

# Basics of Caregiving

is the theme for the month of: **January**

*Instructions: Read the text between the gray lines below and then answer the questions. (There are no right or wrong answers; give the answer that's true for you.) Include this sheet in your Crewmember Portfolio.*

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The following chart is quoted from page 8 of **Mending Broken Hearts**, copyright 1999, by John J. McGee, Ph.D. McGee describes the difference between a “culture of death” and a “culture of life”:

CULTURE OF DEATH...	CULTURE OF LIFE...
<input type="checkbox"/> Based on control	<input type="checkbox"/> Based on companionship
<input type="checkbox"/> Leading to compliance	<input type="checkbox"/> Leading to community
<input type="checkbox"/> Centered on behavior	<input type="checkbox"/> Centered on the person
<input type="checkbox"/> Imposed change under the guise of choice	<input type="checkbox"/> Mutual change that starts with us

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*Think of a specific Individual that you serve. What do you do to bring about a “culture of life” (rather than a “culture of death”) for this Individual? Give 5 specific examples.*

- 1.
- 2.
- 3.
- 4.
- 5.

*In your own words, why do you feel it's important to work for a culture of life?*

McGee writes that in a culture of death, we make “imposed change under the guise of choice” — that is to say, for example, that we force the Individual to choose between two nearly identical options, thereby controlling with choice. Do you feel that this is harmful to the Individual? Why?

McGee writes that in a culture of life, we make “mutual change that starts with us.” Have there been times when you have decided to be flexible in your interactions with the Individual? Explain a specific example of a time when change started with you.

# Self-Reflection

is the theme for the month of: **February**

*Instructions: Look at the painted self-reflection below. Then, use the questions below to reflect on yourself and your interactions with others. Include this sheet in your Crewmember Portfolio.*

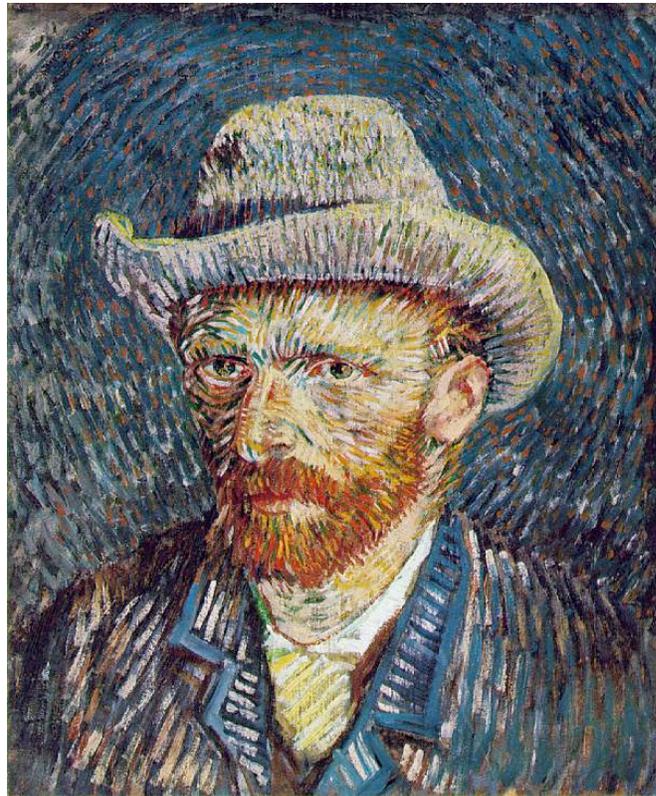
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## PART I.

Think of a time when you unintentionally hurt a friend's feelings. Briefly describe the situation:

Did the use of your hands, eyes, words, and presence somehow make the situation worse? How?

How did you realize what you had done?



*Self-Portrait with Felt Hat*  
Vincent Van Gogh

## PART II.

Now, think of a time when you made a friend feel better about himself/herself. Briefly describe the situation:

Did the use of your hands, eyes, words, and presence somehow make the situation better? How?

How did you realize what you had done?

# The Framework of Teaching

is the theme for the month of: **March**

*Instructions: Globe Star uses the framework of “value, teach, protect, reciprocate” to help us as caregivers to focus on our most important task: to teach the Individual to feel safe, loved, loving, and engaged. Answer the questions below about this framework in your own words. If you need help, ask your mentor for some direction.*

## **Valuing**

What is valuing?

