

# Initial Caregiver Teaching Curriculum

practical and conceptual education to become a Direct Service Worker

Application

## PRIOR TO THE EDUCATION PROCESS

Prospective Caregivers must: (Please see the Hiring Process Protocol (PF-01 I) for full list.)

- ✓ Interview
- ✓ Fill out the Application
- ✓ Complete and submit personnel forms (criminal histories, references, drivers' license auto insurance, etc.)
- ✓ Take TB test and return results
- ✓ Review Handbook and Policy & Procedures
- ✓ Watch HIPAA video
- ✓ Sign contract

Practicum

## PRACTICUM

*On-the-job education in the Individual's apartment or house.*

This is a time for new Caregivers to be “thrown in the deep end” so that they can get a feel for what they'll be doing. Instead of deciding after the teaching process that caregiving is not the right job match, this is an opportunity for Caregivers to decide early if the Globe Star is the right place for them. During this time, the new Caregiver will be introduced to the state-required “Core Competencies” by seeing them in action (i.e. medication education will occur at med. time, emergency management will be taught by practicing fire drills with the Individual, etc.). They will learn from current Caregivers in the house they'll be working in, if possible.

The Practicum is also a time for the Mentor to assess the new Caregiver's skills at using his/her tools to help the individual to feel safe and loved.

The three-day Practicum takes the place of the three days of Shadowing.

### Days 1-3

The Caregiver meets the Individual he/she will be serving.

The Caregiver learns the Core Competencies from the Mentor, or another Certified Navigator (which can be the caregiver-on-duty, if certified by the Quality of Life Institute). In the beginning of this transition, the Mentor might need to do a majority of the Practicum education, teaching the new Caregiver and ensuring the current Caregiver knows the topics well enough. Over time, as Caregivers become licensed and receive a certification to navigate, more and more of the teaching should be done by that Caregiver. The teaching materials for these Core Competencies are designed to be as clear, concise, and self-explanatory as possible to help all Caregivers—new as well as current—learn this important information.

Below are the competencies that should be taught in the Practicum. In the short term, the Mentor will need to be present for all teaching. In the future, as Caregivers receive licensure and certification, they will be able to navigate some or all of these sessions.

Core Competency	Who should Teach?
Medication Administration	Mentor
Emergency Management	
Rights and Responsibilities	Mentor, or Caregiver who is certified as a Navigator
Communication	
Universal Precautions	
Incident Reporting	
Person-Centered Planning	
Protocols	
Individual-specific ISP Teaching	

There are no quizzes during the Practicum. Instead, after all the Core Competencies have been learned, the new Caregiver will take a Practicum Exam (really just a long quiz that covers the basic concepts taught in the Practicum) in the office. The Caregiver and Mentor discuss the results and plan further teaching if necessary.

## OFFICE TEACHING

These two days are discussion-based, in-office education. The following curriculum presents the information in a logical order, with a sample time schedule on the left.

### Day 4: Gentle Teaching (for more information, see QoLI-301.)

While the entire whole education procedure should be saturated with Gentle Teaching, we spend this first day in the office to specifically learn and discuss the theories and practices of Gentle Teaching. We discuss interdependency, building companionship and community, self-awareness, the use of Our Tools, the Elements of Companionship, and the Quality of Life Values. The outline of this day is loosely based on the outline of the first part of *Mending the Broken Heart* by John McGee.

<u>Example Time</u>	<u>Topic</u>	<u>Correlation to <i>Mending Broken Hearts</i></u>
8:00-8:10	Introductions	
8:10-8:30	<i>Dick and Rick Hoyt</i> video and discussion	Chapter 1: <i>Companionship and Community</i>
8:30-9:15	<i>Terry's Story</i> video and discussion	
9:15-9:30	<i>Personal Teaching Plan</i> introduction	Chapter 2: <i>Looking at Ourselves</i>
9:30-10:00	<i>Our Tools</i> role play and discussion	
10:00-10:15	Break	
10:15-11:00	<i>Elements of Companionship</i> discussion	Chapter 3: <i>Becoming Connected</i>
11:00-12:15	<i>Tony's Stories</i> videos (Introduce the Standards)	Chapter 4: <i>Who the Other Is</i>
12:15-1:00	Lunch	
1:00-2:15	Gentle Teaching Tape 1 and Excerpts from Tape 2 (with Discussion)	
2:15-2:30	Break	
2:30-3:30	Excerpts from Gentle Teaching Tapes 3 and 4 (with Discussion)	

### Day 5: Quality of Life (for more information, see QoLI-302.)

The second day of the in-office education is focused on the framework of Globe Star, how the Quality of Model translates the theories of Gentle Teaching into a functional model for residential settings. This follows a similar order to the QoL Chartbook. We discuss how caregivers value, teach, and protect, and how individuals reciprocate. We also learn to write about Quality of Life in terms of valuing, teaching, protecting, and reciprocating.

<u>Example Time</u>	<u>Topic</u>
8:00-8:10	Greeting; interaction with office staff/mentors
8:10-8:30	<i>Flowchart of Services</i> lecture
8:30-9:45	<i>QoL Model</i> lecture and discussion
9:45-10:00	Break
10:00-12:00	<i>The Framework of Teaching</i> lecture, discussion, and role play
12:00-12:45	Lunch
12:45-2:00	<i>Writing About QoL and Word Choice</i> lecture and activity
2:00-2:30	<i>The Daytimer</i> demonstration and discussion
2:30-2:45	Break
2:45-3:30	<i>The QoLI and the Crewmember's Portfolio</i> lecture and discussion

### Week 2

During the second week, the caregivers takes hands-on classes on Cardiopulmonary Resuscitation (CPR) and Basic First Aid. During this week, or soon thereafter, the caregiver participates in a retreat-style day, called Navigating the Heart During Stormy Weathers, Globe Star's crisis-intervention class, which teaches caregivers how to prevent and respond to crisis situations, using Gentle Teaching.

#### Topic

CPR

First Aid

NHDSW: *Navigating the Heart During Stormy Weathers*