

Transforming
Lives

Webinar: Important Training Updates that Affect You!



A red, glowing rectangular sign with the words "ON AIR" in white, bold, sans-serif capital letters. The sign has a slight 3D effect with a dark shadow on the right side.

ON AIR

“The Webinar/Meeting you are about to participate, or view, is being recorded. As such, it becomes a public record and is subject to disclosure under the Public Records Act. We ask that no client specific, confidential, or personal information be discussed. If you interact with the presenters by asking questions or making comments, understand your contributions become part of the public record. If you choose to do so, it implies your consent to being recorded.”



Washington State
Department of Social
& Health Services

Transforming lives

Timelines for Training and Continuing Education

Why didn't DSHS waive training and CE requirements?

RCW [74.39A.074](#)

Training requirements for long-term care workers—Rules.

(4) If a pandemic, natural disaster, or other declared state of emergency impacts the ability of long-term care workers to complete training as required by this section, the department may adopt rules to allow long-term care workers additional time to complete the training requirements.

DSHS Goals during the Governor's COVID Waivers

- **Extend the runways** for training and certification
- **Recognize** that all workers experienced a **significant learning** curve related to COVID precautions.
- **Extend time** for “other CE” that came due while the waivers were in place.

Previous Emergency Rules for Training and CE Now Exist in “Permanent” Rule.

For Training Deadlines:

[WAC 388-71-0876](#)

[WAC 388-112A-0081](#)



For Continuing Education Deadlines:

[WAC 388-71-0992](#)

[WAC 388-112A-0613](#)

Extend Runways

Updated Training & Certification Deadlines:

Worker hired or rehired during the time frame of:	Must complete basic training no later than:	Must be certified** no later than:
8/17/2019 to 4/30/2021	1/31/2023	4/21/2023
5/1/2021 to 3/31/2022	4/30/2023	7/19/2023
4/1/2022 to 9/30/2022	8/31/2023	11/19/2023
10/1/2022 - 12/31/2022	9/30/2023	12/19/2023
Beginning 1/1/2023	Standard training requirements	Standard certification requirements

Recognize Worker On-the-Job Learning

- DSHS granted **12 hours credit** for on-the-job learning to **all workers** employed between **March 1, 2020 and February 28, 2021**.
- **No physical certificate** was issued or required.
- Hours needed to be applied to renewal periods ending no earlier than **March 1, 2020** and no later than **December 31, 2021**.

Extend Time for “Other CE”

- Any CE beyond the 12 OJT hours that came due while the waivers were in place would be due no sooner than December 31, 2022 and at least 120 days after the waivers were lifted.
- Worker’s would be allowed no fewer than 120 days after the waivers were lifted allowed to complete CE due on their first post-waiver birthday.

2020												2021											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
<---																							

2022												2023		
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
									28th				24th	

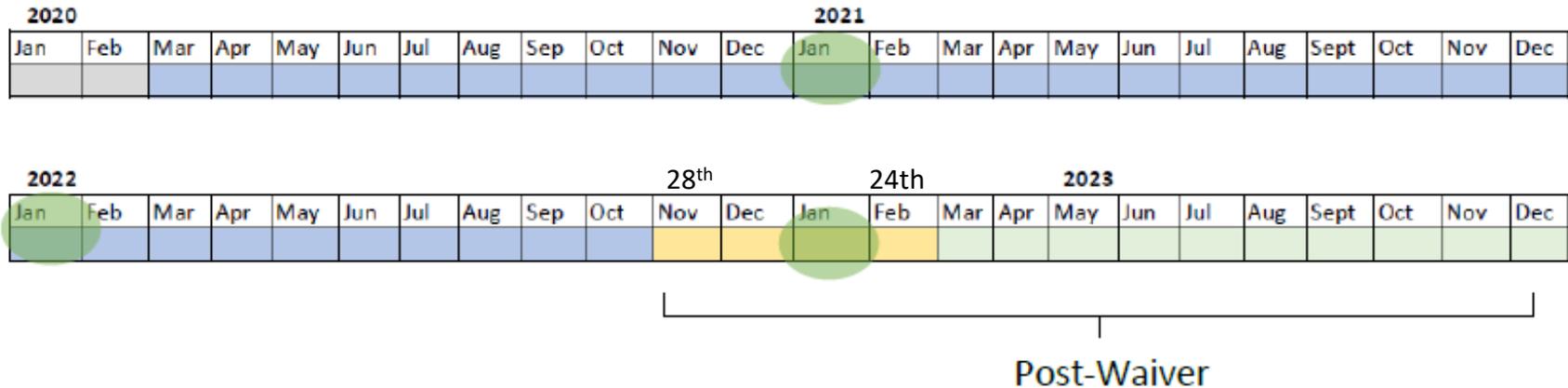
- Pre-Pandemic (COVID CE did not exist)
- COVID OJT CE earned
- COVID OJT CE may be applied
- Window to complete "other" CE*
- 120 days from the end of the training waivers



