



*Developing National In-Home Caregiver
Training Standards: A Consensus Conference*

Training Caregivers for Older Adults in the Home: A Search for Curricula

Discussion Paper

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March 29, 2007





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Introduction

What curricula are used to train paid and unpaid individuals caring for older adults in the home? This paper presents the results of a four-month search to answer this question. The search was conducted in an effort to identify and categorize curricula from around the country which currently exist to meet the training needs of individuals giving care to older adults in home settings. As part of *The Caregiving Project for Older Americans*, this report represents data gathered to inform the enlisted experts and leaders asked to chart a plan for addressing the critical workforce shortage of the in-home caregivers of older Americans.

Specifically, this paper is intended to serve as a basis of discussion among the caregiving experts assembled for the March 29, 2007 conference entitled *Developing National In-Home Caregiver Training Standards: A Consensus Conference*. The overarching discussion topic we hope to generate with this paper centers on the **development of national standards for curricula** used in the training of paid in-home caregivers of older adults. We also hope to foster discussion of related topics, including:

- Whether a “specialized” or “comprehensive” model is more appropriate
- Minimum training standards
- National accreditation of training programs
- Credentialing and certification

Plan of this report

Consistent with the aim of The Caregiving Project for Older Americans, this report focuses on bringing to light the current status concerning the training of paid and unpaid caregivers for older adults. While our focus is on the training of caregivers for older adults, we recognize that there are other populations that have a large stake in the improvement of caregiver training.

Section 1 provides background on the enormity of the caregiving crisis and many to be addressed in order to care for more than double the number of older adults in the coming decades.

Section 2 outlines the methodology used in the search for caregiver training curricula, selection criteria, exclusion criteria, limitations of the search, and the review of literature.

Section 3 discusses the review of literature collected for this report.

Section 4 details the findings of the search, lists the training curricula discovered for both paid and unpaid caregivers of older adults, and offers a comparison of content and features.

Section 5 includes the report’s conclusions and offers suggestions for future action designed to address the critical workforce and training issues surrounding superior caregiving for tomorrow’s older adults. This search for caregiver training curricula is a foundational step in addressing the projected aging demographics and the overwhelming implications for health care and America’s long-term care system.



Section 1: Background

There is a growing caregiver crisis in America. The approaching wave of older adults has placed an increased urgency on finding solutions to long-term care and caregiving issues. As stated in the initial report of The Caregiving Project for Older Americans, *Caregiving in America* (2006), “there are too few caregivers, both paid and unpaid, and too many people needing care.” The pool of available family caregivers is shrinking at the same time the number of older people needing care is growing. The shortage of trained, paid caregivers continues to worsen. Affordable, quality care is increasingly difficult, if not impossible, to find. (p. 5).

The most significant cause of increasing demand for caregiving services over the next several decades will be the aging of 77,000,000 Baby Boomers. In 2005, about 17 percent of the population was age 60 or over; by 2050 that number is projected at more than 26%. Most of the change in the population’s age composition will be in the oldest age group (70-85+) with more chronic conditions requiring care (p. 8).

The urgent need to care for more than twice as many older adults with fewer family caregivers emphasizes the call for a greater number of well-trained, paid caregivers that is at the heart of this project. The belief that older adults deserve the best possible care drives our quest for the best possible training of paid caregivers. This report on our search for training curricula is a foundational step in setting a national benchmark for curricula for the training of caregivers of older adults in America.

Current research on how and where care will be provided reveals that most people who will require long-term care and supportive services prefer to remain in their homes (AARP, 2006a; DHHS, 2003). Policy makers and elder care specialists recognize that the current system of long-term care may not provide such choices and are working toward solutions (Crisp, Eiken, Gerst, & Justice, 2003; National Governors Association, 2004). Providing long-term care in the home is proving to be a viable and cost effective alternative to institutional care; however, the current shortage of trained caregivers is making care in the home difficult to accomplish (Stone & Wiener, 2001).

Most experts view this workforce shortage as multifaceted with important challenges of inadequate education and training, low wages, minimal worker benefits, lack of career advancement opportunities, and erratic and often part-time employment. Among these important factors, education and training can be seen as most critical. Without adequate skills and knowledge, individuals attracted to in-home caregiving can actually present incalculable safety risks for this most vulnerable population of the nation’s elders.

According to the Paraprofessional Healthcare Institute (PHI) “the most promising approaches to improving training for direct-care workers appear to involve a combination of improvements in content and teaching methods” (PHI, 2005, p.9). Acting in response to recommendations from PHI and others, states have begun to review their caregiver training programs (National Senior Citizens Law Center, 2003); Nursing Home Community Coalition of New York State, 2003). Some states have increased the minimum education requirements for nurse aides working in institutional long-term care settings; while others have increased the availability of caregiver



training programs (Wright, 2005; Matthias, Chapman, Rickles, Morrison, Ong, et al, 2003; Health Resources and Services Administration, n.d.).

However, little has been done to increase the competency and training of caregivers working with older adults in the home setting. Since most aging adults residing in the home will not qualify for government assistance, the lack of adequate training for private-pay caregivers remains a major gap in workforce development.

The need for standardization of training curricula that specialize in the care of older adults in the home is driven by several key factors.

- *Older Adults present unique caregiving challenges-* Geriatric medicine and nursing professionals recognize very important and unique differences in elder care recipients compared to those of other age groups. These include significant age-related physical, mental, and social characteristics which create critical challenges and increasing complexity for the caregiving process. The information, skills, attitudes, and approach required of caregivers working with the elderly represent content which should be incorporated into their training.
- *Home Environments present unique caregiving challenges-* The special challenges related to the delivery of care in the home setting must be recognized. It is important to acknowledge the need for enhanced training for caregivers providing care in home settings as compared to the equivalent worker in skilled nursing facilities or other institutional settings. This assertion is based on the variability of environmental features, the absence of organizational policies/procedures, and the lack of supervisory support by nursing and other professionals. Today in-home caregivers are typically asked to provide quality care in unequipped home settings and to make important decisions about an elder's care without significant or appropriate training and without the benefit of supervision or professional consultation.
- *The baby boomers will begin turning 65 years in 2011, increasing the demand for privately paid in-home care providers who are trained to meet the unique needs of older adults.* With an increasing shortage of caregivers, innovative ideas for recruiting and training caregivers are needed to meet the needs of the future.
- *Most curricula presently used to train paid caregivers are driven by institutional long-term-care regulations and focus on the care of older adults in institutional/regulated settings.* Organizations such as the PHI have devoted years to studying the plight of caregivers and have created a wealth of information on how to improve the recruitment, hiring, training, and retention of direct care workers. However, currently available curricula focus on care given in situations where oversight and supervision by licensed professionals are accessible and do not adequately prepare individuals to provide care in a setting where there is little, if any, supervision or oversight.
- *There are no federal regulations mandating the training of privately paid in-home care providers.* The federal government mandates that nurse aides working in nursing homes and Medicare approved home health agencies receive a minimum of 75 hours of training and



must pass skills and written competency examinations. Training minimums are implemented to insure the safety and welfare of the individuals receiving care in a regulated setting. However, in the field of home care, existing training lacks consistency. For example, a licensed home health agency must use nurse aides who have been trained, but a private care company may be able to use individuals with little, if any, training. In the home setting where caregivers have unsupervised access to people who are frail and at risk for exploitation and abuse, it is imperative for caregivers to have equal, if not more, training than caregivers working in supervised care settings.

