

Direct Care Workers Training

Instructor Manual – Module 1 Building a Sense of Mutual Respect and Trust with Family Members

I. Goal

The goal of this module is to help the direct care worker communicate efficiently and effectively with the family members of patients in your care.

II. Time

1 hour

III. Executive Summary

Direct care workers (DCWs, i.e., Certified Nursing Assistants and Home Health Aides) play a vital role in the care of people in need of long-term care. Whether care is provided in the home or in a facility, DCWs regularly interact with family members. By giving DCWs skills, tools, tips and practice time, this training series hopes to enhance the communication skills of DCWs with family members, thereby increasing everyone's satisfaction and comfort level.

IV. Lesson Plan

A. Learning Objectives

- Explain why your role as a caregiver is valuable.
- Demonstrate how to make eye contact, greet family members and introduce yourself.
- Practice explaining your role as a caregiver.
- Describe how to respond appropriately when language barriers make communication difficult.
- Demonstrate how to present yourself with self-confidence and professionalism.

B. Equipment Needed to Train

- Projection system
- Computer with speaker system

- Laser pointer
- Flip chart, markers
- Watch or Timer

C. Listing of handouts

- 1 copy of the Practice Activity Worksheet per student (Appendix A)
- 1 copy of the Key Points Handout per student, available in English, Spanish and Tagalog (Appendix B)
- 1 copy of Test per student (Appendix C)
- Test Answer Key for Instructor (Appendix D)
- 1 copy of the Participant Evaluation per student (Appendix E)
- Practice Activity Worksheet—Alternative Scenarios (Appendix F)

D. Activities

Activities	Methods	Supplies	Time (Minutes)
Intro/ Video (slides 1-11)	Video projection	Laptop, projector	4
Caregiver and Family Member Reflections (slides 12-15)	MP3 Files	Computer	5
Experiential activity (slide 16)	Large group exercise/sound bytes	Flip chart, markers	10
Content slides (slides 17-32)	PowerPoint	Laptop, projector	18
Practice activity (2 videos) (slides 33-35)	Pair work	Practice Activity Worksheet	15
Review, wrap up and post-test (slides 36-38)	Multiple choice test	Paper-based test, pens or pencils	8
Total			60 minutes

V. Evaluation

- Administer post test 10 minutes prior to the end of class, then collect at end of class.

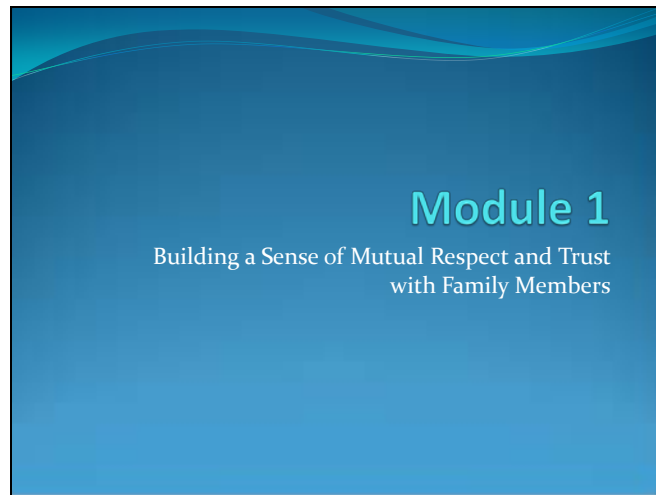
VI. Advance Preparation

- Review all training and presentation materials for this module

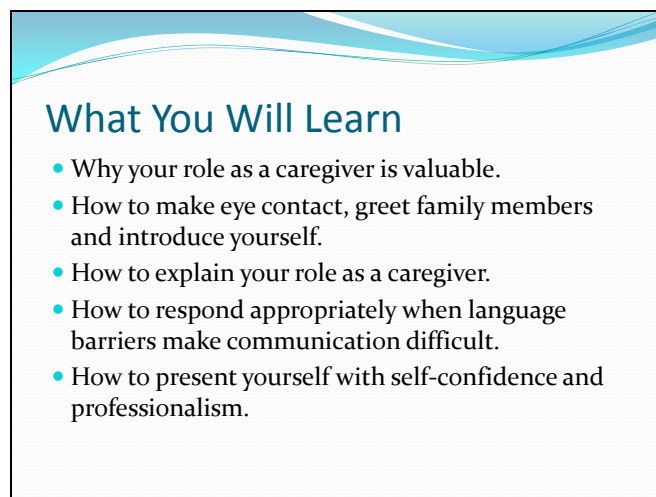
- Know your agency/facility’s policies, resources, and procedures related to issues that may arise regarding this training content (such as resources for language interpretation)
- Review the Practice Activity and determine whether or not to use Practice Activity Worksheet—Alternative Scenarios
- Copy all handouts for participants
- Check to ensure that the audio components play smoothly from the PowerPoint presentation. For example, you might need to update your software or open the player software and check the volume in advance of the presentation.
- Turn on the computer and launch the PowerPoint presentation
- Turn on the projector
- Set-up the flip chart paper and markers

