

Direct Care Workers Training

Instructor Manual – Module 3

Understanding and Responding to Emotional Reactions of Family Members

I. Goal

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

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 it's important to understand the emotional reactions of the patient's family members
- Describe the various emotional reactions that patient's family members may have
- Identify *inappropriate* responses to family members when they are upset
- Identify *appropriate* responses to family members when they are upset

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)

D. Activities with Timeline

Activities	Methods	Supplies	Time (Minutes)
Intro and Video (slides 1-18)	Video projection	Computer, projector	6
Caregiver and Family Member Reflections (slides 19-22)	MP3 Files	Computer	4
Experiential activity (slide 23)	Large group exercise/sound bytes	Flip chart, markers	10
Content slides (slides 24-36)	PowerPoint	Computer, projector	20
Practice activity (2 videos) (slide 37-43)	Pair work	Practice Activity Worksheet	15
Review, Wrap-up, and Post-test (slide 44-46)	Multiple choice test, Handout	Paper-based test, pens or pencils, Key Points Handout (When a Family Member is Angry)	5
Total			60 minutes

V. Evaluation

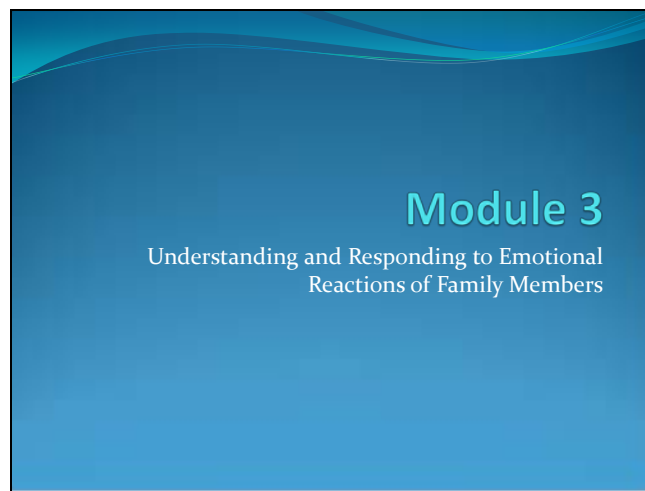
- Administer post test 10 minutes prior to the end of class, then collect at the end of 60 minutes.

VI. Advance Preparation

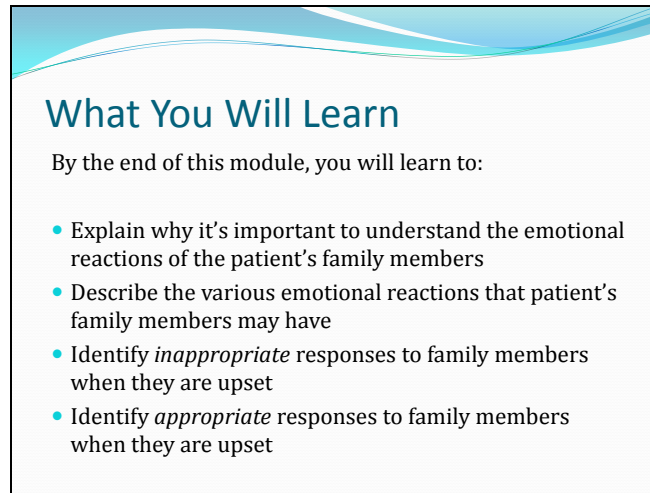
- Review all training and presentation materials for this module
- Know your agency/facility’s policies, resources, and procedures related to issues that may arise regarding this training content (such as what to do when family members request voluntary services off the clock).
- Copy all handouts for participants
- Check to ensure that the audio and video 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



What You Will Learn

By the end of this module, you will learn to:

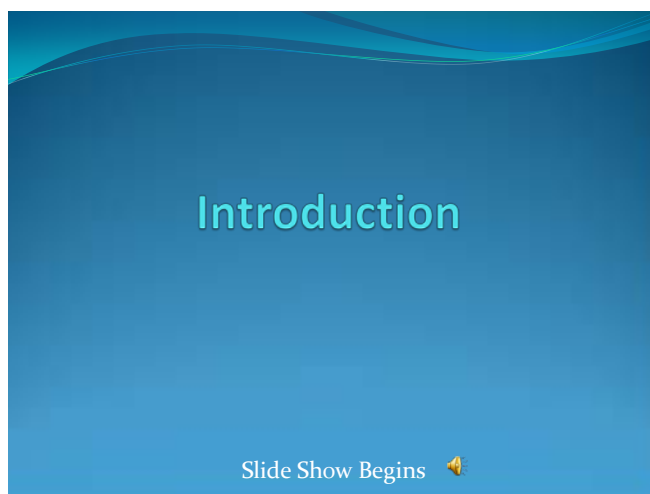
- Explain why it's important to understand the emotional reactions of the patient's family members
- Describe the various emotional reactions that patient's family members may have
- Identify *inappropriate* responses to family members when they are upset
- Identify *appropriate* responses to family members when they are upset

Instructor: Read the following text to the students:

Hello, and welcome to the third module in this Direct Care Worker continuing education training course. After you complete this module, you will be able to:

- Explain why it's important to understand the emotional reactions of patient's family members
- Describe the various emotional reactions that patients' family members may have
- Identify inappropriate responses to family members when they are upset
- Identify appropriate responses to family members when they are upset

Slide 3



Introduction


Slide Show Begins 🎤

Instructor Tip: You do not need to advance the slides during this portion of the PowerPoint presentation. It will advance automatically until Slide 19.