Years of work by a host of organizations have created volumes of educational materials, guidelines for paraprofessional training, and an impressive array of caregiver literature for both family and paid caregivers. Nonetheless, there exists no standardized national curriculum for the training of this workforce, nor has there been an articulated consensus agreement as to the importance of establishing such a standard.



Section 2: Methodology

To locate curricula used to train individuals to care for older adults in the home, the following steps were completed:

Step 1: A question was developed to guide the search: “What curricula are used to train paid and unpaid individuals caring for older adults in the home?”

Step 2: Three parameters were developed for the selection of the curricula:

- 1) focus on *in-home* care
- 2) focus on care of the *older adult*
- 3) meet the definition of *curriculum*
 - *Home*-- a non-institutional setting
 - *Older adult*-- an individual 65 years old or older
 - *Curriculum*--an education plan that includes goals and objectives to be achieved, topics and content to be covered, strategies to be used for teaching and learning, and specific evaluation methods to be used to determine learner competency

Step 3: A thorough review of literature relating to caregiver training was conducted using the internet search engines of Google, EBSCO and CINAL data bases using multiple combinations of the keywords: caregiver training, nurse aide , personal care, home care, education, programs, companion, curriculum, best practices, and agency (Appendix A).

Step 4: An algorithm showing all organizations that utilize the services of caregivers or teach caregiver training was developed. The algorithm was utilized to locate potential sources of curricula and was helpful in determining which organizations needed to be notified of the call for curriculum (Appendix B).

Step 5: The internet was used to locate caregiver training programs.

Step 6: A “call for curricula” letter was mailed, faxed, and/or emailed to agencies, organizations, and associations identified as potential sources for curriculum (see Appendix C). An attempt was made to locate curricula from all 50 states by emailing the call for curricula letter to each state office of the National Association for Home Care and Hospice. In addition the call letter was forwarded to multiple other organizations in most states including community colleges, geriatric education centers, and Area Agencies on Aging.

Step 7: A call for curricula was posted on the National Center on Caregiving at the Family Caregiver Alliance website, the Trainers Connection Online Newsletter, the Nurse Aides (NA) Educators and Nursenet Listservs.

Step 8: In depth telephone interviews were conducted with experts in the field of caregiving from across the country (see Appendix D).



Step 9: Training curricula and materials were sorted and selected (see Appendix E).

Step 10: When a curriculum that met the criteria was identified, the program coordinator was contacted and a request for a copy was made.

Exclusion Criteria:

- Training curricula/materials that teach nursing assistants/caregivers to care for individuals across the lifespan include information on the care of older adults but their content is not *specific* to older adults and therefore did not fall within the parameters of this search. Examples of such programs are:
 - Homemaker/Home Health Aide (Delmar)
 - Revised Fundamentals of Care (Washington State)
 - Mosby's Textbook for Nursing Assistants
 - The New Home Health Aide (MedCom Trainer)
 - Home Health Aide (National Home Care & Hospice)
- Training curricula/materials to train nursing assistants/caregivers in institutional long term care settings contain information on the care of older adults but are not designed to prepare the caregiver to work in the home setting and therefore did not fall within the parameters of the search. Examples are:
 - CNA training curricula created by state
 - The Paraprofessional in Home Health and LTC: Training Modules for Working with Older Adults (Cervantes, et. al)
 - How to be a Nurse Assistant-Making a Difference in Long Term Care (American Healthcare Association)
- A variety of training materials, such as DVDs and VHS tapes, workbooks, etc are available for training caregivers, but they do not meet the definition of a curriculum. Examples are:
 - Eldercare at Home (AGS)
 - Caregiving at Home (WM Leaky, MD)
 - The Educated Caregiver (video)
 - Senior Companion: Volunteer Handbook (AAA, NC)

Limitations:



Although every effort was made to locate curricula that met the criteria, the search for curricula is not exhaustive. Other curricula that meet the criteria may exist; for example, PHI is currently developing a 150 hour curriculum for direct care workers in home and residential settings and a draft will be complete this summer. The following curricula, although identified as appropriate and requested, were not received for review:

- The Direct CareGiver Association curriculum consisting of 150 hours was created under the direction of Judy Clinco, Executive Director.
- Council on Aging of Southwestern Ohio Aide Training developed a 75 hour training program designed specifically to train home health aides for the Council on Aging PASSPORT and Elderly Services home care programs.
- Community of Vermont Elders (COVE) developed a research based essential skills curriculum described as a best practice model of training Personal Care Attendants called CareWell.

Contact information for these curricula is located in Appendix F.



As part of the search for curricula, a review of literature was conducted (Appendix A). The review of literature revealed very little research addressing the training and competency of privately paid in-home direct care workers. The number of articles relating to the subject of caregiver training has increased over the last 20 years. Much of the research and many of the articles written about caregiver training pertain to the role “training” has on the retention of frontline workers in regulated settings (PHI, 2005; Stone, 2001). Information available from Federal and State agencies relates to regulatory guidelines for training caregivers who work in nursing homes and certified home health agencies. Information from non-government sources includes numerous articles and research contributed by major stakeholders and educational institutions invested in the field of caregiving (International Longevity Center-USA, 2006).

Most of the literature on the training of paid caregivers focuses on direct care workers who work under the supervision of a licensed professional; however, with consumer-directed care options on the rise, more literature regarding training and caregiver competency issues are emerging (Seavey & Salter, 2006; Delude, 2005).

Some information about caregiver training can be found in books and magazines that focus on issues important to family caregivers. Literature is also available from organizations that offer support and education for individuals with specific diseases or conditions, such as the American Heart Association, Parkinson’s Foundation, and Alzheimer’s Association. A list of literature and training materials reviewed during this search is provided in Appendix A.

Section 4: Findings



This search was intended to discover the availability of curricula specifically designed to train in-home caregivers of older adults.

Our search for curricula revealed the following general observations:

- Many caregiver training programs are taught without formal curricula.
- There are a variety of training materials, such as DVDs and VHS tapes, books, and booklets, available for training caregivers for both home and institutional care settings.
- Some teaching materials have been developed by private organizations and are proprietary.
- Some materials can be obtained by license or purchased and a few can be downloaded from the internet.
- A large number of instructional materials on caregiving across the lifespan are available from a variety of sources.
- Some states designate the use of specific curricula to train caregivers for long-term care facilities and Medicare-certified home health agencies, while others do not.

