

# Direct Care Workers Training

## Instructor Manual – Module 4 Understanding and Responding to Family Members When They Are Angry

### I. Goal

The goal of this module is to help the direct care worker understand and respond to family members when they are angry.

### 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 angry emotional reactions of family members
- Identify *inappropriate* responses to family members when they are angry
- Identify *appropriate* responses to family members when they are angry
- Identify ways to respond to family members when they want something from you that you cannot provide

#### 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**

<b>Activities</b>	<b>Methods</b>	<b>Supplies</b>	<b>Time (Minutes)</b>
Intro Video (slides 1-14)	Video projection	Laptop, projector	6
Caregiver and Family Member Reflections (slides 15-16)	MP3 Files	Computer	4
Experiential activity (slide 17)	Large group exercise/sound bytes	Flip chart, markers	10
Content slides (slides 18-27)	PowerPoint	Laptop, projector	20
Practice activity (2 videos) (slides 29-35)	Pair work	Practice Activity Worksheet	15
Review, wrap up and post-test (slides 36-38)	Multiple choice test	Paper-based test, pens or pencils	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.

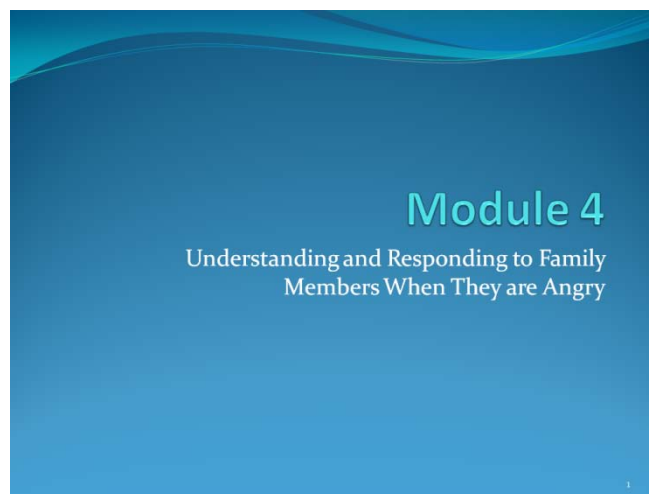
**VI. Advance Preparation**

- 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

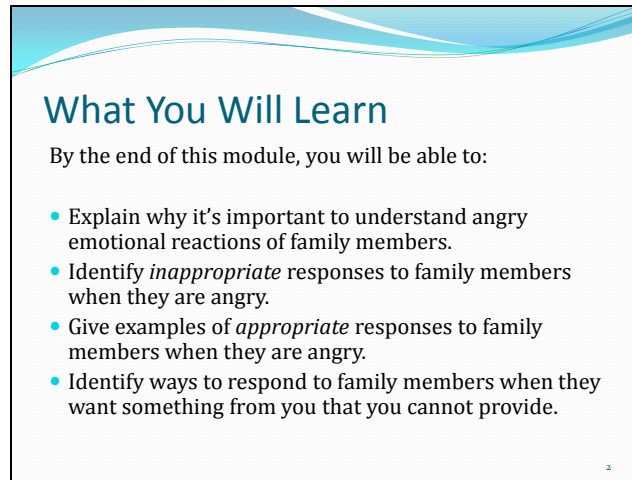
## VII. Instruction

### Slide 1



*Prepared by University of California, Irvine, Program in Geriatrics for The SCAN Foundation  
For additional free downloadable training resources, visit  
<http://www.thescanfoundation.org/grants-rfps/direct-care-workforce>*

## Slide 2



**What You Will Learn**

By the end of this module, you will be able to:

- Explain why it's important to understand angry emotional reactions of family members.
- Identify *inappropriate* responses to family members when they are angry.
- Give examples of *appropriate* responses to family members when they are angry.
- Identify ways to respond to family members when they want something from you that you cannot provide.

2

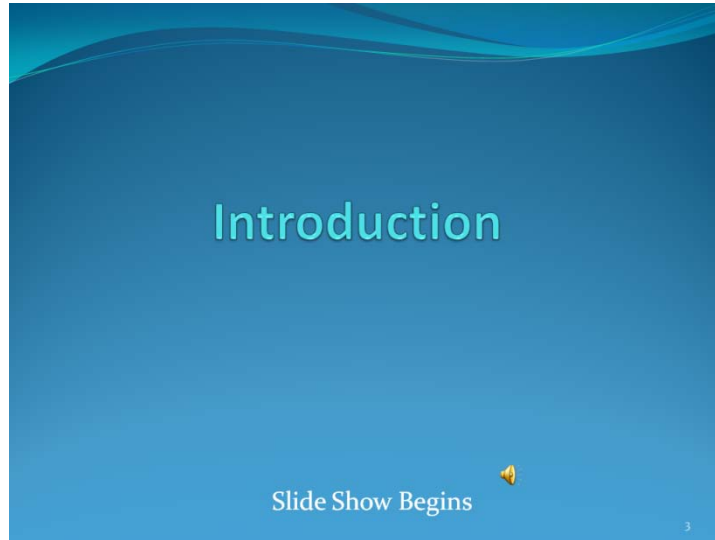
**Instructor: Read the following text to the students:**

