

# APPENDIX

## Arizona Education Requirements for Direct Care Workers

Direct care workers (DCWs) must meet training and testing requirements if they work for agencies that provide services for publicly funded programs in Arizona.

This training requirement applies to these services provided in a person's home:

- Attendant care
- Personal care
- Housekeeping / homemaker

It applies to programs offered by these agencies:

- Arizona Health Care Cost Containment System (AHCCCS), Arizona Long Term Care Services (ALTCSS)
- Arizona Department of Economic Security (DES), Division of Developmental Disabilities (DDD)
- Arizona Department of Economic Security (DES), Division of Aging and Adult Services (DAAS), and its programs offered by the Area Agencies on Aging (AAA).

<p><b>Note:</b> There are different training requirements for caregivers in assisted living facilities. Please contact the Arizona Department of Health Services for more information.</p>
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Education standards and requirements include:

- Obtain certification in cardio-pulmonary resuscitation (CPR) and first aid.
- Demonstrate skills, knowledge and ability *prior* to providing care as a paid caregiver:
  - Pass required knowledge tests.
  - Demonstrate skills.
- Training and testing is based on the Arizona Direct Care Worker Competencies.
- A DCW may be exempted from the initial training and testing process if the DCW meets one of the following:
  - A DCW with an initial hire date prior to January 1, 2011 is deemed to meet the training and testing requirements with the DCW agency where they are currently employed. If the DCW becomes employed with another agency on or after January 1, 2011, he or she will have to complete the competency testing.

## Appendix

- A caregiver who is a registered nurse (RN), licensed practical nurse (LPN), or certified nursing assistant (CNA) is exempt from the DCW training and testing requirements. This exemption allows the DCW agency the discretion to test and train their employees as desired.
- A DCW who has not worked as a DCW or has not had work experiences similar to that performed by DCWs in the last two years will be required to demonstrate competency by passing both a knowledge and skills test prior to providing services.
- DCWs with prior experience may take a *challenge exam*. If they pass, no additional training is required at that level. The challenge exam may be taken only one time.
- In order to offer the Arizona Standardized DCW Test, an organization must be an *approved training program*. This can include agencies that hire DCWs and provide services, community colleges, and private vocational programs.

## **ARIZONA DIRECT CARE WORKER COMPETENCIES (KNOWLEDGE AND SKILLS)**

### **Aging and Physical Disabilities (Level 2)**

#### **Topic Areas**

- A. Roles and Responsibilities within the Agency and/or Community
- B. Chronic Diseases and Physical Disabilities
- 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. With each skill, ancillary skills are to be demonstrated, including communication and enhancing dignity and independence.

1. Assistance with activities of daily living:
  - a. Dressing.
  - b. Grooming, including nail care, oral care, hair care and shaving.
  - c. Bathing (tub bath, shower, sponge bath / bed bath).
  - d. Toileting needs (emptying catheter bag; use of bedpan).
  - e. Eating (total assistance/feeding, prompting/hand-over-hand assistance).
2. Techniques for positioning and transferring a person:
  - a. Assistance with ambulation.
  - b. Application and use of gait belt.
  - c. Techniques for positioning a person (bed / wheelchair).
  - d. Transfer in and out of a wheelchair.

- e. Transfer out of bed.
3. Redirect a person with dementia.

### **Chronic Diseases and Physical Disabilities**

1. Explain the terms aging, chronic illness and disability.
2. Describe the following body systems and their main 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. Identify common conditions affecting each body system, and explain how these would affect a person's care.
5. Describe signs and symptoms of anxiety and depression.
6. Explain the terms paralysis and amputation.

### **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. Give examples of how to determine a person's abilities, needs, and wishes when providing services.
4. Discuss the possible emotional impact of a physical disability or chronic disease.
5. Describe how age, illness and disability affect sexuality.

### **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.
3. Explain the importance of repositioning and list techniques for preventing skin damage and pressure ulcers.
4. Describe the purpose of a mechanical lift and/or slide board.

5. Describe and role-play techniques for positioning and transferring a person.
  - a. Assistance with ambulation.
  - b. Application and use of gait belt.
  - c. Techniques for positioning a person (bed / wheelchair).
  - d. Transfer in and out of a wheelchair.
  - e. Transfer out of bed.

## **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 independent functioning and respect a person's preferences while providing personal care.
4. Identify 3-4 characteristics of people who might be at risk for skin-integrity concerns.
5. List the most common causes of skin breakdown.
6. Simulate/role-play or describe assistance with ADLs:
  - a. Dressing.
  - b. Grooming, including nail care, oral care, hair care and shaving.
  - c. Bathing (tub bath, shower, sponge bath / bed bath).
  - d. Toileting needs, including the use of incontinence products and colostomy devices; emptying catheter bag; positioning of bedpan.
  - e. Meals (total assistance/feeding; prompting/hand-over-hand assistance).

## **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.

## **Dementia-Specific Care**

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

## **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.

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