THE SPECIFIC FINDINGS OF OUR SEARCH FOR CURRICULA ARE:

- 1. Few curricula were found specific to the training of in-home caregivers for older adults even though there are a large number of caregiver training programs in the United States today.**
- 2. Caregiver training programs vary in length.**
- 3. Caregiver training programs vary in content.**
- 4. Two caregiver training models were identified.**
- 5. Terminology used in home care and in “training” of home care workers is inconsistent and often further complicates efforts at comparative analysis of training qualifications.**
- 6. There is currently no consistent, accepted national standard(s) for training individuals to work with older adults in the home environment, despite the fact that recent literature regarding elder care indicates a shift from institution to the home setting. Regulations governing home care training vary from state-to-state.**



FINDING 1. Few curricula were found specific to the training of in-home caregivers for older adults even though there are a large number of caregiver training programs in the United States today.

The search for curricula revealed a large number of caregiver “training programs” for both paid and unpaid caregivers across the country, but only nine of the programs were specific to the training of in-home caregivers of older adults and had formal curriculum (Appendix F); six were available for review. Of these, three were designed for training paid care providers and three for training volunteers or families (see Table 1).

Training Curricula for Paid Caregivers

A. CNA 4 Today

CNA 4 Today is a six week (105 hour) Certified Nursing Assistant training course approved by the state of Wisconsin. This curriculum was developed to train caregivers for a specific home care agency in 2005. The training model is based on active or experiential teaching methods rather than the methods of lecture/ discussion commonly used to teach home care. It is suggested that the instructor, who must be a nurse, be taught this type of teaching/learning process. The program includes theoretical and practical learning experiences. The content presented includes personal care skills, personal life skills, dementia care, chronic disease management, medication management/administration, etc. The curriculum includes a clinical experience for the student. Evaluation of the students occurs by skills competency checks and written examination. The information for the program is available in Microsoft Word and Excel documents on a CD-ROM and includes an administration manual, instructor manual and student handouts. Graduates of this program are eligible to write the certificated nursing assistant examination in Wisconsin.

B. ElderStay @ home Certified Home Caregiver Training

The Schmieding Center for Senior Health and Education was created in 1999 to meet the in-home caregiver training needs of the community. The curriculum (115 hours) was developed incorporating federal regulations for nursing home and home health agencies, and the state of Arkansas Medicaid requirements for Personal Care Aide training. The three levels of training and a 15 hour module on dementia care must be taught by a nurse. The first level, Elder Pal (EP), includes 25 hours of training and focuses on the care of the older adult needing minimal assistance. The second level, the Personal Care Assistant (PCA), includes 25 hours and focuses on the care of the older adult needing minimal to moderate assistance. The third level, Home Care Assistant (HCA), includes 50 hours of training and focuses on the care of the older adult needing moderate to maximum assistance in the home and a long-term care facility. Examples of content include personal care skills, personal life skills, dementia care, chronic disease care management, medication management/administration, etc. A clinical experience is provided in the third level. Each level builds on the previous level, with written testing and demonstration of skills competency at each level. At the completion of the third level, and the dementia module, the graduate is eligible to take the state examination for certified nursing assistants.



C. Personal Care Attendant Training Program

In 2004, Healing Arts Communications produced the *Personal Care Attendant Training Program* for use in workforce development, adult and high school education, vocational training, and private duty agencies. The 30-hour course introduces students to the field of home care and the duties and responsibilities of a personal care attendant in the care of older adults. The faculty must be a nurse. An administrator and instructor manual are available as well as a handbook for the student. The program contains modules on essential personal care skills, as well as modules on personal life skills, dementia care, medication management/administration, etc. The training incorporates principles of adult learning theory using a variety of learning modalities to optimize retention of material. A clinical experience is not required, but the student is evaluated through skills competency checks and written examination.

Training Curricula for Informal or Volunteer Caregivers

A. American Red Cross Family Caregiving

The *Family Caregiving* program was developed and produced in 2004 through a joint effort of the American Red Cross and StayWell, a MediMedia USA Company. Each of the nine independent modules was designed to be taught in approximately 1 hour. A non-professional may qualify to be a Group Leader based on American Red Cross criteria; such as, having experience in caregiving in a long-term care or home setting, conducting presentations, and facilitating group discussions. Examples of modules include: Assisting with Personal Care, Legal and Financial Issues, and Caring for the Caregiver. Teaching tools include: a DVD, and a Leaders Guide that assists the leader in facilitating group discussions or exercises. Participants receive a booklet and a certificate of attendance for each module completed. No evaluation methods are included, but may not be necessary for family caregiver training.

B. Caring to Help Others

Caring to Help Others: A Training Manual for Preparing Volunteers to Assist Caregivers of Older Adults was completed in 2000 “to help community-based organizations prepare volunteers to more effectively assist primary caregivers of older adults”. Eisai Inc., a global pharmaceutical company, sponsored the development and distribution of the training manual. The training hours vary in this program. The content includes the physical skills a volunteer might perform, as well as the legal and psychosocial aspects of providing care to older adults. The program identifies three levels of care and training: basic, intermediate, and advanced. Basic training contains information every volunteer should know; such as, safety issues and infection control, legal/ethical issues, handling of emergencies, and relationship with the family. The intermediate level provides training about the care recipient’s plan of care, the role of the health professional in the home, and how the volunteer’s assigned services fit into the daily plan of care and activities. The advanced level is designed to prepare the volunteer for the more challenging situations in providing physical care and emotional support for terminally ill persons, as well as helping the primary caregiver. Questions or skills practice are included at the end of the section which help reinforce information. The training manual provides guidelines on how to screen applicants for training, how to team



the volunteer with a care recipient, items for basic record keeping, and how the training can be customized to meet an organizations special need.

C. National Caregiver Training Program

Healing Arts Communications produced the *National Caregiver Training Program* in 2001. The 18-hour course, which is available in both Spanish and English, is designed to train family caregivers and volunteers care for older adults in the home setting. Teaching the caregiver to perform physical skills is the primary goal of the training; however, one class is devoted to the importance of self-care and reduction of stress. DVDs or VHS tapes are used to introduce participants to the course materials. An instructor's manual includes teaching strategies and suggests options for administering written competency and skills tests. This family training program addressed the need for competency and skills evaluation. The administrator's manual provides information on how to implement the training program.