 120 days from the end of training waivers

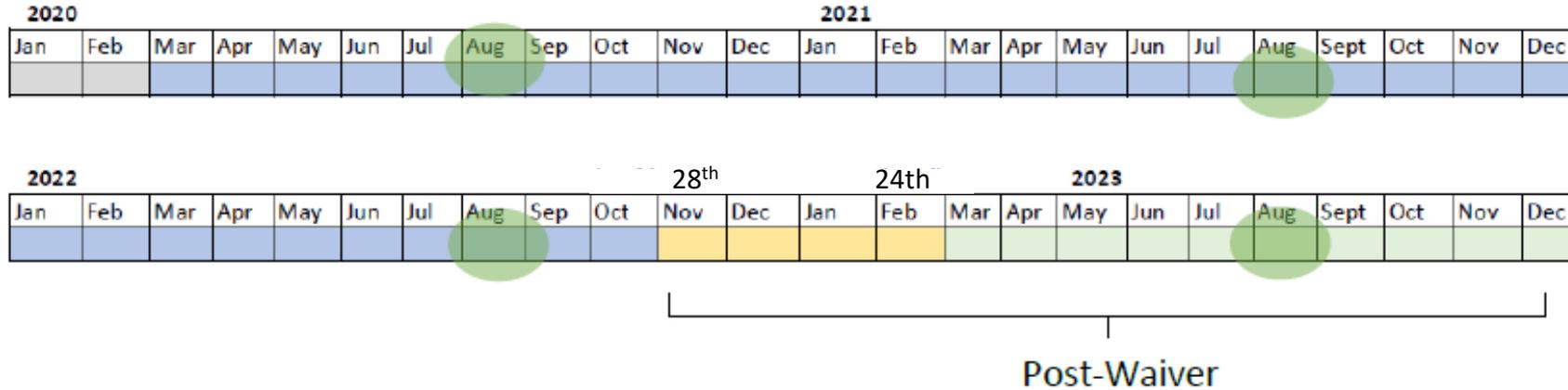
* "Other CE" means hours that became due **while training waivers were in place** beyond the 12 granted for COVID OJT

Example: Birthday is January 15



- Birthdays in **2021** and **2022** occurred while waivers were in place. The worker has until **February 24, 2023** to complete “other” CE that came due on those dates.
- Another 12 hours become due on the worker’s **first post-waiver birthday**.
- Since the worker’s first post-waiver birthday is **fewer than 120 days after the waivers end**, the worker has until **February 24, 2023** (120 days) to complete CE for the current renewal cycle.

Example: Birthday is August 15



- Birthdays in **2020**, **2021** and **2022** occurred while waivers were in place. The worker has until **February 24, 2023** to complete “other” CE that came due on those dates.
- Another 12 hours become due on the worker’s **first post-waiver birthday**.
- Since the worker’s first post-waiver birthday is **more than 120 days after the waivers end**, there is no extension. CE for the first post-waiver renewal cycle is due **August 15, 2023**.

Questions?



Fundamentals of Caregiving

3rd Edition



Aging and Long-Term Support Administration



Fundamentals of Caregiving

3rd Edition

- What's new with the FOC?
- Orientation and Safety update
- Q & A



Important Changes

1. Updated Content
2. New Chapter
3. More Activities
4. Instructor Resources
5. Language Access

1. Updated Content

- Current
- Accurate

Responding to a Medical Emergency

Call 911 right away if a client experiences any of the following medical emergencies:

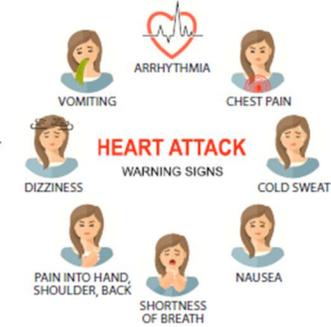
- bleeding that will not stop;
- breathing problems (difficulty breathing, shortness of breath);
- change in mental status (such as unusual behavior, confusion, difficulty arousing);
- chest pain;
- choking;
- coughing up or vomiting blood;
- fainting or loss of consciousness;
- head or spine injury;