Slide 4

Slide 1

This third module will focus on understanding and responding to your patient's family members when they are experiencing an emotional reaction.



Slide 5

Slide 2


Some of you may be certified nursing assistants and some of you may be home health aides.



Slide 6

Slide 3

Throughout this training, you will be referred to as "caregivers" to avoid any confusion.



Slide 7

Slide 4

In the course of your work, you do many skilled activities with patients that help to keep them healthy, clean, comfortable, and socially involved.



Slide 8

Slide 5


This course is not designed to teach you these skills, but instead, it is designed to help you learn to respond to and interact with family members on an emotional level.



Slide 9

Slide 6

I'm sure you've all been in a situation when your patient's family member was upset, or maybe sad, fearful, angry, or frustrated.



Slide 10

Slide 7

It's difficult to know what to say or what to do when this is happening.



Slide 11

Slide 8

Sometimes caregivers avoid the issue by just focusing on the patient and their work and ignoring the emotional aspect.



Slide 12

Slide 9


Sometimes caregivers try to respond but don't really know what to say.



Slide 13

Slide 10


Sometimes caregivers feel like they've done something wrong or get defensive.



Slide 14

Slide 11


This may be the hardest situation because now you have your own feelings to deal with as well as the family members' feelings.



Slide 15

Slide 12

It is important to learn how to turn these exchanges into "good communication."



Slide 16

Slide 13


This course is designed to teach you about the common emotions that family members experience and appropriate ways for you to respond.



Slide 17

Slide 14


We will not address situations when family members are angry in this module, but we'll do this in Module 4.



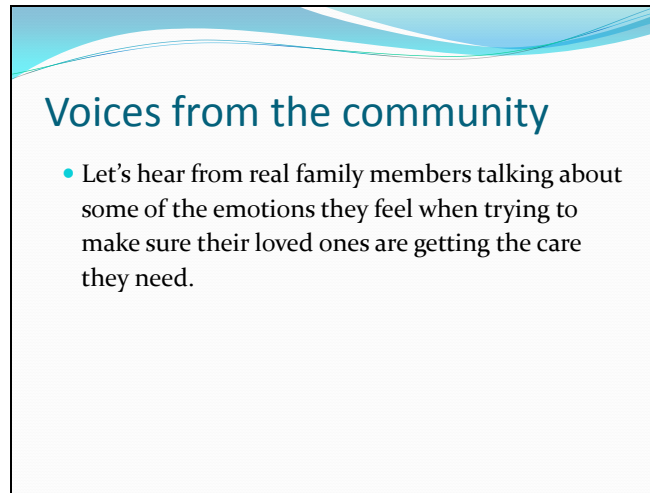
Slide 18

Slide 15

This module will focus on all the other emotions that may arise. Let's get started!



Slide 19



Voices from the community

- Let's hear from real family members talking about some of the emotions they feel when trying to make sure their loved ones are getting the care they need.

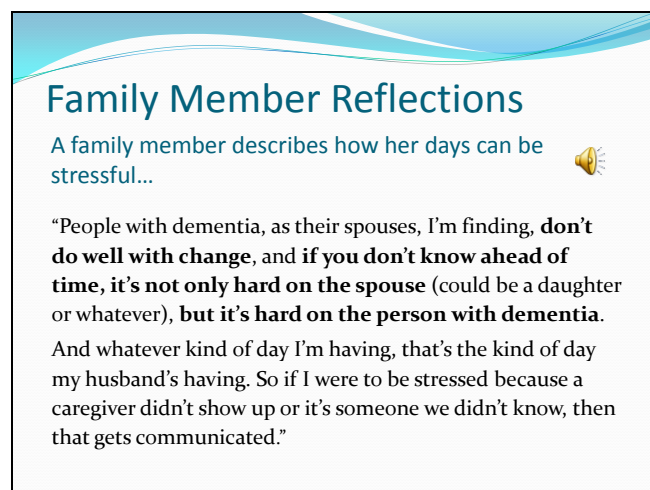
Instructor: Read the following text to the students:

Let's hear from family members talking about some of the emotions they feel when trying to make sure their loved ones are getting the care they need.


These actual family members describe some of the issues they are facing.

Instructor Tip: The audio clips for Slides 20-21 will play automatically when you advance each slide.

Slide 20



Family Member Reflections

A family member describes how her days can be stressful... 