Hello, and welcome to the fourth 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 angry emotional reactions of family members
- Identify inappropriate responses to family members when they are angry
- Give examples of responses to family members when they are angry
- Identify ways to respond to family members when they want something from you that you cannot provide

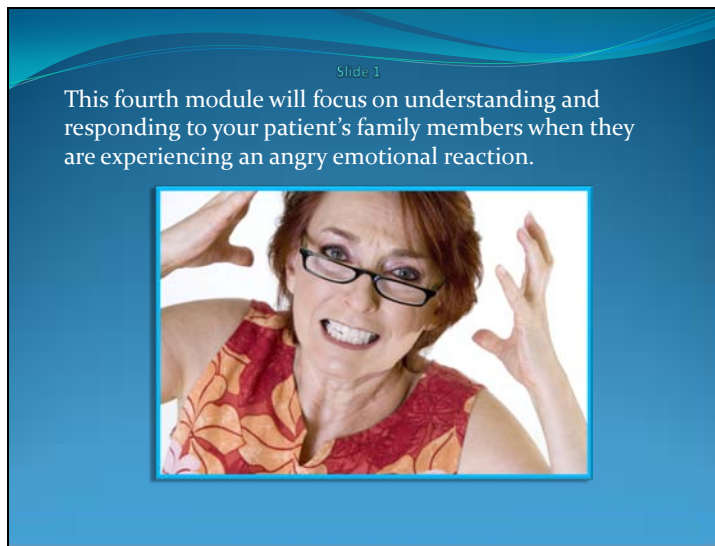
**Instructor note:** This module will deal in part with the issue of family members asking the caregiver for help or information that is inappropriate for the caregiver to provide, such as making changes to medications or care plans. Prior to presenting this module, be sure you are familiar with the facility or agency's policy on these issues so you can address questions from participants.

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 15.***


Slide 4



Slide 5

Slide 2

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

A photograph of three healthcare workers, two women and one man, standing together and smiling. They are wearing light blue, pink, and maroon scrubs. The background is a plain, light-colored wall.

Slide 6

Slide 3


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

A photograph showing a caregiver in a patterned hospital gown sitting on the edge of a hospital bed, holding the hand of an elderly patient lying in the bed. The patient is looking towards the caregiver. The room has a white headboard and a window in the background.

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.

A photograph showing a healthcare worker in a white uniform assisting an elderly patient seated at a table. The worker is leaning over the table, and the patient is eating. Another elderly person is visible in the background at the same table. The setting appears to be a dining area in a care facility.

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.

A photograph showing a healthcare worker in a white uniform sitting at a table and talking to an elderly patient. The patient is wearing a pink shirt and looking down at something on the table. The setting appears to be a room in a care facility.

Slide 9

Slide 6


I'm sure you have all been in a situation when your patient's family member appeared to be angry or wanted something from you that you could not provide.



Slide 10

Slide 7

It is difficult to know what to say or what to do when this happens.






Slide 11

Slide 8


Sometimes caregivers avoid the issue by just focusing on the patient and their work and ignoring the angry emotions.

A photograph showing a healthcare worker in a light green scrub top in the foreground, looking towards the camera with a neutral expression. In the background, an elderly patient is lying in a hospital bed, looking towards the healthcare worker. The setting is a hospital room with medical equipment visible.