- mental health crisis, such as if someone is a danger to themselves or someone else;
- severe or persistent vomiting;
- sudden injury due to burns or smoke inhalation, deep or large wound, etc.;
- sudden, severe pain anywhere in the body;
- sudden dizziness, weakness or change in vision;
- swallowing a poisonous substance; or
- upper abdominal pain or pressure.

Stroke and heart attack are common medical emergencies among older adults. Know the signs of each.

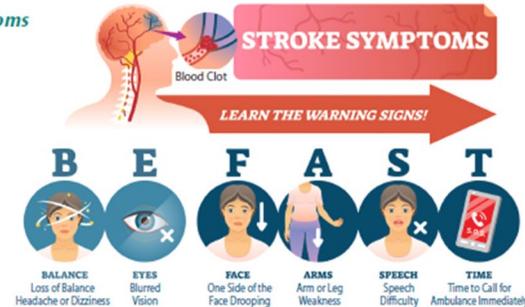
Heart Attack Signs and Symptoms

- Pain or discomfort in the chest
- Lightheadedness, nausea or vomiting
- Jaw, neck or back pain
- Discomfort or pain in the arm or shoulder
- Shortness of breath
- Indigestion/heart burn
- Extreme fatigue



Stroke Signs and Symptoms

- Numbness or weakness on one side of the body
- Confusion or trouble speaking or understanding
- Trouble seeing
- Trouble walking or loss of balance
- Severe headache with no known cause



If you think your client might be having a stroke, B.E. F.A.S.T.:

2. New Chapter

- Module 2
- Person-Centered Care

Lesson 1 Introduction to Person-Centered Care

Learning Objectives

After this lesson, the Home Care Aide will be able to:

1. Distinguish between behaviors that are more/less person-centered; and
2. Communicate the value of person-centered care.

Key Terms

Discovery: the ongoing process of fully getting to know someone as a whole person.

Important TO / Important FOR: a person-centered concept that describes what a person needs to be happy, comfortable, fulfilled, safe, and healthy.



Person-Centered Philosophy

Person-centered care is not as simple as learning a step-by-step process. It is more like learning a philosophy or a new way of thinking. In this training

3. More Activities

- Discussion
- Reflection
- Scenarios
- Checkpoints



Jeff is 33 years old and lives in his own home with his mother.

His mother works days, while Jeff stays home alone.

Jeff has Cerebral Palsy and uses a motorized chair for mobility.

He works from home and enjoys many hobbies.



Daisy is 65 years old. Her partner of 40 years recently died, and she moved into an adult family home a few weeks ago.

She lives with physical limitations, and needs help with mobility, especially when transferring to bathe.

Daisy is a transgender woman, and prefers female caregivers for help with personal care.

Example:

Mrs. Cortez likes to dress for supper and is particular about her appearance. The blouse she would like to wear is wrinkled and she would like you to iron it, but she is already running very late. Which is a more person-centered approach?

Choice A: Let her know there is not enough time and ask her to please select another blouse.

Choice B: Offer to iron her blouse but suggest that it might make her very late to supper.

Consider how you make choices and control your own life. How would it affect you to lose that control?

