

California RCFE Direct Care Staff Orientation Training



REVISED 06/30/2015



California RCFE Direct Care Staff Orientation Training

When using this program, please consider the following important points:

1. The guidelines and procedures outlined in the manual and videos will never supersede current regulation. To the best of our knowledge, these guidelines reflect current regulation; nevertheless, they cannot be considered universal recommendations. For individual application, all recommendations must be considered in light of the resident's condition. The authors and publishers disclaim responsibility for any adverse effects resulting directly or indirectly from the suggested procedures, from any undetected errors, or from the reader's misunderstanding of the text or video content.
2. Regulations and interpretations will change and it is your responsibility to ensure that the assisted living or residential care community is operated under the guidelines outlined in current regulation. Review regulations, policy, procedures and instructions to ensure compatibility with the regulations your community is obligated to abide by.
3. The guidelines outlined in this manual will never supersede a state regulatory agency's directive, physician order, or direction from a licensed medical professional.
4. Hands-on resident care of any kind should always be in accordance with physician orders. The interventions in this manual are not intended to be personalized plans of care.

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California RCFE Direct Care Staff Orientation Training

TERMINOLOGY

Various terms related to resident care are used throughout this training kit. While most of these terms are commonly accepted in the industry, there is some variation from state to state, and within different organizations. To clarify these terms and to improve your understanding of their meaning, a brief explanation is provided below:

Community The care setting is referred to as an assisted living or residential care community. Although the term "facility" is often used in state regulations and by some in the industry, we feel it is important to distinguish an assisted living or residential care residence as a home, rather than strictly a clinical facility.

When the word "community" is used in this manual it is referring to the care setting, not the community at large. Clarification will be provided if necessary. In some cases, such as when quoting from regulations, the term facility will be used.

Caregiver This is the person providing care. Although there are exceptions, typically this person is not a licensed medical professional.

Instructor This is the person providing and/or overseeing training. This may be a supervisor, or a professional trainer hired to conduct training.

Learner This is the individual being trained.

Resident The resident is the individual receiving care. In other healthcare settings the term "patient" or "client" are more common, but to foster a homelike atmosphere the term resident is used in the assisted living and residential care industries.



California RCFE Direct Care Staff Orientation Training

INSTRUCTIONS FOR USING THIS TRAINING KIT

This training kit is designed to assist you in complying with the orientation training requirements for Residential Care Facility for the Elderly (RCFE) direct care staff orientation training.

This program is divided into six modules, each containing the following materials to assist you in completing the training:

- **Training DVD**
There is a separate training DVD that corresponds to each module. It is recommended that learners view the DVD for each module separately, rather than in one long viewing session.
- **Learner Workbook**
The learner workbook contains additional information to be reviewed during the training, as well as important learning activities that reinforce key points.
- **Quiz and Quiz Key**
There is a separate quiz and key for each module. After reviewing all material, the learner should take the quiz and have it graded by the instructor.

It is recommended that you have your learner(s) complete one component at a time. For example, instruct the learner to view the first DVD (Introduction and Orientation/Resident Rights) and complete the corresponding portion of the workbook and quiz before moving on to the next module. Ensure that the DVD viewing area is comfortable and quiet.

After viewing the video, the learner and instructor will review the key information as outlined in the workbook. Next, the learner performs the instructor activities as outlined in this workbook. These activities may include discussion with the instructor and/or participating in supervised resident care or supervised discussion with residents. The instructor will sign the learner workbook appropriately upon successful review of the key information and successful completion of each activity.



When the learner has completed the entire program, the instructor/supervisor will sign the Orientation Training Checklist verifying successful completion. Make sure to maintain a copy of the Orientation Training Checklist in each employee's individual personnel record.



California RCFE Direct Care Staff Orientation Training

PROGRAM DEVELOPER QUALIFICATIONS

The training materials in this program, which includes DVDs and a student workbook, have been developed and approved by Josh Allen, RN as appropriate for staff training as outlined in Title 22.

Josh Allen, RN, C-AL

Josh Allen is a Registered Nurse with over 15 years experience in the Assisted Living industry. Josh has served as a corporate consultant to numerous assisted living providers on issues of staffing, clinical services, policies, and regulation compliance. He is the past Executive Director of the American Assisted Living Nurses Association and is a past board member of the Center for Excellence in Assisted Living.



