

Home Health Aide Training

Module 1. Welcome and Team-Building

Goals

The goals of this module are to:

- Introduce participants to trainers and to each other.
- Familiarize participants with the training objectives and schedule and to develop norms for training behaviors.
- Introduce participants to the concept of teamwork.

Time

1 hour

Activities	Teaching Methods	Time
1. Welcome, Introductions, and Orientation to the Training	Interactive presentation, pairs work, large-group exercise, large-group and discussion	40 minutes
2. Introduction to Team-Building	Large-group exercise and discussion	20 minutes

Module 1. Welcome and Team-Building

Supplies

- Flip chart, markers, and tape
- Paper and pencils
- Name tags
- One three-ring binder for each participant
- Manila envelopes
- Scissors
- **Teaching Tools, Activity 1—Sample Working Agreement**
- **Teaching Tools, Activity 2—Cooperative Squares**

Learner's Book

1. Understanding Your Job
2. The Purpose of this Training

Handouts

- Handout 1. Training Schedule

Advance Preparation

Review all the training instructions and learner's materials for this module. Note that icons are used to remind the trainer of the following:



When you are *presenting* or covering Key Content *in the discussion*. (Key Content is also addressed in the Learner's Book and the handouts, but we use the "key" icon only when it is covered elsewhere in the learning process.)



When it is important to ask a particular question to get participants' input.



When it is time to refer to the Learner's Book.



When it is time to distribute and discuss a handout.

Copy all handouts for participants.

Gather all necessary supplies and equipment.

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Please note that the Key Content is meant to be background information for the trainer. DO NOT READ OUT LOUD TO PARTICIPANTS.

Activity 1. Welcome, Introductions, and Orientation to the Training

Prepare the following flip chart pages:

- Instructions for participant introductions (Step 3)
- “Learning Agenda” (Step 6)
- “Logistics” (Step 11)
- “In this training, I will learn best if...” (Step 13)

Prepare blank name tags for participants. In the lower left-hand corner of each name tag, write a number. Create two name tags with the same number for participants to match and use during the pairs introduction. (For example, if you have 14 participants, you will write “1” on two name tags, “2” on two more, and so on, until you’ve written “7” on the last two name tags.)

As participants arrive, or register, they can select a name tag and put their name on it with a marker.

Activity 2. Introduction to Team-Building

For this activity, participants will be divided into groups of three. From the number of participants, figure out how many groups there will be. Then make one copy of the **Teaching Tools, Activity 2—Cooperative Squares**, for each group. Cut each puzzle into pieces, following the lines. Put the pieces of each puzzle in a separate manila envelope. After all the puzzle pieces are in their envelopes, take one piece out of each envelope and put it in a different envelope. When you are done, all the envelopes will have the same number of pieces, but all of them will have one piece that belongs to another puzzle.

Prepare a flip-chart page for “Team-Building: 4 Cs and an R” (Step 7).

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Activity 1. Welcome, Introductions, Orientation to the Training

40 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Name their trainers and at least two other participants.

Describe the role of a home health aide and list the five activities of daily living.

Describe the goal and objectives of the training.

Explain how participants will be evaluated.

Explain the importance of having working agreements for participant learning interactions and list the agreements they developed as a group.

Identify when they need to be at the training site and ready to learn.



Key Content


- The goal of this training is to prepare participants to demonstrate that they are competent to be home health aides. Home health aides provide hands-on assistance with daily activities to elders as well as adult clients with disabilities. They may also provide support with health-related tasks, household tasks, and/or support for going out into the community. These services may be provided in the client's own home, in an adult day center, or in a nursing home, personal care home, or assisted living center. (Some work settings will require additional training beyond this core curriculum.) This curriculum focuses on home care.
- In order to be a competent home health aide, participants will need to learn facts, show attitudes, and demonstrate skills that are needed for this work. The training will prepare them to show their competence through a variety of tests and simulated work settings.

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- Since the relationship with the client is the key to direct-care work, client profiles or stories have been created to give participants a chance to apply what they are learning to a “real” person. Discussions, case studies, and role plays involving the profiled client will allow participants to practice communication and relationship skills at the same time as developing hands-on personal care skills.
- This training approach involves a lot of group work and interaction. Establishing working agreements for participation in the training activities is important to create a learning environment in which participants feel safe and comfortable asking questions, trying new things, changing behaviors, and being open to learning and team-building experiences.

