



# BASIC CARE AIDE

## Course Syllabus

- Temporary Position created in response to the COVID-19 pandemic to respond to workforce challenges while maintaining quality care standards.
- Online Course Time | Minimum of 9 hours
- Skill Competency | Minimum of 2 hours completed with Licensed Nurse (Skill Competency Checklists provided by EduCare)

Subject Matter	EduCare Course(s)	Learning Objectives	Credits	Skill Competencies
<b>BCA Introduction</b>	BCA – Series Introduction	Introduction to the role, scope and services	NA	None
<b>Resident Rights, HIPAA, Abuse &amp; Neglect</b>	BCA – Resident Rights, Abuse Prevention and HIPAA	<ul style="list-style-type: none"> <li>○ Identify how person-centered approaches contribute to the identification and prevention of abuse</li> <li>○ Define who a vulnerable adult it and your responsibility to report maltreatment including reporting requirements to comply with the Elder Justice Act</li> <li>○ Articulate three resident rights and your role in honoring them</li> <li>○ State when the user of a resident photograph or video are allowed and describe situations that quality as abuse</li> <li>○ Define HIPAA and what constitutes PHI</li> <li>○ State requirement of reporting a HIPAA breach</li> <li>○ Articulate factors that may contribute to abuse and describe preventative methods</li> </ul>	0.75	None
<b>Emergency Procedures</b>	BCA - Emergency Prep – Overview – SNF	<b>Emergency Preparedness – Overview – SNF</b> <ul style="list-style-type: none"> <li>○ State the importance of emergency planning, training, and drills</li> <li>○ Articulate the purpose of a facility-wide emergency planning assessment</li> <li>○ List desired emergency supplies and equipment</li> <li>○ Explain how and when to call 911</li> <li>○ State the importance of emergency contact information</li> <li>○ Articulate why contingency plans and incident documentation are critical</li> </ul>	0.50	<b>EP – Human Hazards – SNF</b> <ul style="list-style-type: none"> <li>○ Resident Fall</li> <li>○ Clear Obstructed Airway</li> </ul>
	BCA - Emergency Prep – Site and Natural Hazards – SNF	<b>Emergency Preparedness – Site &amp; Natural Hazards – SNF</b> <ul style="list-style-type: none"> <li>○ Describe common site and natural hazards that impact the internal and external environment and become urgent in nature</li> <li>○ Articulate steps you would take for each emergency</li> <li>○ Describe common site and natural hazards that impact the internal and external environment and become urgent in nature</li> <li>○ Articulate steps you would take for each emergency</li> </ul>	0.50	
	BCA – Emergency Prep – Human Hazards – SNF	<b>Emergency Preparedness – Human Hazards – SNF</b> <ul style="list-style-type: none"> <li>○ Describe common emergencies that involve or affect humans including missing person, fall, choking, and death</li> <li>○ Articulate steps that you would take for each emergency</li> </ul>	0.50	

Subject Matter	EduCare Course(s)	Learning Objectives	Credits	Skill Competencies
<b>Infection Prevention &amp; Control</b>	BCA – Infection Control Techniques	<b>BCA – Infection Control Techniques</b> <ul style="list-style-type: none"> <li>○ Articulate the Chain of Infection</li> <li>○ Describe basic infection prevention and control techniques, including: <ul style="list-style-type: none"> <li>○ Standard Precautions</li> <li>○ Transmission-based Precautions</li> <li>○ Hand Hygiene</li> <li>○ Use of protective equipment</li> <li>○ Disinfecting reusable equipment and environmental surfaces</li> </ul> </li> <li>○ Define Bloodborne pathogens and precautions needed</li> <li>○ Describe how to handle clean and contaminated linen and waste</li> </ul> <b>Coronavirus COVID-19</b> <ul style="list-style-type: none"> <li>○ Describe COVID-19 symptoms and reporting protocols</li> <li>○ Explain proper preparation protocols</li> <li>○ State infection prevention and control practices</li> <li>○ Demonstrate proper application and removing gowns and masks</li> <li>○ Describe what to do if you suspect a respiratory illness</li> </ul>	0.75	<b>BCA – Infection Control Techniques</b> <ul style="list-style-type: none"> <li>○ Handwashing</li> <li>○ Alcohol-based Sanitizer</li> <li>○ Applying Gloves</li> <li>○ Removing Gloves</li> </ul> <b>Coronavirus COVID-19</b> <ul style="list-style-type: none"> <li>○ Applying Gown</li> <li>○ Removing Gown</li> <li>○ Applying Mask</li> <li>○ Removing Mask</li> </ul>
	BCA – Coronavirus COVID-19		0.50	
<b>ADLs – Personal Cares</b>	BCA – Personal Cares – SNF	<ul style="list-style-type: none"> <li>○ State the overall philosophy to assisting with personal cares applying the person-centered care approach</li> <li>○ Describe the purpose of an individualized care plan and documentation standards</li> <li>○ Describe and demonstrate personal cares tasks</li> <li>○ State conditions that would warrant a report to the nurse</li> <li>○ Describe steps you can take to assist someone with vision or hearing loss</li> </ul>	0.75	<ul style="list-style-type: none"> <li>○ Skill Pre-steps</li> <li>○ Skill Post-steps</li> <li>○ Dressing</li> <li>○ Oral Care</li> <li>○ Denture Care</li> <li>○ Hair Care</li> <li>○ Bed Shampoo</li> <li>○ Bed Bath</li> <li>○ Partial Bath</li> <li>○ Perineal Care</li> <li>○ Bathroom/Toileting Assistance</li> <li>○ Applying Incontinence Supply</li> <li>○ Catheter Tubing Care</li> <li>○ Urinal Assistance</li> <li>○ Eyeglass Care</li> <li>○ Hearing Aid Placement</li> </ul>
<b>ADLs – Ambulation</b>	BCA – Client Mobility – Exercise and Ambulation	<ul style="list-style-type: none"> <li>○ State the goal of exercise</li> <li>○ Demonstrate how to assist with walking and how to properly use a transfer belt</li> </ul>	0.25	<ul style="list-style-type: none"> <li>○ Assist to Edge of Bed</li> <li>○ Using a Transfer Belt</li> <li>○ Ambulation</li> <li>○ Ambulation with Walker</li> </ul>
<b>ADLs – Transfer Assistance</b>	BCA – Client Mobility – Lifting and Safe Transfers	<ul style="list-style-type: none"> <li>○ State the four stages of a successful transfer</li> <li>○ Demonstrate proper transfer techniques</li> </ul>	0.25	<ul style="list-style-type: none"> <li>○ Transfer from Sit to Stand</li> <li>○ Transfer from WC to Bed</li> <li>○ Transfer from Chair to Bed</li> </ul>
<b>ADLs – Bedmaking &amp; Positioning</b>	BCA – Bedmaking and Positioning	<ul style="list-style-type: none"> <li>○ Articulate the importance of bedmaking and demonstrate proper technique to make an unoccupied and occupied bed</li> <li>○ State the purpose of positioning</li> <li>○ Demonstrate three positioning procedures</li> </ul>	0.50	<ul style="list-style-type: none"> <li>○ Unoccupied Bed Making</li> <li>○ Occupied Bed Making</li> <li>○ Move Resident Up in Bed</li> <li>○ Positioning   Back to Side</li> <li>○ Positioning   Side to Back</li> <li>○ Positioning   On Back</li> </ul>

