

Topical Training Handbook Abuse and Neglect Prevention



DHFS/DQA/OCQ

<http://www.dhfs.state.wi.us/caregiver/training/trgIndex.H>
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Pilot Overview

Wisconsin is one of seven states chosen to participate in the Federal Background Check Pilot created by Congress and administered by the Centers for Medicare and Medicaid Services (CMS). The goal of the pilot is to identify ways to reduce the incidence of misconduct either through increased background checks or through abuse and neglect prevention training. Wisconsin is one of only three states that received funds to create and deliver abuse and neglect prevention training. Wisconsin's pilot originally covered four counties: Dane, Kenosha, LaCrosse and Shawano and seven provider types:

- Community Based Residential Facilities (CBRFs) with 9 Beds And Up
- Hospices
- Home Health Agencies
- Intermediate Care Facilities for Persons with Mental Retardation (ICFs/MR) also known as Facilities for Persons with Developmental Disabilities (FDDs)
- Long-Term Care (Swing Bed) Hospitals
- Nursing Homes
- Personal Care Worker Agencies

The pilot began in February 2005 and ended in September 2007. Early in 2007, CMS approved a request to expand the project beyond the 4 pilot counties and host a series of train-the-trainer sessions. In the summer of 2007, the Department of Health and Family Services identified additional funding to continue the train-the-trainer sessions through June 2008.

Wisconsin's innovative training approach utilizes multiple modes of delivery, including an experiential component, followed by a series of topical workshops. DHFS contracted with the University of Wisconsin-Oshkosh Center for Career Development and Employability Training (CCDET) to develop and administer the training project.

The experiential training is provided through eight interactive sessions in which learners actively participate in reality-based scenarios. All scenarios are 80 minutes in length. The training is very flexible. Facilitators may train only one scenario or multiple scenarios depending on the space, time limits, and the number of participants. More information about the

experiential training, as well as the training materials, can be found at: <http://www.dhfs.state.wi.us/caregiver/training/trgIndex.HTM>.

This training is designed for direct caregivers, supervisors, professional staff, and administrators in long-term care facilities.

The four topical trainings were developed by surveying early participants in the experiential training sessions, pilot providers, and members of the project's advisory committee.

The four topical trainings are: Keys to Professional Caregiving, Supporting the Professional Caregiver, Responding to Challenging Situations, and Conducting Internal Investigations of Caregiver Misconduct. Each topical training has its own learning points, which support the project's overall objectives.

Each topical training is 4 hours in length but has options for dividing each training into shorter sessions. Training materials for each topical training include a facilitator guide, a participant guide, and a Power Point presentation.

As with the experiential training, the topical trainings utilize multiple modes of delivery, including lecture, directed activities, and small group discussions.

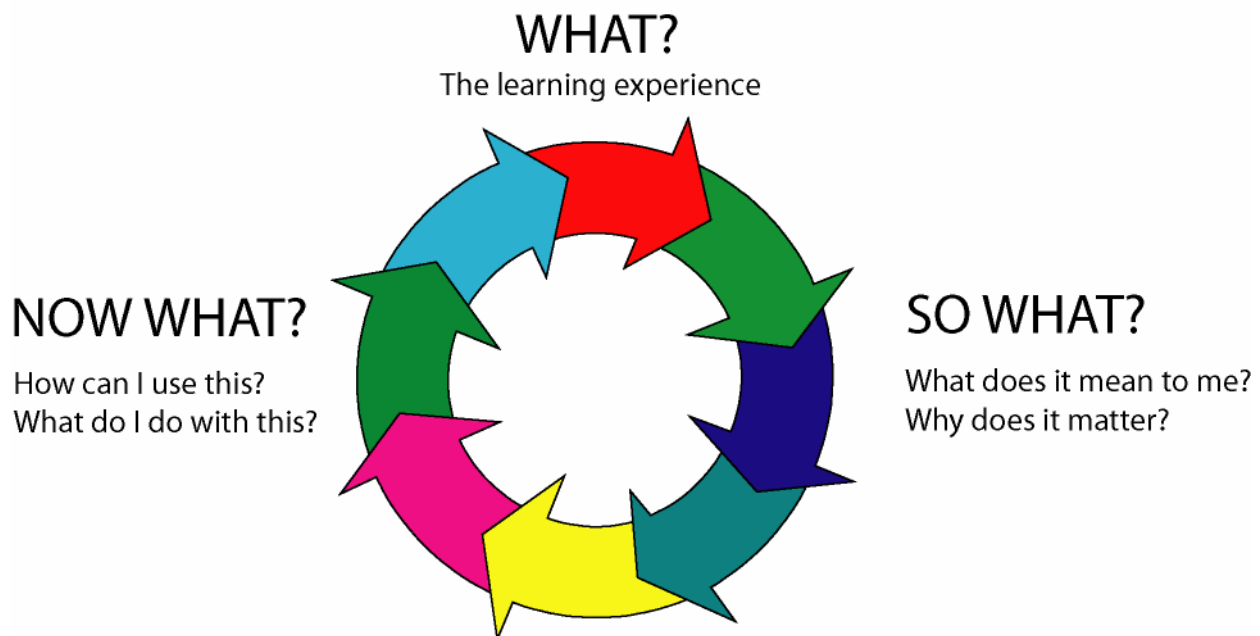
Overview of Adult Learning and Experiential Training

