

## Module 1. Key Concepts

### **Goals**

The goals of this module are:

- To introduce trainees to instructors and to each other;
- To familiarize trainees with the training objectives and schedule, to develop norms for training behaviors; and
- To provide trainees with an overview of qualities of Personal Care Aides and key concepts of direct care

### **Time**

3.5 hours (includes 15 minutes for break)

<b>Activities</b>	<b>Methods</b>	<b>Time</b>
1.1 Welcome, Introductions, Orientation to the Training	Interactive presentation, pairs work, large-group exercise, and discussion	1 hour
1.2 Qualities of a Direct-Care Worker	Video (optional) and discussion	1 hour & 15 minutes
1.3 Key Concepts of Direct Care	Interactive presentation, pairs work, and discussion	1 hour

### **Supplies**

- Flip chart, markers, and tape
- Paper and pencils
- Name-tags
- VCR or DVD player and TV monitor
- Heart Work<sup>1</sup> video or DVD
- One three-ring binder for each participant

### **Handouts**

- Handout 1.1 Understanding Your Job
- Handout 1.2 The Purpose of this Training
- Handout 1.3 Training Schedule
- Handout 1.4 What Makes a Good Direct-Care Worker?
- Handout 1.5-a Key Ideas: Person-Centered Care
- Handout 1.5-b Key Ideas: Consumer & Worker Rights
- Handout 1.5-c Key Ideas: Confidentiality

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<sup>1</sup> *Heart Work* was produced by PHI in collaboration with Home Care Associates in Philadelphia, 2001. It can be ordered at [http://phinational.org/wp-content/uploads/2008/04/heartwork\\_orderform.pdf](http://phinational.org/wp-content/uploads/2008/04/heartwork_orderform.pdf), for \$149 plus shipping and handling.

## Module 1. Key Concepts

- Handout 1.5-d Key Ideas: Promoting Consumer's Independence

### **Advance Preparation**

Review all training and presentation materials for this module.

Copy all handouts for participants.

#### ***Activity 1.1: Welcome***

Prepare flip chart pages with instructions for participant introductions (step 3), the “Learning Agenda” (step 5), and “Logistics” (step 10).

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 up for the pairs-introduction. (For example, if you have 14 participants, you will write name-tags for two “1’s”, two “2’s”, two “3’s”, and so on, up to two “7’s.”)

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

#### ***Activity 1.2: Qualities of a Direct-Care Worker***

Decide if you are going to use the *Heart Work* video or the alternative teaching option.

If you will use the video, preview the *Heart Work* video to identify key issues and/or scenes to reference in the discussion. Also, determine if you want to use the entire video (42 minutes) or parts of it. For this activity, the parts of the video that focus on the work and the relationship with the consumer are most relevant (see below). Participants may want to see the rest of the video, which could be available for viewing during lunch.

If you do not show the whole video, you should introduce it by explaining that this video shows the development and performance of an original theatre piece, created and performed by home health aides and certified nurse aides from the Philadelphia area. The purpose was to tell, in their own words, what it is like to be a direct-care worker.

The following segments are recommended for this activity:

- The opening scenes with consumers
- Part One -- “A caring heart” (in the VHS version, minutes 4:49 to 6:45)
- “These hands...” (VHS – 21:16 to 24:45)
- Part Two -- “Qualities of an aide” (VHS – 24:45 to 37:50)

### ***Activity 1.3: Introduction to Key Concepts***

Write each of the key concepts on two index cards—these will be distributed either to pairs of participants (if you have 15 or fewer participants) or to small groups (with a larger number of participants). You want each concept to be discussed by at least two pairs or groups. The key concepts are: person-centered care, the rights of consumers and workers, confidentiality, and promoting the independence of consumers.

## ACTIVITY 1.1 Welcome, Introductions, Orientation to the Training

1 hour

### **Learning Outcomes**

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

- Name their instructors and at least two other trainees.
- Describe the role of a direct-care worker.
- 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 a personal care worker. “Personal care worker” is a general term used in this curriculum to describe the first level of direct-care worker. A direct-care worker is an individual who provides hands-on assistance with daily activities to elders as well as adult consumers 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 consumer’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.
- ❖ In order to be a competent personal care worker, 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 in a variety of tests and simulated work settings.
- ❖ Since the relationship with the consumer is the key to direct-care work, consumer profiles, or stories, have been created to give trainees a chance to apply what they are learning to a “real” person. Discussions, case studies, and role plays involving the profiled consumer will allow trainees to practice communication and relational 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 (5-10 minutes)***

1. Welcome participants. Introduce yourself. If other trainers are involved, note that they will be introduced later.
2. 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 consumers 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 trainee.

### ***Pairs work (10 minutes)***

3. 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 that number of 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 teammate.



#### **INTRODUCE YOUR TEAMMATE**

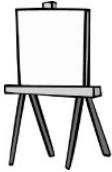
- What is your teammate's name?
- Why do they want to be a direct-care worker?
- What is one quality or skill that they have that will help in this work?

