



Cherish

A PCA Choice / Home Management Agency
2900 E Beltline #8 Hibbing, MN 55746 (218) 263-9000

Pre-Employment Information

In addition to specific training and required adherence to all Cherish policy and procedure, ALL staff are expected to have thorough knowledge of what most would consider common sense understanding in occupations where we work with people.

All Cherish staff must be trained on the following:

Universal Health Precautions

Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or potential contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. If a consumer is known to have an infectious condition Universal precautions are the infection control techniques and must be used. This means that if a consumer has an infectious condition precaution must be taken to minimize risk. Essentially, universal precautions are good hygiene habits, such as hand washing and the use of gloves and other barriers, and aseptic techniques. Each employer having an employee(s) with occupational exposure shall establish a written Exposure Control Plan designed to eliminate or minimize employee exposure.

It is well-documented that the most important measure for preventing the spread of pathogens is effective hand washing. **Hand Washing is mandatory.** Employees wash hands and any other skin with soap and water or flush mucous membranes with water as soon as feasible after contact with blood or other potentially infectious materials. Additional precautions must be used for patients who are known or suspected to have an infectious condition, and vary depending on the infection control needs of that patient.

Conditions needing additional precautions include but are not limited to: Prior diseases, diseases with air-borne transmission (e.g., tuberculosis) (e.g. Diseases with droplet transmission) (e.g. mumps, rubella, influenza, pertussis) Blood borne pathogens (e.g. HIV, Hepatitis)

Proper hand washing is the most effective way to prevent the spread of infections. Don't be afraid to remind friends, family and health care providers to wash their hands. Also remember to cover coughs and sneezes, stay up to date with your immunizations and follow guidelines when dealing with blood or contaminated items.

MA covers gloves for use during medical procedures, as described in the policy. A physician's order is required for MA to cover anything, but in addition to the physician's order, the gloves must be medically necessary as defined in the policy in order for them to be covered. Non-sterile gloves are medically necessary for hygiene cares only if the recipient has open sores, diarrhea, a diagnosed infection or a compromised immune system. If a recipient has a history of frequent diarrhea, the provider may dispense gloves to be kept on hand which will be covered by MA.

If gloves are wanted for general use during hygiene cares, MA does not cover the gloves. OSHA does not require gloves for hygiene cares. So for Personal Care Attendants who conduct hygiene cares (and there is no reason to anticipate infectious agent exposure) if a person wants gloves used they would need to provide them.

First Aid Basics

In case of accident

- Give artificial respiration
- Control severe bleeding
- Contact emergency medical services
- Treat patient for shock
- Do not move patient unnecessarily
- Do not give liquids to an unconscious person

Abrasions and Minor Cuts

Cleanse the area, apply antiseptic, and cover with a sterile bandage.

Bleeding

Elevate injured part. Apply pressure over wound with sterile pad.

Severe lacerations generally require sutures (stitches). Cleanse the wound area, control bleeding, apply a sterile dressing and consult with a physician.

Cleanse puncture wounds with mild soap and water, rinse thoroughly, dry with clean cloth, apply antiseptic and sterile bandage.

Deep puncture wounds may require a tetanus injection. Consult a physician.

Burns

Minor burns immerse in cold water. Cover with clean dry pad to exclude air.

Severe burns require medical treatment. Do not apply antiseptic or salve of any type. Cover with layers of sterile bandage to exclude air and consult a physician at once.

Fractures

Move patient as little as possible. If fracture is open, control bleeding. DO NOT splint unless patient must be moved. Get medical help.

Insect Bites

To help prevent infection apply antiseptic to bite and cover with adhesive bandage.

Poisoning

Give victim one or two glasses of water to dilute the poison. If victim is unconscious or convulsing. DO NOT give fluids or induce vomiting. Call the Poison Control Center or physician immediately for further instructions.

Shock

Symptoms: weakness; pale; moist skin; eyes vacant, pupils dilated; irregular breathing; weak and rapid pulse; nausea. Keep patient lying down quiet and warm. Get medical help.

Probably the biggest indicator of a serious medical emergency is an inability to wake a victim. If the person you are trying to help does not respond to you as you attempt to wake him or her, then you should call 911 immediately. If you are out of the house and using your cell phone, make sure you know that you need to give directions as cell phones will not give the responders an exact location like a land line does.

