

# Consumer-Directed Training Series

REFERENCE MANUAL



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# Session One: Introduction and Overview

Welcome to the Consumer-Directed Training series, an innovative training program designed specifically for consumers who direct their own care in their own homes. In keeping with the philosophy of the Independent Living Movement, this training will help you, the consumer, make informed choices and take control of your service delivery. This series was developed in partnership with a focus group of self-directing consumers with many years of experience as employers.

The Consumer-Directed Training series is designed to enhance the consumer/attendant relationship by teaching consumers how to be effective employers and also provide essential training to their attendant employees. To reinforce this relationship, throughout the series you are referred to as the employer while your attendant is referred to as the employee. Narrated situations and real life scenarios demonstrate the skills you will need to effectively recruit, hire, train and supervise your employee and direct your own care. The training is self-paced, allowing you to start and stop within each session, as well as return to those sessions that best meet your needs and interests. This flexibility will enable you to train new employees, review material with current employees if improvements are necessary, and customize your training approach to enhance the quality of your care.

Included with the training series is a manual that builds upon the material covered in the videos. The manual includes learning objectives, discussion of the training topics, illustrations, assessments, and reference materials. The assessments and answer keys are designed to indicate training progress and reveal areas where a review of the material may be necessary. The reference material will assist you in finding additional information on the training topics and other related issues.

The Consumer-Directed Training series will enhance self-directed services and foster a successful and healthy relationship between employer and employee.

You will learn how to hire the right employee by creating a job description, recruiting and screening applicants, conducting a successful interview and ultimately making the decision to hire your employee.

You will learn how to provide orientation and training, how to build a good working relationship with your employee, and how to conduct reviews and handle disciplinary actions.

A session on understanding the disability culture and an overview of physical disabilities will provide valuable information to your employee.

To assist in developing a positive working relationship, the session devoted to effective communication discusses various types of communication and good listening skills needed for clear understanding.

The session on Home and Personal Safety focuses on the need for emergency plans, universal precautions, household safety, and fire safety and prevention.

There is a session that explains how to recognize and report physical, emotional, financial, or sexual abuse or neglect, as well as how to deal with sexual harassment.

The importance of planning well-balanced and nutritious meals is discussed, and includes information on modified diets. This session also addresses shopping, cooking and proper food storage.

The session on Basic Services highlights meeting your preferences with regard to your toileting and personal hygiene routine. Other topics covered in this session are transfers, wound care and range of motion exercises.

The importance of your employee completing tasks and meeting your needs as an employer are discussed in the session on Ancillary Services.

Your employee will receive direction on setting boundaries and respecting cultural differences.

Finally, information is presented to the employee about how to prepare for work, how to demonstrate professional and ethical behavior at work, and how to interact with the employer's agency.

The use of the Consumer-Directed Training series video and manual will give you and your employee the training needed to enhance your working relationship. You will both benefit from its insights and information. Use of this training series will add value to your services and can be expected to support the continuity of your care and promote the retention of your employees. The ultimate goal is for you to receive the best care possible by an employee who is happy and satisfied to provide that care.





# 2

## Session Two: Hiring Your Employee

*During this session, each participant will:*

1. Learn to create a job description
2. Learn about ideas for recruiting and pre-screening applicants
3. Learn to lead a successful interview
4. Be able to confidently make the decision to hire

# Learning Objective One:

## Learn to create a job description

As an employer, it is important when creating a job description that you make a realistic picture of your own needs and lifestyle to be sure your needs will be met.

Listing your needs gives a potential employee an idea of what the job requires.

### ***A job description should include:***

- ***Summary of work***
  - This will be different for each employer based on the specific service plan.
- ***Qualifications***
  - Physical requirements (e.g. ability to lift)
  - Experience
  - Personal qualities of a good employee (e.g., reliability, dependability, maturity, and trustworthiness)
  - Any other qualifications that need to be part of the job description (e.g., language requirements, valid driver's license, or access to public transportation)
- ***Responsibilities and/or duties***
  - Be as detailed as possible to avoid confusion after you hire your employee
  - Duties may include:
    - Personal tasks
    - Household tasks
    - Shopping errands
    - Transportation
    - Personal business
- ***Schedule***
  - Have your specific schedule in mind so it is clear what days and hours the applicant will be working.
  - Check availability for back-up needs.
- ***Salary***
  - Discuss hourly rate.

### **Reference Material**

See page 2-7 for a sample job description that you can adapt to your specific needs.



# Learning Objective Two:

## Learn about ideas for recruiting and pre-screening applicants

### *Before you start recruiting:*

- Have a clear understanding of what you are looking for in an employee.
- Prioritize the list of qualities you would like in an employee.
- Remember that your needs may change over time.

### *Recruiting ideas*

- Your agency can be a big help as you recruit employees.
- Advertise in the local newspaper.
- Talk with friends and family.
- Contact churches and synagogues, or use community bulletin boards.
- Contact financial aid offices at local colleges.
- Use internet employment services that do not charge a fee.



### ***The Pre-Screening Process***

- Save time during the hiring process by pre-screening your applicants through a brief phone conversation.
- Share your needs and lifestyle with the applicant.
- Give your general location so they know what sort of commute is involved.
- Provide some general information about the job. You may want to refer to a written list of job duties, schedules (hours and days), and wages, in order to give the same information to each applicant.
- Rule out applicants that don't meet your basic requirements.
- Ask the applicants questions. Some examples are:
  - Why are you interested in this kind of work?
  - What experience or training do you have?
  - If lifting and transferring are part of the position, ask if there is any reason the applicant would not be able to perform these tasks.
  - If driving is required, talk about details with the applicants.
  - Talk about the use of adaptive equipment and their experience operating it.
- Listen to what the applicants say on the phone to learn about their personalities as well as issues that might affect how well they could do the job.
- You do not have to interview everyone.
- Only schedule in-person interviews with those applicants in whom you are interested.
- If you want to prescreen all applicants before you begin to set up interviews, let all applicants know you will call them back to schedule a time to meet in person.

### ***Be Organized***

- Have your questions written down ahead of time.
- Be sure to get the applicant's name and phone number.
- Take notes or have someone take notes for you.

# Learning Objective Three:

## Learn to lead a successful interview

- Be safe.
- Set the tone of the interview.
- Be prepared with:
  - Blank application or completed application from your agency.
  - Job description.
  - Information about your disability and adaptive equipment.
  - List of questions.
  - A plan for writing down responses and taking notes.

### ***Planning the Interview Questions***

- Decide ahead of time what questions you will ask and write them out.
- Ask your interview questions in a way that will give you the information you need.
- Use the same list of questions for each applicant so you can compare their responses.

### ***During the Interview Notice "Red Flags"***

- Was the applicant late?
- Did the applicant have a poor appearance?
- Was the applicant rude?
- Did the applicant tell too much personal information?
- Was the applicant critical of another employer?
- Did the applicant begin the interview with telling you the things he/she **can't** do or all of the times he/she **can't** work?
- Did the applicant have no references?
- Did the applicant make too little or too much eye contact?
- Did the applicant state he/she really needs a job and will take anything for now?
- Did the applicant have a poor work history?

After the interview, it's a good idea to write down your impressions of the applicant right away. Note any special characteristics of the applicant.

### **Reference Material**

See page 2-8 for sample interview questions

See page 2-9 for illegal questions

See page 2-10 for interview rating form

See page 2-11 for employment reference forms

# Learning Objective Four:

## Confidently making the decision to hire

- Gather all the information you've collected on each applicant.
- Review the information.
- To narrow down your choices, think back to what you noticed during the interview.
- You may not find the "perfect" employee, but don't hire someone with whom you are uncomfortable.
- If you're still having trouble making a decision, ask for advice from people you trust.
- You may want to conduct a second interview.
- Once you decide who to hire, you or your agency needs to check the following:
  - References.
  - Criminal background checks.

### *Things to Consider*

- What was the feedback from references?
  - Were there any attendance problems?
  - Would the applicant be eligible for re-hire?
- Why did the applicant leave the previous job?
- Do your lifestyles go together?
- Trust your instincts!



# Sample Job Description

## Job Title: Assistant

### ***Summary of Major Duties and Responsibilities:***

The assistant is supervised by the Consumer/Employer and provides personal care to that person who is physically disabled. These activities include but are not limited to: bathing, dressing, grooming, toileting, and preparing meals. Other tasks are also included, but are not limited to: laundry, light housekeeping, errands, and shopping. Based on the employer's individual service plan, these services can be provided morning, afternoon, and evening, seven (7) days per week.

### ***DPW Notification:***

Assistants who receive Public Assistance must notify the Department of Public Welfare office/Case Worker of any changes in income.

### ***Qualifications:***

- Must be eighteen (18) years of age or older
- Must have the skills needed to perform the attendant care services as specified in the consumer's individual service plan
- Must have basic math, reading, and writing skills
- Must have a valid Social Security number
- Must be willing to submit to a criminal record check

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Signature

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Print Name

# Sample Interview Questions

## ***Ice Breakers***

1. Please tell me about yourself.
2. How was the traffic?
3. Do you have any interests or hobbies?
4. What do you do during your leisure time?

## ***Personal Care***

1. Is there any part of personal care you are not comfortable with?
2. How do you feel about helping me with my service plan?
3. Will you be able to bathe me?
4. Do you think it would bother you to help me with toileting?

## ***Transportation***

1. Do you have a valid driver's license?
2. How do you feel about running errands for me?
3. Can you drive? Do you have a car? Do you have access to bus/public transportation?

## ***Personal Assistant Questions***

1. Can you think of anything that will keep you from doing any part of this job?
2. Tell me about your previous work experience.
3. What were the responsibilities of the job?
4. What do you like about being a Personal Assistant?
5. Why did you leave your last job?
6. Please tell me about any experience you have giving support to someone with a disability.
7. Do you have any concerns about dogs or cats?
8. Why do you want this job?
9. Why should I hire you?
10. What interests you most about this job?
11. Would you be willing and able to fill in for other assistants in case of sickness or a schedule change?

# Questions Employers Should NOT Ask

## As an employer, it is important that you know about illegal interview questions

Federal and state laws do not allow prospective employers to ask certain questions that are not related to the job they are hiring for. You should not use questions to find out personal information.

### *Illegal Interview Questions*

Employers should NOT ask about any of the following, because it is discriminatory to not hire someone for any of these reasons:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status

For more information go to [www.about.com](http://www.about.com), and click on Job Searching/Illegal Interview Questions.

# Interview Rating Form

Applicant's Name: \_\_\_\_\_

Phone #: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

- Punctual and on time for the interview
- Dressed appropriately
- Appears dependable
- Appears trustworthy
- Appears patient
- Neat appearance
- Experienced in personal care
- Likes to clean
- Likes to cook
- Willing to learn
- Positive attitude
- Able to drive
- Goes well with my personality
- Comfortable with my service plan
- Other \_\_\_\_\_





# Session Two Assessment:

## Hiring your employee

1. It is important to write a realistic job description so you can be sure your employee's personal needs are being met.

True          False

2. Which one of the following should be included in a job description?

- a. Summary of job duties
- b. Responsibilities
- c. Qualifications
- d. All of the above

3. Before you start recruiting for an employee, you must have a clear understanding of what you are looking for, including what is open for discussion and what is not.