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<b>ADLs – Temperature &amp; Treatments</b>	BCA – Temperature and Treatment	<ul style="list-style-type: none"> <li>○ Describe why monitoring body temperature is important</li> <li>○ Demonstrate how temperature is measured and documented</li> <li>○ Articulate reasons a person would need oxygen therapy</li> <li>○ Demonstrate how to apply an oxygen nasal cannula</li> <li>○ State safety measures in oxygen administration</li> </ul>	0.50	<ul style="list-style-type: none"> <li>○ Oral Temperature (Electronic)</li> <li>○ Axillary Temperature</li> <li>○ Tympanic Temperature</li> <li>○ Apply Oxygen Nasal Cannula</li> <li>○ Remove Oxygen Nasal Cannula</li> </ul>
<b>Skin Care &amp; Pressure Ulcer Prevention</b>	BCA – Skin Care and Pressure Ulcer Prevention	<ul style="list-style-type: none"> <li>○ Identify why skin care is important</li> <li>○ Define a pressure ulcer and why they happen</li> <li>○ Know common sites for pressure ulcers</li> <li>○ Identify basic pressure ulcer preventions</li> <li>○ Demonstrate how to assist to float heels</li> </ul>	0.50	<ul style="list-style-type: none"> <li>○ Float Heels</li> </ul>
<b>Nutrition &amp; Hydration</b>	BCA – Dining, Nutrition and Food Safety	<ul style="list-style-type: none"> <li>○ Describe basic nutritional guidelines</li> <li>○ Understand the importance of food code standards and suggested practices</li> <li>○ State three types of special diets</li> <li>○ State five types of therapeutic diets, how they are prepared, and when they are used</li> <li>○ Demonstrate how to pass fresh water and assist with dining</li> <li>○ Describe ways to adapt and assist people with eating including those who refuse</li> <li>○ State three fun methods to enhance the dining experience</li> </ul>	1.0	<ul style="list-style-type: none"> <li>○ Passing Fresh Water</li> <li>○ Dining Assistance</li> </ul>
<b>Dementia Care</b>	BCA - Dementia Management and Abuse Prevention	<ul style="list-style-type: none"> <li>○ State various forms and common symptoms of dementia</li> <li>○ Describe how symptoms are a form of communication and expression by the individual with dementia</li> <li>○ List methods of successful verbal and non-verbal communication</li> <li>○ Describe how to problem-solve and support symptoms such as hallucinations or delusions, anxiety, agitation, aggression, yelling out, wandering and elopement, sexual behavior, and night wakefulness</li> <li>○ State when and why the “so what” mentality should be used and applied</li> <li>○ Describe measures that caregivers can take to prevent abuse when presented with challenging situations</li> </ul>	1.0	None
<b>Mental Health</b>	BCA - Behavioral Health	<ul style="list-style-type: none"> <li>○ Define behavioral health</li> <li>○ State common mental disorders that may affect those you serve</li> <li>○ Describe non-pharmacological supportive interventions that can be implemented</li> </ul>	0.75	None
<b>Basic Care Aide Summary</b>	BCA – Series Summary	Directions on how to print skill assessments and certificate.	NA	None
<b>TRAINING TOTAL</b>			<b>9 Hours</b>	