The Cycle of Learning

Experience + Reflection = Learning (John Dewey, 1938)

We know that learning “sticks” when we apply what we learn soon after learning it. New knowledge is most useful when it fits into a context with our existing knowledge.

THE CYCLE OF LEARNING



Developed by University Associates

Adult Learning Principles

Below we have listed some key adult learning principles, followed by ways in which the curriculum is responsive to the unique needs of the adult learner.

Adults Are Practical and Problem-Centered

- Discusses and helps learners plan for direct application of the new information
- Uses collaborative, authentic problem-solving activities
- Anticipates problems learners may have applying the new ideas to their job(s)
- Provides a quality, well organized experience that uses time effectively and efficiently

Adults Prefer To Build On Existing Knowledge

- Validates and affirms learners' knowledge, contributions and successes
- Encourages learners to use what they already know about the topic
- Invites learners' input
- Asks what learners would like to know about the topic
- Suggests follow-up ideas and next steps for support after the session such as feedback on learners' work or ideas
- Creates activities that use learners' experience and knowledge

Adults Prefer Choices and Self-Direction

- Appeals to a range of learning styles: visual, auditory and kinesthetic
- Offers variety in learning materials, e.g. videos, group and individual activities
- Provides a range of participation levels
- Shares the agenda and assumptions and asks learners for input
- Allows learners time for planning their next steps

Adults Want To Know How the Topic Relates To Them

- Helps the learners identify how the learning will transfer to their lives/jobs
- Helps the learners to see “What’s in it for me?”
- Sets up opportunities for learners to practice during the training and to follow-up on the training when back on the job
- Focuses on building interpersonal skills that relate directly to the job

Classroom-Style Training

Classroom-style training generally refers to a training in which there is one main trainer or facilitator and a group of participants in one room. This style typically has more structure and directed learning than an experiential model. Here are some tips for providing successful classroom-style training.

Attending to the Environment

Physical Environment

- Room temperature
- Seating arrangement
- Lighting and visibility
- Accessibility
- Breaks
- Water and food

Emotional Environment

Strategies for Establishing Emotional Safety

- Have participants introduce themselves to the group and make some statement about the topic being trained
- List guidelines in the training materials or on a tent card
- Ask participants to suggest guidelines for the day
- Post guidelines in the training room

Strategies for Maintaining Emotional Safety

- Focus on the agenda
- Provide clear explanations and directions
- Be aware of your pacing
- Respond to all questions
- Thank participants for asking questions
- Keep participants involved in the learning process
- Thank participants who share personal experiences
- Encourage participation

Strategies for Regaining Emotional Safety

- Take a break
- Keep your composure
- Acknowledge differing views and move on
- Identify issues, if appropriate
- Move into problem solving, if appropriate
- Focus on your desired outcome
- Speak privately to a participant who is not following the guidelines
- If a participant is completely out of line, ask the person to leave the training
- Call for help if you need it

Emotional Environment – Final Thoughts

- Structure contributes to safety. Participants who feel connected to each other and to the topic are more likely to participate in the training.

Trainers send messages by their voice, appearance and demeanor.

Positive Messages a Trainer Sends

I am competent and well prepared.
I am concerned about the needs of the participants.
I am aware of time.
I consider training a serious responsibility.
I can keep the interest of the group.
I am interested in what participants have to say.
I am passionate about the topic.

Knowing Your Audience

Consider the knowledge/experience levels participants bring to training:

Level 1

- Participant arrives with little or no background knowledge
- Participant relies heavily on the trainer's knowledge and skills
- Trainer functions as a provider of information

Level 2

- Participant arrives knowing there is a lot of information to learn
- Participant is open to new ideas presented by the trainer
- Trainer functions as a provider of information

Level 3

- Participant is familiar with the material and feels competent, but wants to gain more proficiency
- Participant can contribute to the learning experience for the trainer and for other trainees
- Participant may ask probing questions for clarification
- Trainer functions as a consultant or facilitator

Level 4

- Participant knows what to do, feels confident, and prefers assistance only as requested
- Participant brings great expertise to the workshop and should be used as a helpful resource
- Trainer functions as a consultant or facilitator

Why does it matter?

