

Competency Area	CMS Direct Service Workforce Competency Definition (Source: from Federal - CMS Direct Service Workforce Competencies)	CMS Direct Service Workforce Skill Statements	States with Core Competencies Similar to CMS Direct Service Workforce Competencies											
			AK	AZ	KS	ME	MI	NH	NY	VA	WA	WI		
			AK	AZ	KS	ME	MI	NH	NY	VA	WA	WI		
	Communication 1*	Builds trust and productive relationships with people, the supports, co-workers, and others through respectful and clear verbal and written communication.	Competency Category 1: Working with Others A. Listens effectively B. Communicates effectively C. Builds positive relationships D. Collaborates E. Maintains appropriate boundaries	Chapter 2: Communication A. Components of Effective Communication B. Barriers to Communication C. Effective Communication D. Therapeutic Communication E. Communication with Individuals with Disabilities F. Cultural and Ethical Issues G. Health and Safety H. Role of Therapeutic Alliance I. Role of Language J. Resources		Chapter 7: Communication A. Identify ways in which you can communicate effectively with your consumers B. Discuss how you can be a good listener C. Explain the importance of confidentiality and how it can impact your communication with friends, family, coworkers, and consumers D. Demonstrate active listening E. Demonstrate using silence to aid in communication F. Discuss and explain five blocks to communication		Chapter 2: Communication A. Barriers of communication B. Active Listening C. Closed and open-ended questions D. Managing emotions E. Barriers and expectations of family members F. Reporting, reporting and documenting G. Communication strategies for consumers with dementia/delirium's		Working Effectively with Home Care Clients A. Barriers to Home and Personal Belongings B. Communication and respectful skills C. Emergency relocation, reporting and skills D. Confidentiality		Module 3: Communication Lesson 1: Basic Communication A. Barriers B. Listening C. Barriers to your communication D. Barriers to effective communication E. Effective problem solving F. Barriers Lesson 2: Overcoming Challenges A. Barriers B. Being lost or Impaired C. Overcoming Difficulties with Communication		Overview How to use successful verbal and non-verbal communication How to effectively listen and respond How to communicate to a culture appropriate manner The difference between objective and subjective documentation and how to write objectively How to effectively communicate with people who Have intellectual disabilities Have hearing impairments Are deaf or hard of hearing Have chronic, persistent mental illnesses Have vision loss Have speech impairments
	Community Inclusion and Networking	Helps individuals to be a part of the community through valued roles and relationships and assist individuals with major including into home and community based settings.	Competency Category 5: Linking to Resources A. Identifies recommended resources B. Supports individual and family decision making in selecting resources C. Connects individuals and families to community resources Competency Category 4: Providing Services & Conducts Assessment and Engagement D. Organizes and conducts group activities E. Respects the role of family members in planning and providing services	Chapter 7: Activity Planning A. Principles of Activity Planning B. Cultural and Ethical Issues C. Activities Specific to Disabilities and Functional Abilities D. Activity Planning Exercise E. Summary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Community Living Skills and Supports 1*	Helps individuals to manage the personal, financial, and household tasks that are necessary on a day-to-day basis to pursue an independent, community-based lifestyle.	