True          False

4. In order to save time during the hiring process, one way to rule out applicants that don't meet your basic requirements is called \_\_\_\_\_.

5. Pre-screening is a process that is conducted during a brief conversation where you share your needs, and describe job duties, wages, and schedules, including the hours and days needed. This process is done:

- a. In person
- b. Over the phone

6. It is important to schedule interviews with all the candidates you pre-screen.

True          False

7. In order to have a successful interview, it is important to be prepared. Name two important ways you, as an employer, can be prepared.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

8. During an interview, what would NOT be considered a problem?

- a. The applicant arrives late to the interview.
- b. The applicant gets a ride to the interview.
- c. The applicant is rude during the interview.
- d. The applicant has a poor appearance.

9. It is a good idea to use the same list of interview questions for each applicant so you can compare responses.

True          False

10. Asking an applicant if he or she is married is considered an "illegal interview question".

True          False



# 3

## Session Three: Being a Successful Employer

***During this session, each participant will:***

1. Learn how to orient and train employees
2. Learn how to build a good working relationship with employees
3. Learn about periodic reviews and how to handle situations that require disciplinary action
4. Learn how to terminate an employee if necessary

# Learning Objective One:

## Learn how to orient and train employees

### *Important things to remember about orientation*

- During orientation you will give your new employee a good understanding of how you wish your care to be given.
- Every employer does things differently.
- You will need to clearly explain your needs and wants to your employee.
- Share your likes and dislikes with your employee.
- Even if someone has experience, that does not mean he or she is familiar with your needs.
- As an employer you are the supervisor. This involves giving feedback, guidance and having patience.

### *Training your employee*

- Training an employee may be new to you.
- Refer to the Orientation Packet your Service Coordinator gave you when you started services.
- When you have questions, contact your Service Coordinator, who may have valuable tips to help you train your employee.
- The Center for Independent Living (CIL) may have a skills trainer who can help you with your training needs.
- Use your service plan as a checklist.

### *Steps for Orientation*

1. Make it clear that you are the supervisor.
2. Discuss your expectations and explain job duties clearly.
3. Give information about your disability.
4. Talk about security and safety issues.
  - Refer to Session Six of this manual for information on Personal Safety
5. If possible, give a full tour of your home. Show where you keep supplies and equipment.
6. Talk about your expectations.
  - Explain job duties as they relate to the service plan.
  - Set boundaries. Make rules regarding:
    - Use of personal items
    - Your privacy needs and concerns, such as making personal phone calls or knocking on your bedroom door if it is closed

- Explain the importance of confidentiality.
    - Refer to Session 11 on Respecting Cultures and Boundaries for more information.
  - Stress being on time and maintaining good attendance.
  - Talk about using household items and how to use your appliances.
7. Make a back-up plan.
- Even the best employees may get sick or have family emergencies. At orientation, talk about your back-up plan with your employee.
  - Ask family members or friends ahead of time if they would be able to help with back-up services. Be sure to explain your needs to them in case you must call them.



# Learning Objective Two:

## Learn how to build a good working relationship with employees

Good supervision and management are very important. This will help employees do their best, maintain a good attitude, stay at the job and be satisfied.

Effective employers build a work environment that will bring out the best in their employees. Successful employers have good communication skills. There is an entire training session on this topic.

- Refer to Effective Communication, Session Five of the training series.

### ***Tips for a positive work environment***

- Praise employees
  - Express appreciation
  - Talk about work well done
  - Be kind, fair, and respectful to employees
  - Offer helpful criticism when needed
    - Be open
    - Be honest
    - Criticize the action not the person
- Refer back to the session on Being a Successful Employer where Maria and Betty discuss performance issues.



# Learning Objective Three:

## Learn about periodic reviews and how to handle situations that require disciplinary action

Periodic reviews are a great way to help build the employee's confidence by talking about the many helpful things he/she does for you. It also gives you the chance to talk about work areas that concern you. This is a good communication tool.

Have ongoing conversations with your employee so that he/she knows if your expectations are being met. Talk about any problems you are having right away. There should be no surprises in the employee's review.

- ☐ Refer back to the session of the training series where Maria receives her review from Betty.

Also, you should complete a yearly review on each of your employees. Be sure to have two-way communication. Let your employee give his or her opinion. If possible, write down your employee's comments on the evaluation.

### *Tips on writing an employee evaluation*

- Review your employee's job description.
- Use examples to support your employee's ratings.
- Point out strengths, weaknesses, and areas for growth.
- Give helpful criticism and offer a plan for growth.
- Rate employee on his or her ability to meet your expectations in performing job duties.
- Be sure to comment on the following:
  - Job knowledge and skills as related to your service plan
  - Honesty and trustworthiness
  - Time management, being on time, and good attendance
  - Communication skills
  - Commitment
  - Flexibility
  - Willingness and ability to learn

### **Reference Material**

See page 3-9 for sample evaluation form

### ***Conducting the performance evaluation***

- Meet in a place that is private.
- Help your employee feel comfortable.
- Give your employee the chance to talk openly about feelings.
- Keep an open mind and use good listening skills.
- Allow enough time to talk about the evaluation.
- Be positive!

### ***Disciplinary actions***

Performance evaluations are a good way to deal with problem behavior. You should, however, discuss problems as they happen. Don't wait for the annual review.

### ***Problem areas to address immediately***

- Attendance
  - Unexcused absence
  - Excessive absence
  - Lateness
  - Leaving without permission
- Misconduct
  - Damaging property
  - Sending in false time records
  - Putting the employer at risk
  - Theft, using employer's credit cards, taking cash
- Poor performance
  - Not finishing an assigned task
  - Not following the service plan correctly
- On-the-job behavior problems
  - Using drugs or alcohol
  - Any type of harassment
  - Sleeping on the job
  - Not respecting employer's authority
  - Insubordination - refusing to follow directions



### ***Responding to problem areas***

- Deal with the problem as soon as possible.
- Be clear about the matter. Check the facts before you talk about it with your employee.
- Do not accuse your employee.
- Take notes about the meeting. Write down what you talked about and the employee's reaction.
- Make a plan to handle the problem if possible.
- If additional disciplinary action is needed, you must understand the right steps to take:
  1. Talk to your employee about what is happening.
  2. Give your employee a written warning. This is very important in case you need to terminate the employee.
  3. Offer your employee support while he/she is attempting to fix the problem.
  4. Set a date to follow up and re-evaluate the problem.
  5. Be consistent with your communication.



# Learning Objective Four:

## Learn how to terminate and employ if necessary

### *Voluntary termination*

Termination of employment is something that every employer will need to face at some point. Employees leave a job for many different reasons, such as hours, benefits, commute, or salary.

If an employee leaves by his or her own choice, don't get upset. Talk with your employee about the reasons for leaving, any suggestions the employee has, and when his or her last day of work will be. These employees cannot receive unemployment benefits.

### *Terminating an employee*

At some point you may need to terminate an employee. Termination should be the last resort and should never be done out of anger. Consider your employee's point of view as well as your own. Think about your decision carefully and look through your papers and notes. Unless you need to terminate an employee because of violence, criminal behavior, or anything that puts you at risk, do not act right away. Follow these steps:

1. Explain to your employee why you need to terminate him/her.
2. State the facts even if you are not comfortable.
3. Explain that the decision is final.
4. Tell the employee when his/her last day will be.
5. Listen to the employee. If safety is not a risk, offer support.
6. If safety is a concern, invite an agency representative to join you. For serious matters, contact the police.
7. Do not argue.
8. Keep the information you talk about private.
9. Inform your agency of the termination.



# Evaluation Form

Name: \_\_\_\_\_

Hire Date: \_\_\_\_\_

Evaluation Dates: \_\_\_\_\_ to \_\_\_\_\_

Performance Factors (5 being the best)

Job knowledge	1	2	3	4	5
Job skills	1	2	3	4	5
Time management	1	2	3	4	5
Ethics and integrity	1	2	3	4	5
Communication	1	2	3	4	5
Initiative/commitment	1	2	3	4	5
Flexibility	1	2	3	4	5
Learning ability	1	2	3	4	5

Employer comments: \_\_\_\_\_

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Employee comments: \_\_\_\_\_

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Employer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Your signature indicates that you have read this review. It does not necessarily indicate you agree with it.

# Session Three Assessment:

## Being a Successful Employer

1. What does orientation for a new employee include?
  - a. The employer's expectations of the new employee
  - b. An understanding of the employer's service plan
  - c. An understanding of the employer's needs and wants
  - d. All of the above
2. It is important to give a new employee information about your disability.  
True            False
3. With good supervision and management, an employer can expect all of the following from an employee except:
  - a. Getting the work done
  - b. Longevity
  - c. Job satisfaction
  - d. Disrespect
4. Name three tips for a positive work environment.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. It is important to offer helpful criticism when needed, and to criticize the person, not the action.  
True            False
6. A \_\_\_\_\_ is a great way to communicate clearly, build employee confidence, talk about the helpful things your employee does for you, and also talk about areas of their work that concern you.
  - a. Training session
  - b. Periodic review
  - c. Communication survey
  - d. Comment form
7. It is a good idea to review the job description when preparing an employee evaluation.  
True            False
8. Problem areas that should be talked about right away with employees include all of the following except:
  - a. Attendance
  - b. Misconduct
  - c. Poor performance
  - d. Praise
9. An employee who leaves your employment by his or her own choice can get unemployment benefits.  
True            False
10. Termination should be the last resort and never done out of anger.  
True            False



# 4 Session Four: Understanding the Disability Culture

***During this session, each participant will:***

1. Learn about the Independent Living history and philosophy
2. Learn about the Americans with Disabilities Act (ADA)
3. Learn about physical disabilities
4. Learn how to notice emotional changes and gain understanding of an employer's health status
5. Be able to use the right communication and social skills in the employer's home
6. Learn about terminal illness

# Learning Objective One:

## Learn about the Independent Living history & philosophy

### *History*

- The Independent Living movement started in the 1970s.
- At that time, many people believed those with physical disabilities needed professional attention and management. This was called “the medical model.”
- Students at the University of California at Berkley thought differently. They pushed for changes in beliefs about and services for people with disabilities.

### *Philosophy (Beliefs)*

In the 1970s a new belief developed: people with disabilities have the right to be just as independent as people without disabilities.

- Many people still question whether someone with a disability should have the right to take risks and make choices.
- A goal of Independent Living is making sure people can get the help and services they need outside of institutions.
- The main focus of the **Independent Living Philosophy** is that people with disabilities have the right to:
  - Make choices about their own lives.
  - Fully take part in their communities.
  - Live with dignity.
  - Have reasonable supports in their own homes.
  - Have reasonable supports for employment.