- Assuming participants have specific knowledge about the training topic can overwhelm a Level 1 or 2

- Assuming participants have little or no background knowledge can be patronizing, boring, and a waste of time for a Level 3 or 4

How can we gather the information?

- Include a question regarding this in the participant introduction piece
- Be sure to word the question so that all participants are respected
- Ask participant to complete a pre-conference questionnaire

Training Your Co-workers

Disadvantages:

As a trainer, you may have a tendency to:

- discount contributions from specific participants
- make incorrect assumptions
- hesitate to ask clarifying questions
- feel judged by the participants

Your participants may have a tendency to:

- see you as a non expert
- hesitate to ask questions or express concerns

Advantages

As a trainer, you:

- can call upon the expertise of the participants
- know about any potential for an unsafe environment and can address that concern early on
- establish an environment of collegiality – “We’re in this together”
- have already established rapport with the participants and participants know what to expect from you

Other Thoughts

- Arrange with a nearby facility to exchange trainers
- Include a co-trainer as part of the training team
- Present yourself as just one member of the training team and remind participants that they are also part of the training team
- Prior to the training, arrange with one or more participants to share a specific successful experience they have had related to the topic

Responding to Learning Style Differences in Your Audience

Visual learners



- Learn best by seeing material
- Like to read
- Like to see pictures, diagrams, charts, graphs
- Like to watch films/videos
- Look at people to whom they are talking

Auditory learners



- Learn best by hearing material
- Prefer listening to the news on the radio rather than reading a newspaper
- Are bothered by background noises
- Would rather hear a book read to them than read it themselves
- Prefer verbal directions to reading a map

Kinesthetic learners



- Learn best by experiencing and manipulating material
- Have trouble learning from a lecture
- Move their bodies, particularly their fingers and toes, while they think
- Might go for a walk or jog while making a major decision
- Often pace while they are thinking or learning

Learning Style Clues



A visual learner's choice of language might include:

- "I **see** what you mean."
- "I'll **look** into it."
- "**Show** me what you want me to do."
- "Are you beginning to **see the light**?"
- "I get the **picture**."

An auditory learner's choice of language might include:

- "I **hear** you."
- "**Tell** you what I'll do."
- "That **sounds** about right."
- "I **heard** from her last week."
- "That's music to my **ears**."

A kinesthetic learner's choice of language might include:

- "I **get** it."
- "I'll **run** through some possible solutions in my mind."
- "I've been **kicking** that idea around."
- "I think I have a **handle** on it."
- "You **hit** the nail on the head."

We tend to train in the style that is **our** preferred style.

People hear us better when we communicate in **their** preferred style.

It is important for trainers to include all 3 styles

Introductions



Introducing the Training

Information to be shared may include:

- Tell participants what to expect by reviewing agenda
- Review Learning Points
- Discuss breaks
- Give location of restrooms, etc.
- Remind participants to silence cell phones

This is helpful because it:

- Provides an opportunity for you to create a safe environment
- Tell participants what to expect (agenda)
- Discuss breaks
- Tell location of restrooms, etc
- Remind participants to turn off cell phones
- Allows you to state some guidelines you have for the training and elicit any needs an individual might have
- Provides an opportunity to look at the learning points

Introducing Yourself

Information to be shared may include:

- Name
- Background – as it applies to this topic
- Statement about why this training has meaning for the trainer

This is helpful because it:

- Provides participants with information about the trainer
- Allows for possible personal connection with the trainer

Introducing the Participants

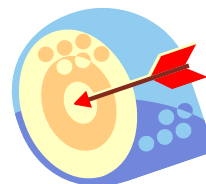
Information to be shared may include:

- Name
- Agency
- Role
- Other individual information to help participants connect to training (see description of each training for suggestions)

This is helpful because it:

- Addresses your expectation that this will be an interactive training
- Allows every participant's voice to be heard. Once a person has spoken out loud in a group, s/he is more likely to speak out loud again. In large groups, you may ask participants to introduce themselves to others at their table or people next to them

Meeting the Needs of Your Audience



Early in the training, participants:

- Look for a reason to “be there”
- Want to know about the training objectives
- Want to compare personal expectations with the stated training objectives

As the training progresses, participants:

- Need a variety of training experiences and activities
- Are concerned with answers to the questions “what” and “how”
- Need breaks, icebreakers and energizers to keep them focused

At the end of the training, participants:

- Like to see how everything ties together
- Need to have the beginning of the day linked to the ending
- Need to evaluate the information
- Want to consider how the information applies to them.

Use of Audio-Visual Aids



Why Use Audio Visual Aids?

After one hour of spoken presentation, trainees retain about 50% of what they have heard. After 24 hours, retention drops to about 10%.

Audio visual aids:

- Create excitement
- Focus attention
- Provide checkpoints
- Create connections
- Redirect the audience
- Support the training

See Appendix for additional tips.