California RCFE Direct Care Staff Orientation Training

TRAINING REQUIREMENTS

California RCFE Direct Care Staff Training Kit New California laws have expanded the training requirements for direct care staff working in a Residential Care Facility for the Elderly (RCFE) effective January 1, 2016. Assembly Bill 1570 and Senate Bill 911, both passed in 2014 have expanded the orientation training requirement to a total of 40 hours, including several new mandatory training topics.

Prior to Working Independently

Direct care staff must receive 20 hours of training prior to working independently, including 6 hours of dementia care and 4 hours of training in the area of postural supports, restricted conditions, and hospice. The table below outlines how this kit can be used to meet this requirement:

| Required Topic | Length | Module | DVD(s) |
|--|---------|---|--|
| Residents' rights | 1 hour | Introduction & Orientation | Introduction/Orientation and Resident Rights |
| Physical needs and limitations of the elderly | 2 hours | Special Needs of the Elderly | Special Needs of the Elderly |
| Importance and techniques for personal care services | 2 hours | Delivering Personal Care | Assisting with Activities of Daily Living Infection Control |
| Policies and procedures regarding medications | 1 hours | Understanding California Medication Regulations | Understanding California Medication Regulations |
| Psychosocial needs of the elderly | 1 hour | Psychosocial Care | Psychosocial Care |
| Building and fire safety and appropriate response to emergencies | 2 hours | Emergency Procedures | Emergency Procedures |



| | | | |
|---|---------|--------------------------------|--|
| Dementia care, including the misuse of antipsychotics, the interaction of drugs commonly used by the elderly, and adverse effects of psychotropic drugs | 3 hours | Introduction to Dementia Care | Introduction to Dementia Dementia Care: Effects of Medications on Persons with Dementia |
| Special needs of persons with Alzheimer's disease and dementia and person-centered approaches to dementia care | 3 hours | Alzheimer's Care Special Needs | Dementia Care: Tips for ADLs Dementia Care: Therapeutic Interventions, Activities, and Communication Food Service in Dementia Care |
| Cultural competency and sensitivity issues | 1 hour | Respecting Diversity | Respecting Diversity: Residents, Staff, and Families |
| Postural Supports | 1 hour | Postural Supports | Postural Supports |
| Restricted Conditions | 2 hours | Restricted Conditions | Special Care Needs: Oxygen, Ostomy, Catheter, and Skin Breakdown |
| Hospice | 1 hour | Hospice Care | End of Life |

Within the First Four Weeks

Direct care staff must receive an additional 20 hours of training within the first four weeks of employment, including 6 hours of training on dementia care. The table below outlines how this kit can be used to meet this requirement:

| Required Topic | Length | Module | DVD(s) |
|---|---------|------------------------------|---|
| Physical needs and limitations of the elderly | 1 hours | Special Needs of the Elderly | Monitoring Residents for Changes in Condition |



| | | | |
|--|---------|------------------------------------|--|
| Importance and techniques for personal care services | 8 hours | Delivering Personal Care | Assisting Residents with Transportation Fall Precautions in Assisted Living Vital Signs Wheelchairs and Ambulatory Aides |
| Psychosocial needs of the elderly | 2 hour | Psychosocial Care | Activities: Encouraging Resident Participation |
| Building and fire safety and appropriate response to emergencies | 3 hours | Responding to Resident Emergencies | Calling 911 Incident Reporting |
| Dementia care | 6 hours | Caring for Residents with Dementia | Dementia Care: Wandering Dementia Care: Sundowning Dementia Care: Aggressive Behaviors Dementia Care: Dignity and Sexuality Issues Dementia Care: Hydration Dementia Care: Health Complications |

Hands-On Training

At least 16 hours of the orientation training must include hands-on training. This kit includes training checklists to facilitate and document the hands-on portion of the training.