# Learning Objective Two:

## Learn about the Americans with Disabilities Act (ADA)

On July 26, 1990, President George H.W. Bush signed into law the Americans with Disabilities Act of 1990 (ADA). This law gives civil rights protection to people with disabilities, not unlike those held by people regardless of their race, sex, national origin, or religion.

The ADA ensures equal opportunities for people with disabilities. Here are a few areas covered by the ADA:

- Equal opportunity employment
- Public transportation
- Public accommodations  
(including bathrooms, government buildings, schools, places of worship, etc.)
- Public housing
- Accessible voting places
- Making places used by employees accessible to people with disabilities
- Equipment used for communicating
- Service animals

***For further information call the ADA Information line at: 1-800-514-0301 (voice) or 1-800-514-0383 (TTY) or visit the website at [www.ada.gov](http://www.ada.gov)***



# Learning Objective Three:

## Learn about physical disabilities

### *Background*

- Each disability is unique.
- People with disabilities have specific needs related to those disabilities, regardless of the diagnosis.
- Learn about the specific disabilities with regard to the employer's needs.
- Advocacy organizations such as the MS Society and Muscular Dystrophy Association are examples of organizations that can provide helpful information.
- Most advocacy groups have websites with information and links to local chapters. A partial list of these groups is on the next page.





# Public Library – Neurological & Neuromuscular Disorder Directory

**National Institute of Health**  
**Arthritis, Musculoskeletal and Skin Disease**  
1-877-226-4267 - <http://www.niam.nih.gov>

**National Institute of Health**  
**Institute of Neurological Disorders and Strokes**  
1-800-352-9424 - <http://ninds.nih.gov> - <http://health.nih.gov>

**National Organization for Rare Disorders**  
1-800-999-NORD (6673) - <http://www.rarediseases.org>

**ALS Association (Amyotrophic Lateral Sclerosis, or Lou Gehrig's Disease)**  
1-800-782-4747 - <http://www.alsa.org>

**ALS March of Faces**  
1-877-884-4798 - <http://www.march-of-faces.org>

**The Alzheimer's Association**  
1-800-272-3900 - <http://www.alz.org>

**Families of Spinal Muscular Atrophy**  
1-800-886-1762 - <http://www.fsma.org>

**Muscular Dystrophy Association – USA**  
1-888-435-7632 - <http://www.mda.org>

**The National Multiple Sclerosis Society**  
1-800-344-4867 - <http://www.nmss.org>

**National Parkinson Foundation**  
1-800-327-4545 - <http://www.parkinson.org>

**Spina Bifida Association of America**  
1-800-621-3141 - <http://www.sbaa.org>

**United Cerebral Palsy Association**  
1-800-872-5827 - <http://www.ucp.org>

# Learning Objective Four:

## Learn how to notice emotional changes and gain an understanding of an employer's health status

### *Signs of Emotional Changes*

- Loss of interest
- Less energy, seeming sluggish
- Increased or decreased interest in eating
- Weight loss or gain
- Expressing thoughts of death or suicide
- Trouble concentrating, thinking, remembering, or making decisions
- Change in sleep habits (i.e., sleeping too much or too little)
- Increased anxiety or stress

### *Suggestions*

- Talk with your employer about the emotional changes you have noticed and offer support. Remember that everyone deals with emotional changes differently. This needs to be respected.
- Discuss if a medical professional needs to be involved.
- Even if you do not agree with your employer's way of handling emotional changes, respect his or her wishes and use good judgment.

### *Signs of Health Status Changes*

- Changes in skin color and texture
  - Pressure sores
  - Hives
- Constant pain
- Migraines
- Urinary tract infections (UTI)
- Spasms/contractions
- Respiratory problems
- Increase/decrease in body temperature
- Bowel problems
- Medication side effects which may include:
  - Rashes
  - Nausea/vomiting
  - Gastro-intestinal problems

- Anxiety
- Sleeping problems
- Behavioral changes

### ***Suggestions***

- Employers should tell employees what medication they take and how it should be taken; e.g., with food, on an empty stomach, or with fluids.
- If side effects occur, the employer should tell the employee how to handle the situation.
- If you notice any changes in health status, first talk about any changes with your employer and then tell a medical professional if necessary.



# Learning Objective Five:

## Using the right communication and social skills in the employer's home

### The Ten Commandments of Disability Etiquette

1. Speak directly, not through a companion or sign language interpreter who may be there.
2. Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands. Offering the left hand is an acceptable greeting.
3. Always introduce yourself and others who may be with you when you meet someone with a visual disability. When talking in a group, remember to say the name of the person you are speaking to.
4. If you offer help, wait until the offer is accepted. Then listen or ask for directions.
5. Treat adults as adults. Speak to people with disabilities using their first names only when you are using everyone's first name. Never put down people in wheelchairs by patting them on the head or shoulder.
6. Do not lean against or hang on someone's wheelchair. Remember that people with disabilities treat their chairs as another part of their bodies. Never distract a work animal from its job without the owner's permission.
7. Listen carefully when you talk with people who have trouble speaking. Wait for them to finish. If you need to, ask short questions that require short answers or a nod of the head. Never pretend to understand; instead, repeat what you have understood and let the person answer.
8. Be at eye level when talking with someone in a wheelchair or using crutches.
9. Tap a person who has a hearing disability on the shoulder or wave your hand to get his or her attention. Look right at the person and speak clearly, slowly, and with expression to find out if the person can read your lips. If they can read your lips, try to face the light and keep hands, cigarettes, and food away from your mouth when speaking. If a person is wearing a hearing aid, don't assume he or she knows your speaking voice. Never shout to a person. Just speak in a normal tone of voice.
10. Relax! Don't be embarrassed if you use common sayings such as "See you later!" to someone with a visual disability.

# Learning Objective Six:

## Learn about terminal illness

### *What is Hospice?*

- Hospice is a special kind of care that gives comfort and support to people and their families when a life-limiting illness no longer responds to cure-oriented treatments.
- Hospice care does not make life longer or make death come more quickly.
- Hospice staff and volunteers offer special knowledge of medical care, including how to manage pain.
- The goal of Hospice care is to improve the quality of a person's last days by offering comfort and dignity.\*

### *Guidelines for talking with an employer who is dying*

- Be honest
- Do not offer false hope or reassurance
- Let the employer take the lead
- Do not destroy hope

**\* Please go to <http://www.hospicefoundation.org> for information and resources about Hospice.**



# Session Four Assessment:

## Understanding the Disability Culture

1. When did the Independent Living movement begin?
  - a. 1800s
  - b. 1910-1912
  - c. 1942
  - d. 1970s
  
2. Before the Independent Living movement, many people thought that those with physical disabilities needed professional attention and management. This is called:
  - a. Medical model
  - b. Living management
  - c. Disability control
  - d. None of the above
  
3. The focus of the Independent Living Philosophy is that people with disabilities have the right to all the following except to:
  - a. Make choices about their own lives
  - b. Fully take part in their communities
  - c. Live with dignity in a nursing home
  - d. Have reasonable supports in their own homes
  - e. Have reasonable supports for employment
  
4. What is the name of the law signed on July 26, 1990, by President George H.W. Bush that gives civil rights protection to individuals with disabilities? This protection is like that given to people regardless of race, sex, national origin, or religion.
  - a. The Americans with Disabilities Act of 1990 (ADA)
  - b. Civil Rights Protection to Individuals with Disabilities Act
  - c. Americans Making Decisions Act
  - d. There isn't any law protecting people with disabilities.
  
5. The above Act makes sure people with disabilities have equal opportunities. Which of the following are a few areas covered by this law?
  - a. Equal opportunity employment
  - b. Providing living arrangements when applying for a job
  - c. Public transportation
  - d. Public accommodations  
(including bathrooms, government buildings, schools, places of worship, etc.)
  
6. What can be signs of emotional changes?
  - a. Loss of interest
  - b. Trouble concentrating or thinking
  - c. Change in sleep habits
  - d. Trouble remembering or making decisions
  - e. All of the above

7. Regardless of the diagnosis, most disabilities are the same.

True          False

8. Health status changes may include the following: skin color, skin texture, pressure sores, and hives.

True          False

9. In order to show respect to a person with a hearing disability, speak directly, not through a companion or sign language interpreter who may be there.

True          False

10. The goal of hospice care is to improve the quality of a person's last days by offering comfort and dignity.

True          False



# 5

## Session Five: Effective Communication

***During this session, each participant will:***

1. Understand how we communicate with each other
2. Learn about clear and concise communication
3. Learn about effective listening
4. Learn how to develop a positive work relationship



# Learning Objective One:

## Understand how we communicate with each other

### *What are the parts of effective communication?*

#### ***Verbal communication***

- Sharing ideas or information through spoken words
- Using emphasis, tone, volume, and pace of speech
  - Refer to the session on Effective Communication. Notice how Felix communicated his negative feelings to John by his words and also by his sarcastic tone.

#### ***Written communication***

- Communicating through writing or drawing
- Ranging from official business to hand-written notes

#### ***Non-verbal communication***

- Communicating without using words
- Using body language, eye contact, facial expressions, and movements
- Expressing attitudes and emotions
- Most of our communication is non-verbal, even if we don't know it.
  - Refer to the session on Effective Communication. Notice how John communicated his negative feelings to Felix non-verbally by crossing his arms and rolling his eyes.



# Learning Objective Two:

## Learn about clear and concise communication

Sometimes people send out conflicting messages through verbal and non-verbal communication. This often creates confusion. It's important to practice being aware of the messages we send verbally and non-verbally so we can get our points across clearly.

### *How to communicate clearly*

- Stay on track. Don't change the subject quickly.
- Follow up after communicating. Don't assume people will always remember something they hear one way or one time. It is often helpful to follow up a verbal message with a written reminder note.
- Be close to others. Don't yell from one room to another. Eye contact is important for good communication.
- Don't interrupt. Interrupting is a common mistake in communication. It stops the flow of important information and can lead to misunderstanding. It also communicates to the speaker that what they are saying is not important. This can send a message of disrespect.
  - Refer to the session on Effective Communication. Notice how harmful interruptions were to the working relationship between John and Felix.
- Respect the opinions of others. When you offer an opinion, present it as an opinion, not as a fact. This is important even when you feel strongly about something. Confusing fact and opinion harms communication. Never force your ideas and opinions on anyone.
- Respect the thoughts and feelings of others.



# Learning Objective Three:

## Learn about effective listening

*Listening is not just hearing. What are some parts of effective listening?*

### **Patience**

- Really understanding what someone is saying can take work and is not always convenient. It might take more time than you expect.
- This can often be true where there are:
  - Speech disabilities
  - Cultural differences
  - Unfamiliar accents or languages
  - Hearing impairment

### **Empathy**

- Empathy is “putting yourself in someone else’s shoes.” This means being able to share someone else’s experience or feelings as much as you can.
- Being able to empathize is a skill that comes through practice over time.
- When we can picture ourselves in someone else’s shoes, it helps us understand what someone is saying, why they are saying it, and how they are saying it.

### **Reflecting back**

- Reflecting back is restating to someone what they have just told you so that you can be clear that you have heard them correctly.
- Reflecting back statements often begin with the following:
  - “So, what I hear you saying is...”
  - “You are upset because...”
  - “Let me see if I understand what you are telling me...”

