognize and treat the depression. ▪ Describe actions that should be taken when caring for a resident with depression. ▪ Describe the difference between depression, delirium and dementia. 	Staff members who care for residents with Alzheimer's disease / dementia	1
ALZ Helping Families and Caregivers with Coping and Ethics*	This course provides an overview of how to promote a sense of community and friendship between staff and the family members of persons with dementia. It also covers the vital importance of continuing family involvement to the well-being of the resident, how to enable family members to better interact with the person with dementia and how to encourage families to use community resources. The course also covers ethical issues when dealing with a resident with Alzheimer's.	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe three ways family members can be involved in the community. ▪ List three ways to assist family members when they are visiting a loved one. ▪ List four activities family members can do with the resident. ▪ List three ways for caregivers to decrease stress and prevent burn out. ▪ State two situations involving helping family members in which there may be an ethical issue. 	Anyone caring for residents with Alzheimer's disease / dementia	1
ALZ Managing Challenging Behaviors*	Many residents who have Alzheimer's disease develop behaviors that can be a challenge for staff to manage. They can also cause the resident distress. This course discusses different resident behaviors and potential interventions that can decrease or eliminate the behavior.	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe two common behaviors of the resident with Alzheimer's disease. ▪ Describe three things the caregiver can do for the resident experiencing common behaviors. ▪ Describe two challenging behaviors of a resident with Alzheimer's disease. ▪ Describe three things the caregiver can do for the resident experiencing challenging behaviors. ▪ State when the administration of medication is appropriate. ▪ Describe safe and acceptable alternatives to traditional restraints. 	All employees in the senior setting	1



<p>ALZ Philosophy and Guiding Concepts in Caring for Residents with Alzheimer’s Disease*</p>	<p>Staff should respond to the Alzheimer’s resident with compassion and help to maintain their dignity. This course helps staff deliver exceptional care by addressing the needs of the Alzheimer’s resident and creating a home-like environment that promotes independence, dignity, resident comfort and safety.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe what it means to provide unconditional acceptance to the Alzheimer’s resident. ▪ List three principles of the philosophy that should be present when caring for the Alzheimer’s resident. ▪ List three things that can be done to help the Alzheimer’s resident with day-to-day activities. ▪ List two ways to keep the environment safe for the Alzheimer’s resident. ▪ List two ways to assist the Alzheimer’s resident when performing activities of daily living (ADLs). ▪ List two ways to recognize malnutrition and dehydration. 	<p>Anyone caring for residents with Alzheimer’s disease / dementia</p>	<p>1</p>
<p>ALZ Therapeutic Activity Programming for Persons with Dementia*</p>	<p>Activities for residents with Alzheimer’s disease provide a very important aspect of care. Activities are not just busy work or events that need to occur in a formally planned manner or group setting. Activities need to be therapeutic and meaningful to the resident to provide them with a sense of self worth. Participants learn what information to gather and how to use that information to plan an individualized activity program for residents.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ State two important tasks in the planning stage. ▪ List three elements that must be considered when planning an activity program for a resident. ▪ Describe one appropriate activity for residents with early dementia. ▪ Describe one appropriate activity for residents with moderate dementia. ▪ Describe one appropriate activity for residents with severe dementia. 	<p>All employees in senior care</p>	<p>1</p>
<p>ALZ Tips for Communicating with Individuals Who Have Alzheimer’s Disease*</p>	<p>This course provides an overview of the effect staff language has on residents and families. Tips and techniques for effectively communicating with older persons with dementia are presented.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe three effective ways of communicating with Alzheimer’s residents. ▪ Describe how reframing words can affect the relationship with residents. ▪ Describe the FOCUS technique. 	<p>Anyone caring for residents with Alzheimer’s disease / dementia</p>	<p>1</p>



ASSISTED LIVING CORE CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
AL Accident Prevention and Management*	There are many hazards that exist in everyday life. Not all accidents can be avoided. Some residents are frail and may be more vulnerable to hazards in their environment. This can result in life-threatening injuries. The community and all its staff members have a responsibility to ensure the safest possible environment for residents.	The learner will be able to: <ul style="list-style-type: none"> ▪ Define an accident. ▪ State the difference between an avoidable and unavoidable accident. ▪ Identify three hazardous situations that can occur in a community. ▪ Identify three risk factors that may increase a resident’s potential for having an accident. ▪ Identify at least two risks involved with the use of assistive devices. 	All employees working in assisted living	1
AL Advance Directives*	This course provides information regarding advance directives, living wills, durable power of attorney and advance instructions for mental health treatment. It discusses the relevance of these resources in providing safe and effective care to clients in accordance with their wishes.	The learner will be able to: <ul style="list-style-type: none"> ▪ Explain the intent of the Client Self-Determination Act. ▪ Describe two types of advance directives and their importance. ▪ Demonstrate that a person's wishes regarding health care, treatment and end-of-life desires should be honored and respected. 	All employees working in assisted living	1
AL Back Injury Prevention	This course describes ways to reduce the risk of back injury in senior care communities. It covers how to lift, move, and put down a heavy load; the consequences of improper lifting; best posture to use; and back-strengthening exercises.	The learner will be able to: <ul style="list-style-type: none"> ▪ Identify employees who are at risk for back injury. ▪ Describe the safe way to lift, carry, and set down an object. ▪ List at least three risk factors that can lead to back injury. ▪ Describe the benefits of exercising. ▪ State why it is important to report back injuries. 	All employees in senior care communities	1
AL Basic Supervisory Skills*	A leader is someone who guides, directs, coaches, and motivates others to work toward common goals. Leaders often feel unsure about their role as a leader and how people will respond to them.	The learner will be able to: <ul style="list-style-type: none"> ▪ List at least two characteristics of an effective leader. ▪ List at least two barriers to listening. ▪ Identify at least three ways to effectively manage time. ▪ Identify two ways to make a difference in employee attitudes. 	All new and/or seasoned supervisors wishing to improve their management skills	1
AL Bloodborne Pathogens*	This course covers OSHA’s standard “Occupational Exposure to Bloodborne	The learner will be able to: <ul style="list-style-type: none"> ▪ List at least two bloodborne pathogens 	All employees in senior care	1



	Pathogens” and the Needlestick Safety and Prevention Act. It discusses hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV). This course also covers the Exposure Control Plan, which includes universal/standard precautions, personal protective equipment, and workplace safety.	<p>present in the workplace.</p> <ul style="list-style-type: none"> ▪ Describe two ways of protection from exposure to bloodborne pathogens. ▪ Describe at least two key aspects of a bloodborne pathogen Exposure Control Plan. ▪ List two important steps to take if exposed to a bloodborne pathogen. 		
AL Care of the Cognitively Impaired*	This course defines cognitive impairment and helps educate the average, non-medically trained employee in how to recognize the symptoms of cognitive impairment and understand the special needs of affected residents.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe long-term cognitive impairment (dementia), which may affect residents in the community. ▪ Identify some of the major symptoms of dementia. ▪ Describe some nonmedical actions that help when caring for the cognitively impaired. ▪ Describe alternative care programs for the cognitively impaired. ▪ Describe the impact of dementia upon a resident and her family. ▪ List two ways to help support the resident’s family. 	All employees in an assisted living community	1
AL Customer Service	This course covers basic customer-service principles that all senior care community employees can apply when interacting with their community's customers.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define customer service. ▪ Identify internal and external customers. ▪ Communicate effectively with community customers. ▪ Properly answer the telephone. 	All employees in an assisted living community	1
AL Electrical Safety	This course covers how to work safely with electricity. It focuses on electrical hazards in senior care communities and how employees can protect themselves from those hazards.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how electricity can harm the human body. ▪ Identify potential electrical hazards in senior care communities. ▪ List specific safety measures that may be taken to reduce risks associated with electricity. ▪ Describe how to treat electrical accident victims. 	All employees in a senior care community	1
AL Emergency Preparedness*	Workers in assisted living communities should know how to protect themselves and	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify who will be in charge during an emergency. 	All employees in assisted living communities	1



	<p>their residents in the event of natural and man-made emergencies. This course helps workers to better identify and react to such emergencies.</p>	<ul style="list-style-type: none"> ▪ Identify how to receive instructions. ▪ Describe at least four types of emergencies that could occur in the community. ▪ Describe how to react to each type of emergency. ▪ Describe the purpose of material safety data sheets (MSDSs). ▪ Identify where to find MSDSs in the community. 		
AL Fire Safety*	<p>This course describes how fires start, how to prevent fires, and what to do if a fire breaks out in the community. This course also describes the proper use of fire extinguishers.</p>	<p>The learner will be able to :</p> <ul style="list-style-type: none"> ▪ State how quickly to respond to a fire emergency. ▪ List the four components needed to start and sustain a fire. ▪ Describe the proper way to check behind a door for a suspected fire. ▪ Prioritize which residents to rescue first in the event of a fire emergency. ▪ Describe how to sound the alarm if there is a fire in the community. ▪ Discuss the need to keep fire doors clear in the community. ▪ Describe what to do if a resident's clothes are on fire ▪ Identify the proper type of fire extinguisher to use for different types of fires. ▪ Describe the proper technique for using a fire extinguisher. ▪ Describe how to evacuate residents if there is a fire in the community. 	All employees in assisted living communities	1
AL Hazard Communication: Your Right to Know	<p>This course informs employees about hazards in assisted living communities. It provides information and training that is required to work safely with chemicals and to comply with the requirements of 29 CFR 1910.1200, Hazard Communication Standard. Employees will learn what types of chemicals they may be exposed to at work and what protective measures are available to prevent adverse effects from occurring.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the purpose of hazard communication regulations. ▪ Identify hazardous materials in the community. ▪ Interpret product labels and warnings. ▪ Describe the purpose of the material safety data sheet (MSDS). ▪ Describe how to protect yourself, co-workers, residents, and visitors from hazardous materials. 	All employees in assisted living communities	1