Activity Steps

Interactive Presentation—5 minutes

1. **Formally open the training.** Welcome participants. Introduce yourself and other trainers, if applicable.
2.  **Set the stage for the first exercise.** Congratulate participants on choosing to work in a field that is critical to the health and well-being of so many people. Having good relationships with clients and other workers is fundamental to direct care. Therefore, the training will begin with an activity to help them develop relationship skills—meeting and introducing another participant.

Pairs Work—5 minutes

3. **Give instructions.** Ask participants to look at their name tags and find the number in the lower left-hand corner (see **Advance Preparation**). If they do not have name tags, distribute the blank name tags and markers now, and ask them to write their names on them. Explain that there is one other person in the room with the same number on their name tag. They must find each other, and then ask each other the questions on the flip chart. After that, they will introduce each other to the rest of the participants, by answering these questions about their teammates.

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Flip Chart

INTRODUCE YOUR TEAMMATE

- What is your teammate's name?
- Why does he or she want to be a home health aide?
- What is one quality or skill that he or she has that will help in this work?

Large-Group Exercise—10 minutes

- 4. Facilitate introductions.** Ask one pair to volunteer to start. First, one participant introduces her teammate, answering each question *about her teammate*. Then the other member of the pair does the same.

Teaching Tip

If there's a co-trainer, the lead trainer might introduce that trainer to “demonstrate” the process.

- 5. Complete introductions.** Continue the introductions in pairs until each participant has been introduced.

Interactive Presentation—10 minutes





- 6. Present the day's agenda.** Post and review the prepared flip chart page with the “Learning Agenda” for this first pre-training day.

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Flip Chart

LEARNING AGENDA: Welcome & Team-Building

- Introduce participants and trainers to each other
- Learn training objectives and schedule, and develop norms for training behavior
- Begin to explore the importance of teamwork in home care

-  **7. Describe the job of a home health aide.** Refer to **1. Understanding Your Job** in the Learner’s Book. Make sure that participants understand that their title after completing this training will be “home health aide,” and that is one type of direct-care worker.
-  **8. Explain the purpose of the training.** Refer to **2. The Purpose of This Training** in the Learner’s Book. Explain the training approach and the use of client profiles.
-  **9. Explain evaluation strategies.** Explain how participants will be evaluated—through written and/or verbal tests (for knowledge), return demonstrations (for skills), and observation of in-class participation, role plays, and return demonstrations (for attitudes).
-  **10. Present the schedule.** Distribute **Handout 1. Training Schedule**. Make sure that participants know when to arrive at the training site in order to be ready for the start of training each day.
- 11. Review logistics.** Post the flip chart page on “Logistics” and review each point. Ask if participants have any other questions or concerns.


Module 1. Welcome and Team-Building

Flip Chart

<p><u>LOGISTICS</u></p> <ul style="list-style-type: none">• What to wear• Use of phones, radios, etc.• Attendance• Emergency phone numbers• Bathrooms• Breaks, lunch

Large-Group Discussion—10 minutes

12. Explain the importance of a respectful learning environment. Note that this training approach involves a lot of group discussion and working together. When learning new things—especially new skills that we may not be good at in the beginning or attitudes we’re just trying out—it is important for participants to feel respected for who they are and what they think or believe.

13.  **Explain the function of a “working agreement” and ask for input.** Explain that part of your job as trainer is to establish and maintain a safe and caring environment for learning. One way to do this is to create a “working agreement” for how trainers and participants will talk and learn together in the classroom. Ask participants to complete this statement: *In this classroom, I will learn best if...* Write their ideas on a flip chart page (see **Teaching Tools, Activity 1—Sample Working Agreement** for some ideas).

Flip Chart

<p><u>IN THIS TRAINING,</u> <u>I WILL LEARN BEST IF...</u></p>
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Module 1. Welcome and Team-Building

Teaching Tips

It is important to model respect for each person’s opinion by writing each idea on the flip chart page. However, you may need to clarify confusing suggestions or those that are not quite on the topic. Also, encourage people to be specific. For example, when someone says, “Be respectful,” ask her or him to provide examples or to talk about what that means.

To add ideas to the working agreement, it is helpful to use “I statements.” For example, to add a point about side conversations you could say, “I learn best when there are no side conversations because, if there are side conversations, I have a difficult time focusing on what I’m saying or what others are saying.”

You can also add your own ideas to this discussion if you find that they are not coming from the participants. This could indicate that you need to explore the concepts in more depth for participants to understand why you feel they are important.

