

LEARNING & DEVELOPMENT COURSE DESCRIPTIONS

July 2009

COURSE NAME:	DESCRIPTION:	OBJECTIVES:	CONTACT HOURS:	SUBJECT/S:
ANNUAL TRAINING FAIR	A fun and interactive training that will cover some of the mandatory topics that all staff are required to review on a yearly basis: Emergency Procedures and Safety; Infection Control; Resident Bill of Rights and Vulnerable Adult; Back Safety; Corporate Compliance; Workplace Violence; Employee Right to Know, etc.	<ul style="list-style-type: none"> ▪ Be aware of the emergency procedures in the community and what to do in case of fire or severe weather. ▪ Know general safety rules for the community. ▪ Know the definition of maltreatment of a vulnerable adult and when to report suspected maltreatment. ▪ Be familiar with the resident bill of rights and your responsibility to respect them. ▪ Understand the PHS Commitment to Service and our core value of treating others as they would want to be treated. ▪ Be aware of common causes of back injuries on the job. ▪ List ways to use proper body mechanics to reduce back or other types of injuries. ▪ State the components of the Minnesota Right to Know Act. ▪ Locate MSDS information in your department. ▪ List two bloodborne pathogens that are a potential risk in Health Care settings. ▪ Insure that the transmission of infections is limited. ▪ Practice effective hand-washing and use of gloves. ▪ Know how to reduce/prevent violence in the workplace. ▪ Understand the personal and environmental risk factors for workplace violence. ▪ Understand the components of the PHS Corporate Compliance Program. ▪ Understand the staff role in HIPAA. 	1.5	Annual Mandatory
QUICK CLASS: Acute & Chronic Pain Management	How to discuss and manage pain with the residents.	<ul style="list-style-type: none"> ▪ Enhance your understanding and sensitivity to those who are in pain. ▪ Learn to overcome the myths and misunderstandings about pain. ▪ Learn ways to reduce/prevent pain and discomfort. 	1	Direct Care
QUICK CLASS: Aging Sensitivity	Becoming aware of many sensory changes as we age.	<ul style="list-style-type: none"> ▪ Describe some of the biological and psychological aspects of aging. ▪ Describe age-related sensory changes and how to assist older persons with them. ▪ Explain what a stereotype is and how it is applied to aging persons. 	1	Direct Care
QUICK CLASS: Body Mechanics	Proper ways to lift items and residents.	<ul style="list-style-type: none"> ▪ State the importance of using correct body mechanics while lifting. ▪ Demonstrate stretching exercises and correct lifting techniques. 	1	Direct Care
QUICK CLASS: Caring for Persons with Parkinson's Disease	Learn symptoms and how to best care for residents with this diagnosis.	<ul style="list-style-type: none"> ▪ Identify changes in the brain that cause Parkinson's disease. ▪ List three signs of Parkinson's disease. ▪ Discuss care of the resident with Parkinson's disease to reduce complications and improve quality of life. 	1	Direct Care

