

# Creating a Successful Caregiving Team

5 CEU'S FOR RCFE AND ARF ADMINISTRATORS



# Copyright & Disclaimer

2

- ▶ **COPYRIGHT** - This Course Material has been copyrighted © 2025 by Assisted Living Education. All rights reserved. No part of this course material/content may be reproduced or utilized in any form, by any means, electronic or mechanical, including photocopying, recording, emailing, or any information storage and retrieval system, without permission in writing from Assisted Living Education.
- ▶ **DISCLAIMER** - Assisted Living Education has attempted to offer useful information and assessment tools that have been accepted and used by professionals within this industry, including the California Department of Social Services. Nevertheless, changes in health/medical care and health care regulations may change the application of some techniques and perceptions in this course material. Assisted Living Education thereby disclaims any liability for loss, injury or damage incurred as a consequence, either directly or indirectly, from the use and application of any of the contents of this course material.



# Course Objectives

3

Assisted Living Education

Our  
goal is  
to learn  
about:

- Why we need great caregivers
- Traits of successful caregivers
- How and where to find good caregivers
- Interviewing correctly and legally
- DSS regulations pertaining to caregivers
- Training your staff
- Motivating employees

# Definitions Used in Class

---

RCFE = Residential Care Facility for the Elderly

---

ARF = Adult Residential Facility

---

DSS = Department of Social Services

---

DOJ = Department of Justice

---

DIR = Department of Industrial Relations

---

LPA = Licensing Program Analyst

---

AD = Alzheimer's Disease

---



# Caregivers

A caregiver is  
one of the  
most  
important  
members of  
our team!



# Caregivers

6

Why do you think residents move into your communities?

Residents don't buy real estate, they buy the feeling they get when they walk into your community.

What is that feeling?

Who provides that feeling?



# Caregivers

Caregivers are important because:

1. They take care of our residents.
2. They help to protect the safety and health of our residents.
3. They are often the first person responding to an emergency.
4. They become like a family member to our residents.
5. They can positively affect our resident's lives.



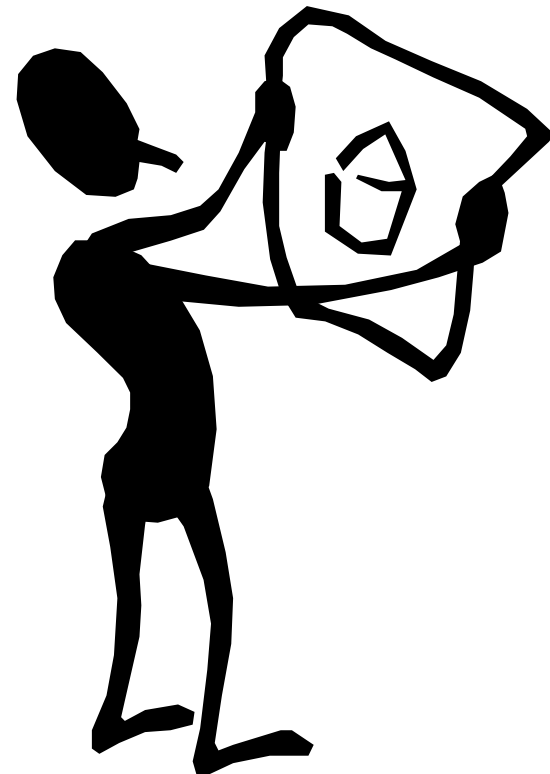
# Bad Caregivers

First, let's  
discuss  
what  
happens  
when you  
have BAD  
caregivers!

- You lose your residents;
- Your other staff get over-burdened and quit.....or worse, file a worker's compensation claim; and
- You end up being the sole caregiver.

Your employee plan:

1. Find them
2. Train them
3. Keep them



# FIND THEM!

10

**WE'RE  
HIRING**



# Finding Good Caregivers

Finding caregivers =  
not *too* difficult

Finding GOOD  
caregivers = much  
more difficult!



# Finding Employees



# Employee Sources

---

Within your own company

---

Employee referrals

---

Former employees that might be qualified

---

Job fairs

---

Networking at CALA or other organizations

---

Recruiters/head-hunters

---

Schools and colleges

---

Can you ask your competitors?

---

Internet



# Employee Sources

## Internet:

- [Indeed.com](https://www.indeed.com)
- [Ziprecruiter.com](https://www.ziprecruiter.com)
- [LinkedIn](https://www.linkedin.com)
- [Get.Workable.com](https://www.getworkable.com)
- [Monster.com](https://www.monster.com)
- [Careerbuilder.com](https://www.careerbuilder.com)



# Finding Caregivers

15

Before we contact these sources, we must decide what type of employee we are looking for.

- ❖ What *qualities* should I look for?
- ❖ What *qualifications* do they need?
- ❖ What *salary* should I pay them?

# The Qualities to Look for in a Caregiver

16





# Caregivers

Traits of the successful caregiver:

- 1) Patience
- 2) Flexibility
- 3) Trustworthy
- 4) A smile
- 5) Listening skills
- 6) Reliability and punctuality
- 7) Respect
- 8) A positive outlook on life

17



# 1. Patience

Patience is the ability to tolerate waiting, delay, or frustration without becoming agitated or upset.

It is the ability to be able to control one's emotions or impulses and proceed calmly when faced with difficulties.

It comes from the Latin word *pati* which means to suffer, to bear, to endure.

# Patience (cont'd)

19

Assisted Living Education

Why is being patient so important in our business?

We are working with seniors or people with developmental or mental disabilities who move slower than we do. If you add in an injury or illness, movement can be very painful.



# Patience (cont'd)

20

Why is being patient so important in our business?

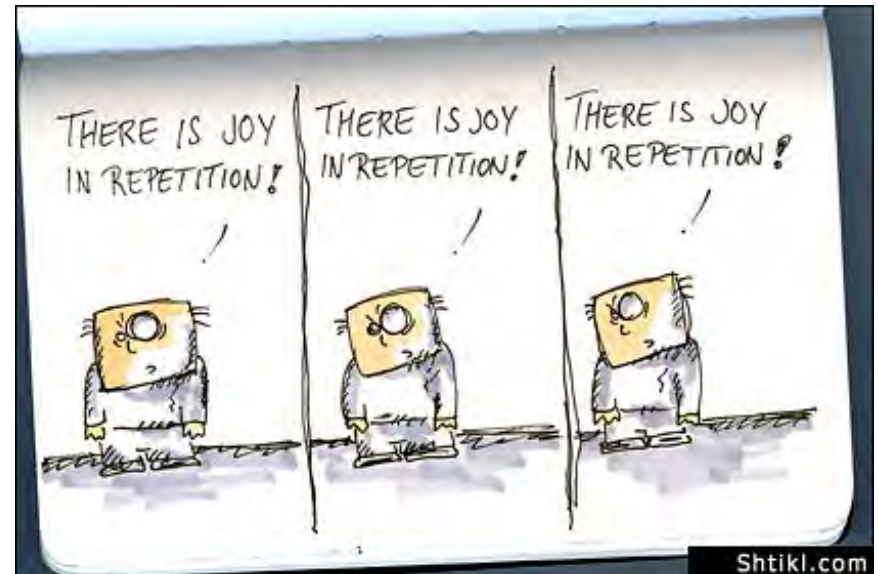
2. It allows the resident to do things themselves rather than us doing things FOR them. This helps them maintain their independence, abilities and self-esteem.



# Patience (cont'd)

Why is being patient so important in our business?

