



**Competence with Compassion™**  
*A Universal Core Curriculum*  
*for Direct Care Workers in Long-Term Care*

**Instructor Manual**

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Better Jobs Better Care – PA  
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## OVERVIEW

### **Welcome, Instructor!**

We're pleased that you will be teaching the Universal Core Curriculum. We hope this Instructor Manual will provide you with everything you'll need to succeed in teaching this program.

### **About the Universal Core Curriculum:**

Better Jobs Better Care – PA has designed the Universal Core Curriculum for potential direct care workers to learn the different work settings in aging long-term care and basic skills common to all of these settings. Consumers and workers tell us that it is ***the relationship between them that is at the heart of high quality*** long-term care. That is why person-centered skills are at the heart of the UCC.

### **Goal of the Universal Core Curriculum:**

**\* to equip new direct care workers to make their job a rewarding experience for consumers, themselves, and co-workers.**

The Universal Core Curriculum is designed to be the first step in an educational program that supports and advances direct care workers.

### **Universal Core Curriculum Design and Approach:**

The curriculum is divided into **six modules**, each focused on a different type of consumer. See the *Summary of Consumer Stories by Module* for an overview.

Each module begins with a consumer telling their life story and how they came to need assistance. Consumers' stories capture a range of cultures, ages, abilities, and care issues.

The UCC uses adult learning principles. A key principle is **making information relevant by illustrating how it is used to assist consumers.**

Students actively participate in their learning through **role-plays, small group work, and demonstrating skills.**

### **Measuring Student Progress:**

Students' progress is measured by **written tests** and **demonstration of interpersonal and direct care skills.**

### **Teaching Methods:**

The Universal Core Curriculum requires approximately **60 hours of training time.** The program may be delivered in full day sessions, half day sessions or several hours at a time over a period of weeks. Throughout the instructor manual, you will find some suggested approaches to breaking the modules and topics down into various time blocks. See the *Universal Core Curriculum At-A-Glance* for a summary of modules, topics, learning objectives and required teaching times.

**UCC - Summary of Each Module**

<b>Profile</b>	Module 1: Mrs. Reynolds	Module 2: Mrs. Gonzales	Module 3: Mr. Harrison	Module 4 Mrs. Carter	Module 5: Mr. Martin	Module 6: Mrs Reynolds revisited
Consumer	78, white, woman	90's, Hispanic, woman	80's, African American, man	80's, African American, woman	30's, white, man	Revisit #1, (79, white female)
Work setting	Home	Nursing home	Adult day services	Assisted living	Home	Home
Care issues & challenges	Osteoporosis, arthritis, falls, difficulty walking	Stroke, bed bound, incontinent, pressure ulcer, contractures	Alzheimer's, incontinent, hypertension, diabetes	Depression, congestive heart failure, COPD	Physically disabled from motorcycle accident	Serious injuries from fall, bed bound, pneumonia, dying
<b>Person-centered skill</b> - communication - relationship - problem solving	- good listening -first impressions - planning tasks	- cultural sensitivity - team building - professionalism	- with Alzheimer's - family caregiver - behavior mgt	- consumer history - in AL community - encourage self care	- documentation - consumer control - role of family	- with family - grieving - setting priorities
Direct Care skill	- care plan - bathing	- skin care - assist with eating	- elimination - assist with toilet	- nutrition & diet - mobility assist	- dressing - care planning	- palliative care
Other topics	- direct care worker roles - work ethic - safety	- abuse & neglect - stress mgt	- aging vs. disease	- mental health & aging	- sexuality - safe environment	

**UCC- Module Topics & Learning Objectives**

<u>Module Topics</u>	<u>Time (min)</u>	<u>Learning Objectives</u>
<b>Introduction</b>	<b>1hr</b>	<b>Introduction</b>
0.1 Introductions	30	0.1 Know role of direct care worker in different long term care settings
0.2 Training requirements	30	0.2 Know importance of relationships & communication in direct care work in long term care
		0.3 Understand training design & evaluation
<b>Module 1</b>	<b>12hrs 15mins</b>	<b>Module 1</b>
1.0 Intro to Mrs Reynolds	15	1.1 Know role of direct care worker in agency home care
1.1 Work ethic and professionalism	60-75	1.2 Know importance of timeliness & appearance
1.2 Intro to communication	60	<i>1.3 Demonstrate introducing self in professional manner</i>
1.3 Relationship building	75	1.4 Listen effectively, use non-verbal and verbal communication skills including asking open-ended questions
1.4 Communication Boundary Setting	45	1.5 Know how to set appropriate boundaries in communicating with a consumer
1.5 Reviewing care plan	45	1.6 Understand care plan for home care
1.6 Maintaining dignity	60	1.7 Practice beginning a person-centered relationship with consumer
1.7 Developing a bathing plan	180	1.8 Create personalized bathing plan
		1.9 Know importance of bathing in maintaining health
		1.10 Explain shower, tub and bed bath
1.8 Universal precautions & infection control	100	<i>1.11 Demonstrate giving one type of bath</i>
		1.12 Identify proper infection control procedures
		<i>1.13 Demonstrate proper hand washing.</i>
1.9 Consumer & direct care worker safety	50	1.14 Know how to respond to fire and medical emergencies
MODULE 1 ASSESSMENT	30	
<b>Module 2</b>	<b>7hrs 5 min</b>	<b>Module 2</b>
2.0 Intro to Mrs. Gonzales in a Nursing Home	15	2.1 Know role of direct care worker in nursing home
2.1 Cultural diversity: respecting differences	80	2.2 Understand how person's culture shapes point of view
		2.3 Practice listening to person's story as a way to put aside assumptions
2.2 Skin care	90	<i>2.4 Demonstrate good skin care and how to respond to changes</i>
2.3 Assistance during mealtimes	60	<i>2.5 Demonstrate assisting with mealtime</i>
2.4 Team work and team building	90	2.6 Describe benefits of team work
		2.7 Describe positive behaviors of a team.
		2.8 Identify members of nursing home care team & their roles
		2.9 Understand direct care worker role in team using consumer-centered model