“People with dementia, as their spouses, I’m finding, **don’t do well with change**, and **if you don’t know ahead of time, it’s not only hard on the spouse** (could be a daughter or whatever), **but it’s hard on the person with dementia**. And whatever kind of day I’m having, that’s the kind of day my husband’s having. So if I were to be stressed because a caregiver didn’t show up or it’s someone we didn’t know, then that gets communicated.”


Instructor Tip: The audio clip will play automatically.

{Transcription of sound clip:}

“People with dementia, as their spouses, I’m finding, don’t do well with change, and if you don’t know ahead of time, it’s not only hard on the spouse (could be a daughter or whatever), but it’s hard on the person with dementia. And whatever kind of day I’m having, that’s the kind of day my husband’s having. So if I were to be stressed because a caregiver didn’t show up or it’s someone we didn’t know, then that gets communicated.”

Slide 21A slide titled "Family Member Reflections" with a blue and white wavy header. The text on the slide reads: "A family member describes her frustrations..." followed by a lightbulb icon. Below that is a quote: "It's an emotional, physical, psychological job. It deals with someone's **very private**, you know, dignity, everything about them. **That was hard for me too.** Someone else is changing his diaper. Someone else is showering my husband and this and that. In fact, when my husband first went in, a lady was trying to shower him. He goes, 'Oh, You're a really nice lady, but I have a wife.'" The slide has a thin black border.

Family Member Reflections

A family member describes her frustrations... 

“It’s an emotional, physical, psychological job. It deals with someone’s **very private**, you know, dignity, everything about them.

That was hard for me too. Someone else is changing his diaper. Someone else is showering my husband and this and that.

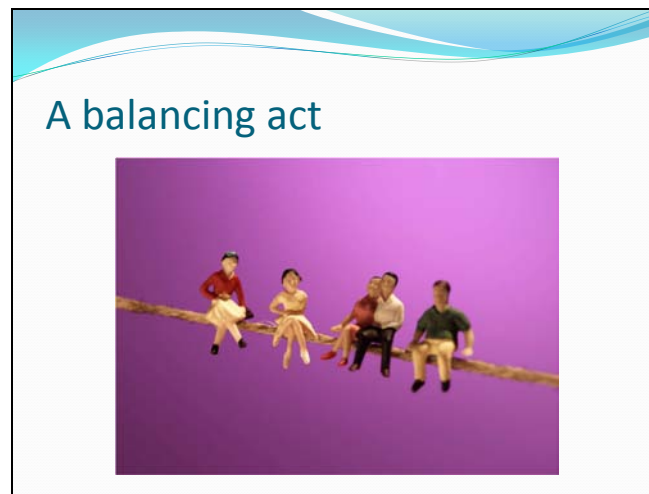
In fact, when my husband first went in, a lady was trying to shower him. He goes, “Oh, You’re a really nice lady, but I have a wife.”

Instructor Tip: The audio clip will play automatically.

{Transcription of sound clip:}

“It’s an emotional, physical, psychological job. It deals with someone’s very private, you know, dignity, everything about them. That was hard for me too. Someone else is changing his diaper. Someone else is showering my husband and this and that. In fact, when my husband first went in, a lady was trying to shower him. He goes, “Oh, You’re a really nice lady, but I have a wife.”

Slide 22

**Instructor: Read the following text to the students:**

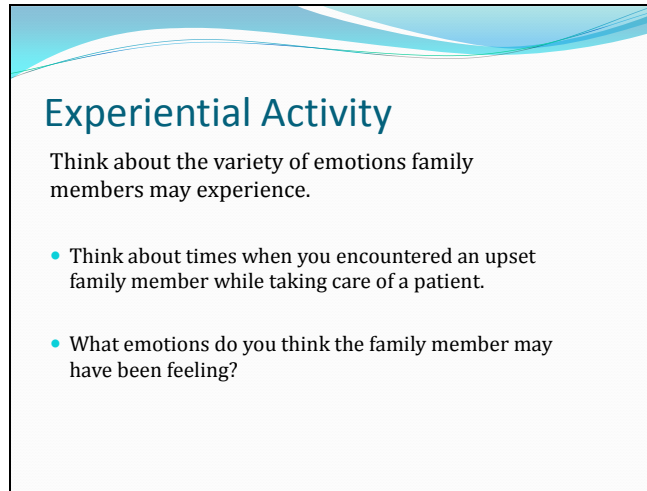
From what those family members shared, trying to make sure your loved one is getting the care they need, in addition to your other responsibilities, can be stressful and emotional. It can feel like a balancing act.

Family members might be feeling emotions that come out in their interactions with you.

Do these emotions always have anything to do with you?

NO! But since you are there, you have to respond.

We're concerned about how these emotions are expressed and how they impact you. Responding appropriately when a family member is emotional can feel like a balancing act too!

