

CB-RFOC Instruction Sheet

This is not a form – it includes additional instructions and information to develop RFOC enhancements.

What is a RFOC Enhancement?

To meet the 70 hour training requirement, the LTC worker must receive a blend of core basic training and population specific training. RFOC can be used as the foundation of core basic training but it must be enhanced with a **minimum of an additional 5-7 hours** of skills practice time, student activities and student materials. RFOC enhancements include:

1. Skills

- Adding more time for workers to practice **skills** including:
 - The mechanics of completing the skill correctly.
 - Client centered communication and problem solving associated with performing the skill.
 - Demonstrating and practicing the different levels of care required for each skill (as defined in CARE: independent, supervision, limited, extensive, total).
 - Working with assistive devices associated with a skill.
 - Helpful tips or best practices in working through common client challenges associated with a skill.
 - Disease specific concerns or challenges associated with completing a skill.

In most of these examples, additional student materials would be required to ensure the skill enhancements are well planned and documented for students. Any new materials you create must be submitted for approval.

2. New Materials

- Augmenting or adding additional materials, student activities, and/or DVDs/videos that:
 - More deeply reinforce and fortify the learning outcomes required for basic training.
 - Ensures each student integrates and retains the knowledge and skills needed to provide quality basic personal care.
 - Prepares workers for the certification testing environment and process.

3. Guest Speakers

- You need to make sure there is structure and consistency each time the class is taught with the time allotted for a guest speaker.
- Submit a detailed list of topics you expect that speaker to cover. If the guest speaker will be handing out any student materials, they must be submitted to the department for approval.
- Guest speakers brought in to teach a section of RFOC will not be approved as a RFOC enhancement.

What are NOT approvable RFOC enhancements

The department will NOT approve materials or activities:

- Out of the scope of practice for a LTC worker such as content clearly written for RNs.
- Identical to, or a direct replacement of, those already included in RFOC.
- That do not reinforce WA state laws associated with client rights, restraint use, and client directed care.
- That includes services or care LTC workers are not paid to provide.
 - Written above a high school reading level.

Tips and Suggestions for Developing Enhancements

UNDERSTAND

Review the core basic training competencies and learning objectives before you get started with planning your enhancements. Competencies and learning objectives can be found in WAC 388-112.

These competencies and learning objectives detail what a worker is supposed to know and be able to do after taking core basic training. Reading through them may help you focus on where you want to develop your enhancements.

PLAN

Another way to determine where you want to add enhancements is to rely on your experience teaching RFOC or working with new LTC workers. Here are a few questions that might help you narrow down where you want to add enhancements.

- What can I teach/add/do to reinforce and help give a LTC worker a strong foundation in providing high quality basic care?
- What sections/tasks/skills have students had a hard time grasping during the class? What can I do to help them better understand?
- Are there certain things workers consistently don't seem to remember how to do once they get back to work? If so, what can I do to help them better remember?
- Are there places I have always wished for more time or information when teaching new LTC workers? If so, what are they and what can I do with the time or added information?

Possible Topics

In August of 2011, the department surveyed current RFOC instructors to ask which topics they thought would be the best for RFOC enhancements. Here is a list of the top ten topics mentioned. This information is presented for informational purposes only. You do not have to choose these topics to create your enhancements.

- Handling challenging behaviors (see the "Using DSHS developed curriculum" on page 4)
- Caring for a dying person, dying process, hospice
- Communicating with professionals and family
- Pain management
- Special diets
- Oxygen safety
- Professional boundaries
- Working with different personality types
- Hoyer lifts
- Diabetes and TB (tied so both are included here).

RESEARCH

Once you narrow down the topic areas or places you want to add enhancements, put your lesson plan and materials together. This includes any new:

- Written student materials needed.
- Student activities.
- Methods you will use to assess the students' understanding of the enhancements.

Don't reinvent the wheel unless you have to

Writing curriculum is not easy. Before you write your own, see if there are any materials already available. Make sure the materials are not copyrighted. Be sure to read “What are NOT approvable RFOC enhancements” on page 1. These are things to avoid.

Some helpful hints:

- Use the internet. Here are some tips on [How to Search the Internet Effectively](#).
- Make the best use of DSHS developed curriculum.
- Look into CNA materials. A CNA is a profession close in scope of practice to LTC workers, has been a profession for many years, and has a lot of training materials available. Since the quality varies, look for materials that are well written for the LTC worker audience and include good student activities. For example, check out [Knowing More](#) training modules. They are an excellent resource.

Use the link below on [quick tips to help you write more clearly](#) when evaluating existing materials. It is also a good, objective checklist for what to look for in high quality materials.

Remember – student materials that are a duplicate of the content already in RFOC or content that is not within the scope of practice of a LTC worker will not be approved as RFOC enhancements.

- One criticism of RFOC over the years has been that there was too much content and not enough time for students to understand it all. Now that more time is available, think before adding brand new, content heavy topics.

Research shows that too much detail and too many topics work against students' learning the material (Beard and Hartley, 1984).

WRITE

The following are some helpful resources if you choose to write the curriculum yourself.

- [Quick tips to help you write more clearly](#).
- [Training and the Needs of Adult Learners](#).
- [30 Things we know for sure about adult learning](#).
- [Lesson Plans for Adults: Easy, Effective Lesson Plans for Teaching Adults](#)

Encourage learning by discovery: research indicates that people retain information longer when they are given the opportunity to realize ideas and solutions from their own understanding.

Using DSHS developed curriculum

You have the **option** of using the following DSHS developed curriculum as a RFOC enhancement.

Navigating Through Challenging Behaviors

The department has developed a pre-approved three hour *Navigating Through Challenging Behaviors* RFOC enhancement. Download it at www.adsa.dshs.wa.gov/professional/training (click on DSHS Curriculum Available). If you would like to use this enhancement, add it to your list of enhancements in the [CBRFOC form](#) as follows. Now available in Chinese, Korean, Russian, Spanish, and Vietnamese.

Revised Fundamentals Table of Contents	Page #	Time Added	Adding Student Activity	Adding New Materials	What you are doing and expected outcomes	Location of materials
Managing Challenging Communication	106	3 hrs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		DSHS curriculum

Submit a [CBRFOC form](#) to get your RFOC enhancements approved.