

## Creating Career Ladders in the Extended Care Industry

*The Role of the Massachusetts Community Colleges in the Extended Care Career Ladder Initiative*

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**A Report of the Massachusetts Community Colleges – Executive Office**

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**Creating Career Ladders in the Extended Care Industry:  
The Role of the Massachusetts Community Colleges in the  
Extended Care Career Ladder Initiative**

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# **Creating Career Ladders in the Extended Care Industry:**

## ***The Role of the Massachusetts Community Colleges in the Extended Care Career Ladder Initiative***

### **Executive Summary**

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Extended care facilities across the state are currently struggling to provide high quality care to residents, in light of severe staffing shortages. Over the next decade, these shortages are expected to worsen as the aging population requiring care continues to grow. In the Fall of 2000, Massachusetts introduced the Extended Care Career Ladder Initiative to address the shortage of entry-level workers in this industry, increase their skills and ultimately improve the quality of care for residents. The initiative invited proposals for demonstration projects that created new career ladders for direct care staff, particularly Certified Nursing Assistants (CNAs), and addressed staff training, work environment and quality of care issues.

Demonstration projects supported by Round Two funds available from April 2001 to June 2002 were based on a consortium model. Each consortium or partnership was required to include workforce training partners and other long-term care providers, such as home care agencies, rest homes, assisted living facilities and rehabilitation services. Training providers included the community colleges, community-based organizations and nursing home staff. The Round Two partnerships included two to six long term care facility partners, and in the case of one consortium, at least twelve additional training partners. The awards for the seven Round Two projects ranged from \$120,000 to \$380,000 and were spread throughout the state.

The role of the community colleges in this initiative varied with each project. The community colleges assisted in developing proposals, functioned as project coordinator, served as a training partner, provided career counseling and assessment, and unlimited career ladder opportunities. Most of the community colleges involved provided assessment services and Adult Basic Education and English for Speakers of Other Languages. Many presented management and supervisory training to administrative personnel. Trainings in team building, diversity, conflict resolution and computer literacy were also provided. Several courses, particularly those associated with the career ladders, were developed specifically for nursing assistants and other staff in nursing homes. Other trainings and courses were based on ones that are already available to the general public but were adapted to address the specific needs of this industry.

Community colleges have worked with individual long term care facilities to address short term training needs in the past. However, the ECCLI project presented an exciting opportunity to develop and expand sustainable partnerships and models for collaboration which will continue to address the goals of the initiative: increasing the skills of entry-level extended care employees and improving the quality of care.

# **Creating Career Ladders in the Extended Care Industry:**

## ***The Role of the Massachusetts Community Colleges in the Extended Care Career Ladder Initiative***

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### **Introduction**

In the Fall of 2000, Massachusetts introduced the **Extended Care Career Ladder Initiative**, an initiative designed to address recruitment and retention of staff in nursing homes, assisted living facilities, adult day care, hospice and home care and other long-term care facilities and to improve quality of care for residents. The initiative invited proposals for demonstration projects that created new career ladders for direct care staff and that addressed staff training, work environment and quality of care issues. Three rounds of projects have been funded to date, with a fourth round of projects ready to start, pending final approval of funding. These projects have been developed by long-term care facilities in collaboration with community based organizations, career centers, local workforce investment boards, community colleges and others. This report focuses on the role of the Massachusetts Community Colleges in the ECCLI initiative, focusing specifically on the Round II projects, which concluded in June 2002.

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### **The Need for a Career Ladder Initiative**

The long-term care industry in Massachusetts provides care to over 50,000 individuals and employs nearly 40% of the health care workforce. The number of workers needed in the industry is projected to grow over the next decade, as the aging population that requires care continues to grow. Facilities are struggling to provide a high quality of care in light of severe staffing shortages, particularly in nursing assistant positions.

Nursing assistants (also called Certified Nursing Assistants or CNAs) provide direct care to residents. Nursing assistants work with all aspects of resident care, including personal care, medical care and emotional well-being. The position is an entry-level position, requiring a minimum of 75 hours of pre-service training, which is generally provided for new employees by the employer. Workers are attracted to the position because training is available, employment opportunities are plentiful, and the position typically offers flexible scheduling and opportunities for overtime. The position offers an opportunity to help others and is attractive to those who may be interested in careers in nursing and other health-related fields. Average pay is in the range of \$9.50 to \$10.50 per hour. The majority of nursing assistants are women, 25-54 years old, from diverse racial and ethnic backgrounds.

Because of the importance of these positions to the quality of long-term care, recruitment and retention of nursing assistants are critical issues. Although they are related issues, it is important to understand recruitment and retention as separate concepts. Problems with recruitment are typically related to the local unemployment rate and the pool of potential workers. Retention problems, however, go beyond economics. Beyond the issues of low pay, the physically demanding work, lack of professional recognition, lack of upward mobility, job stress, and work-family issues all contribute to high turnover.

Many nursing assistants are single parents, and many frequently work overtime, double shifts or second jobs in order to support their families. Many struggle with transportation

and childcare issues, particularly when working evening and night shifts. Because many nursing assistants are recent immigrants, language and cultural issues may create barriers to communication with other staff, supervisors and residents. Understaffing often leads to further job stress, on-the-job injuries, and diminished quality of care for residents.

The issue is not limited to Massachusetts. National studies by the Paraprofessional Healthcare Institute (PHI), the Institute of Medicine, and others show that annual rates of turnover approach 100% in many long-term care facilities. Reasons for high turnover include those cited above: pay, work environment, and lack of opportunities for advancement. But the research also shows that there is a lower turnover rate in facilities that encourage nursing staff to actively participate in developing the patient plan of care, in scheduling and creating a positive work environment. (Banaszak-Holl and Hines, 1996 and Scanlon, 2001, cited in CommCorp, 2002.) This research demonstrates that nursing assistants want to feel competent and confident in their knowledge and skills and want to be able to end their day feeling that they provided good care to their patients.

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## Response to the Crisis

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In an effort to address the growing concerns about the quality of care in the state's

long-term care industry, the Massachusetts Legislature set aside funds for three separate initiatives under the broad umbrella of the Nursing Home Quality Initiative. First, a \$10 million pass through was allocated to increase wages by 10% for direct care workers. Second, the Nursing Home Quality Initiative allocated \$1 million to the Department of Public Health for scholarships for entry-level Nurse Aide/Home Health Aide programs in non-facility based training organizations. Third, \$5 million was designated for the Extended Care Career Ladder Initiative (ECCLI) to encourage nursing homes and home care agencies to collaborate with community based organizations, career centers, local workforce investment boards and community colleges to

improve knowledge and skills for staff and to provide career ladder opportunities. The overarching goal of this initiative is to improve the quality of care by increasing the skills of direct care workers, primarily through the development and implementation of career ladders for nursing assistants.

### **Role of the Nursing Assistant**

Answer call bells and help patients with bedpans or other needs.  
Talk with visiting family members while cleaning or working in the room.  
Deliver messages and gifts.  
Prepare food trays and deliver meals.  
Keep records of food intake and liquid output.  
Give medicines to patients as directed by the supervising nurse or doctor.  
Help patients with eating, dressing, bathing, and walking.  
Clean rooms and change beds.  
Help patients clean their teeth and wash and brush their hair.  
Help patients turn over in bed.  
Give lotion or alcohol rubs to help with skin care and provide comfort.  
Set up and monitor equipment.  
Record vital signs such as blood pressure, temperature, pulse, and respiration.  
Move patients in wheelchairs or beds.  
Watch patients for change in mental alertness or emotions.  
Read patient charts at the beginning of each shift and use the charts to make notes at the end of each shift.

Source: *Nursing Assistant Resources on the Web (NAROTW)* at <http://www.nursingassistants.org>

To date, the ECCLI project has funded three rounds of projects, with a fourth round currently awaiting funding approval. The primary goal of all of the rounds is for long term care facilities to develop practices that will attract, retain and upgrade the skills of entry level workers and thereby improve the quality of care provided to facility residents.