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QUICK CLASS: <i>Caring for Residents After a Stroke</i>	How to be sensitive to this resident's special needs.	<ul style="list-style-type: none"> ▪ Explain what a stroke is. ▪ Discuss signs and symptoms of a stroke. ▪ Know how to communicate with and care for a resident who has suffered a stroke. 	1	Direct Care
QUICK CLASS: <i>Communication</i>	Review of skills for better interaction with customers.	<ul style="list-style-type: none"> ▪ Define effective communication and listening and be better at both. ▪ Distinguish between verbal and non-verbal communication and the importance of each. 	1	Direct Care
QUICK CLASS: <i>Customer Service</i>	Discussion and role playing to help learn the basics of great service for our customers.	<ul style="list-style-type: none"> ▪ Understand the basics of customer service in your setting. ▪ Discuss what it takes to build relationships with customers. ▪ Understand how to influence customer behavior. ▪ Describe ways to build professionalism into the customer service culture. 	1	Direct Care
QUICK CLASS: <i>Death & Dying</i>	Learn enhanced skills to benefit the resident and family members.	<ul style="list-style-type: none"> ▪ Understand the emotional reactions to loss. ▪ Know what happens physically when death is near. ▪ Discuss what residents need for a peaceful death. ▪ Understand how to express condolences to the dying resident's family. ▪ Recognize the impact of spirituality on the dying person. 	1	Direct Care
QUICK CLASS: <i>Dementia & Wellness</i>	Help Memory Care residents improve quality of life.	<ul style="list-style-type: none"> ▪ Discuss the importance of each component of the wellness wheel. ▪ Explain Vital Involvement. ▪ Describe the relationship of Vital Involvement to wellness. 	1	Direct Care
QUICK CLASS: <i>Dignity & Respect</i>	What does this mean to our residents and family members?	<ul style="list-style-type: none"> ▪ Understand the difference between dignity and respect. ▪ Know how to care for our residents with dignity and respect. ▪ Give examples of treating our residents with dignity and respect. 	1	Direct Care
QUICK CLASS: <i>Diversity</i>	Our objectives say it all... We learn many new ideas and share our ideas.	<ul style="list-style-type: none"> ▪ Define diversity ▪ Understand the many sides of diversity. ▪ Learn how to accept each other. ▪ Understand how we are all different yet all alike. 	1	Direct Care
QUICK CLASS: <i>Falls Prevention</i>	Find causes of falls and learn how to put interventions in place.	<ul style="list-style-type: none"> ▪ Define falls. ▪ Understand the significance of falls in the elderly. ▪ Know how to investigate falls and put interventions in place to prevent additional falls. 	1	Direct Care
QUICK CLASS: <i>Incontinence Management</i>	Ideas to help all residents to be as continent as possible.	<ul style="list-style-type: none"> ▪ Discuss the causes of incontinence in the elderly. ▪ Describe the different kinds of incontinence. ▪ Identify the risk factors of urinary incontinence. ▪ Identify ways to prevent incontinence. 	1	Direct Care

COURSE NAME:	DESCRIPTION:	OBJECTIVES:	CONTACT HOURS:	SUBJECT/S:
QUICK CLASS: <i>Infection Control in Older Adult Services</i>	How do we best prevent the spread of infection within our communities, so all are protected?	<ul style="list-style-type: none"> ▪ Understand the importance of Infection Control in older adult services. ▪ Define and practice standard precautions for all resident care, and transmission-based precautions when needed. ▪ Describe antibiotic resistance and the concerns related to it. ▪ Discuss the care and placement of residents with infections of resistant microorganisms (VRE and MRSA). 	1	Direct Care
QUICK CLASS: <i>Influenza</i>	Learn to protect our residents & yourself from influenza.	<ul style="list-style-type: none"> ▪ State the symptoms of influenza. ▪ State who should be vaccinated. ▪ State ways to protect themselves and others from becoming ill. 	1	Direct Care
QUICK CLASS: <i>Managing Individual Transitions</i>	Learn how to manage the transitions that occur in the workplace.	<ul style="list-style-type: none"> ▪ State the difference between change and transition. ▪ State the three phases of transition. ▪ Give ways to help cope with endings and losses. 	1	Direct Care
QUICK CLASS: <i>Nutrition & Hydration</i>	What is our role in assisting our residents with this?	<ul style="list-style-type: none"> ▪ Identify normal age-related changes impacting nutrition. ▪ Discuss elements of the food pyramid. ▪ Review the role of nutrition in wound healing. 	1	Direct Care
QUICK CLASS: <i>Observing & Reporting</i>	What do we look for and how do we report our findings?	<ul style="list-style-type: none"> ▪ Know the importance of being familiar with the resident's baseline status and be able to notice and report when something is different about the resident. ▪ Use effective communication to report changes. 	1	Direct Care
QUICK CLASS: <i>Oral Care</i>	All about oral hygiene and its importance.	<ul style="list-style-type: none"> ▪ Discuss the necessity of good oral hygiene. ▪ List the two most common causes of tooth loss in the aging. ▪ List four signs or symptoms that may indicate an oral problem and must be reported. ▪ Be able to perform proper oral care. 	1	Direct Care
QUICK CLASS: <i>Personal Accountability</i>	Being accountable for your own job performance.	<ul style="list-style-type: none"> ▪ Understand what accountability is. ▪ Learn how to take ownership for personal accountability. ▪ Discuss ways to achieve accountability. 	1	Direct Care
QUICK CLASS: <i>Physical Wellness</i>	Focus is on physical fitness & nutrition.	<ul style="list-style-type: none"> ▪ Define physical wellness. ▪ Describe exercises that residents can do to increase their own physical wellness capacities. ▪ Practice different exercises appropriate for the resident's level of independence. ▪ Discuss the impact nutrition has on physical wellness. 	1	Direct Care
QUICK CLASS: <i>Pressure Ulcer Prevention</i>	What can you do to prevent skin breakdown?	<ul style="list-style-type: none"> ▪ List reasons for skin breakdown and open areas. ▪ Determine how to prevent skin problems when caring for residents. 	1	Direct Care