Do you see valuing as “specific actions that you do” or as “a way of being” or both? *Please explain; there is no wrong answer.*

## **Teaching**

During a caregiving shift, when you are teaching?

What do you teach?

## **Protecting**

What does it mean to “protect” an Individual?

What are some areas in which an individual may need protection?

## **Reciprocation**

What does it mean for an Individual to reciprocate valuing back to us?

Why is it important for the Individual to reciprocate valuing back to us?

# Bodily Integrity

is the theme for the month of: **April**

*Instructions: Read the following quote. Think about what it means to you. Next, read and answer the questions below. When complete, include this sheet in your Crewmember Portfolio. As you work with Individuals this month, try to think about ways to enhance their sense of Bodily Integrity.*

**Health is not simply the absence of sickness.**

— *Hannah Green*

What does the above quote mean to you?

*Think of an Individual you serve. What are some of the Bodily Integrity areas (such as healthy eating, exercising, personal hygiene, etc) that you work on with this Individual?*

What activities (such as *cooking class, walking at the park, flossing, etc*) do you use to help the individual with these areas?

What is your role in these activities?

We sometimes struggle to encourage the people we serve to participate in activities aimed at improving their sense of Bodily Integrity. How can you make these activities more meaningful?

# Feeling Safe

is the theme for the month of: **May**

*Instructions: Read the following text and reflect on its questions. Next, read and answer the questions below. When complete, include this sheet in your Crewmember Portfolio. As you work with Individuals this month, try to think about ways to enhance their sense of Feeling Safe.*

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*Have you ever watched a horror movie and become frightened? Has a ghost story ever scared you? Has watching a news program on TV ever made you feel afraid? Have you ever been stressed about bringing home a bad report card or being in trouble? Have you ever gotten “a bad feeling” about something only to have it turn out okay?*

*Take a moment and think about a time when something scared you and you felt unsafe.*

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Briefly, what was the situation that scared you?

How did you feel?

Were you actually in danger — or was the unsafe feeling internal?

What is the difference between “being safe” and “feeling safe”?

*Think of an Individual that you serve. When does this Individual appear to feel unsafe — even though he/she is physically safe?*

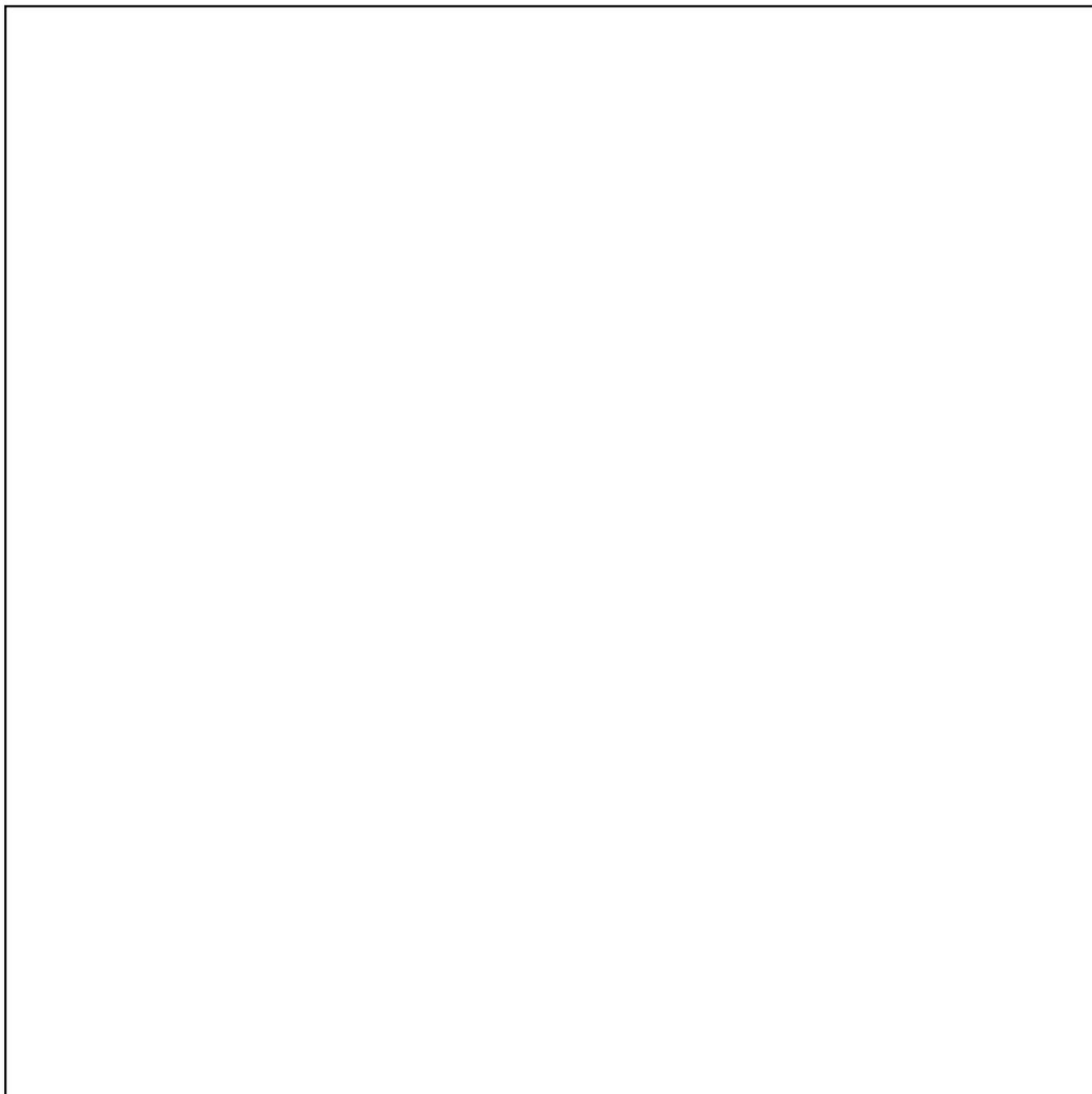
What signs indicate that this Individual feels unsafe?