Competency Category 8: Providing Services A. Assesses, implements and coordinates plan of care, creates a therapeutic environment B. Provides physical support C. Provides person centered support and helps the individual to build on his or her strengths in life activities	Chapter 4: Support Planning A. Goal Planning B. Individual Support Plans C. Support Plan Basics D. Roles and Responsibilities of Team Members E. Family Living F. Respite G. Meal Assistance H. Medication Management I. Administration J. Safety K. Bathing, Dressing and Grooming L. Clothing M. Shopping N. Transportation O. Turning and Positioning P. Transfer Q. Personal Care R. Bed Safety S. Caring for Incontinence T. Personal Care and Hygiene U. Wound Care V. Restraints W. Behavior Management X. Crisis Intervention Y. Suicide Risk Z. Self-Harm AA. Abuse AB. Neglect AC. Elder Abuse AD. Neglect AE. Neglect AF. Neglect AG. Neglect AH. Neglect AI. Neglect AJ. Neglect AK. Neglect AL. Neglect AM. Neglect AN. Neglect AO. Neglect AP. Neglect AQ. Neglect AR. Neglect AS. Neglect AT. Neglect AU. Neglect AV. Neglect AW. Neglect AX. Neglect AY. Neglect AZ. Neglect BA. Neglect BB. Neglect BC. Neglect BD. Neglect BE. Neglect BF. Neglect BG. Neglect BH. Neglect BI. Neglect BJ. Neglect BK. Neglect BL. Neglect BM. Neglect BN. Neglect BO. Neglect BP. Neglect BQ. Neglect BR. Neglect BS. Neglect BT. Neglect BU. Neglect BV. Neglect BW. Neglect BX. Neglect BY. Neglect BZ. Neglect CA. Neglect CB. Neglect CC. Neglect CD. Neglect CE. Neglect CF. Neglect CG. Neglect CH. Neglect CI. Neglect CJ. Neglect CK. Neglect CL. Neglect CM. Neglect CN. Neglect CO. Neglect CP. Neglect CQ. Neglect CR. Neglect CS. Neglect CT. Neglect CU. Neglect CV. Neglect CW. Neglect CX. Neglect CY. Neglect CZ. Neglect DA. Neglect DB. Neglect DC. Neglect DD. Neglect DE. Neglect DF. Neglect DG. Neglect DH. Neglect DI. Neglect DJ. Neglect DK. Neglect DL. Neglect DM. Neglect DN. Neglect DO. Neglect DP. Neglect DQ. Neglect DR. Neglect DS. Neglect DT. Neglect DU. Neglect DV. Neglect DV. Neglect DW. Neglect DX. Neglect DY. Neglect DZ. Neglect EA. Neglect EB. Neglect EC. Neglect ED. Neglect EE. Neglect EF. Neglect EG. Neglect EH. Neglect EI. Neglect EJ. Neglect EK. Neglect EL. Neglect EM. Neglect EN. Neglect EO. Neglect EP. Neglect EQ. Neglect ER. Neglect ES. Neglect ET. Neglect EU. Neglect EV. Neglect EW. Neglect EX. Neglect EY. Neglect EZ. Neglect FA. Neglect FB. Neglect FC. Neglect FD. Neglect FE. Neglect FF. Neglect FG. Neglect FH. Neglect FI. Neglect FJ. Neglect FK. Neglect FL. Neglect FM. Neglect FN. Neglect FO. Neglect FP. Neglect FQ. Neglect FR. Neglect FS. Neglect FT. Neglect FU. Neglect FV. Neglect FW. Neglect FX. Neglect FY. Neglect FZ. Neglect GA. Neglect GB. Neglect GC. Neglect GD. Neglect GE. 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Neglect JK. Neglect JL. Neglect JM. Neglect JN. Neglect JO. Neglect JP. Neglect JQ. Neglect JR. Neglect JS. Neglect JT. Neglect JU. Neglect JV. Neglect JV. Neglect JW. Neglect JX. Neglect JY. Neglect JZ. Neglect KA. Neglect KB. Neglect KC. Neglect KD. Neglect KE. Neglect KF. Neglect KG. Neglect KH. Neglect KI. Neglect KJ. Neglect KL. Neglect KM. Neglect KN. Neglect KO. Neglect KP. Neglect KQ. Neglect KR. Neglect KS. Neglect KT. Neglect KU. Neglect KV. Neglect KW. Neglect KX. Neglect KY. Neglect KZ. Neglect LA. Neglect LB. Neglect LC. Neglect LD. Neglect LE. Neglect LF. Neglect LG. Neglect LH. Neglect LI. Neglect LJ. Neglect LK. Neglect LL. Neglect LM. Neglect LN. Neglect LO. Neglect LP. Neglect LQ. Neglect LR. Neglect LS. Neglect LT. Neglect LU. Neglect LV. Neglect LV. Neglect LW. Neglect LX. Neglect LY. Neglect LZ. Neglect MA. Neglect MB. Neglect MC. Neglect MD. Neglect ME. Neglect MF. Neglect MG. Neglect MH. Neglect MI. Neglect MJ. Neglect MK. Neglect ML. Neglect MN. Neglect MO. 