Asking and Responding to Questions



Asking Questions of Participants

- Use open questions to stimulate thinking and discussion
- Use closed questions to maintain focus, control time, and check for understanding
- Ask one question at a time, and listen to the response
- Be clear about what you ask. If you are not certain that participants understood the question, ask them what they think the question means. Don't hesitate to repeat the question.
- Include relevant questions as part of the training
- Ask spontaneous questions when it seems appropriate

Responding to Participant Answers

- If an answer is only partly correct, focus on the correct part and redirect the incorrect part
- When answers are totally off-track:

- Ask participant to give you more information about what they understood your question to mean
- Thank participants for responding, and give them an opportunity to make their answer responsive to your question
- When answers are totally correct, restate or paraphrase only as needed. Don't launch into a lengthy side lecture or become involved in over praise.
- When an answer is confusing, restate it or paraphrase it, and ask the participant for clarification

Why Participants Ask Questions

- To clarify or gain a better understanding of information presented by the trainer, or information offered by participants during group discussions
- To express disagreement with what was presented or discussed
- To challenge the trainer

Responding to Participant Questions

- Be thoroughly familiar with your material
- Prepare responses in advance for material that may be complex or controversial
- Respond to all questions as if they are honest inquiries
- Keep your emotions in check
- Take time to think about your response
- Give clear, succinct answers
- Avoid becoming overly focused on one participant. If this occurs, suggest a discussion in more detail during a break.
- If the question is intended to challenge you or your information:
 - Ask the participant about the source of his/her information
 - Offer to check further during a break or lunch (if possible)
 - Tell the entire group that you will get back to them with a clarification
- If appropriate, turn the question over to the group
- If you make a mistake, thank the participant for pointing out the mistake, apologize, and move on

When the Question Isn't Clear

In large groups, always restate the question so that everyone can hear.

When restating a question, check with the person who asked the question to make sure you understand the question correctly. Don't hesitate to ask a participant to repeat a question if the meaning is unclear.

When You Don't Know the Answer

- Remain calm
- Admit that you don't know
- Ask if anyone in the group knows the answer
- Offer to find the answer. If you promise to get back to someone with an answer, do so.
- Give yourself time to think. You may actually know part of the answer.

A Look at the Topical Trainings

Each topical training has its own unique set of learning points that correspond to the general points listed earlier. Each full training takes about four hours, including a break. Check the sample agendas included in Appendix II for approximate timelines broken down by section.

The targeted audience for these trainings:

Keys to Professional Caregiving: direct caregivers

Supporting the Professional Caregiver: leaders, supervisors, managers

Conducting Internal Investigations of Caregiver Misconduct: staff assigned to investigate allegations of misconduct against caregivers

Responding to Challenging Situations: direct caregivers

While each training has a target audience, most staff will benefit from the skills and information provided. Supervisors and managers are encouraged to make the “Keys” and “Responding” training materials available to direct care staff. “Supporting” is the supervisor’s version of “Keys.”

Keys to Professional Caregiving



Learning Points

- Understanding How Style Affects Communication
- Using Your Communication Style Effectively
- Maintaining Professional Boundaries

Topics

- Identifying personal communication style
- Recognizing potential conflict between styles
- Learning about passive, aggressive, and assertive communication
- Defining professional boundaries
- Applying professional boundaries to case studies

Ideas for Introducing Participants

- Name
- Agency
- Role
- Total years as a caregiver
- What keeps you coming back? What do you enjoy most about your work?

Supporting the Professional Caregiver



Learning Points

- Encouraging Cooperation and Teamwork among Staff Members
- Providing Effective Feedback
- Supporting Caregivers through Challenging Situations

Topics

- Leadership as a relationship
- Keys to encouraging teamwork
- Effect of communication style on the workplace
- A look at the teams in place in your workplace
- Addressing performance issues
- Professional boundaries

Ideas for Introducing Participants

- Name
- Agency
- Role
- Total years in a leadership or supervisory role
- Tally the group's total years of experience
- Remind the group that the success of this training is impacted by their willingness to share their expertise with others

Conducting Internal Investigations of Caregiver Misconduct



Learning Points

- Developing an Investigation Protocol
- Caregiver Misconduct Definitions
- Conducting an Internal Investigation
- Interviewing Skills
- Reporting Requirements

Topics

- A look at prevention
- Identification of caregiver misconduct
- Developing an investigation protocol
- Investigating the allegation
- Incident-specific requirements
- Case studies of caregiver misconduct
- Art of interviewing
- Signs of deception

Ideas for Introducing Participants

- Name
- Agency
- Role
- What do you hope to learn more about as a result of today's training?