- 14. Explain everyone’s responsibility for keeping to the working agreement.** Explain that both trainers and learners are responsible for creating and maintaining a safe learning environment for everyone. This requires that you (along with all the participants) hold the class accountable to the behaviors noted in the working agreement.
- 15. Explain the importance of using the training setting to practice how they will act in the workplace.** Explain that the classroom is also the training “laboratory”—which means it is the place to learn and practice new skills, to receive feedback, and to make mistakes sometimes. It is also a place for practicing how to interact with a client and with coworkers. Explain that the only way you can assess their attitudes and readiness for work is to observe their actions and interactions in the classroom. Therefore, a key part of your accountability to their learning (and to their future clients) is to give them feedback on how their behavior could affect clients, both positively and negatively.

Teaching Tip

The overall tone for this is upbeat and positive, yet clear and direct. You want to strike a balance between promising to support everyone to succeed and holding each participant accountable to the working agreement necessary to provide a safe learning environment.

Module 1. Welcome and Team-Building

Teaching Tools, Activity 1

Sample Working Agreement

- Respect different opinions and experiences
- Listen when other people are speaking (i.e., no “side conversations”)
- Confidentiality—What is said in this room stays in this room
- No personal attacks—Challenge ideas, not people
- Personalize your statements—Use “I” statements
- Take risks and support others to take risks
- Emotion is okay
- Put effort into the group

Module 1. Welcome and Team-Building

Activity 2. Introduction to Team-Building

20 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Describe the benefits of working as a team.

List positive behaviors that are helpful to teams.



Key Content

- Even though the home health aide may work alone with the client in their home, there is a group or “team” of individuals responsible for the client’s care.
- When a team works well together, it can provide far better, more comprehensive care to a client than individuals working separately. Elements of teamwork include good communication, cooperation, clarity, having a common goal, and respect for each other.

Activity Steps

Large-Group Exercise—10 minutes

- 1. Introduce the group exercise.** Explain that in most work settings, teamwork is essential to get a good work outcome, and home care is no different. To introduce the topic, participants will play a game called “Cooperative Squares,” which will help them to practice the process of team building. Divide participants into groups of 3; each group should have a flat surface (table or desk) to work on. Create some distance between the groups.
- 2. Set up group exercise.** Explain that each group will get an envelope with cut-up pieces of paper that fit into a square. Post and review the prepared flip chart page with the instructions for “Cooperative Squares.”

Module 1. Welcome and Team-Building

Teaching Tip

During **Advance Preparation**, you determined how many groups you will have. There will be one puzzle—or “square”—for each group. **Replace the “X” on the flip chart page with the number of groups.** It is important to note that the groups are not finished until ALL the squares, or puzzles, are completed.

Flip Chart

<u>COOPERATIVE SQUARES</u>
<ul style="list-style-type: none">• The goal—Create “X” squares of equal size in 5 minutes.• No verbal communication at all.• Anyone can GIVE a puzzle piece to any person.• No one can TAKE a puzzle piece from any person.

- 3. Distribute materials and begin activity.** Hand out the envelopes with the puzzle pieces to each group and say, “Go.”

Teaching Tips

The point of this exercise is that participants not only have to work within their small group to put their puzzle together, but they have to work with all the other groups to find their missing piece. Cooperation comes in when the groups realize that they have to give up their “odd” piece to another group in order to achieve the goal for the whole group.

Watch the behaviors of the small groups, noting how they initially work with each other and how long it takes them to move from their small groups and begin to work in a large group. Watch the dynamics of the large group as the participants help each other to complete all the squares. Make sure the activity remains nonverbal.

The participants can get very frustrated during this game. It is important to watch for both the positive and negative behaviors and help the participants to process their experiences after the game.

Module 1. Welcome and Team-Building

Large-Group Discussion—10 minutes

4. **Lead large-group debriefing.** After all the squares have been completed—or after five minutes, whichever comes first—stop the activity and thank participants for their efforts. Then ask:

? *How did you feel during that exercise?*

? *What was frustrating about it?*

? *How did you finally accomplish your task?*

5. **Explain significance of this exercise.** Acknowledge the behaviors that you observed—both “team-like” and not. Talk about how important cooperation and teamwork are, but acknowledge that they are not easy. Explain that in this field of work, people are expected to work together cooperatively for the benefit of the client.
6. **Lead further debriefing.** Ask participants:

? *What did you learn about teamwork from this activity?*

Teaching Tip

Responses should include:

- You need to communicate clearly and effectively to get the job done.
- Group work is not easy—it takes effort and cooperation.
- You must all know your goal and agree on it.
- You must respect all members.
- Everyone makes a difference in a well-functioning team.