The development and implementation of career ladders based on training and education for entry level workers was the key component of these projects. Grantees were also required to demonstrate the involvement of staff at all levels of their organization to support the success of the project and to make plans for sustainability of successful outcomes after the grant period. Participants were also required to provide at least 50% paid release time for training and were encouraged to provide 100%. For Rounds One and Three, partnering with other organizations was not required, although applicants were strongly encouraged to develop and improve relationships with other long term care facilities and the workforce development community, including community colleges, community based organizations, one-stop career centers and/or local workforce investment boards. Projects funded through Rounds One and Three were similar to each other in scale and design and received a maximum grant of \$100,000. A total of 24 projects were funded through Rounds One and Three.

Demonstration projects supported by Round Two funds were based on a consortium model. Each consortium or partnership was required to include workforce development partners and other long term care providers, such as home care agencies, rest homes, assisted living facilities and rehabilitation services. Allowable activities were expanded to include a ten-week planning period at the beginning of the grant period to develop a concrete implementation plan. The Round

Two partnerships included two to six long term care facility partners and, in the case of the Loomis House Consortium, at least twelve additional workforce and training partners. The awards for the seven Round Two projects ranged from \$120,000 to \$380,000. They were spread throughout the state.

During career ladder implementation, each of the Round Two consortia focused on different aspects of training their entry-level staff. Some of them concentrated on training all of their entry-level staff, from the housekeeping, dietary and maintenance departments hoping that some would pursue CNA certification. Others focused on getting their incumbent CNAs more training to move toward CNA Level II or III and possibly beyond.

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### **Community Colleges and the Long-Term Care Industry**

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Community colleges were partners in each of the seven projects which were funded in ECCLI Round II, the focus of this report. As partners in these projects, the community colleges provided a wide range of services, including credit and noncredit courses, curriculum development, training for workshop leaders, project planning and coordination.

The relationship between the community colleges and the long-term care industry is relatively new. In the past, most clinical practice for nursing students focused on acute care settings. However, in recent years, nursing education programs have started to use nursing homes for clinical experiences, particularly for geriatric nursing content. Community colleges have also typically developed relationships with long-term care providers when representatives from the colleges have worked with nursing home administrators to provide training to address specific, short-term training needs. However, the ECCLI project has opened doors for much

closer ties between the long-term care industry and the community colleges.

The educational needs of the long-term care industry are wide-ranging:

- Nearly all positions in the industry require licensure;
- Many positions also require continuing education to maintain licensure;
- There is a large workforce of entry-level workers who require assessment, adult basic education and English for Speakers of Other Languages (ESOL) to prepare for advanced training and career ladder advancement opportunities;
- The quality of care and quality of the work environment are enhanced by training in "soft skills" like communication, teamwork, stress management, financial management, conflict resolution, time management, and work ethics;
- Training in topics related to aging and long-term care will allow entry-level workers to advance along new career ladders;
- New models of supervision and patient care will require training throughout the organization.

The community colleges offer many relevant established courses as well as some new industry-specific courses both for credit and non-credit. The majority of the educational needs of personnel in the long-term care industry up to and including the associates degree and the continuing education needs for licensure can be met through community colleges. In addition, each of the community colleges has articulation agreements with four year colleges and universities that facilitate the transition into these schools. Appendix A describes many of the career opportunities in long-term care and the related training opportunities available at community colleges.

The role of the community college in ECCLI varied within each project. The community colleges assisted in developing proposals, provided a project coordinator where needed, collaborated as a training partner, provided career counseling and assessment, and unlimited career ladder opportunities. Most of the community colleges involved provided assessment services and *Adult Basic Education* and *English for Speakers of Other Languages*. Many presented management and supervisory training to administrative personnel. Trainings in team building, diversity training, conflict resolution and effective management skills were also provided to supervisors. Beyond these, the courses offered varied greatly from computer literacy to mentor training. Several courses, particularly those associated with the career ladders, were developed specifically for nursing assistants and other staff in nursing homes. Other trainings and courses were based on ones that are already available to the general public but were adapted to address the specific needs of this industry.

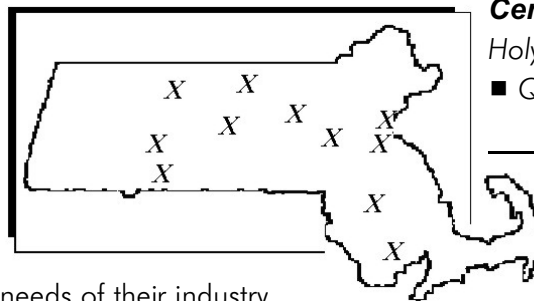
Each consortium had the opportunity to determine how new career ladders would be defined within their organizations, what training would be provided, and how new models of supervision and patient care would be introduced. Several of the consortia defined new career ladder positions, such as CNA II, CNA III, Senior Aide, or Mentor Aide, and the community colleges and other training partners provided customized training for these career ladder opportunities.

The following profile of the Round Two Projects highlights the role of the community colleges, lists the courses, trainings and services provided by the community colleges, and includes comments about project implementation, initial outcomes of the projects, and ideas for next steps.



**The Role of the Massachusetts Community Colleges in the Seven ECCLI Round II Projects**

The fifteen Massachusetts Community Colleges are in a unique position to be effective education and training partners in this initiative. Located strategically throughout the state, these colleges are accessible both geographically and financially. Serving all populations, the community colleges offer programs in skills upgrading, retraining, ESOL, and developmental studies, as well as degree and certificate programs and a variety of continuing education courses. To support students at all levels, extensive support services including career counseling and academic advising are readily available. In order to meet regional economic interests, each college excels at assessing the needs of their industry partners and designing innovative programs and services to meet these needs.



The profiles that follow highlight the activities of the eleven community colleges involved with ECCLI Round 2. Appendix B provides a sample list of courses, and other appendices provide sample course outlines.

The remaining community colleges have been involved in other rounds of ECCLI projects: Northern Essex Community College has participated in Rounds 1 and 3; Cape Cod Community College participated in two Round 3 ECCLI Projects and North Shore Community College is involved in a Round 4 project that is awaiting funding. While Berkshire Community College has not been involved in ECCLI, it participates in a similar project with area long-term care providers.

**Community Colleges Involved with ECCLI Round II: By Region/Consortium**

**Western Massachusetts**

Loomis House Consortium

- Holyoke Community College
- Greenfield Community College
- Springfield Technical Community College

**North Central Massachusetts**

Leo P. LaChance Consortium

- Mount Wachusett Community College

**Central Massachusetts**

Holy Trinity Consortium

- Quinsigamond Community College

**Greater Boston**

Coolidge House Consortium

- Bunker Hill Community College

- Roxbury Community College

Sherrill House Consortium

- Bunker Hill Community College
- Roxbury Community College

**Metro West / Metro South**

Marist Hill Consortium

- Middlesex Community College
- MassBay Community College
- Massasoit Community College

**Southeastern Massachusetts**

Brandon Woods Consortium

- Bristol Community College

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## The Brandon Woods Consortium

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Long-term Care Providers:

- Brandon Woods
- Blaire House
- Oaks Nursing Home
- Kristen Beth Nursing Home
- Sunbridge Care and Rehabilitation Center

Training Providers:

- Bristol Community College
- Health Care Training Services (HCTS)

### COMMUNITY COLLEGE COURSES AND TRAININGS

Adult Basic Education

English for Speakers of Other  
Languages (ESOL) Assessment and  
Training

General Education Development (GED)

Supervisory Training

- Problem Solving
- Providing Constructive Feedback
- Building Collaborative Relationships  
with Your Peers and Manager



**Role of the Community College:** Bristol Community College (BCC) has provided Literacy Services and English for Speakers of Other Languages (ESOL) assessment and training, as well as supervisory training for administrators and nurses. The Workplace Literacy Program at BCC began offering *Adult Basic Education (ABE)*, *English for Speakers of Other Languages (ESOL)*, and *General Educational Development (GED)* classes on site at two of the health care facilities in January 2002. These popular classes drew employees from three of the five health care facilities.