Table 1
Description of Caregiver Curricula*

| | <i>Paid Caregivers</i> CNA4 Today Wisconsin | <i>Elder Stay at Home</i> Arkansas | <i>Personal Care</i> Attendant Training Oregon | <i>Family/Volunteer</i> Caregivers | <i>American Red Cross</i> Family Caregiving Pennsylvania | <i>Caring to Help Others</i> New Jersey | <i>National Caregiver</i> Training Program Oregon |
|---|---|---------------------------------------|--|---------------------------------------|--|--|---|
| | A | B | C | | A | B | C |
| Date of First Edition | 2005 | 2001 | 2004 | | 2004 | 2000 | 2001 |
| Date of Last Revision | | 2004 | | | | | |
| Hours of Training | 105 | 115 | 30 | | 1-9 | Varies | 18-21 |
| Instructors Must be a Nurse | X | X | X | | | | |
| Recommended Class Size | 8 | 12 | 20 | | uk | uk | 10 |
| Graduates are Eligible to take CNA Exam | WI | AR | | | | | |
| Trainee is Awarded College Credit | | | | | | | |
| Program is Designed as a Career Ladder | | X | | | | | |
| Is Available in a Language Other than English | | | | | | | Spanish |
| Course Materials Include: | | | | | | | |
| Administrators Manual | X | | X | | | | X |
| Instructors Manual | X | X | X | | X | X | X |
| Written Student Materials: | | | | | | | |
| Handbook/Book and Handouts | | X | X | | X | | X |
| Handouts Only | X | | | | | X | |
| DVDs or VHS Tapes Produced for the Course | | X | X | | X | | X |
| Examples of Teaching Methods Include: | | | | | | | |
| Lecture/ Discussion | X | X | X | | X | X | X |
| DVD or VHS Tapes | X | X | X | | X | | X |
| Role Play/Games/Crossword Puzzles | X | X | X | | | X | |
| Student Skills Practice | X | X | X | | | X | X |
| Skills Competency Check-Off | X | X | X | | | | |
| Written Examination | X | X | X | | | | X |
| Clinical Experience | X | X | | | | | |
| Homework | X | X | X | | | | X |
| Examples of Content Includes: | | | | | | | |
| Personal Care | X | X | X | | X | X | X |
| Life Skills (Professionalism, reliability) | X | X | X | | | X | |
| Infection Control | X | X | X | | X | X | X |
| Alzheimer's/Dementia | X | X | X | | X | X | |
| Dementia Behavior Management | X | X | X | | X | X | |
| Death and Dying | X | X | | | X | X | |
| Nutrition | X | X | X | | X | X | X |
| Caregiver Stress Management | X | X | X | | X | X | X |
| Legal Responsibilities of the Caregiver | X | X | X | | X | X | |
| Cultural Diversity | X | | X | | | X | |
| Medication Management/Administratin | X | X | X | | X | X | X |
| Chronic Diseases & Conditions | X | X | | | | X | |
| Home Safety | X | X | X | | X | X | X |

Key: X= yes Blank= no

*Note: No evaluation of quality was conducted on the materials reviewed.



FINDING 2. Caregiver training programs vary in length.

The length of caregiver training programs varies. Factors that influence the length include, but are not limited to, the type of program, the target audience, the training goals, and the desired outcome. The training programs range from one hour educational seminars to 200 hour certification programs.

There is little consistency in the length of training from state-to-state. According to the U.S. Department of Health and Human Services (DHHS) Health Resources and Services Administration (HRSA), “Since the majority of direct care paraprofessionals do not work in nursing homes, many are not regulated in any systematic way, and many do not have any formal training...” (DHHS, 2004, chapt 7). Furthermore, the Bureau of Labor Statistics reports that “in some states the only requirement for employment is on-the-job training, which generally is provided by most employers” (U.S. Department of Labor, 2006-07). Home health aides whose employers receive Medicaid reimbursement must meet minimal Medicaid training standards of at least 75 hours of classroom and practical training. Generally, programs follow the minimum requirement for number of hours and content; however, each state can require additional training hours.

The vast majority of caregiver training programs are designed to prepare nurse aides to work in institutional long-term care settings; however, there are programs designed for family caregivers and home care aides as well. All of these programs vary in length.

FINDING 3. Caregiver training programs vary in content.

Nurse aide programs prepare graduates to work in a variety of settings, including the hospital, home, or nursing home. The majority of programs prepare graduates to work with more than one population, including children, aged and disabled, chronically ill, and/or intellectually challenged. Some programs are comprehensive and include work skills, while others present basic content in psychosocial skills or limited training in the physical activities of daily living.

By far, the majority of caregiver training programs are designed to prepare graduates to care for older adults in the long-term care facility under the supervision of a licensed nurse. Home health aide training programs prepare individuals to give care in the home environment, but the content is not specific to older adults. Also, training programs for personal care aides are not specific for older adults.

The general finding is that there is great variation in the content being taught to individuals who are providing care to older adults in the home.



FINDING 4. Two caregiver training models were identified.

After reviewing the literature and caregiver training materials and talking with experts, two models emerged: a comprehensive approach to caregiving and a specialized approach to caregiving.

- A. *Comprehensive approach to Caregiving* - Some advocate a model that organizes materials so the “core” or basic skills are learned and applied to all age groups in all types of care settings. This training model is used for the “universal care worker”. The Ohio Department of Aging did extensive work to develop a comprehensive model to train direct care workers, but it has not yet been implemented. Mosby’s *Textbook for Nursing Assistants* is another example of a comprehensive approach to training nursing assistants covering various age groups and settings.

- B. *Specialized approach to Caregiving* - Individuals who advocate for specialization state that training is different for different age groups and health conditions. Caregiver skills should be taught specific to the needs of the population for whom the caregiver is working, i.e. children with disabilities, the older adult, etc. For example, training a caregiver to work with a young person with a mental disability differs from the training of a caregiver of an older adult with dementia. The ElderStay @ home Certified Home Caregiver Training program is designed specifically for persons caring for older adults. Other examples of this model could include training programs on caring for a person with dementia, diabetes, etc.

Both models can provide an opportunity for progression in the training: i.e., beginner, intermediate, and advanced training. This could lead to a career path that involves advancement through academic institutions or further paraprofessional training.

FINDING 5. Terminology used in home care and in “training” of home care workers is inconsistent and often further complicates efforts at comparative analysis of training qualifications.

Terminology used to describe care in the home contributes to the current lack of clarity. There are two basic types of home care: custodial or supportive care and skilled care. Custodial care, usually provided by paraprofessionals, is considered “not medically necessary”, and therefore is not covered by Medicare and most private health insurance plans. Skilled care services are performed under the supervision of a physician, and are covered by Medicare as “medically necessary” for a limited period of time, if certain criteria are met. Since states have the authority to regulate their home care services, many use terms that are similar, but are defined differently. “Home Care Services”, “Home Health Aide Services”, “Home Health Agency Services”, “Home Health-Personal Care Services”, and “Home Health Services” are a few examples.

People caring for older adults in the home can be called personal care aides, certified nurse aides, nursing assistants, nurse aides, personal care attendants, direct care givers, direct care workers, home caregivers, homemakers, home health aides, geriatric care specialist, and geriatric nursing assistants, to name just a few. The use of multiple titles for people providing assistance is confusing for health care professionals, families, and the caregivers as well.