# Learning Objective Four:

## Learn how to develop a positive work relationship

Thinking about the communication style of a possible employee is an important part of making good hiring decisions. As you observe the candidate's communication style during the interview, consider the following:

- Would you prefer to work with an employee who is very talkative and energetic?
- Would you prefer to work with an employee who works in a more quiet way?
- Would this employee be comfortable with written and/or non-verbal ways of communicating?

Two important parts of the employer-employee relationship are **praising** and **critiquing** the employee's work.

### ***Praising the work***

- An employer should communicate his/her satisfaction with the employee's work.
- Remembering to communicate praise for the employee's work often, both verbally and by written evaluation, helps build a positive relationship with the employee.
- Praise also motivates the employee to keep doing high quality work.

### ***Critiquing the performance***

In critiquing an employee's work, it is important to remember some key points in order to keep a positive work relationship.

- Express complaints as requests. Do not make it into an attack! Look at it as a chance to improve.
  - Refer to the session on Effective Communication (the "folding towels" scene). Felix's tone and attitude communicated negativity towards John. This affected John's attitude and work performance.
- Focus on the performance, not the person.

Remember the employer's job is not to change people. It is to help the employee do the best job that he or she can.

### ***Explaining reasons for the critique***

- It is important in relationship building to communicate the reasons you think or feel a certain way.
- An employer should try to direct his or her care by discussion, not command.
- Do not be too general. Make specific points and requests.
- When you ask someone to improve upon performance, it is important to be specific and offer suggestions for improvement.

Sometimes it can be helpful to wait before communicating about certain issues, such as when the employer or employee:

- Is very emotional
- Is stressed
- Is overly tired
- Is experiencing pain
- Does not have a place to talk privately

# Session Five Assessment:

## Effective Communication

Fill in the blank with the following:

- Non-verbal communication
- Verbal communication
- Written communication

1. \_\_\_\_\_ is the exchange of ideas or information through the spoken word. Many factors play a part in verbal communication including inflection, tone, volume, and pace of speech.
2. \_\_\_\_\_ is communicating without the use of words, including body language, eye contact, facial expressions, and movements. These actions are used to express attitudes and emotions.
3. \_\_\_\_\_ is communicating through writing or drawings. This can range from official documents to hand-written notes.
4. At times, individuals send conflicting messages through verbal and non-verbal expression. This is a common source of confusion.  
True          False
5. Interrupting someone is common in communication. It may stop the flow of critical information; however, it helps send a message of importance.  
True          False
6. Truly understanding what someone is saying can sometimes take work and is not always convenient. It might take more time than you expect at first. Hearing what someone is truly saying is called:
  - a. True listening
  - b. Effective listening
  - c. Paying attention
  - d. Self control
7. When we can picture ourselves in someone else's shoes it helps us understand what someone is saying, why they are saying it, and how they are saying it. This practice is called:
  - a. Apathy
  - b. Visualization
  - c. Empathy
  - d. Revelation
8. What is the practice of restating to someone what they have just told you so that you can be clear that you heard them correctly?
  - a. Reflecting back
  - b. Empathy
  - c. Critiquing
  - d. Repeating
9. Two important aspects of the employer-employee relationship are criticizing and critiquing the employee's performance.  
True          False
10. When asking someone to improve upon performance it is important to offer specific examples of the poor performance and examples of how it might be improved.  
True          False



# 6

## Session Six: Home and Personal Safety

*During this session, each participant will:*

1. Learn about universal precautions and how to use them
2. Learn tips on household safety
3. Learn the importance of fire safety and prevention
4. Learn how to plan for emergencies

# Learning Objective One:

## Learn about universal precautions and how to use them

**Universal precautions** are infection control guidelines that help protect people from exposure to diseases, such as AIDS and Hepatitis B, which are spread by blood and body fluids.

The goal of universal precautions is that all blood and body fluids be treated as if they are contaminated.

Examples of bodily fluids:

- Blood
- Stool
- Urine
- Menstrual blood
- Vaginal secretions
- Semen
- Saliva
- Vomit

***For more information, refer to page 6-5.***

### ***Wearing gloves***

One important thing to do to prevent disease is to wear **protective latex or vinyl gloves**. There is no one perfect way to put on gloves; however, you should take off all sharp jewelry and wash your hands before putting on gloves.

- Refer to the session on Home and Personal Safety for more details.

### ***Correct hand washing techniques***

Another important thing to do to prevent the spread of disease is correct hand washing.

1. Wet your hands with warm running water and put liquid or clean bar soap on your hands. Lather well.
2. Rub your hands together for at least 20 seconds.
3. Scrub the backs of your hands, your wrists, between your fingers, and under your fingernails.
4. Rinse well.
5. Dry your hands with a clean or disposable towel.
6. Use a towel to turn off the water.

### ***Alcohol-based hand sanitizer***

- Alcohol-based hand sanitizers don't use water and are a good way to wash hands, especially when you don't have soap and water available. Sanitizers are better than soap and water at killing bacteria and viruses that cause disease.

- How to use hand sanitizer:
  1. Put about half a teaspoon of the sanitizer in the palm of your hand.
  2. Rub your hands together, covering all surfaces of your hands, until they are dry.

***When should you wash your hands?\****

- After using the bathroom.
- After changing a diaper; wash the diaper wearer's hands, too.
- After touching animals or animal waste.
- Before and after preparing food, especially before and immediately after handling raw meat, poultry or fish.
- After blowing your nose.
- After coughing or sneezing into your hands.
- Before and after treating wounds or cuts.
- Before and after touching a sick or injured person.
- After handling garbage.
- Before inserting or removing contact lenses.

\* [www.mayoclinic.com/health/hand-washing](http://www.mayoclinic.com/health/hand-washing)







### ***How to take off gloves:***

1. Pinch the left palm of the left glove with the gloved right hand.
2. In one smooth motion, pull the left glove toward and off the fingers, forming a ball. Hold this ball in the fist of the right hand.
3. Place two fingers (the index and middle fingers work well) of the left ungloved hand under the inside edge of the palm-side on the right hand glove.
4. In one smooth motion, pull the right hand glove inside out, over the fingers, and over the left glove (held in a ball).
5. Both gloves are now balled together, are inside out, and are being held in the left hand.
6. The balled gloves should now be thrown out (preferably in a sealed biohazard or zip-lock bag) to prevent the spread of disease.
7. DO NOT re-use gloves. They are disposable.
8. Wash your hands using correct hand washing techniques after taking off gloves.

### ***How to prevent and control the spread of germs:***

- Wear protective latex or vinyl gloves.
- Wear simple jewelry or none at all.
- Wash your hands, keep them clean, and keep fingernails short.
- Put dirty linens in bags.
- Change hand, bath, and dish towels often.
- Use a mask if you feel you may be contagious.
- Cover your mouth when you cough or sneeze.
- Stay home if you are sick. Make sure to make arrangements with your employer.

# Universal Precautions

Universal precautions requires that ALL blood and body fluids be regarded as potentially infectious and appropriate protective action be taken in ALL situations, with ALL individuals.

***Universal precautions = Control measures against blood borne infections.***

- Wash hands before and after touching the person you come in contact with, and immediately if in direct contact with blood or body fluids. Avoid hand to mouth/eye contact.
- Wear gloves when in contact with blood or body fluids, mucous membranes, or non-intact skin. Wash hands after removing gloves.
- Prevent contact with skin lesions and existing wounds by using waterproof dressings and/or gloves.
- Prevent contact with puncture wounds, cuts, and abrasions in the presence of blood and body fluids.
- Avoid use of or exposure to sharp objects when possible, but when unavoidable, take special care in their handling and disposal.
- Protect the eyes and mouth by means of goggles or safety glasses and a mask whenever splashing is possible.
- Avoid contamination of the person by use of waterproof or water-resistant clothing or a plastic apron.
- Wear plastic disposable overshoes when the floor or ground is likely to be contaminated.
- Control surface contamination by blood and body fluids through containment and appropriate decontamination procedures.
- Dispose of all contaminated waste and linen safely.

# Learning Objective Two:

## Learn tips on household safety

As an employee, one of your most important job responsibilities is keeping the household safe. Making sure you keep your employer's home safe will eliminate hazards and may prevent accidents.

### *Household safety tips*

- Keep stairs, halls and exits clutter free.
- Make sure electrical cords are working well.
- Keep night lights on in the bedroom, bathroom, and hallways.
- Arrange furniture to allow people to move around freely.
- Make sure banisters and railings are secure.
- Turn pot and pan handles to the back of the stove when cooking.
- Use potholders instead of aprons or dishtowels.
- Clean up spills right away.
- Keep all cleaning supplies away from food and out of reach of children.
- Mark cleaning supplies clearly.
- Use rubber skid mats in the bathroom and in the tub.

### *Controlling household pests*

Household pests can cause infection. They carry disease and can cause illness and even death to humans through bites and contamination of food. Pests such as flies, mosquitoes, ants, roaches, mice, and rats enter the house in various ways. After they get in, they look for food and a place to grow and multiply.

The best way to control household pests is by keeping them from entering and keeping the home clean.

Keep pests from entering the home by using screens in windows and doors. It also helps to seal up cracks and holes in the walls, both inside and outside.

Keeping the home clean involves removing food and shelter for pests.

- Refrigerate leftover food right away.
- Store leftover food in tight containers.
- Wipe up crumbs and spills right away.
- Take out garbage promptly and put in a container with a tight lid.
- Keep kitchen counters clean.
- Clean under refrigerator and stove.
- Vacuum between cushions and behind furniture.
- Throw out vase water and wilted flowers to keep insects from growing and breeding.
- Check grains and flour for signs of insects before putting in closed containers.
- Wash fruits and vegetables before eating.

# Learning Objective Three:

## Learn the importance of fire safety and prevention

As an employee, you need to be knowledgeable and responsible during an emergency situation. There are methods of fire prevention that will help you to be ready and respond well.

### *Fire safety methods*

- Fire extinguishers should be kept nearby.
- Every floor of the home should have a working smoke detector.
  - Change batteries every six months.
- Careless smoking is a major cause of fires.
  - Do not smoke in bed.
  - Keep oxygen delivery systems away from open flames.
- Keep all exits clutter free and easy to reach.
- Install and maintain heating equipment correctly. Space heaters can be fire hazards.
- Never overload an electrical socket.
- Use a power surge protector.
- Keep a fire department sticker on the window of the employer's room and on the front door.

### *Common causes of household fires*

- Smoking and matches
- Incorrect use of electricity
- Defects in heating system
- Materials that catch fire easily
- Improper trash disposal
- Improper cooking methods
- Improper air flow
- Improper use of aerosol cans
- Leaving candles unattended

### *What to do in case of fire:*

- Get everyone out! Then call 911.
- If you can't get out, call 911.
- Crawl to an exit to avoid breathing in smoke. Smoke rises. The best oxygen is near the floor.
- If possible, cover your mouth and nose with a damp cloth to help you breathe.