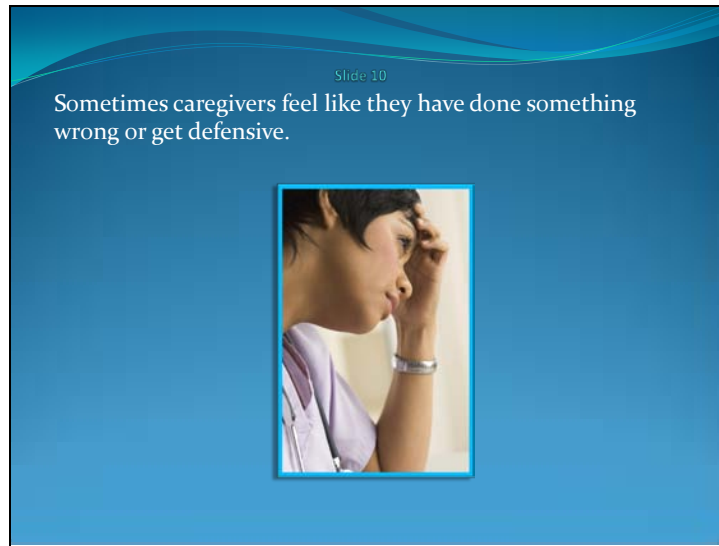
Slide 12

Slide 9

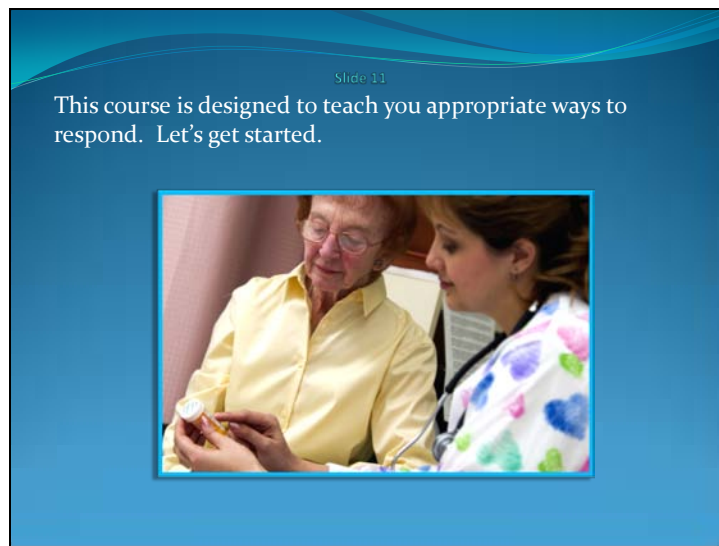
Sometimes caregivers try to respond but don't really know what to say.

A photograph showing a healthcare worker in blue scrubs with a stethoscope around her neck in the foreground, looking towards the camera with a serious expression. In the background, an elderly patient is lying in a hospital bed, looking towards the healthcare worker. The setting is a hospital room with medical equipment visible.

Slide 13

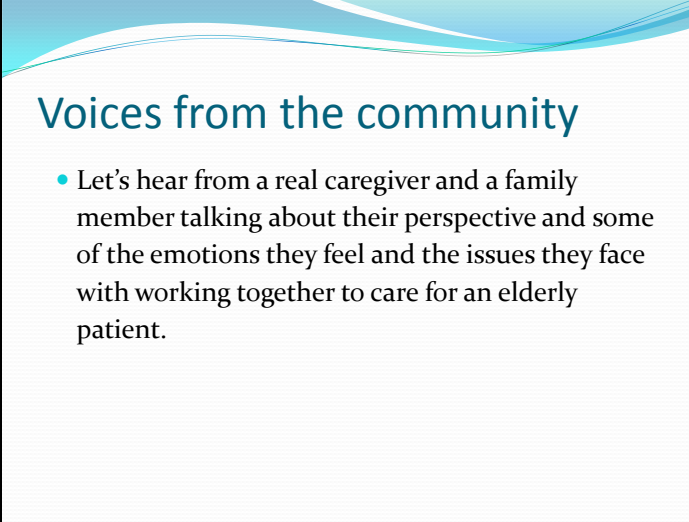


Slide 14



So, why is it important to understand and talk about angry emotional reactions of family members? Listen to these quotes from an actual care provider and an actual family member, because it may help you understand what it feels like for them.

## Slide 15



**Voices from the community**

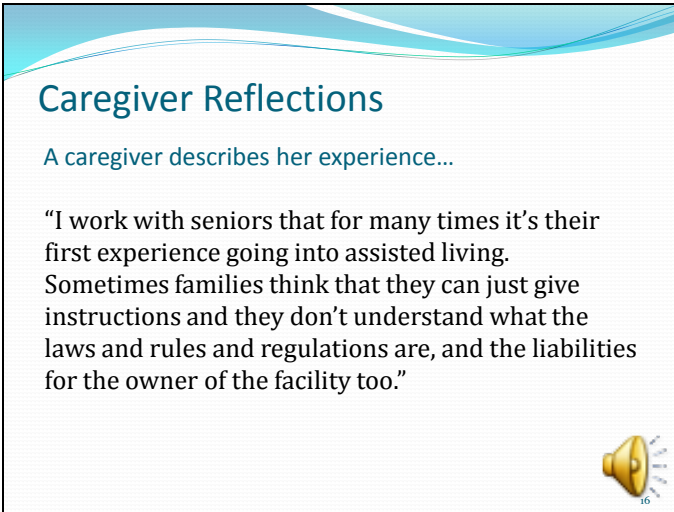
- Let's hear from a real caregiver and a family member talking about their perspective and some of the emotions they feel and the issues they face with working together to care for an elderly patient.

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

Let's hear from a real caregiver and a family member talking about some of the emotions they feel. The caregiver and family member describe some of the issues they face with working together to care for an elderly patient.

***Instructor Tip:*** The audio clips for Slides 16-17 will play automatically when you advance each slide.


## Slide 16



**Caregiver Reflections**

A caregiver describes her experience...

"I work with seniors that for many times it's their first experience going into assisted living. Sometimes families think that they can just give instructions and they don't understand what the laws and rules and regulations are, and the liabilities for the owner of the facility too."