When to use 911

Examples of significant adverse changes in the client's condition which may necessitate emergency contact and notifying 911 include:

- If a person has trouble breathing or has stopped breathing
- If a person has no pulse
- If a person is bleeding severely
- If a person is having: chest-neck-jaw-arm pain
- If a person is in a state of deteriorating unconsciousness or is unconscious
- If a fracture is suspected
- If the person has been badly burned
- If a person is unable to move one or more limbs
- If a person is having a seizure
- If a person is suffering from
 - a. hypothermia-below normal body temperature
 - b. hyperthermia-well above normal body temperature
- If a person has been poisoned

Assisting and Transfers

A move as basic as getting in and out of a chair can be difficult for a person with a disability, depending on their age, flexibility, and strength. The height and stability of the chair or other sitting surface also plays a role in the successful transfer. A slightly raised seat is preferable to one that is low or deep. Follow the guidelines for safely assisting the consumer with the directions provided by the consumer, physician or qualified professional to transfer safely.

There are a few general guidelines that apply when assisting in the completion of any transfer:

- When assisting in the transfer never pull on his arms or under his shoulders.
- Use a gait belt secured around his waist to assist him.
- Explain each step of the transfer and allow the person to complete it slowly.
- Give physical assistance and verbal cues to the person during the transfer.
- Allow time for the person to respond and follow through.

If you are having difficulty with transfers and mobility issues it is recommended that you consult your supervisor and physician, physical therapist or occupational therapist to evaluate your situation and provide treatment and recommendation.

Emergency Preparedness

Consumers should have contact information on their refrigerators in case of emergency.

Know the consumer's plan. Disasters can happen anytime and anywhere. They can be either man-made or natural and can strike without warning. Each family should develop an emergency plan in case of a natural disaster or other emergency. Agencies such as the American Red Cross and the Federal Emergency Management Agency (FEMA) have brochures to help you develop a family emergency plan. **You should make a kit, have a plan and be informed.**

Recommended Items to Include in a Basic Emergency Supply Kit:

- Water: one gallon of water per person per day for at least three days, for drinking and sanitation
- Food: at least a three-day supply of non-perishable food
- Battery-powered or hand crank radio: and a NOAA Weather Radio with tone alert and extra batteries for both
- Flashlight: and extra batteries
- First aid kit:

- Whistle: to signal for help
- Dust mask: to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags and plastic ties: for personal sanitation
- Wrench or pliers: to turn off utilities
- Can opener: for food (if kit contains canned food)
- Local maps
- Cell phone with chargers

Additional Items to Consider Adding to an Emergency Supply Kit:

- Prescription medications and glasses
- Infant formula and diapers
- Pet food and extra water for your pet
- Important family documents such as copies of insurance policies, identification and bank account records in a waterproof, portable container
- Cash or traveler's checks and change
- Emergency reference material such as a first aid book or information from www.ready.gov
- Sleeping bag or warm blanket for each person. Consider additional bedding if you live in a cold-weather climate.
- Complete change of clothing including a long sleeved shirt, long pants and sturdy shoes. Consider additional clothing if you live in a cold-weather climate.
- Household chlorine bleach and medicine dropper – When diluted nine parts water to one part bleach, bleach can be used as a disinfectant. Or in an emergency, you can use it to treat water by using 16 drops of regular household liquid bleach per gallon of water. Do not use scented, color safe or bleaches with added cleaners.
- Fire extinguisher
- Matches in a waterproof container
- Feminine supplies and personal hygiene items
- Mess kits, paper cups, plates and plastic utensils, paper towels
- Paper and pencil
- Books, games, puzzles or other activities for children

Life has a way of interfering with self-management for people of all ages and abilities. We all encounter some barriers we didn't expect when we made our plans. We all need to solve our own problems and sometimes help others to problem solve.

Basic Problem Solving Steps

Identify the Problem

Try to get as specific as possible. Don't hesitate to ask for help from a friend if you are feeling uncertain. What is the specific problem you want to resolve?

Look at the Problem in as many different ways as you can

"Nothing is more dangerous than an idea when it is the only one you have". It either means you don't understand the problem or you've not taken the time to figure out more creative, more likely to succeed, solutions.