3. Many of our residents have issues with repetition, repeating questions over and over again. You need to have patience to redirect them. Remember: they are not purposely trying to drive you crazy!



# How does someone develop patience?

22

Assisted Living Education

- ✓ In this day and age of instant everything, it's sometimes hard to keep patience.
- ✓ It takes time, dedication and effort to achieve; so even in this day and age, patience is a virtue!



# The Benefits of Developing Patience



Reduces stress levels and makes someone a happier, healthier person.



Results in better decision-making.



Helps develop understanding, empathy and compassion.



Helps one understand and appreciate the process of growth.

## 2. Flexibility

24

- Caregivers have to be the most flexible people! Things can change in an instant when you are caring for seniors or dependent adults.
- In fact, people who value strict schedules and routines generally do not do well as caregivers.
- As caregivers, we need to do our best to provide care when the *residents* want it, not when we do.

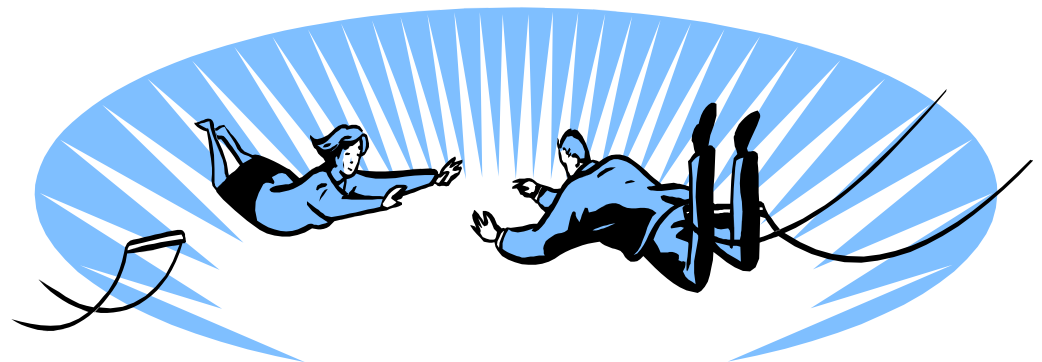




Being trustworthy is extremely important for developing relationships with your residents and coworkers.

Being trustworthy means that you:

1. say what you're going to do;
2. doing what you say;
3. live in the present;
4. look at yourself first; and
5. give it time.



### 3. Trustworthy

## Trust (cont'd)

1. Say what you're going to do. Communicate your intentions to your residents and/or coworkers.
2. Doing what you say. If your actions match your words, you develop trust.
3. Live in the present. Don't be "Even Steven." This creates stress and conflict.



## Trust (cont'd)

4. Look at yourself first. Explore the possibility that you are choosing a behavior that gives your resident/coworker the impression that you cannot be fully trusted.
5. Give it time. Time plays a major role in the development and strengthening of trust. Don't expect an overnight change of attitude. The more opportunities you have to demonstrate how your words and actions flow together, the stronger trust will become.

## 4. A Smile

- ▶ What's the best way to turn someone's mood around?
- ▶ Sometimes you can use humor to deflect a difficult situation.





# 5. Listening Skills

29



REALLY LISTENING IS AN  
ACTIVE PROCESS.

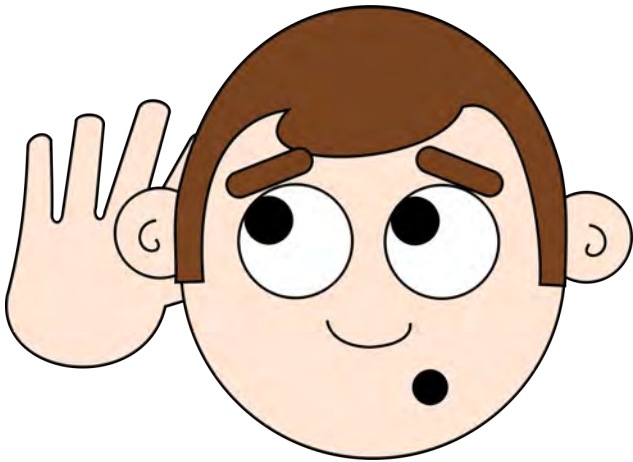


IT INVOLVES HEARING,  
UNDERSTANDING AND  
JUDGING.



LIKE OTHER SKILLS, IT TAKES  
PRACTICE!

# Tips for being a good listener



1. Give the person your full attention. Don't look around the room or out the window – look at them.
2. Make sure your mind is focused. It's easy to let your mind wander if you think you know what the person might say next, but you might be wrong!
3. If you feel that your mind is wandering, change the position of your body and try to concentrate on what they are saying.

# Tips for being a good listener

4. Let the speaker finish before you talk. People appreciate having the chance to say everything they would like to without being interrupted.
5. When you interrupt, it looks like you aren't listening, even though you really are.
6. Finish listening before you speak. You can't really listen if you are busy thinking about what you want to say next.



# Tips for being a good listener

7. Listen for main ideas – these are the most important points the speaker wants to get across to you.
8. Really pay attention if they say “My point is....” or “The thing to remember is...”
9. Ask questions. If you don't understand, ask. Repeat the question in your own words so that you can be sure your understanding is correct.

# Tips for being a good listener

10. Give feedback. Look directly at the speaker, nod to show that you understand.
11. Remember – you listen with your face as well as your ears. Watch your non-verbal signals.
12. At the end of the conversation, you can summarize how you understood it and see if the speaker agrees.

## 6. Reliability and Punctuality

34

Assisted Living Education

When working at a facility, it is essential to be reliable and punctual. This means:

- 🕒 they are on time and ready to start work
- 🕒 they follow through with the resident or coworker if they promise to do something
- 🕒 they are able to perform the tasks necessary to complete their job duties



# 7. Respect

35

Assisted Living Education

You are respectful to your residents and coworkers = they will respect you back

- Ask your residents how they would like things done (a shower, for example)
- Help your fellow coworkers if they need help (even better if you do it without them asking for it)
- Do not talk about residents or coworkers behind their back – and never negatively
- Address the residents by their last name (Mrs. Jones) rather than their first (unless they ask you to) or by Dear, Honey, Sweetie, etc....unless that is their first name

## 8. A Positive Outlook on Life

36

Who wants to be around a negative person?

Debbie Downer? No way!

Yes, you may have had a hard morning – the traffic was bad, you spilled coffee on yourself - but it's not fair to the residents and coworkers that you arrive angry and mad. Take a deep breath and resolve to start your day over on a different note.

## Other Traits

What other traits do you think are important?

Empathy?

Compassion?

Strength?

Passion?

Kindness?



# The Qualifications for a Caregiver

# Caregiver Qualifications

## DSS Caregiver Requirements:

1. Age 18 or over
2. DOJ and FBI fingerprint clearances
3. Current first aid certification
4. Health screening and negative TB test (must be less than 6 months old and can be completed within 7 days of hire)



# Caregiver Qualifications

## Other Caregiver Requirements:

1. Legally able to work in the US
2. Able to lift \_\_\_\_ (20?) pounds unassisted and push \_\_\_\_ (40?) pounds unassisted
3. Will comply with facility policies and procedures and State Licensing guidelines



# Interviewing 101

41

What are your goals for the interview:

- ▶ Find out if applicant is qualified;
- ▶ Find out if applicant likes working with your resident population;
- ▶ Find out if the applicant will work well with your existing team;
- ▶ Find out if the applicant is interested in you!



# Pre-Screening your Applicants





# Pre- screening

You've done a great job with your recruiting. Now you have 150 resumes on your desk.