VII. Instruction

Slide 1



Slide 2

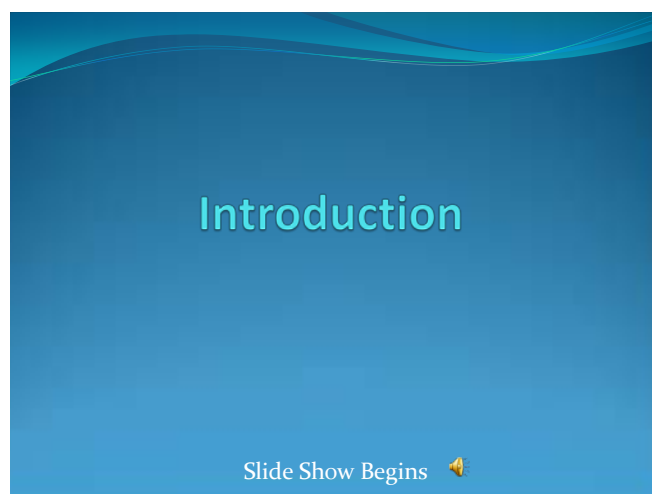


Instructor: Read the following text to the students:

Welcome to the first module in this Direct Care Worker continuing education training course. After completing this course you will know:

- Why your role as a caregiver is valuable.
- How to make eye contact, greet family members and introduce yourself.
- How to explain your role as a caregiver.
- How to respond appropriately when language barriers make communication difficult.
- How to present yourself with self-confidence and professionalism.

Slide 3



Tip for the Instructor: You do not need to advance the slides during this portion of the PowerPoint presentation. It will advance automatically until Slide 12.


Slide 4



Slide 5

Slide 2

In the course of your workday, you are in contact with family often, and you have likely developed some good skills in how to talk with them.



Slide 6

Slide 3


I know that the work you do is very challenging and you don't always get the recognition you deserve.



Slide 7

Slide 4


It is sometimes difficult to take time to talk with a patient's family when you are busy and have so much to do.



Slide 8

Slide 5


This module is designed to help you recognize just how important your role is.

A healthcare worker in a white uniform is smiling and assisting an elderly woman in a wheelchair. The woman is wearing a light green hospital gown. They are in a bright, well-lit room, possibly a hospital or care facility.

Slide 9

Slide 6


You may not realize it, but YOU are the representative of your whole facility, and you do make a difference.

A healthcare worker in a yellow uniform is sitting on a couch and talking to an elderly couple. The couple consists of a man in a pink shirt and a woman in a red shirt. They are all smiling and looking at a piece of paper held by the healthcare worker.

Slide 10

Slide 7

Family members have more contact with you than with nurses or administrators, and family sees that you are the one providing care to their family member.

A healthcare worker in a blue uniform is sitting at the head of a bed and talking to a family member. The family member is sitting at the head of the bed, and an elderly patient is lying in the bed. The patient is wearing a blue hospital gown and has a white bandage on their arm.

Slide 11

Slide 8

Just imagine how important it is to them that they feel a sense of trust and respect. So, let's get started!



Slide 12

Voices from the community

- Let's hear from real family members talking about the how mutual respect and trust develops in relationships with professional caregivers.


Instructor: Read or paraphrase the following text to the students:

Let's hear from real family members talking about the how mutual respect and trust develops in relationships with professional caregivers.

These are comments recorded from family members who have experience working with caregivers. It may help you understand how important it is that you present yourself in a professional manner and pay attention to developing trust and respect.

Instructor Tip: The audio clips for Slides 13-15 will play automatically when you advance each slide.

Slide 13

A family member describes a caregiver who didn't communicate... 


“Especially with my mother-in-law, I had a caregiver that didn't communicate back. She answered the questions but she didn't really offer anything. It's **the lack of communication**. Sometimes I felt, 'Is she like that with my mother-in-law?' ... because **you want that communication open** with [the care recipient] as well.”

Tip for the Instructor: The audio clip will play automatically.

{Transcription of sound clip:}

“Especially with my mother-in-law, I had a caregiver that didn't communicate back. She answered the questions but she didn't really offer anything. It's the lack of communication. Sometimes I felt, 'Is she like that with my mother-in-law?' ... because you want that communication open with [the care recipient] as well.”

Slide 14

A family member describes an effective caregiver... 

“The one that was best, of course, was the one who **related** best to my husband and treated him as a very fine human being, gave him a ton of **respect**, joked with him, **laughed with him**, and was very **familiar with dealing with dementia**. That is the key, because the other two were more accustomed to probably caring for people that had illnesses or something like that, but didn't have a mental, dementia problem. They did an OK job, but **you could tell just by their demeanor** they were there to put in their time and that's it.”

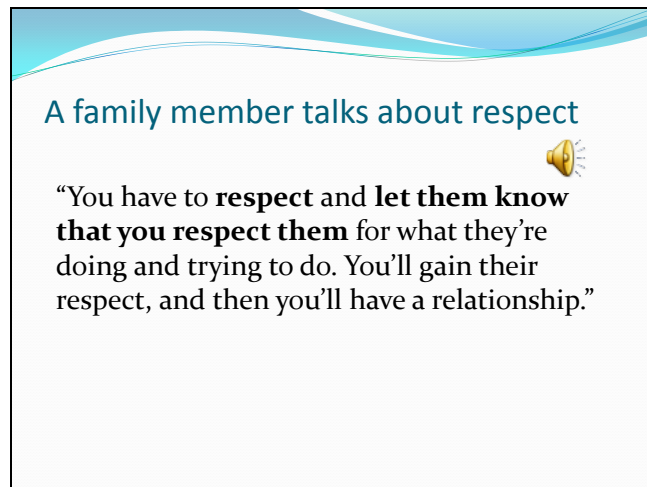
Tip for the Instructor: The audio clip will play automatically.