Responding to Challenging Situations



Learning Points

- Enhancing the Quality of Life for Persons in Your Care
- Understanding the Facts about Dementia and Other Conditions
- Responding to Challenging Situations

Topics

- Empathic relationships
- Person-centered care
- Facts about dementia
- Strategies for meeting the unmet need
- Challenging situations activity

Ideas for Introducing Participants

- Name
- Agency
- Role
- Total years as a caregiver
- Which of the learning points is/are of special interest to you?

Notes for Facilitators

The materials for each of the four topical trainings include:

- ✓ Facilitator Guide
- ✓ Participant Guide
- ✓ Learning Points Poster
- ✓ PowerPoint presentation
- ✓ Video Clips (Keys to Professional Caregiving and Conducting Internal Investigations only)
- ✓ Handouts
- ✓ Templates for an agenda and evaluation

All topical training materials can be found at the Caregiver Project training website: <http://www.dhfs.state.wi.us/caregiver/training/trgIndex.HTM>

Facilitator Guides

Facilitator Guides include all the training material contained in the Participant Guide as well as instructions for the facilitator and copies of all handouts. Instructions for facilitators in the guide are shown in the following format:

[Instructions for facilitators appear in this format in the Facilitator Guide.]

In addition, sample answers are included in the Facilitator Guide, but not in the Participant Guide. The Facilitator Guide also includes cues for facilitators to refer to handouts.

Participant Guides

The Participant Guide helps the participant follow the presentation and participate in written activities.

Learning Points Posters

Each topical training has a unique poster listing the Learning Points. You may download the poster file, enlarge it, laminate it or simply copy the contents onto a flip chart or white board. Whichever method you choose, the Learning Points should be prominently displayed in your training space.

PowerPoint Presentations

The PowerPoint presentations provide visual interest and act as a placeholder for participants. However, the slides do not contain detailed information. The trainings rely on the Participant Guides for that purpose. Therefore, handouts of the PowerPoint are not included in the training materials.

A laptop computer and projector are suggested for the PowerPoint. However, an overhead projector with transparencies works as well.

Video Clips

Keys to Professional Caregiving contains a video portraying Assertive, Passive, and Aggressive Communication Styles.

Conducting Internal Investigations of Caregiver Misconduct contains a video portraying an interview of a witness by a facility administrator.

These clips can be downloaded from the DHFS Caregiver Training website and copied onto a disc or saved on your computer. Each PowerPoint presentation has a place holder for the video clips. If you are unable to use the video clips, a script of each clip is included in each facilitator guide. You may ask two people to act out the scene by reading the script.

Handouts

In this Handbook

General handouts that apply to all the topical trainings are included in Appendix III of this handbook. These are optional but helpful in discussing the project's goals: to reduce the incidence of caregiver misconduct and encourage reporting.

In the Facilitator Guide

Copies of specific handouts for each training are inserted at the appropriate point in each Facilitator Guide.

In the Participant Guide

Specific handouts for each training are attached to the Participant Guide as an Appendix. The handouts should be presented to participants separately from the Participant Guide. It's helpful to copy the handouts in different colors to add interest and make them easily identifiable. For example, "Please select the blue handout, entitled"




Templates

Optional templates are included in Appendix II of this handbook if you wish to provide an agenda or an evaluation for your participants.




Appendix I – Training Aids

No training guide is complete without charts and checklists! The appendix contains some of both, intended to enhance your training experience and provide a few handy reminders along the way.

Audio/Visual Aids

	Music 	Demonstration 	Tests 
Advantages	<p>Easy to pack</p> <p>Can create a nice atmosphere or mood</p> <p>Can be energizing</p> <p>Useful during reflecting activities</p> <p>Can be welcoming if used before training begins</p>	<p>Reinforces the behavior the learner is expected to learn</p> <p>Can involve multiple senses</p>	<p>Can determine precisely what has been learned</p> <p>Possible to measure changes in knowledge</p> <p>Can be used to stimulate interest</p>
Disadvantages	<p>Copyright issues</p> <p>Can be distracting to some participants</p> <p>Equipment needs</p> <p>Possibility of equipment failure</p> <p>Poor acoustics in the training room</p> <p>Trainer may forget to turn music off during training</p>	<p>The learner may prefer hearing or reading the information</p> <p>May be thought of as the “only way”</p>	<p>Tests don’t tell whether the learner believes the learning is useful</p> <p>Seldom tell whether the learning can be applied</p> <p>Creates a climate of anxiety for some participants</p>