# Feeling Self-Worth

is the theme for the month of: **June**

*Instructions: Think of an activity an Individual you work with enjoys doing that contributes to his/her sense of self-worth. The activity could be a hobby, a sport, an event in the community, something the Individual produced at school or work, or any other activity that helps the Individual to recognize his/her own gifts and talents. Next, **together with the Individual**, draw a picture in the box below to represent the activity. Give the picture a title. When complete, include this sheet in your Crewmember Portfolio. As you work with Individuals this month, try to dedicate time to the activities that enhance their sense of Feeling Self-Worth.*

THE TITLE OF THIS PICTURE IS: \_\_\_\_\_



# Having a Life Structure

is the theme for the month of: **July**

*Instructions: Read the examples below and then answer the questions that follow. When complete, include this sheet in your Crewmember Portfolio. As you work with Individuals this month, try to think about ways to enhance their sense of Having a Life Structure.*

*Example #1: Johnny and his caregiver are planning to go to the store today. Johnny asks the caregiver, "When are we going to the store?" The caregiver responds, "Not right now. We'll go later."*

Describe how structure is lacking in this situation.

List suggestions for how the caregiver could have done a better job of facilitating structure for Johnny.

*Example #2: Sally is supposed to participate in community outings as one of her goals. The caregiver decides to take Sally to the park today.*

Describe how structure is lacking in this situation.

List suggestions for how the caregiver could have done a better job of facilitating structure for Sally.

# A Sense of Belongingness

is the theme for the month of: **August**

*Instructions: Read the paragraph below and then answer the questions that follow. When complete, include this sheet in your Crewmember Portfolio. As you work with Individuals this month, try to think about ways to enhance their sense of belongingness.*

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*Our goal is to help individuals live **interdependently**. In fact, we all live interdependently. We all rely on others for some things just as others rely on us for other things. As caregivers, we support individuals in being part of this exchange. For example, John is learning how to make a sandwich. Through instruction and practice, he may learn to make the sandwich independently. However, this is part of interdependent life. Now when I visit John at lunchtime, he makes us each a sandwich, I make the koolaid, and then we sit down together to enjoy lunch. Helping individuals gain independence in certain skills allows them to participate more in interdependent life.*

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Think of an Individual you serve. Please list 3 things that he/she has learned from you.

- ◆
- ◆
- ◆

Now, still thinking about the same Individual, please list 3 things that you've learned from him/her.