BCC has also provided management training to supervisory staff using *Achieve Global's* management training package. The Director of the Bristol Community College Center for Business and Industry states that the *Achieve Global* program is very adaptable to industry needs. To help ensure that this course addressed healthcare needs, the instructor was chosen for her experience in the health care industry. The topics ranged from basic supervisory skills like *Problem Solving* and *Providing Constructive Feedback* to *Building Collaborative Relationships with Your Peers and Manager*.

**Role of Other Training Providers:** Basic Nursing Assistant training was the other major training component in the project. It was offered by Health Care Training Services, a community based training company.

**Comments:** ■ Staff turnover appears to have decreased ■ Residents who were interviewed report that they are pleased with the nursing assistants who have received training ■ The project has addressed some practical issues about scheduling training: because of limited staffing, students and supervisors need plenty of notice so that they can provide coverage on units during the training. Good communication among the Project Coordinator, administrators and the training instructors is essential.

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## The Coolidge House Consortium

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Long-term Care Providers:

- Coolidge House
- Courtyard Nursing Care Center
- Village Manor Nursing Home
- Provident Nursing Home

Training Providers:

- The Worker Education Program of SEIU Local 285.
- Roxbury Community College
- Bunker Hill Community Colleges
- American Red Cross

This consortium is unique in that it is the only one that is fully union-based. Workers at all of the sites are members of SEIU Local 285, which runs the Worker Education Program (WEP).

### COMMUNITY COLLEGE COURSES AND WORKSHOPS

Principals for Clinical Practice (3 credits)  
Leadership Development Workshop Series

- Leadership
- Workforce Diversity
- Coaching and Mentoring
- Conflict Resolution
- Team Development
- Stressed for Success
- Motivating and Rewarding Employees

### Role of the Community Colleges:

Representatives from both community colleges made on-site visits with nursing home staff to discuss career advancement programs at the colleges.

As an introduction to careers in the health care field, BHCC presented their established course entitled *Principles for Clinical Practice*. This course, part of the Allied Health Program Curriculum at BHCC, was taught on site for 14 employees who "absolutely loved it" according to the Project Coordinator. Participants received 3 college credits for

successful completion of the course. Bunker Hill Community College also provided supervisory training through a series of leadership development workshops developed specifically for this project. (See Appendix C).

**Role of Other Training Providers:** The SEIU Worker Education Program provided training at each site, including soft skills such as communication skills, problem solving, teamwork and diversity training as well as ESOL at the beginner and intermediate levels, a pre-CNA course that includes test-taking, study skills and vocabulary, and a new pre-CNA prep course for ESOL, which was developed by one of the aides who works at SEIU.

**Comments:** ■ The Project Coordinator stated that after completing trainings, aides seemed to have more knowledge and self-confidence and were more inclined to offer their contributions to patient care plans. ■ SEIU originally developed and piloted a mentoring course to home care workers, but upon reflection it was decided that a senior aide position would provide a better career ladder opportunity than a mentor aide position. The project coordinator would like to pursue development of a job description and training of home health aides for the senior aide role through an extension of ECCLI funding.

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## The Marist Hill Consortium

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Long-term Care Providers/Other Partners:

- Marist Hill Nursing and Rehabilitation Center
- St. Joseph's Manor Health Care
- Norton Associates
- Covenant Health Systems
- Caritas Christi Hospice
- Red Cross
- Catholic Charities

Training Providers:

- Middlesex Community College
- Mass Bay Community College
- Massasoit Community College

### COMMUNITY COLLEGE COURSES AND WORKSHOPS

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ESOL Assessment and Implementation

Leadership Training

Train-the-Trainer Workshops

CNA II:

- Restorative Care

CNA III:

- Orthopedic
- Neurological
- Alzheimer's
- Infection Control

Team Building

Diversity

Customer Service



### Role of the Community Colleges:

Training and education partners include Massasoit, Mass Bay and Middlesex Community Colleges. These colleges provided the consortium with student assessment, curriculum development, employee training, and participation on the advisory board. Based on their location, Middlesex and MassBay worked primarily with Marist Hill and Massasoit worked with St. Joseph's Manor.

Based on an assessment of the training needs at Marist Hill, Middlesex provided *ESOL Assessment and Implementation*, *leadership trainings* on site for nursing administrators and *Train-the-Trainer* workshops.

MassBay conducted the career ladder trainings: *CNA II: Restorative Care* and *CNA III: Orthopedic, Neurological, Alzheimer's and Infection Control*. MassBay also offered many soft skills trainings including *Team Building*, *Diversity* and *Customer Service*.

Massasoit worked closely with St. Joseph's Manor and provided *ESOL Assessment and ESOL courses*, *Leadership*, *Diversity*, and *Teamwork* trainings and several of the career ladder courses.

**Comments:** ■ The project coordinator stated that it was helpful to meet with the instructors of each class before they started. It allowed the instructor to focus on the needs of the site and how the skills would be integrated once workers were trained. ■ As the initiative draws to a close, both long term sites hope to continue the work that they have started with ECCLI. Specifically, Marist Hill plans to continue with the *CNA II & III* trainings and will also choose one major issue each year to focus its internal trainings on. Two possible topics are *cultural diversity* and *team building*. At St. Joseph's, they also plan to continue with the CNA career ladder trainings. In addition, they have organized two "Innovation Teams" which will focus on quality of care issues and becoming the employer of choice, respectively.

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## The Loomis House Consortium

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Long-term Care Providers:

- Loomis House
- Riverdale Gardens
- The Center for Extended Care at Amherst

Training Providers:

- Holyoke Community College
- Greenfield Community College
- Springfield Technical Community College
- Other training providers

### COMMUNITY COLLEGE COURSES AND WORKSHOPS

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Management and Leadership  
Communication  
Customer Service  
CNA 1, 2, & 3  
Time and Stress Management  
Introduction to Computers  
Microsoft Office and the Internet  
Spanish for Health Care Providers  
Therapeutic Massage  
Introduction to Personal Computers  
Microsoft Office  
Email and the Internet  
ESOL  
American Sign Language  
ServSafe Training  
Food Service Career Ladder Training  
Housekeeping Career Ladder Training  
CNA 1 / HHA basic training.



**Role of the Community Colleges:** In the early planning stages, the group planned for community colleges to provide training to the long term care sites closest to them. As planning continued and more training vendors were added to the consortium, the group decided to have each partner provide selected training across the consortium. An extensive training menu was developed with offerings from each of the colleges and the other training vendors, including Collective

Homecare, Capuano Homecare, Holyoke Community Development Corporation and CareerPoint. The long-term care sites were able to choose from a menu of training vendors, classes and trainings based on their specific needs. The consortium created a web site, <http://www.pveccli2.org>, listing the courses available, time and location. Students could register on the web site. (Courses from this menu are also listed in Appendix B.)

Holyoke Community College was involved in the initial preparation of the proposal for the project and as a result provided the greatest amount of training. They provided the following: *Management and Leadership, Communication, Customer Service, CNA 1, 2, & 3, Time and Stress Management* as well as *Introduction to Computers, Microsoft Office and the Internet*.

Springfield Technical Community College offered courses in *Spanish for Health Care Providers* and *Therapeutic Massage*.

Greenfield Community College also provided *Introduction to Personal Computers, Microsoft Office, Email and the Internet, ESOL, American Sign Language, ServSafe Training, Food Service Career Ladder Training* (developed by the three colleges), and *CNA1/HHA basic training*. (See Appendix F for outline of the Food Service Career Ladder Training.)

The Career Ladder trainings include: Level 1, the core course for CNA/HHA enhanced with specific training in ergonomics. Level 2 focuses on Rehabilitation and Dementia training as well as soft skills as determined by the needs of the individual site. Level 3 includes Leadership Skills and Mentor Training as well as a 30 hour Physical Assessment program.