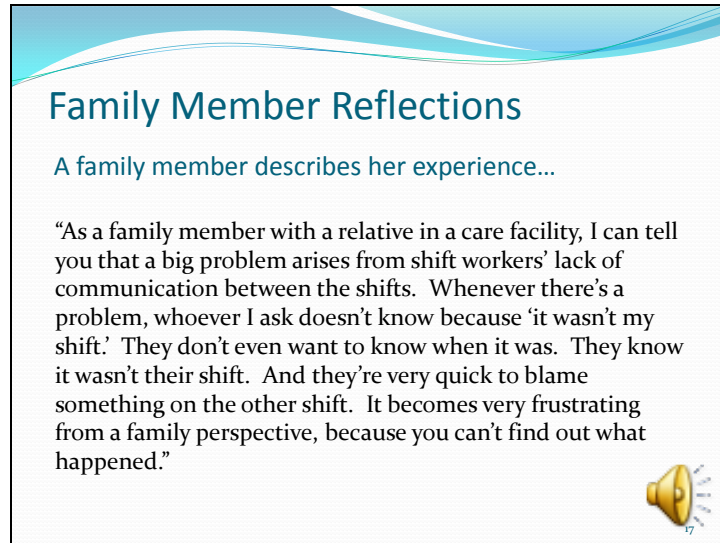


**Tip for the Instructor: The audio clip will play automatically.**

{Transcription of sound clip:}

“I work with seniors that for many times it’s their first experience going into assisted living. Sometimes families think that they can just give instructions and they don’t understand what the laws and rules and regulations are, and the liabilities for the owner of the facility too.”


### Slide 17



## Family Member Reflections

A family member describes her experience...

“As a family member with a relative in a care facility, I can tell you that a big problem arises from shift workers’ lack of communication between the shifts. Whenever there’s a problem, whoever I ask doesn’t know because ‘it wasn’t my shift.’ They don’t even want to know when it was. They know it wasn’t their shift. And they’re very quick to blame something on the other shift. It becomes very frustrating from a family perspective, because you can’t find out what happened.”



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

{Transcription of sound clip:}

“As a family member with a relative in a care facility, I can tell you that a big problem arises from shift workers’ lack of communication between the shifts. Whenever there’s a problem, whoever I ask doesn’t know because ‘it wasn’t my shift.’ They don’t even want to know when it was. They know it wasn’t their shift. And they’re very quick to blame something on the other shift. It becomes very frustrating from a family perspective, because you can’t find out what happened.”

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

*Answers might include:*

- *Family members might be making wrong assumptions because they do not understand the rules and regulations.*
- *Families might feel frustrated because they don’t understand what is and what isn’t allowed.*
- *Care providers might feel frustrated when family members might ask for inappropriate services.*

- Family members might feel upset when they ask a staff member for information and they don't know the answer.
- Family members might feel frustrated when someone from one shift doesn't know what happened on another shift.
- Family members might feel anxious because they can't get information about what's happening with the patient.

**Slide 18**

### Experiential Activity

Why do family members feel angry?

- Think about times when you encountered an angry family member while taking care of a patient. Or, think of a time when you got angry when someone else was caring for someone that you love
- Why do you think the family member was so angry?
- What emotional reaction did this provoke in you?
- Did the family member want you to do something that you couldn't or shouldn't do?

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

Let's get an idea about why family members may feel angry and show this to you as you do your job. You have lots of experience and likely have encountered an angry family member on the job. Let's hear about your experiences. Work together in pairs for the next few minutes and recall experiences on the job that relate to angry family members.

- Think about times when you encountered an angry family member while taking care of a patient.
- Why do you think the family member was so angry?
- What emotional reaction did this provoke in you?
- Did the family member want you to do something that you couldn't or shouldn't do?

**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. The outcome should include at least the following:

Why do family members feel angry?

- Patient's illness disrupting their activities
- Struggle to pay for patient's care needs

- Unrealistic expectations of the staff, facility, or agency
- Unrealistic expectations of the patient
- Don't understand symptoms of confusion/dementia
- Frustration with trying to navigate the healthcare system
- Other...

What emotions do caregivers feel when family members are angry?

- Angry that they don't treat you well
- Afraid they will complain to supervisor about you
- Afraid they think you have done something wrong
- Other...

What are some things that family members ask you to do that you can't or shouldn't do

- Questions about medications
- Come to the room immediately when call light is on
- Do more or less for the patient while helping with ADL's
- Other...

## Slide 19

What Can You Do When a Family Member Appears Angry?

If a family member doesn't tell you, ASK what the problem is, offer appropriate assistance, and try to deal with it the best you can.

19

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

What happens if you notice that a family member is angry? This is probably the most difficult emotion for caregivers to deal with. Often caregivers feel defensive and afraid when family members are angry. Here are some ways to get past your own feelings so you can help).

If they don't tell you what's wrong, then ASK them what the problem is. Then, try to deal with it the best way you can. (Remember that sometimes family members may express

their anger at one thing when the problem is really due to something else entirely. You just can't be sure what the real problem is. You can only deal with what's happening right now).