Now you need to determine which applicants are worth bringing in for interviews because you have limited free time.

43





# Pre-screening (cont'd)

Resumes.....



Remember that this is their promotional piece written to persuade you to hire him or her.

It is not an objective recap of qualifications.

# Reviewing Resumes

- ✎ Consider having another person review them.
- ✎ Sort them into 3 groups – definitely, maybe and no
- ✎ Really review them thoroughly – you may never know what's past the first paragraph!

## Reviewing Resumes (cont'd)

- ✎ Establish some essential factors, such as education, age (18+ for caregivers), licenses, etc.
- ✎ Look for gaps in dates – job hopping
- ✎ Look for “years” without dates (ex: 2019-2020 might really be 12/19 to 1/20)



## Reviewing Resumes (cont'd)

47

👉 Watch for resumes that devote more time to past jobs rather than the current or most recent job.

👉 Look for over-emphasis on education rather than skills

👉 Do not discriminate against name, race, etc.

👉 Are they career hopping?



## Telephoning the Candidates

48

- Call the applicants to set up either a telephone or face-to-face interview.
- Give them notice – try not to interview them on the spot – let them prepare!
- You CAN get a feel for the applicant over the phone! (i.e., language skills, energy level)

## Telephoning the Candidates (cont'd)

It's not a good idea to call the applicant at work to discuss a job opening.

Call them at home in the evening or after work hours.

Plan the telephone call – be prepared with the job information, your schedule, etc.



# Interviewing 101



# Telephone Interviews

51



## Telephone Interviews

- ▶ Pre-screening your
- ▶ applicants



# Telephone Interviews

52

Be prepared with:

their resume

the job description

the job requirements/specs

have time allotted for the interview

and a quiet place!



# Telephone Interviews (cont'd)

Consider keeping them short  
– narrow down the field

If the candidate is not available, leave a message.

- If they don't call back, they're not interested.
- If they don't call back during a certain timeframe, they could be unmotivated or lazy.

# Face to Face Interviews



# Interviewing Skills

55

1. Always meet your applicant with a handshake and a smile – it will put them at ease.
2. Conduct the interview in an office or room where you will not be disturbed; ask other staff members not to disturb you.
3. Be prepared – have their resume or application reviewed and with you during the interview.
4. Know what job skills are necessary for the position.
5. Be prepared to tell the applicant about your company and what the position entails.



# Interviewing Skills

56

6. Be prepared for their questions! For example, why is the position open?
7. Remember, your applicant may be anxious and stressed, so be understanding.
8. Take time to make your decision, even if you really like the candidate.





9. Ask open-ended questions rather than “yes” or “no” questions.
10. Try to ask each applicant the same questions so you can compare the answers.
11. Prepare questions for that specific job in advance (for example, food server skills would be different from that of a driver).

Who, what, where, when, why?

- Who did you report to?
- What types of software did you use?
- Where were you based?
- When did you have a difficult situation?
- Why did you handle it that way?





Questions you can ask  
during an interview

vs.

Questions you cannot  
ask during an interview

# Interview Questions



Asking the wrong questions during an interview could make your company the target of a U.S. Equal Employment Opportunity Commission (EEOC) lawsuit.

You never know who you may be interviewing and what their motives are!

# Questions you CANNOT ask

61

In general, avoid all questions related to:

- ⊘ age;
- ⊘ race, ethnicity or color;
- ⊘ gender or sex;
- ⊘ country of national origin or birthplace;
- ⊘ religion;
- ⊘ disability; or
- ⊘ marital or family status or pregnancy



# Questions you **CANNOT** ask

62

## Examples:

- What country are you from?
- What is your religion?
- Are you married?
  - What does your spouse do?
  - What was your maiden name?
- Do you have children?
  - How many?
  - What arrangements have you made for childcare when you are working?

# Questions you **CANNOT** ask

More examples:

- How old are you?  
What is your birth date?
- Do you have a disability?
- Have you ever been arrested?
- Of what country are you a citizen?
- What is your native language?
- What year did you graduate from high school?

# Questions you **CANNOT** ask

More examples:

- Will you need personal time for a particular religious holiday?
- Are you comfortable working for a female/male boss?
- How long do you plan to work until you retire?
- Have you experienced any serious illnesses in the past year?
- Are you planning on having children soon?



# Questions you CANNOT ask

More examples:

- ▶ Do you have a drug or alcohol problem?
- ▶ Do you smoke?
- ▶ Are you taking any prescription drugs?
- ▶ How much do you weigh?



# Questions you **CANNOT** ask

During an interview, you must take care to keep your interview questions focused on the behaviors, skills and experience needed to perform the job.

If you find your discussion straying off course or your applicant is giving you information you do not want about potential job discrimination topics, bring the discussion quickly back on topic by asking another job-related interview question.

# Questions you CANNOT ask

Be careful when asking about hobbies or outside activities. It is discriminatory to ask about clubs, societies or organizations that the applicant belongs to because it might indicate race, religion, national origin, sex or age.





# Questions you CAN ask

Are you 18 or older?

Did you graduate from high school?

Do you have any impairments (physical, mental or medical) that would interfere with your ability to perform the job for which you have applied?

Have you ever been *convicted* of a crime?

Tell me about your last job.....

# Questions you CAN ask

To get information about work experience:

- ✓ Describe your current job responsibilities and duties.
- ✓ Why are you leaving your current job?
- ✓ Give me a general overview of your background.
- ✓ What types of experience have you had in \_\_\_\_\_ (job description)?
- ✓ What do you like most/least about your current job?

# Questions you CAN ask

70

To get information about **work experience** (cont'd):

- ✓ This position (may) require lifting, vacuuming, etc. Are you able to perform these duties?
- ✓ What type of experience have you had with seniors/developmentally disabled persons?
- ✓ Describe your current average day at work.
- ✓ What skills can you bring to this job?
- ✓ If I contacted your current boss, what would they say about you?



## Questions you CAN ask

To get information about their strengths:

- ✓ What do you consider to be your primary strength?
- ✓ Tell me about a time you had to act quickly in an emergency situation. What did you do? What was the outcome?

## Questions you CAN ask

To get information about  
their weaknesses:

What do you consider to be  
your primary weakness?

What are the hardest parts  
of your present job? How  
do you handle them?

# Questions you CAN ask

73

To get information about their motivation and attitude:

- ✓ Why do you want to leave your current position?
- ✓ We've all had to deal with a difficult co-worker or supervisor we disagreed with. Tell me about an experience that you've had.



# Questions you CAN ask

To get information about their  
motivation and attitude  
(cont'd):

- ✓ Working with a team is important in this position. Give me an example of your ability to be a team player.
- ✓ What did you enjoy about working with teammates in past jobs? What did you dislike about working with teammates in past jobs?



# Questions you CAN ask

To get information about their motivation and attitude (cont'd):

- ✓ If a resident yelled at you, what would you do?
- ✓ Describe the kind of people you enjoy working for and with.  
Describe the kind of people you do not enjoy working for and with.

# Questions you CAN ask

76

**To get information about their motivation and attitude (cont'd):**

What are your long-term career objectives? How do you plan to reach these goals? What position do you see yourself in five years from now?

What are you looking for in this job you're not getting from your current job?



# Questions you CAN ask

77

Assisted Living Education

To get information about their initiative:

If you want to know if they're a self-starter and can work independently, ask them:

- ? What things get you excited in doing your job? What distracts you?
- ? Tell me about missing a deadline – what did you do?