{Transcription of sound clip:}

“The one that was best, of course, was the one who related best to my husband and treated him as a very fine human being, gave him a ton of respect, joked with him, laughed with him, and was very familiar with dealing with dementia.

That is the key, because the other two were more accustomed to probably caring for people that had illnesses or something like that, but didn’t have a mental, dementia problem. They did an OK job, but you could tell just by their demeanor they were there to put in their time and that’s it.”

Slide 15

A rectangular box with a light blue wavy header. The text inside is as follows:

A family member talks about respect 

“You have to **respect** and **let them know that you respect them** for what they’re doing and trying to do. You’ll gain their respect, and then you’ll have a relationship.”

Tip for the Instructor: The audio clip will play automatically.

{Transcription of sound clip:}

“You have to respect and let them know that you respect them for what they’re doing and trying to do. You’ll gain their respect, and then you’ll have a relationship.”

Instructor: Ask the group to paraphrase the meanings behind the sound clips.

Answers might include:

- Family members worry if you don’t communicate about things they want to know
- Family members notice if you have a friendly and respectful relationship with the patient
- Family members may notice how you carry yourself and how that conveys your attitude
- Signs of mutual respect will help build a relationship

Slide 16

Experiential Activity

Recall a time when you were in a new environment where you were a visitor.

- What helped you feel a sense of trust and respect?
- What **would have** helped **you** feel more comfortable and respected?

Instructor: Read or paraphrase the following text to the students:

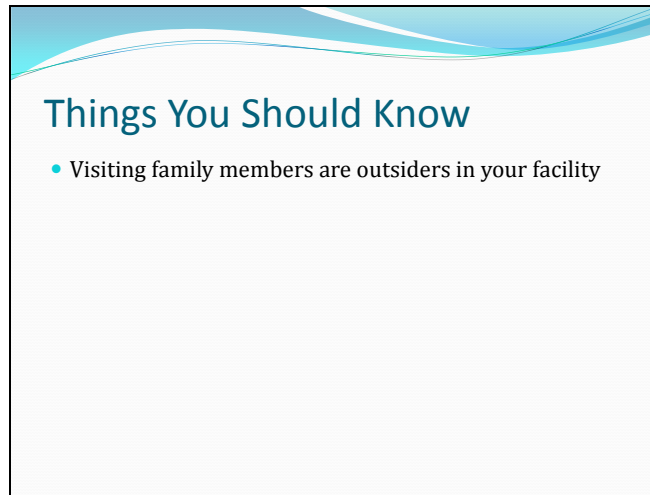
To start with, it's helpful for you to recognize that you already have some knowledge about how to establish trust and respect with your patient's family. I'd like you to recall a time when you were in a new environment where you were a visitor. There was a lot of activity and work going on, and you were the outsider. Some examples might be a time when you went to the DMV, had to register for a class, visited someone in the hospital, or attended a church for the first time. Once you have an experience in mind, try to recall what helped or would have helped you feel a sense of trust and respect.

Instructor Note: Allow participants to talk together in pairs for about 5 minutes. Then, call the group back together and ask participants to share their thoughts and experiences. Write responses on flip-chart

Key points from the students may include:

- Being welcomed
- Someone telling me their name and asking my name
- Someone smiling at me
- Somebody showing me around
- Being asked, "Can I help you?" or "Can I answer any questions for you?"
- Somebody explaining who is who and what that person does
- Being told what's going on and what to expect

Slide 17



Instructor: Read or paraphrase the following text to the students:

There are a few things you should know and remember about family members that visit your facility.

First, visiting family members are outsiders or strangers in your facility. They may need your help, and they may not feel comfortable asking for help. Sometimes they may be sad, or confused and they may not even know they feel this way. You can't really know what they are feeling, but you can help them to feel comfortable.

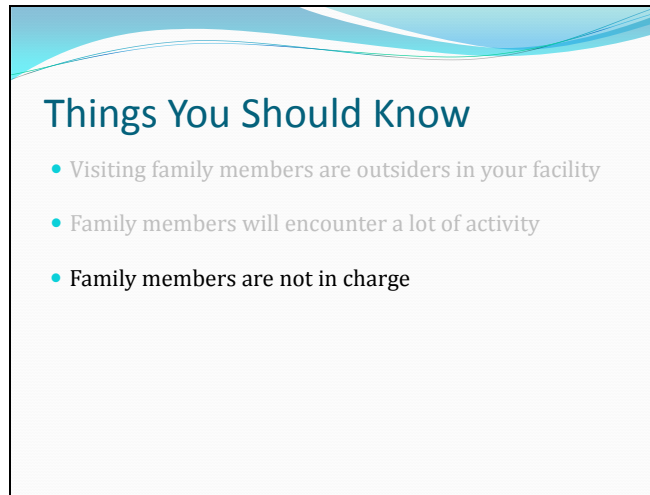
Slide 18



Instructor: Read or paraphrase the following text to the students:

When family visits, they encounter a lot of activity, and most of the people they see are either staff or patients. They are not part of the "system."