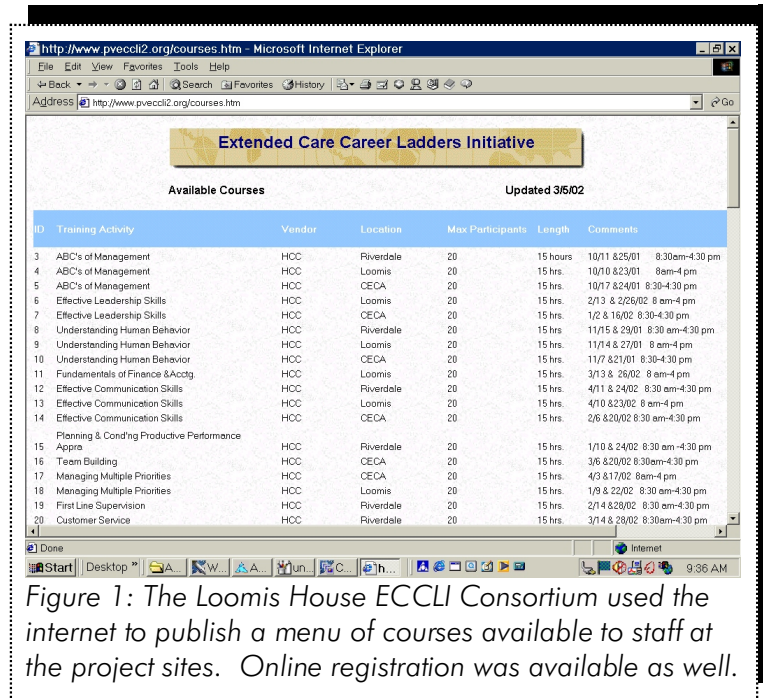
The career ladder trainings in housekeeping and food service have been very successful. Staff from these departments shared best

## Loomis House Consortium (Continued)

practices with each other, learned new skills, problem solved and formed peer support networks for themselves.

The Project Coordinator reports that all three sites felt that the American Management Association courses for managers and supervisors offered through the American Management Association University Program at Holyoke Community College have had the most impact overall. For many of the managers and supervisors, this was the first formal management training they had ever received. This National Management Certificate Program has six courses, each 18 hours in length. Topics included: *A Manager's Guide to Human Behavior, Managing and Resolving Conflict/Crises, and Prevention Training.*

**Comments:** ■ The Project Coordinator reports that the most successful trainings have been interactive with discussion and problem solving. In fact, they changed all trainings that had a straight lecture format to be more interactive. Classes that were on-site, during regular working hours and short (2 hours or less) were the best attended. Seminars on balancing work and home issues were better attended than those on career counseling. It has also been effective to combine staff from different facilities. There was a wealth of experience brought to these classes and new ideas and an understanding that many of the problems are shared.



ID	Training Activity	Vendor	Location	Max Participants	Length	Comments
3	ABC's of Management	HCC	Riverdale	20	15 hours	10/11 & 25/01 8:30am-4:30 pm
4	ABC's of Management	HCC	Loomis	20	15 hrs.	10/10 & 23/01 8am-4 pm
5	ABC's of Management	HCC	CECA	20	15 hrs.	10/17 & 24/01 8:30-4:30 pm
6	Effective Leadership Skills	HCC	Loomis	20	15 hrs.	2/13 & 2/26/02 8 am-4 pm
7	Effective Leadership Skills	HCC	CECA	20	15 hrs.	1/2 & 16/02 8:30-4:30 pm
8	Understanding Human Behavior	HCC	Riverdale	20	15 hrs.	11/15 & 29/01 8:30 am-4:30 pm
9	Understanding Human Behavior	HCC	Loomis	20	15 hrs.	11/14 & 27/01 8 am-4 pm
10	Understanding Human Behavior	HCC	CECA	20	15 hrs.	11/7 & 21/01 8:30-4:30 pm
11	Fundamentals of Finance & Acctg.	HCC	Loomis	20	15 hrs.	3/13 & 26/02 8 am-4 pm
12	Effective Communication Skills	HCC	Riverdale	20	15 hrs.	4/11 & 24/02 8:30 am-4:30 pm
13	Effective Communication Skills	HCC	Loomis	20	15 hrs.	4/10 & 23/02 8 am-4 pm
14	Effective Communication Skills	HCC	CECA	20	15 hrs.	2/6 & 20/02 8:30 am-4:30 pm
15	Planning & Cond'ng Productive Performance	HCC	Riverdale	20	15 hrs.	1/10 & 24/02 8:30 am-4:30 pm
16	Team Building	HCC	CECA	20	15 hrs.	3/6 & 20/02 8:30am-4:30 pm
17	Managing Multiple Priorities	HCC	CECA	20	15 hrs.	4/3 & 17/02 8am-4 pm
18	Managing Multiple Priorities	HCC	Loomis	20	15 hrs.	1/9 & 22/02 8:30 am-4:30 pm
19	First Line Supervision	HCC	Riverdale	20	15 hrs.	2/14 & 28/02 8:30 am-4:30 pm
20	Customer Service	HCC	Riverdale	20	15 hrs.	3/14 & 28/02 8:30am-4:30 pm

Figure 1: The Loomis House ECCLI Consortium used the internet to publish a menu of courses available to staff at the project sites. Online registration was available as well.

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**The Holy Trinity Consortium**

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Long-term Care Providers:

- Holy Trinity Eastern Orthodox Nursing and Rehabilitation Center
- Lutheran Home
- Notre Dame Long-term Care Center
- Oriol Health Care Center

Training Providers:

- Quinsigamond Community College
- American Red Cross

**COMMUNITY COLLEGE COURSES  
AND WORKSHOP**

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English for Speakers of Other Languages  
(ESOL) Assessment and Courses

20.

**Role of the Community College:** This is the smallest of the ECCLI Round two consortia and is somewhat unique in that most of the development and delivery of training was done on-site by staff of the nursing homes. Quinsigamond Community College provided primarily ESOL assessment and education. The American Red Cross provided basic CNA certification. The sites hoped that by using in-house staff to provide the majority of trainings, the changes brought about through ECCLI would be sustained once the ECCLI grant ended.

**Comments:** The Project Coordinator said they are beginning to prepare employees for college education through student success programs, remediation, basic math to college math and introduction to the sciences and computer competency.

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## The Sherrill House Consortium

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Long-term Care Providers:

- Sherrill House
- Mount Pleasant
- Springhouse Continuing Care and Retirement Community
- The Boston Alzheimer's Center

Training Providers:

- Bunker Hill Community College
- Roxbury Community College
- American Red Cross

Project sites specialize in the care of people with Alzheimer's disease. Sherrill House is the lead partner.

### COMMUNITY COLLEGE COURSES AND WORKSHOPS

Aging and Wellness  
Customer Service



**Role of the community colleges:** Training and education partners include Bunker Hill and Roxbury Community Colleges and the American Red Cross.

A course entitled *Aging and Wellness* (see Appendix D) was developed and taught by instructors from the American Red Cross and Roxbury and Bunker Hill Community Colleges. The modules of the course addressed changes of aging, the impact of lifestyle on aging, and medical management of diseases of aging. The Project Coordinator said that this course "changed lives." Students learned about their own aging and that of their patients. Also, students were exposed to college faculty and some have talked about continuing their formal education.

This consortium also worked with Bunker Hill Community College on *Aging and Assessments* and is planning to have BHCC teach a *Customer Service* course.

**Other Training:** Additional trainings that have been extremely effective are those that prepare aides to work with persons with dementia and palliative care needs and mentor training. The curricula for these programs were developed prior to ECCLI under a Department of Education Grant. ECCLI provided funds to implement the training. These courses were taught by education staff employed in the nursing homes.

**Comments:** ■ The project coordinator reports that approximately 40% of the staff have participated in training. More staff will be able to participate in trainings as issues of space and coverage are addressed. The Project Coordinator would like to continue the program into the next year in order to be able to reach at least a portion of the 60% of the staff not yet trained. In particular, he would like to see the dementia training required for all staff, since all of the partners specialize in dementia care.