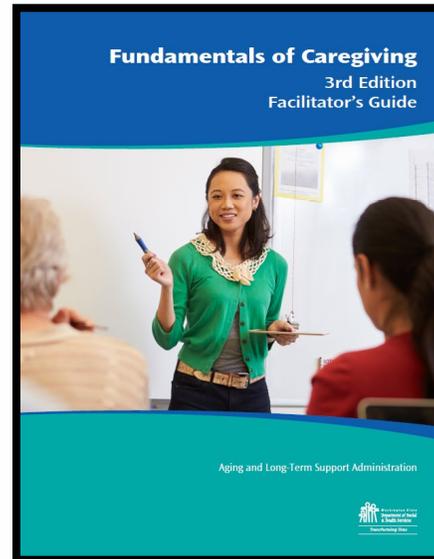
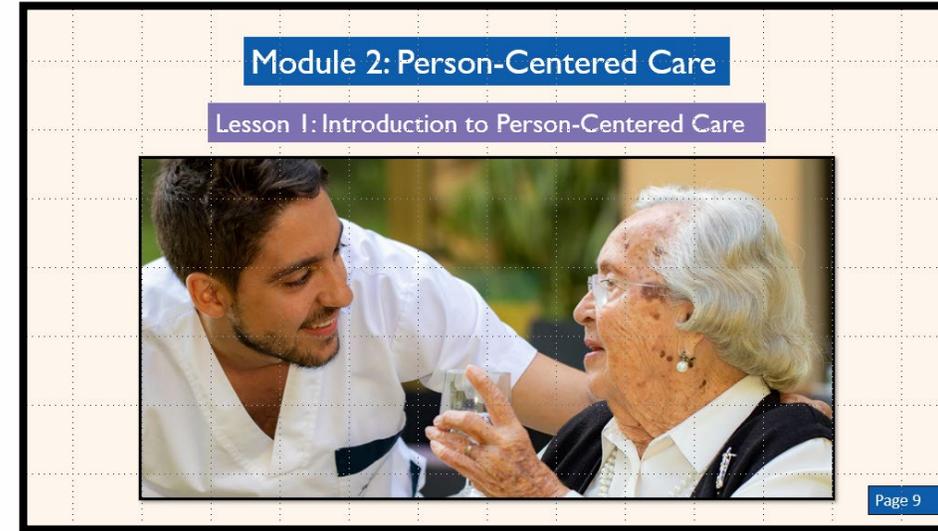
Checkpoint

Try to answer these questions in your own opinion and words. When you have finished, talk about your answers with a classmate or another person.

1. Summarize person-centered philosophy in your own words (2-4 sentences)

4. Instructor Resources

- Facilitator’s Guide
- Module 2 PPT and Lesson Plans



Module 2, Lesson 1 – Introduction to Person-Centered Care (2 hours)			
Topic	Pages	Main Points and Activities	Time
Learning Objectives and Overview	10	<ul style="list-style-type: none"> Read aloud (or ask a participant to read aloud) the learning objectives. Read aloud (or ask a participant to read aloud) the overview. 	5 min.
Do you have any questions before we begin this lesson?			
Person-Centered Philosophy	10	<ul style="list-style-type: none"> Ask participants "What do you think when you hear "person-centered care?" <ul style="list-style-type: none"> Care specific to that individual Personal care to one person Focusing on the client's needs instead of prioritizing the expectations of any other individuals Not what "we" want for the client but what they want and what their needs are Making them feel like they are an individual and respected for who they are Person-centered care is a philosophy, or a way of thinking. You will learn about several person-centered concepts in this lesson. Tell participants to look at the 4 questions on page 10. They should ask themselves these questions about each of the person-centered concepts they learn. 	5 min.
Learning about People	11	<ul style="list-style-type: none"> Put participants into small groups and show them the following questions. Have the groups discuss the questions (3 minutes). Then ask for volunteers to share their answers (2 minutes). <ol style="list-style-type: none"> Why is it important to get to know the people you care for? How can you get to know a client? What should you try and learn about a client? 	5 min.
Discovering the Whole Person	11	<ul style="list-style-type: none"> Read aloud (or ask a participant to read aloud) the "More Whole Introduction" on page 11. Ask participants "Which introduction is more person-centered?" <ul style="list-style-type: none"> Point out that option A focuses mostly on needs while B recognizes need but also abilities and strengths. Emphasize that person-centered thinking is about learning not only a person's needs but also their strengths and goals. 	4 min.
Recognizing and Respecting Worldviews, Perspectives, and Attitudes	12	<ul style="list-style-type: none"> As you learn about the people you care for, you will probably find some differences between your views and theirs. Ask participants "What kinds of differences in worldview, perspective, or attitude might be challenging for a caregiving relationship?" <ul style="list-style-type: none"> Political beliefs Religious beliefs 	10 min.

5. Language Access

- 13 Languages:
English, Amharic, Arabic, Cambodian, Chinese (S), Chinese (T), Korean, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese

سلسلة العدوى

سيساعدك فهم كيفية نمو مسببات الأمراض وانتشارها على حماية نفسك والآخرين من المرض. وتوضح سلسلة العدوى كيف يمكن لأحد العوامل المعدية (مُمرض / جرثومة) أن ينتشر من شخص إلى آخر.