Slide 23The slide features a decorative blue and white wavy header at the top. Below the header, the title "Experiential Activity" is written in a blue font. The main text is in a black font and includes a paragraph and a bulleted list of two questions.

Experiential Activity

Think about the variety of emotions family members may experience.

- Think about times when you encountered an upset family member while taking care of a patient.
- What emotions do you think the family member may have been feeling?

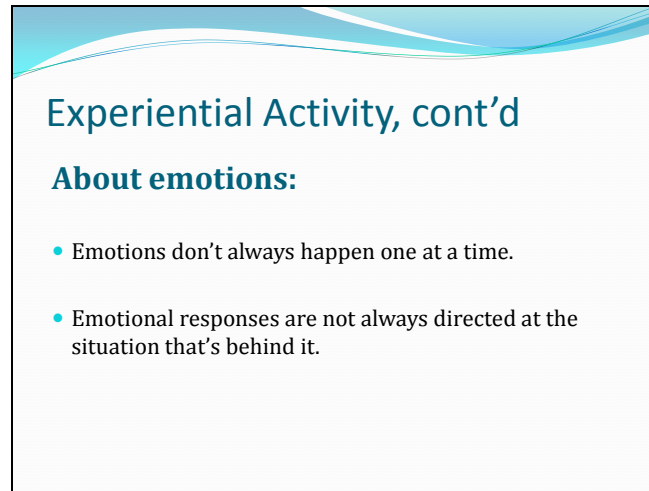
Instructor: Read the following text to the students:

Let's get an idea of the variety of emotions that family members may experience. You have lots of experience on the job and likely already have ideas based on your work. Find someone sitting close to you to work together in pairs for the next few minutes. We'd like you and your partner to recall experiences on the job that relate to emotions.

Think about times when you encountered an upset family member while taking care of a patient. Don't include incidences in which the family member was angry. We will discuss that in a separate module. For this module, let's focus on all the other emotions that may arise. What emotions do you think the family member may have been feeling?

Instructor: Proceed to the next slide. This activity continues on Slide 24.

Slide 24



Experiential Activity, cont'd

About emotions:

- Emotions don't always happen one at a time.
- Emotional responses are not always directed at the situation that's behind it.

Instructor: Read the following text to the students:

Emotions don't always happen one at a time. Often emotions are complex and several feelings are mixed together. What other emotions may have been mixed in with the ones you already mentioned?

Emotional responses are not always directed at the situation that's behind it, but often pointed in some other direction. This makes it really hard to understand why the reaction or feeling is happening.

In the situation you recalled, what do you think was the real reason for the family member's feelings? Have you ever gotten mad at someone when you were really feeling angry, frustrated or tired about something else (like bad traffic, having a headache, worried about your child)?

Instructor Note: Allow participants to talk together in pairs for about 5 minutes. Then, call the group back together and ask participants to give examples of emotional reactions from family members that they experienced. Write responses on flip-chart.

The outcome should include at least the following:


- Sadness
- Guilt
- Fear
- Frustration

- Relief

Slide 25

Family Member Emotions

- **Sadness**
 - ✓ Patient not progressing well
 - ✓ Patient nearing end of life
 - ✓ Patient having behavioral problems (agitation, confusion)




Instructor: Read the following text to the students:

One emotion a family member will most likely feel is sadness due to a patient’s slow progress, the patient nearing the end of his or her life, or maybe the patient has behavioral problems.

Slide 26

Family Member Emotions

- **Guilt**
 - ✓ Family should be able to take care of patient at home
 - ✓ Family should have done something to prevent the illness
 - ✓ Family should visit more often
 - ✓ Family should be able to make the patient feel better



Instructor: Read the following text to the students:


The family member may also display symptoms of guilt, because they cannot take care of the patient, or because they feel that they should have done something to prevent the illness.

They may feel guilty because they don't visit often enough or that they are unable to make the patient feel better.

Slide 27

Family Member Emotions

- **Fear**
 - ✓ Will the patient get better?
 - ✓ Will they be able to manage the patient's care after discharge?
 - ✓ Patient is nearing the end of life
 - ✓ Uncomfortable in medical facility setting




Instructor: Read the following text to the students:

The family member may also exhibit fear. They may wonder whether the patient will get better, or they may worry that they won't be able to care for the patient once he/she is discharged home. They may fear that the patient is about to die, or they may become uncomfortable with the facility's setting.

Slide 28

Family Member Emotions

- **Frustration**
 - ✓ Not enough time to spend with the patient
 - ✓ Care needs are more than they expect or hoped for
 - ✓ Staff not doing what they expect them to do
 - ✓ Responding to patient's behavioral problems



Instructor: Read the following text to the students:

The family member could also get frustrated because they don't have enough time with the patient, or maybe the needs of the patient are more than they expected or hoped for. They

may feel frustrated because they believe the staff isn't doing what they expect them to do, or maybe they aren't responding to the patient's behavioral problems.