<p>AL HIPAA Privacy Rule Component*</p>	<p>The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that establishes guidelines for protecting private personal health information (protected health information, or PHI). This course introduces employees of senior care communities to the Health Insurance Portability and Accountability Act of 1996. It reviews residents' privacy rights provided under HIPAA and outlines strategies for employees to safeguard protected resident health information.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List at least three privacy rights residents have under the Health Insurance Portability and Accountability Act of 1996 (HIPAA). ▪ Differentiate between uses and disclosures. ▪ List at least two ways to safeguard protected resident health information. 	<p>All employees in assisted living</p>	<p>1</p>
<p>AL HIPAA Security Rule*</p>	<p>This course provides general security awareness training for community staff members in order to satisfy the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Security Rule. It also covers the Federal Trade Commission (FTC) "Red Flags" Rule and secured/unsecured protected health information.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basic requirements of the HIPAA Security Rule. ▪ Describe Electronic Protected Health Information (EPHI). ▪ Identify at least two technical security mechanisms that should be put in place to protect transmitted data. ▪ List at least two measures that should be taken to protect computers from viruses and malicious software. ▪ Describe how to respond to information security incidents. ▪ List two examples of "red flags" that could indicate identity theft. ▪ State the difference between secured and unsecured protected health information. 	<p>All employees in assisted living</p>	<p>1</p>
<p>AL Introduction to Infection Control*</p>	<p>This course covers basic essential information that can halt the spread of infection by applying the standard precautions recommended by the Centers for Disease Control and Prevention (CDC). Every employee is responsible for preventing the spread of infection. This course covers the modes of transmission</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe factors that place residents at risk for infection. ▪ Describe how infection spreads. ▪ Explain the correct way to wash hands. ▪ Describe the proper use of alcohol-based hand rub (ABHR). ▪ Describe the proper way to dispose of biohazardous waste. ▪ Describe the proper way to handle soiled linen. 	<p>All workers in senior care</p>	<p>1</p>



	<p>through the chain of infection. It shows how basic infection control measures can break the chain of infection and prevent the spread of disease. It also discusses why residents are at risk for infection.</p>	<ul style="list-style-type: none"> List two types of personal protective equipment. 		
<p>AL Overview of Aging and the Aging Process*</p>	<p>It is important for assisted living community employees to understand aging and the aging process. This course discusses common aging myths, attitudes toward older people, and the changes that accompany aging. It also gives tips for communicating and working with residents.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Distinguish between aging facts and myths. Define ageism and understand why empathy is important in working with older adults. Describe common changes that older adults experience. Describe ways to communicate and work with older adults. 	<p>Primary: Staff-level employees who are new to the assisted living industry.</p> <p>Secondary: Managers who are new to the assisted living industry.</p>	<p>1</p>
<p>AL Pressure Ulcer Prevention and Management*</p>	<p>Pressure ulcers are an ongoing issue in the senior care industry. They can cause a great deal of discomfort for residents, become a financial burden to treat, cause negative survey outcomes, and bring potential litigation. Effective November 12, 2004, the Centers for Medicare & Medicaid Services (CMS) updated the Guidance to Surveyors for F 314, Pressure Ulcers. While CMS does not regulate the assisted living industry, the information it provides can be used to establish rules for the assisted living community.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> List at least two risk factors that affect a resident's chances of developing pressure ulcers. Describe why good nutrition and hydration are important to help prevent pressure ulcers. Describe at least two ways to help prevent pressure ulcers from developing. Describe the pressure-ulcer stages. 	<p>All employees in senior care</p>	<p>1</p>
<p>AL Preventing Foodborne Illness in the Kitchen*</p>	<p>Infectious or toxic microorganisms found in food items can cause foodborne illness. This course outlines the federal guidelines that impact the community's kitchen and its operations and covers how to properly store, prepare, serve, and dispose of food to prevent foodborne illnesses.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> State how to properly store food. Describe how hand washing helps prevent foodborne illnesses. Describe how maintaining a clean kitchen helps prevent foodborne illnesses. 	<p>All employees in senior care</p>	<p>1</p>



<p>AL Preventing Slips, Trips and Falls</p>	<p>This course examines the causes of common slips, trips, and falls in assisted living communities and looks at ways to prevent them from occurring. It describes techniques for reducing the impact of slips, trips, and falls and creating a safe environment.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify causes of slips, trips, and falls. ▪ Identify areas where slips, trips, and falls could occur in assisted living communities. ▪ Describe ways to prevent slips, trips, and falls. ▪ Respond to accidents in the community. 	<p>All employees in an assisted living community</p>	<p>1</p>
<p>AL Resident Lifting and Transfers*</p>	<p>This course describes ways to reduce the risk of back injury in assisted living communities for nursing assistants, nurses, and other workers who transport residents and/or lift and turn them on a regular basis.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify risky resident-handling situations where backs could be injured. ▪ List engineering, administrative, and work-practice procedures that can minimize back injuries. ▪ Describe resident concerns and fears about transfers. ▪ Describe ways to transfer residents safely. ▪ Describe how to report an injury. 	<p>Any employee who transports residents and/or lifts and turns them on a regular basis</p>	<p>1</p>
<p>AL Resident Rights*</p>	<p>Residents in assisted living communities have certain rights under state law. This course is designed to help staff members better understand these rights and describes ways to protect and promote residents' rights.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the purpose of a residents' rights document. ▪ List four residents' rights. ▪ Describe four ways to protect residents' rights. 	<p>All employees in assisted living communities</p>	<p>1</p>
<p>AL Transmission-Based Precautions*</p>	<p>This course covers transmission-based precautions. Contact, airborne, and droplet precautions are discussed as well as resident conditions where these different precautions are needed. This course also discusses ways to prevent the spread of tuberculosis.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how transmission-based precautions differ from standard precautions. ▪ Define contact precautions. ▪ Define droplet precautions. ▪ Define airborne precautions. ▪ List at least two ways to prevent the spread of tuberculosis. 	<p>All employees in senior care</p>	<p>1</p>
<p>AL Understanding Alzheimer's Disease / Dementia*</p>	<p>This course helps understand the reasons individuals with Alzheimer's disease behave the way they do. With understanding comes the ability to compensate for the</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between primary and secondary dementia. ▪ Describe the damage to the brain that happens with Alzheimer's disease. ▪ Describe the stages of Alzheimer's 	<p>Anyone caring for residents with Alzheimer's disease / dementia</p>	<p>1.5</p>



	individual's losses. After completing this course, the learner will be better able to problem-solve for unusual behaviors.	disease. <ul style="list-style-type: none"> List at least two techniques to try when dealing with residents with Alzheimer's disease. 		
AL Urinary Incontinence, Indwelling Catheters and Prevention of Urinary Tract Infections*	Urinary incontinence is one of the largest care issues facing assisted living communities. If not managed, it can be time-consuming, can make the caregiver's job more difficult, and can decrease a resident's dignity. On June 27, 2005, the Centers for Medicare & Medicaid Services (CMS) updated the Guidance to Surveyors for F 315 Urinary Incontinence and F 316 Indwelling Catheters. CMS does not regulate the assisted living industry, but its guidance can help the community develop ways to address urinary incontinence.	The learner will be able to: <ul style="list-style-type: none"> List at least two risk factors that affect a resident's likelihood of developing urinary tract infections (UTIs). Describe the different types of incontinence. Describe at least two ways to help prevent UTIs from developing. Describe ways to treat UTIs. 	All employees in senior care	1
AL Workplace Violence	This course discusses how employees at all levels can identify and respond effectively to the growing problem of violence in assisted living communities.	The learner will be able to: <ul style="list-style-type: none"> Define workplace violence. Identify factors that place assisted living community employees at risk Identify people who may become violent. Identify ways to be protected from violence. Describe what to do if experiencing violence in the community. 	All employees in an assisted living community	1
End of Life: Grief, Loss, Death and Dying*	It is natural to avoid thinking—never mind talking—about dying. Death is often an uncomfortable subject. Every person is different, and the paths to death will vary. Everyone should think about and discuss the end-of-life process before it happens. Individuals can decide whether they want aggressive treatment that might prolong	The learner will be able to: <ul style="list-style-type: none"> Describe how the process of dying has changed over the past 30 years. Describe the goals of palliative care. Describe the communication process at the end of life. Identify the ethical issues surrounding end-of-life decisions. Identify the physical process of dying. Discuss loss, grief, and bereavement. 	All senior care staff	1



	<p>life or whether they prefer to stop treatment, which could mean dying earlier but more comfortably. Caring for a dying loved one is not easy. Even when the end of life is approaching, many patients, caregivers, and families feel unprepared. This course provides a general description of what to expect before and after death has occurred. The goal is to help understand what can be done to increase a resident's comfort.</p>			
<p>Influenza Prevention Protocols for Senior Care*</p>	<p>This course describes ways to be protected from and prevent the spread of influenza in the senior care facility.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe what the flu is. ▪ Describe how the flu is spread. ▪ List at least 3 ways to prevent flu. ▪ List at least 2 ways to treat the flu. 	<p>All employees in a senior care community</p>	<p>1</p>
<p>Medicare Basics*</p>	<p>Today, it is difficult to watch the evening news, read the morning newspaper, or even attend a social function without someone, somewhere, mentioning the word "Medicare." This course provides a short history of Medicare and provides a basic understanding of the various Medicare components. It covers how each component affects the Medicare beneficiary and the services the community can provide.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe a basic historical overview of the Medicare benefit. ▪ State at least two ways Medicare guidelines apply to the role of a senior care provider. ▪ Name two facts associated with each Medicare component. ▪ List Medicare eligibility and coverage requirements. 	<p>Direct care workers in senior care</p>	<p>1</p>
<p>Medication Administration: Basic Refresher Course</p>	<p>Medication administration is a responsibility not to be taken lightly and requires, at a minimum, a strong foundational understanding. This course serves as a refresher for those who have been administering medications. A follow-up observation and evaluation of the employee performing the skills and techniques described</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Review foundational information about medications – types of medications, medical terminology and medication packaging and labeling. ▪ Reinforce understanding of the roles of the health care team and the routes of medication administration. ▪ Review the process to administering medications and the 5 Rights for Medication Safety. 	<p>Any staff member who is responsible to administer medications to seniors</p>	<p>1.5</p>