**Slide 20**

**What Can You Do When a Family Member Appears Angry?**

**Problem:**  
Mrs. Butler is your patient and you walk in while her husband is yelling at her to stop asking the same question over and over.



20

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

Here's a problem you may face.

Mrs. Butler is your patient and you walk in while her husband is yelling at her to stop asking the same question over and over.

## Slide 21

What Can You Do When a Family Member Appears Angry?

**What you can say:**

“I can see you are upset. I know it can be really frustrating but I may be able to help. This is something we deal with all the time.”

21


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

Here’s something you could say to help.

“I can see you are upset. I know it can be really frustrating but I may be able to help. This is something we deal with all the time.”

## Slide 22

What Can You Do When a Family Member Appears Angry?



**Problem:**

Mr. Kramer is visiting his wife. When you walk in, he says (in an angry voice), “I pushed the call light 10 minutes ago! She needs some help!”

22

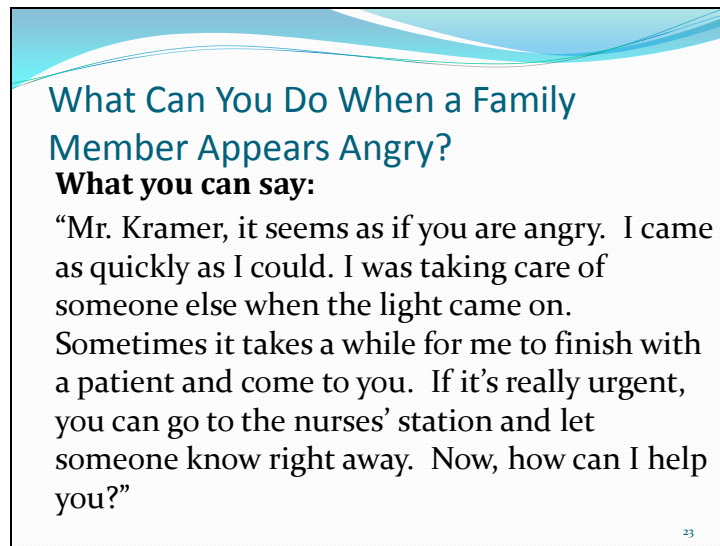


**Instructor: Read the following text to the students.**

Here's another problem you may encounter.

Mr. Kramer is visiting his wife. When you walk in, he says (in an angry voice), "I pushed the call light 10 minutes ago!. She needs some help!" (Give participants a chance to think about an answer before moving to the next slide).

### Slide 23

A rectangular box with a light blue wavy header and a white background. The text inside is centered and reads: "What Can You Do When a Family Member Appears Angry? What you can say: 'Mr. Kramer, it seems as if you are angry. I came as quickly as I could. I was taking care of someone else when the light came on. Sometimes it takes a while for me to finish with a patient and come to you. If it's really urgent, you can go to the nurses' station and let someone know right away. Now, how can I help you?'" A small number "23" is in the bottom right corner of the box.

**What Can You Do When a Family Member Appears Angry?**  
**What you can say:**  
"Mr. Kramer, it seems as if you are angry. I came as quickly as I could. I was taking care of someone else when the light came on. Sometimes it takes a while for me to finish with a patient and come to you. If it's really urgent, you can go to the nurses' station and let someone know right away. Now, how can I help you?"

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

Here's what you can say to help.


"Mr. Kramer, it seems as if you are angry. I came as quickly as I could. I was taking care of someone else when the light came on. Sometimes it takes a while for me to finish with a patient and come to you. If it's really urgent, you can go to the nurses' station and let someone know right away. Now, how can I help you?"

## Slide 24

**What Can You Do When a Family Member Appears Angry?**

**Problem:** Johnetta is providing care for Mr. Everett when his wife comes in to visit. She yells at Johnetta to stop changing his clothes because Mr. Everett can do it himself.

Johnetta knows that Mr. Everett is a fall risk and cannot safely dress himself without help. What should Johnetta say?



24

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

Here's another problem you may encounter:

Johnetta is providing care for Mr. Everett when his wife comes in to visit. She yells at Johnetta to stop changing his clothes because Mr. Everett can do it himself. Johnetta knows that Mr. Everett is a fall risk and cannot safely dress himself without help. What should Johnetta say?

## Slide 25

**What Can You Do When a Family Member Appears Angry?**

**What Johnetta Could Say:** “Mrs. Everett, you seem to be upset. I know it’s important that Mr. Everett do as much for himself as he can, but right now, it is not safe for him to dress himself without help because he could fall. I will make sure I let him do all the parts by himself that are safe. The other parts I will have to help with. I hope you understand.”