### ***Discussion (10 minutes)***

4. Ask one pair to volunteer to start. First, one participant introduces his teammate, answering each question *about his or her teammate*. Then the other member of the pair does the same. (If there's a co-trainer, the lead trainer might introduce that instructor to “demonstrate” the process.)

***Interactive presentation (20 minutes)***

5. Post and review the prepared flip chart page with the “Learning Agenda” for this module.



**LEARNING AGENDA:**  
**MODULE 1**

- Introduce trainees and instructors
- Learn training objectives and schedule
- Develop norms for training behavior
- Discuss what a direct-care worker does and the qualities to do that
- Discuss key ideas about direct care

6. Distribute and review Handout 1.1, “Understanding Your Job.” Make sure that participants understand that their title after completing this training will be “personal care worker,” and that a personal care worker is one type of direct-care worker. (Module 2 explains these titles in more detail.)
7. Distribute and review Handout 1.2, “The Purpose of this Training.” Explain the training approach and the use of consumer profiles.
8. Explain how trainees 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).
9. Distribute and review Handout 1.3, “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.

10. Post the flip chart page on “Logistics” and review each point. Ask if participants have any other questions or concerns.



### LOGISTICS

- What to wear
- Use of phones, radios, etc.
- Attendance
- Emergency phone numbers
- Bathrooms
- Breaks, lunch

### ***Discussion (10 minutes)***

11. Note that this training approach involves a lot of group discussion and working together. When learning new things—especially new skills that we’re not good at in the beginning or trying out new attitudes—it is important for participants to feel respected for who they are and what they think or believe.
12. Explain that part of your job as instructor 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 instructors 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 *Instructor’s Guide*: “Sample Working Agreement” for some ideas).



IN THIS TRAINING,  
I WILL LEARN BEST IF...

⇒ **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 (teach) 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.

13. Follow up the discussion on the working agreement with a discussion about mutual accountability for the learning that takes place in the classroom. As an instructor and learners, each is 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
14. Explain that the classroom is also the training laboratory—which means it is the place to learn, to practice, to receive feedback, to make mistakes sometimes, and to gain new skills. It is also an opportunity for practicing how to interact with a consumer. Explain that the only behavior you can observe/assess for work suitability and readiness is based on whatever you see in the classroom. Therefore, a key part of your accountability to their learning (and to their future consumers) is to give them feedback on how such behavior could affect consumers, 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 for a safe learning environment.



## ACTIVITY 1.2 Qualities of a Direct-Care Worker

1 hour & 15 minutes

### **Learning Outcomes**

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

- Explain the importance of the relationship with the consumer in direct-care work.
- Explain the importance of attitudes of caring and respect for consumers and for one's self, in order to be an effective direct-care worker.
- List some of the knowledge, attitudes, and skills (at least two from each category) that are needed to be a competent direct-care worker.

### **Key Content**

- ❖ At the core of the direct-care worker's job is his or her relationship with the consumer. This connection is one that must be respected and nurtured, because it is critical to the consumer's comfort and satisfaction. But, equally important, the relationship with the consumer is what motivates most people to go into and to remain in this line of work.
- ❖ In order to be an effective direct-care worker, an individual must be competent in many areas of knowledge and skill. However, the work is never purely clinical or technical. On the job, all personal care tasks are performed in the context of *the relationship* between the direct-care worker and the consumer. Therefore, the direct-care worker's *attitudes* about the work and the consumer are keys to providing quality care.

### **Activity Steps**

#### ***Teaching Option***

If you are not going to use the video, Steps 1-4 can be replaced by: 1) large-group discussion on the importance of the relationship between the consumer and the direct-care worker; 2) small-group work, listing knowledge, attitudes, and skills that participants think would be needed for this work; and 3) group presentations. Then proceed to Step 5, with the discussion of Handout 1.4, "What Makes a Good Direct-Care Worker?"

***Interactive presentation (5 minutes)***

1. Introduce the video *Heart Work* by paraphrasing the “Key Content” and referring to the background information in “Advance Preparation.”

***Video (30-45 minutes)***

2. Ask participants to watch the video, making mental notes about the attitudes that the workers in the video bring to their work, and the qualities that make them effective Personal Care Aides.

***Discussion (25 minutes):***

3. Ask participants for their general reaction to the video. Ask:
  - *What about the workers’ stories felt familiar to you?*
  - *How their description of the work compares to what you were thinking it would be like?*
  - *What about the video felt different from what you expected, or maybe confusing?*
  - *How do you feel about doing direct-care work after seeing this video?*
4. Note that being a good direct-care worker requires a blend of knowledge, attitudes, and skills. Based on what they saw in the video and their own previous experience, ask the following questions. After a few responses, go on to the next question.
  - *What does a direct-care worker need to know in order to do this work?*
  - *What skills does a direct-care worker need, or what do they have to be able to do in their work?*
  - *What attitudes do they need to show in their work?*

⇒ **Teaching Tip**

This discussion is not meant to cover the whole list of competencies—that would take a long time to brainstorm! Rather, you want to show participants that they already have some understanding of what this work involves and what they will need to learn. You are also trying to frame the competencies in terms of knowledge, attitudes, and skills, which is probably easier for participants to grasp than a list of nearly 100 competencies.