Slide 19



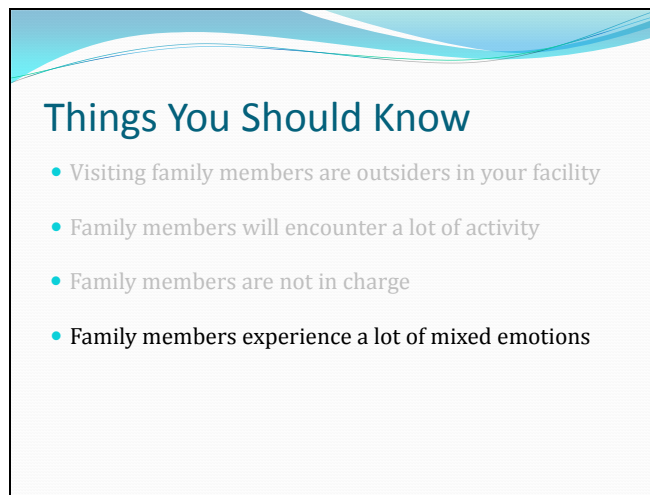
Things You Should Know

- Visiting family members are outsiders in your facility
- Family members will encounter a lot of activity
- Family members are not in charge

Instructor: Read or paraphrase the following text to the students:

Especially in a facility setting, family members are not in charge. They need you to provide for their family member's care, supplies, directions, or information. They really need you.

Slide 20



Things You Should Know

- Visiting family members are outsiders in your facility
- Family members will encounter a lot of activity
- Family members are not in charge
- Family members experience a lot of mixed emotions

Instructor: Read or paraphrase the following text to the students:


Most family, at least at first, are experiencing a lot of mixed emotions. They may feel fear, anger, sadness, relief, or guilt. Often they are not entirely aware of their own emotional reaction to the situation.”

Slide 21

What Can You do to Build Trust and Respect?

1. Make eye contact

- ✓ You are a person
- ✓ I recognize you
- ✓ I would like to interact with you



Instructor: Read or paraphrase the following text to the students:

One way you can help build respect and trust with the family members is to make eye contact when you walk into the room and when you are speaking with them. Looking at someone is a form of recognition. It tells the family member that he or she is a person, that you are important to them, and that you would like to talk with them.

Slide 22

What Can You do to Build Trust and Respect?

2. Greet the family member

- ✓ You are important enough to address
- ✓ I am important enough for you to answer
- ✓ I want to interact with you



Instructor: Read or paraphrase the following text to the students:


Another way you can help build trust and respect is by greeting the family member. This tells the family member that they are important enough to address, and that YOU are important enough for the family member to answer. It also shows the family member that you want to interact with them.

Slide 23

What Can You do to Build Trust and Respect?

3. Introduce yourself

- ✓ I respect you
- ✓ You should respect me also



Instructor: Read or paraphrase the following text to the students:

Another way you can build trust and respect is by introducing yourself to the family member when you walk into the room for the first time. Introducing yourself tells the family members that you have respect for them, and they should respect you too.

Slide 24

What Can You do to Build Trust and Respect?

4. Explain your role to the family member

- ✓ I have an important job to do here
- ✓ I am here to help your family member
- ✓ I am here to help you



Instructor: Read or paraphrase the following text to the students:

Finally, you should always take the time to explain your role to the family members. This will show them that you perform a very important job at the facility, that you are here to help the patient and you are here to help them.

Slide 25

Make eye contact
Greet family
Introduce yourself
Explain your role

Why is this so important?

- Projects Self-confidence
- Shows Professionalism
- Builds Trust and Respect


Instructor: Read or paraphrase the following text to the students:

In summary, making eye contact, greeting family members, introducing yourself and explaining your role are ways to help family members relate to you positively. These things project your self confidence and sense of professionalism. Ultimately, these help to build a sense of trust and mutual respect.

Slide 26

Language Barriers

- You, your patient and family members may not have the same language background.
- What if you and the family member are having a hard time understanding each other?



Instructor: Read or paraphrase the following text to the students:

Your patients and their family members may speak in primarily another language. You yourself may be someone who comes from a different language background. Language barriers can be a real problem as you try to communicate with family members.

This situation can be challenging, but please don't be discouraged. It is really important to engage family members even if language barriers make it difficult.

Instructor: Solicit comments from participants to encourage engagement and participation:

- Have you had experiences when you and a patient's family member had a hard time understanding each other?
- How did you feel when you could not understand them?
- How do you think they felt when they could not understand you?
- What strategies helped make communication better?

Slide 27

Language Barriers:
When you don't understand them

DO NOT:

- Pretend you understand when you don't.
- Pretend it's not a problem when it is.

DO:

- Smile, tell them you are trying, but didn't understand.
- Ask them to repeat slowly and clearly.
- Repeat what you think they meant.
- Ask if you understood them correctly.
- If necessary, find an interpreter.

Instructor: Read or paraphrase the following text to the students:

Here are some ideas to help you communicate when you don't understand

Do NOT:

- Pretend you understand when you don't - This only makes the problem worse and won't solve the problem.
- Pretend it's not a problem when it is. - This can lead to more confusion and misunderstandings.