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## The Leo P. LaChance Consortium

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Long-term Care Providers:

- Leo P. LaChance Center for Rehabilitation and Nursing
- Wachusett Manor
- Baldwinville Nursing Home
- Quabbin Valley Healthcare

Training Providers:

- Mount Wachusett Community College
- Montachusett Regional Vocational School

Education and training partners include Mount Wachusett Community College and Montachusett Regional Vocational School.

Training consultants from within the healthcare profession did most of the training.

### COMMUNITY COLLEGE COURSES

Psychology\*

American Sign Language\*

Human Growth and Development\*

Human Biology\*

\* These courses have been taken by individual employees within the consortium, with tuition paid by employer.



**OTHER SERVICES:** Project management was delegated to MWCC. An MWCC staffperson served as Program Coordinator and developed a survey and database with personal profile of the 200+ nurses aides employed with the partners. (See Appendix E.)

**Role of the community college:** While the Leo P. LaChance Nursing Home was the lead partner, management of the project was delegated to Mount Wachusett Community College. Prior to ECCLI, Mount Wachusett Community College (MWCC) was contacted

by Heywood Hospital and the Leo LaChance Nursing Home to explore ways of dealing with staffing shortages and retention issues. With the potential for funding through ECCLI, the Director of Specialized Recruitment at MWCC was asked to bring in 2-3 more nursing homes to form this partnership. These area nursing homes had little prior contact with each other or with MWCC. Throughout the eighteen months of this project, in a unique arrangement, this staff person was essentially "on loan" from the college to work full time as the Project Coordinator for the consortium.

The Program Coordinator developed a comprehensive database for each of the 200+ nurses aides currently employed with the partners. Each employee had a personal profile that identified their issues of concern, such as, childcare and transportation, their educational aspirations, and training interests, i.e., mentoring or hospice care. A copy of this data collection tool is attached as Appendix E.

**Other Training / Collaboration:** In order to participate in the career ladder program, all CNAs were required to attend the Career Advancement Program implemented at all sites. Some of the topics of this multi-layered program included *Professional Attitude & Ethics for Nursing Assistants, Setting Goals & Time Management, Handling Special Needs Clients, Understanding Family Dynamics and Understanding and Preparing for the Survey Process*. This curriculum was developed by the Institute for Caregiver Education, Inc. in Chambersburg, Pennsylvania. The license for its use was purchased through ECCLI funds.

Level 2 of the CNA Career Ladder included five topics taught in two-hour blocks: *Ergonomics, Medical Terminology, Death and Dying, Alzheimer's disease and Vital Signs*. At Level 3, the CNA could choose between *Restorative Care, Hospice Training and Mentor Training*, each for 20 hours. The *Restorative Care* course was designed by staff at

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**Leo P. LaChance Consortium  
(Continued)**

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Baldwinville Nursing Home and shared with LaChance. The area VNA/Hospice staff presented the Hospice training. *Mentor training* was taught at Baldwinville using purchased mentor-training materials.

■ During the summer, several employees were paid by their employers to attend college classes at MWCC for 16 hours per week. Tuition and textbooks for these courses were covered by ECCLI funds and the majority of the aides took *Psychology, American Sign Language, Human Growth and Development, and Human Biology*. There has been great interest among many CNAs to continue their education through MWCC.

■ One of the unique goals met in this partnership was the implementation of an employee resource center at each site. The nursing homes received \$3000 to spend on audiovisual equipment and software. Televisions and VCRs were purchased along with current training videos on such things as ergonomics and other safety concerns. Camcorders were purchased to tape parts of trainings to show those unable to attend.

■ For the future, this consortium is requesting an extension of funding for a bridge to LPN. The goal of the expansion project is to "grow LPNs." The bridge includes early assessment, reading, writing, math, remediation as needed, and preparation for science as well as the College Success Program.

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## **The Role of Community Colleges in Other ECCLI Rounds**

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Through ECCLI Rounds 1 & 3, **Northern Essex Community College** has been involved with three nursing homes in their service area: Penacook in Haverhill, Sutton Hill in North Andover and Mary Immaculate in Lawrence. The college has provided assistance in project development, *ESOL, Adult Basic Education, Communication Skills, Working in a Team Environment, Nutrition and Hydration, and Elder Assessment*.

**Cape Cod Community College** has been involved in two Round 3 ECCLI Projects. For both, they developed a tri-level mentor training program. For one of the projects, the college provided ESOL and advanced skills for nursing assistants in addition to the mentor training. See Appendix G for an outline for the Advanced Skills course.

**North Shore Community College** assisted in the development of a successful ECCLI Round 4 application to provide ESL, Adult Basic Education, and Supervisory Training. They are awaiting final contract confirmation.

**Berkshire Community College** was not involved in the ECCLI initiative, but has a project with similar goals with Berkshire Health Care Systems in their service area.

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## **Resources Available**

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Any courses developed using ECCLI funds are the property of ECCLI participants and can be shared. Some examples of these are attached in the appendices as course outlines. In other instances, the instructor had content and materials that he/she developed outside of ECCLI. Finally, some of the training offered through the community colleges used packaged programs such as Achieve Global and American Management Course Materials.

In these cases, colleges purchased the rights to use the content and materials and the instructors were certified to teach the content.

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## **Conclusion**

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The ECCLI project presented an exciting opportunity for long-term care sites to partner with community colleges, employers and community-based organizations to develop career ladder opportunities for their entry-level workers, particularly nursing assistants. Through the efforts of the many people involved across the many ECCLI projects, many important lessons were learned. They can be grouped within three general topics: collaboration to strengthen partnerships, the logistics of implementing a site-wide training program, and meeting the needs of the adult learner.

Ongoing collaboration was a key factor in developing and maintaining the partnerships formed through ECCLI Round 2. To be most effective, all stakeholders must be involved in the initial planning and goal setting. A comprehensive needs assessment for the long term care site and its workers must be completed and communicated to all partners. Ongoing progress reviews must be completed and adjustments made, with input from those most affected.

In order to effectively implement a comprehensive training program within this project timeframe, all levels (supervisors and direct care staff) must buy into it. Also, because coverage is such a critical issue, creativity and flexibility around scheduling is important. Courses held at the workplace, when possible, were better attended. Finally, adult learner principles must be followed: adults want learner-centered, participatory learning, with opportunities for discussion and problem solving and with content that is relevant to their work lives.

Community colleges benefit from being involved in the early planning stages of these projects. It appears that the more involved the community college was in developing the project, the larger its ultimate role, since participating in the planning stages allowed the college representatives the opportunity to tap into the wide range of resources available at each college. For some community colleges it was the first connection to the long-term care industry, but college representatives quickly saw a match between the needs of the industry and the resources of the college. Without exception, each has expressed a positive response to this new collaboration. There has emerged a respect for the work that nursing assistants do and an appreciation of the nursing assistants' eagerness for continuing education. Many on both sides expressed a desire to continue the momentum.

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## **The Future**

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There are many reasons to continue and expand this collaboration between the long-term care industry and community colleges. First and foremost, the collective mission of community colleges is to provide career preparation for entry into high demand occupational fields such as this one, and to provide developmental courses to prepare students for college level work, job retraining, and lifelong learning opportunities. Based on the experiences of the ECCLI initiative, we expect that the long-term care industry in general will understand the benefits of collaborating closely with the community colleges and will continue to do so in order to meet its staffing needs.

As a result, in part, of ECCLI, The Massachusetts Community College Executive Office formed a working committee of representatives from the Healthcare Education Departments at each campus. This committee is meeting quarterly and its goals are to share

successes, learn from experiences, and develop collaborative models. Certainly, the education and training needs of the long-term care industry will be an important topic.