7. **Summarize participants’ comments.** Then post and review the prepared flip chart page¹. Note how their comments fit these themes.

¹Adapted from the Institute for Caregiver Education’s 4Cs approach to team development.

Module 1. Welcome and Team-Building

Flip Chart

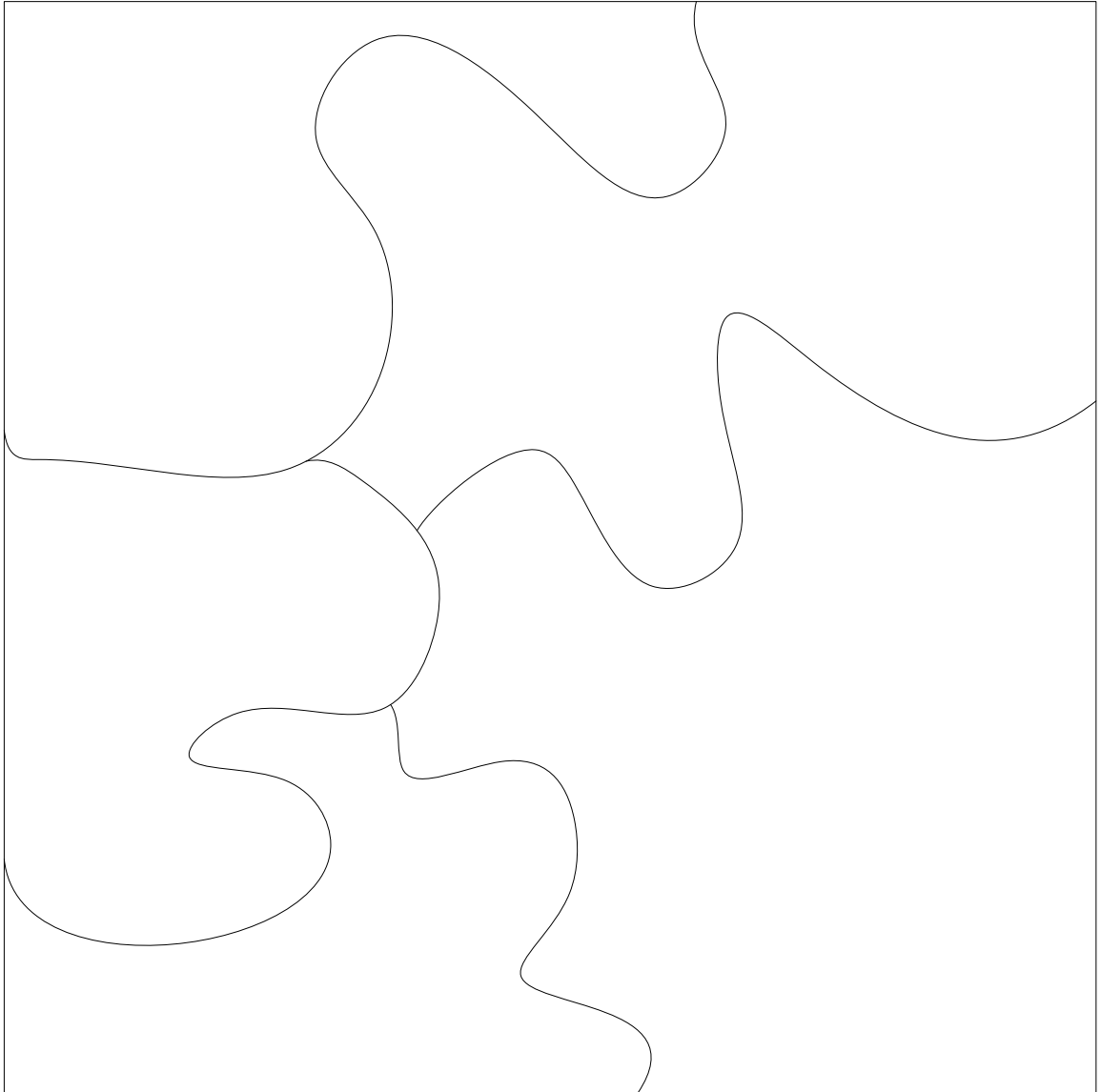
TEAM-BUILDING:
4 Cs AND AN R

- **Common goal**
- **Communication**
- **Cooperation**
- **Clarity**
- **Respect**

Module 1. Welcome and Team-Building

Teaching Tools, Activity 2

Cooperative Squares



Module 1. Welcome and Team-Building

Activity 1. Welcome, Introductions, Orientation to the Training

1. Understanding Your Job

2. The Purpose of This Training

Module 1. Introduction to Home Care

1. Understanding Your Job

Page 1 of 2

What will your job title be?