	in this course is recommended.	<ul style="list-style-type: none"> ▪ Refresh knowledge about PRN medications, documentation and medication errors. 		
Stress Management for Senior Care Members*	<p>Senior care staff members have very important roles. They provide care to seniors and people with disabilities. The care provided helps people maintain their health, well-being, and independence. Caring for other people is rewarding but can also be stressful. This course will help employees to recognize and manage stress.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define stress. ▪ Explain why stress management is important to personal well-being and job performance. ▪ Recognize what is stressful for an individual. ▪ Identify several effective ways to manage stress. 	All senior care staff members	1
The Responsibilities of the Board of Directors*	<p>As corporate-responsibility issues fill the headlines, corporate directors' activities are being watched closely. Healthcare boards of directors have the opportunity to demonstrate leadership by putting in place quality systems that will advance both their organizations' respective missions and the nation's health. A board member has many different responsibilities—fiduciary, compliance, and quality of care—all of which are interlinked. None of these can stand independent of the others. This course will cover these responsibilities.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define "duty of care." ▪ Describe the relationship between quality and efficiency in the healthcare system. ▪ List the personal-liability issues that exist for directors. ▪ Identify those most likely to bring a legal case against a for-profit corporation's directors. ▪ Identify those most likely to bring a legal case against a non-profit corporation's directors. ▪ Name the key players who participate in the compliance-reporting process "checks and balances." 	<p>Primary: Board of Directors of a health care organization</p> <p>Secondary: Directors of health care organizations new to working with boards of directors</p>	1



HOME HEALTH CORE CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
End of Life: Grief, Loss, Death and Dying*	It is natural to avoid thinking—never mind talking—about dying. Death is often an uncomfortable subject. Every person is different, and the paths to death will vary. Everyone should think about and discuss the end-of-life process before it happens. Individuals can decide whether they want aggressive treatment that might prolong life or whether they prefer to stop treatment, which could mean dying earlier but more comfortably. Caring for a dying loved one is not easy. Even when the end of life is approaching, many patients, caregivers, and families feel unprepared. This course provides a general description of what to expect before and after death has occurred. The goal is to help understand what can be done to increase a patient’s comfort.	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe how the process of dying has changed over the past 30 years. ▪ Describe the goals of palliative care. ▪ Describe the communication process at the end of life. ▪ Identify the ethical issues surrounding end-of-life decisions. ▪ Identify the physical process of dying. ▪ Discuss loss, grief, and bereavement. 	All senior care staff	1
HH- Advance Directives*	This course provides information regarding advance directives, living wills, durable power of attorney and advance instructions for mental health treatment. It discusses the relevance of these resources in providing safe and effective care to patients in accordance with their wishes.	The learner will be able to: <ul style="list-style-type: none"> ▪ Explain the intent of the Patient Self-Determination Act (PSDA). ▪ Describe three types of advance directives and their importance. ▪ Separate the myths about advance directives from the facts. ▪ Demonstrate that a patient's wishes regarding his healthcare, treatment, and end-of-life desires should be honored and respected. 	All home health agency employees	1
HH-Basic Supervisory Skills*	A leader is someone who guides, directs, and coaches others. A leader motivates others to work toward	The learner will be able to: <ul style="list-style-type: none"> ▪ List at least two characteristics of an effective leader. 	All new and/or seasoned managers who wish to improve	1



	<p>common goals. This course will help the new or seasoned supervisor learn how to be an effective leader through communication, time management, and team building.</p>	<ul style="list-style-type: none"> ▪ List at least two characteristics of active listening. ▪ List at least two barriers to communication. ▪ List at least three ways to effectively manage time. ▪ Identify two ways to make a difference in employee attitudes. 	<p>their management skills</p>	
<p>HH-Bloodborne Pathogens*</p>	<p>This course covers the Occupational Safety and Health Administration (OSHA) standard regarding workplace exposure to bloodborne pathogens and the most common diseases associated with bloodborne pathogens: hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV). It also discusses exposure-control plans, which include universal or standard precautions, personal protective equipment, and workplace safety.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List two ways exposure to bloodborne pathogens can occur. ▪ Identify at least two diseases that can be caused by bloodborne pathogens. ▪ Describe at least two key aspects of a bloodborne-pathogen exposure-control plan. ▪ Describe two ways of protection from exposure to bloodborne pathogens. ▪ List two important steps to take if exposed to a bloodborne pathogen. 	<p>All employees in home health services</p>	<p>1</p>
<p>HH-Care of the Cognitively Impaired*</p>	<p>This course defines cognitive impairment and dementia and helps educate the average non-medically trained employee in how to recognize the symptoms of cognitive impairment and understand the special needs of affected patients.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe long-term cognitive impairment (dementia), which may affect some patients in the agency. ▪ Identify some of the major symptoms of dementia. ▪ Describe some non-medical actions that help when caring for a patient with cognitive impairments and dementia. ▪ Describe alternative care programs for the cognitively impaired. ▪ Describe the impact of dementia upon a patient and the family. ▪ List two ways to help support the patient's family. 	<p>All employees in home health care</p>	<p>1</p>
<p>HH-Durable Medical Equipment*</p>	<p>Workers in home health agencies need to be able to work with durable medical equipment (DME). This course defines DME, explains the various types of DME used in the home, and describes ways</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List three examples of DME used in the home. ▪ Identify the safety precautions for each piece of equipment. ▪ State the home health requirements of 	<p>All home health agency employees</p>	<p>1</p>



	to keep patients safe when using DME.	the Safe Medical Device Act of 1990 and 1999.		
HH-HIPAA Privacy Rule Component*	This course introduces home health agency employees to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It reviews patients' privacy rights provided under HIPAA and outlines strategies for employees to safeguard protected patient health information.	The learner will be able to: <ul style="list-style-type: none"> List at least three privacy rights patients have under the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Differentiate between uses and disclosures. List at least two ways to safeguard protected patient health information. 	All employees in home health care	1
HH-HIPAA Security Rule*	This course provides general security awareness training for agency staff to satisfy the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Security Rule. It also covers the Federal Trade Commission (FTC) "Red Flags" Rule and secured/unsecured protected health information.	The learner will be able to: <ul style="list-style-type: none"> Identify the basic requirements of the HIPAA Security Rule. Describe Electronic Protected Health Information (EPHI). Identify at least two technical security mechanisms to protect transmitted data. List at least two measures to take to protect computers from viruses and malicious software. Describe how to respond to information security incidents. List two examples of "red flags" that could indicate identity theft. State the difference between secured and unsecured protected health information. 	All employees in home health care	1
HH-Introduction to Infection Control*	This course covers basic essential information that can halt the spread of infection by applying the Standard Precautions of the Centers for Disease Control (CDC). Every worker is responsible for preventing the spread of infection. This course covers the modes of transmission through the chain of infection. It shows how basic infection control measures can break the chain of infection and prevent the spread of disease. It also discusses why patients are at risk for infection.	The learner will be able to: <ul style="list-style-type: none"> Describe factors that place elderly patients at risk for infection. Describe how infection spreads. Explain the correct way to wash hands. Describe the proper use of alcohol-based hand rub (ABHR). Describe the proper way to dispose of biohazardous waste. List two types of personal protective equipment. 	All employees in senior care	1



HH-OASIS*	OASIS stands for The Outcome and Assessment Information Set. Outcomes, as measured in OASIS, measure changes in a patient's health status between two points in time. This course teaches about the OASIS document and how to record and transmit accurate data.	The learner will be able to: <ul style="list-style-type: none"> ▪ List one way OASIS benefits patients. ▪ List one way OASIS benefits clinicians. ▪ List one way OASIS benefits agencies. ▪ Describe the standards contained in the Comprehensive Assessment CoPs. 	All employees in home health care	1
HH-Patients' Rights*	Home health patients have certain rights under Federal and State law. This course helps staff better understand these rights and describes ways they can protect and promote patients' rights.	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe the purpose of the Patients' Rights document. ▪ List four patients' rights. ▪ Describe four ways to protect patients' rights. 	All home health agency employees	1
HH-Payment and Reimbursement*	Three million elderly and disabled Medicare beneficiaries receive care from Medicare-certified home health agencies throughout the United States every year. They receive services such as skilled nursing, therapy, medical social services, and home health aide services. This course provides a basic understanding of how home health care agencies are reimbursed for these services. The course also reviews the Outcome and Assessment Information Set (OASIS) general assessment guidelines.	The learner will be able to: <ul style="list-style-type: none"> ▪ Give at least two examples of services that can be provided by a home health care agency. ▪ List the six main features of the home health care payment system. ▪ Describe the basic OASIS document guidelines. ▪ List four aspects of the OASIS document that impact reimbursement. 	All home health care licensed professionals	1
HH-Performance Improvement*	This course will introduce the basic principles of performance improvement. Home care workers will learn how to help their agency use performance improvement to enhance services, increase patient and employee satisfaction, and save time and money.	The learner will be able to: <ul style="list-style-type: none"> ▪ List two main principles of performance improvement. ▪ List two benefits of performance improvement. ▪ List two basic performance improvement activities. ▪ List two quality improvement/performance improvement practices. ▪ Describe the proper way to handle patient complaints. 	All home health agency employees	1
HH-Preventing,	Workers in home care agencies should know how to prevent,	The learner will be able to: <ul style="list-style-type: none"> ▪ Define different types of patient abuse 	All home health agency	1