Use different words to restate the problem. Are other people affected by the problem? How do others, such as your family, your friends, your doctors, or your boss, see the problem? Flexible mind, flexible solutions.

If you're having trouble, take a physical break. Go for a walk, listen to music, tidy up your room, or do whatever it takes to free your mind and open it to creating new, innovative solutions to your problem.

If you're feeling overwhelmed, break down the problem into parts and work on a small part first.

Pick a Solution and Try It - ACT

Spend a trial period assessing if this solution is working. If things aren't working like you'd hope, try to sort through what may be creating obstacles.

Get feedback from others. Sometimes it can be hard to see the whole picture when you are so close to the problem.

Continue to Assess

Is the solution working? Are you seeing any positive results? If so continue to fine tune the solution as you need along the way. If you are still not seeing positive results, even after you have addressed the obstacles, go back to your list of solutions and try another. Try not to get discouraged and give yourself a pat on the back for each little step you make towards solving the problem.

When helping someone else to problem solve, communicate clearly and specifically.

Be respectful and don't judge.

If the problem affects you explain how it affects you and if there is some action you'll have to take if the behavior continues.

Positive Behavior Intervention

**Stay Calm, Be Consistent, Be Respectful,
Always Notice and Reward Behavior That Is Desirable**

If you are working with someone who you are expected to use positive behavior techniques with, make sure you understand what exactly is expected of you. If you do not believe you are adequately trained contact the Qualified Professional for training. Do not ever impose consequences without direction.

A Positive Behavior Intervention Plan should include the specific steps that will be taken to help teach new behavior skills. It should address such things as:

- Environmental changes to reduce or eliminate inappropriate behaviors
- Strategies for teaching new skills to replace the problem behaviors
- Skills training to increase the frequency of appropriate behaviors
- Support for the consumer to use the appropriate behaviors in various settings

Please Refer To The Problem Solving Section.

Keep your attention focused on positive behavior.

Teaching New Behaviors:

Define the terms you are using.

For example; for aggression issues: define "being aggressive" and "being cooperative" for the consumer.

Respond calmly and consistently to the inappropriate behavior.

Determine a reinforcer/consequence to use when the consumer engages in a mild aggressive act. The consequence must be one that you will feel comfortable implementing every time. One possibility is time owed--for example, each time the consumer exhibits a mildly aggressive act, he loses (owes) one minute of an activity they enjoy. Or you might set up a response cost system in which the consumer begins the day with points (tickets or tokens for a younger consumer), and loses one for each infraction. Any points (tickets/tokens) remaining at the end of the day can be saved up to "purchase" a reinforcer of the consumer's choice.

If the consumer argues with you when you assign a consequence, let him know that if he feels something is unfair he can make an appointment to talk to you about it at a later time. If he continues to

argue, use the "broken record" technique--calmly restating the consequence and what the consumer should be doing. "The consequence for knocking Lou's book off the desk is owing one minute of video games, and now you need to take your seat and begin your homework."

Keep in mind that although consequences are necessary for aggressive acts, when they are implemented poorly they can backfire. If the consequence communicates the idea that adults are trying to use their power to "control" the consumer, there is a good chance that he will work hard to rebel and/or engage in power struggles. Thus, always use as mild a consequence as reasonably fits the infraction and be very calm in communicating the consequence to the consumer, avoid intensifying the consequence to "get back" at the consumer.

While the consumer has to learn that there are consequences for his actions, reinforcing his appropriate "cooperative behavior" will actually have more impact on reducing his aggression.

Use reinforcement to encourage appropriate behavior.

Give the consumer increased praise. Be especially alert for situations in which the consumer is not acting out and praise him specifically for demonstrating his ability to be cooperative. "Dan, for the last hour you have been cooperative. You've kept your hands to yourself and used a very respectful voice during dinner."

If the consumer would be embarrassed by public praise, praise the consumer privately or even give the consumer a note. Remember that any time the consumer is not being aggressive; you can praise him for being cooperative. Don't forget to praise the consumer for other positive behaviors he exhibits as well.

Policy reviewed and authorized by the Cherish owners at a formal Board of Directors meeting

Last policy review: 8/22/2023

A handwritten signature in black ink, appearing to be "Timothy D. Hyl", written in a cursive style.