More Audio/Visual Aids

	Posters 	Handouts 	Flipcharts 
Advantages	<p>Focus group on information, guidelines, and necessary information</p> <p>Can be very creative</p> <p>Can pique interest</p> <p>Can use purchased posters or trainer-developed posters</p>	<p>Easily prepared in advance</p> <p>Easily revised</p> <p>Easily filed and reused</p>	<p>Reinforce key points as they are discussed</p> <p>Serve as a guide when participants are expected to write down information</p> <p>Can enhance experience and interaction with material</p> <p>Can be prepared in advance</p>
Disadvantages	<p>May be difficult to transport due to size</p> <p>Easily damaged during transport</p> <p>Text may not be legible and clear from a distance</p>	<p>Can serve as a substitute for adequate preparation</p> <p>Material can become dated or give an impression of being outdated</p> <p>Can overwhelm participants with too many handouts</p>	<p>Cost</p> <p>Many items to be included (easel, paper, markers)</p> <p>Text may not be legible and clear from a distance</p> <p>Trainer must be able to write quickly and legibly</p>



How to Use Power Point Effectively

Design	Preparation	Delivery
<p>Use slides to stress main points</p> <p>Power point slides are meant to enhance, not compete with, the presentation</p> <p>Limit each slide to one idea</p> <p>Use size 24 font or larger</p> <p>Use 6 lines or fewer per slide</p> <p>Use 6 words or fewer per line</p> <p>Use clip art and/or borders when possible</p> <p>Use color if possible</p>	<p>Know how to assemble the projector if you are transporting one</p> <p>Practice using the power point presentation</p> <p>Check all equipment on site to be sure it is working</p> <p>Try out your presentation for focus and placement on the screen prior to training</p> <p>Move around the room to be sure the slides can be seen from all locations where participants are seated</p> <p>Bring a back-up copy of the presentation</p>	<p>Remember that the audience's attention is divided between what you are saying and what they see on the slide</p> <p>Leave the slide on only as long as you are using it</p> <p>Once you have checked the placement and focus of the slide, look at your audience or the laptop - never at the screen</p> <p>If you wish to point at something on the slide, point at the laptop, not at the screen</p>

Training Session Checklist



Preceding a Training Session:

- Conduct needs assessment of intended audience, if appropriate
- Obtain the most current training guide and participant guide
- Identify and contact co-trainer, if any
- Check your calendar with the training date/s
- Prepare the announcement
- Reserve a room for the training. Be sure it is group-size appropriate.
- Request the appropriate seating arrangement for your training
- Plan enough room for several walk-ins
- Arrange for a table in front for training materials
- Arrange to have necessary equipment available
 - Laptop Computer
 - LCD Projector/Panel Book
 - Screen
 - Flipchart
 - White Board
 - TV/VCR
- Become familiar with all materials
- Prepare, order, copy handouts, participant guides, desk aids
- Identify a back-up trainer, in case of emergency
- Prepare emergency plan in the event there is an equipment failure

If you are traveling or training at another facility:

- Arrange for overnight hotel arrangements if necessary
- Identify a contact person at the facility for any questions
- Check
 - Hours the building is open
 - Who opens the building
 - Who is responsible for locking up the building

During the Week Prior to the Training:

- Send reminder/confirmation notice to registrants
- Prepare the agenda
- Prepare copies of the evaluation
- Create certificates, if necessary
- Arrange for refreshments, if necessary
- Prepare roster and sign-in sheet

A Day or Two Before the Training:

- Confirm the room reservation, room assigned, and seating arrangement
- Confirm that the training site has signs indicating the location of your training
- Verify that the room will be unlocked for you
- Confirm the availability and accessibility of necessary equipment
- Acquire the telephone number at the facility where you can be reached in case of emergency
- Identify local restaurants that are reputable for good/fast service for lunch
- Visit the site, if possible, and make necessary re-arrangements
- Go over details with co-trainer, if appropriate

The Day of the Training:

- Determine the procedure for care of the room
- Make sure you have your appropriately equipped Trainer's Case (See Trainer's Case Checklist)
- Arrive at least one hour before the start of the training session
- Prepare the room including hanging posters
- Check seating arrangements
- Make sure there are enough seats for participants
- Have a sign-in sheet readily accessible for participants
- Check all equipment
- Check heating, cooling controls
- Distribute materials
- Get water for trainer and participants if available
- Check on any ordered refreshments
- Locate a phone you can use, if needed
- Research the location of the restrooms and public phones
- Touch base with co-trainer/s – go over last minute details
- Collect all completed evaluations
- Complete any trainer report/s
- Return materials and equipment to appropriate location
- Return the training room to its original state if changes were made by you
- Follow the procedure for the care of the room

What Every Trainer Needs in a Trainer's Case

Training Specific Materials:

Trainer Guide	Agenda	Evaluations
Participant Guides	Audio-Visual Aids	Certificates
Handouts	Props	