مثال:

مقدم الرعاية مصاب بالأنفلونزا ولكن لا تظهر عليه أعراض. وقد يسعل في يديه قبل مساعدة أحد المقيمين في مكان العناية الشخصية. فينتقل فيروس الأنفلونزا إلى يد المقيم. بعد ذلك يلمس المقيم وجهه ويدخل فيروس الأنفلونزا إلى جسمه من خلال الأغشية المخاطية في أنفه. وفي حال لم يتلقى لقاح الإنفلونزا السنوي، سينمو الفيروس ويتضاعف. أدت سلسلة العدوى إلى انتقال المرض المعدي من شخص إلى آخر. وقد يستمر المقيم الآن في إصابة المقيمين ومقدمي الرعاية الآخرين.

ما هي الإجراءات المحددة التي يمكن لمقدم الرعاية و / أو المقيم القيام بها لكسر سلسلة العدوى؟

تذكر: تنتشر معظم الأمراض المعدية من خلال التواصل المباشر أو غير المباشر.

The Revised Fundamentals of Caregiving (RFOC) will be removed from our curriculum website and the bookstore on February 28, 2023.

All instructors should be using the new Fundamentals of Caregiving by March 1, 2023.

Fundamentals of Caregiving 3rd Edition Table of Contents

Module 1: Course Introduction

Module 2: Person-Centered Care

Module 3: Communication

Module 4: Clients and Their Rights

Module 5: The Caregiver

Module 6: Infection Control and Prevention

Module 7: Mobility

Module 8: Skin and Body Care

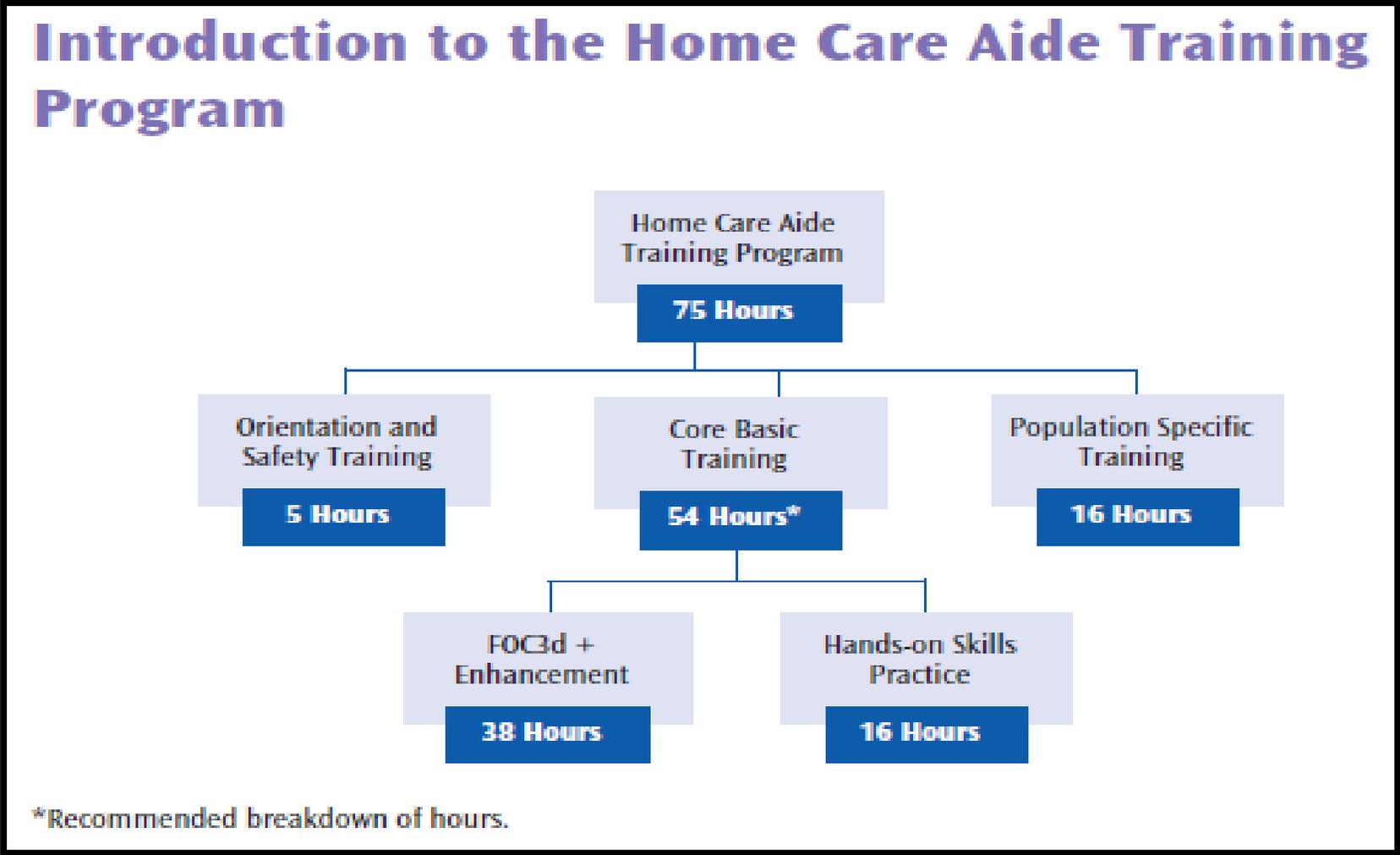
Module 9: Nutrition and Food Handling

Module 10: Toileting

Module 11: Nurse Delegation and Medications

Module 12: Self-Care for Caregivers

Home Care Aide Training Program Breakdown of Hours*



Where can you get the materials?

- Download textbook and instructor materials from:
<https://www.dshs.wa.gov/altsa/training/dshs-curriculum-and-materials-available>
- Order physical copies of the English textbook from:
<http://myfulfillment.wa.gov/>

Questions?



What to Expect in 2023!

Updated DSHS Courses:

- Orientation
- Safety Training
- Nurse Delegation Special Focus on Diabetes

New Expanded Specialty Course:

- Substance Use Disorder, Level 1



Orientation and Safety Training Update (2023)



Orientation Introduction

You are taking this orientation training because you have recently been hired by an adult family home (AFH), assisted living facility (ALF), or a home care agency (HCA) as a long term care (LTC) worker.

This orientation training gives you an overview of what you need to know and do in your new job.

Your role as a LTC worker is to provide quality care and support services to the people (clients) who live where you work. These services are essential to the health, continued independence, and well-being of the clients in your care. To provide quality care, you must:

- Understand your role as a LTC worker.
- Complete all of your assigned tasks to the best of your ability each day.
- Respect client choices in how and when they would like these tasks done.