***What NOT to do in case of fire:***

- Don't use an elevator.
- Don't waste time putting out the fire.
- Don't go back in a burning building.
- Don't run if your clothing is on fire. To put out the flames, **stop, drop, and roll**.
- Don't say, "It can't happen to me". One of the biggest fire safety problems is this attitude.

Each year in the United States millions of home fires cause thousands of deaths and injuries. Being alert and prepared can save lives and prevent injury.

***Quick tips on using a fire extinguisher***

Learn how to **PASS**:

1. **Pull** the pin.
2. **Aim** the extinguisher nozzle at the bottom of the fire.
3. **Squeeze** or press the handle.
4. **Sweep** from side to side at the bottom of the fire until it goes out.



# Learning Objective Four:

## Learn how to plan for emergencies

Being prepared for an emergency is very important for good safety planning. Have a plan for dealing with the following types of emergencies:

- Medical
- Hospitalization
  - Keep your medical history information and a list of your medications, including doses, handy.
  - Keep a list of who needs to be contacted if you go to the hospital.
  - Keep any advanced healthcare directive (living will) information in a place that is easy to find.
- Power outages
  - Find out how to contact family and employees if your power goes out.
- Blizzards or other natural disasters
  - Plan where you should go if you need to evacuate.
  - Plan what medication and equipment are needed.
  - Plan for extra food and water.
- Talk about all emergency plans with your employee.

### ***Disaster supply kit contents:***

It's a good idea to keep the following items on hand to be prepared for emergencies.

1. First aid kit
2. Important medications
3. Canned food and can opener (check cans for expiration date)
4. Bottled water (must be replaced every six months)
5. Utensils for eating and drinking
6. Extra clothes
7. Rain wear
8. Blankets
9. Battery operated radio and batteries
10. Important telephone numbers
11. Matches in a waterproof container
12. Extra car keys
13. Flashlight and batteries

***For more information see [www.redcross.org](http://www.redcross.org)***

# Session Six Assessment:

## Home and Personal Safety

1. The set of guidelines that help protect people from exposure to diseases such as AIDS and Hepatitis B is called: \_\_\_\_\_
2. What is the best way to guard oneself against contaminated bodily fluids? \_\_\_\_\_
3. What is not considered a bodily fluid?
  - a. Saliva
  - b. Urine
  - c. Blood
  - d. Saline
4. Proper hand washing is an important thing to do to prevent the spread of disease.  
True          False
5. Alcohol-based hand sanitizers are not as good or effective as soap and water.  
True          False
6. A good way to save money is to re-use disposable latex gloves.  
True          False
7. All of the following are great household safety tips except:
  - a. Clean up all spills right away
  - b. Do not drink cold beverages with meals
  - c. Use rubber skid mats in the bathroom and tub
  - d. Make sure all electrical cords are working well
8. Household pests can be a source of infection. They can carry disease and cause illness.  
True          False
9. Common causes of household fires include:
  - a. Smoking and matches
  - b. Improper trash disposal
  - c. Improper cooking techniques
  - d. All of the above
10. Emergency preparedness is very important for good safety measures. An example of this would be:
  - a. Keep a disaster supply kit
  - b. Keep your hospital bills handy
  - c. Keep your credit card numbers handy
  - d. None of the above



## Session Seven: Abuse, Neglect and Sexual Harassment

*During this session, each participant will:*

1. Learn how to recognize abuse
2. Learn how to recognize neglect
3. Learn how to recognize sexual harassment and sexual abuse
4. Learn how to report abuse and neglect



# Learning Objective One:

## Learn how to recognize abuse

A key aspect of abuse is that any injury that is inflicted is willful on the part of the abuser.

Some types of abuse are: threats, intimidation, unreasonable confinement, sexual violation or harassment, financial exploitation, and physical harm.

Employees should be familiar with the signs of possible abuse of an employer so that they can make a report. These signs can be physical, emotional, and/or financial.

### ***Some signs of physical abuse:***

- Bruises
  - Welts
  - Burns
  - Scratches
  - Bite marks
  - Repeated, unexplained injuries
- Refer to the session on Abuse, Neglect and Sexual Harassment. Various signs of physical abuse are presented.

### ***Some signs of emotional abuse:***

- Withdrawal
  - Unexplained confusion and disorientation
  - Unwillingness to tell where the physical injuries came from
  - Unusual and unexplained mood changes including fear, nervousness, worry, or depression
- Refer to the session on Abuse, Neglect and Sexual Harassment. Various signs of emotional abuse are presented.

### ***Some signs of financial abuse:***

- Personal belongings missing without explanation
  - Missing credit cards, bank cards, checks, or cash
  - Unexplained credit card charges/purchases
  - Unexplained loss of assets
  - Unexplained drop in value of accounts
- Refer to the session on Abuse, Neglect and Sexual Harassment. Various signs of financial abuse are presented.

Remember that not every sign listed above means abuse has definitely happened. Talk about any signs with your employer to see if there is a reason other than abuse. If you have a reasonable concern that abuse is happening or has happened, report the concern and the signs to the right authorities and to the agency providing services.

# Learning Objective Two:

## Learn how to recognize neglect

Neglect can be divided into two general types:

- Purposeful
- Unintentional

**Purposeful neglect** is withholding the right care on purpose and with full knowledge.

This can include depriving someone of:

- Food
- Water
- Medicine
- Proper clothing
- Help with eating, toileting, or other daily life activities
- Correct positioning or transfers

**Unintentional neglect** is also depriving someone of the above needs. In the case of unintentional neglect, however, this is not done on purpose or with intention to cause harm.

- Unintentional neglect often happens when a caretaker overlooks or forgets to meet the above needs.

Some physical signs that neglect has occurred can be:

- Weight loss
- Matted hair, body odor, stained clothes, poor oral hygiene
- Decubitus ulcers (known as bed sores) or skin breakdown
- Catheter bags, colostomy bags, and diapers that have not been taken care of correctly



# Learning Objective Three:

## Learn how to recognize sexual harassment and sexual abuse

**Definition of Sexual Harassment:** Harassment or unwelcome attention of a sexual nature.

### *Things to remember about sexual harassment:*

- **Harassment** is always a behavior on the part of the perpetrator that is **not welcome** and creates an **unpleasant** or **hostile work environment**.

#### *Harassment may include:*

- Sexual jokes
  - Flirting
  - Propositions (suggestions of sexual activity)
  - Sexual teasing
  - Questions about one's sex life
  - Comments about one's body or clothing
- Sexual harassment should be discussed or reported. You should not feel embarrassed, afraid, or intimidated in discussing or reporting this behavior.
  - Sometimes harassment concerns can be worked out between the people involved by talking honestly and directly.
  - At other times, it might be helpful to talk to a representative of the agency so that the agency can help correct the problem.

### *Things to remember about sexual abuse:*

Sexual abuse includes sexual harassment and may also involve **unwanted physical contact**.

#### *Types of contact may include:*

- Rape
- Fondling
- Grabbing or groping
- Other forms of contact as simple as unwelcome touching
  - This may include inappropriate contact during the administration of personal care.

#### *Some physical signs of sexual abuse may be:*

- Genital scratches and tears
- Irritation and swelling
- Abnormal discharge
- Changes in sitting or walking patterns

#### *Signs of sexual abuse may be not only physical but may also be emotional or behavior changes including:*

- Depression
- Withdrawal
- Fearfulness
- Nervousness
- Worry

# Learning Objective Four:

## Learn how to report abuse and neglect

### *Abuse and neglect are against the law!*

- Check with government agencies to find out what legislation exists in your state that provides for the prosecution of offenders who commit abuse and neglect.
- You can also check the Blue Pages of the phone book or check with your providing agency for more information.

### *How to report abuse or neglect:*

- If the situation is serious, threatening, or dangerous, call 911 or the local police for immediate help.
- Contact your agency representative.
- In some states you can call a hotline toll-free. Many states also have online directories that list local reporting numbers.
- Local hotline numbers are available in the front of the White Pages, or in the Yellow Pages under "Crisis Intervention."

### *Some resources include:*

- **National Domestic Violence Hotline: 800-799-SAFE (7233) or TTY: 800-787-3224**
- **Elder Abuse Hotline: 800-252-8966**
- **National Eldercare Locator: 800-677-1116**



# Session Seven Assessment:

## Abuse, Neglect and Sexual Harassment

1. The training outlines three main types of abuse; they are:
  - a. Physical, emotional, and financial
  - b. Physical, depression, and financial
  - c. Violation, emotional, and financial
  - d. None of the above
2. A key aspect of abuse is that any injury that is inflicted is willful on the part of the abuser.  
True            False
3. Name three physical signs of abuse.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Withdrawal and/or unusual and unexplained mood changes, including fear, anxiety, apprehension, and depression are all signs of \_\_\_\_\_ abuse.
  - a. Emotional
  - b. Physical
  - c. Financial
  - d. Worrying
5. Neglect can be divided into two broad types:
  - a. Purposeful and unintentional
  - b. Medication and repositioning
  - c. Conscious and unconscious
  - d. Positive and negative
6. State laws exist that provide for the prosecution of offenders who commit abuse or neglect.  
True            False
7. Purposeful neglect is the willful and conscious withholding of appropriate care.  
True            False
8. Answer whether the following statements are a form of abuse.
  - a. An employer tells you a sexual joke.  
True            False
  - b. An employer asks you to wash her soiled undergarments.  
True            False
  - c. Using the employer's credit card to put gas in your car without permission.  
True            False



# 8

## Session Eight: Meal Planning and Good Nutrition

***During this session, each participant will:***

1. Learn the importance of meal planning and food shopping
2. Learn reasons for modified diets
3. Learn to prepare and store food safely
4. Learn how to feed an employer, understand safety issues, and learn how to use adaptive devices

# Learning Objective One:

## Learn the importance of meal planning and food shopping

Meal planning should be a good experience and a combined effort between the employer and employee.

### *Important things to consider:*

- Plan a well balanced diet.
- Remember special needs of the employer, such as:
  - Medical
  - Cultural
  - Religious dietary guidelines
- Find out whether the employer wants to eat a heavier meal in the afternoon or evening.
- Pay attention to the way the food is presented.

It is important to keep a running list of foods and items the employer needs for the next trip to the grocery store. After making the grocery list with the employer, make sure that the items listed are not already in the home. Try to plan for a week's worth of meals.

### *Tips for food shopping:*

- Use the coupons in the newspaper.
- Read the ads before picking a grocery store.
- Stick to the items on the list.
- Stick to your employer's budget.
- Plan other options in case the item your employer wants is out of stock.
- Make sure to read all food labels.
- Check all expiration dates.

At times, some medicines can interfere with certain foods. For example, dairy products may block the absorption of some antibiotics. This applies to prescription medicines as well as over-the-counter medicines. Be sure to read medicine bottles for food alerts.