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QUICK CLASS: <i>Reducing Behavioral Symptoms</i>	Did you know our behavior can cause resident behavior?	<ul style="list-style-type: none"> ▪ Learn that there is a cause for all behavior and all behavior has meaning. ▪ Understand that residents are often reacting to our own behavior. ▪ Change from task-oriented to resident-oriented. 	1	Direct Care
QUICK CLASS: <i>Resident Emotional Wellness</i>	Brainstorm solutions to deal with challenging issues.	<ul style="list-style-type: none"> ▪ Define emotional wellness. ▪ Discuss two emotional wellness roadblocks. ▪ Discover the role that boundaries play in assisting residents with their emotional wellness. 	1	Direct Care
QUICK CLASS: <i>Resident Wellness</i>	We learn to help empower residents to make healthy choices.	<ul style="list-style-type: none"> ▪ Define wellness. ▪ Describe six dimensions of wellness. ▪ Discuss outcomes of resident wellness. ▪ Describe ways to assist residents with their own wellness. 	1	Direct Care
QUICK CLASS: <i>Restorative Care/ Range of Motion</i>	A philosophy where we encourage the resident to do as much as they can.	<ul style="list-style-type: none"> ▪ Be knowledgeable about the philosophy of restorative care. ▪ Discuss the nursing role in restorative care. ▪ Participate in the approach to restorative care, to improve or maintain ADL functioning in the residents. ▪ Explain what range of motion is and why it is important; demonstrate passive range of motion. 	1	Direct Care
QUICK CLASS: <i>Spiritual Wellness</i>	Helps staff be aware of many aspects of spiritual wellness.	<ul style="list-style-type: none"> ▪ Define spiritual wellness. ▪ Discuss what it takes to discover meaning and purpose. ▪ Describe how to assist residents with their own spiritual wellness. 	1	Direct Care
QUICK CLASS: <i>Stress Management</i>	Life happens! How to identify and manage your stressors.	<ul style="list-style-type: none"> ▪ Define both good and bad stress. ▪ Discuss the sources of stress in life. ▪ Describe the consequences of bad stress. ▪ Explore and practice stress management skills and techniques. 	1	Direct Care
QUICK CLASS: <i>Survey Prep</i>	An overview of the evaluation process used by CMS.	<ul style="list-style-type: none"> ▪ Describe the survey process. ▪ Discuss how staff should conduct themselves every day, and during the survey. 	1	Direct Care
QUICK CLASS: <i>Type 2 Diabetes</i>	An overview of Type 2 Diabetes and what to watch for in our residents.	<ul style="list-style-type: none"> ▪ Describe what Type 2 Diabetes is and list 3 risk factors. ▪ List two long-term complications of uncontrolled Type 2 Diabetes. ▪ Identify three things a caregiver should know when caring for a resident with Type 2 Diabetes. ▪ Identify three common complications. ▪ List at least three actions to help residents avoid Diabetes-related complications. 	1	Direct Care