<p>Recognizing and Reporting Patient Abuse*</p>	<p>recognize, and report patient abuse. This course helps workers identify and appropriately respond to situations that could be considered patient abuse.</p>	<p>that can occur.</p> <ul style="list-style-type: none"> ▪ List two ways to prevent patient abuse. ▪ Describe how to report patient abuse. 	<p>employees</p>	
<p>HH-Transmission-Based Precautions*</p>	<p>This course covers transmission-based precautions. Contact, airborne, and droplet precautions are discussed as well as the patient conditions for which these different precautions are needed. This course also discusses ways to prevent the spread of tuberculosis.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how transmission-based precautions differ from standard precautions. ▪ Define contact precautions. ▪ Define droplet precautions. ▪ Define airborne precautions. ▪ List at least two ways to prevent the spread of tuberculosis. 	<p>All employees in senior care</p>	<p>1</p>
<p>HH-Understanding Alzheimer’s Disease / Dementia*</p>	<p>This course helps gain an understanding of Alzheimer’s disease and the effect the disease has on patient behavior. When equipped with this knowledge, home care staff will be better able to provide the care and problem solving that the Alzheimer’s patient needs. Home care staff will also be better able to provide needed support and teaching to patient caregivers and other family and friends of the Alzheimer’s patient.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between primary and secondary dementia. ▪ Describe the damage to the brain that happens with Alzheimer’s disease. ▪ Describe the stages of Alzheimer’s disease. ▪ List at least two techniques to try when dealing with Alzheimer’s patients. 	<p>Anyone caring for patients with Alzheimer’s disease</p>	<p>1.5</p>
<p>HH-Workplace Safety*</p>	<p>Workers in home health agencies need to know about workplace safety issues, both in the home care agency and in the patient’s home. This course will help to recognize potential workplace dangers at the agency as well as in the patient’s home. It also teaches important safety tips to protect the worker and patients.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the proper use of a fire extinguisher. ▪ List two patient home safety measures. ▪ List two employee safety measures. ▪ List two safe driving practices. ▪ List two ways to avoid back injury. 	<p>All home health agency employees</p>	<p>1</p>
<p>Influenza Prevention Protocols for Senior Care*</p>	<p>This course describes ways to protect and prevent the spread of influenza in the senior care facility.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe what the flu is. ▪ Describe how the flu is spread. ▪ List at least 3 ways to prevent flu. ▪ List at least 2 ways to treat the flu. 	<p>All employees in a senior care community</p>	<p>1</p>



Stress Management for Senior Care Staff Members*	Senior care staff members have a very important role. They provide care to seniors and people with disabilities. The care provided helps people maintain their health, well-being, and independence. Caring for other people is rewarding but it can also be stressful. This course will help to recognize and manage stress.	The learner will be able to: <ul style="list-style-type: none">▪ Define stress.▪ Explain why stress management is important to personal well-being and job performance.▪ Recognize stressful situations and circumstances.▪ Identify several effective ways to manage stress.	All senior care staff members	1
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LEADERSHIP CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
Coaching: Implications for Long-term Care*	The goal of coaching is to help employees enhance performance while developing the ability to learn and apply new concepts and ways of thinking. It aims to help people solve their own problems by being creative within the scope of their responsibilities. This course covers coaching specifically in the long term care environment. It describes the benefits of coaching, discusses reasons for employees' non-performance and identifies measures to implement a coaching approach.	The learner will be able to: <ul style="list-style-type: none"> ▪ Define coaching. ▪ List at least two benefits of coaching. ▪ Identify at least two reasons for employees' non-performance. ▪ Identify at least two measures that implement a coaching approach. 	Long-term care leaders and managers	1
Critical Thinking 101*	Critical thinking is an active, purposeful, organized, outcome-directed cognitive process used to carefully examine our thinking and the thinking of others. Critical thinking is crucial to managing the flow of information that is part of everyday life in long term care. This course covers the basic concepts involved with critical thinking.	The learner will be able to: <ul style="list-style-type: none"> ▪ Define critical thinking. ▪ Define and describe critical thinking skills. ▪ Quantify steps used in critical thinking. ▪ Give examples of non-critical thinking. ▪ List characteristics of expert critical thinkers. 	Long-term care leaders and managers	1
Critical Thinking: Implications for Long-term Care Leadership*	Critical thinking consists of the mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. Critical thinking involves a set of cognitive or "thinking" skills and an intellectual commitment to using the information gained to inform and direct behavior. This	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe the process of critical thinking. ▪ Explain the relevance and benefits of critical thinking to long term care management. ▪ List practical ways in which critical thinking can be fostered in the long term care environment. 	Long-term care leaders and managers	1



	course covers the critical thinking process and describes the relevance, benefits and practical ways to apply critical thinking to the long term care environment.			
Embracing Diversity*	Once a culture change journey has been adopted, it only makes sense that part of this process is to embrace the diversity that exists in the home, both within its staff and its residents. This course covers the changes that are made when a home makes a commitment to embrace diversity as part of its culture change journey.	The learner will be able to: <ul style="list-style-type: none"> Describe how regulations are supportive of initiatives that embrace diversity. Describe the Eden Alternative® Golden Rule. List two ways to enhance communication with residents who have difficulty communicating. List two activities that are appropriate for the elderly. Describe two ways to honor the traditions of residents. 	Direct care employees in senior care	1
Enhancing the Dining Experience*	Once a culture change journey has been adopted, changes to the dining experience are often one of the first initiatives. This course covers the changes that are sometimes made to the dining experience as part of a home's culture change journey.	The learner will be able to: <ul style="list-style-type: none"> Describe the difference between dining and eating. Describe how regulations are supportive of person-centered care dining initiatives. List at least two changes that can be made to liberalize a resident diet. List at least two changes that can be made in the home to enhance the resident dining experience. List at least two positive effects of enhancing the dining experience. 	Direct care workers in senior care	1
Ethical Decision-making in Senior Care*	This course is about ethics in the workplace. It covers the basic skills needed to make the right decision in a tough situation.	The learner will be able to: <ul style="list-style-type: none"> Define ethics. Recognize examples of ethical situations and problems that may occur in senior care settings. Identify ways to approach an ethical problem in the workplace and make the best possible decision. 	Leaders and managers in senior care	1
F-520: Quality Assessment and Assurance*	QAA stands for quality assessment and assurance. It encompasses all managerial, administrative, clinical, and environmental services and helps keep systems functioning satisfactorily and consistently.	The learner will be able to: <ul style="list-style-type: none"> Describe quality assessment and assurance (QAA) regulatory requirements. Outline QAA investigative protocol and implications for deficiencies. Define the role of action plans in 	Nursing facility leaders	1



	This course covers the components of the QAA process, as well as ways to comply with QAA regulatory requirements.	<p>addressing identified QAA opportunities.</p> <ul style="list-style-type: none"> Identify opportunities for interdisciplinary staff participation in QAA activities. 		
Introduction to Linen Management in Long-Term Care*	Managers in long term care communities should be familiar with basic laundry operations. This course will assist the long term care manager in overseeing a more productive and effective laundry operation. Laundry operations, laundry staffing and soiled linen considerations will be discussed.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain the importance of laundries to a long term care facility. Describe some of the qualities of a good laundry staff member. Discuss the safe management of soiled as well as contaminated laundry. 	Long-term care administrators, laundry managers and laundry supervisors	1
Introduction to Profit and Loss Statement Analysis*	Administrators in the senior care profession must understand and be able to analyze a profit and loss statement to better manage the financial operations of a facility. The purpose of this program is to help Administrators better understand and analyze a profit and loss statement. Administrators will also learn how to analyze revenue and expenses as reported.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Understand and analyze a profit and loss statement. Understand and analyze revenue as reported. Understand and analyze expenses as reported. 	Administrators in senior care	1
Linen Management in Long-Term Care: Inventory and Control*	Managers in long term care communities should be familiar with basic laundry operations. This course will assist the long term care manager in overseeing a more productive and effective laundry operation. Laundry inventory and control will be discussed.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Describe the proper procedures for transporting, handling, and storing linen. Discuss laundry and linen inventory and control. Discuss linen usage and replacement. Describe modular inventory and how it is integrated into laundry operations. 	Long-term care administrators, laundry managers and laundry supervisors	1
Linen Management in Long-Term Care: Personal Laundry and General Laundry Housekeeping Issues*	Managers in long term care facilities should be familiar with basic laundry operations. This course will assist the long term care manager in overseeing a more productive and effective laundry operation. We will discuss personal laundry, general	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain the significance of personal laundry to general laundry operations. Discuss the use of water and energy during laundry operations. Describe the proper personal protection precautions necessary when handling laundry. 	Long-term care administrators, laundry managers and laundry supervisors	1



	laundry housekeeping issues, and energy conservation in laundry operations in this course.	<ul style="list-style-type: none"> ▪ Discuss the advantages and disadvantages of using ozone in laundry operations. ▪ List some general laundry housekeeping standards. 		
Linen Management in Long-Term Care: The Wash and Drying Cycle*	Managers in long term care communities should be familiar with basic laundry operations. This course will assist the long term care manager in overseeing a more productive and effective laundry operation. Laundry equipment, wash cycle chemistry, and drying techniques will be discussed in this course.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List the advantages and disadvantages of different laundry additives. ▪ Describe various types of laundry equipment. ▪ Describe basic laundry water chemistry as it relates to the pH of laundry water. ▪ Explain the most effective manner of drying laundry and linen. 	Long-term care administrators, laundry managers and laundry supervisors	1
Person-Centered Care: A Long Term Care Cultural Transformation*	Culture change is the term that is used to describe the transformational change being embraced by providers across the spectrum of senior care. This course covers culture change and how it may affect your organization. In this course, we describe models of culture change, and we look at the changes that are sometimes made as part of a home's culture change journey.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe culture change. ▪ List the Institute for Caregiver Education's™ five core principles of culture change. ▪ Describe at least one model of culture change. ▪ Describe three changes that might be part of a culture change movement in an organization. 	Direct care workers in senior care	1