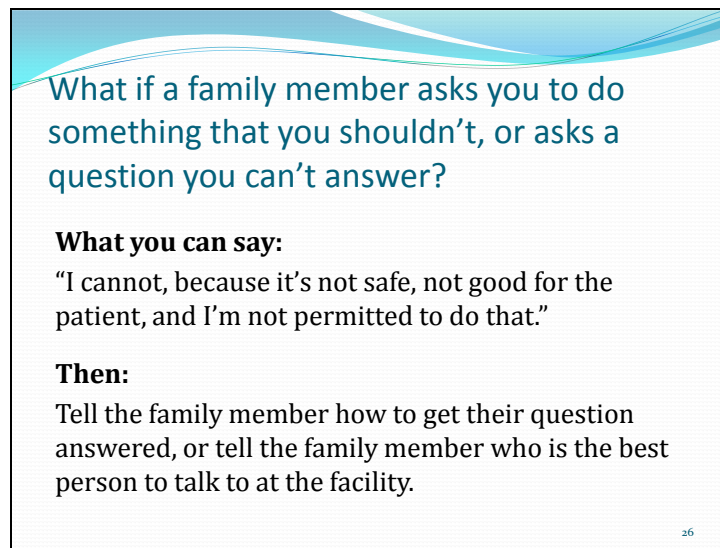
25

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

Here's what you can say to help.

"Mrs. Everett, you seem to be upset. I know it's important that Mr. Everett do as much for himself as he can, but right now, it is not safe for him to dress himself without help because he could fall. I will make sure I let him do all the parts by himself that are safe. The other parts I will have to help with. I hope you understand"

### Slide 26

A rectangular box with a light blue wavy header and a white background. The text inside is in a blue sans-serif font. The text reads: "What if a family member asks you to do something that you shouldn't, or asks a question you can't answer?" followed by "What you can say:" and a quote: "I cannot, because it's not safe, not good for the patient, and I'm not permitted to do that." Then "Then:" followed by "Tell the family member how to get their question answered, or tell the family member who is the best person to talk to at the facility." A small number "26" is in the bottom right corner.

What if a family member asks you to do something that you shouldn't, or asks a question you can't answer?

**What you can say:**  
"I cannot, because it's not safe, not good for the patient, and I'm not permitted to do that."

**Then:**  
Tell the family member how to get their question answered, or tell the family member who is the best person to talk to at the facility.


26

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

But what if a family member isn't upset, but asks you to do something that you shouldn't, or asks you a question you cannot answer? (Ask participants to think about situations they have had that may fit this problem).

## Slide 27

What if a family member asks you to do something that you shouldn't, or asks a question you can't answer?

A magnifying glass with a silver handle and a wooden frame is positioned over a small white pill bottle. The bottle has a red cap and a label that says "TAKEN DAILY". The magnifying glass is held at an angle, focusing on the bottle. The background is a light blue gradient with a white wave-like pattern at the top.

**Problem:**  
Mrs. Holmes' son is visiting and tells you that she getting too much medication and it's making her too sleepy. Her son is angry and taking it out on you.

27

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

Here's another problem you may encounter.

Mrs. Holmes' son is visiting and tells you that she getting too much medication and it's making her too sleepy. Her son is angry and taking it out on you. (This is a common problem for caregivers – questions about medications. It's very important that you learn what to say to family).

## Slide 28

What if a family member asks you to do something that you shouldn't, or asks a question you can't answer?

**What you can say:**  
"Mr. Holmes, you seem to be really upset and I can see this is important to you. I don't determine your mother's medication and I can't change it. May I bring you to the nurses station so you can talk with your mother's nurse about the medication?"

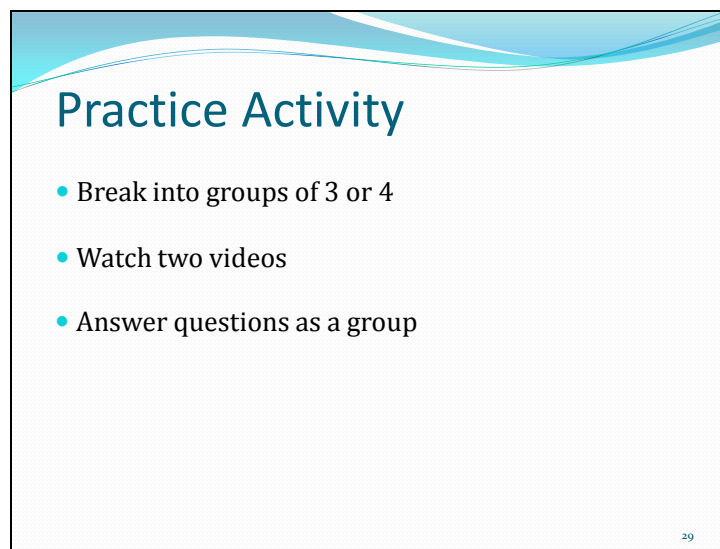
28

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

Here's what you can say to help.

“Mr. Holmes, you seem to be really upset and I can see this is important to you. I don't determine your mother's medication and I can't change it. May I bring you to the nurses station so you can talk with your mother's nurse about the medication?” (Notice that the caregiver recognized the son's feelings and that it is important. The caregiver is not defensive but offers to help the son find an answer to his problem, but doesn't try to fix the problem).