Slide 29

Family Member Emotions

- **Relief**
 - ✓ Patient discharged from acute care, improved status
 - ✓ Someone else is taking care of the patient
 - ✓ Someone else is sharing responsibility for the patient



Instructor: Read the following text to the students:

Finally, a family member may feel relief because the patient was discharged from acute care with an improved status. They may learn that someone else is taking care of the patient, and that relieves them, or maybe someone else is simply sharing the caregiving responsibilities with them.

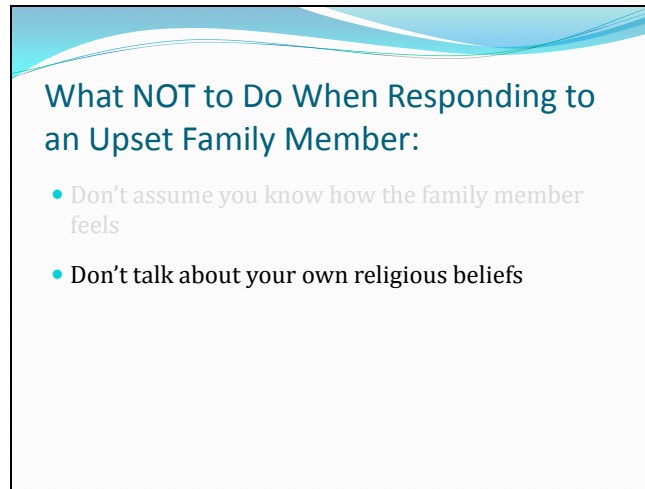
Slide 30

What NOT to Do When Responding to an Upset Family Member:

- Don't assume you know how the family member feels

Instructor: Read the following text to the students:

Don't assume you know how the family member feels. You can never be certain how someone else feels unless they tell you. Don't assume you know exactly how someone else feels when it's just a guess.

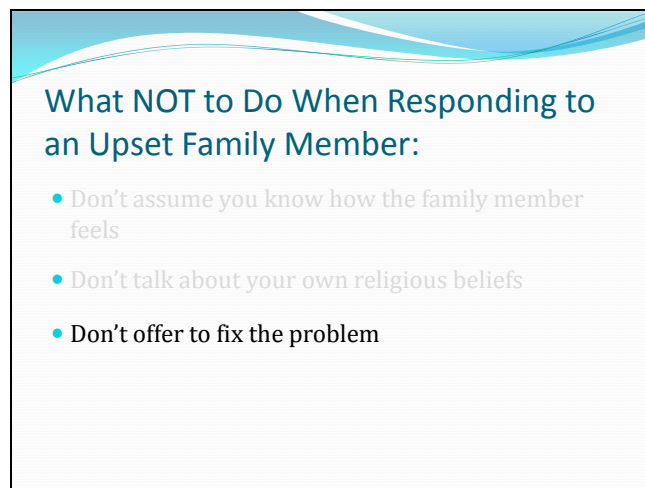
Slide 31

What NOT to Do When Responding to an Upset Family Member:

- Don't assume you know how the family member feels
- Don't talk about your own religious beliefs

Instructor: Read the following text to the students:

Don't talk about your religious beliefs. You can never be certain how someone else feels about your religious views. While religion and prayer often help people in difficult situations, this can also be offensive to some people. Keep your religious views to yourself.

Slide 32

What NOT to Do When Responding to an Upset Family Member:

- Don't assume you know how the family member feels
- Don't talk about your own religious beliefs
- Don't offer to fix the problem

Instructor: Read the following text to the students:

Don't offer to fix the problem. As we saw earlier, most of the time, family members are upset about the patient's illness, condition, or symptoms. You cannot change those things. All you can do is recognize how the family member feels. This alone can help.

Slide 33

What NOT to Do When Responding to an Upset Family Member:

- Don't assume you know how the family member feels
- Don't talk about your own religious beliefs
- Don't offer to fix the problem
- Don't tell them not to feel that way

Instructor: Read the following text to the students:

Don't tell them not to feel that way. You may want to help but telling someone not to feel sad or fearful or angry doesn't keep them feeling that way. In fact, it may make them feel worse, as if they are wrong for having the feelings

Slide 34

What Can You Say to Recognize a Family Member's Feelings?

"Mrs. Flynn, you look sad today. Is there anything I can help you with?"

**Instructor: Read the following text to the students:**


An example of something you may say to recognize a family member's feelings:

"Mrs. Flynn, you look sad today. Is there anything I can help you with?"

(Notice that the caregiver didn't say "you ARE sad" but rather you "look sad." That's a big difference)

Slide 35

What Can You Say to Recognize a Family Member's Feelings?