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Neglect SU. Neglect SV. Neglect SV. Neglect SW. Neglect SX. Neglect SY. Neglect SZ. Neglect TA. Neglect TB. Neglect TC. Neglect TD. Neglect TE. Neglect TF. Neglect TG. Neglect TH. Neglect TI. Neglect TJ. Neglect TK. Neglect TL. Neglect TM. Neglect TN. Neglect TO. Neglect TP. Neglect TQ. Neglect TR. Neglect TS. Neglect TU. Neglect TV. Neglect TV. Neglect TW. Neglect TX. Neglect TY. Neglect TZ. Neglect UA. Neglect UB. Neglect UC. Neglect UD. Neglect UE. Neglect UF. Neglect UG. Neglect UH. Neglect UI. Neglect UJ. Neglect UK. Neglect UL. Neglect UM. Neglect UN. Neglect UO. Neglect UP. Neglect UQ. Neglect UR. Neglect US. Neglect UT. Neglect UU. Neglect UV. Neglect UV. Neglect UW. Neglect UX. Neglect UY. Neglect UZ. Neglect VA. Neglect VB. Neglect VC. Neglect VD. Neglect VE. Neglect VF. Neglect VG. Neglect VH. Neglect VI. Neglect VJ. Neglect VK. Neglect VL. Neglect VM. Neglect VN. Neglect VO. Neglect VP. Neglect VQ. Neglect VR. Neglect VS. Neglect VT. Neglect VU. Neglect VV. Neglect VV. Neglect VW. Neglect VX. Neglect VY. Neglect VZ. Neglect WA. Neglect WB. Neglect WC. Neglect WD. Neglect WE. Neglect WF. Neglect WG. Neglect WH. Neglect WI. Neglect WJ. Neglect WK. Neglect WL. Neglect WM. Neglect WN. Neglect WO. Neglect WP. Neglect WQ. Neglect WR. Neglect WS. Neglect WT. Neglect WU. Neglect WV. Neglect WV. Neglect WW. Neglect WX. Neglect WY. Neglect WZ. Neglect XA. Neglect XB. Neglect XC. Neglect XD. Neglect XE. Neglect XF. Neglect XG. Neglect XH. Neglect XI. Neglect XJ. Neglect XK. Neglect XL. Neglect XM. Neglect XN. Neglect XO. Neglect XP. Neglect XQ. Neglect XR. Neglect XS. Neglect XT. Neglect XU. Neglect XV. Neglect XV. Neglect XW. Neglect XX. Neglect XY. Neglect XZ. Neglect YA. Neglect YB. Neglect YC. Neglect YD. Neglect YE. Neglect YF. Neglect YG. Neglect YH. Neglect YI. Neglect YJ. Neglect YK. Neglect YL. Neglect YM. Neglect YN. Neglect YO. Neglect YP. Neglect YQ. Neglect YR. Neglect YS. Neglect YT. Neglect YU. Neglect YV. Neglect YV. Neglect YW. Neglect YX. 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Symbols indicate competencies that are also included in federal & Indiana Health Aide Competency; *Certified Nurse Aide Competency

Arizona	Kansas	Maine	Massachusetts	New York	Virginia	Washington	Wisconsin
<p>Chapter 1- Knowledge of Developmental Disabilities</p> <p>A. Developmental Disabilities</p> <p>B. Introduction to Human Development</p> <p>C. The 4 Developmental Disabilities</p> <p>D. Responding to Seizure Activity</p> <p>E. Sensory Integration Challenges</p> <p>F. General Guidelines for Working with People with Disabilities</p>	<p>C. 3x HCBS/SED Services</p> <p>a. Attendant Care</p> <p>b. Independent Living/Skills building</p> <p>c. Parent Support and Training</p> <p>d. Professional Resource Family Care</p> <p>e. Short Term Respite Care</p> <p>f. Wraparound Facilitation</p> <p>D. 315 (b) Services Waiver</p> <p>a. Attendant Care</p> <p>b. Base Conference</p> <p>Medicaid for Behavioral Health Providers</p> <p>A. The History of Medicaid Behavioral Health Services in Kansas</p> <p>B. The Role of MCOS in Handling Medicaid Behavioral Health Benefits in Kansas</p> <p>C. How People Qualify for Medicaid</p> <p>D. Six Programs for the Elderly and Disabled</p> <p>E. Waiver Services Related to Mental Health – What They are and Who is Eligible</p> <p>F. Six Conditions for Meeting Medical Necessity</p> <p>G. The Automated