LONG TERM CARE CORE CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
Accident Prevention and Management*	There are many hazards that exist in everyday life. Not all accidents can be avoided. Because some residents are frail, they may be more vulnerable to hazards in the resident environment. This can result in life-threatening injuries. The facility and its entire staff have a responsibility to ensure the safest environment possible for residents.	The learner will be able to: <ul style="list-style-type: none"> ▪ Define an accident. ▪ State the difference between an avoidable and an unavoidable accident. ▪ Identify three hazardous situations that can occur in a facility. ▪ Identify three risk factors that may increase a resident’s potential for having an accident. ▪ Define at least two risks involved with the use of assistive devices. ▪ Identify three actions to take to reduce the risk of accidents and injuries to residents. 	All employees in senior care	1
ADLs and Restorative Nursing - The Basics*	Activities of Daily Living (ADLs) are the tasks every person performs to get through the day. This course teaches about each of the ADLs in senior care, why the ability to perform or be assisted with ADLs is important to residents, and ways regulations impact ADL care in senior care. This course also reviews why residents can have a decline in ADLs, and how restorative nursing programs help residents function as independently as possible.	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe why the ability to perform or be assisted with ADLs is important. ▪ List two reasons why a person can have a decline in ADLs. ▪ List two ways regulations impact ADL care. ▪ Describe how restorative nursing differs from therapy programs. 	All employees in senior care	1
Advance Directives*	This course provides information regarding advance directives, living wills, durable power of attorney, and advance instructions for mental health treatment. It discusses the relevance of these resources in providing safe and effective care to residents in accordance with their wishes.	The learner will be able to: <ul style="list-style-type: none"> ▪ Explain the intent of the Resident Self-Determination Act. ▪ Describe two types of advance directives and their importance. ▪ Demonstrate that a person's wishes regarding his health care, treatment, and end-of-life desires should be honored and respected. 	All employees in long-term care	1



<p>An Introduction to Infection Control*</p>	<p>This course covers basic essential information that can halt the spread of infection by applying the Standard Precautions of the Centers for Disease Control (CDC). Every worker is responsible for preventing the spread of infection. This program covers the modes of transmission through the chain of infection. It shows how basic infection control measures can break the chain of infection and prevent the spread of disease. It also discusses why residents are at risk for infection.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe factors that place residents at risk for infection. ▪ Describe how infection spreads ▪ Explain the correct way to wash your hands ▪ Describe the proper use of alcohol-based hand rub (ABHR) ▪ Describe the proper way to dispose of biohazardous waste ▪ Describe the proper way to handle soiled linen ▪ List two types of personal protective equipment 	<p>All employees in senior care</p>	<p>1</p>
<p>Back Injury Prevention</p>	<p>This course describes ways to reduce the risk of back injury in the long term care workplace. It covers how to lift, move, and put down a heavy load; the consequences of improper lifting; the best posture to use; and back-strengthening exercises.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the components of a normal, healthy back. ▪ Identify employees who are at risk for back injury. ▪ Describe the safe way to lift, carry, and set down an object. ▪ List at least three risk factors that can lead to back injury. ▪ Describe the benefits of exercising. ▪ State why it is important to report back injuries. 	<p>All employees in long-term care</p>	<p>1</p>
<p>Basic Supervisory Skills*</p>	<p>A leader is someone who guides, directs, and coaches others. A leader motivates others to work toward common goals. This course will help the new or seasoned supervisor learn how to be an effective leader through communication, time management, and team building.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List at least two characteristics of an effective leader. ▪ List at least two barriers to listening. ▪ Identify at least three ways to effectively manage your time. ▪ Identify two ways to make a difference in employee attitudes. 	<p>All employees in senior care</p>	<p>1</p>
<p>Bloodborne Pathogens*</p>	<p>This course covers OSHA's standard "Occupational Exposure to Bloodborne Pathogens" and the Needlestick Safety and Prevention Act. It discusses</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List at least two bloodborne pathogens present in your facility ▪ Describe two ways to protect yourself from exposure to bloodborne pathogens 	<p>All employees in senior care</p>	<p>1</p>



	hepatitis B virus (HBV), hepatitis C virus (HCV), human immunodeficiency virus (HIV), and ways to be protected from exposure to these pathogens.	<ul style="list-style-type: none"> ▪ Identify a designated individual or position at your facility to contact if you have additional questions on the information in this course 		
Care of the Cognitively Impaired*	This course defines cognitive impairment and helps educate the average, non-medically trained employee in how to recognize cognitive-impairment symptoms and understand affected residents' special needs.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe long term cognitive impairment (dementia). ▪ Identify some of the major dementia symptoms. ▪ Describe some nonmedical actions that help when caring for the cognitively impaired. ▪ Describe alternative care programs for the cognitively impaired. 	All employees in a long-term care facility	1
Corporate Compliance*	In this course, participants will learn what corporate compliance is and the benefits of a compliance program. They will learn how to identify Medicare and Medicaid fraud and abuse and the seven basic elements of a compliance program. Participants also learn about risk areas and what can happen when a facility's compliance program is not followed.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ State what a corporate compliance program is. ▪ Identify the benefits of a compliance program. ▪ Define Medicare and Medicaid fraud and abuse. ▪ Identify the seven basic elements of a compliance program. ▪ Identify noncompliance risk areas. ▪ Identify consequences of noncompliance. 	All employees in senior care	1
Creating a Restraint Free Environment*	It is important to create a restraint-free environment within the long term care setting. This course helps employees better understand the dangers of physical and chemical restraints, and describes alternatives to traditional methods of restraint.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the regulations that affect the use of restraints in health care. ▪ Identify traditional methods of restraining residents. ▪ Describe why traditional restraint methods are harmful and dangerous to residents. ▪ Describe safe and acceptable alternatives to traditional restraints. ▪ Determine when a device or medication is a restraint for one resident but not for another. 	All employees in a long-term care facility	1
Customer Service	This course covers basic customer service principles that all long term care employees can apply when interacting with their facility's	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define customer service. ▪ Identify internal and external customers. ▪ Communicate effectively with facility 	All workers in a senior care setting	1



	customers.	customers. <ul style="list-style-type: none"> Properly answer the telephone in the facility. 		
Definitions for ADLs, Self-Performance and Support Provided*	The activities of daily living (ADL) section of the minimum data set (MDS) is a very important, complex part of the resident assessment. This course covers what all staff members need to know in order to answer the questions that deal with ADLs as accurately as possible using the MDS definitions for each ADL. This course has been updated to include information for MDS 3.0.	The learner will be able to: <ul style="list-style-type: none"> Define each ADL according to the MDS. Describe the different levels of resident self-performance. Describe the different levels of staff support. Apply the concepts of resident self-performance and staff support provided to case examples. 	All employees in senior care	1
Devices and Equipment*	Workers in long-term care facilities need to be able to work with devices and equipment. This course explains the various types of devices and equipment used in the facility and describes ways to keep residents safe when using them.	The learner will be able to: <ul style="list-style-type: none"> Define what an assistive device is. List three examples of devices or equipment used in a long-term care facility. Describe at least two ways to keep residents safe when using assistive devices and equipment. 	All employees in long-term care	1
Emergency Preparedness in Long-term Care*	Employees in long term care facilities should know how to protect themselves and residents in the event of natural and man-made emergencies. This course helps employees to better identify and respond to emergencies.	The learner will be able to: <ul style="list-style-type: none"> Identify who will be in charge during an emergency. Identify how instructions will be received. Describe at least four types of emergencies that could occur in the facility. Describe how to react to each type of emergency. Describe the purpose of material safety data sheets (MSDSs). Identify where to find MSDSs in the facility. 	All employees in long-term care	1
End of Life: Grief, Loss, Death and Dying*	It is natural to avoid thinking—never mind talking—about dying. Death is often an uncomfortable subject. Every person is different, and the paths to death will vary. Everyone should think about	The learner will be able to: <ul style="list-style-type: none"> Describe how the process of dying has changed over the past 30 years. Describe the goals of palliative care. Describe the communication process at the end of life. Identify the ethical issues surrounding 	All senior care nursing staff	1



	<p>and discuss the end-of-life process before it happens. Individuals can decide whether they want aggressive treatment that might prolong life or whether they prefer to stop treatment, which could mean dying earlier but more comfortably. Caring for a dying loved one is not easy. Even when the end of life is approaching, many patients, caregivers, and families feel unprepared. This course will provide a general description of what to expect before and after death has occurred. The goal is to help understand what can be done to increase a patient's comfort.</p>	<p>end-of-life decisions.</p> <ul style="list-style-type: none"> ▪ Identify the physical process of dying. ▪ Discuss loss, grief, and bereavement. 		
<p>Fire Safety for Workers in Long-term Care*</p>	<p>This course describes how fires start, how to prevent fires, and what to do when a fire breaks out in the facility. This course also describes the proper use of fire extinguishers.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ State how quickly one needs to respond to a fire emergency. ▪ List the four components needed to start a fire. ▪ Describe the proper way to check behind a door for a suspected fire. ▪ Prioritize which residents to rescue first in the event of a fire emergency. ▪ Describe how to sound the alarm if there is a fire in the facility. ▪ Recall the need to keep fire doors clear in the facility. ▪ Describe what to do if a resident's clothes are on fire. ▪ Identify the proper type of fire extinguisher to use for different types of fires. ▪ Describe the proper technique for using a fire extinguisher. ▪ Describe how to evacuate residents if there is a fire in the facility. 	<p>All employees in a long-term care facility</p>	<p>1</p>
<p>Hazard Communication: Your Right to Know</p>	<p>This course informs employees about hazards in the long term care workplace. It provides information and training that is</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the purpose of hazard communication regulations. ▪ Identify hazardous materials in the facility. 	<p>All employees in a long term care facility</p>	<p>1</p>