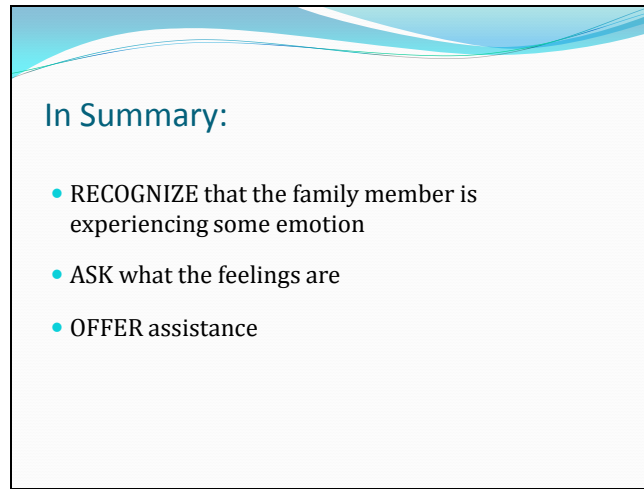
"Mr. Cohn, I'm here to take care of your wife. You look like you could use a few minutes to yourself. Would you like some time alone?"

Instructor: Read the following text to the students:

Another example of something you may say to recognize a family member's feelings:

"Mr. Cohn, I am here to take care of your wife. You look like you could use a few minutes to yourself. Would you like some time alone?"

(Notice that the caregiver offered a suggestion but didn't tell the family member what to do. Also, offering the family member a glass of water or time alone is NOT offering to fix the problem but offering comfort)

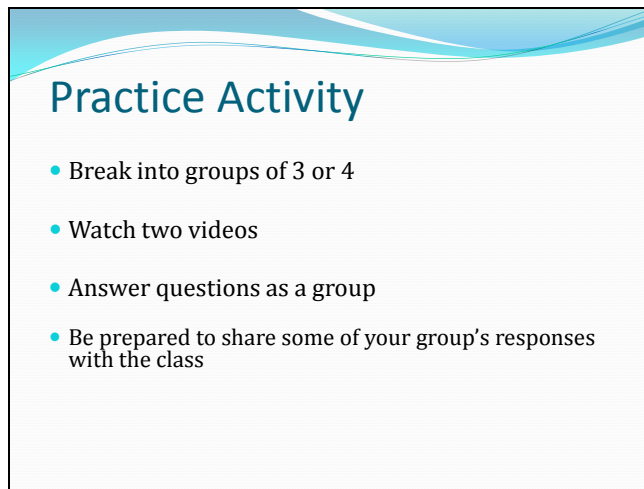
Slide 36

In Summary:

- RECOGNIZE that the family member is experiencing some emotion
- ASK what the feelings are
- OFFER assistance

Instructor: Read the following text to the students:

So, in summary, try to recognize that the family member is experiencing some emotion. It's OK to ask them what they're feeling and then offer assistance, but don't try to solve the problem.

Slide 37

Practice Activity

- Break into groups of 3 or 4
- Watch two videos
- Answer questions as a group
- Be prepared to share some of your group's responses with the class

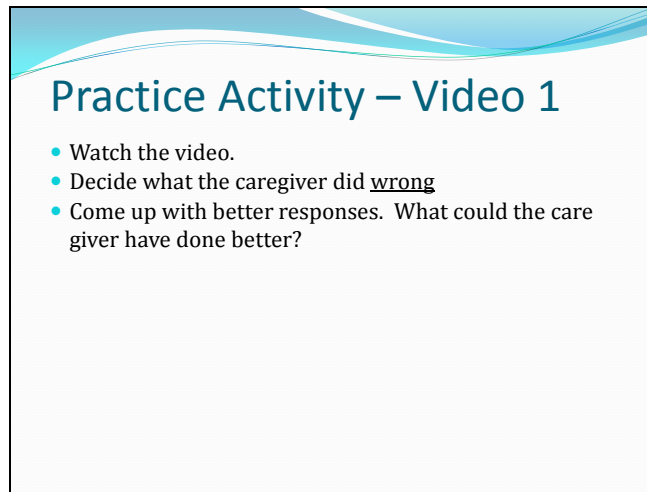
Instructor: Help participants to break into groups of 3 or 4.**Read the following text to the students:**

Now we're going to watch two short videos. Both will show that a family member is upset and showing some emotions. After you watch the videos, you'll be asked to work as a team

to answer the questions on the handout provided. Finally, each group will report back some of your responses with the class.

Instructor: Give each group a handout.

Slide 38



Practice Activity – Video 1

- Watch the video.
- Decide what the caregiver did wrong
- Come up with better responses. What could the caregiver have done better?

Technical note: check in advance to ensure that the videos play automatically upon clicking. You might need to have the video player program open in advance.

Instructor: Read the following text to the students:

As you watch the following video, pay attention to what the caregiver did wrong. Also, think about other responses that you might have used in this situation. What could the caregiver have done better in this situation?

Slide 39




Instructor Tip: You do not need to click anything to see and hear the video clip. The video clip should play automatically. If you'd like to pause the video, click inside the video frame; click the video frame again to continue. To advance to the next slide, click anywhere outside the video frame.

Instructor: After the video plays, read the following text to the students:

Now that you've watched the first video, on the handout provided, write the things the caregiver did wrong. Then, list other ways she might have responded. Specifically, what could the caregiver have done better?