Suggested Supplies for your Trainer's Case

<input type="checkbox"/> Pens and pencils for trainer and participants	<input type="checkbox"/> 3-hole paper punch
<input type="checkbox"/> Tape – masking/scotch/duct/painter's	<input type="checkbox"/> 3 x 5 cards
<input type="checkbox"/> Paper	<input type="checkbox"/> Sewing Kit
<input type="checkbox"/> Paper clips – all sizes	<input type="checkbox"/> Scissors
<input type="checkbox"/> Stapler, staples, staple remover	<input type="checkbox"/> Flipchart markers
<input type="checkbox"/> Notepads for notes and questions	<input type="checkbox"/> Sticky notes
<input type="checkbox"/> File folders	<input type="checkbox"/> Rubber bands
<input type="checkbox"/> Glue	<input type="checkbox"/> Nametags
<input type="checkbox"/> 3-prong plug adapter	<input type="checkbox"/> Extension cord
<input type="checkbox"/> Overhead projector bulb	<input type="checkbox"/> Timer
<input type="checkbox"/> Phone numbers of contact people	<input type="checkbox"/> Safety pins
<input type="checkbox"/> Charger for cell phone	<input type="checkbox"/> Band aids
<input type="checkbox"/> Overhead markers	<input type="checkbox"/> Other first aid items

Appendix II – Agenda and Evaluation Templates

Templates are included here if you would like to provide an agenda or evaluation for your participants. In addition, the sample agendas provide an approximate timeline for your presentation (the times in the agenda are arbitrary). You may divide the 4-hour presentations into shorter modules based on the agendas

Keys to Professional Caregiving Agenda

7:45 – 8:00	Registration, Continental Breakfast
8:00 – 8:15	Introduction; Unspoken Communication
8:15 – 9:15	Identify Your Communication Style
9:15-10:00	Examples of “Color Conflicts”
10:00 – 10:15	Break
10:15 – 10:45	Using Your Communication Style Effectively
10:45-11:45	Guidelines to Professional Boundaries
11:45-12:00	Review

Participant Evaluation

Keys to Professional Caregiving

Did you learn more about: 1 = learned nothing 5 = learned very much

- 1. **How to identify your communication style and the communication style of others?** 1 2 3 4 5
- 2. **How style affects communication?** 1 2 3 4 5
- 3. **How to use your communication style more effectively?** 1 2 3 4 5
- 4. **How to maintain professional boundaries?** 1 2 3 4 5

Your feedback and comments: 1= not at all 5 = very much

- 5. **Will you be able to use the materials we gave you?** 1 2 3 4 5
- 6. **How did you like this style of training?** 1 2 3 4 5
- 7. **Would you recommend this training to a co-worker?** 1 2 3 4 5

8. **What did you like best about this training?**

9. **What did you like least?**

Use the back side for more comments

Thanks for your input!

Supporting the Professional Caregiver Agenda

12:45-1:00	Registration; Refreshments
1:00-1:45	Introduction; Elements of an Effective Team
1:45-2:45	Using Communication Style to Support Team Efforts
2:45-3:00	Break
3:00-3:40	Providing Effective Feedback
3:40-4:30	Coaching through Challenging Situations; Guidelines to Professional Boundaries
4:30-5:00	Review

Participant Evaluation

Supporting the Professional Caregiver

Did you learn more about: 1 = learned nothing 5 = learned very much

- 1. How to understand and encourage cooperation and teamwork among staff members? 1 2 3 4 5

- 2. How to identify your communication style and the communication style of others? 1 2 3 4 5

- 3. How to provide effective feedback? 1 2 3 4 5

- 4. How to coach and support caregivers through challenging situations? 1 2 3 4 5

Your feedback and comments: 1 = not at all 5 = very much

- 5. Will you be able to use the materials we gave you? 1 2 3 4 5

- 6. How well did you like this style of training? 1 2 3 4 5

- 7. Would you recommend this training to a co-worker? 1 2 3 4 5

8. What did you like best about this training?

9. What did you like least?

Use the back side for more comments

Thanks for your input!

Responding to Challenging Situations Agenda

12:45 – 1:00	Registration; Refreshments
1:00 – 1:15	Introduction; Learning Points
1:15 – 2:45	Person-Centered Care, Facts About Dementia
2:45 – 3:00	Break
3:00 – 4:45	Challenging Situations, Examples, Approaches
4:45 – 5:00	Wrap-Up; Discussion; Evaluation

Participant Evaluation

Responding to Challenging Situations

Did you learn more about: 1 = learned nothing 5 = learned very much

- 1. Tips for enhancing the quality of life of those in your care? 1 2 3 4 5
- 2. The causes and symptoms of dementia? 1 2 3 4 5
- 3. How to improve communication with residents? 1 2 3 4 5
- 4. How to respond to challenging situations? 1 2 3 4 5

Your feedback and comments: 1 = not at all 5 = very much

- 5. Will you be able to use the information in the training? 1 2 3 4 5
- 6. How well did you like this style of training? 1 2 3 4 5
- 7. Would you recommend this training to a co-worker? 1 2 3 4 5

8. What did you like best about this training?

9. What did you like least?

Use the back side for more comments

Thanks for your input!