- Keep clients safe.
- Learn and follow the policies and procedures of your employer.

Clients

A person requiring care is referred to by many different names. Examples you may hear include client, resident, consumer, or participant.

In this orientation, we have used client to represent any of these.

 As you go through the training, this icon points out the key points.

Clients and Where They Live

When clients need help with care for an extended period of time, it is referred to as long term care.

A client may be:

- Elderly and frail.
- Have a disease or condition making it hard or impossible to do certain tasks without help.
- Have fallen or had another type of accident.
- Have a developmental disability.



A client's care team

You are not alone in providing care and support to a client. There are many others who may be part of a client's care team.

Care team members can include the client's health care provider(s), family and friends, a guardian, other LTC workers, nurses or other skilled professionals, and/or a case manager or social worker from Home and Community Services (HCS) or an Area Agency on Aging (AAA).

 Orientation Training Revised 5.2019 Page 2

I need instructor input!

Interested? Please contact

Samuel.Cooke@dshs.wa.gov

Virtual Training

Virtual Training must be approved by DSHS:

- Submit the [Virtual Classroom Training Application Form](#)
- Demonstrate effective use of the training platform to engage student learning:
 - Video demonstration of the virtual classroom or
 - Schedule a live example of the virtual classroom



Virtual Classroom and Online Training Standards

Virtual classroom \neq Online Training

Virtual classroom means a synchronous, instructor-led, remote learning environment conducted in real time.

Online Training means a course taken through an automated, asynchronous learning management system or other technology.

What topics would you like us to cover in next year's webinars?

Some suggestions

- A. A review of WAC (388-112A) requirements that govern Home Care Aide training
- B. Getting continuing education curriculum approved by DSHS
- C. How to teach skills training using the DSHS Procedure Checklist most effectively
- D. Creating and providing an effective virtual classroom experience for learners
- E. Navigating the DSHS training website
- F. How to order DSHS training books and other materials
- G. Community instructor contract review and requirements
- H. How to request changes to your training contract and fill out the associated DSHS required forms

Thank you!





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