# Learning Objective Two:

## Learn reasons for modified diets

It is important to be aware of diet modifications or changes for conditions such as:

- Chemotherapy
- Heart problems
- Kidney problems
- Diabetes
- Other health problems

In order to decrease the effects of illness, employers may be on a modified diet, such as:

- Low sodium
- Low cholesterol
- Restricted fluids
- Low sugar
- Low carbohydrates

Consider these conditions and modifications when **preparing meals** and **shopping**.

Remember, just because an employer is on a modified diet does not mean meals should not be appealing and enjoyable. Be creative!





# Learning Objective Three:

## Learn to prepare and store food safely

It is important not to buy more food than you can safely store or use before it goes bad.

### *Safety tips:*

- Always wash hands before and after touching food.
- For shopping and storage, put meat and poultry in a plastic bag so juices will not touch other foods.
- Quickly throw away all spoiled or moldy foods found in the refrigerator.
- Cutting boards, utensils, and counter tops should be washed with warm soapy water right after use.
- Do not re-freeze thawed food unless it has been cooked.
- Do not leave leftovers on the counter to cool. Refrigerate them right away.
- Do not drain or soak any bladder equipment in the kitchen or bathroom sink.
- Wash all food before cooking or eating it.
- Use a food thermometer to make sure food is cooked well.
- Throw away any perishable foods that have been left out for over 2 hours.



## Learning Objective Four:

### Learn how to feed an employer, understand safety issues, and the use of adaptive devices

Some employers are not able to feed themselves and will need help with feeding.

When people are not able to feed themselves, they may feel resentful and depressed. It is important to communicate openly until a routine is set. The employer needs to tell the employee the following:

- Order in which the employer wants to eat the food
- Portion sizes
- Temperature the employer wants the food to be

The feeding routine desired by the employer may include:

- Cutting the food in bite size pieces
- Wiping the corners of the mouth
- Using a straw for liquids

It is always important to be aware of the employer's safety when help with feeding is needed. Remember to do the following:

- Allow enough time to let the employer chew and swallow food before going on with feeding.
- Make sure to keep offering liquids.
- Watch for signs of choking.
- If swallowing is difficult, offer soft foods.

If the employer is able to feed independently, but has some trouble, there are many utensils and other adaptive devices to make eating easier.



# Session Eight Assessment:

## Meal Planning and Good Nutrition

1. All of the following may need to be taken into consideration when planning a meal for an employer except:
  - a. Culture
  - b. Religion
  - c. Psychological evaluation
  - d. Medical condition
2. Medication never interferes with food intake.  
True            False
3. It is a good idea to always check the expiration dates on all foods when food shopping.  
True            False
4. In order to save time, it is a good rule for the employee to complete his/her food shopping when food shopping for the employer.  
True            False
5. Conditions such as chemotherapy or heart problems may result in having to follow a modified diet.  
True            False
6. All of the following are considered modified diets except:
  - a. High sugar
  - b. Low carbohydrates
  - c. Low sodium
  - d. Restricted fluids
7. Wash all food before cooking or eating.  
True            False
8. Throw away any perishable foods that have been left out for over \_\_\_\_ hours.
  - a. 8
  - b. 6
  - c. 4
  - d. 2
9. If an employer is not able to feed him or herself, it is critical for the employee to establish a strict meal routine.  
True            False
10. When feeding assistance is needed, it is always important to be conscious of the employer's safety, including;
  - a. Offering bite size pieces
  - b. Offering liquids frequently
  - c. Watching for signs of choking
  - d. All of the above



# 9

## Session Nine: Basic Services

***During this session, each participant will:***

1. Learn how to teach employees to help with toileting needs
2. Learn how to teach employees to help with personal hygiene
3. Learn how to teach employees to help with transfers and dressing
4. Learn how to teach employees about wound care and range of motion exercises

# Learning Objective One:

## Learn how to teach your employee to help with toileting needs

Basic Services are important for keeping good health and well-being. These activities are sometimes called **ADLs** or **Activities of Daily Living**.

Some of these activities include:

- Toileting
- Bathing
- Dressing
- Eating
- Personal hygiene
- Help with medication
- Transferring
- Help with range of motion exercises

### ***Bathroom routine***

Your employee will need to understand your needs and routine. Bathroom help will vary depending on diet, physical condition, medications, and other factors.

### ***Devices***

You may need to teach your employee how to use, take care of, clean, and/or dispose of items used during toileting. These may include:

- Bed pans
- Catheters
- Colostomy bags
- Commodes
- Adult diapers
- Modified toilets

### ***Health precautions***

Because bodily waste carries infection, it is important to have your employee dispose of waste using proper precautions.

Proper precautions include:

- The right way to wear gloves (see the session on Home and Personal Safety for a demonstration)
- Infection prevention tips
  - Proper hand washing
  - Equipment sanitization
    - Bleach
    - Ammonia
    - Disinfectant spray
- Sanitary disposal of waste
  - The toilet
  - Biohazard bags (if available)
  - Airtight plastic bags (to stop the spread of germs and odor)

# Learning Objective Two:

## Learn how to teach your employee to help with personal hygiene

Personal hygiene includes:

- Bathing
- Oral care
- Shaving
- Hair care
- Applying cosmetics

### ***Bathing***

There are various types of baths, including:

- **Complete bath**
  - This is usually done in bed. The employee washes the entire body.
- **Partial bath**
  - This is done when the employer washes independently, but needs help with hard to reach places.
- **Tub bath**

**Employees should not leave employers alone at any time during the tub bath.**

**Safety precautions** should be taken during a tub bath, including:

  - Safe water temperature (not too hot or cold)
  - Reasonable water level
  - Non-slip mats
  - Grab bars for stability if they are on or around the tub
- **Shower**
  - During the shower, the employer is bathed under running water.
  - Showers may be taken in a standing position or sitting using a shower chair.
  - Hand-held shower heads are useful for helping with showers.
  - The same safety precautions that apply to baths also apply to showers.

### ***Oral care***

It is important to wear gloves as part of proper health precautions when the employee is helping with oral care.

### ***Oral care may include:***

- Brushing
- Flossing
- Rinsing
- Soaking of dentures

## ***Brushing***

To prepare to help with brushing you may do the following:

- Have a supply of water on hand.
- Apply toothpaste to toothbrush (Tell your employee if you use a prescription toothpaste).
- Have a basin on hand (an emesis basin is a place for oral discharge).
- Have face towels on hand.
- Instruct your employee in the use of your preferred flossing and rinsing products.
- Brush and soak dentures at appropriate times.
- Stimulate gums with a toothbrush or dental water jets for oral hygiene of denture wearers.

## ***Shaving***

Areas of the body that may require shaving include:

- Legs
- Underarms
- Face

The only devices that should be used in helping with shaving are:

- Safety razor
- Electric razor

**Do NOT use electric razors near sources of pressurized oxygen or near water.**

## ***Hair care***

Employees may **not** perform the following hair care activities. They should only be done by a licensed professional.

- Perms
- Dying
- Color treatments
- Cutting of hair

According to the employer's preferences, employees may help with the following:

- Washing
- Drying
- Combing
- Brushing
- Styling

Shampooing can be done at bedside, in the sink, or during the bathing routine. Tell your employee your preferred products and how often you want your hair washed.

## ***Nail care***

Employees should not be instructed to help with nail cutting, as it can be harmful to the employer's health. It is a good idea to have nail care needs met by a licensed professional.

## ***Application of cosmetics***

If you need help putting on makeup, talk with your employee about what techniques you prefer.

# Learning Objective Three:

## Learn how to teach your employee to help with transfers and dressing

### *Transfers*

Transferring is moving someone from one place or position to another.

The amount of help needed from your employee in transferring depends on your abilities.

### *Transferring without the help of devices*

Depending on your needs, your employee may help you in transferring without the use of any devices. If so, your employee should be careful to use good body mechanics to avoid getting hurt.

Good body mechanics (ergonomics) during transferring include:

- Using the legs, not the back, to help lift.
- Keeping feet pointed forward to keep from twisting the spine.
- Staying close to the person or object being moved to avoid reaching too far.

### *Transferring with the help of devices*

Some of the devices used to help in transferring a person are:

- Sliding boards
- Hoyer lifts
- Transfer bench
- Grab bars
- Back belts (worn by the employee)

### *Types of transfers*

Different techniques are used for different kinds of transfers. Some common kinds of transfers are:

- Bed to wheelchair
- Chair to bed
- Chair to shower chair
- Repositioning/turning in bed
- Sitting to standing
- Standing to sitting
- Into and out of vehicles
- Repositioning in a chair

Teach your employee proper transfer techniques and methods with the help of qualified medical professionals, such as physical therapists, occupational therapists, nurses, or doctors.

### *Dressing*

- Dressing and undressing should be done according to the employer's preferences.

For example, when do you like to change from bed clothing to other clothing? Is it first thing in the morning? Do you prefer to wait until after breakfast or some other activity?

- Be careful when dressing to avoid bunching, wrinkling, or tightness, because these can cause pressure sores, skin irritation, or discomfort.



# Body Mechanics & Transfers

## Basics to remember in maintaining proper body mechanics are:

- Squat, don't bend (use hips and knees rather than waist).
- Be mindful of your base of support – feet should be shoulder-distance apart.
- Equipment should be close to your body (center of gravity).
- Hips and shoulders should be parallel – face in the direction of the activity (avoid twisting the body).
- Alternate body positions (shift weight – change from sitting to standing).
- Try to keep weight of arms at shoulder level or below.
- Push objects whenever possible – if not possible, pulling is better than lifting.
- Standing with a slight pelvic tilt whenever possible during activities helps.

## Body Mechanics - Useful tips

### *General*

- Maintain good posture at all times.
- Maintain strength in your stomach/abdominal muscles.
- Maintain flexibility in your low back and hamstrings.

### *Sitting*

- Sit evenly on your buttocks.
- Feet should stretch down towards the floor but should be well supported so that the knees are at least level with the hips.
- The mid to low back should be kept in a neutral position.
- Arrange your seat so that you face the work that you are doing.

### *Standing*

- Distribute your body weight evenly through your feet.
- When standing for long periods, it is best to give your feet a broad base for support.
- Do not suddenly change regular shoes from high to low heels or vice versa.
- Maintain an erect but relaxed posture.

### ***Safe Lifting Basics***

- Always prepare for a lift – if it is too heavy, get help!
- Watch your line of balance.
- Spread feet to get a comfortable, broad base of support.
- If movement is in a sideways direction, spread feet sideways.
- If movement is forward or backward, spread feet in the direction of the movement and distribute weight evenly over feet.
- Pull in your stomach muscles and tilt your hips forward before and during a lift.
- Try to arrange the lift so that you use the muscles in your thighs and hips to push up.

### ***Safe Transferring Basics/Shifting***

- Prepare for the shift. If it's too heavy or awkward, get help!
- Carry weight as close to your body as possible.
- Arrange the load between your shoulders and mid-stomach.
- When possible, move your feet so that you face what you are doing, rather than twisting or bending sideways.
- If your work action is repetitive, occasionally stop, stretch, and move your body in the opposite direction a few times to stretch the working muscles.