The title “caregiver” and the word “training” are vague and open to interpretations. When family members ask potential caregivers, “Have you been trained?” they are likely to receive an answer of “yes”. However, the word training throughout the caregiver literature means different things to different people. Training with regard to paid in-home caregiving can mean one hour of in-service information or personal experience or hands-on training by another qualified individual, or formal training. Inconsistencies of this type were prevalent in the literature.

FINDING 6. There is currently no consistent, accepted national standard(s) for training individuals to work with older adults in the home environment, despite the fact that recent literature regarding elder care indicates a shift from institutional to the home setting. Regulations governing home care training vary from state-to-state.

Using federal regulations as a minimum, each state develops its own standards for training certified nurse aides and home health workers. The present standards for caregiver training apply to nurse aides working in institutional long-term care and Medicare certified home health care agencies, not to paraprofessionals working in hospitals, Medicaid home-based waiver programs (consumer directed care), or private pay in-home care providers.

Currently there is no standard for the training and practice of in-home caregivers caring for older adults. There is nothing to prevent a person without training from advertising him/herself as an in-home caregiver for older adults. Certainly families have the option of hiring non-trained caregivers, but if they desire to have a caregiver that is trained and nationally certified for in-home care of the elderly, there is no such caregiver available today. If the trend of older adults remaining in their homes continues, the demand for in-home caregivers trained or certified in the care of older adults is likely to increase (University of Albany, School of Public Health, Center for Health Workforce Studies, 2006).



Section 5: Conclusion

Despite a growing national consensus favoring a transformation of long-term care in America to a more integrated, home-centered system, a number of well-documented obstacles make such systemic change problematic. The Caregiving Project for Older Americans recognizes the lack of sufficient numbers of well-trained home caregivers as most critical. This workforce is the foundation on which such an improved system of elder care would be built.

The importance of standards of training and competency for this workforce of home caregivers for the elderly may be under appreciated. Many assume the care needs of older individuals able to remain in their homes are usually at a lower level of significance or difficulty than those of elders requiring care in an institutional setting. The reality is that much of the direct caregiving currently provided to elders in home settings is given to individuals whose degree of disability and dependency corresponds closely to levels of need found in institutional long-term care. Moreover, home caregivers operate without many of the benefits of a more structured and regulated setting and often without immediate supervision or available consultation from nursing or other professionals.

While this search regarding current training of home caregivers for the elderly is not exhaustive or necessarily definitive, it does serve to paint a picture of the current caregiving landscape. The training programs and curricula which are currently available do not reflect a consistency of educational materials, format, teaching methods, or direct demonstration of skills that would represent optimal standardization of training required to assure the public of the competency of this workforce.

Older adults and their families too often are not prepared to make informed decisions in finding or choosing among options for caregiving resources in the community. The dissemination of information about training and preparation of direct care workers available to work in the home is one important example of this. Furthermore, the probability of hiring an untrained caregiver is often not eliminated even when such worker is hired through a private home care agency.

Finally, it is very important to further standardize the terminology used in the long-term care system. This would be most helpful in the elder home care arena. It is strongly felt that adoption of a universally accepted name for the *professionally trained* caregiver working with older adults in the home setting would eliminate much of the confusion, especially among diverse groups with varying degrees of familiarity with the long-term care system. We suggest consideration of the term “**Geriatric Home Caregiver**” (GHC) as a viable title that could bring a greater degree of uniformity to the nomenclature and reduce the difficulty currently encountered in communications about long term care.

Much of the difficulty and stress experienced by older individuals and their families in procuring the services and the support they need to provide quality care in the home could be substantially improved by adopting and implementing a few important changes in the current system.

Clearly the creation of a well-trained home caregiver work force which can competently deliver the basic care which will be required to keep more older adults in the home is imperative. We



respectfully submit the following as straightforward opportunities for major improvements as America transitions toward a home-based system of long term care.

- Adopt the term Geriatric Home Caregiver (GHC) to denote a professionally trained caregiver of older adults in home settings.
- Establish uniform standards for training of Geriatric Home Caregivers (GHC) by creating a national curriculum.
- Develop a certification process for the Geriatric Home Caregiver (GHC).
- Promote the creation of a career ladder which could further attract individuals to this workforce.
- Set a standard for annual continuing education for Geriatric Home Caregivers (GHC).
- Implement a process for accreditation of all training curricula for Geriatric Home Caregivers (GHC).



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Appendix A

Review of Literature

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Appendix C

“Call for Curricula” Distribution List

| Organization/Agency | Method of Contact | Reply |
|---|-------------------|-------|
| Worker Associations | | |
| Care | email | |
| Career Nursing Assistants Network of N. Carolina | email/phone | |
| Connecticut Association of Personal Assistants | email | |
| Cooperative Home Care Associates | email | |
| Delaware Certified Nursing Assistants | email | |
| Direct Care Giver Association | email/phone | |
| Direct-Care Workers Association of North Carolina | email | |
| Florida Association of Nurse Assistants | email | |
| Iowa Care Givers Association | email | |
| Maine Personal Assistance Services Association | email | |
| National Association of Geriatric Nursing Assistants | email | |
| National Association for Direct-Care Workers of Color | email | |
| National Network of Career Nursing Assistants | mail | |
| National Private Duty Association | mail/phone | |
| Schuylkill County Direct Care Professionals Association | email | |
| Support Providing Employees of Kentucky | email | |
| Vermont Association of Professional Care Providers | email | |
| Virginia Association of Professional Nursing Assistants | email | |
| Visiting Nurse Association of Central New York | email/phone | X |
| Wisconsin Association for Caregiver Excellence | email | |
| Geriatric Education Centers | | |
| Baylor College of Medicine | email | |
| Case Western Reserved University | email | |
| Florida State University | email | |
| George G Glenner Alzheimer's Family Centers | email | |
| Harvard Medical School | email/phone | X |
| John Wood Community College/Geriatric Program | email/phone | X |
| New Jersey Geriatric Education Center | email | |
| New York University Division of Nursing | email | |
| St. Louis University HSC | email | |
| Texas Consortium Geriatrics Education Center | email | |
| Thomas Jefferson University | email | |
| University of California-Cooperative Extension | phone | |
| University of Georgia | email | |
| University of Hawaii | email | |
| University of Kentucky | email | |