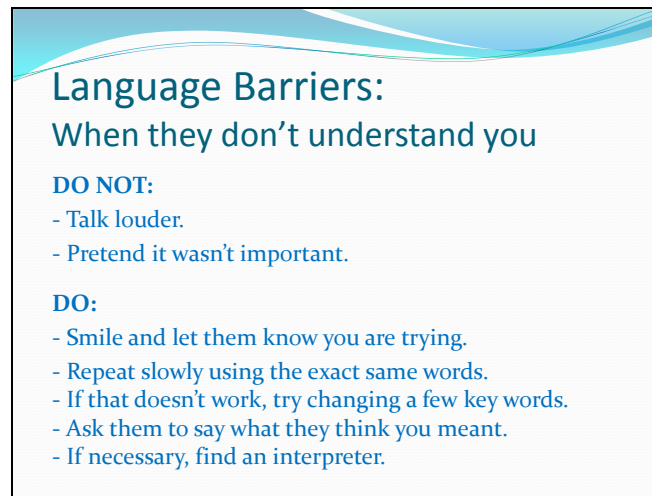
DO:

- Smile and tell them you are working on your language skills but didn't understand. - Most people will work with you to get the communication going better.
- Ask them to repeat what they said slowly and clearly. - This slows down the process so you can think and try to understand.
- Repeat what you think they meant – This help the family member realize what you understand and what needs more work
- Ask if you understood correctly – This encourages the family member to keep trying and makes it a shared goal

-If necessary, find an interpreter – Sometimes, no matter how hard you try, there is not enough language in common to get the point across. Finding someone to help interpret lets you do a better job caring for their family member.

Can you think of any other strategies that help in these situations?

Slide 28



Language Barriers:
When they don't understand you

DO NOT:

- Talk louder.
- Pretend it wasn't important.

DO:

- Smile and let them know you are trying.
- Repeat slowly using the exact same words.
- If that doesn't work, try changing a few key words.
- Ask them to say what they think you meant.
- If necessary, find an interpreter.

Instructor: Read or paraphrase the following text to the students:

Here are some ideas to help you when family members don't understand you

DO NOT:

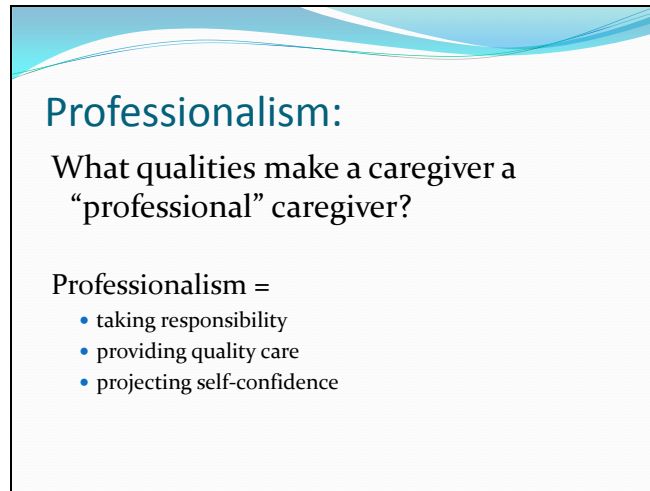
- Talk louder – we all have a tendency to repeat ourselves louder even though it doesn't help and makes the listener feel like they are being yelled at
- Pretend it wasn't important – Family may misunderstand and think you don't think they are important to talk to. Don't be discouraged, keep trying

DO:

- Smile and let them know you are trying – in any language, a smile communicates your desire to be understood.
- Repeat slowly using the exact same words – this gives the family a chance to listen carefully and hopefully understand at least part of what you're saying.
- If that doesn't work, try changing a few key words. – Often others only need the few main words to get the general idea.
- Ask them to say what they think you meant. – This gives you a chance to confirm what they got right and correct the parts that may still be misunderstood.
- If necessary, find an interpreter. - there is no problem in getting help with communication when you need it.

Do you have any other strategies that work in these situations?

Slide 29



Professionalism:
What qualities make a caregiver a “professional” caregiver?

Professionalism =

- taking responsibility
- providing quality care
- projecting self-confidence

Instructor: Read or paraphrase the following text to the students:

Family members tell us that when caregivers behave in a “professional” manner, they feel greater trust and respect.

But what qualities make a caregiver “professional”?

Instructor: Solicit ideas from students about the concept of professionalism, then click for the response to appear

Professional caregivers take responsibility when appropriate and don’t “pass the buck”. We’ll talk more about this later


Professional caregivers provide quality care. They make it their business to be sure the patient receives the “best” that they are able to provide. Good enough is not good enough. Lastly, professional caregivers project a sense of confidence that they are doing a good job and deserve to be trusted and respected.

Let’s look at some situations when behaving in a professional manner is most important to family members

Slide 30

Professionalism:

- Mrs. Erickson's daughter comes in to visit and asks you, her caregiver, how the patient got a bruise on her arm?
- What do you say?



Instructor: Read or paraphrase the following text to the students:

Mrs. Erickson's daughter comes in to visit and asks you, her caregiver, how the patient got a bruise on her arm? What do you say?