DIRECT CARE ORIENTATION TRAINING CHECKLIST, PART 1

(Must be completed prior to working independently)

Name: _____ Date of Hire: _____

| Module | Date Completed | Total Time | Trainer Name/ Qualifications | Trainer Signature | Employee Signature |
|--|--|------------|---------------------------------|-------------------|-----------------------|
| Module 1: Introduction and Orientation | | 1 hour | | | |
| Module 2: Special Needs of the Elderly | | 2 hours | | | |
| Module 3: Delivering Personal Care | | 2 hours | | | |
| Module 4: Understanding California Medication Regulations | | 1 hour | | | |
| Module 5: Psychosocial Care | | 1 hour | | | |
| Module 6: Emergency Procedures | | 2 hours | | | |
| Module 7: Introduction to Dementia Care | | 3 hours | | | |
| Module 8: Alzheimer's Special Care Needs | | 3 hours | | | |
| Module 9: Respecting Diversity | | 1 hour | | | |
| Module 10: Postural Supports | | 1 hour | | | |
| Module 11: Restricted Conditions | | 2 hours | | | |
| Module 12: Hospice Care | | 1 hour | | | |
| TOTAL TRAINING TIME: 20 HOURS | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border-top: 1px solid black; text-align: center;">Supervisor Signature</div> <div style="width: 45%; border-top: 1px solid black; text-align: center;">Employee Signature:</div> </div> | | | | |



DIRECT CARE ORIENTATION TRAINING CHECKLIST, PART 2

(Must be completed within four weeks of employment)

Name: _____ Date of Hire: _____

| Module | Date Completed | Total Time | Trainer Name/ Qualifications | Trainer Signature | Employee Signature |
|---|---|--|---------------------------------|-------------------|--------------------|
| Module 1: Special Needs of the Elderly | | 1 hour | | | |
| Module 2: Delivering Personal Care | | 8 hours | | | |
| Module 3: Psychosocial Care | | 2 hours | | | |
| Module 4: Responding to Resident Emergencies | | 3 hours | | | |
| Module 5: Caring for Residents with Dementia | | 6 hours | | | |
| Module 6: Successful Completion of all Hands-On Checklists | | 16 hours, (included in the above modules) | | | |
| TOTAL TRAINING TIME: 20 HOURS, INCLUDES 16 HOURS OF HANDS- ON TRAINING | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> _____ Supervisor Signature </div> <div style="text-align: center;"> _____ Employee Signature: </div> </div> | | | | |



Hands-On Checklists



UPDATED 07/01/2015

SKILLS DEMONSTRATION

Skills instruction and demonstration is an important component of direct care staff orientation training. At least 16 hours of the orientation training must include hands-on training. The following training checklists can be used to facilitate and document the hands-on portion of the training.

These checklists should be used during the appropriate section of the Part 2 training that must be completed during the first four weeks of employment. To use the checklists:

1. The instructor /shadower should demonstrate and discuss each step of the checklist.
2. The employee being trained should have an opportunity to practice each step either on the instructor /shadower or a co-worker.
3. Once the employee being trained demonstrates a successful practice, he/she should be allowed to perform the skill with a resident under direct supervision.
4. When performed successfully, the checklist should be signed off by the instructor/shadower.



Name: _____ Date of Hire: _____

| HANDWASHING | |
|---|------|
| 1) Wet hands and wrists under running water to begin cleansing | |
| 2) Apply soap to hands to begin washing | |
| 3) Use friction rubbing soapy hands together for a minimum of 20 seconds | |
| 4) Rinse hands and wrists under running water to remove soap | |
| 5) Keep hands pointed downward while washing and rinsing | |
| 6) Use clean dry paper towel to dry hands and wrists | |
| 7) Confine drying to areas washed | |
| 8) Use paper towel to turn water off after hands cleansed | |
| 9) Dispose of used paper towel in trash | |
| 10) End procedure with clean hands avoiding contamination (e.g., direct contact with faucet controls, paper towel dispenser, sink or trash can) | |
| Procedure completed successfully: _____ | |
| Instructor | Date |

Name: _____ Date of Hire: _____

COMMON CARE PRACTICES

Common Care Practices are behaviors or actions that are part of all care the home care aide (CAREGIVER) provides to the resident. Common Care Practices are evaluated as a part of every skill the candidate performs.

| | |
|---|--|
| 1) Identify self to the resident when beginning care | |
| 2) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 3) Promote resident's social and human needs throughout procedure | |
| 4) Promote resident's rights throughout procedure | |
| 5) Promote resident's safety throughout procedure | |
| 6) Promote resident's comfort throughout procedure | |
| 7) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |

Procedure completed successfully: _____
Instructor _____ Date _____

Name: _____ Date of Hire: _____

| HELP A RESIDENT TO WALK | |
|--|--|
| 1) Identify self to the resident when beginning care | |
| 2) Explain walking destination before the resident begins walking | |
| 3) Have resident lean forward on the seat of the chair before standing | |
| 4) Cue resident to push up with arms from chair to stand | |
| 5) Prepare resident for standing by positioning knees at 90 degree angle with feet flat on the floor | |
| 6) Place hand on resident's arm, back or waist when resident stands | |
| 7) Cue resident to stand | |
| 8) Walk slightly behind and to one side of resident while walking | |
| 9) Ambulate resident the required distance | |
| 10) Ask how resident feels after standing or while walking | |
| 11) Cue positioning before resident sits, with legs centered against seat of chair for safe seating | |
| 12) Cue resident to reach for chair before sitting | |
| 13) Place hand on resident's arm, back or waist when resident sits | |
| 14) Leave resident sitting safely in chair with hips against the back of seat | |
| 15) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedures | |
| 16) Promote resident's social and human needs throughout procedure | |
| 17) Promote resident's rights throughout procedure | |
| 18) Promote resident's safety throughout procedure | |
| 19) Promote resident's comfort throughout procedure | |
| 20) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

| FEED A RESIDENT | |
|--|--|
| 1) Identify self to the resident when beginning care | |
| 2) Ensure resident is sitting upright in chair before begins feeding | |
| 3) Sit to feed the resident | |
| 4) Offer the resident fluid to drink during the meal | |
| 5) Talk to resident during the meal | |
| 6) Wait to offer another bite of food or fluid to drink until resident swallowed or resident's mouth is ensured empty | |
| 7) Alternate the type of food offered with bites or ask about resident's preference for each bite | |
| 8) Limit the amount of food on fork or spoon to provide as bite-size | |
| 9) Leave the resident with a clean mouth area at the end of the skill | |
| 10) Offer or apply clothing protector before beginning skill and remove before completing procedure | |
| 11) Leave overbed table clean and dry and cleared of meal items (e.g., food, dishes, tableware) at end of the procedure | |
| 12) Dispose of clothing protector (if used) and trash appropriately | |
| 13) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 14) Promote resident's social and human needs throughout procedure | |
| 15) Promote resident's rights throughout procedure | |
| 16) Promote resident's safety throughout procedure | |
| 17) Promote resident's comfort throughout procedure | |
| 18) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

HELP DRESS A RESIDENT WHO HAS A WEAK ARM

The resident is sitting in a chair when care begins for this skill. The resident is able to stand. The resident is already wearing a clean T-shirt and underwear, and needs to be dressed in a shirt, pants, socks and shoes. The role of the resident is played by another candidate, and for the test, will be dressed over his/her own clothing.

| | |
|--|--|
| 1) Identify self to the resident when beginning care | |
| 2) Include resident in choice about what to wear | |
| 3) Place shirt sleeve over weak arm before putting on non-affected arm | |
| 4) Cue resident to assist with dressing | |
| 5) Have resident seated when putting feet and legs into pants | |
| 6) Provide support to resident when pulling up and securing pants | |
| 7) Provide assistance to put socks and shoes on resident while seated | |
| 8) Leave socks smooth and shoes secured properly | |
| 9) Move resident’s extremities gently and naturally, avoiding overextension when dressing | |
| 10) Complete dressing with clothing secured and aligned properly | |
| 11) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 12) Promote resident’s social and human needs throughout procedure | |
| 13) Promote resident’s rights throughout procedure | |
| 14) Promote resident’s safety throughout procedure | |
| 15) Promote resident’s comfort throughout procedure | |
| 16) Leave common use items within resident’s reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |

Procedure completed successfully: _____
Instructor Date

Name: _____ Date of Hire: _____

| PUT A KNEE-HIGH STOCKING ON A RESIDENT'S LEG | |
|---|--|
| The resident is lying in bed when care begins for this skill. For this test, the candidate is asked to put the stocking on only one leg. The role of the resident is played by another candidate. | |
| 1) Identify self to the resident when beginning care | |
| 2) Prepare stocking for application by turning sock inside out to at least the heel area | |
| 3) Place foot of stocking over toes, foot and heel | |
| 4) Complete application of stocking over foot with the toes and heel in proper position per stocking design | |
| 5) Pull stocking up leg ensuring stocking is not twisted | |
| 6) Leave stocking smooth (wrinkle-free) | |
| 7) Leave room at toe area so that stocking is not tight against toes | |
| 8) Leave stocking raised to knee | |
| 9) Move resident's leg gently, supporting extremity, and avoiding overextension, when applying elastic stocking | |
| 10) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 11) Promote resident's social and human needs throughout procedure | |
| 12) Promote resident's rights throughout procedure | |
| 13) Promote resident's safety throughout procedure | |
| 14) Promote resident's comfort throughout procedure | |
| 15) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissue, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> _____ Instructor _____ Date </div> | |

Name: _____ Date of Hire: _____

| PROVIDE PERINEAL CARE TO A RESIDENT | |
|---|--|
| 1) Identify self to the resident when beginning care | |
| 2) Use water that is a safe temperature to cleanse resident | |
| 3) Apply gloves before cleansing perineal are | |
| 4) Use pad or towel to protect bottom sheet from becoming wet during procedure | |
| 5) Use soapy washcloth to cleanse perineal area | |
| 6) Use clean area on washcloth for each washing and rinsing stroke | |
| 7) Wipe perineal area from front to back for all cleansing and rinsing strokes | |
| 8) Keep water in basin soap-free for use as rinse water by: (1) washing with washcloth with soap applied directly to the washcloth instead of adding soap into basin of water; or (2) using two separate basins of water: one for washing and one rinsing | |
| 9) Rinse perineal area using a soap-free clean wet washcloth or soap-free area of the washcloth used to cleanse | |
| 10) Dry perineal area by patting with towel moving from front to back | |
| 11) Provide cleansing, rinsing and drying to include labial folds and extending into groin (skin-fold) area (female resident) | |
| 12) Position resident a safe distance from edge of bed when turned on side during care | |
| 13) Wash, rinse and dry peri-anal area and buttocks | |
| 14) Wipe from front | |
| 15) Leave resident on dry underpad or sheet at completion or procedure | |
| 16) Minimize exposure of the resident's body during the procedure | |
| 17) Wear gloves while providing perineal care, while rinsing and drying equipment, and handling soiled linens | |
| 18) Rinse, dry and store basin, dispose of used linen(s) and trash appropriately at completion of procedure | |
| 19) Remove gloves without contaminating self after rinsing and storing equipment | |

| | |
|--|--|
| 20) Leave resident covered with top sheet at completion of procedure | |
| 21) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 22) Promote resident's social and human needs throughout procedure | |
| 23) Promote resident's rights throughout procedure | |
| 24) Promote resident's safety throughout procedure | |
| 25) Promote resident's comfort throughout procedure | |
| 26) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissue, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

TRANSFER A RESIDENT FROM A BED INTO A WHEELCHAIR

The resident is lying in bed when care begins for this skill. The resident can bear weight, but cannot walk. The resident's transfer requires a transfer (gait) belt. The role of the resident is played by another candidate.

| | |
|---|--|
| 1) Identify self to the resident when beginning care | |
| 2) Have wheelchair positioned near bed before assisting the resident to sit | |
| 3) Assist resident to apply non-skid footwear before standing | |
| 4) Provide support holding behind resident's shoulders or back, and hips to help resident sit up at edge of bed | |
| 5) Apply transfer (gait) belt before standing resident for transfer to wheelchair | |
| 6) Apply transfer (gait) belt over clothing with fit to allow for placement of flat hand only between belt and resident's body | |
| 7) Position wheelchair to allow for pivot with front interior wheel at side of bed, with chair parallel or slightly angled, before beginning transfer | |
| 8) Have the resident's feet (wearing shoes) positioned flat on the floor before standing | |
| 9) Ensure footrests raised, removed or swung out of way before transferring resident into wheelchair | |
| 10) Lock wheels before beginning transfer | |
| 11) Brace one or both of resident's lower extremities when assisting to stand | |
| 12) Grasp gait belt on sides or around back when assisting resident to stand and throughout transfer | |
| 13) Cue resident to stand | |
| 14) Turn resident upon standing so that back of legs are positioned centered against seat of wheelchair | |
| 15) Cue resident to hold onto armrest(s) before sitting in wheelchair | |
| 16) Provide controlled gentle lowering into wheelchair seat | |
| 17) Complete transfer with resident's hips positioned against the back of the wheelchair seat | |
| 18) Leave resident seated in wheelchair in proper body alignment and with feet repositioned on footrests | |