Conducting Internal Investigations

7:45 – 8:00	Registration; Refreshments
8:00 – 8:15	Introduction; Learning Points
8:15 – 10:00	Definitions; Prevention; Investigations
10:00 – 10:15	Break
10:15 – 11:45	Interviewing Skills; Reporting Requirements
11:45 – 12:00	Wrap-Up; Discussion; Evaluation

Appendix III – General Handouts

This section contains two handouts that apply to the Caregiver Project’s main objective: reducing the incidence of caregiver misconduct in long-term care facilities.

The handouts can be used to introduce your training. Many caregivers find the “Simplified Definitions of Caregiver Misconduct” with examples easier to understand than quoting from statutory language. In addition, the second handout “What You Should Know About Reporting” may put caregivers at ease by giving them more information about what to expect when they report an incident to supervisors.

CAREGIVER MISCONDUCT

Simplified Definitions and Examples

Caregiver Misconduct means any of the following:

- Abuse of a client, resident or patient
- Neglect of a client, resident or patient
- Misappropriation (theft) of the property of a client, resident or patient

MISCONDUCT	SIMPLE DEFINITION*	POSSIBLE EXAMPLES
ABUSE	<p><i>An intentional act that:</i></p> <p>Contradicts a health care facility's policy/procedures AND Is not part of the care plan AND Is meant to cause harm.</p>	<ul style="list-style-type: none"> • Physical abuse – hitting, slapping, pinching, kicking, etc. • Sexual abuse – harassment, inappropriate touching, assault • Verbal abuse – threats of harm, saying things to intentionally frighten a client <p>Emotional abuse – humiliation, harassment, intimidation with threats of punishment or depriving care or possessions</p>
NEGLECT	<p><i>A careless or negligent act that:</i></p> <p>Fails to follow facility procedure or care plan AND Causes or could cause pain, injury or death BUT Is not intended to cause harm.</p>	<ul style="list-style-type: none"> • Not using a gait belt when required or transferring a client alone • Failure to perform ROM exercises • Turning off a call light • Leaving a client wet or soiled • Skipping work in a client's home without notifying your employer • Disregarding hydration orders <p>Failure to deliver or administer medication</p>
MISAPPROPRIATION	<p><i>An intentional act that:</i></p> <p>Is meant to permanently deprive a client of property OR Misuses a client's personal property AND Is done without the client's consent.</p>	<ul style="list-style-type: none"> • Theft of cash, checks, credit cards, jewelry, etc. • Misuse of property, e.g. using phone to make toll calls • Identity theft

These definitions apply to caregivers in health care facilities regulated by the Department of Health and Family Services.

A caregiver with a substantiated finding of abuse, neglect or misappropriation is listed on Wisconsin's Caregiver Misconduct Registry. Caregivers with findings may not work in certain facilities unless approved through the Rehabilitation Review process.

What You Should Know About Reporting

If you suspect abuse, neglect or misappropriation,

Immediately take action to ensure the safety of the resident/client/patient.

Inform your supervisor (or other designated person) about the incident as soon as possible.

Your supervisor may ask you questions about the incident, including:

WHO? Provide information about the person(s) suspected of harming the client.
Include the name, position or title at time of incident, and gender of all persons suspected of harming the client.

Provide information about people with specific knowledge of the incident.
Include all persons with specific knowledge of incident. Include the person's name, gender, address and telephone number, if known. Include the person's position or relationship to the affected client.

Individuals Involved

Include all persons who are connected in any way with the incident:

Resident, client, or patient

Suspect or accused person

Witness(es)

Any others with first-hand knowledge

WHEN? Explain when the incident occurred. Include the month, day, year and time of the incident: (*example: 08/25/2005, 10:30 AM*). If you do not know the exact day, provide an approximate date, such as the week of March 1, or the month of March, or between March 1 and April 15. If you give approximate dates, explain how you determined the dates.

WHAT? Briefly describe the incident in a precise and accurate manner. Document observable facts regarding the incident in as much detail as possible. Your supervisor may request supporting documents.

WHERE? Identify the specific location where the incident happened. If the incident happened at a location other than the entity, indicate the specific address of that location.

Location. Document physical findings using diagrams, sketches or photographs, as appropriate to include:

- Specific location of room, using room numbers, wings
- Specific location of objects in the space

EFFECT? Describe the effect of the incident on the client or the client's reaction to the incident. If a client has been physically injured, describe the injury, size of bruise, etc. Describe any indication or expressions of pain, anger, frustration, humiliation, fright, etc., by the client during or after the incident.