Slide 40

Discussion



- Decide what the caregiver did wrong
- What could the caregiver have done better?

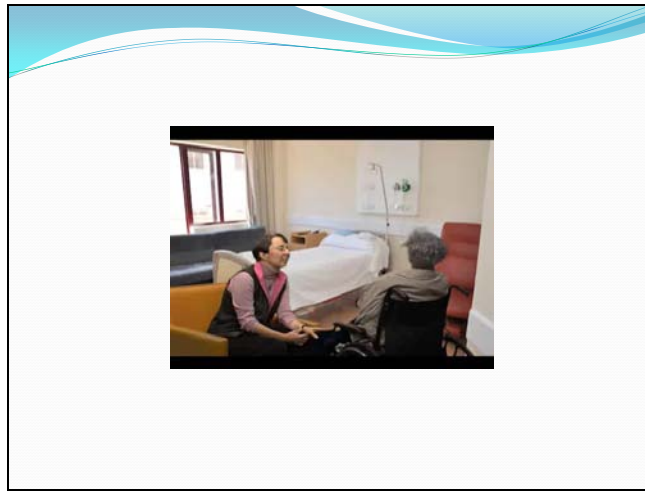
Instructor: Lead a discussion about the participant responses.

Share examples of what you observed while the pairs were practicing.

Instructor: Read the following text to the students:

As you watch the second video, pay attention to what the caregiver did right. Also, think about other responses that you might have used in this situation. What other responses might be helpful?

Slide 41




Instructor Tip: *You do not need to click anything to see and hear the video clip. The video clip should play automatically. If you'd like to pause the video, click inside the video frame; click the video frame again to continue. To advance to the next slide, click anywhere outside the video frame.*

Instructor: After the video plays, read the following text to the students:

Now that you've watched the second video, on the handout provided, write the things the caregiver did right. Then, list additional appropriate responses. What else could you do when working with a family member who is upset?

Slide 42



Discussion

- Decide what the caregiver did right
- What could the care giver have done better?

Instructor: Lead a discussion about the participant responses.

Share examples of what you observed while the pairs were practicing.

Slide 43

What You Have Learned

You have learned to:

- Explain why it's important to understand the emotional reactions of the patient's family members
- Describe the various emotional reactions that patient's family members may have
- Identify *inappropriate* responses to family members when they are upset
- Identify *appropriate* responses to family members when they are upset

Instructor: Read the following text to the students:

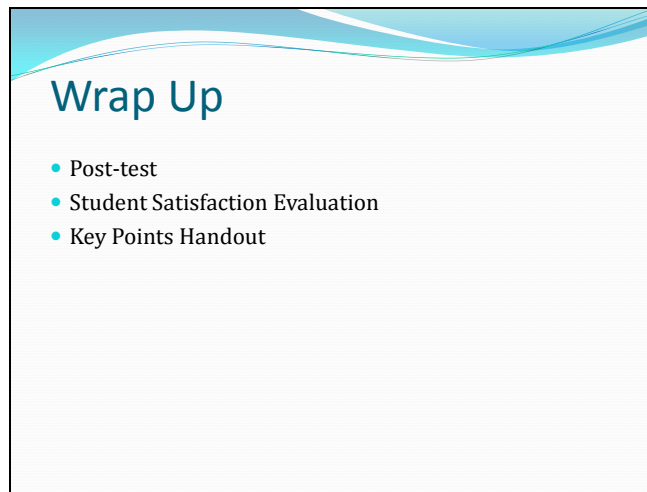
In this module, you have learned to:

- Explain why it's important to understand the emotional reactions of patient's family members
- Describe the various emotional reactions that patient's family members may have

- Identify inappropriate and appropriate responses to family members when they are upset

Try to use the skills we've practiced when you are working. Notice how family members respond more positively when you have taken the time to do these simple things.

Slide 44

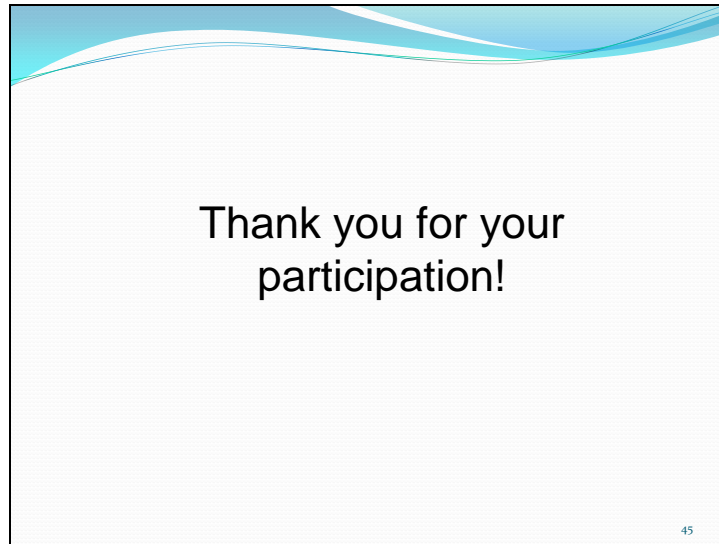


Instructor: Hand out the post test 10 minutes before the end of class, and collect them as each participant finishes.