- ◆
- ◆
- ◆

In your own words, and based on your experiences with this Individual, what does “interdependency” mean to you?

Do you think it's important to strive for interdependency rather than independency? Why?

# Social Participation

is the theme for the month of: **September**

*Instructions: All crewmembers are asked to give some extra thought this month to finding ways of enhancing our own quality of life, and that of the Individuals we serve, by finding ways of increasing social participation. In what ways can we empower the Individuals we serve to become active participants in their own lives? And in what ways can we encourage human engagement among ourselves and our fellow crewmembers and Individuals?*

*As we focus on this theme for the month, you are encouraged to complete this sheet and include it in your Crewmember Portfolio. Read the paragraph from John McGee and answer the questions below in your own words. Completing this sheet will help you to show your understanding of social participation in your Portfolio.*

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The following text is quoted from **Being with Others: Toward a Psychology of Interdependence**, copyright 1989, by John J. McGee, Ph.D.:

*Although it is important to teach people to participate, caregivers have two basic choices. One is to try to “make” the person “comply” by giving reward for good deeds and “punishment” for “non-compliance.” The other way is to start to teach a new relationship by valuing the person and teaching the person to reciprocate this. Instead of centering our interactions on “Do this!”, we recognize that teaching the person to be one-with-us is a crucial dimension of friendship. Thus, we teach human participation by engaging ourselves with the person through tasks and activities throughout the day. These become vehicles for signifying that our presence and mutual participation equate with being valued.*

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When encouraging participation from an Individual, John writes of two basic choices. Which choice do you make with an Individual you serve? Why?

Does it work? Has the Individual begun to reciprocate the value of the relationship? How?

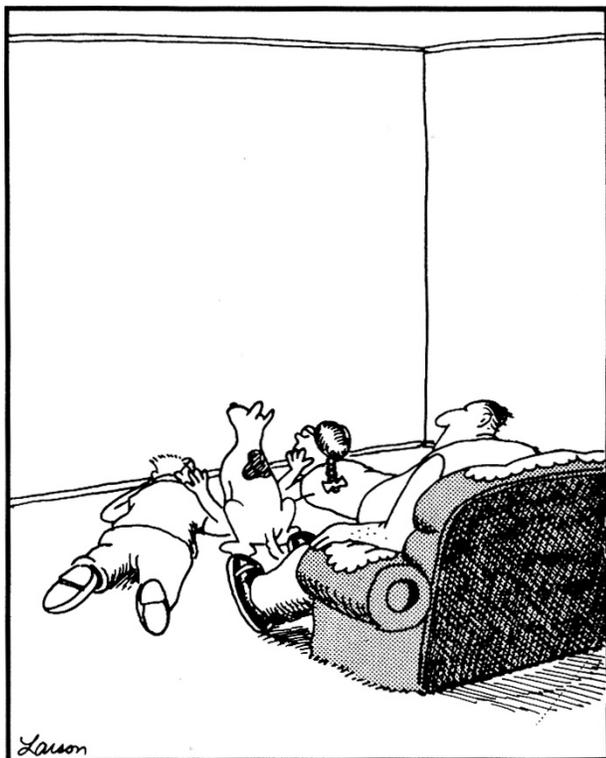
How do you teach the Individual you serve to “be one-with-us”? (Please share specific examples.)

No matter how strong your relationship with the Individual, why do you think is it important for you to help the Individual to participate more consistently in social settings?

# Meaningful Daily Activities

is the theme for the month of: **October**

*Instructions: All crewmembers are asked to give some extra thought this month to finding ways of enhancing our own quality of life, and that of the Individuals we serve, by engaging in meaningful daily activities. As we focus on this theme for the month, you are encouraged to complete this optional sheet and include it in your Crewmember Portfolio.*



In the days before television

The cartoon to the left is from **The Far Side Gallery**, copyright 1984, by Gary Larson.

At *Globe Star*, we say that for any one of us to have a “high quality of life”, we must be regularly ...

... engaged with others ...

... in meaningful activities ...

... and having a positive experience.

Think of an Individual you serve. What are some of meaningful activities you do together?

In what ways might watching television together be a meaningful activity? Be as specific as possible.

In what ways might watching television NOT be a meaningful activity?

In your own words, what makes an activity meaningful?