Information Management System</p> <p>H. The Kansas Client Placement Criteria</p> <p>Documentation of Medicaid Services</p> <p>A. The Provider's Responsibilities</p> <p>B. Progress Notes for Documenting and Communicating</p> <p>C. Ten Elements included in All progress notes</p> <p>D. When is a progress note needed</p> <p>E. Four qualities of a progress note</p> <p>F. Four questions to answer when documenting service</p> <p>G. Maintaining the confidentiality of non clients</p> <p>H. Reflecting medical necessity by documenting by service provided</p> <p>I. What providers need to know about hand written progress notes</p> <p>Basics for Youth</p> <p>A. Four values that support CBS</p> <p>B. The process by which clinicians determine serious emotional disturbance</p> <p>C. The home and community based service/serious emotional disturbance waiver</p> <p>D. Criteria by which eligibility for waiver services is determined</p> <p>E. Wraparound as a philosophy and process – the way CBS does business</p> <p>F. The treatment team – how it is developed and who is on it</p> <p>G. How to build strong relationships with clients, colleagues and community partners</p> <p>H. The role of medication in treating mental health issues</p> <p>I. Two fundamental ways to help others manage their behavior</p> <p>Basics for Adults</p> <p>A. What recovery is and is not</p> <p>B. Recovery as a process</p> <p>C. Key components of the recovery journey</p> <p>D. The role of the mental health service provider</p> <p>E. Engagement – the creation of a trusting and mutual relationship between a provider and a client</p> <p>F. Characteristics of the partnership between providers and clients</p> <p>G. Provider qualities that help build trust</p> <p>H. Stages of recovery</p> <p>I. Successful disengagement</p> <p>J. The role of the family in client recovery</p> <p>K. Common emotional and behavioral responses of family members</p> <p>L. Provider engagement with the family</p> <p>M. Informational needs of families</p>	<p>A. Explain Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs).</p> <p>B. Describe some of the different kinds of health care organizations available in Maine.</p> <p>C. Be familiar with patient centered care.</p> <p>D. Describe the Department of Health and Human Services (DHHS) healthcare facilities' inspection and complaint process.</p> <p>E. Be familiar with the Occupational Safety and Health Administration (OSHA).</p> <p>F. Be familiar with how health care is regulated in Maine.</p> <p>Module 6: Death and Dying</p> <p>A. Explain the stages of grief</p> <p>B. Identify signs of approaching death</p> <p>C. Discuss how you can help meeting the emotional needs of a dying person and their family</p> <p>Module 8: Special Considerations</p> <p>A. Describe the "4 As" of Dementia</p> <p>B. Discuss behaviors associated with dementia and how you might manage them in the workplace</p> <p>C. Identify ways to care for a person with dementia</p> <p>D. Describe the effects of caring for a person with dementia on the caregiver and ideas for your personal self-care</p> <p>E. Discuss the difference between physical therapy, occupational therapy, and speech-language therapists</p> <p>F. Identify methods of communicating with consumers with developmental disabilities</p> <p>G. Identify methods of caring for Consumers with mental illness</p> <p>H. Describe some ways to help meet the emotional needs of Consumers with cancer</p> <p>I. Describe some ways to help meet the emotional needs of consumers with HIV/AIDS</p> <p>J. Describe some complications that can arise following surgery and how you can help manage them</p> <p>K. Discuss the different needs