**Slide 29**



The slide features a light blue wavy header at the top. Below the header, the title "Practice Activity" is written in a large, blue, sans-serif font. Underneath the title, there is a bulleted list with three items, each preceded by a blue circular bullet point. The items are: "Break into groups of 3 or 4", "Watch two videos", and "Answer questions as a group". In the bottom right corner of the slide, there is a small number "29".

**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:**

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

**Instructor: Give each group a handout.**

## Slide 30

### Practice Activity – Video 1

- Watch the video.
- Decide what the caregiver did that was **inappropriate, or not professional**
- Come up with better responses. What could the care giver have done better?

30

Watch the first video, and on the handout provided, write the things the caregiver did **wrong or inappropriately**. Then, list better responses. Specifically, what could the caregiver have done better?

## Slide 31



31


***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 watching the video clip, 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 better responses. Specifically, what could the caregiver have done better?

### Slide 32

## Discussion



- Decide what the caregiver did that was inappropriate or unprofessional
- 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 33

## Practice Activity – Video 2

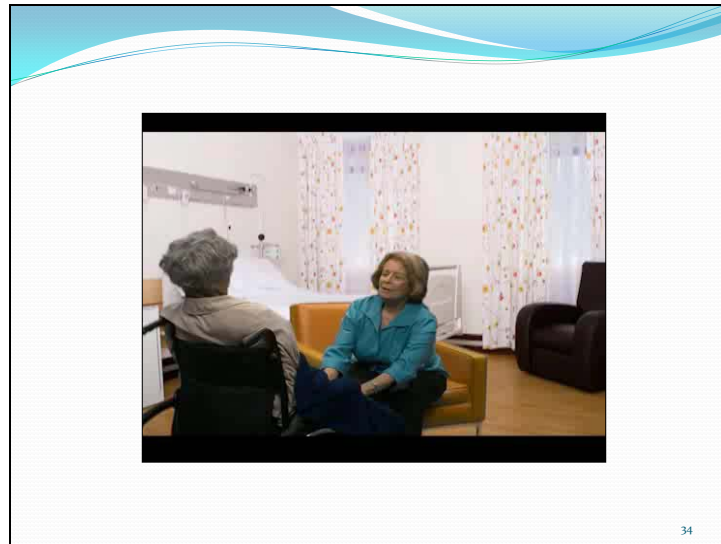
- Watch the video.
- Decide what the caregiver did that was appropriate, or professional
- Come up with better responses. What could the care giver have done better?

33

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

Now watch the second video, and on the handout provided, note the things the caregiver did **right or appropriately**. Then, list additional responses that you might have used in this situation. What other things could the caregiver have done right in this situation?

**Slide 34**



***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:** 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 **well**. Then, list **better** responses. Specifically, what could the caregiver have done better?



## Slide 35

## Discussion



- Decide what the caregiver did that was inappropriate or unprofessional
- 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 36

## What You Have Learned

You have learned:

- Why it's important to understand angry emotional reactions of family members.
- Inappropriate responses to family members when they are angry.
- Appropriate responses to family members when they are angry.
- Ways to respond to family members when they want something from you that you cannot provide.

36

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

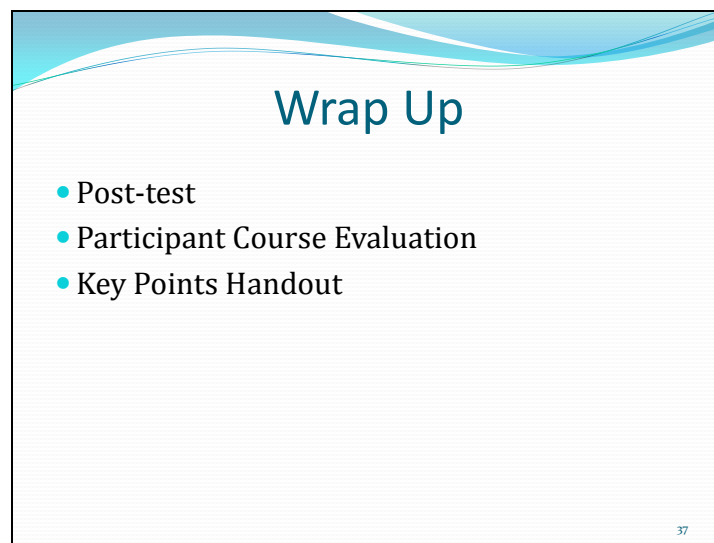
You have completed the fourth and final module in this Direct Care Worker continuing education training course.

In this module, you learned why it is so important to understand angry emotional reactions from family members. You've learned appropriate and inappropriate responses to their anger, as well as ways to respond when the family members want something from you that you cannot provide.

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.