# Questions you CAN ask

78

To get information about their stability:

Goal: to find out if they are:

- ✓overly excitable or even tempered
- ✓inpatient or understanding
- ✓will crumble under pressure
- ✓has long term work goals

# Questions you CAN ask

To get information about their stability:

Ask them.....

1. What things disturb you most?
2. How do you get along with people who you don't like or respect?
3. What individual actions irritate you?
4. What are your most pleasant work experiences? Tell me about them.



# Questions you CAN ask

To get information about their planning skills:

Goal: to find out if they are:

- ✓ able to form a plan and follow through
- ✓ able to coordinate work for several employees
- ✓ able to think outside the box
- ✓ overly fixated on details and can't see the big picture



# Questions you CAN ask

To get information about their **planning skills**:

Ask them.....

1. How do you plan a day's work?
2. How do you set priorities for others?
3. Give me an idea how you spend a typical day.
4. If you were the boss at your current job, what would you do differently?

# Questions you CAN ask

82

To get information about their insight:

Assisted Living Education

Goal: to find out if they:

- ✓ can take constructive criticism
- ✓ are able to criticize others
- ✓ are interested in the problems of others
- ✓ are realistic in appraising self



# Questions you CAN ask

To get information about their insight:

Ask them.....

1. Tell me about your strengths and weaknesses.
2. What was the most useful criticism you've received? Useless criticism?
3. How do you handle people who criticize you?

# Questions you CAN ask

To get information about their social skills:

Goal: to find out if they:

- ✓ are a leader or a follower
- ✓ are interested in new ways of dealing with people
- ✓ can get along with a variety of personalities
- ✓ can make friends easily

# Questions you CAN ask

85

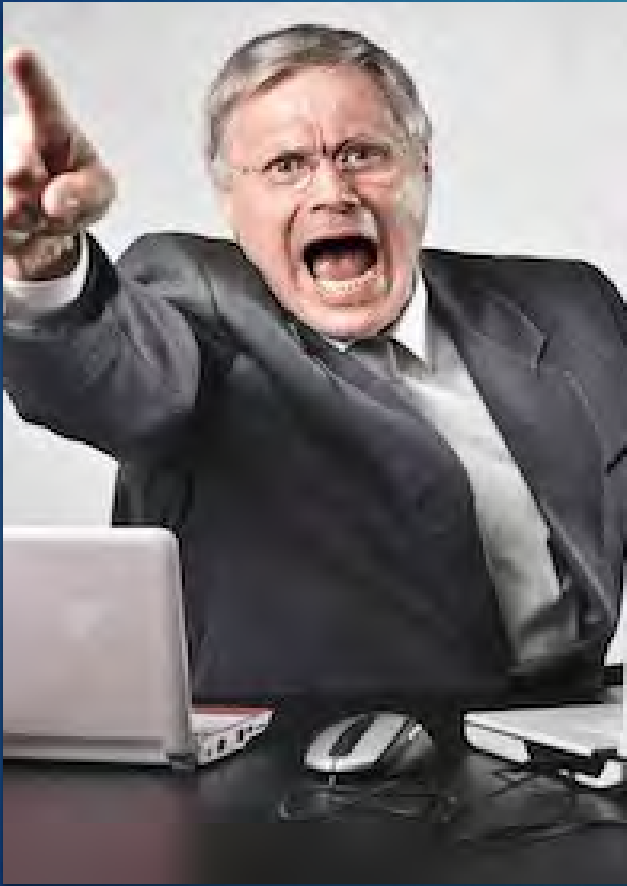
To get information about their social skills:

Ask them.....

1. What methods do you find effective in dealing with difficult people?
2. Least effective?
3. What kinds of people do you get along with best?
4. Do you prefer making new friends or keeping old ones? Why?



# Questions you CAN ask



To get information about their relationship with their boss:

- ✓ Describe your current boss's duties and responsibility level. How do you directly assist your boss?
- ✓ What sort of reference do you think your current boss will give you and why?
- ✓ What would your current boss say is your single most important achievement and why?

# Questions you CAN ask

To get information about their relationship with their boss (cont'd):

Describe the best boss you've ever had. What particular traits did you admire or appreciate?

Describe the worst boss you've ever had. What traits were difficult to deal with and why?

# Questions you CAN ask

**Job-specific questions  
to ask:**

[Housekeepers] – this job requires lifting, vacuuming, etc. Are you able to perform these duties?

[Receptionists] – give me an example of a time when you had to deal with an irate caller. What did you do?



## Interviewing in General

*"What should I do when I feel that an applicant isn't telling me everything?"*

- Use silence. Most people can't tolerate it and will usually fill the gap by adding something more.
- Ask open-ended questions rather than "yes" or "no" questions.
- If an applicant is vague or evasive, probe for more details. Ask the same question in a different way. Restate what they say in questions format.



# Documenting the Interview





# Documenting the Interview

It is important to ensure that you document the interview in a manner that will not come back to haunt you in a court of law.

If a potential employee feels that they were denied a job due to discrimination, they may file a claim against you with the EEOC (Equal Employment Opportunity Commission).

**Anything** you write down can be subpoenaed by the court.



# Documenting the Interview

92

## Record

When taking notes, record brief, clear and legible explanations to answers.

## Do not use

Do not use codes or abbreviations that could be misinterpreted incorrectly at a later date.

## Do not write down

Do not write down personal information about the person (for example, "has nice blond hair.")

# Documenting the Interview

If you decide not to hire an applicant, note why they were not hired in a non-discriminatory way.

If the applicant volunteers personal information during an interview, NEVER write it down. Do not pursue it – change the subject.

For example, a housekeeper was “not available weekends” rather than “wasn’t right for the job.”



## Documenting the Interview

94

When  
documenting,  
remember to  
focus on  
descriptions, not  
judgments -- and  
facts, not  
opinions.



# Job Applications



- ✕ EVERYONE should fill out a job application.
- ✕ It will give you information if there are “holes” in the resume.
- ✕ If the person refuses, are they lazy? Nervous about something?

# Job Applications

Note: if you accept a job application from a prospective employee, if you do not hire them, you must still keep their application on file for a minimum of 4 years.



# Quiz and Answers

## Interview questions – yes or no?

- ? I see that your last name is Rosenberg – is that Jewish?
- ? Is there anything which would keep you from attending work during a regularly scheduled work week?
- ? I see on your resume that you're a veteran. Was that in the Korean War?



# Quiz and Answers

## Interview questions – yes or no?

- ? Have you ever been arrested?
- ? We need people interested in a career. What are your career goals?
- ? We often work on weekends. How do you feel about that?

# Quiz and Answers

## Interview questions – yes or no?

? Are you Hispanic?

? Do you wish to be addressed as Mr., Mrs. or Ms.?

? Are you 18 years or older?

? If so, how old are you?



# The Hiring Process



# Offering a Position

You like them and you offer them the position.



Review the job specs, what the company expects, start date, starting salary, benefits,.....

*What? They want more?*

# Counter-offers

10  
2

Possibilities:

- "The salary is too low"
- "I need flexible hours"
- "What are my opportunities for advancement?"
- "I'm considering other offers"

“The salary is too low”

- ❖ Were they “shopping” you to get a raise at their current job?
- ❖ Is the salary too low for that position?
- ❖ Is the salary negotiable or can you give them a raise after a certain time period?



# "I need flexible hours"

- ❖ Are the hours flexible or are you hiring solely to fill a certain hourly position (i.e., NOC shift)?
- ❖ Did you fail to let the candidate know what the hours were?

# “What are my opportunities for advancement?”

- ❖ Be careful what you discuss/ promise.
- ❖ Would you actually promote this person? If not, do you really want to hire them? What will they do when they realize they aren't going up? They'll go OUT!