# Inner Contentment

is the theme for the month of: **November**

*Instructions: Read the following text. Then, close your eyes for a few minutes and reflect upon the questions it asks. Next, read and answer the questions below. (There are no right or wrong answers.) Finally, include this sheet in your Crewmember Portfolio. As you work with Individuals this month, try to think about ways to enhance their sense of Inner Contentment.*

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*Where do you feel relaxed? Maybe it's Mt. Baldy at the Indiana Dunes — or a hammock in your backyard — or a roller-coaster at Cedar Point — or Christmas at home with your family — or fourth quarter in Notre Dame Stadium — or biking around Winona Lake — or taking in Blues music at the Slippery Noodle in Indianapolis — or... Where do you go to let go of stress?*

*What does this place look like? ... What colors do you see? ... What other people are there? ... What do you do there? ... What is the weather like? ... How do you spend your time? ... What does it smell like? ... What sounds do you hear?*

*What about this place helps you to feel relaxed?*

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What are some ways that you find help you to relax in your own life? What are some ways that you work to reduce stress in your own life?

Think of a specific Individual you serve. Do you believe that this Individual is dealing with stress? What are some of the Individual's causes of stress?

How might you work to reduce the Individual's stress? What are some ways that you can help the Individual learn to relax?

# Community Participation

is the theme for the month of: **December**

*Instructions: Read the text between the gray lines below and then answer the questions. (There are no right or wrong answers.) Include this sheet in your Crewmember Portfolio. Try to find a way to further your participation in the larger community that serves Individuals with disabilities.*

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This month's Globe Star Professional Standard is:

*The crewmember actively seeks out opportunities to grow professionally and fosters relationships with work colleagues, parents, and agencies in the larger community to support an Individual's learning and well-being.*

This month, foster a relationship with a fellow crewmember. Choose someone whom you don't know too well — a caregiver, mentor, anyone. Sit together for a few minutes and get to know each other. (This could occur in the office on payday, or at any other time during the month.) Then discuss the questions below, and answer them together.

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What are some things that you and this fellow crewmember have in common?

How might you and this fellow crewmember use one of these common interests to enhance the lives of the Individuals you serve?

Keeping in mind your common interests, what community activities would you like to see Globe Star crewmembers and individuals participate in?

How might you get this participation started?

What skill or information do you feel that you need to acquire in order to better serve the Individuals? (For example, perhaps you feel that you need to learn Sign Language, or about childhood development, or...)

How might you acquire this skill or information?

# Social Participation

is the theme for the month of: **September**

*Instructions: Think of an Individual that you serve. Read the chart below of the Elements of Companionship. For each Element, think of a specific thing that you have done to use that Element to build companionship with the Individual. Please use a specific example. When complete, include this sheet in your Portfolio. As you work with Individuals this month, try to think about ways to enhance their sense of social participation.*

Element	Characteristics of DISCONNECTEDNESS	Characteristics of COMPANIONSHIP	For each Element, state one specific way that you have built companionship with the Individual.
<b>INTERACTIONS</b> “how we use our hands, eyes, words, and presence when we are with the Individual.”	COLD	→ WARM	
<b>DIALOGUE</b> “how well we interpret the Individual’s words, tone, and body language; and how we respond to that message.”	TALKING	→ LISTENING	
<b>PROTECTION</b> “how we prevent crisis situations and how we respond when they occur.”	RESTRAINT	→ WARM PROTECTION	
<b>REWARDS</b> “how often, and on what occasions, we value the individual.”	EARNED	→ UNCONDITIONAL	
<b>COMPANIONSHIP</b> “how well we view and treat the person as a friend instead of a client.”	POOR	→ GOOD	
<b>ENGAGEMENT</b> “how well we involve the individual in meaningful activities.”	SELF	→ TOGETHER	
<b>PURPOSE</b> “how we view and carry out our role as caregivers.”	MODIFY BEHAVIORS	→ BUILD A RELATIONSHIP	
<b>FOCUS</b> “how flexible we are about honoring the Individual’s needs over the assigned schedule and tasks.”	RIGID	→ FLEXIBLE	
<b>MEMORIES</b> “how well we create opportunities for the Individual to form inner feelings of self-worth to replace old feelings of worthlessness.”	OLD	→ NEW	
<b>LANGUAGE</b> “how well we communicate with clear and specific language.”	ABSTRACT	→ CONCRETE	