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## **Connecting with the Community College in Your Service Area**

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A new inventory of credit and non-credit programs at all of the Massachusetts Community Colleges is being compiled at this time. In addition to the degree and certificate programs, additional credit and non-credit offerings have been custom designed to meet the needs of the Long Term Care industry . Many of these offerings are now available as a result of the collaboration engendered by the ECCLI initiative. For a copy or any information about community colleges in your area contact:

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*Lisa Young*  
*Director of Health and Human Services Programs*  
*Massachusetts Community College Executive Office*  
*Old South Building*  
*294 Washington Street, Mezzanine #18*  
*Boston, MA 02108*

Phone: 617-542-2911  
FAX: 617-542-2904  
EMAIL: [lyoung@mcceo.mass.edu](mailto:lyoung@mcceo.mass.edu)

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**Appendix A**  
**Description of Career Opportunities in the Industry**

## **Appendix A**

### **Description of Career Opportunities in the Industry**

A wide range of staff are involved in the daily care of individuals in long-term care facilities. This summary lists some of these positions and highlights some of the community college training that can be useful in preparing for these jobs and enhancing skills of those in these positions.

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#### **Overview**

**Nursing assistants** provide the majority of daily care, addressing a wide range of the personal, medical and social needs of patients.

**Licensed practical nurses** provide some direct care, administer medications and treatments and in some facilities function in supervisory roles.

**Registered nurses** assess patients' condition and needs, develop a plan of care with team input and evaluate results. Also, registered nurses supervise and educate staff and act as a liaison between physicians and other members of the healthcare team, patients and families. Registered nurses perform managerial and supervisory functions as well.

**Rehabilitation staff** help patients to maximize their abilities and include physical therapists (focus on functional mobility), occupational therapists (focus on activities of daily living) and speech therapists (focus on communication and swallowing ability).

**Social workers** help people to deal with emotional and adjustment needs as well as assisting in access to services. They provide counseling in crises, and facilitate group meetings to share experiences and support.

**Activities directors** arrange for therapeutic and recreational activities to provide some quality and enjoyment to each day.

Entry level, specialization level and supervisory positions are available in the **laundry, maintenance and food service areas**.

**Administration and business departments** also provide career opportunities in this industry.

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## Administration

Administrator

Assistant Administrator

Oversees facility operations in the absence of the administrator. May have additional responsibility in areas of financial management, human resources and special projects.

Administrative Assistant

Assists Executive Director and Director of Nursing with administrative functions. Must have excellent customer service skills.

Director of Human Resources

Responsible for recruitment and retention activities, wage and benefit administration, and organizational integrity activities. Develops and implements personnel policies, participates in the new employee orientation process and continuous quality improvement activities. Computer proficiency required.

Admissions Coordinator

Responsible for maintaining fiscal clearance, completion of pre-certification process, extensive interaction with external case managers, discharge planners and families. Ideally is an organized and highly motivated individual with long term/subacute experience with knowledge of Medicare, Managed Care and Medicaid systems. RN/LPN/SW preferred

### **The Community College Connection**

Facility CEO or Administrator

Organizational management  
Financial management  
Motivational skills  
Diversity training  
Quality improvement strategies  
Continuing education for licensure renewal

Administrative Assistant

Office technology  
Computer skills  
Customer service

Director of Human Resources

Conflict management  
Recruitment and retention strategies  
Motivational skills  
Diversity training  
Quality improvement strategies  
Computer skills

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## Nursing

### Director of Nursing

Provides supervision of nurses and in-service learning programs. Oversees staffing for facility. Manages nursing activities, motivates and supports nursing staff. Must be versatile with good leadership and organizational skills. Must have knowledge of state and federal regulations and MMQ's & MDS. Management experience and strong clinical skills required. BSN, MSN Preferred.

### Assistant Director of Nursing Services

Assists Director of Nursing in providing supervision of nurses and in-service learning programs. Assists in overseeing staffing for facility. Must be versatile with good leadership and organizational skills. Must have knowledge of state and federal regulations and MMQ's & MDS.

### Staff Development Coordinator

Responsible for meeting the educational needs of the staff and initial orientation of all new employees. Teaching experience and BSN preferred.

### Clinical Nurse Manager

Responsible for the overall assessment, planning, implementation, evaluation, and quality assurance of the Nursing Department Program on assigned units under the direction of the Director of Nursing. Position requires Massachusetts' professional nursing registration. Prefer Bachelor's Degree in nursing, either complete or in process. Work requires three to five years of nursing experience in long term care.

### Minimum Data Set Coordinator

Coordinate documentation for Minimum Data Sets (MDS). Ensures timely transmission, participates in care planning meetings and in quality improvement.

## The Community College Connection

### Management / Administration

Team building  
Motivational skills  
Management skills  
Conflict management  
Supervisory skills  
Leadership skills  
Organizational skills  
State & Fed Regulations  
Teaching the adult learner  
Clinical skills: assessment, planning, evaluation  
Quality assurance evaluation  
Communication skills

### LPN and RN

Refresher courses  
Current knowledge of medications and treatments  
Geriatric assessment skills  
Supervisory skills  
Continuing education

### Certified Nursing Assistants and Home Health Aides

Nursing assistant training  
Interpersonal relationship training  
Conflict management  
Mentor/preceptor training  
Geriatric care  
Alzheimer's/Dementia Care  
Death and Dying  
Behavioral management  
Rehabilitation/restorative  
Advanced skills for sub acute units  
Continuing education CNA/HHA 12 hours/year



Shift or Unit Supervisors

Motivator, communicator, and evaluator of staff nurses. Must have strong assessment and clinical skills.

Staff Nurses RNs and LPNs

Provide medications, treatments, and geriatric assessment. In the sub-acute setting, nursing care of residents with multiple medical needs including trachs, g-tubes, ventilator management, IV therapy, pre and post-operative care and rehabilitation. Nursing Refresher Course required.

Certified Nursing Assistants

Provide direct patient care to residents

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## Rehabilitation Department

Physical Therapist

Physical Therapy Assistant

Occupational Therapist

Certified Occupational Therapy Assistant

Speech Therapist

Speech Pathology Therapy Assistant

Respiratory Therapist

Rehabilitation/Restorative Aide

Assist elderly and disabled individuals in regaining their strength and function after an illness or operation under the supervision of a licensed therapist. Certified nursing assistants often go on to become licensed physical, occupational, or speech therapists. This is an entry-level position for individuals who are interested in ---rehabilitation services such as physical, occupational, and speech therapy.

### The Community College Connection

Associate degrees programs

Physical Therapy Assistant

Certified Occupational Therapy Asst

Speech Pathology Therapy Assistant

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Rehabilitation/Restorative Aide

Continuing education or three credit course

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Therapists

Continuing education

Example: "Teaching adult learners"

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## Activities Department:

Recreation Therapist/Activities Director

Develops, coordinates, leads and inspires participation in stimulating therapeutic recreation programs designed to meet the needs of our residents. Supervises staff and volunteers as well as documenting the progress of our residents.

Recreation Therapist requires a Bachelors degree.

Activities director needs Certification in Activities and Alzheimer's training certificate Experience preferred.

Activities Assistants

Plans, organizes, develops and oversees activities under the direction of the activities director.

### The Community College Connection

Recreation Therapist requires a Bachelors degree. Activities Director may obtain Certification in Activities and/or Alzheimer's training certificate. Activities Assistants are often trained on the job

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## Social Service Department

Director of Social Service

Responsible for all social services and admission staff. In charge of planing, discharge planning, and family meetings.

May also offer the opportunity for leading "CNA Forum" and customer satisfaction teams.

Dynamic individual with excellent long term care and sub-acute experience required. Masters in Social Work

Social Worker (Bachelors in Social Work)

Behavior Specialist:

Involves direct care, program implementation, clinical supervision, and development of behavior treatment plans. Knowledge of behavioral principles, programming, and supervision a plus. BA in Psychology or related field or 4+ yrs experience with behaviorally challenged populations (TBI, MR, Alzheimer's, DD, Geri-Psych).

Resident Care Director/Assistant Resident Care Director

Ideal job for the LPN to RN or the RN to MSN student. Excellent communication and problem solving skills a plus.