You will be a home health aide. A home health aide is one type of direct-care worker. Direct-care workers often have different titles, depending on where they work.

Whom will you assist?

Most of the people you assist will be older people and other adults who have trouble doing daily tasks. In your work, the people you assist are called **clients**.

What will you do?

You will assist people with daily tasks. Your goal is to help them stay as independent as they can, and to remain in their homes for as long as they are able. How much you do will depend on what is stated in the care plan.

Where will you work?

In the clients' homes.

Module 1. Introduction to Home Care

1. Understanding Your Job

Page 2 of 2

How will you assist clients?

You will assist clients with Activities of Daily Living (or ADLs for short) and other activities, such as shopping, housekeeping, and getting to appointments. You should give clients as much help as they need. But you should also encourage them to do as much as they can.

The 5 ADLs are:

- Bathing
- Eating
- Getting around (ambulating)
- Getting dressed
- Using the bathroom (toileting)

Other activities include:

- Assisting with making/changing beds, dusting, and vacuuming
- Light cleaning of kitchen, bathroom, and bedroom
- Dishwashing
- Doing laundry for the client
- Shopping for the client
- Paying bills and assisting with other essential errands
- Helping the client to stay involved with family and community

What's the key to good care?

The key to good care is **respect**. Respect builds strong ties between you and the client. When you treat each other with respect, both of you are happier.

Module 1. Introduction to Home Care

2. The Purpose of This Training

By the end of this training, you will have the knowledge, attitudes, and skills you need to be a home health aide.

The training will teach you how to assist clients with ADLs, with nutritional support and home maintenance, and with health-related tasks. It will also teach you about person-centered care and the importance of using communication skills to build a good relationship with your clients.

In order to work in this field, you will need to show that you are ready to be a home health aide. This is done in a variety of ways.

You will show:

- Your **knowledge** (what you know) through written and spoken tests
- Your **attitudes** (how you think and feel) through training labs and role plays and how you interact with others during the training
- Your **skills** (what you can do) by demonstrating them to your instructor

Module 1. Welcome and Team-Building

Handout 1. Training Schedule

HOME HEALTH AIDE TRAINING	
Date/Time	Module 1. Welcome and Team-Building
Date/Time	Module 2. Respecting Differences
Date/Time	Module 3. Communication Skills
Date/Time	Module 4. Managing Stress
Date/Time	Module 5. The Exploring Options Approach to Problem-Solving
Date/Time	Review of Agency Policies
Date/Time	Module 6. Introduction to Home Care
Date/Time	Module 7. Key Concepts of Home Care
Date/Time	Module 8. Infection Control
Date/Time	Module 9. Body Mechanics
Date/Time	Module 10. Body Systems and Common Diseases
Date/Time	Module 11. Working with Elders
Date/Time	Module 12. Introduction to Mental Illness and Developmental Disabilities
Date/Time	Module 13. Working with Families
Date/Time	Module 14. Working with Children
Date/Time	Module 15. Providing Care in the Client's Home
Date/Time	Module 16. Assisting with Self-Administered Medications
Date/Time	Module 17. Safety for the Client and the Worker
Date/Time	Module 18. Assisting with Ambulation and Transfers; Making a Bed

Module 1. Welcome and Team-Building

Handout 1. Training Schedule

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Date/Time	Module 19. Supporting Clients' Dignity While Providing Personal Care
Date/Time	Module 20. Bathing and Personal Care
Date/Time	Module 21. Working with Clients with Physical Disabilities
Date/Time	Module 22. Managing Pain
Date/Time	Module 23. Dressing and Toileting
Date/Time	Module 24. All about Food; Spending and Budgeting
Date/Time	Module 25. Beyond Personal Care: Responsibilities of the Home Health Aide
Date/Time	Module 26. Assisting with Complex Modified Diets
Date/Time	Module 27. Performing Simple Measurements and Tests
Date/Time	Module 28. Assisting with Prescribed Exercises
Date/Time	Module 29. Assisting with the Use of Prescribed Medical Equipment, Supplies, and Devices
Date/Time	Module 30. Assisting with Special Skin Care
Date/Time	Module 31. Assisting with Dressing Changes
Date/Time	Module 32. Assisting with Ostomy Care