| | |
|--|--|
| 19) Remove gait belt after transfer complete | |
| 20) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 21) Promote resident's social and human needs throughout procedure | |
| 22) Promote resident's rights throughout procedure | |
| 23) Promote resident's safety throughout procedure | |
| 24) Promote resident's comfort throughout procedure | |
| 25) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

| TURN AND REPOSITION A RESIDENT WHO MUST STAY IN BED, ONTO HIS/HER SIDE | |
|--|------|
| The resident is lying on his/her back in bed when care begins for this skill. The resident needs help to turn and support to remain in a side-lying position. The role of the resident is played by another candidate. | |
| 1) Identify self to the resident when beginning care | |
| 2) Hold resident at hip and shoulder area when turning onto side | |
| 3) Position resident a safe distance from edge of bed when turned onto side | |
| 4) Position device (e.g., padding, pillow) against back rolled and tucked to maintain resident's side-lying position | |
| 5) Leave resident in side-lying position, avoiding direct pressure on hipbone | |
| 6) Use device (e.g., padding, pillow) to support top leg | |
| 7) Use device (e.g., padding, pillow) to maintain alignment of top hip | |
| 8) Leave top knee flexed | |
| 9) Leave ankles and knees separated | |
| 10) Leave resident in side-lying position with head supported by pillow | |
| 11) Leave resident's lower arm and shoulder free from being tucked under side | |
| 12) Support upper arm using padding or pillow | |
| 13) Leave resident covered with top sheet at completion of procedure | |
| 14) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 15) Promote resident's social and human needs throughout procedure | |
| 16) Promote resident's rights throughout procedure | |
| 17) Promote resident's safety throughout procedure | |
| 18) Promote resident's comfort throughout procedure | |
| 19) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissue, glass of water) | |
| Procedure completed successfully: _____ | |
| Instructor | Date |

Name: _____ Date of Hire: _____

| PROVIDE MOUTH CARE TO A RESIDENT | |
|--|--|
| 1) Identify self to the resident when beginning care | |
| 2) Apply clean gloves before brushing teeth | |
| 3) Wet toothbrush with water before brushing resident's teeth | |
| 4) Apply toothpaste to toothbrush before brushing resident's teeth | |
| 5) Brush tops and side surfaces of resident's teeth | |
| 6) Use gentle circular motions when brushing side surfaces of resident's teeth and gums | |
| 7) Brush, or offer to brush, the resident's tongue | |
| 8) Provide resident clean water in cup to rinse mouth | |
| 9) Hold basin or a cup (separate cup) near resident's chin to collect rinse water and spit | |
| 10) Leave resident's mouth area clean and dry at completion of mouth care | |
| 11) Use barrier (e.g., towel) to protect resident's clothing while providing mouth care and remove at completion of procedure | |
| 12) Rinse and dry basin and rinse toothbrush before storing | |
| 13) Dispose of used linen(s) and trash appropriately and leave overbed table dry at completion of procedure | |
| 14) Remove gloves without contaminating self after rinsing and storing equipment | |
| 15) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 16) Promote resident's social and human needs throughout procedure | |
| 17) Promote resident's rights throughout procedure | |
| 18) Promote resident's safety throughout procedure | |
| 19) Promote resident's comfort throughout procedure | |
| 20) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

| CLEAN AND STORE A RESIDENT'S DENTURE | |
|--|--|
| 1) Identify self to the resident when beginning care | |
| 2) Apply gloves before handling denture | |
| 3) Use cool or tepid water when cleaning and rinsing denture | |
| 4) Use toothpaste to cleanse denture | |
| 5) Brush inner and outer surfaces of denture | |
| 6) Rinse denture in water to remove toothpaste after brushing | |
| 7) Place clean denture in denture cup filled with clean, cool or tepid clean water or denture solution | |
| 8) Prevent contamination of denture throughout procedure(e.g., floating in sink water or setting denture directly on unprotected surface) | |
| 9) Use technique to reduce the risk of denture breakage if dropped during cleaning (e.g., brushing denture directly over sink lined with washcloth/paper towel/towel, filled with water, inside basin) | |
| 10) Drain sink and remove liner (if used) at the end of skill | |
| 11) Rinse toothbrush, store equipment, and dispose of trash and used linens appropriately | |
| 12) Remove gloves without contaminating self after rinsing and storing equipment | |
| 13) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 14) Promote resident's social and human needs throughout procedure | |
| 15) Promote resident's rights throughout procedure | |
| 16) Promote resident's safety throughout procedure | |
| 17) Promote resident's comfort throughout procedure | |
| 18) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissue, glass or water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