<u>Module Topics</u>	<u>Time (min)</u>	<u>Learning Objectives</u>
2.5 Abuse and neglect: detection and reporting	60	2.10 Recognize & know when to report signs of abuse & neglect 2.11 Know difference between subjective and objective information in reporting abuse & neglect.
MODULE 2 ASSESSMENT	30	
<b>Module 3</b>	<b>7hrs 55 min</b>	<b>Module 3</b>
3.0 Intro to Mr. Harrison - Adult Day Services	15	3.1 Know basic structure, function and direct care worker role in adult day services
3.1 Body Systems as we age	60	3.2 Identify age-related changes to body systems
3.2 Elimination	120	3.3 Identify signs & major causes of incontinence <i>3.4 Demonstrate assisting consumer with incontinence</i>
3.3 Cognitive Impairment: Alzheimer's disease & dementia	60	3.5 Recognize symptoms of Alzheimer's disease & that the disease can cause behavior changes
3.4 Interpersonal dynamics: managing challenging behaviors & conflicts	80	3.6 Try to understand emotions of consumer with Alzheimer's to help assist consumer 3.7 Practice use of a technique to managing challenging behaviors related to dementia
3.5 ADL assistance with persons with dementia	30	3.8 Relate to family in respectful, professional manner
3.6 Relationship building: family dynamics	80	3.9 Understand that family members play different roles in consumers' lives. 3.10 Importance of working with family when working with consumer with dementia.
MODULE 3 ASSESSMENT	30	
<b>Module 4</b>	<b>9hrs 45 min</b>	<b>Module 4</b>
4.0 Intro to Mrs. Bessie Carter - Assisted Living	15	4.1 Know basic structure, function and direct care worker role in Assisted Living.
4.1 Psychological and social changes that occur in aging	90	4.2 Identify common psychosocial changes with age.
4.2 Depression and aging	60	4.3 Identify symptoms of a consumer who is depression & ways a direct care worker can respond.
4.3 Person-centered problem solving	60	4.4 Practice person-centered problem solving.
4.4 Body mechanics: lifting, positioning, & transferring	210	<i>4.5 Demonstrate proper body mechanics in moving a person.</i>
4.5 Person-centered nutrition and diet	120	4.6 Understand how to position a consumer in bed. 4.7 Know how consumers' values and culture affect their relationship to food. 4.8 Identify 5 major food groups, appropriate daily amount from each, and healthy choices 4.9 Understand the importance of honoring consumer's preferences around food.
MODULE 4 ASSESSMENT	30	

<b>Module Topics</b>	<b>Time (min)</b>	<b>Learning Objectives</b>
<b>Module 5</b>	<b>7 hrs 50 min</b>	<b>Module 5</b>
5.0 Intro to Joe Martin and Consumer Direction	30	5.1 Know basic structure, function and direct care worker role in consumer-directed home care.
5.1 Supporting Consumer Direction and Choice	135	5.2 Honor primary role of consumer in directing care.
5.2 Understanding Sexuality and Sexual Behavior	70	5.3 Demonstrate respect for sexuality of consumer.
		5.4 Practice de-escalating conflict with potentially inappropriate sexual behavior toward direct care worker.
5.3 Consumers' Environment: Safety & Equipment; Observing & Reporting	75	5.5 Observe/record environmental information about consumer's home.
		5.6 Familiar with range of adaptive equipment to aide consumer independence.
5.4 Assisting with Transferring and Dressing while Maintaining Consumer's Dignity	100	<u>5.7 Demonstrate safe ways to assist consumer to transfer.</u>
		<u>5.8 Demonstrate assisting with un/dressing consumer while maintaining consumer's dignity and choice.</u>
5.5 Consumer & Worker Rights, Ethical Decision Making	30	5.9 Know role of direct care worker as member of care team supporting consumer and family in consumer-directed care
		5.10 Know the rights of both the consumer and direct care worker.
		5.11 Use consumer/worker rights as basis of decision making.
MODULE 5 ASSESSMENT	30	
<b>Module 6</b>	<b>5 hrs 50 min</b>	<b>Module 6</b>
6.1 Beliefs and Values about Death & Dying	50	6.1 Recognize that there are different beliefs & practices around dying and death.
6.2 Physical Changes that Happen when Someone Dying	120	6.2 Identify key physical changes at the time of death.
		6.3 Be able to observe, record and report dying/death.
6.3 Supporting a Dying Person, Their Family and Yourself	120	<u>6.4 Demonstrate taking pulse and respiration rates.</u>
		6.5 Be able to support a consumer, their family and self when consumer is dying.
6.4 Care of the Body	30	6.6 Know 5 stages of grief.
		6.7 Be able to care for body after person has passed away.
MODULE 6 ASSESSMENT	30	