## **Some Specific Suggestions**

### ***Sitting/Passive***

- Keep back straight, not rigid – use a support pillow for your lower back.
- Use a good light source – do not lean into the light source.
- Don't reach across a table when seated.
- Select a chair with good lower back support and sit with your feet flat on the floor.

### ***Tabletop Activities***

- Use a higher table if you have shoulder or neck problems.
- Hold books/projects up or use an easel/holder/stand.

### ***Standing/Static***

- Be careful not to lean back or forward (keep body in alignment).
- Stand with one foot up on a box or stool – alternate feet.
- Do not stand in one position for too long.
- If tall, stand at a higher counter.

### ***Standing/Dynamic***

- Incorporate body mechanics into all activities as possible; e.g., pacing, warm-up, cool-down.
- Build tolerance for activity participation; as soon as you get tired or fatigued, discontinue activity before you feel any pain.

# Learning Objective Four:

## Learn how to teach your employee about wound care and range of motion exercises

Wound care and range of motion exercises are classified as “health maintenance activities” (HMA).

### ***Wound care***

Wound care is done to help pressure sores and various kinds of ulcers heal. Such wounds are very serious health problems. A licensed health care professional should watch wound care closely.

### ***Your employee’s part in your wound care should be minimal and may include:***

- Changing bandages
- Applying topical antiseptics
- Discussing observations with employer

When it comes to pressure sores (decubitus ulcers), the best policy is prevention. The best methods of prevention are:

- Changing positions every two hours
- Using pillows and special mattresses as needed
- Observing skin closely and regularly

Your employee should regularly examine:

- Areas of prior wounds
- Bony areas
- Groin
- Feet (including heels and between toes)
- Under splints and braces

### ***Range of Motion (ROM) exercises***

#### ***Purpose***

Range of motion exercises help keep the best joint movement possible and may be used for the:

- Neck
- Upper extremities
- Lower extremities

#### ***Performance***

ROM exercises may be done actively or passively.

- **Active exercises** are usually done on your own, but may require some help from your employee.
- **Passive exercises** require someone else to move that part of the body without your participation.

#### ***Frequency***

- How often ROM exercises are done depends on individual needs and/or recommendations from a healthcare professional, and is an important part of the usefulness of the exercise.

# Session Nine Assessment:

## Basic Services

1. Basic services are important for maintaining good health and well-being and are referred to as ADLs or;

- a. Activities of Daily Living
- b. Assistance of Daily Living
- c. Activity of Duty Location
- d. None of the above

2. Some examples of basic services are:

- a. Eating and driving to appointments
- b. Toileting, bathing, dressing, and meal planning
- c. Banking, reading, and writing
- d. Toileting, banking, reading, and moving

3. A toileting routine may vary depending on diet, physical condition, and/or medication.

True          False

4. It is important for the employer to instruct the employee on how to use, care for, clean, and/or dispose of items used during toileting.

True          False

5. Bathing may occur in a variety of ways. Types of baths include:

- a. Complete bath
- b. Tub bath
- c. Shower
- d. All of the above

6. It is not necessary to wear protective gloves when assisting an employer with oral care.

True          False

7. Oral care consists of brushing, flossing, rinsing, and soaking of dentures.

True          False

Fill in the blanks with the following:

Range of motion

Electric razors

Transferring

8. \_\_\_\_\_ must not be used near sources of pressurized oxygen or near water.

9. \_\_\_\_\_ is the act of moving someone from one location or position to another.

10. The purpose of \_\_\_\_\_ exercises is to keep the best joint movement possible.



# 10

## Session Ten: Ancillary Services

***During this session, each participant will:***

1. Learn what ancillary services are and how to teach employees to use time wisely and complete tasks safely
2. Learn how to teach employees to finish tasks according to the employer's needs and preferences
3. Learn how to teach employees to plan for meals, shop for food, and run errands
4. Learn how to teach employees to help with personal management tasks

# Learning Objective One:

## Learn what ancillary services are and how to teach employees to use time wisely and complete tasks safely

Ancillary services are extra services that may be approved on the service plan depending on the employer's needs. Some ancillary services include:

- Light housekeeping
- Meal clean-up
- Laundry
- Errands
- Shopping
- Help with reading, writing, and personal management tasks

Ancillary services, just like basic services, are provided for the employer only. It is important to stress with your employee that they should multi-task as much as possible when they are completing ancillary tasks.

For example: While laundry is washing, the employee may clean up dishes in the sink.



## Learning Objective Two:

### Learn how to teach employees to finish tasks according to the employer's needs and preferences

Everyone has their own way of doing things. Make sure you let your employee know how you like things to be done. Your employee may clean at home one way, but needs to be trained in what you need or want when he or she is at work. Talking about this at the start avoids missed expectations or frustrations later on.

Along with spoken directions, it may be useful to write directions down, if possible, to help your employee with ancillary tasks.

Performing ancillary tasks often involves the use of appliances such as washers, dryers, and vacuum cleaners. The employee should be taught the right way to use any appliances safely and correctly. If there is any doubt as to how to correctly use an appliance, it is better to ask someone or find and read the manual rather than risk breaking the equipment.



# Learning Objective Three:

## Learn how to teach employees to plan for meals, shop for food, and run errands

### *Meal planning*

Meal planning involves personal preferences, nutritional balance, and therapeutic dietary requirements.

#### *Things to consider*

- Personal food preferences are influenced by one's own tastes, culture, or religious requirements.
- Nutritional balance means eating enough amounts of food from all the basic food groups in the right proportions.
- If you have any questions about the best balanced diet for you, talk with your health care professional or a nutritionist.

#### *Therapeutic diets*

Therapeutic diets are meals prepared to meet specific health needs. Some examples of therapeutic diets are:

- Liquid
- Low-salt/low-sodium
- Lactose-free
- Gluten-free
- Diabetic

#### *Food shopping*

- Employees should always use a written list approved by the employer to complete food shopping.
- Employees should be taught to read labels. Look for the following dates on labels:
  - “Sell by” - The product should not be sold after this date. Most products will keep up to about three days after this date.
  - “Best used by” - This is the last date that the manufacturer can guarantee full freshness and quality.
  - “Expiration” - This is the last date that the product can be safely used.
- Employees should be taught to shop with the limitations or recommendations of an employer's therapeutic diet in mind.
  - Employees should be taught to buy the right amounts. There are some items that you may want to purchase in bulk in order to stock up. You may wish to buy other items in smaller amounts.



### ***Shopping economically***

- Employees should be taught:
  - To compare prices.
  - To look for bargains.
  - To consider product weight, volume, and count.
  - To remember to bring coupons, if used.
  - To pay the bill correctly.
- Employees should:
  - Provide the employer with the receipts of all purchases.
  - Return correct change to the employer.
  - Stay within the employer's budget.

As an employer, it is important to make sure your employee has enough money to pay for your purchases at the store. Make sure to keep track of change and receipts to avoid any problems.

### ***Running errands***

- Employees should use good time management while doing errands.
- Think of the time of day that your employee will do your errands. Is it a time when the streets will be least crowded and stores most accessible?
- The employee should have a route and order of stops planned out beforehand to make the best use of time.
  - For example, it may be best to have the employee stop at places farthest from your home first and then make the other stops along the way back to your house.
- Review instructions with your employee before they do errands.



## Learning Objective Four:

### Learn how to teach employees to help with personal management tasks

*Personal management tasks include:*

- Reading and writing correspondence
- Opening and handling mail
- Making appointments
- Help with talking on the phone

Talk with your employee about your needs and preferences for these tasks. It is your choice how much the employee helps with any of these tasks.

It is important to make it clear to your employee that your personal information, financial or otherwise, is strictly confidential.



# Session Ten Assessment:

## Ancillary Services

Fill in the blanks with the following:

Therapeutic diets

Meal planning

Ancillary services

Written

Expiration dates

1. These services are non-basic services that may be approved on the service plan depending on the employer's needs: \_\_\_\_\_
2. Along with spoken directions, it may be helpful to use \_\_\_\_\_ directions to guide the employee in specific tasks.
3. \_\_\_\_\_ involves personal preferences, nutritional balance, and therapeutic dietary requirements.
4. Diets that are set up to meet specific health needs are called \_\_\_\_\_.
5. When food shopping for the employer, the employee should be aware of the \_\_\_\_\_.
6. Employees should provide employers with the receipts of all purchases and keep the change.  
True          False
7. Employees should be instructed in shopping economically.  
True          False
8. Ancillary services are available to all who live in the household.  
True          False
9. Employees should be taught the right way to use appliances safely and correctly.  
True          False
10. Some examples of therapeutic diets are liquid, low sodium, and gluten-free.  
True          False



## Session Eleven: Respecting Cultures and Boundaries

*During this session, each participant will:*

1. Learn the importance of setting professional boundaries
2. Learn the importance of respecting cultures

# Learning Objective One:

## Learn the importance of setting professional boundaries

### *What are boundaries?*

Boundaries are rules or directions by which we communicate what we will or will not accept from others. Boundaries also communicate how involved we want others to be in the different parts of our lives.

- Professional boundaries are an important issue in today's home health care environment.
- Boundaries are a set of rules that can improve the quality of care you are providing your employer.
- The boundaries we set as either employer or employee direct our behavior with the people in our environment.
- Boundaries also communicate how we expect to be treated by others. They teach others how they can show respect for us.
- Boundaries show how we see ourselves and clearly show our priorities.
- Boundaries come from a commitment to what we truly value and are only useful if kept consistently.
- Many relationships work more smoothly when people know what to expect and what is expected from them.

### *Setting boundaries*

- Remember, the employee works for you, the employer, **not** the family!
  - Refer back to the session on Respecting Cultures and Boundaries. Note the scene where Felix is talking with his sister. John wisely kept his professional boundaries and did not get involved in the argument.
- The employer has the right to his or her privacy. The employee should not share private information with family members unless the employer gives official consent or the law requires it.
- Information about the employer's health, finances, and personal relationships should be kept private.

### *Confidentiality (Privacy) - It's a matter of trust*

- As an employee working in someone's home, you may obtain information or observe situations about the employer and family that must be treated as private.
- Do not talk about any information related to the work assignment with your own family, friends, or other employees.
  - As discussed in the training series, private information is protected by HIPAA. Refer back to the session on Respecting Cultures and Boundaries for tips about protecting private information.

### *Keep it appropriate*

Some tips for keeping good professional boundaries between employer and employee are:

- Do not offer advice.
- Be careful about making judgments.
- Do not discuss your own problems or concerns.
- Do not discuss topics that are controversial, such as politics or religion.

# Learning Objective Two:

## Learn the importance of respecting cultures

### *Respecting cultures*

Imagine a world where there was only one kind of restaurant and one way to worship, and all houses and apartments looked the same. How boring would that be?

A culture is a system of behaviors people learn from the community where they grew up and live.

Cultural background may affect how friendly people are to people they do not know. Culture can affect how employers feel about having employees in their home. It can also affect how close they want you to stand to them while talking or the amount of eye contact they give during a conversation.