COURSE NAME:	DESCRIPTION:	OBJECTIVES:	CONTACT HOURS:	SUBJECT/S:
QUICK CLASS: Understanding Memory Loss	A shortened version of our incredible 2-hour training – getting to know the basics.	<ul style="list-style-type: none"> ▪ Understand what dementia is. ▪ Recognize what persons with dementia need to be whole. ▪ Know what characteristics caregivers need to have in order to care for the dementia resident. ▪ Understand how to communicate with persons with dementia. ▪ Recognize that persons with dementia need to perform daily activities in order to be whole. 	1	Direct Care
QUICK CLASS: Vulnerable Adult & Resident's Rights	Reviews the Vulnerable Adult law, examples of abuse & neglect & what it means to be a mandated reporter.	<ul style="list-style-type: none"> ▪ Define who is a vulnerable adult. ▪ Understand the different types of abuse and neglect. ▪ Know what Resident Rights are and what to do if they are violated. 	1	Direct Care
SKILLS REVIEW	A fun and interactive review of basic skills used daily. It is a two-hour hands-on practice done in pairs. Many areas are covered, as well as site-specific skills as requested.	<ul style="list-style-type: none"> ▪ Describe the PHS infection control policy. ▪ Demonstrate how to provide privacy and dignity. ▪ Demonstrate proper oral/denture care. ▪ Demonstrate the correct way of providing peri-care and catheter care. ▪ Demonstrate before meal readiness, mealtime assistance and after-meal care. ▪ Demonstrate safe transfers, ambulation and ROM exercises. ▪ Describe when to report a change in a resident's vital signs to the nurse and how to document those changes. ▪ Demonstrate the correct way to measure vital signs. ▪ Apply elastic stockings correctly. ▪ HHAs demonstrate medication administration. 	2	Direct Care
*LIBERTY™: Personally Designed Living	Liberty™ 101 - An introduction to our Culture Change at PHS.	<ul style="list-style-type: none"> ▪ Define Personally Designed Living. ▪ Explain the difference between the traditional model of care and individualized care. ▪ Define a learning/chat circle and participate in one. ▪ Describe some of the changes that need to take place to move to Personally Designed Living. 	1	Liberty™/ General
*LIBERTY™: Self-Led Team Skills Part I	An introduction to the self-led team concept.	<ul style="list-style-type: none"> ▪ Understand and demonstrate differences between “positional leadership” and “personal leadership”. ▪ Identify one personal leadership aspect within yourself. ▪ Describe how a self-led team functions. ▪ Experience how to improve the sending and receiving of communication messages. ▪ Practice removing barriers to poor communication. ▪ Experience a chat circle. 	3	Liberty™/ General

* Classes in **BLUE** = General Orientation to LIBERTY™ Track.

* Classes in **RED** = Household Specialist LIBERTY™ Track.

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COURSE NAME:	DESCRIPTION:	OBJECTIVES:	CONTACT HOURS:	SUBJECT/S:
<i>*LIBERTY™: Vital Involvement Mini-Course</i>	Learn how to apply the concept of Vital Involvement (VI) in a Liberty™ household.	<ul style="list-style-type: none"> ▪ Tell what it means to be vitally involved. ▪ State how Vital Involvement (VI) works with Liberty™. ▪ Use the tool “My Best Day” to find out what’s important to our residents. ▪ Be able to identify environmental supports and obstacles and personal strengths and weaknesses within our communities and residents. ▪ Create a follow-up plan to support VI in your residents and promote person-centered care. 	2	<i>Liberty™/ General</i>
<i>*LIBERTY™: Vital Involvement Skills (1st Course of 9)</i>	A 2-day course to learn and demonstrate Vital Involvement (VI) skills.	<ul style="list-style-type: none"> ▪ Tell what it means to be vitally involved. ▪ State how Vital Involvement (VI) works with Liberty™. ▪ Use the tool “My Best Day” to find out what’s important to our residents. ▪ Be able to identify environmental supports and obstacles and personal strengths and weaknesses within our communities and residents. ▪ Create a follow-up plan to support VI in your residents and promote person-centered care. 	16	<i>Liberty™/ Specialized</i>
<i>*LIBERTY™: Activities (Course 2 of 9)</i>	A 3-day course to enable staff to provide Activities in the household.	<ul style="list-style-type: none"> ▪ Review activity regulations. ▪ Review activity definitions. ▪ Identify activity programming from regulations. ▪ Identify how activities impact residents’ quality of life. 	24	<i>Liberty™/ Specialized</i>
<i>*LIBERTY™: Self-Led Team Skills (Course 6 of 9)</i>	The focus of this 1-day course is learning how to build a happy, healthy community by working as a self-led team.	<ul style="list-style-type: none"> ▪ Understand and demonstrate differences between “positional leadership” and “personal leadership”. ▪ Identify one personal leadership aspect within yourself. ▪ Describe how a self-led team functions. ▪ Experience how to improve the sending and receiving of communication messages. ▪ Practice removing barriers to poor communication. ▪ Experience a chat circle. 	8	<i>Liberty™/ Specialized</i>