Instructor: Ask for comments from students, then advance to the next slide for responses to appear

Slide 31

Professionalism:

- Mrs. Erickson's daughter comes in to visit and asks you, her caregiver, how the patient got a bruise on her arm?
- What do you say?
- *I don't know*
- *I don't know but I'll look into it and come back to tell you what I learn.*
- *I don't know but I'll get the nurse to come and talk with you about it.*

Instructor: Read or paraphrase the following:

Why is it important to respond with more than “I don't know” or “I wasn't on shift when that happened”?


Family members need more from you than “passing the buck” to someone else on staff. Recognizing that their request is important and that you will help them get the answers they need is very reassuring.

It helps family members to trust and respect you.

Slide 32

Professionalism:

- Mr. Oka's daughter asks you, his caregiver, why his father is wearing someone else's sweater.
- What do you say?



Instructor: Read or paraphrase the following text to the students:

Mr. Oka's daughter asks you, his caregiver, why her father is wearing someone else's sweater.

What do you say?

Instructor: Ask for comments from students, then advance to the next slide for responses to appear

Slide 33

Professionalism:

- Mr. Oka's daughter asks you, his caregiver, why his father is wearing someone else's sweater.
- What do you say?
- *I don't know.*
- *I was not on shift last night when the laundry was done.*
- *I'm not sure but will return it to the right patient.*
- *Dementia patients sometimes go into other rooms and take things believing it belongs to them.*


Instructor: Open discussion about ways for caregivers to get information that will answer family member's questions.

Discuss why this may be an opportunity to help family to understand the patient's symptoms.

Slide 34

Professionalism:

- Mr. Wilson's wife asks you, his caregiver, how Mr. Wilson slept last night after having a difficult time the day before.



- What do you say?

Instructor: Read or paraphrase the following text to the students:

Mr. Wilson's wife asks you, his caregiver, how Mr. Wilson slept last night after having a difficult time the day before.

What do you say?

Instructor: Ask for comments from students, then advance to the next slide for responses to appear

Slide 35

Professionalism:

- Mr. Wilson's wife asks you, his caregiver, how Mr. Wilson slept last night after having a difficult time the day before.

- I don't know.
- I just came on shift and don't know.
- I'm not sure but I'll ask the nurse and get back to you with the information.

- What do you say?

Instructor: Discuss why it is important to respond with more than "I don't know" or "I wasn't on shift when that happened."

Discuss how this question may give you an opportunity to talk with family members about the things you do that help make your patients comfortable.

Slide 36

Practice Activity

- Break into groups of 2
- Determine who will be the family member and who will be the caregiver
- Practice the scenarios for 5 minutes
- Give your partner feedback
- Switch roles

Instructor guidance:

*** You have been provided two Practice Activity Handouts. The first has more simple scenarios for students to practice with (scenarios 1 & 2). The second (Alternative Scenarios) has more advanced scenarios (scenarios 3 & 4). Scenarios 3 and 4 are also presented on slides 37 and 38 so can be done as large group activities. You can do either version or both if time allows. Determine which version your student group would benefit from the most.**

- **Break the group up into pairs**
- **Hand out one copy of the Practice Activity to each student (scenarios 1 & 2) or Practice Activity Alternate Scenarios (scenarios 3 & 4)**
- **Use the timer or watch to keep track of the time and announce when to give feedback, and when to switch roles.**

Instructor: Read or paraphrase the following text to students:

- Now, we will break into groups for practice exercises. This gives you a chance to put the ideas we have been talking about into practice. If you can do it here with your peers, you are more likely to do it on your job with family members. Let's give it a try.
- Your group has been given two scenarios to work with.
- Everyone will have a turn playing each role. Now decide who will be the first family member and who will be the first caregiver.
- Take 5 minutes to practice the skills listed on the form.
- The student playing the family member should observe and write feedback notes on the Practice Activity form.

Instructor guidance:

- **Observe groups and offer assistance to those who may need it.**

- The student playing the family member should observe and write feedback notes on the Practice Activity form.
- After 5 minutes, announce it's time to wrap-up scenario #1.
- Instruct the "family member" to give feedback to the "caregiver".
- Instruct students to switch roles so the other student can practice with scenario #2.
- The student playing the family member should observe and write feedback notes on the Practice Activity form.
- Observe groups and offer assistance to those who may need it.
- After 5 minutes, announce it's time to wrap-up.
- Instruct the "family member" to give feedback to the "caregiver".
- Solicit feedback from the group about how they did and responses they offered.

Slide 37

Practice Activity cont'd

Scenario #3
 You are a CNA working in a dementia care facility. While bringing Mr. Stewart to his room for his regular afternoon nap, you see his daughter waiting by the door to his room. What do you say as you approach her?

Instructor Guidance:

You may use this scenario as a practice activity to be done as a large group or in pairs. If you choose NOT to use this scenario, click past this slide.

Slide 38

Practice Activity cont'd


Scenario #4
 You are a HHA who is going to a new patients home for the first time. You know that the patient, Mrs. Nguyen lives with a large extended family but only her sons speak English. Practice what you will say when the door is answered.

Instructor Guidance:

You may use this scenario as a practice activity to be done as a large group or in pairs. If you choose NOT to use this scenario, click past this slide.

Slide 39

Discussion



- How was the activity?
- What did people do well?

39

Instructor: Lead a discussion about participant responses.