You cannot expect to be treated the same by all of your employers. You may have to adjust your behavior. No matter what their background is, you must treat all people with respect and professionalism. Expect them to treat you with respect also.

On the job you may see many differences between you and your employer. These may include:

- Food choices
- Religion
- Attitudes about disabilities
- Attitudes about work
- Ways of showing emotion
- Hand shakes
- Ways of dealing with pain
- Importance of family
- Privacy expectations
- Amount of eye contact
- Communication style

The best tool in working with people from different backgrounds is to develop an attitude of non-judgmental acceptance and respect, even when their beliefs are different from yours. Never question other people's religious or cultural differences.

- As discussed in the training series, some of these differences may impact your job duties. An employer's religious or personal beliefs may include dietary restrictions.

While it is important to be non-judgmental, do not make assumptions either. Avoid stereotypes. It takes time to get to know people as unique individuals.

### *Tips for communicating with people from other cultures*

- When you begin your job, get a feel for the atmosphere.
- Observe your new environment.
- Ask questions. Many people feel uncomfortable asking questions about a culture they do not know, but questions show you are interested.
- Allow for more time. Communication may be slowed down and communication styles may be different; therefore, be patient when communicating.
- Appreciate individual differences. Many people make mistakes by trying to fit others into cultural molds.
- Keep your sense of humor.

# Cultural Sensitivity

*An individual's cultural identity is shaped by the following:*

1. **Ethnicity** - the ethnic group with which the individual identifies, including the native language the person speaks.
2. **Race** - the racial group(s) with which the individual identifies.
3. **Religion** - any organized religion, denomination, or sect to which the person adheres or has been taught.
4. **Education** - the level and type of education the person has experienced.
5. **Professional/field of work** - the type of work the person is trained to do.
6. **Organization** - groups, associations, and organizations to which the individual belongs or has belonged. For example, the military, the Girl or Boy Scouts, a labor union or a fraternal organization.
7. **Parents** - the messages, both verbal and nonverbal, given by parents about ethnicity, religion, values, cultural identity, prejudices, and so on.

While the above are powerful cultural influences, one's gender, family, peer group, and place of birth also significantly impact cultural identity.

# Session Eleven Assessment:

## Respecting cultures and boundaries

1. The rules and/or guidelines that we communicate to others about what we will or will not accept from them are called:
  - a. Discussions
  - b. Boundaries
  - c. Professionalism
  - d. Priorities
2. All employers have the right to their privacy.  
True            False
3. It is okay for the employees to share confidential information with the family and/or other employees if it is important to the health status of the employer.  
True            False
4. As an employee, you are expected by your employer to hold which of the following in confidence?
  - a. State of health
  - b. Finances
  - c. Personal relationships
  - d. All of the above
5. All of the following are examples of general guidelines for maintaining good professional boundaries between employer and employee, except:
  - a. Reading the employer's mail
  - b. Refraining from giving advice
  - c. Avoiding controversial topics
  - d. Being careful about making judgments
6. A(n) \_\_\_\_\_ is a system of behaviors people learn from the community in which they grew up and live.
  - a. Attitude
  - b. Culture
  - c. Tolerance
  - d. Expectation
7. On the job you may observe many differences between you and your employer, including;
  - a. Religion
  - b. Food choices
  - c. Frequency of making eye contact
  - d. All of the above
8. You can expect to be treated the same by all of your employers.  
True            False





# 12

## Session Twelve: Professional and Ethical Behavior

*During this session, each participant will:*

1. Learn the importance of preparing for work
2. Learn the basics of professional behavior
3. Learn to show ethical behavior
4. Learn when to deal with the employer's agency

# Learning Objective One:

## Learn the importance of preparing for work

As an employee, preparing for work is important for success. Being prepared may help you to be on time, reduce absences, and be organized in the workplace.

Work preparation should begin the night before. Some tips include:

- Pack anything you may need the next day, such as lunch or dinner.
- Make sure work clothes are clean and pressed.
- Check weather and traffic reports.
- Check for gas in your car or, if you use public transportation, make sure you have the fare you will need.
- If you have children, always confirm child care and backup plans.
- Set up your plans so that you arrive to work on time.
- Know who to call if you are delayed.

### ***What to wear and what NOT to wear***

- Ask your employer about any dress requirements.
- Wear clothes that are comfortable and easy to work in.
- Always wear clean clothes.
- Clothes can get dirty easily, so pick fabric that is easy to clean.
- Do not wear clothes that are too revealing or too tight.



# Learning Objective Two:

## Learn the basics of professional behavior

Being professional starts with a positive attitude. You will be caring for another person, and if you are negative or angry, it will show.

### Tips to show your positive attitude on the job.

- Arrive to work on time and be ready to work.
- Be cheerful.
- Complete assignments.
- Consistently follow procedures.
- Be aware of your employer's likes and dislikes.
- Be flexible.
- Be willing to adjust your routine.
- Communicate problems with your employer.
- Be accepting of others' behaviors.
- Ask questions when you don't understand something.
- Take directions or criticism without getting upset.
- Do not make personal calls.
- Leave your personal problems at home.
- Respect your employer's privacy.
- Keep your employer's information private.
- Do not bring others, including children, to your employer's home.
- Do not get personally involved with your employer or your employer's family or neighbors.
- Do not use your employer's personal belongings.
- Be clean and neatly dressed.
- Remember, you are an employee in the employer's home.

# Learning Objective Three:

## Learn to show ethical behavior

### *What are ethics?*

- Professional rules of conduct or behavior
- Principles of right and good behavior
- Keeping these principles, especially when faced with the chance to gain at the expense of someone else

### *Ways to show ethical behavior*

#### **1. Follow state and federal laws**

Examples:

- Do not steal property and/or money.
- Do not use or distribute controlled substances.

#### **2. Follow agency policies, procedures, and rules of conduct**

Examples:

- Record your hours worked accurately.
- Do not extend breaks or lunches.
- Arrive to work on time.

#### **3. Show an understanding of right and wrong decisions and ethics**

Examples:

- Treat others with respect and consideration.
- Show integrity in what is said or done behind closed doors.
- Be honest.
- Protect your employer's privacy. This is one of the most important ways you can show **ethical behavior**.

#### **4. Maintain privacy at all times**

Never talk about the following information with anyone other than your employer:

- Health
- Finances
- Family
- Marriage or other domestic relationships

# Learning Objective Four:

## Learn when to deal with the employer's agency

Every Fiscal Management Service may handle the submission of time records differently. It is the employer's responsibility to give you specific directions for submitting your time worked accurately.

It is important to contact the agency if you have a new address, go on vacation, or end your employment with the employer.

Services **must not** be delivered while an employer is in the hospital or a nursing home or rehabilitation center.



# Session Twelve Assessment:

## Professional and Ethical Behavior

1. Job preparation will help you to avoid being late, absent, or disorganized in the workplace.  
True            False
2. Work preparation should begin the night before. Circle the answer that does not belong:
  - a. Pack anything you may need the next day such as lunch or dinner.
  - b. Make sure work clothes are clean and pressed.
  - c. Be professional.
  - d. Check weather and traffic reports.
3. Which of the following is just as important as arriving on time and preparing for work?
  - a. Dressing professionally
  - b. Dressing before breakfast
  - c. Telling your employer when your last checkup was
  - d. Reading the paper to keep up with current events
4. When deciding what to wear to work, a good employee should never:
  - a. Wear clothes that are comfortable and easy to work in
  - b. Wear clean clothes
  - c. Wear clothes made of fabric that is easy to clean
  - d. Wear clothes that are too revealing or too tight
5. Professionalism begins with a positive attitude.  
True            False
6. On the job, your positive attitude will show if you practice the following:
  - a. Only miss work when absolutely necessary
  - b. Arrive to work on time and be ready to work
  - c. Turn in your time sheet with accurate information
  - d. All of the above
7. It is okay to bring others, including children, to your employer's home if you have a good reason.  
True            False
8. What word is defined as maintaining professional rules of conduct or behavior, and keeping principles of right and good behavior, especially when faced with the chance to gain at the expense of someone else?
  - a. Professionalism
  - b. Competence
  - c. Ethics
  - d. Skill
9. Maintain privacy at all times. Never talk about any information with anyone other than:
  - a. Your employer's family
  - b. Other employees
  - c. The doctor
  - d. The employer
10. Services must not be delivered while an employer is in the hospital or a nursing home.  
True            False

# Assessment Answer Key

## Session Two – Hiring Your Employee

1. False
2. D - All of the above
3. True
4. Pre-screening
5. B- Over the phone
6. False
7. Answers may vary
8. B - The applicant gets a ride to the interview
9. True
10. True

## Session Three – Being a Successful Employer

1. D - All of the above
2. True
3. D - Disrespect
4. Praise, Recognition, Rewards, Acknowledgements - Answers may vary
5. False
6. B - Periodic review
7. True
8. D - Praise
9. False
10. True

## Session Four – Understanding the Disability Culture

1. D - 1970s
2. A - Medical model
3. C - Live with dignity in a nursing home
4. A - Americans with Disabilities Act, 1990
5. A - Equal Opportunity Employment or D - Public Accommodations
6. E - All of the above
7. False
8. True
9. True
10. True

## **Session Five – Effective Communication**

1. Verbal communication
2. Non-verbal communication
3. Written communication
4. True
5. False
6. B - Effective listening
7. C - Empathy
8. A - Reflecting back
9. False
10. True

## **Session Six – Home and Personal Safety**

1. Universal precautions
2. Wash your hands
3. D - Saline
4. True
5. False
6. True
7. B - Don't drink cold beverages with meals
8. True
9. D - All of the above
10. A - Keep a disaster supply kit

## **Session Seven – Abuse, Neglect, and Sexual Harassment**

1. A - Physical, emotional and financial
2. True
3. Bruises, welts, burns, scratches, bite marks - Answers may vary
4. A - Emotional
5. A - Purposeful and unintentional
6. True
7. True
- 8a. True
- 8b. False
- 8c. True

## **Session Eight – Meal Planning and Good Nutrition**

1. C - Psychological evaluation
2. False
3. True
4. False
5. True
6. A - High sugar
7. True
8. D - 2 hours
9. False
10. D - All of the above



## **Session Nine – Basic Services**

1. A - Activities of Daily Living
2. B - Bathing, toileting, dressing, and meal planning
3. True
4. True
5. D - All of the above
6. False
7. True
8. Electrical razors
9. Transferring
10. Range of motion

## **Session Ten – Ancillary Services**

1. Ancillary services
2. Written
3. Meal planning
4. Therapeutic diets
5. Expiration dates
6. False
7. True
8. False
9. True
10. True

## **Session Eleven – Respecting Cultures and Boundaries**

1. B - Boundaries
2. True
3. False
4. D - All of the above
5. A - Reading employer's mail
6. B - Culture
7. D - All of the above
8. False

## **Session Twelve – Professionalism and Ethical Behavior**

1. True
2. C - Be professional
3. A - Dressing professionally
4. D - Wear clothes that are too revealing or tight
5. True
6. D - All of the above
7. False
8. C - Ethics
9. D - The employer
10. True

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