### The Community College Connection

Continuing education annually to maintain licensure

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## Food Service Department

Registered Dietician

Food Service Director

Assistant dietary director

Chef and cooks

Prepare meals and maintain kitchen areas, prepare menus and interact with residents regarding satisfaction with menu selection and meal presentation. Knowledge of operation of standard institution level kitchen equipment with prior experience in a Health Care environment preferred. Must have experience in institutional or volume cooking. Supervisory experience a plus.

Dietary Aide and Dishwashers

Help prepare and serve nutritionally balanced foods to frail elders and disabled individuals.

This is the entry-level position for individuals interested in food service and many go on to become food service managers. In some cases those who need ESOL and Basic education may start in these positions while taking ESL and ABE course to prepare them for movement up the career ladder.

### The Community College Connection

Food Service Supervisor

Nutrition

Management

Sanitation

Chef and Cooks

Educational preparation varies

Culinary Arts

Food Service Management

Business Office Manager

Medical Office Preparation

Excel and Word

Keyboarding and Dishwashing

Interpersonal Skills

Organizational Skills

HR/Payroll

Computer Data Entry

Accounting Skills

Clerical Staff / Unit Secretary / Medical Records

Communication and Interpersonal Relations Skills

Organizational Skills

Basic Computer Skills

Medical Terminology

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## Business Department

#### Finance Director

Oversees all aspects of financial services within nursing home. Responsible for monthly financial statements, yearly audits, annual budget preparation and cost reports. Supervisory skills, BA in Accounting with long term health care experience required. Excellent communication, management and computer skills necessary. Bachelor's Degree in Accounting or Finance.

#### Business Office Manager

Responsible for overseeing the daily operations of business office functions for a skilled nursing facility. Knowledge of PNA, Medicare/Medicaid reimbursement and Accounts Receivables necessary. Knowledge and experience with Excel and Microsoft Word preferred. Must be a strong team player with interpersonal skills.

#### Billing/ Payroll

Assists with billing activity including billing system computer data entry, generation of new bills and rebilling under the direction of the Business Office Manager. Familiarity with Medicaid, Medicare and Managed Care reimbursement systems required.

#### Business office position:

Process payroll and accounts payable and assist with other duties. Willing to train. Computer experience required.

#### Clerical Staff

#### Unit Secretary/Medical Records

Provides administrative support to the unit. Strong interpersonal and communication skills; detail orientated. Basic computer skills required. Knowledge of Medical Records and medical terminology a plus.

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**Maintenance Department**

Director of Maintenance  
Maintenance Supervisors  
Maintenance Assistant/Technician  
Plumbing, electrical, and painting  
experience preferred. Must speak and read  
English.  
Maintenance Workers  
Housekeeping and Laundry  
Director of laundry services  
Laundry workers or housekeeping aide  
Collects soiled laundry; personal  
laundry-washing, drying, folding and  
distribution of clean laundry. Empty baskets,  
bedside bags; vacuum carpets.

**The Community College Connection**

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Director of Maintenance and Maintenance  
Supervisors

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Supervisory Skills  
Diversity Training  
Team Building  
Leadership

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Maintenance Assistant/Technician

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Vocational training: landscaping, electrical, etc.  
Adult Basic Education  
GED Prep  
ESOL

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Maintenance Workers

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Adult Basic Education  
GED Prep  
ESOL

**Appendix B**  
**Sample of ECCLI Courses: Loomis House Consortium, Western Massachusetts**

**Appendix B**  
**Sample of ECCLI Courses: Loomis House Consortium, Western Massachusetts**

<b>Training Activity</b>	<b>Vendor</b>	<b>Location</b>
ABC's of Management	HCC	Riverdale, Loomis, CECA
Effective Leadership Skills	HCC	Loomis, CECA
Understanding Human Behavior	HCC	Riverdale, Loomis, CECA
Fundamentals of Finance and Accounting	HCC	Loomis
Effective Communication Skills	HCC	Riverdale, Loomis, CECA
Planning & Conducting Productive Performance Appraisals	HCC	Riverdale
Team Building	HCC	CECA
Managing Multiple Priorities	HCC	CECA, Loomis
First Line Supervision	HCC	Riverdale
Customer Service	HCC	Riverdale
Managing and Resolving Conflict	HCC	Riverdale
Train the Trainer	HCC	Riverdale, Loomis
Mentor Training	Career Point, HCC, Collective	Riverdale, Loomis, CECA
Intro to PC's	HCC, GCC	Riverdale, Loomis, CECA
Microsoft Office	HCC, GCC	HCC-Riverdale, HCC-Loomis, GCC-CECA
E-Mail & Internet for Allied Health	HCC, GCC	Riverdale, Loomis, CECA
Spanish for Health Care Providers	HCC, STCC	CECA, Riverdale
ESOL	GCC	CECA
American Sign Language	GCC	CECA

<b>Training Activity</b>	<b>Vendor</b>	<b>Location</b>
ServSafe Training (Managers)	GCC	CECA
Food Service Career Ladder Training	GCC	CECA, Loomis, Riverdale
Housekeeping Career Ladder	HCC, Training Partners Including one stops	CECA, Loomis, Riverdale
CNA1/HHA	HCC, GCC	Riverdale, Loomis, CECA
CNA2	Training Partners Including One Stops, HCC	CECA, Loomis, Riverdale
CNA3	HCC	Loomis, Riverdale, CECA
Soft Skills-CNA	HCC	CECA
The Value of Touch & Aromatherapy	Capuano	CECA
Therapeutic Massage	Collective, Capuano, STCC	CECA, Riverdale, Loomis
Stress Management Through Meditation	Capuano	Riverdale
Stress Management Through Movement	Collective	CECA
Conflict Resolution	Collective	CECA
Problem Solving	Collective, HCC	CECA
Intro to Reiki	Collective, HCC	CECA, Loomis
Improving Working Relationships	HCC	Loomis
Effective Communication Skills	HCC	Loomis
Nursing Care as Resident Empowerment	HCC	Loomis
Team Building	CareerPoint	Riverdale
Stress Management	CareerPoint	Riverdale
Balanced Living	CareerPoint	Riverdale
Spirituality and the Dying Resident	Capuano	CECA

<b>Training Activity</b>	<b>Vendor</b>	<b>Location</b>
Alternative Medicine and Complimentary Therapy	Capuano	CECA
Humor	Collective	CECA
Career Counseling Workshop	F/HCC, CareerPoint	CECA, Riverdale, Loomis
Problem Solving	HCC	Loomis
Time and Stress Management	HCC	Loomis
Personal Care Skills	HCC	Loomis
Individual Career Counseling	F/HCC, CareerPoint, GHCDC	CECA, Loomis, Riverdale
Holistic Approach to Nursing	HCC	Loomis
Communication	HCC	CECA
Spirituality in the Dying Resident	Capuano	Riverdale
Intro to Sign Language	Capuano	Loomis
Team Work	HCC	CECA
Creating Coaches	HCC	Loomis
Financial Seminar	GHCDC	Riverdale
Life Skills Seminar	GHCDC	Riverdale
Abuse Prevention Seminar	GHCDC	Riverdale
Mt. Marie Mentoring	HCC	Mt. Marie
Communication/Team Building LH	CareerPoint	Loomis



**Appendix C**  
**Leadership Development**  
**Workshop Series**

**Bunker Hill Community College**

## **Appendix C Leadership Development Workshop Series**

### Overview:

This series provides both new and experienced leaders with an educational opportunity to evaluate, develop and enhance their leadership skills. The series consist of ten two hour interactive workshops.

### Objectives:

At the completion of this series the participant will be able to:

- Identify their leadership/supervisor style.
- State three key competencies for today's leaders.
- List five barriers to communication.
- State an increased awareness of the role of diversity in the workplace.
- Compare and contrast coaching and mentoring.
- Implement a conflict resolution plan.
- Identify the four stages of team building.
- State four ways they can motivate and/or reward an employee.
- Implement measures to control stress.