Ask for feedback on what people did well. Share examples of what you observed while the pairs were practicing.

Slide 40

What You Have Learned

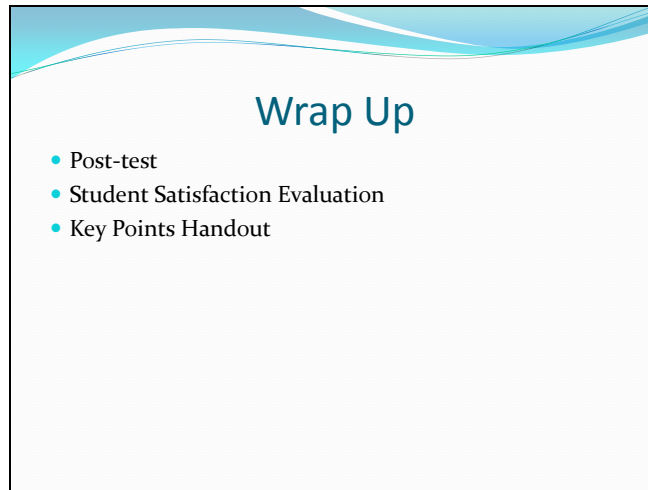
- Your role as a caregiver is valuable.
- Make eye contact, greet family members and introduce yourself.
- Explain your role as a caregiver.
- Respond appropriately when language barriers make communication difficult.
- Present yourself with self-confidence and professionalism.

Instructor: Read or paraphrase the following text to the students:

- You have completed the first module in this Direct Care Worker continuing education training course.

- In this module, you learned why it is so important to make family members feel comfortable with you and understand your role in the facility.
- Try to use the skills we've practiced when you are working.
Notice how family respond more positively when you have taken the time to do these simple things.
- Thank you for your participation!

Slide 41

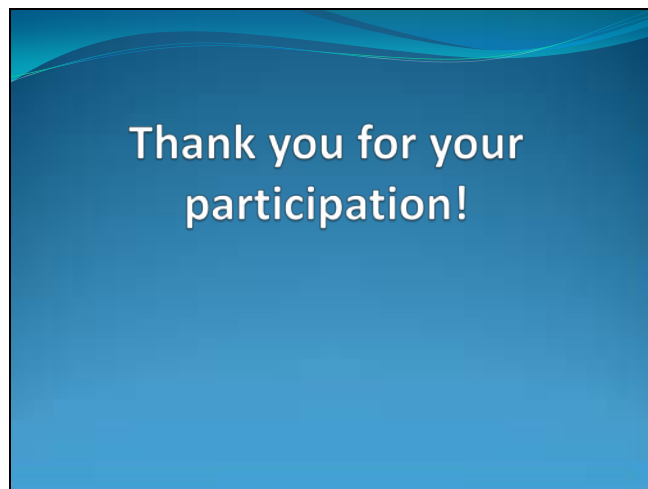


Instructor: Hand out the post test 10 minutes before the end of class, and collect them as each participant finishes.

Hand out the Student Satisfaction Evaluation, and collect them as each participant finishes.

Hand out Key Points Handout (7 Tips for Better Communication)

Slide 42



Appendices

- Appendix A: Practice Activity Worksheet
- Appendix B: Key Points Handout (available in English, Spanish and Tagalog)
- Appendix C: Test
- Appendix D: Test Answer Key for Instructor
- Appendix E: Participant Course Evaluation
- Appendix F: Practice Activity Worksheet—Alternative Scenarios



Building a Sense of Mutual Respect and Trust with Family Members—Module 1

Practice Activity

Scenario #1

You are a CNA working in a care facility. Your supervisor asked you to take a new patient, Mr. Swartz, to the dining room for lunch. The patient’s spouse, who you have not met before is sitting beside the bed. Practice what you should say to Mrs. Swartz.

Scenario #2

You are a HHA who visits a patient, Mrs. Sanchez three times a week to help her with bathing. A family member you have never met before answers the door this morning. Practice what you should say to the family member.

A. As your activity partner plays the caregiver role, see if she or he does the following:

1. Make eye contact? <i>(write your notes here)</i>	Yes	Maybe	No
2. Greet the other person(s)? <i>(write your notes here)</i>	Yes	Maybe	No
3. Tell them his/her name? <i>(write your notes here)</i>	Yes	Maybe	No
4. Explain the task? <i>(write your notes here)</i>	Yes	Maybe	No
5. Thank them? <i>(write your notes here)</i>	Yes	Maybe	No
6. Say good-bye? <i>(write your notes here)</i>	Yes	Maybe	No

B. What did your activity partner do the best? _____

C. What does your activity partner need to practice the most? _____



7 Tips for Better Communication

1. Make eye contact
2. Greet the other person(s)
3. Tell them your name
4. Explain the task
5. Say how long it will take (if applicable)
6. Thank them
7. Say good-bye



7 Ayudas Para Una Mejor Comunicación

1. Haga contacto visual
2. Salude a la(s) otra(s) persona(s)
3. Dígales cuál es su nombre
4. Explique la tarea
5. Diga cuánto tiempo tomará (si corresponde)
6. Agradézcales
7. Diga adiós