# "I'm considering other offers"

106



Code for: *I don't think you may be good enough for me and I'm keeping my options open.*



Give them a specific time period in which they have to decide....and stick with it.



Why wasn't your offer good enough?



# The Hiring Process

## New Hire Paperwork:

### The Offer Letter

- ❖ Not required by law but recommended.
- ❖ During the hiring process, you should make clear to the applicant how you make an offer of employment (verbal, letter, etc.); stipulate that [this way] is the only way an offer can be communicated.



# The Hiring Process

108

**At a minimum,  
your offer letter  
should contain:**

job title;

exempt or non-  
exempt status;

starting salary or  
wage;

work schedule;

full-time or part-  
time  
classification for  
benefits;

reporting date;

# The Hiring Process

- ☑ any conditions to which the offer is subject (i.e., post-offer medical exam, post-offer drug test, post-offer fingerprint clearance);
- ☑ a statement of the at-will basis of employment; and
- ☑ a deadline by which you expect an acceptance of the position by way of return of a signed copy of the offer letter.



# The Hiring Process


👉 Once an offer has been made to an applicant, and they rely on it to give notice to their current employer, you can be held liable for losses suffered by the applicant should you subsequently withdraw the offer.

👉 Damages can include loss of earnings that would have been received at the applicant's previous job through retirement!



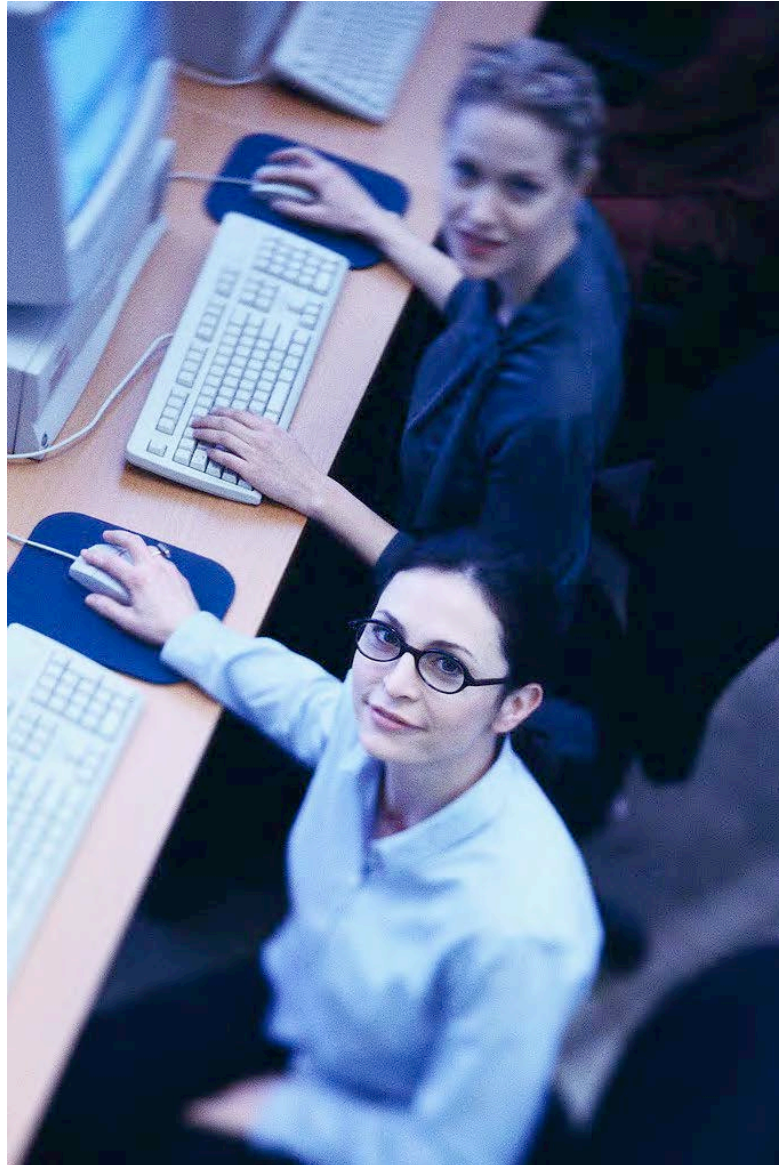
# The Hiring Process

111

A black and white photograph of a hand holding a fountain pen, writing the word "Dear" on a piece of paper. The pen is a dark color with a silver-colored clip. The paper is white and the word "Dear" is written in a cursive script. The background is dark and out of focus.

While you are not required by law to notify applicants that you do not hire, you may want to send a letter to those applicants so they know they are no longer under consideration.

There is no need to tell them why they were not offered a position; just thank them for their interest and wish them well in their future employment.



# Training



# Training Requirements

You are required to provide training, per:

the Department of Social Services  
the Department of Justice  
OSHA

## Staff Training - DSS

Training conducted by a person qualified to do so per Title 22, Section 87411 (4) (A-C)

Training may include use of books, tapes, CD's and similar materials.

Document all training.



# Staff Training - DSS

115

Assisted Living Education

RCFE Administrator Requirements per Title 22:

1. knowledge of the requirements for providing care and supervision appropriate to the residents;
2. knowledge of and ability to conform to the applicable laws and regulations;
3. ability to maintain or supervise the maintenance of financial and other records;
4. the ability to direct the work of others (if applicable);



# Staff Training - DSS

116

Assisted Living Education

## RCFE Administrator Requirements per Title 22:

5. good character and a continuing reputation of personal integrity;
6. have a high school diploma or equivalent (GED)\*; and
7. be at least 21 years old.

\**minimum* requirements

# Staff Training - DSS

Required Administrator Training for RCFE's:

- ✓ Complete at least 40 hours of continuing education during each 2-year certification period.
- ✓ 8 hours of this must be related to Alzheimer's Disease and other dementias, 4 hours of Regulations and 1 hour of LGBTQ+ (if you haven't already taken it)





# Staff Training - DSS

118

Assisted Living Education

Required  
Administrator  
Training for  
ARF's:

Within 6 months of becoming an Administrator, you must get a minimum of 4 hours of training on HIV and 1 hour on TB.



# Staff Training

119

All RCFE Caregivers (regardless of facility size), as of 2016:

All *NEW* caregivers must receive at least 40 hours of initial training and 20 hours of ongoing training (up from 10 and 4).

This training is separated into 2 phases: training before working independently with residents and training within the first 4 weeks of employment.

# Staff Training Requirements

120

All RCFE Caregivers (regardless of facility size):

All *NEW* caregivers must receive at least 40 hours of initial training and 20 hours of ongoing training (up from 10 and 4).

This training is separated into 2 phases: training before working independently with residents and training within the first 4 weeks of employment.

# Staff Training Requirements

121

Assisted Living Education

The training coursework may utilize various methods of instruction, including, but not limited to, lectures, instructional videos, and interactive online courses.





# Staff Training Requirements

122

First, caregivers receive 20 hours of training before working independently with residents.

These 20 hours are comprised of:

The current 10-hour training requirements (see next slide) plus 10 hours of new topics (see following slide).

# Staff Training Requirements

123

## DSS Required Training:

*Title 22, Section 87411*

Initial 10 hour training for personal care staff to include:

1. 2 hours of the aging process, physical limitations and special needs of the elderly;
2. 3 hours of importance and techniques of personal care services (grooming, bathing);
3. Resident Rights;
4. 2 hours of medication policies and procedures;
5. Psychosocial needs of the elderly, such as independence, companionship; and
6. Recognizing signs and symptoms of dementia.



