

STAFF ORIENTATION AND ANNUAL TRAINING PLAN - PERSON SPECIFIC

Staff name: Jariss Abdi

Date of hire: 6/22/22

Date of background study submission: _____

Date of background study clearance: _____

Ongoing annual training period: 2022

Date of first supervised contact: 9/16/22

Date of first unsupervised contact: _____

Before having unsupervised direct contact with persons served or for whom the staff has not previously provided direct support or any time these plans or procedures are revised, staff must review and receive instruction in the following areas as they relate to the staff's job functions for that person. *Complete this form for each person served to whom the staff person will be providing direct contact services.

Training topics for community residential services (setting(s)): training and competency evaluations must include the following topics, marked with an asterick (*) if identified in the *Coordinated Service and Support Plan*.

Name of person served: Kaelu Jensen

Orientation to individual service recipient needs	Date of completion	Date and type of demonstrated competency	Length of training	Name of trainer and company, if applicable
*Appropriate and safe techniques in personal hygiene and grooming including: Hair care Bathing Care of teeth, gums, and oral prosthetic Other activities of daily living (ADLs) per 256B.0659-specific:	<u>9/16/22</u>	<u>9/16/22</u> <u>verbal</u>	<u>.5hrs</u>	<u>Morgan Pitzen; Phyxius</u>
*Understanding of what constitutes a healthy diet according to data from the CDC and the skills necessary to prepare that diet	<u>9/16/22</u>	<u>9/16/22</u> <u>verbal</u>	<u>.25hr</u>	<u>Morgan Pitzen; Phyxius</u>
*Skills necessary to provide appropriate support in instrumental activities of daily living (IADLs) per 256B.0659-specific:	<u>9/16/22</u>	<u>9/16/22</u> <u>verbal</u>	<u>.25hr</u>	<u>Morgan Pitzen; Phyxius</u>
CPR, if required by the CSSP or CSSP Addendum	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>

<p>CSSP, CSSP Addendum, and Self-Management Assessment to achieve and demonstrate an understanding of the person as a unique individual and how to implement those plans. Include outcomes, behavior plans, and any document specific to the person</p>				
<p><i>Individual Abuse Prevention Plan to achieve and demonstrate an understanding of the person as a unique individual and how to implement those plans</i></p>	9/16/22	9/16/22 verbal	.5hr	Morgan Pitzer; Physicus
<p><i>Medication set up or medic action administration training when staff set up or administer medications. Training also includes specific medication set up or administration procedures for the person</i></p>	9/16/22	9/16/22 physical	.5hr	Morgan Pitzer; Physicus
<p><i>The safe and correct operation of medical equipment used by the person to sustain life or to monitor a medical condition that could become life threatening. This training must be provided by a licensed health care professional or manufacturer's representative</i></p>	N/A			
<p><i>Mental health crisis response, de-escalation techniques, and suicide intervention when providing direct support to a person with a serious mental illness</i></p>	6/29/21	6/29/21 verbal & physical	4hrs	Legan Nuesse
<p><i>Other topics as determined necessary according to the person's Coordinated Service and Support Plan or identified by the company:</i></p>	N/A			
<p>Topic: Topic: Topic:</p>				

Staff signature JANNA

Date 9/16/22

*I understand the information I received and my responsibilities for their implementation in the care of persons served by this program.

[Type here]

Idriss Abdi

Morgan Pitzei
~~Tessa Sako~~

DEMONSTRATION CHECKLIST FOR ADMINISTRATION AND DOCUMENTATION OF MEDICATIONS

ORAL LIQUID MEDICATIONS

RATIONALE

MP 9/16/21	1. Washed hands.	1. To prevent the spread of disease.
MP 9/16/22	2. Unlocked medication cabinet.	2. To ensure individual safety, medications are kept locked.
MP 9/16/23	3. Checked individual's monthly medication sheet to determine medications to be administered.	3. To review correct medication orders.
MP 9/16/4	4. Assembled equipment necessary for administration.	4. To be organized.
MP 9/16/5	5. Named 2 sources to find the purpose, side effects, and any warnings for the medication.	5. To be informed about the medication being given.
MP 9/16/6	6. Checked for allergies to medication.	6. To avoid giving medication that a person is allergic to.
MP 9/16/7	7. Removed medication from individual's supply and compared the medication label against individual's medication sheet for: 9/16 Right Individual 9/16 Right Medication 9/16 Right Date 9/16 Right Time 9/16 Right Route 9/16 Right Dose	7. To prevent medication errors.
MP 9/16/8	8. Checked expiration date.	8. To avoid administering ineffective medication.
MP 9/16/9	9. Identified what to do if medication label does not match medication sheet.	9. To know what steps to take.
MP 9/16/10	10. Compared medication label against individual's medication sheet for the 2 nd time.	10. To verify accuracy of 1 st check.
MP 9/16/11	11. Shake the medication if it is a suspension.	11. To ensure even dispersion of medication.
MP 9/16/12	12. Poured the correct amount of medication, at eye level on a level surface, with the label facing up, into a plastic medication measuring cup or measuring spoon. If indicated: diluted or dissolved medication with the correct amount of fluid.	12. To ensure correct dose is poured, label is easy to read and preserved, and correct administration procedures are followed.
MP 9/16/13	13. Wiped around the neck of the bottle with a damp paper towel, if needed, and replaced the cap.	13. To maintain cleanliness of bottle.
MP 9/16/14	14. Compared medication label against individual's medication sheet for the 3 rd time.	14. To verify accuracy of 2 nd check.
MP 9/16/15	15. Identified individual prior to administration of medication.	15. To avoid giving medication to the wrong individual.
MP 9/16/16	16. Explained to individual what is to be done.	16. To ensure individual understands medication procedure.
MP 9/16/17	17. Administered correct dose of medication according to directions and in the appropriate container.	17. To follow correct procedure for administration.
MP 9/16/18	18. Remained with individual until medication is swallowed.	18. To ensure entire dose is taken.
MP 9/16/19	19. Returned medication to locked area.	19. To ensure individual safety, medications are kept locked.
MP 9/16/20	20. Disposed of used supplies.	20. To clean the area.
MP 9/16/21	21. Washed hands.	21. To prevent the spread of disease.
MP 9/16/22	22. Charted medication administered correctly.	22. To follow policy and procedure on medication administration and documentation.