| | | |
|---|------------------|---|
| University of Medicine & Dentistry of New Jersey | email | |
| University of Minnesota Center on Aging | email | |
| University of North Dakota | email | |
| University of Puerto Rico | email | |
| University of Rochester | email | |
| University of South Florida Geriatric Education Center | email/phone | X |
| Virginia Commonwealth University | email | |
| West Virginia University | email/phone | |
| | | |
| National Associations | | |
| Agency on Aging | email | X |
| Alzheimer's Association | fax | |
| American Assoc of Homes and Services for the Aging (AAHSA) | email/phone | X |
| American Association for Caregiver Education | email | |
| American Association of Retired Persons | fax | X |
| American Geriatrics Association | email | X |
| American Nurses Association | email/phone | |
| American Society on Aging | email | |
| Culture Change Now | email | |
| Family Caregiver Alliance | email | |
| Institute for the Future of Aging Services | email | |
| National Alliance for Caregiving (NAC) | email | X |
| National Alliance for Direct Support Professionals (NADSP) | email/phone | |
| National Association for Direct-Care Workers of Color | email | |
| National Association of Geriatric Nursing Assistants (NAGNA) | email | |
| National Association of Health Care Assistants | email | |
| National Associations for Home Care and Hospices (NAHC) Every State | email | |
| National Associations for Home Care and Hospices Washington DC | phone | X |
| National Clearinghouse on the Direct Care Workforce | email/mail/phone | X |
| National Commission on Nursing Workforce for Long-Term Care | email | |
| National Family Caregivers Association | email | |
| National Hospice and Palliative Care Organization (NHPCO) | email | |
| National Institute on Aging | email | X |
| National Network of Career Nursing Assistants | email/mail phone | X |
| Paraprofessional Healthcare Institute (PHI) | email/phone | X |
| Service Employees International Union (SEIU) | email/phone | |
| The Direct Care Alliance (DCA) | email | |
| The Joint Commission | email/phone | |
| The Pioneer Network | email | |
| The Research and Training Center on Community Living, University of Minnesota | email | |
| The Workforce Alliance | email | |



| | | |
|---|-------------|---|
| | | |
| State Agencies/Organizations | | |
| Aging and Disability Service Administration Washington State | email | |
| Aging and Long Term Care of Eastern Washington | phone | X |
| Aging Services of California | email | |
| AR Division of Aging Adult Services | email/phone | X |
| Arizona Health Care Association | email/phone | X |
| Bay County Division on Aging | phone | X |
| California Association of Homes and Svcs for Aging | email/phone | |
| California Dept of Education | mail | |
| Colorado Gerontological Society | email/phone | X |
| Home Care Association of Washington | email/phone | X |
| Land of Sky Regional Council AAOA | email | |
| Maine Bureau of Elder and Adult Services (40 Agencies) | mail | |
| Michigan Quality Community Care Council | email | X |
| Minnesota Kinship Caregivers Association | email | X |
| Missouri Division of Career Education | email/phone | |
| North Carolina Better Jobs Better Care Demonstration Project | email | X |
| Ohio Department of Aging | email/phone | X |
| Oregon Better Jobs Better Care Demonstration Project | email | X |
| Pennsylvania Better Jobs Better Care Demonstration Project | email | |
| Southern Oregon Health Care Consortium/Providence Senior Services | email/phone | |
| Vermont Better Jobs Better Care | email/phone | X |
| Wisconsin Alliance for Family Caregiving | email | |
| Wisconsin DHFS | email/phone | |
| | | |
| | | |
| | | |
| | | |



| Miscellaneous Agencies/Programs | | |
|---|-------------|---|
| Ark Regional Services/Wyoming | email/phone | |
| Arkansas Hands that Care | email/phone | |
| Better Jobs Better Care/Institute for the Future of Aging Services | email | |
| Caring Today | email | |
| Center for Caregiver Training | email | |
| Council on Aging of Southwestern Ohio | email/phone | X |
| Elder Wise | mail/phone | |
| Eldercare Partners Caregiver Services | email/phone | |
| Geriatric Education and Training Academy/Garrison Institute on Aging | email/phone | X |
| Healing Arts Communications | mail/phone | X |
| Home Care Quality Authority | email | |
| Institute for Caregiver Education | phone | X |
| Institute for Caregiver Education/ESL to Healthcare Provider Training | email/phone | X |
| Legacy Caregiver Services | email/phone | X |
| Luminari, Inc. | email/phone | |
| Losta Helping Hands | email | |
| Minnesota Kinship Caregivers Association (MKCA) | email | |
| Multnomah Count/Aging and Disability Services | email | |
| National Caregivers Library | email | |
| Providence Senior Services/Southern Oregon Health Care Consortium | email/phone | X |
| Share the Care | email/phone | |
| Stoke of Hope Club, Inc | email | X |
| The College of Direct Support | email | |
| The Good Faith Fund: Careers in Health Care | email/phone | X |
| The Homemakers Health Services | mail/phone | |
| The Pioneer Network | mail | |
| Visiting Nurse Association of Central New York, Inc | email/phone | |



| | | |
|---|-------------|---|
| | | |
| Personal Care Attendant Programs | | |
| Coastline Elderly Services | email/phone | X |
| Granite State Independent Living Program | phone | |
| Healthcare Training Systems, Inc. | phone | |
| Hiwassee College | email | |
| Maui Community College | email | |
| | phone | |
| Publishing Companies | | |
| Advance Health Care Studies | phone | X |
| | | |
| Personal Care Aide Training Programs | | |
| Daytona Beach Community College | mail | |
| Direct Service Worker Training Course | email | |
| Maricopa Attendant Care Program | phone/email | |
| Maui Community College-Eldercare/Personal Care Attendant Training Program | phone | |
| The Home Care Companion Training Program | phone | |
| | phone | |
| Certified Nurse Aide Programs | | |
| Community College of Rhode Island | phone | X |
| Los Angeles City College | phone | |
| Tulsa Community College/Geriatric Technician Program | phone | X |
| West Virginia Career & Technical Institute | email/phone | X |
| | | |
| Nurse Aide Training Programs | | |
| American Red Cross | phone | |
| Missouri Dept. of Elementary and Secondary Education | phone | |
| Penn State Dept of Education/Nurse Aide Training | phone | X |
| San Diego Community College Nursing Assistant Training Program | email/phone | |
| | email | |
| Nursing Assistant Training Programs | | |
| Boise State Nursing Assistant Program | email/phone | |
| Linn-Benton Community College | email/phone | |
| Madison Area Technical College Nursing Assistant Training Program | email/phone | X |
| Professional Nursing Assistant Program | phone | |
| Renton Technical College | phone | X |
| Rochester Community and Technical College | phone | |
| University of Wisconsin Oshkosh/Accelerated Nursing Assistant Program | phone | X |



| | | |
|--|-------------|---|
| | | |
| Miscellaneous Caregiver Training Programs | | |
| Aging and Long Term Care of Eastern WA/Fundamentals of Caregiving Course | email/phone | X |
| Center for Caregiver Training San Francisco | phone | |
| Commonwealth Cooperation | email | |
| Eldercare Alliance | email/phone | X |
| Geriatric Education and Training Academy/Garrison Institute on Aging | phone | |
| Growing Stronger Roots/Peer Mentoring Program for CNAs | email/phone | X |
| Healthcare Training Systems, Inc. | phone | |
| Home Care Associates, Philadelphia | email/phone | |
| In-home Caregiver Training Program/Bay County Division on Aging | email | |
| Institute on Community Integration | email | |
| Livindale Hebrew Geriatric Center | email/phone | X |
| Nation Caregivers Library | email | |
| Nodak (training modules for mental health case management etc.) | email/phone | |
| Parkinson's Training for Caregivers | email | |
| The Caring Spirit/Spiritual and Ethics (training program for health professionals) | email/phone | |
| | | |
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Appendix D