	<p>required to work safely with chemicals and to comply with the requirements of 29 CFR 1910.1200, Hazard Communication Standard. Employees will learn what types of chemicals they may be exposed to at work and what protective measures are available to prevent adverse effects from occurring.</p>	<ul style="list-style-type: none"> ▪ Interpret product labels and warnings. ▪ Describe the purpose of the material safety data sheet (MSDS). ▪ Describe how to protect themselves, co-workers, residents, and visitors from hazardous materials. ▪ Describe what to do if an exposure occurs. 		
HIPAA Privacy Rule Component*	<p>This course introduces long term care employees to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It reviews residents' privacy rights provided under HIPAA and outlines strategies for employees to safeguard protected resident health information.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List at least three privacy rights residents have under the Health Insurance Portability and Accountability Act of 1996 (HIPAA). ▪ Differentiate between uses and disclosures. ▪ List at least two ways to safeguard protected resident health information. 	All employees in a long-term care facility	1
HIPAA Security Rule*	<p>This course provides general security awareness training for senior care staff to satisfy the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Security Rule. It also covers the Federal Trade Commission (FTC) "Red Flags" Rule and secured/unsecured protected health information.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basic requirements of the HIPAA Security Rule. ▪ Describe Electronic Protected Health Information (E PHI). ▪ Identify at least two technical security mechanisms that should be put in place to protect transmitted data. ▪ List at least two measures that should be taken to protect computers from viruses and malicious software. ▪ Describe how to respond to information security incidents. ▪ List two examples of "red flags" that could indicate identity theft. ▪ State the difference between secured and unsecured protected health information. 	All employees in senior care	1
How to Avoid Documentation Errors*	<p>The purpose of the medical record is to provide information to support quality care and services delivered to residents. This course covers ways to avoid common documentation errors.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe why accurate documentation is important. ▪ Identify documentation standards and common documentation errors. ▪ List at least two ways to avoid documentation errors. 	Employees who document care given to residents in long-term care facilities	1



<p>How to Document ADLs*</p>	<p>This course teaches how to translate into documentation ADLs, different self-performance levels and the MDS terms used to describe how much support is needed.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Determine the parameters that cause resident self-performance to move to the next assistance level. ▪ Determine the parameters that cause staff support to move to the next level. ▪ Translate terms for resident self-performance and staff support to MDS code. 	<p>Direct care employees and licensed staff</p>	<p>1</p>
<p>Influenza Prevention Protocols for Senior Care*</p>	<p>This course describes ways to be protected from and prevent the spread of influenza in the senior care facility.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe what the flu is. ▪ Describe how the flu is spread. ▪ List at least 3 ways to prevent flu. ▪ List at least 2 ways to treat the flu. 	<p>All employees in a senior care community</p>	<p>1</p>
<p>Maintaining Nutrition in the Elderly*</p>	<p>Impaired nutritional status is not a normal part of aging. Early identification of residents with or those at risk for, impaired nutrition allows the interdisciplinary team to develop and implement interventions to stabilize or improve nutritional status before additional problems arise. This course covers the process of identifying and assessing each resident's nutritional status and risk factors, evaluating and analyzing the assessment information, developing and consistently implementing relevant interventions, and monitoring the interventions' effectiveness.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List three ways to enhance a resident's appetite. ▪ Describe when it is recommended to weigh a resident. ▪ Name three nutritional interventions to implement for a resident. 	<p>Direct-care employees in long-term care</p>	<p>1</p>
<p>Overview of Aging and the Aging Process*</p>	<p>It is important for employees of long term care facilities to understand aging and the aging process. This course discusses common aging myths, attitudes toward older people, and changes that accompany aging. This course also presents tips for communicating and working with residents of long term care facilities.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish between the facts and myths of aging. ▪ Define ageism and understand why empathy is important in working with older adults. ▪ Describe common changes experienced by older adults. ▪ Describe effective ways to communicate and work with older adults. 	<p>Primary: Staff-level employees who are new to the senior living industry</p> <p>Secondary: Also applicable to managers who are new to the senior living industry</p>	<p>1</p>



<p>Pain Assessment and Management*</p>	<p>Pain should be considered the fifth vital sign. It is just as important as temperature, pulse, respirations, and blood pressure in determining well-being. At some time or another, everyone has experienced pain—whether it was a headache, broken bone, or pain from surgery. Pain can disrupt a person’s lifestyle and significantly impact quality of life. A thorough assessment, care plan, and pain management strategy helps keep the resident’s pain under control and enhances his quality of life.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the difference between acute and chronic pain. ▪ Describe the relationship between the regulations and the pain guidance. ▪ Describe ways to assess for pain in verbal residents. ▪ Describe ways to assess for pain in non-verbal residents. ▪ Describe how to manage pain using medication. ▪ Describe how to manage pain using non-pharmacological methods. 	<p>Clinical employees in senior care</p>	<p>1</p>
<p>Performance Improvement*</p>	<p>This course will introduce basic performance-improvement principles, sometimes called quality assurance. Workers will learn how to use performance improvement to enhance services, increase resident and employee satisfaction, and save time and money.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define performance improvement. ▪ Explain the performance-improvement process. ▪ List at least three areas monitored through the performance-improvement process. ▪ List two main performance-improvement principles. ▪ List three performance-improvement benefits. 	<p>All facility employees</p>	<p>1</p>
<p>Preparing for Pandemic Influenza*</p>	<p>A pandemic influenza outbreak can be devastating to a facility. Staff members may be unable to come to work, supplies may not be readily available, and residents needing acute care may not be able to be admitted to a hospital. Many things must be considered when developing a pandemic influenza outbreak plan because facility operations and community resources differ from one region to another. This course has been designed to provide the basic information needed to develop a plan, as well as the resources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ State three core principles for establishing a pandemic influenza outbreak plan. ▪ Identify three entities that the facility should establish relationships with as part of its plan. ▪ List at least two sources of information that can assist the facility in formulating a pandemic influenza outbreak plan. 	<p>All workers in senior care</p>	<p>1</p>



	needed for more information on pandemic influenza.			
Preparing for the Quality Indicator Survey*	Both the Quality Indicator Survey (QIS) and the traditional survey processes are focused on residents and on getting results. Deficiencies, both actual and potential negative outcomes, are determined through observation, medical-record review, and interviews. Staff interviews, during Stage I of the QIS process, are comprehensive and can identify care areas needing a more in-depth investigation during the survey. This course is designed to help staff become comfortable with the interview process.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the QIS process stage in which the staff interviews are conducted. ▪ Describe a method to prepare staff members for the QIS interview. ▪ Describe how the QIS interviews may be used as a quality-improvement tool. ▪ List examples of QIS interview questions. 	All workers in a long term care facility	1
Pressure Ulcer Prevention and Management*	Pressure ulcers are a serious issue in long term care facilities. They can cause a great deal of discomfort for residents, become a financial burden to treat, cause negative survey outcomes, and may lead to legal action. Effective November 12, 2004, the Centers for Medicare and Medicaid Services (CMS) updated the Guidance to Surveyors for F 314, Pressure Ulcers. This course covers these changes and describes what staff members need to know to be compliant with F 314.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List at least two risk factors that affect a resident's chances of developing pressure ulcers. ▪ Describe why good nutrition and hydration are important to help prevent pressure ulcers. ▪ Describe at least two ways to help prevent pressure ulcers from developing. ▪ Describe the pressure-ulcer stages. 	All workers in senior care	1
Preventing Foodborne Illnesses in the Kitchen*	Foodborne illnesses are caused by infectious or toxic microorganisms in food items. This course outlines the federal guidelines that impact the facility's kitchen and its operations. It also covers how to properly store, prepare,	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ State how to properly store food. ▪ Describe how hand washing helps prevent foodborne illnesses in residents. ▪ Describe how maintaining a clean kitchen helps prevent foodborne illnesses in residents. 	All workers in long term care	1



	serve, and dispose of food to prevent foodborne illnesses in residents.			
Preventing Sexual Harassment	In long term care facilities, close interaction between staff, residents, and volunteers can create environments with a high risk for sexual harassment. This course provides guidelines for behavior and conduct, and helps distinguish between what is appropriate and inappropriate in the workplace.	The learner will be able to: <ul style="list-style-type: none"> ▪ Define sexual harassment. ▪ Identify behavior that might be considered sexual harassment. ▪ Describe how sexual harassment affects morale, productivity, and trust. ▪ Identify the two major types of sexual harassment. ▪ State what actions to take against sexual harassment. ▪ State why employees are required to receive training and information related to sexual harassment in the workplace. ▪ State individual responsibility in preventing sexual harassment. 	All employees in a long term care facility	1
Preventing Slips, Trips and Falls	This course examines the causes of common slips, trips, and falls in long-term care facilities and looks at ways to prevent them from occurring. It describes techniques for reducing the impact of slips, trips, and falls and how to create a safe environment for both employees and customers of long-term care facilities.	The learner will be able to: <ul style="list-style-type: none"> ▪ Identify causes of slips, trips, and falls. ▪ Identify areas where slips, trips, and falls could occur in long-term care facilities. ▪ Describe ways to prevent slips, trips, and falls. ▪ Respond to accidents in the facility. 	All workers in a long term care facility	1
Preventing, Recognizing and Reporting Resident Abuse*	Employees in long term care facilities should know how to prevent, recognize, and report resident abuse. This course helps employees identify and appropriately respond to situations that could be considered resident abuse.	The learner will be able to: <ul style="list-style-type: none"> ▪ Define different types of resident abuse that can occur in a long term care facility. ▪ Describe ways to prevent resident abuse. ▪ Describe how to report resident abuse. 	All employees in senior care	1
Resident Activities – It’s Not Just Bingo Anymore	This course describes the regulations affecting the activity department. Participants will learn how activities can impact a resident’s quality of life. This course also covers how to set up an activity program for residents that meets the	The learner will be able to: <ul style="list-style-type: none"> ▪ Describe the regulations that affect the activity department. ▪ List ways that activities can impact a resident’s quality of life. ▪ Describe how to start or update an activity program to meet regulatory requirements as well as the residents’ needs. 	All workers in senior care	1