### Slide 37

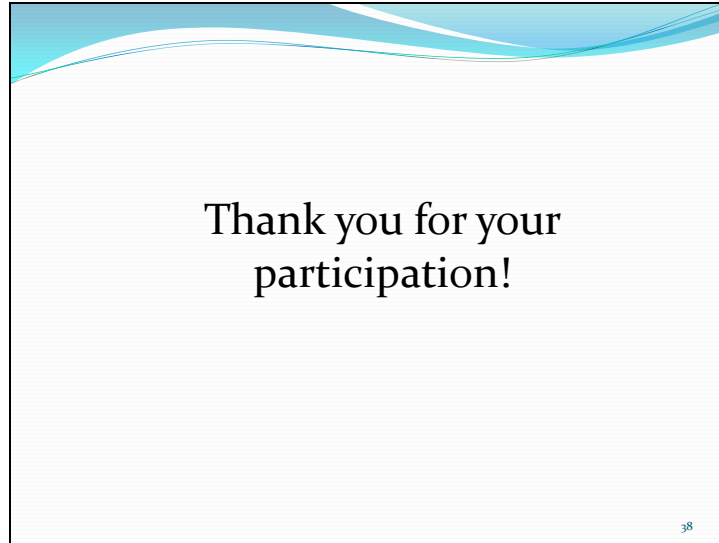


**Hand out the post test 10 minutes before the end of class, and collect them as each participant finishes.**

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

**Hand out the Key Points Handout (When a Family Member is Angry)**

Slide 38



## **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



## **Understanding and Responding to Family Members When They Are Angry —Module 4 *Practice Activity***

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

### **Video 1**

<b>List some things that the caregiver did that were inappropriate or unprofessional?</b>	<b>What could the caregiver have done better?</b>
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### **Video 2**

<b>List some things that the caregiver did that were appropriate or professional?</b>	<b>What else could you do when working with an angry family member?</b>
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# When a Family Member is Angry

DO:

- RECOGNIZE that the family member is experiencing some emotion
- ASK what the feelings are
- OFFER assistance if you can provide it

If it's not appropriate for you to help with this matter:

- TELL them why (briefly)
- REFER them to someone who can help

# Cuando un Miembro de la Familia Está Enfadado

## QUÉ HACER:

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

Si no es conveniente que usted ayude con este asunto:

- DÍGALE por qué (brevemente)
- REFIÉRALE a alguien que pueda ayudar

# 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 4: Understanding and Responding to Family Members When They Are Angry**

### **Participant Post Test**

1. What should you do when a family member is angry at you?
  - a. Tell them you are doing the best you can
  - b. Ask what the problem is
  - c. Tell them to go to a supervisor right away
  - d. Pretend that nothing is wrong
  
2. When a family member is angry it ALWAYS means
  - a. That they are angry at you
  - b. You cannot know unless you ask what is wrong
  - c. That they are worried about the care the patient is getting
  - d. That they are having a bad day and will get over it
  
3. What are some difficult emotions you may feel when a family member is angry?
  - a. You may feel angry too
  - b. You may feel afraid that you did something wrong
  - c. You may feel afraid that you will get in trouble
  - d. You may feel like you have to do everything you can to make them happy
  - e. All of the above
  
4. What is the FIRST thing you should do when a family member is angry?
  - a. Go about your work and hope that they relax
  - b. Stand up for yourself and tell them to stop yelling at you
  - c. Recognize their feelings and ask what is wrong
  - d. Call your supervisor and complain that you cannot do your job
  
5. When a family member is angry, you should try to fix the problem
  - a. Even if you know you really shouldn't
  - b. Only if it is something that you are trained to do and is in the patient's care plan
  - c. Even if it makes the patient upset
  - d. Only if you really feel like it

## Module 4: Understanding and Responding to Family Members When They Are Angry

### Instructor Answer Key

1. What should you do when a family member is angry at you?
  - e. Tell them you are doing the best you can
  - f. Ask what the problem is**
  - g. Tell them to go to a supervisor right away
  - h. Pretend that nothing is wrong
2. When a family member is angry it ALWAYS means
  - e. That they are angry at you
  - f. You cannot know unless you ask what is wrong**
  - g. That they are worried about the care the patient is getting
  - h. That they are having a bad day and will get over it
3. What are some difficult emotions you may feel when a family member is angry?
  - f. You may feel angry too
  - g. You may feel afraid that you did something wrong
  - h. You may feel afraid that you will get in trouble
  - i. You may feel like you have to do everything you can to make them happy
  - j. All of the above**
4. What is the FIRST thing you should do when a family member is angry?
  - e. Go about your work and hope that they relax
  - f. Stand up for yourself and tell them to stop yelling at you
  - g. Recognize their feelings and ask what is wrong**
  - h. Call your supervisor and complain that you cannot do your job
5. When a family member is angry, you should try to fix the problem
  - e. Even if you know you really shouldn't
  - f. Only if it is something that you are trained to do and is in the patient's care plan**
  - g. Even if it makes the patient upset
  - h. Only if you really feel like it

## Participant Course Evaluation

### Module Four: Understanding and Responding to Family Members When They Are Angry

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.

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](http://www.som.uci.edu/geriatrics) and [www.centeronelderabuse.org](http://www.centeronelderabuse.org)

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