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

Hand out Key Points Handout (When a Family Member is Upset)

Slide 45



Instructor: Thank the class for their attention, time and participation.

Appendices

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



Understanding and Responding to Emotional Reactions of Family Members —Module 3

Practice Activity

Together with your group, discuss and write your responses to the videos.

Video 1

List some things that the caregiver did <u>wrong</u>	What could the caregiver have done better?
-------------------------------------------------------------	---------------------------------------------------

Video 2

List some things that the caregiver did <u>right</u>	What else could you do when working with a family member who is upset?
-------------------------------------------------------------	-------------------------------------------------------------------------------

When a Family Member is Upset

DO:

- RECOGNIZE that the family member is experiencing some emotion
- ASK what the feelings are
- OFFER assistance

DON'T:

- Don't ASSUME you know how the family member feels
- Don't talk about your own RELIGIOUS BELIEFS
- Don't offer to FIX the problem if you can't help
- Don't tell them NOT TO FEEL that way

Cuando un Miembro de la Familia Esté Alterado

QUÉ HACER:

- RECONOZCA que el miembro de la familia está experimentando alguna emoción
- PREGUNTE qué es lo que siente
- OFREZCA ayuda

QUÉ NO HACER:

- No ASUMA saber cómo se siente el miembro de la familia
- No hable acerca de sus propias CREENCIAS RELIGIOSAS
- No ofrezca ARREGLAR el problema si usted no puede ayudar
- No le diga que NO TIENE QUE SENTIRSE así

Kapag Sumama ang Loob ng Kamag-anak

DAPAT:

- PANSININ na nakakaramdam ng emosyon ang kamag-anak
- ITANONG kung ano ang nararamdaman
- MAG-ALOK ng tulong

HUWAG:

- Huwag ISIPIN na alam niyo kung ano ang nararamdaman ng kamag-anak
- Huwag pag-usapan ang inyong paniniwala tungkol sa RELIHIYON
- Kung hindi ka makatulong, huwag sabihin na AAYUSIN niyo ang problema
- Huwag magsabi na HINDI DAPAT MAGDAMDAM sila ng ganyan

Module 3: Understanding and Responding to Emotional Reactions of Family Members

Test

1. What are some emotions that family members experience?
 - a. sadness
 - b. guilt
 - c. frustration
 - d. relief
 - e. all of the above

2. What are things that you should do when you see a family member is upset?
 - a. Tell them to stop feeling that way
 - b. Ask what emotion they are feeling
 - c. Tell them you will fix the problem
 - d. Ask them if you can pray for the patient

3. What is something that can get you in trouble when a family member is upset?
 - a. Blame the problem on someone else
 - b. Recognize that they are upset
 - c. Ask them what is wrong
 - d. Explain why the patient is having a bad day

4. What can make it MORE difficult for you to manage when a family member is upset?
 - a. Ask what the problem is
 - b. Explain what your job is
 - c. Get defensive and worry that you did something wrong
 - d. Try to understand how they feel

5. Which statement is MOST true?
 - a. When a family member is upset you can easily tell what they are feeling.
 - b. Family members have only one emotion at a time
 - c. When a family member is upset, you should worry that you did something wrong.
 - d. When a family member is upset, you should try not to be defensive
 - e. When a family member is upset, it is your fault

Module 3: Understanding and Responding to Emotional Reactions of Family Members

Instructor Answer Key

1. What are some emotions that family members experience?
 - a. sadness
 - b. guilt
 - c. frustration
 - d. relief
 - e. all of the above
2. What are things that you should do when you see a family member is upset?
 - a. Tell them to stop feeling that way
 - b. Ask what emotion they are feeling
 - c. Tell them you will fix the problem
 - d. Ask them if you can pray for the patient
3. What is something that can get you in trouble when a family member is upset?
 - a. Blame the problem on someone else
 - b. Recognize that they are upset
 - c. Ask them what is wrong
 - d. Explain why the patient is having a bad day
4. What can make it MORE difficult for you to manage when a family member is upset?
 - a. Ask what the problem is
 - b. Explain what your job is
 - c. Get defensive and worry that you did something wrong
 - d. Try to understand how they feel
5. Which statement is MOST true?
 - a. When a family member is upset you can easily tell what they are feeling.
 - b. Family members have only one emotion at a time
 - c. When a family member is upset, you should worry that you did something wrong.
 - d. When a family member is upset, you should try not to be defensive
 - e. When a family member is upset, it is your fault

Participant Course Evaluation
Module Three: Understanding and Responding to Emotional Reactions
of 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:

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.

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.

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.

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.

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