# Staff Training Requirements

The 10 new topic hours include:

- 6 hours of dementia care training – regardless if the facility advertises or promotes dementia care; and
- 4 hours of training on postural supports, restricted conditions and hospice care – regardless if the facility has a hospice waiver.





# Staff Training Requirements

Also included in the initial training must be cultural competency and sensitivity in issues relating to the LGBT community (per Assembly Bill 1570) and building/fire safety.

125



# Staff Training Requirements

126

Assisted Living Education

Dementia care topics need to include, but are not limited to:

- The use and misuse of drugs such as antipsychotics
- The non-pharmacologic, person-centered approach to dementia care
- Hydration
- Assisting with ADL's
- Skin care
- Communication
- Therapeutic activities
- Environment
- Recognizing symptoms that may cause or aggravate dementia behaviors
- Recognizing the effects of medications commonly used to treat the symptoms of dementia; and
- Security and supervision of the residents.

# Staff Training Requirements

127

**4 hours of postural supports, restricted conditions and hospice care training should include, but not be limited to:**

What is a postural support and what is a restraint?

Define restricted health conditions and prohibited health conditions and procedures to follow if a resident has skin breakdown



## Staff Training Requirements

4 hours of postural supports, restricted conditions and hospice care training should include, but not be limited to (cont'd):

Hospice - repositioning the resident, incontinence care, ADL's, proper hydration and nutrition and infection control.

## Staff Training Requirements

- Caregivers must also receive an additional 20 hours of training within the first 4 weeks of employment.
- Of these additional 20 hours, at least 6 must be dementia care training.
- What should the rest be in?

## Staff Training Requirements

Annual caregiver training:

20 hours =

- 8 hours must be in dementia care training
- 4 hours must be in postural supports, restricted health conditions and hospice care



# Staff Training Requirements

## Exceptions for CNAs and Nurses:

The preceding training is not required in full, but they will need to receive:

- 8 hours of training on resident characteristics, resident records, and facility practices and procedures prior to providing direct care to residents; and
- a CNA shall also receive the 12 hours of dementia care training and the annual training.



## New medication training:

- ✓ 16+ facility = 24 hours of initial training within the first 4 weeks of employment and pass a test of the required subjects
- ✓ 1-15 facility = 10 hours of initial training within the first 2 weeks of employment and pass a test of the required subjects
- ✓ Annual training will be 8 hours for all employees







## Staff Training Requirements

133

16+ facility = 16 hours of hands-on shadowing training and 8 hours of other training or instruction.

1-15 facility = 6 hours of hands-on shadowing training and 4 hours of other training.



## Staff Training Requirements

### What is “hands-on shadowing”?

This does not mean you just follow them around during their normal job routine.

This means that you assign them tasks and see if they accomplish them properly. If not, then you must retrain them and have them demonstrate the task again until it is done right.

# Staff Training Requirements

## Note:

Per the Health and Safety Codes, all of the hands-on shadowing training must be developed by, or in consultation with, a licensed nurse, pharmacist or physician.



## Staff Training Requirements

Examples of tasks to perform for shadowing:

Sample med pour

Discontinue order – indicating this on the MAR and communicating with other staff

Change in prescription order



# Additional DSS Training

137

Title 22 also states:

All personnel shall be given on the job training or have related experience in the job assigned to them. This training and/or related experience shall provide knowledge of and skill in the following, as appropriate for the job assigned and as evidenced by safe and effective job performance:

1. Principles of good nutrition, good food preparation and storage, and menu planning;
2. Housekeeping and sanitation principles;

# Additional DSS Training

138

Assisted Living Education

3. Skill and knowledge required to provide necessary resident care and supervision, including the ability to communicate with residents;
4. Knowledge required to safely assist with prescribed medications which are self-administered;
5. Knowledge necessary in order to recognize early signs of illness and the need for professional help; and
6. Knowledge of community services and resources.

# Additional DSS Training

139

Assisted Living Education

Also, per Title 22:

In facilities licensed for sixteen (16) or more, the requirements of Section 87565(d) shall be met with planned on the job training program that utilizes orientation, skill training and continuing education.



# Staff Training - ARF

Assisted Living Education



140

wiseGE

# Staff Training - ARF

141

## Per Title 22, Section 85065:

(e) The licensee shall ensure that the following personnel requirements are met in the provision of food service:

- (1) Employment, training and scheduling of food service personnel shall ensure that client's food service needs are met by the facility.
- (2) In facilities with a licensed capacity of 16 or more clients an employee shall be designated to have primary responsibility for food planning, preparation and service.
  - (A) The designated employee shall receive on-the-job training or shall have related experience as evidenced by safe and effective job performance.

# Staff Training - ARF

142

## Per Title 22, Section 85065:

(e) (cont'd)

(3) In facilities with a licensed capacity of 50 or more clients, and which provide three meals per day, an employee shall be designated to have full-time responsibility for the operation of the food service program and shall possess either:

- (A) One year of experience in food preparation and service accommodating 50 or more persons.
- (B) Two years of experience in food preparation and service accommodating 16 to 49 persons.



# Staff Training - ARF

143

## Section 85065:

- (f) The licensee shall ensure that all direct services to clients requiring specialized skills are performed by personnel who are licensed or certified to perform the service.
  - (1) Where no license or certification is available for a particular skill, prior approval of the licensing agency shall be obtained for the provision of the service by an unlicensed or uncertified person.

# Staff Training - ARF

144

## 85065.5 DAY STAFF-CLIENT RATIO

- (a) Whenever a client who relies upon others to perform all activities of daily living is present, the following minimum staffing requirements shall be met:
  - (a) (1) For Regional Center clients, staffing shall be maintained as specified by the Regional Center but no less than one direct care staff to three such clients.
  - (b) (2) For all other clients, there shall be a staff-client ratio of no less than one direct care staff to three such clients.

## Night Supervision – Section 85065.6

Employees providing night supervision from 10:00 p.m. to 7:00 a.m., as specified in (c) through (f) below, shall be available to assist in the care and supervision of clients in the event of an emergency, and shall have received training in the following:

- (1) The facility's planned emergency procedures.
- (2) First aid, as specified in Section 80075





# Elder Abuse - DOJ

## Staff training:

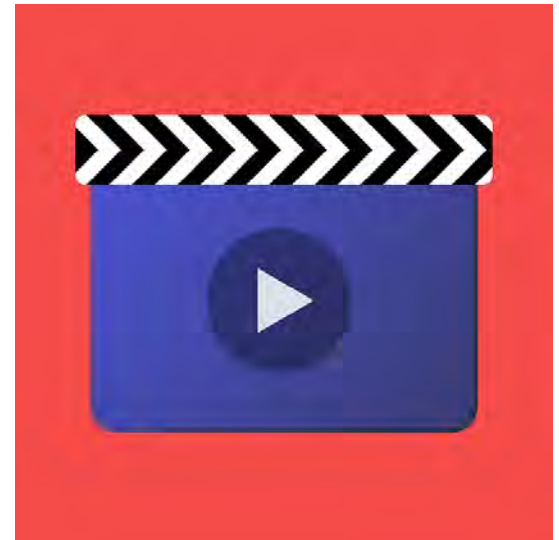
The Welfare and Institutions Code requires RCFE's to provide training to facility staff on recognizing and reporting elder abuse. All employees must be trained within 60 days of hire.

# Elder Abuse – DOJ (cont'd)

The good news – the DOJ has created a video for you to use for training.

