



Principles of Caregiving

CAREGIVING FUNDAMENTALS

A training program
for caregivers, personal
attendants and direct
support professionals.

THE ARIZONA DIRECT CARE CURRICULUM PROJECT.

June 2008

Principles of Caregiving includes the following modules. Each module consists of a trainer manual, a student manual, and a slide presentation.

Caregiving Fundamentals
Aging and Physical Disabilities Module
Developmental Disabilities Module
Alzheimer's Disease and Other Dementias Module



**Arizona Direct Care Curriculum Project,
*Principles of Caregiving.***

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- p. 13 The Independent-Living-Movement Philosophy. From Arizona Bridge to Independent Living (ABIL), Personal Assistant Training Manual.
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- p. 34 "Facial Expressions" from "Non-Verbal Communication," The Provider's Guide to Quality & Culture, Management Sciences for Health, <http://erc.msh.org/mainpage.cfm?file=4.6.0.htm&module=provider&language=english>
- p. 45 People First Language. Kathie Snow. www.disabilityisnatural.com.
- p. 53 The section on cross-cultural communication was adapted from "Introduction to Cultural Competency," Value Options 2004.
- p. 66 "Stress – How it Affects Us." The Stress Management Society, Harrow, United Kingdom. <http://www.stress.org.uk/4617/9903.html>
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- p. 123 Foot Care for People with Diabetes, Novo Nordisk Inc. October, 2005.
- p. 124 ff and p. 151 ff. Selected images with permission from Southwest Medicals, Home Health Care Products and Medical Supplies. <http://www.southwestmedicals.com/>
- p. 155 Adapted from "How to Understand and Use the Nutrition Facts Label", U.S. Food and Drug Administration, <http://www.cfsan.fda.gov/~dms/foodlab.html>
- p. 169 The section on fall prevention was adapted from "Falls among Older Adults, An Overview." <http://www.cdc.gov/ncipc/factsheets/adultfalls.htm>

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The opinions expressed in this material do not represent the official positions of these agencies.



Preface to the *Principles of Caregiving*

The Arizona Direct Care Curriculum Project:

The Development of Standardized Direct Care Professional Training in Arizona

The need for home and community-based caregiving is one of the most compelling issues of our time. It will affect nearly every family in America. In order to be ready to meet the increasing demand for home and community-based services, Arizona must develop a capable and compassionate workforce of caregivers. We are clearly moving in that direction with the support of Arizona's policy makers and service providers. We are preparing to meet these challenges by creating tools and resources to assist in developing an adequate supply of qualified and well-trained long-term care workers, including caregivers, personal attendants, and direct support professionals.

In 2002, Arizona passed legislation to increase the wages of these direct care professionals, thereby recognizing the importance of the long-term care workforce. At the same time, the Senate Ad Hoc Committee on Caregiver Wages and Workforce Development was established. The purpose of the Committee was to define critical policy concerns and emerging issues regarding long-term care and caregivers. In addition, the committee was to develop cost-effective strategies to promote and encourage caregiver workforce development that would support and strengthen family and informal caregiving as a key component of long-term care.

In 2004, Governor Janet Napolitano appointed the Citizens Work Group on the Long-Term Care Workforce (CWG) to further develop and provide recommendations for improving the quality of the long-term care workforce. The CWG identified guiding principles for the development of an improved and enhanced direct care workforce, to include: 1) promotion of person-centered care practices, 2) recognition of the value of the direct care worker, and 3) assurance of access to care and quality of care in long-term care settings.

In 2005, the CWG laid out ten recommendations. One called for the implementation of a standardized, uniform, and universal training curriculum for the direct care workforce. Complimentary specialty modules would include skills and knowledge to work with the elderly and individuals with physical disabilities, developmental disabilities, dementia and Alzheimer's disease, and behavioral health disease.

With the continued support of Governor Napolitano, the CWG is currently serving as the Core Curriculum and Expansion Committee of the Interagency Council on Long-Term Care (IACLTC) to further develop and disseminate the core curriculum and modules statewide. The committee will oversee the development of additional modules, create a quality assurance component, monitor implementation throughout Arizona and continue to develop additional recommendations to ensure success of the direct care professional and the quality of care in our communities.

Special thanks to Dick White of Valley Interfaith Project and Kathleen Collins Pagels of the Arizona Health Care Association, who have diligently co-chaired these work groups. In addition, we owe special thanks to the agencies that developed the training curriculum, including Arizona Bridge to Independent Living (ABIL), Foundation for Senior Living (FSL), AIREs, the Children and Family Alliance, the Alzheimer's Association – Desert Southwest Chapter, and Phoenix College. Funding for the Direct Care Curriculum Project was provided by the Department of Economic Security, Division of Aging and Adult Services, and the Governor's Council on Developmental Disabilities.

Notes to the Students



“Caregiving Fundamentals” is the first part of the *Principles of Caregiving* series. It contains the material that is most likely needed by all direct care and direct support professionals, regardless of the service setting. There are three additional modules that can be added to this course: Aging & Physical Disabilities, Developmental Disabilities, and Dementia & Alzheimer’s Disease.

When this curriculum was created, it was the intention that direct care workers would complete the Fundamentals and one additional module. The Fundamentals and any one of the modules can be taken together in one class; however, they can be taken separately. The Fundamentals should be completed first, and some review may be necessary before then completing the additional module.

Depending on the needs of your employer and the consumers, you may not need all the knowledge and skills presented in the Fundamentals. However, we would encourage you to study the whole program. The *Principles of Caregiving* curriculum is designed to provide a well rounded introduction to caregiving and direct supports, and you will be prepared to work in a variety of settings.

Learning Objectives and Course Competencies

Each section of the Caregiving Fundamentals begins with an introductory page that lists the learning objectives and the key terms for that particular section. An index to key terms is at the very back of this manual. Some sections also list skills; these are procedures that you should practice and demonstrate to your instructor. The following symbols are used to identify certain components:

- ! This is used to highlight an important idea.
-  You will see this writing pad symbol next to exercises and activities.
-  This indicates the most important procedures that you need to practice and demonstrate. You will find a list of these skills on the next page.

Skills Checklist – Caregiving Fundamentals

1. Hand washing technique (Section Eight)
2. Removal and disposal of exam gloves (Section Eight)
3. Bed Bath (Section Nine)
4. Oral Care (Section Nine)
5. Assistance with dressing (Section Nine)
6. Assistance with eating (Section Nine)
7. Positioning in bed (Section Ten)
8. Transfer out of bed (Section Ten)
9. Transfer from chair to walker (Section Ten)
10. Assisting with ambulation, with gait belt (Section Ten)
11. Mechanical lift (Section Ten)
12. Use of fire extinguisher (Section Twelve)

Caregiving Fundamentals

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