	regulatory requirements as well as the residents' needs and desires.			
Resident Lifting and Transfers*	This course describes ways to reduce the risk of back injury in the long-term care workplace for nursing assistants, nurses, and other workers who transport residents from one area of the nursing home to another and/or lift and turn residents on a regular basis.	The learner will be able to: <ul style="list-style-type: none"> Identify risky resident-handling situations where you could injure your back. List engineering, administrative, and work-practice controls that can be used to reduce back injuries. Describe resident fears about transfers. Describe ways to transfer residents safely. Describe how to report an injury. 	Employees who transfer residents from one place to another and/or lift and turn residents on a regular basis	1
Residents' Rights*	Residents in long term care facilities have certain rights under state and federal laws. This course helps employees better understand these rights and describes ways they can protect and promote residents' rights.	The learner will be able to: <ul style="list-style-type: none"> Describe the purpose of the Residents' Rights document. List four residents' rights. Describe four ways to protect residents' rights. 	All workers in a long term care facility	1
Stress Management for Senior Care Staff Members*	Senior care staff members have very important roles. They provide care to seniors and people with disabilities. The care provided helps people maintain their health, well-being, and independence. Caring for other people is rewarding but can also be stressful. This course will help employees to recognize and manage stress.	The learner will be able to: <ul style="list-style-type: none"> Define stress. Explain why stress management is important to well-being and job performance. Recognize what is personally stressful. Identify several effective ways to manage stress. 	All senior care staff members	1
The Basics of the Quality Indicator Survey*	In both the Quality Indicator Survey (QIS) and the traditional survey process, information is gathered on a sample of residents to identify the facility's compliance with the CMS federal regulations. States have been given 1 to 3 years to implement the QIS. This course covers the basics of the QIS to help employees with the transition from the traditional	The learner will be able to: <ul style="list-style-type: none"> Describe the purpose of the QIS process. State the differences between the QIS process and the traditional process. Describe the primary differences between Stage I and Stage II of the QIS process. List the types of QIS resident samples. Explain the different determinations of deficiency scope and severity. Describe how the QIS may be used as a 	All workers in a long term care facility	1



	survey to the QIS process.	quality improvement tool.		
The Ins and Outs of Documentation*	The purpose of the medical record is to provide information to support quality care and services delivered to residents. This course covers the ins and outs of documentation.	The learner will be able to: <ul style="list-style-type: none"> Identify who is responsible for documenting. Describe what should be documented. Identify when documenting should be done. Describe where specific documentation should be located Describe why accurate documentation is important. 	Employees who document care that is given in a long term care facility	1
The Responsibilities of the Board of Directors*	As corporate-responsibility issues fill the headlines, corporate directors' activities are being watched closely. Healthcare boards of directors have the opportunity to demonstrate leadership by putting in place quality systems that will advance both their organizations' respective missions and the nation's health. A board member has many different responsibilities—fiduciary, compliance, and quality of care—all of which are interlinked. None of these can stand independent of the others. This course will cover these responsibilities.	The learner will be able to: <ul style="list-style-type: none"> Define "duty of care." Describe the relationship between quality and efficiency in the healthcare system. List the personal-liability issues that exist for directors. Identify those most likely to bring a legal case against a for-profit corporation's directors. Identify those most likely to bring a legal case against a non-profit corporation's directors. Name the key players who participate in the compliance-reporting process "checks and balances." 	Board of Directors of a health care organization	1
Transmission-Based Precautions*	This course covers transmission-based precautions. Contact, airborne, and droplet precautions are discussed as well as resident conditions where these different precautions are needed. This course also discusses ways to prevent the spread of tuberculosis.	The learner will be able to: <ul style="list-style-type: none"> Describe how transmission-based precautions differ from standard precautions. Define contact precautions. Define droplet precautions. Define airborne precautions. List at least two ways to prevent the spread of tuberculosis in the facility. 	All workers in senior care	1
Understanding Alzheimer's Disease / Dementia*	This course helps participants understand the reasons residents with Alzheimer's disease behave the way they do. After completing this	The learner will be able to: <ul style="list-style-type: none"> Distinguish between primary and secondary dementia. Describe the brain damage that happens with Alzheimer's disease. 	Anyone caring for residents with Alzheimer's Disease / Dementia	1



	course, the participant will be better able to deal with unusual behaviors.	<ul style="list-style-type: none"> ▪ Describe the Alzheimer’s disease stages. ▪ List at least two techniques to deal with residents with Alzheimer’s disease. 		
Urinary Incontinence, Indwelling Catheters and Prevention of Urinary Tract Infections*	Urinary incontinence is one of the largest care issues facing long term care facilities. If not managed, it can be time-consuming, make the caregiver’s job more difficult, and decrease the resident’s dignity. On June 27, 2005, the Centers for Medicare & Medicaid Services (CMS) updated the Guidance to Surveyors for F 315 Urinary Incontinence and F 316 Indwelling Catheters. These two were combined into F 315, which now also includes prevention of urinary-tract infections. F 316 has been eliminated. This course covers these changes and describes what staff members need to know to be in compliance with F 315.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ List at least two risk factors that affect a resident’s chances of developing urinary-tract infections. ▪ Describe the different types of incontinence. ▪ Describe at least two ways to help urinary-tract infections from developing. ▪ Describe ways to treat urinary-tract infections. ▪ State two acceptable reasons for indwelling catheter use in long term care. ▪ State a quality-of-life concern related to incontinence. 	All workers in long term care	1
Violence in the Long Term Care Workplace	This course discusses how employees at all levels can identify and respond effectively to the growing problem of violence in long term care facilities.	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define workplace violence. ▪ Identify factors that place long term care facility employees at risk. ▪ Identify people who may become violent. ▪ Identify ways to protect themselves from violence. ▪ Describe what to do if experiencing violence in the facility. 	All employees in long term care	1



MEDICAL TECHNICIAN CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
MT-Medications of Concern*	In the senior care setting, one goal of the health care team is to decrease the number of potential side effects or adverse drug events (ADEs). The Beers criteria is one set of guidelines that includes several medications that have the potential for unwanted side effects. This course takes a closer look at some medications that should be avoided in the senior care setting. These medications are referred to as medications of concern. The course will not address the entire list of medications found in the Beers criteria, but will focus on a small number of medications that are still prescribed for people in the senior care setting.	The learner will be able to: <ul style="list-style-type: none"> ▪ Identify at least three medications that are not appropriate for people in senior care settings. ▪ Describe common side effects of medications of concern in the senior care setting. ▪ List members of the health care team who can help identify medications that are potentially dangerous to people in the senior care setting. 	Employees who administer meds in the senior care setting	1
MT-Psychoactive Medications*	Psychoactive medications, sometimes known as psychotropic medications, are used to stabilize or improve mood, mental status, or behavior. These medications are used to treat, manage, or control symptoms associated with various emotional and behavioral disorders. Because these medications modify emotions or behaviors, they are also referred to as psychoactive medications. This course discusses the different classes of psychoactive medications, their use, and potential side effects.	The learner will be able to: <ul style="list-style-type: none"> ▪ Identify all required parts of a properly written order for a psychoactive medication ▪ List the general desired effects for psychoactive medications. ▪ List the general side effects for psychoactive medications. ▪ Discuss alternative interventions to psychoactive medications. 	Employees who administer meds in the senior care setting	1



<p>MT-Dangerous Medications / Coumadin and Insulin*</p>	<p>Healthcare personnel administer hundreds of medications every day. Several medications can be extremely dangerous. This course reviews Coumadin and short-acting insulin used for sliding scale administration.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Describe why Coumadin is prescribed. ▪ Identify potential Coumadin medication errors. ▪ Identify common sliding scale administration errors. ▪ Identify methods to prevent sliding scale documentation errors on the medication administration record (MAR). 	<p>Employees who administer meds in the senior care setting</p>	<p>1</p>
<p>MT-Diabetes and Sliding Scale Insulin*</p>	<p>Residents often need sliding scale insulin to help control blood glucose (blood sugar) levels. Sliding scale administration is one of the more challenging responsibilities healthcare personnel face. This course helps to develop essential skills for accurate sliding scale documentation.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Define Type 1 and Type 2 diabetes. ▪ Define fast-acting insulin. ▪ Identify different types of fast-acting insulin. ▪ Identify signs and symptoms of hyperglycemia and hypoglycemia. ▪ Identify the correct way to document blood sugar and sliding scale administration. 	<p>Employees who administer meds in the senior care setting</p>	<p>1</p>
<p>MT-How to Administer an Oral Inhaler*</p>	<p>This training will teaches how to administer a basic oral aerosol inhaler.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the parts of a basic oral inhaler. ▪ Identify the care of a basic oral inhaler. ▪ List the steps to administer a basic oral inhaler. ▪ Identify the steps to administer an inhaler with a spacer. 	<p>Employees who administer meds in the senior care setting</p>	<p>1</p>
<p>MT-Medication Preparation Process*</p>	<p>Who is the member of the health-care team in direct contact with a resident when medication is administered? It is the medication technician. This responsibility makes the medication technician one of the most important members of the health-care team. This course helps develop skills essential to accurate medication administration.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the difference between medication preparation and medication administration. ▪ Describe why accurate medication preparation leads to accurate administration. ▪ Identify two breakdowns in the medication preparation process. 	<p>Employees who administer meds in the senior care setting</p>	<p>1</p>