of a school-age child versus an adolescent</p> <p>Module 9: The Human Body</p> <p>A. Describe the stages of pressure ulcers</p> <p>B. Explain your role in helping to prevent pressure ulcers</p> <p>C. Describe the signs of hypoglycemia and hyperglycemia</p> <p>D. Discuss four scenarios when you should notify your supervisor of a potential issue with a consumer's body system</p> <p>E. Discuss different strategies for communicating with a person who has a hearing deficit</p> <p>Module 14: Procedures</p> <p>A. Demonstrate competency in the procedures: handwashing, using an alcohol based hand rub; removing gloves; putting on a gown; removing a gown; putting on and removing a mask; removing more than one article of PPE; double-bagging; positioning, lifting, and transferring patients and residents</p>	<p>Consumer Needs</p> <p>A. Identifying stereotypes</p> <p>B. Aging process</p> <p>C. Working with consumers with disabilities</p> <p>D. Behavioral health conditions</p> <p>E. Stages of grief</p> <p>Mobility</p> <p>A. Introduction to mobility</p> <p>B. Lifting</p> <p>C. Repositioning</p> <p>D. Turning in bed</p> <p>E. Move to side of bed</p> <p>F. Walking and assistive devices</p> <p>G. Using wheelchairs</p> <p>Catheter and Ostomy Care</p> <p>A. Catheter care</p> <p>B. Ostomy</p>	<p>Working with the Elderly</p> <p>A. What is aging</p> <p>B. Aging and the body/body systems</p> <p>C. Aging and the mind</p> <p>Working with Children</p> <p>A. Family situations in which children may need home care workers</p> <p>B. How children develop and how to work with them</p> <p>C. Problems that affect the family and how children react to stress</p> <p>D. How can you help strengthen families through work with parents or caregivers</p> <p>Working with People who are Mentally Ill</p> <p>A. What is mental health?</p> <p>B. What is mental illness?</p> <p>C. Mental health, mental illness, and the home care worker</p> <p>Working with people with Developmental Disabilities</p> <p>A. Understanding developmental disabilities</p> <p>B. Developmental disabilities and home care</p> <p>Working with People with Physical Disabilities</p> <p>A. What is physical disability?</p> <p>B. How the home care worker can help the physically disabled</p> <p>g. Musculoskeletal system</p> <p>i. Transfers, positioning and turning</p> <p>1. Body mechanics</p> <p>2. Turning and positioning in bed and chair</p> <p>3. Transfer with one assist</p> <p>ii. Ambulation</p> <p>1. One assistant</p> <p>2. Assistive devices (cans, walkers, etc.)</p> <p>3. Safety principles</p> <p>iii. Range of motion</p> <p>k. The Client's environment</p> <p>i. Components and care of the environment – drawers, closets, and immediate environment</p> <p>ii. Occupied bed</p> <p>iii. Occupied bed</p> <p>C. Personal Care for the Well Baby</p> <p>D. Special Equipment use by home care clients</p>	<p>A. BMAS Expectations</p> <p>B. BMAS Requirements for Personal Care Aides The Elderly</p> <p>A. Physical and Biological Aspects of Aging</p> <p>B. Psychological Aspects of Aging</p> <p>C. Physical and emotional Needs of the</p> <p>Working with Children</p> <p>A. Family situations in which children may need home care workers</p> <p>B. How children develop and how to work with them</p> <p>C. Problems that affect the family and how children react to stress</p> <p>D. How can you help strengthen families through work with parents or caregivers</p> <p>Working with People who are Mentally Ill</p> <p>A. What is mental health?</p> <p>B. What is mental illness?</p> <p>C. Mental health, mental illness, and the home care worker</p> <p>Working with people with Developmental Disabilities</p> <p>A. Understanding developmental disabilities</p> <p>B. Developmental disabilities and home care</p> <p>Working with People with Physical Disabilities</p> <p>A. 