

Direct Care Worker Knowledge and Skills
Competencies – Arizona 2009 (May 09)

Level II Module – Aging and Physical Disabilities
DRAFT

Topics

- A. Chronic Diseases and Physical Disabilities
- B. Philosophy and Values of Providing Care and Support**
- C. Physical and Emotional Needs of an Individual
- D. Transfers and Positioning
- E. Personal Care
- F. Activities and Activity Planning
- G. Dementia-Specific Care
- H. Grief and end-of-Life Issues

Skills

Skills will be tested through description, role-play or simulation. The instructor will provide details about the scenario, adapting the scenario to the needs of the person receiving assistance. Instructors may ask for a description of the steps involved in performing skills, a simulation (role-playing) in a classroom setting, or demonstration in a home-setting where appropriate.

1. Assistance with activities of daily living.
 - a) *Dressing*
 - b) *Grooming, including nail care, oral care, hair care and shaving*
 - c) *Skin care, including the need to observe changes in the skin and to avoid skin irritants*
 - d) *Bathing (tub bath, shower, sponge bath / bed bath)*
 - e) *Toileting needs, including the use of incontinence products and colostomy devices*
 - f) *Meals (eating, tube feeding, assistive devices)*
2. Techniques for positioning and transferring a person
 - a) *Assistance with ambulation / use of gait belt.*
 - b) *Techniques for positioning a person (bed / wheelchair)*
 - c) *Transfer in and out of a wheelchair.*
3. Activity scenario
4. Redirect a person with dementia

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A. Chronic Diseases and Physical Disabilities

1. Explain the terms aging, chronic illness and disability.
2. Describe the following body systems and their function.
 - a) Heart and circulation
 - b) Lungs
 - c) Brain and nervous system
 - d) Skin, muscles and bones
 - e) Stomach, bowels and bladder
3. Explain the effect of aging on the body.
4. Describe these conditions and explain how each one would affect a person's care.
 - a) Heart disease
 - b) Chronic Obstructive Pulmonary Disease (COPD)
 - c) Emphysema and asthma
 - d) Stroke (brain attack or cerebrovascular accident)
 - e) Seizures
 - f) Pressure Ulcers
 - g) Arthritis
 - h) Osteoporosis
 - i) Contractures
 - j) Ulcers
 - k) Diarrhea, constipation, bowel obstruction
 - l) Kidney failure
 - m) Bladder infection
 - n) Diabetes
 - o) Edema
5. Give signs and symptoms related to a change of any of these conditions.
6. Describe what changes would need to be reported and to whom.
7. Describe signs and symptoms of anxiety and depression.
8. Explain the terms paralysis and amputation

Agency-specific competencies:

- Agencies may require additional training and/or competency testing on topics such as:
 - Parkinson's disease
 - Muscular dystrophy (MD)
 - Traumatic Brain Injury (TBI)
 - Spinal Cord Injury (SCI) and related plegias

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<ul style="list-style-type: none">▪ Heart attack (MI)▪ Angina▪ Congestive Heart Failure (CHF)▪ Amputation▪ Autonomic dysreflexia	
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B. Philosophy and Values of Providing Care and Support

1. Describe basic values of a person-centered approach.
2. Give examples of how to determine a person's abilities, needs, and wishes when providing services, in order to promote independent function and dignity.
3. Explain the difference between providing care and providing assistance or support.
4. Give examples of respectful behavior.
5. List important rights of individuals receiving services.
6. List the importance of teamwork in providing services.

C. Physical and Emotional Needs of an Individual

1. Describe the impact of aging on the physical and emotional needs of an individual.
2. Describe the physical and emotional needs of a person with a psychological or cognitive condition.
3. Discuss the possible emotional impact of a physical disability or chronic disease.
4. Describe how age, illness and disability affect sexuality

D. Transfers and Positioning

1. Identify and describe common assistive devices, including gait belt, walkers and wheelchairs.
2. Explain the importance of proper transfer skills and the safe use of assistive devices.

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3. Explain the importance of repositioning and list techniques for preventing skin damage and pressure ulcers.
4. Identify 3-4 characteristics of people who might be at risk for skin-integrity concerns.
5. Identify common causes of skin breakdown
6. Identify stages of skin breakdown.
7. Describe the use of a mechanical lift and/or slide board.
8. Describe and role-play techniques for positioning and transferring a person
 - a) Assistance with ambulation / use of gait belt.
 - b) Techniques for positioning a person (bed / wheelchair)
 - c) Transfer in and out of a wheelchair.

E. Personal Care

1. Identify and explain the relationship between a person's service plan and the DCW role when providing assistance with activities of daily living (ADLs).
2. Give examples of techniques that can be used to preserve dignity and privacy while providing personal care.
3. Give examples of techniques that can be used to promote independence and respect a person's preferences.
4. Simulate/role-play or describe assistance with ADLs.
 - g) Dressing
 - h) Grooming, including nail care, oral care, hair care and shaving
 - i) Skin care, including the need to observe changes in the skin and to avoid skin irritants
 - j) Bathing (tub bath, shower, sponge bath / bed bath)
 - k) Toileting needs, including the use of incontinence products and colostomy devices
 - l) Meals (eating, tube feeding, assistive devices)

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Agency-specific competencies:

- Agencies may require additional training and/or competency testing on topics such as:
 - Bowel care / bladder management services for a person with a SCI or TBI.
 - Nail care (use of razors, nail clippers, etc.)
 - Foot care for persons with diabetes
 - Use of assistive devices

F. Activities and Activity Planning

1. Identify basic principles and purposes of activities and give examples.
2. Describe how a person's functional status affects activities.
3. Give examples of activities suitable for consumers with specific disabilities.
4. Describe the individual's right to choose or refuse activities.
5. Give an example of choosing an activity appropriate to a person's cultural or religious background.
6. *Role-play / describe an activity scenario*

G. Dementia-Specific Care

1. Define different types of dementia
2. Describe the stages of dementia

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3. Understand changes in cognitive abilities, and describe the difference between normal forgetfulness and. forgetfulness associated with dementia.
4. Identify dementia-related symptoms of depression and withdrawal from normal life activities.
5. Understand changes in behavior and emotions.
6. Identify and describe dementia-specific care related to:
 - a. Communication issues and the use of a “life story”
 - b. ADLs
 - c. Managing difficult behaviors
 - d. Planning activities
 - e. Pain management
 - f. Safety issues
7. *Role-play or describe how to redirect a person with dementia*

H. Grief and End-of-Life Issues

1. Identify the stages of grief
2. Give examples of behaviors at different stages of grief
3. Understand that death is unique to each individual
4. Describe physical (and emotional) aspects of the dying process
5. Give examples of how cultural and family differences influence the death and dying process
6. Explain how a death can affect a DCW.
7. Identify and explain coping strategies relevant to grieving and/or dying.
8. Describe resources the community has to offer.