PERSONAL CARE CURRICULUM				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
PC-ADLs: Skin Care, Mouth/Denture Care and Hygiene*	As seniors begin to age, they may need assistance to perform activities of daily living (also known as ADLs.) ADLs include taking care of your skin, hair, and body; going to the bathroom; and dressing and undressing. This course covers the basic tasks involved in providing good skin care, mouth and denture care, and hygiene (which includes nail care and washing the hair of a person who is bedridden).	The learner will be able to: <ul style="list-style-type: none"> ▪ State three things that can lead to the formation of a pressure ulcer. ▪ State the location of at least three pressure points on the body. ▪ Describe the steps in washing a person’s hair in bed. ▪ Describe the steps in providing nail care. 	Direct care employees in senior care	1
PC-Helping with Bathing, Dressing/Undressing and Giving a Back Rub*	The term “activities of daily living” is a healthcare term. It describes all the tasks that someone could do for him- or herself every day. As seniors begin to age, they may need assistance to perform these tasks. This course covers the basic tasks involved in the four types of bathing, discusses how to help a person to dress and undress and how to give a person a back massage.	The learner will be able to: <ul style="list-style-type: none"> ▪ Demonstrate the proper steps in giving a complete bed bath, tub bath, partial bath, and shower. ▪ Explain how to properly help a person dress and undress. ▪ Explain why back massages are beneficial for a person. ▪ Describe the proper way to deliver a back massage. 	Direct care employees in senior care	1
PC-Let’s Talk About Therapy*	Therapists play an important role in the lives of the people in our facilities. This course is designed to provide an understanding of what Physical, Occupational, Speech, and Respiratory Therapists do.	The learner will be able to: <ul style="list-style-type: none"> ▪ Name two things that a physical therapist does. ▪ Name two things that an occupational therapist does. ▪ Name two things that a speech therapist does. ▪ Name two things that a respiratory therapist does. 	All employees in senior care	1
PC-Making an Occupied Bed, Intake / Output, Elimination and Elasticized Stockings*	Sometimes the people being cared for are unable to get out of bed in order to have the bed made. They may have certain conditions that require monitoring how much fluid they take in and put out, and	The learner will be able to: <ul style="list-style-type: none"> ▪ State how to make an occupied bed. ▪ Give three examples of what is considered a liquid. ▪ Name three ways the body loses fluids. ▪ State how to assist a person with a bed pan. 	Direct care employees in senior care	1



	<p>they may need to wear special stockings. Many are unable to get out of bed to use the bathroom. This course discusses these topics and how the caregiver should assist the people they care for with these tasks.</p>	<ul style="list-style-type: none"> ▪ State how to assist a person with a male urinal. ▪ State how to empty a urine collection bag. ▪ State how to apply elasticized stockings. 		
<p>PC-Nutrition, Hydration and Feeding Techniques*</p>	<p>Eating well is as important as eating enough. A person who eats regularly--three full meals a day--may still be undernourished. One-third of people over the age of 65 suffer from nutritional deficiencies. This course will cover the importance of nutrition and the challenges associated with maintaining proper nutrition for the elderly. The importance of proper hydration and the basics of feeding will also be discussed.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ Name two barriers to maintaining proper nutrition in the elderly person. ▪ Name two physical problems associated with aging that affect the elderly person's nutritional status. ▪ Name the five major food groups based on the food pyramid. ▪ State three ways to ensure proper hydration in the elderly person. ▪ Explain how to feed an elderly person who requires assistance. 	<p>Direct care employees in senior care</p>	<p>1</p>
<p>PC-Range of Motion and Proper Positioning*</p>	<p>Range of motion and proper positioning are very important for the well-being of the people for whom care is provided. Proper positioning helps maintain skin integrity, internal organ function and comfort. Muscles and tendons will atrophy, or shrink, if left immobile. Once the tendons have atrophied, it becomes painful to move the joint and limited mobility occurs. Eventually a contracture will form if immobility continues. Range of motion can help prevent contractures from developing.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ▪ State the difference between flexion and extension of a joint. ▪ State the difference between adduction and abduction of a joint. ▪ Demonstrate how to properly put the various joints of the body through passive range of motion. ▪ State five locations of pressure points on the body. 	<p>Direct care employees in senior care</p>	<p>1</p>



PC-Restorative Nursing*	The goal of restorative nursing is to help people maintain or return to their highest possible level of physical and mental functioning. A caregiver's responsibility is to ensure that each person is functioning as independently as possible. This course describes the different types of restorative nursing programs, the steps in restorative nursing program development, and assistive devices that can be used as part of a restorative nursing program.	The learner will be able to: <ul style="list-style-type: none">▪ Describe the different types of restorative nursing programs.▪ List the steps in restorative nursing program development.▪ Name at least two assistive devices that can be used as part of a restorative nursing program.▪ State why documentation is an important part of restorative nursing programs.	Direct care employees in senior care	1
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PREVENTING RESIDENT INJURY				
Course Title	Overview	Objectives	Target Audience(s)	Rated Hours
Preventing Adverse Medication Events*	Like people of other ages, older adults take medications when they are needed, both over-the-counter and prescription drugs. The purpose of this program is to help caregivers protect older adults from adverse medication events by recognizing danger, initiating safe practices, increasing the level of assistance when needed, and teaching safe behaviors to caregivers and older people.	The learner will be able to: <ul style="list-style-type: none"> ▪ Protect older adults from adverse medication events by recognizing danger. ▪ Initiate safe practices. ▪ Increase the level of assistance when needed. ▪ Teach safe behaviors to caregivers and older people. 	All workers in senior care	1.5
Preventing Burns and Scalds*	2.4 million burn injuries are reported each year in the United States. Thousands of people in the United States die every year of burns and burn-related infections. The primary cause of fatal burn injuries is fire. However, burns also result from hot liquids and hot surfaces. This program teaches the causes of fires and the most common burn injuries to older people.	The learner will be able to: <ul style="list-style-type: none"> ▪ Prevent burns, scalds, and related deaths by recognizing danger. ▪ Prevent burns, scalds, and related deaths by removing hazards from the environment. ▪ Prevent burns, scalds, and related deaths by increasing the level of care when needed. ▪ Prevent burns, scalds, and related deaths by teaching safe behaviors to both caregivers and older people. 	All workers in senior care	1.5
Preventing Choking and Aspiration*	As people age, they often have a greater need for caregiver assistance, especially at mealtime. In addition, the risk of injury or death from choking and aspiration increases. The purpose of this program is to help caregivers of older adults prevent choking, aspiration, suffocation, and strangulation.	The learner will be able to: <ul style="list-style-type: none"> ▪ Prevent choking, aspiration, suffocation, and strangulation in older adults by recognizing danger. ▪ Prevent choking, aspiration, suffocation, and strangulation in older adults by removing hazards from the environment. ▪ Prevent choking, aspiration, suffocation, and strangulation in older adults by increasing the level of assistance when needed. ▪ Prevent choking, aspiration, suffocation, and strangulation in older 	All workers in senior care	1



		adults by teaching safe practices to caregivers and older people.		
Preventing Elder Abuse*	People of all ages are dependent on others for care. As people age, the need for care increases and the risk of abuse also increases. The purpose of this program is to help caregivers of older adults prevent elder abuse.	The learner will be able to: <ul style="list-style-type: none"> Recognize abusive behaviors. Change stressful situations. Increase the level of assistance when needed. Teach caregivers how to provide an abuse-free environment. 	All employees in senior care	1
Preventing Falls*	Like people of other ages, older adults participate in a variety of activities. Many of these activities involve hazards that may contribute to a fall. This program helps caregivers protect older adults from falls. It covers death and injuries from falls, characteristics of fall injuries, aging and falls, and outlines hazards and prevention ideas.	The learner will be able to: <ul style="list-style-type: none"> Protect older adults from falls by recognizing danger. Remove hazards from the elderly person's environment. Increase the level of assistance you offer an elderly person when needed. Teach safe behaviors to caregivers and older people. 	All workers in senior care	1
Preventing Foodborne Illness*	Foodborne illness, commonly known as food poisoning, is a significant problem for people of all ages. Older people living independently may have problems with food storage, food handling, and food preparation, which increases their risk of foodborne illness. People living in long-term care facilities are also at increased risk for this problem. The purpose of this program is to help caregivers of older adults prevent foodborne illness. Participants will learn the importance of handling foods safely and be able to recognize situations that can cause foodborne illness.	The learner will be able to: <ul style="list-style-type: none"> Prevent foodborne illness by recognizing danger. Prevent foodborne illness by removing hazards from the environment. Prevent foodborne illness by increasing the level of care when needed. Prevent foodborne illness by teaching caregivers and older people safe practices. 	All workers in senior care	1.5
Preventing Infectious Diseases*	People of all ages contract infectious diseases. As people age, there is an increased risk of developing an infection. The purpose of this course is to help caregivers of older adults	The learner will be able to: <ul style="list-style-type: none"> Prevent infectious diseases by recognizing signs of infection. Prevent infectious diseases by removing hazards from the environment. Prevent infectious diseases by 	All workers in senior care	1.5



	prevent infectious diseases.	<p>increasing the use of prevention behaviors</p> <ul style="list-style-type: none"> Prevent infectious diseases by having a better understanding of infectious diseases and methods of infection control. 		
Preventing Malnutrition*	<p>People of all ages have important nutritional needs. As people age, however, their nutritional needs change, and the risk of malnutrition increases. In this course, participants will learn about the risk of malnutrition in the elderly, understanding malnutrition, aging and malnutrition, hazards and prevention ideas, and resident rights.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Prevent malnutrition by recognizing situations that increase risk. Prevent malnutrition by encouraging good nutrition. Prevent malnutrition by increasing the level of assistance when needed. Prevent malnutrition by enabling caregivers to provide good nutrition. 	All workers in senior care	1.5
Preventing Problem Use of Alcohol*	<p>Many adults of all ages consume alcoholic beverages. But, as people age, the risk of problems associated with the use of alcohol increases. The purpose of this program is to help caregivers of older adults prevent problem use of alcohol.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Prevent problem use of alcohol by recognizing danger. Prevent problem use of alcohol by changing behaviors or removing hazards from the environment. Prevent problem use of alcohol by increasing the level of supervision when needed. Prevent problem use of alcohol by teaching caregivers how to recognize and prevent problem use of alcohol. 	All workers in senior care	1.5
Preventing Suicide*	<p>People of all ages experience adverse life events, changes, and losses. In each situation, they respond in ways unique to their own personalities and coping styles. Among older adults, there is an increased risk of developing depression. When people become depressed, their risk of suicide increases. This program will help caregivers recognize depression and prevent suicide in older people.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Prevent suicide by recognizing warning signs. Prevent suicide by removing hazards from the environment. Prevent suicide by increasing the level of supervision when needed. Prevent suicide by teaching caregivers how to recognize depression and prevent suicide in older people. 	All workers in senior care	1.5