The bad news is that is no longer sent to new facilities; you will need to access this video online. You can view it on our website:

[www.assistedlivingeducation.com](http://www.assistedlivingeducation.com)





## Elder Abuse – DOJ (cont'd)

In addition to watching the video, you need to have a discussion with the employee to determine whether or not they understand what elder abuse is and when and how to report it.

- Review the different types of elder abuse;
- Discuss how and to whom they must report this; and
- Discuss the timeframes they must report by.



# Sexual Harassment Training

The EEOC states that employers must train their employees on sexual harassment. The EEOC defines sexual harassment as:

unwelcome sexual advances;

requests for special favors; and

other verbal or physical conduct of a sexual nature.

# Sexual Harassment Training

150

Per the California Department of Fair Employment and Housing:

California law requires all employers of 5 or more employees to provide 1 hour of sexual harassment and abusive conduct prevention training to nonsupervisory employees and 2 hours of sexual harassment and abusive conduct prevention training to supervisors and managers once every two years. The law requires the training to include practical examples of harassment based on gender identity, gender expression, and sexual orientation.

OSHA-Required training:

Bloodborne Pathogens

Personal Protective Equipment

Hepatitis B

MSDS (SDS)



# Bloodborne Pathogens

152

Assisted Living Education

OSHA requires us to train our employees on bloodborne pathogens. This training includes:

1. Bloodborne diseases
2. Proper hand washing techniques
3. Gloving procedures
4. Use of protective barriers
5. Universal precautions
6. Proper disposal of Sharp items
  1. Must keep a Sharps Injury Log

# Bloodborne Pathogens – Hepatitis B

153

All employees in the Health Care Industry who perform procedures that involve inherent at-risk potential for bloodborne pathogens must be offered the Hepatitis B vaccine within 10 days of hire. If the employee declines, they must sign a declination form – keep this in their employee file.

# Training Documentation

154

Assisted Living Education

- It is *imperative* that any training that you do with your staff is documented properly.
- Prepare a staff sign-in sheet, listing the trainer's name, qualifications, date and time of training and the training agenda (topics).
- Make a copy of this sign-in sheet for each employee's file.



# KEEP THEM

155



# Motivating your Employees

Studies have shown that many employees are not motivated by money alone.

That is good news since we probably are not able to pay them \$30 per hour.

So how do we motivate them?





# Motivation

157

Let's start with a true story about motivation gone wrong. This is a true story titled "Cautionary Tale From Howard Hughes":

When I think about giving presents and gifts to employees, I always think about Dr. M. Scott Myers, who was my mentor when I was a training manager at Texas Instruments in the 1960s. Scott was one of the greatest management psychologists and visionaries to have practiced his craft. I was very lucky to have worked with him. Scott told me a Christmas story that he was involved with as a Human Resources Director for Hughes Aircraft prior to WWII. Yes, he actually worked for Howard Hughes.



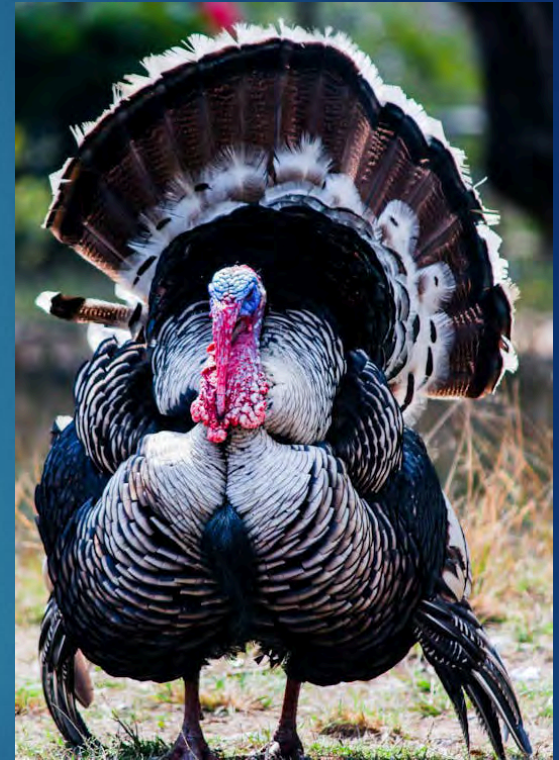


# Motivation

158

At that time Hughes Aircraft was a very small company. At Christmas, Howard approached Scott and asked him to give all employees a turkey as an appreciation gift for a job well done. The young Dr. Myers thought this was a great idea, and Howard and Scott gave the 150 employees a turkey. Everybody was happy and very grateful to receive this surprise gift.

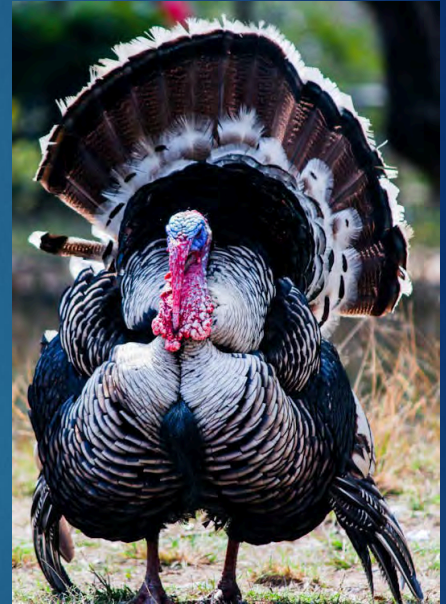
The following year, prior to Christmas, people began to ask Scott if they were going to get a turkey again. The company was growing exponentially because of the war and Scott was apprehensive about the logistics of buying and distributing 1,500 turkeys. He approached Howard who said "Sure, Scott. Why not? Let's give turkeys again this year." The third year, it was a foregone conclusion. If you work for Hughes Aircraft, you get a turkey at Christmas.



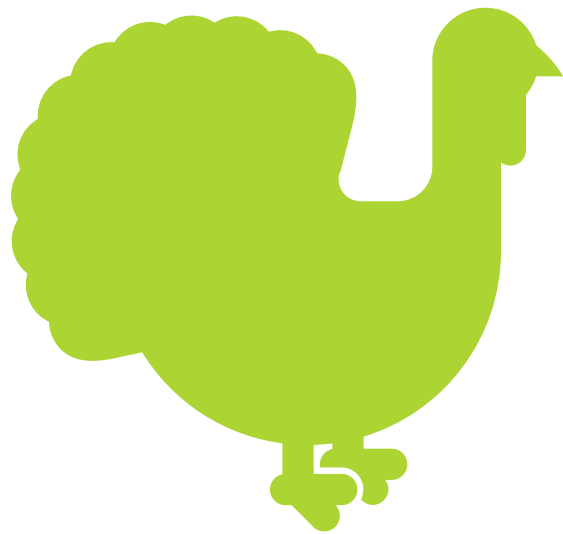
# Motivation

159

By the fourth year, the war was on and Hughes Aircraft had grown to several thousand people. Getting turkeys to everyone was a logistical nightmare. Things got even worse when the union got involved and accused management of giving bigger turkeys to some favored people and arrogantly ignoring the fact that some employees would rather have a ham. Howard and Scott were dumbfounded! How could such a well-intended holiday gesture become so twisted and acrimonious? Nevertheless, a contract was negotiated that allowed the 10,000 employees to choose a ham or a turkey at Christmas time. One year, there was a rumor that the hams had spoiled and the workforce threatened a strike. Finally, management washed their hands of the whole affair and simply calculated the equivalent cost of a turkey or a ham and included the amount in the employees' paychecks. Although the employees were no longer unhappy about the company "rip-off," there was no evidence that they were either happy or motivated by the extra compensation in their paycheck.