Interviews Conducted by Telephone or E-mail

The Caregiving Project for Older Americans, Advisory Committee and Panel of Experts

- Bernard, Marie A.**, Chairman, Donald W. Reynolds Department of Geriatric Medicine,
University of Oklahoma
- Beverly, Claudia**, Director, Donald W. Reynolds Institute on Aging, University of Arkansas for
Medical Sciences
- Boal, Jeremy**, Director, Mount Sinai Visiting Doctors Program
- Crews, John**, Lead Scientist, Disability and Health Team, National Center on Birth Defects and
Developmental Disabilities, Centers for Disease Control and Prevention
- Dawson, Steven L.**, President, Paraprofessional Healthcare Institute
- Emanuel, Linda**, Director, Buehler Center on Aging, Northwestern University's Feinberg
School of Medicine
- Feinberg, Lynn Friss**, Deputy Director, National Center on Caregiving at the Family Caregiver
Alliance
- Fine, Claudia**, Chief Professional Officer, SeniorBridge Family Companies
- Gibson, Mary Jo**, Senior Policy Advisor, AARP Public Policy Institute
- Green, Rick**, Aging Program Specialist, U.S. Department of Health and Human Services,
Administration on Aging, DHHS National Family Caregiver Support Program
- Halamandaris, Val**, President, National Association for Home Care and Hospice
- Hunt, Gail Gibson**, President and CEO, National Alliance for Caregiving
- Kane, Robert**, Professor and Minnesota Chair in Long-Term Care and Aging for the Health
Policy and Management Program of the University of Minnesota School of Public Health
- Levine, Carole**, Director, United Hospital Fund for the Families and Health Care Project
- Meier, Diane E.**, Director, Hertzberg Palliative Care Institute, Mount Sinai Medical Center
- Raphael, Carol**, President, Visiting Nurse Service New York
- Takamura, Jeanette** Dean, Columbia University School of Social Work

Other Contacts

- Acedo, Marta**, Department of Social and Health Services, Aging and Disability Services,
Administration, Training, Communications, and Development
- Arnold, Mary**, Staff Development and Training Manager, Ark Regional Services
- Ash, Tracy**, Senior Companion Program Manager, Land-of-Sky Regional Council
- Barbarotta, Linda**, Senior Communications Associate, Better Jobs Better Care, Institute for the
Future of Aging Services (AAHSA)
- Barg, Gary**, Caregiver.com
- Barnett, Marcie**, Director of Education and Credentialing, National Association for
Home Care and Hospice
- Baron, Margie**, Executive Director, San Francisco In-Home Supportive Services Consortium



Bearon, Lucille B. Cooperative Extension College of Agriculture and Life Sciences, NC
StateUniversity

Boyington, Tracy, Health Instructional Development Specialist, Oklahoma Department of
Career and Technology Education

Brown, Barbara, Nurse Educator, Homewatch CareGivers

Buchanan, Kathy, Training Development Manager, Home Instead Senior Care

Burt, Cliff, Aging Services Coordinator, Georgia Division of Aging Services

Cavallaro, Lori, Program Coordinator, Certified Nurse Assistant Program, Community College
of Rhode Island

Christy, Jack, Director, California Association of Homes and Services for the Aging

Clinco, Judith, Founder, President, and CEO, Catalina In-Home Services, Inc.

Coleman, Eric, Associate Professor, University of Colorado

Congleton, Leslie, Program Coordinator, Legacy Caregiver Services

Ellis, Deborah, Arkansas Division of Aging and Adult Services

Fisher, Cynthia, Manager, COALA programs, Council on Aging of Southwestern Ohio

Fleming, Dolly, Executive Director of Community of Vermont Elders (COVE)

Forlizzi, Lyn, State Coordinator of Nurse Aide Training, Pennsylvania Department of Education

Fridrich-Karnick, Amy, Policy Specialist, National Center on Caregiving

Gilton, Cheryl, Program Director, Geriatric Aide Training Program, Allegany College of
Maryland

Hall, Rick, Executive Director, Home Care Quality Authority

Harmuth, Susan, Project Director, North Carolina Foundation for Advanced Health Programs

Hillborn, Mike, Manager, Aging and Long Term Care Eastern Washington

Hintze, Cindy, Nurse Consultant

Jackson, Susanne, Project Manager, Better Jobs Better Care, Organ Health and Science
University

Karpinski, Marion, Owner/Founder, Healing Arts Communications

Levkoff, Sue, Brigham and Woman's Hospital, Department of Psychiatry

Lewis, Marsha, Associate Dean of Education, Emory University

Mahoney, Kevin J., National Program Director, Cash and Counseling Demonstration and
Evaluation project; Professor, Boston College Graduate School of Social Work

McGlone, Shirley, Ohio Department of Aging, Community Long Term Care Division

McVeigh, Sarah, Member Relations and Information Specialist, American Association of
Homes for the Aging

Mellstrom, Steve, Director of Human Resources, Independent Living, Inc.

Morano, Carman, Associate Professor, Hunter College School of Social Work of the
City University of New York

Parker, Michael, Associate Professor, University of Alabama, National Institute on Aging Post
Doctoral Fellow from the University of Michigan

Perweiler, Elyse, Director, NJ AHEC Program, Associate Director, New Jersey
Geriatric Education Center, Associate Director for Planning, Development, and
Public Policy, New Jersey Institute for Successful Aging

Salter, Vera, Director, National Clearinghouse on the Direct Care Workforce, Paraprofessional
Healthcare Institute

Sanders, Annette, President, Institute for Caregiver Education

Sanderson, Herb, Director, Arkansas Division of Aging & Adult Services



Scott, Donald, Senior Research and Curriculum Specialist, Missouri Center for Career Education

Simon-Rusinowitz, Lori, Research Director, Cash and Counseling Demonstration and Evaluation project, University of Maryland Center on Aging; Associate Professor, Department of Public and Community Health

Smith, Vanessa, Arkansas Disability and Health Program Coordinator

Talley, Rhonda, Health Scientist, Centers for Disease Control and Prevention, National Center on Birth Defects and Developmental Disabilities