### Workshop Outline:

Week 1     Workshop Introduction / Style Assessments (Learning Style, MBTI)

Week 2     What is Leadership?

Week 3     How to Speak So They Listen and Listen So They Speak

Week 4     Acknowledging Our Diverse Workforce

Week 5     Improving Workplace Performance with Coaching and Mentoring

Week 6     We're All Winners: Approaches to Conflict Resolution

Week 7     The Building Blocks of Team Development

Week 8     Stressed for Success

Week 9     Motivating and Rewarding Employees

Week 10    Putting It All Together: Developing Your Plan

**Appendix D**  
**Aging and Wellness**

**Developed for the Sherrill House Partnership**  
**by Rosemary Sullivan at the American Red Cross**

**Appendix D**  
**Aging and Wellness**  
 Developed for the Sherrill House Partnership  
 by Rosemary Sullivan at the American Red Cross

<p><b>ACCT-Long Term Care Training Institute</b>  <b>Aging and Wellness</b></p>
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Workshop No.	Topic	Instructor
1	Aging and Wellbeing (1) - "Myths and Facts"... The myth of aging as a disease: Aging is not old age, respect and dignity, infantilization, sexuality, 3 stages of aging 60-65; 65-80; 80 and above	American Red Cross
2	Aging and Wellbeing (2) - The aging process: Normal changes of aging, vision and hearing loss, sensory deficit- Care workers don't realize impact? "Aging Simulation game"	American Red Cross
3	Understanding, preventing, and managing medical problems (1) - Diet and Nutrition:... Diabetes, feeding the dementia resident Practical applications, Swallowing disorders	American Red Cross
4	Understanding, preventing, and managing medical problems (2) - Health and Fitness:... mobility	Bunker Hill Community College
5	Understanding, preventing, and managing medical problems (3)- Differentiating between dementia, depression, and delirium Depression in aging, Delirium in acute illness	Bunker Hill Community College
6	Understanding, preventing, and managing medical problems (4)- Differentiating between dementia, depression, and delirium	Bunker Hill Community College
7	Understanding, preventing, and managing medical problems (5) - Incontinence: Urinary incontinence, intractable problems Kegel Exercises	Roxbury Community College
8	Understanding, preventing, and managing medical problems (6) - Cardiovascular issues: Stokes, hypertension, high blood pressure, effects of diabetes on cardiovascular system	Roxbury Community College

**Appendix E**  
**Employee Survey**

**Developed by Sharon Smiledge, Project Coordinator**  
**Leo LaChance Partnership, Mount Wachusett Community College**

**Appendix F**  
**Food Service Career Ladder Workshops**

**Loomis House Consortium**  
**Greenfield Community College**

**Appendix F**  
**Loomis House Consortium**  
**Greenfield Community College**  
**Food Service Career Ladder Workshops**

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<b>Serve Safe for Managers</b> Food Protection Manager Certification (See GCC Course Guide for schedule) An alternate ServSafe for Employees (4 hours) can be scheduled	8 hours
<b>Knife Safety</b> Instruction in various cooking knives and their uses. Instruction and practice in safe handling techniques.	4 hours
<b>Cooking Math</b> Conversion of numbers to different measuring systems. Shortcuts to extending and reducing recipes.	3 hours
<b>Introduction to Institutional Cooking</b> Includes definitions, recipe reading and adapting. Planning for efficiency. Accommodating dietary needs. Basic safe food handling practices.	8 hours (2 sessions)
<b>Teamwork Training</b> Developing common goals, planning, decision making and evaluating projects for process improvement.	4 hours
<b>How to be a Star Employee</b> Balancing work and life, going the extra mile, taking leadership where appropriate.	3 hours
<b>Communication Skills Training</b> Learn and practice new skills for good listening and speaking. Conflict resolution under the Thomas Kilmann Conflict Mode Instrument or other methods.	6 hours
<b>Introduction to Supervision</b> Understanding the role of the supervisor, the role of the supervisee, and learning the qualities of a good supervisor.	4 hours
<b>Total Training Hours</b>	40 hours

6/25/02

**Appendix G**

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**Advanced Skills for Nursing Assistants in the Sub-acute Setting**

**Developed by Geraldine Medeiros RN, BSN and Rosemary Dillon RN, MS  
Cape Cod Community College**



**Appendix G**  
**Advanced Skills for Nursing Assistants in the Sub-acute Setting**  
**Cape Cod Community College**

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The course includes a total of 15 hours, 1 college credit - 10 classes at 90 minutes per class.

**I. Care of the Acutely Ill Patient**

Upon completion of this module, the student will be able to:

1. Describe a variety of common conditions seen in hospitals, sub-acute units and at home that fall into the grouping of “acutely ill.”
2. Identify advanced skills needed to care for the acutely ill.
3. Recognize the scope of practice and limitations of the nursing assistant/home health aide in caring for the acutely ill.
4. Articulate the importance of competence in the performance of basic care skills to meet the needs of the patient around activities of daily living.

**II. Care of the Patient During Admission, Transfer and Discharge Procedures**

Upon completion of this module, the student will be able to:

1. Empathize and acknowledge patients’ fears during admission, transfer or discharge.
2. Utilize policies and procedures of the facility or agency for admission, transfer or discharge.
3. Document appropriate information.
4. Orient the patient and family to the facility or the agency structure and routine.
5. Recognize the importance of customer service and first and last impressions.

**III. Care of the Pre and Post Operative Patient and Intravenous Observations**

Upon completion of this module, the student will be able to:

1. List the responsibilities of the nursing assistant regarding preoperative preparation.
2. Demonstrate postoperative responsibilities such as:
  - i. Encourage turning, coughing, deep breathing exercises used to prevent complications.
  - ii. Describe important observations to report following surgery.
  - iii. Demonstrate application of elastic stockings, sequential compression boots and binders.
  - iv. Monitor vital signs and intake and output.

**IV. Care of the Patient with Gastrointestinal/Genitourinary Disease**

Upon completion of this module, the student will be able to:

1. Recognize important observations to report about dressings.
2. Demonstrate care of an ostomy.
3. Demonstrate the procedure for testing a stool sample for hidden blood (guaiac).
4. Demonstrate catheter care.
5. Identify various procedures used in specimen collection.

V. **Care of an Orthopedic Patient**

Upon completion of this module, the student will be able to:

1. Demonstrate safe transfer and ambulation techniques.
2. Describe observations and care of an extremity in a cast.
3. Explain proper positioning in bed and chair of patients after hip surgery.
4. Recognize proper body alignment of the patient in traction.
5. Articulate the hazards of immobility and ways to prevent complications.

VI. **Care of the Cardiac and Respiratory Patients**

Upon completion of this module, the student will be able to:

1. Monitor vital signs of circulatory insufficiency.
2. Identify signs of poor oxygenation.
3. Monitor pulse oximetry.
4. Identify elements of oxygen safety.
5. Position patients for maximum lung expansion.

VII. **Care of the Neurological / Stroke Patient**

Upon completion of this module, the student will be able to:

1. Recognize and report changes in patients' orientation to person, place and time.
2. Explain causes and precautions for swallowing difficulties.
3. Describe techniques to prevent hazards of immobility.
4. Articulate a variety of communication strategies with patients who have aphasia.
5. Explain the importance of the neurological patient doing as much for themselves as possible.

VIII. **Care of the Diabetic Patient**

Upon completion of this module, the student will be able to:

1. Explain the importance of balance between diet, exercise and insulin.
2. Demonstrate procedures for monitoring blood glucose levels.
3. Recognize signs of hyperglycemia and hypoglycemia.
4. Articulate skin and foot care concerns when caring for the diabetic.

IX. **Care of the Patient with an Infection and in Isolation**

Upon completion of this module, the student will be able to:

1. Identify common infections occurring in nursing homes.
2. Identify techniques to prevent the spread of these infections.
3. Recognize signs of infection.
4. Differentiate between various categories of isolation and the rationale for each.

X. **Wrap Up, Review and Final Exam**