7 Paraan para sa mas Mabuting Komunikasyon

1. Tumingin ng deretso sa kausap
2. Batiin ang mga kausap ninyo
3. Banggitin ang pangalan mo
4. Ipaliwanag kung ano ang gagawin.
5. Sabihin kung gaano tatagal ang ang gawain
6. Pasalamatin niyo sila
7. Magpaalam ka sa kanila

Module 1: Building a Sense of Mutual Respect and Trust with Family Members

Test

1. Family members visiting your facility:
 - a. are always angry
 - b. need your help to understand how the facility works
 - c. know how everything at the facility works

2. Family members will NOT depend on you for:
 - a. their family member's care
 - b. information
 - c. making critical medical decisions

3. When a family member enters your facility, at first, they tend to:
 - a. experience a lot of mixed emotions
 - b. be confused about who does what
 - c. need someone to explain their role
 - d. all of the above

4. As a caregiver, when you make eye contact with a family member, you are saying:
 - a. I would like to interact with you
 - b. I would like to show you who is the boss
 - c. I know more than you do about the patient

5. As a caregiver, when you introduce yourself, you:
 - a. show respect for the family member
 - b. are interrupting their visit
 - c. show them that you are more important than they are

6. As a caregiver, when you explain your role to a family member, you:
 - a. show them that you are good at what you do
 - b. show them that you are someone who deserves their attention
 - c. show them that you have a very important job to do
 - d. all of the above

Module 1: Building a Sense of Mutual Respect and Trust with Family Members

Instructor Answer Key

1. Family members visiting your facility:
 - a. are always angry
 - b. need your help to understand how the facility works**
 - c. know how everything at the facility works

2. Family members will NOT depend on you for:
 - a. their family member's care
 - b. information
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Participant Course Evaluation

Module One: Building a Sense of Mutual Respect and Trust with Family Members

In order to better meet the needs of caregivers like yourself, please mark your responses on this sheet. You do not need to give us your name.

Your opinion is important to us. *Thank you for your participation!*

1. Do you agree with this statement?

“What I learned from the training will help me to communicate better with family members of my patients.” (circle one answer)

Not really Not Much Yes, a little Yes, Very Much

2. What parts of the training, if any, do you feel will be **most useful** for you?

3. What parts of the training, if any, did you like the most?

4. What parts of the training, if any, do you feel will be **least useful/not useful** for you?

5. Will you be able to use the things you learned in this training on your job?

Not really Not Much Yes, a little Yes, Very Much

6. What will you do differently in dealing with family members of your patients over the next two months?

7. Comments/Suggestions for Improvement:



Building a Sense of Mutual Respect and Trust with Family Members—Module 1

Practice Activity with Alternative Scenarios

Scenario #3

You are a CNA working in a dementia care facility. While bringing Mr. Stewart to his room for his regular afternoon nap, you see his daughter waiting by the door to his room. What do you say as you approach her?

Scenario #4

You are a HHA who is going to a new patient’s home for the first time. You know that the patient, Mrs. Nguyen lives with a large extended family but only her sons speak English. Practice what you will say when the door is answered.

B. As your activity partner plays the caregiver role, see if she or he does the following:

7. Make eye contact? <i>(write your notes here)</i>	Yes	Maybe	No
8. Greet the other person(s)? <i>(write your notes here)</i>	Yes	Maybe	No
9. Tell them his/her name? <i>(write your notes here)</i>	Yes	Maybe	No
10. Explain the task? <i>(write your notes here)</i>	Yes	Maybe	No
11. Thank them? <i>(write your notes here)</i>	Yes	Maybe	No
12. Say good-bye? <i>(write your notes here)</i>	Yes	Maybe	No

B. What did your activity partner do the best? _____

C. What does your activity partner need to practice the most? _____

STRENGTHENING COMMUNICATION: Building Partnerships with Family Members

A Training for Certified Nursing Assistants and Home Health Aides

Direct care workers (DCWs, i.e., Certified Nursing Assistants and Home Health Aides) play a vital role in the care of people in need of long-term care. Whether care is provided in the home or in a facility, DCWs regularly interact with family members. By giving DCWs skills, tools, tips and practice time, this training series hopes to enhance the communication skills of DCWs with family members, thereby increasing everyone's satisfaction and comfort level. These four one-hour modules include practice scenarios, video clips, activity worksheets, and detailed directions for trainers.



1 **MODULE 1: Building a Sense of Mutual Respect and Trust with Family Members**

The goal of this module is to help the direct care worker communicate efficiently and effectively with the family members of patients in your care.

3 **MODULE 3: Understanding and Responding to Emotional Reactions of Family Members**

The goal of this module is to help the direct care worker understand and respond to the emotional reactions they may experience from family members.

2 **MODULE 2: Explaining Your Role to Family Members and Clarifying Expectations**

The goal of this module is to help the direct care worker explain appropriate aspects of their caregiver role and help family members develop clear and realistic expectations.

4 **MODULE 4: Understanding and Responding to Family Members When They are Angry**

The goal of this module is to help the direct care worker understand and respond to the angry reactions they may experience from family members.

UC Irvine Program in Geriatrics provides clinical care, innovative medical education and pioneering work in the study of elder mistreatment. Visit us online to learn more! www.som.uci.edu/geriatrics and www.centeronelderabuse.org

For a free download of these training modules and others, visit: www.thescanfoundation.org/grants-rfps/direct-care-workforce