Tamp, Bill, Director, College of Direct Support

Turner, Howard, Program Coordinator, Legacy Caregiver Services

Walker, Jacquelyn, Staff Development and Training Manager, Ark Regional Services

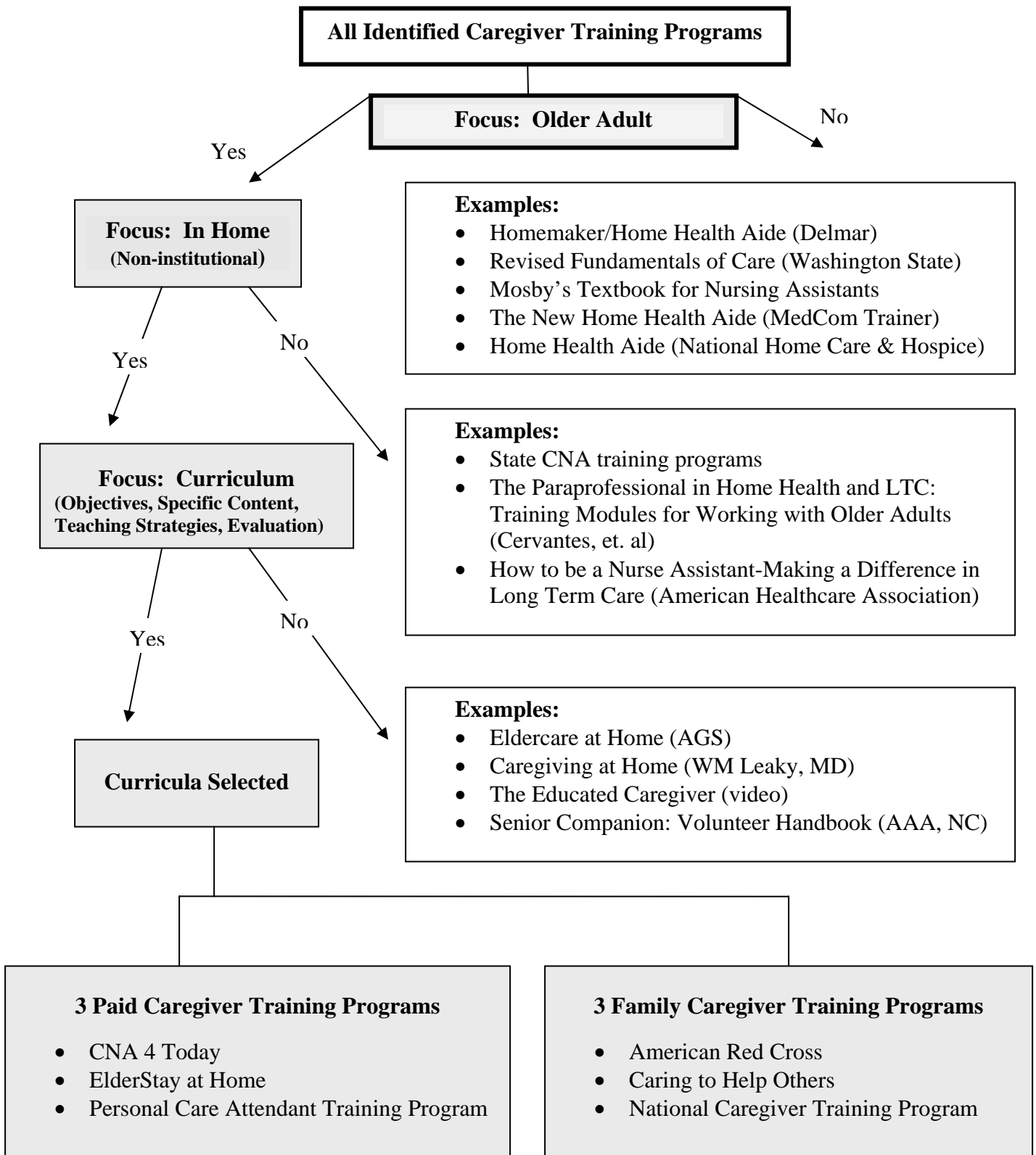
Watkins, Lisa, Administrator, Nursing Academic Division

Weber, Tom, Director of Community Services, SAGE

Worth, Sue, Nursing Assistant Program Director, Madison Area Technical College



Appendix E: Algorithm for Selecting Curriculum



Appendix F

Contact Information for Curricula

Curricula for Paid Caregivers

- A. CNA 4 Today Certification Training Program
Stowell Associates SelectStaff Inc.
4485 N. Oakland Avenue
Milwaukee WI 53211
414.963.2600
<http://www.eldersselectstaff.com/>
Phyllis Mensh Brostoff, CISW, CMC
phyllisb@eldersselectstaff.com
- B. ElderStay@home Certified Home Caregiver Training
6685 Valley View Road
Rogers AR 72758
479. 685.1955
W. Steven Carter
President/CEO
info@elderstayathome.com
or
Schmieding Center for Senior Health and Education
2422 N. Thompson, Suite B
Springdale AR 72764
479.751.3043 or 888.866.8991
www.schmiedingcenter.org
- C. Personal Care Attendant Training Program
Healing Arts Communications
A Division of Health Care Training Systems, Inc.
1911 United Way
Medford OR 97504
888.846.7008
www.homecarecompanion.com
Marion Karpinski, RN
Health Care Educator
info@homecarecompanion.com



Curricula for Family / Volunteer Caregivers

- A. American Red Cross Family Caregiving
The StayWell Company
780 Township Line Road
Yardley PA 19067
<http://www.staywell.com/>
arc@staywell.com
or
American Red Cross
National Headquarters
2025 E. Street, N.W.
Washington DC 2006
www.redcross.org
- B. Caring To Help Others
A Training Manual for Preparing Volunteers to
Assist Caregivers of Older Adults
Eisai Inc.
Glenpointe Centre West
500 Frank W. Burr Blvd.
Teaneck NJ 07666
201.692.1100
<http://www.eisai.com>
- C. National Caregiver Training Program
Healing Arts Communications
A Division of Health Care Training Systems, Inc.
1911 United Way
Medford OR 97504
888.846.7008
www.homecarecompanion.com
Marion Karpinski, RN
Health Care Educator
info@homecarecompanion.com



Curricula Not Received

- A. Direct CareGiver Association
1940 E. Silverlake Road Suite 402
Tuscon, AZ 85713
520.325.4870
Judy Clinco
Executive Director
www.directcaregiver.org
- B. COALA Aide Training
Council on Aging Learning Advantages
175 Tri County Parkway
1st Floor Training Room
Cincinnati, OH 45246
513.345.3316
Cynthia Fischer
http://www.help4seniors.org/programs_coala.htm
- C. CareWell
Community of Vermont Elders (COVE)
79 River Street, Heritage II Building
Montpelier, VT 05602-2944
802.229.4731
Dolly Flemming
Executive Director
dolly@vermontelders.org