| PROVIDE FINGERNAIL AND HAND CARE TO A RESIDENT | |
|--|--|
| 1) Identify self to the resident when beginning care | |
| 2) Use water to safe temperature for soaking hand | |
| 3) Ask resident if water temperature is comfortable | |
| 4) Soak resident's fingers in basin of water before cleaning or shaping nails | |
| 5) Dry resident's hand, including between fingers, after removing from water and before cleaning under or shaping fingernails | |
| 6) Dry resident's hand by patting with towel, not rubbing | |
| 7) Use orange stick to clean under fingernails and remove residue | |
| 8) Wipe orange stick on towel to remove residue before cleaning under another fingernail | |
| 9) Use emery board to file fingernails | |
| 10) Leave fingernail tips smooth and free of rough edges | |
| 11) Offer or apply hand lotion to hand after fingernail care is completed | |
| 12) Wear gloves when providing fingernail care and while rinsing and drying equipment | |
| 13) Store equipment, dispose of used linen(s) and trash appropriately and leave overbed table dry at completion of procedure | |
| 14) Remove gloves without contaminating self after rinsing and storing equipment | |
| 15) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 16) Promote resident's social and human needs throughout procedure | |
| 17) Promote resident's rights throughout procedure | |
| 18) Promote resident's safety throughout procedure | |
| 19) Promote resident's comfort throughout procedure | |
| 20) Leave common use items within resident's reach at end of care (e.g., phones, glasses, remote, tissues, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |

Name: _____ Date of Hire: _____

| PROVIDE FOOT CARE TO A RESIDENT | |
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| 1) Identify self to the resident when beginning care | |
| 2) Observe condition of skin on foot separating toes to check between toes and turns foot to look at heels before beginning foot cleansing | |
| 3) Soak resident's foot in water contained in basin before cleaning or shaping toe nails | |
| 4) Use water of safe temperature for soaking foot | |
| 5) Ask resident if water temperature is comfortable before foot completely submerged | |
| 6) Submerge foot in water with basin filled to level sufficient to cover foot completely | |
| 7) Keep water in basin soap-free for use as rinse water by: (1) washing foot with washcloth with soap applied directly to the washcloth instead of adding soap into basin of water; or (2) using two separate basins of water: one for washing and one rinsing | |
| 8) Wash resident's entire foot, including between toes with soapy washcloth after soaking | |
| 9) Rinse to remove soap from foot and in between toes | |
| 10) Dry resident's foot, including between toes, after removing from water and before cleaning under or shaping toenails | |
| 11) Dry resident's foot by patting with towel, not rubbing | |
| 12) Use orange stick to clean under nails and remove residue | |
| 13) Wipe orange stick on towel to remove residue before cleaning under another toenail | |
| 14) Use emery board to file toenails straight across | |
| 15) Leave top edge of toenails smooth and free of rough edges | |
| 16) Apply lotion to foot after nail care, avoiding lotion in between toes | |
| 17) Wear gloves when providing foot care and while rinsing and drying equipment | |
| 18) Store equipment, dispose of used linen(s) and trash appropriately and leave floor dry at completion of procedure | |
| 19) Remove gloves without contaminating self after rinsing and storing equipment | |

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|--|--|
| 20) Use infection control measures and Standard Precautions to protect the resident and the CAREGIVER throughout procedure | |
| 21) Promote resident's social and human needs throughout procedure | |
| 22) Promote resident's rights throughout procedure | |
| 23) Promote resident's safety throughout procedure | |
| 24) Promote resident's comfort throughout procedure | |
| 25) Leave common use items within resident's reach at end of care (e.g., phone, glasses, remote, tissues, glass of water) | |
| Procedure completed successfully: _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Instructor Date </div> | |