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Summary</p> <p>Module 7: Mobility</p> <p>Lesson 1: Safely Assist With Walking and Transfers</p> <p>A. Overview</p> <p>B. Supporting Mobility</p> <p>C. Body Mechanics</p> <p>D. Common Care Practices with Mobility</p> <p>E. Skill: Assist a Client to Walk</p> <p>F. Skill: Transfer a Client from Bed to Chair or Wheelchair</p> <p>G. Summary</p> <p>Module 11: Nurse Delegation and Medications</p> <p>Lesson 1: Nurse Delegation and Self-Directed Care</p> <p>A. Overview</p> <p>B. Nurse Delegation</p> <p>C. Self-Directed Care</p> <p>D. Summary</p> <p>Lesson 2: Medication Assistance and Medication Administration</p> <p>A. Overview</p> <p>B. Medication Basics</p> <p>C. Medication Assistance and Medication Administration</p> <p>D. Skill: Medication Assistance</p> <p>E. Storage and Disposal of Medications</p> <p>F. Summary</p> <p>E. Lesson 2: Surviving Loss and Grief</p> <p>F. Overview</p> <p>G. Grief</p> <p>H. Hospice Care</p>	<p>Chapter 2- Working with People with Developmental Disabilities</p> <p>A. Person-Centered Approach</p> <p>B. Department of Economic Security – Division of Developmental Disabilities: Mission, Vision, and Values</p> <p>C. Identifies strengths and resources</p> <p>D. Identifies problems, deficits, and stressors</p> <p>E. Detects warning signs</p> <p>F. Communicates results clearly</p> <p>G. Reassesses routinely</p> <p>Chapter 3- Role and Requirements of the Division of Developmental Disabilities</p> <p>A. Role of the Division of Developmental Disabilities</p> <p>B. Attendant Care</p> <p>C. Documentation and Reporting Requirements</p> <p>D. DCW Activities restricted by the Division of Developmental Disabilities</p> <p>E. Supervisory and monitoring requirements for Attendant Care and Housekeeping</p> <p>F. Notification to responsible agency and person regarding tardiness or absence</p> <p>Chapter 2 – Physical Disabilities and Conditions: The Brain and Nervous System</p> <p>A. Basic Principles</p> <p>B. Physical Disabilities and Conditions</p> <p>Chapter 3 – Psychological/Emotional Conditions</p> <p>A. Emotional Impact of Chronic Disease or Physical Disability</p> <p>B. Emotional Impact of Aging</p> <p>C. Anxiety</p> <p>D. Depression</p> <p>E. Addictions and Older Adults</p> <p>F. Resources</p> <p>Chapter 5 – Transfers and Positioning</p> <p>A. Principles of Body Mechanics for Back Safety</p> <p>B. Transferring</p> <p>C. Ambulation (Walking)</p> <p>D. Turning and Positioning</p> <p>E. Assistive Devices</p> <p>Chapter 6 – Sexuality and Disability</p> <p>A. Basic Principles</p> <p>B. Sexuality and Aging</p> <p>C. Sexuality and Disabilities</p> <p>Chapter 8 – Dementia Specific Care</p> <p>A. Dementia Overview</p> <p>B. Alzheimer's Disease</p> <p>C. Communication Strategies</p> <p>D. Challenging Behaviors</p> <p>E. Dementia and Sexuality</p> <p>F. Assistance with Activities of Daily Living</p> <p>G. Planning Activities</p> <p>H. Pain management techniques</p> <p>I. Safety Concerns</p> <p>Chapter 9 – Grief and End-of-Life Issues</p> <p>A. Brief and the Separation Process</p> <p>B. The Dying Process</p> <p>C. Emotional Issues</p> <p>D. Coping Strategies</p> <p>E. Cultural and Religious Issues</p> <p>F. Advance Directives</p> <p>G. Hospice</p> <p>H. Brief Activity</p> <p>I. Resources</p> <p>Chapter 1 – Overview</p> <p>A. Roles and Responsibilities of DCWs</p> <p>B. Direct Care Services and Programs in AZ</p> <p>C. Service Settings</p> <p>D. Philosophy of Providing Direct Care and Supports</p> <p>E. Resources</p>