# Motivation

SO, HOW DID THE TURKEY  
GIVE-AWAY WORK OUT?



# Motivation

Understanding and knowing  
your employees

Recognizing achievement

Making praise effective

Putting your praise in writing or  
dollars

# Motivation (cont'd)

Get to know  
your associates

- 😊 talk with them
- 😊 ask for their opinions
- 😊 listen
- 😊 encourage them to share their ideas





# Motivation (cont'd)

## Recognizing achievement

- ☺ people crave recognition
- ☺ learn everyone's name and use it
- ☺ public vs. private – may depend on the person
- ☺ recognize everyone as an individual
- ☺ show you care – everyone has interests outside of work – find out what they are





# Motivation (cont'd)

164

## **Making praise effective**

human beings thrive on praise

don't praise so much that it becomes worthless

public vs. private – may depend on the person  
be sincere and specific

## Motivation (cont'd)

165

Putting praise in writing or dollars

- ☺ ideas: thank you cards, gift cards, GEM awards
- ☺ do you really want to give them a raise?
- ☺ employee of the month
- ☺ consider everyone, not just employees people see



# Motivation (cont'd)

Motivators that work:

- ✓ encourage participation in setting goals and determining how to reach them;
- ✓ keep all employees aware of how their job relates to others;
- ✓ share the big picture!;
- ✓ provide all employees with their essential tools and training to succeed with their job;



## Motivation (cont'd)

Motivators that work (cont'd):

- ✓ pay them competitively;
- ✓ provide good, safe working conditions;
- ✓ laugh, have fun;
- ✓ give employees clear direction;
- ✓ allow people to make decisions related to their jobs (if appropriate);
- ✓ have an open-door policy – and mean it;

# Motivation (cont'd)

168

## Motivators that work (cont'd):

- ✓ give credit and praise for a job well done;
- ✓ treat employees fairly and with respect;
- ✓ help them with work problems;
- ✓ learn what motivates each person and deal with them individually;
- ✓ show interest and concern for your employees;
- ✓ keep people challenged and excited by their work;



# Motivation (cont'd)

169

## Motivators that work (cont'd):

- ✓ encourage employees to acquire additional knowledge and skills, like college;
- ✓ make each person an integral part of the team;
- ✓ consider their opinions, ideas and suggestions;
- ✓ keep people informed of their job performance; and
- ✓ encourage people to do their best.



# Motivation (cont'd)

Avoiding negative  
motivation

"If you don't work  
faster, you're fired!"

It might work, but  
how much faster will  
they work?  
Probably only  
enough to keep  
from getting fired.....

Be specific!

170



# Stress and Burn-out

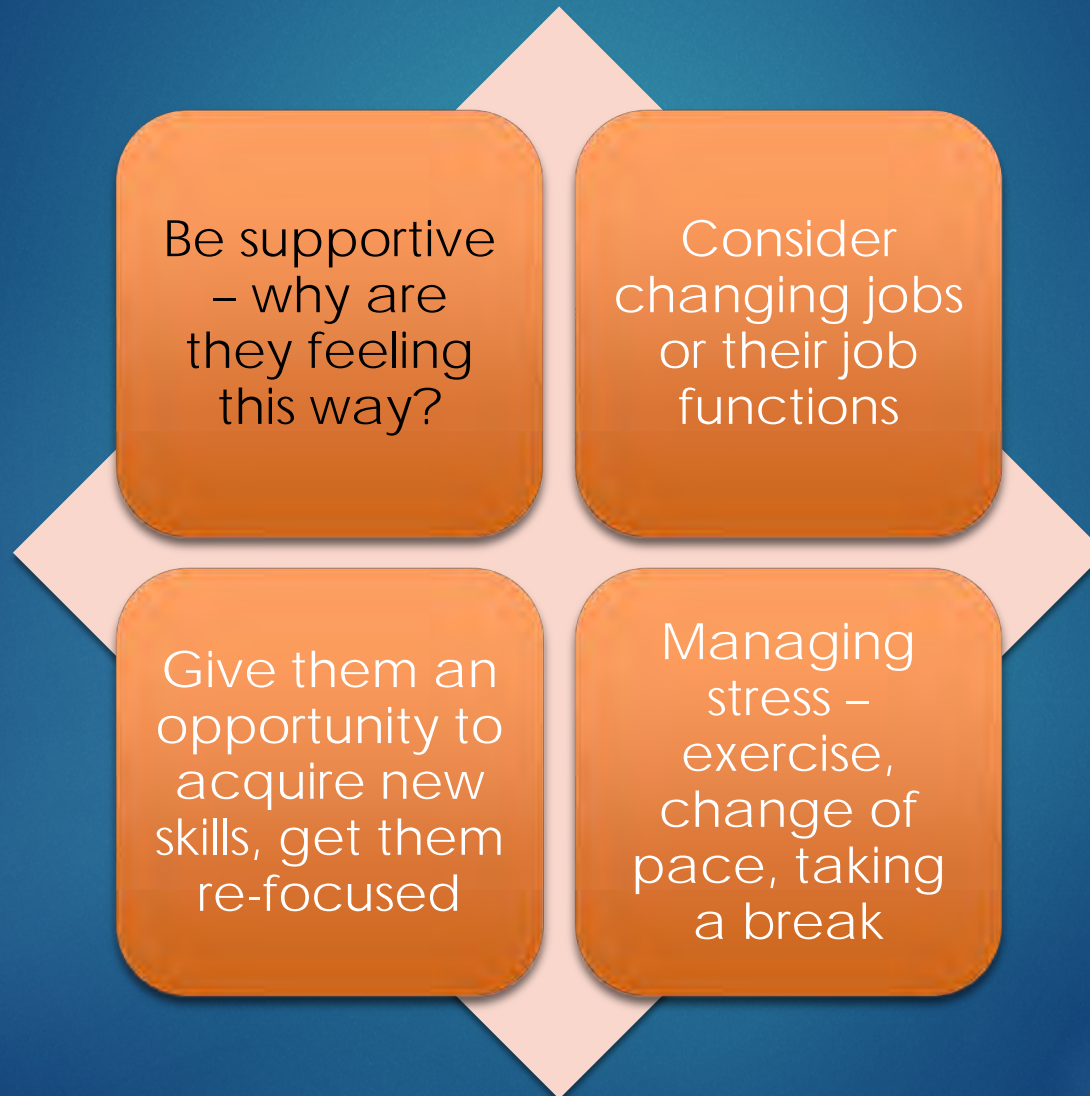
- \* Yes, working with AD and dementia residents can cause stress and burn-out.
- \* When *stress* becomes *distress*, it needs to be addressed.
- \* Loss of enthusiasm, energy, motivation, physical issues, such as ulcers, negativity





# Stress and Burn-out (cont'd)

172





# Conclusion

Remember,  
your caregivers  
can make or  
break your  
business.

Find the right  
ones, treat  
them right and  
you will  
succeed!



# Sources

174

- California Department of Social Services
- California Department of Justice
- California Department of Fair Employment and Housing
- Northeastern University Graduate Program
- Inc.com
- "Managing For Dummies" by Bob Nelson and Peter Economy
- Monster.com
- TheBalanceCareers.com
- Indeed for Employers; indeed.com

# Thank you!

Assisted Living  
Education thanks you  
for attending its  
course.

We look forward to  
seeing you again at  
another of our  
courses!