5. Thank participants for their responses. Then distribute Handout 1.4, “What Makes a Good Direct-Care Worker?” Briefly review the list of knowledge, attitudes, and skills in this training. Note that the list may look long and challenging, but they will work on each one in small pieces, building on what they learn from one day to the next.

## ACTIVITY 1.3 Key Concepts of Direct Care

1 hour

### **Learning Outcomes**

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

- Define person-centered care.
- Explain consumers' and workers' rights in direct care.
- Explain the importance of confidentiality in direct-care work and describe how to maintain it.
- Explain the importance of promoting the consumer's independence.

### **Key Content**

- ❖ Person-centered care, the rights of consumers and workers, confidentiality, and promoting the consumer's independence are all fundamental to direct-care work. These concepts will be introduced in this activity, and then illustrated and reinforced throughout the training.
- ❖ "Person-centered care" describes an approach to working with consumers that focuses on the consumer as an individual who has unique needs and routines, and who has the right to determine, as much as possible, what kind of care they will receive.
- ❖ Both consumers and workers have rights that are covered by law – e.g., the right not to be abused, physically, emotionally or sexually. Some facilities or agencies have written lists of the rights of consumers and workers, to meet the legal and ethical standards of the organization. (This will be covered in detail in Module 20.)
- ❖ Confidentiality means not sharing information about a person, including what you observe or overhear, except with appropriate members of the individual's health care team. Confidentiality in direct-care is both required by law, and it's the right thing to do, to show respect for the consumer's privacy.
- ❖ Promoting the independence of consumers means supporting the ability of consumers to do things on their own. That includes making choices as well as doing the everyday tasks of eating, bathing, and going to the bathroom. When a personal care worker encourages the consumer to do things for him- or herself, it builds self-esteem and self-respect, reinforces the consumer's right to choose, and helps to keep them active – both mentally and physically.

## **Activity Steps**

### ***Interactive presentation (5 minutes)***

1. Note that in Module 2, participants will learn more details about the different work settings for Personal Care Aides and different aspects of the work, the consumers, and their co-workers. In this activity, they will learn about key concepts, or ideas, that relate to all the settings and that guide everyone who works with consumers in these settings.

### ***Pairs work (5 minutes)***

2. Ask participants to sit with the “teammates” that they introduced in the first activity. Distribute one index card to each pair, labeled with one of the key concepts (see Advance Preparation). Ask each pair to talk about the concept on their card and discuss what they already know about it—if anything! On the flip side of the card, write down at least two questions that would help them understand better how this concept relates to direct-care work. Note: “what is it?” does not count as one of their questions, since that will be answered anyway.

#### **⇒ Teaching Tip**

Ideally, you want more than one pair to discuss each key concept and to submit questions. With a large group—i.e., at least 16—that’s not a problem, since you would have at least eight pairs and each concept would have to be written on two cards.

With a group that is smaller than 16, break participants into four groups and give each group two key concepts to consider—and five more minutes to discuss.

### ***Interactive presentation (45 minutes)***

3. For the first key concept—person-centered care—collect the cards from the two pairs that discussed it, and ask them to say what they think person-centered care means. Affirm what they got right and define the concept, correcting any misconceptions that they raised. Then answer the questions on the cards, adding information from Handout 1.5, “Key Concepts of Direct Care.” Note in particular the importance of this concept to direct care. Ask if other participants have additional questions. (Note that they will receive a handout at the end with this information.)
4. Repeat the process for the rights of consumers and workers, confidentiality, and promoting the consumer’s independence.
5. Distribute Handouts 1.5, a-d, “Key Ideas,” and note that this will provide background information and reminders of what they discussed.

***Large-group exercise: Go-round (5 minutes)***

6. Ask participants to think about the most important or surprising thing they learned so far in the training. Ask for a volunteer to begin, briefly sharing what he or she thought of. Then go to the participant next to the volunteer and continue around the room.

⇒ **Teaching Tip**

Reminder: “Go-rounds” are a quick way to assess what participants have learned or how they are feeling, or both. The rules are that the group honors each person’s thoughts—there are no questions, no comments. This also allows people who may not have spoken yet in the large group to finally make a contribution. If someone is not ready when it is their turn, they can “pass” (not say anything) but make sure you go back to them at the end. (And they can still pass.)

## **Instructor's Guide, Activity 1.1**

### 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 Handouts Key Concepts**

### **Activity 1.1: Welcome, Introductions, Orientation to Training**

#### **Handout 1.1 Understanding Your Job**

#### **Handout 1.2 The Purpose of This Training**

#### **Handout 1.3 Training Schedule (prototype)**

### **Activity 1.2: Qualities of a Direct-Care Worker**

#### **Handout 1.4 What Makes a Good Direct-Care Worker?**

### **Activity 1.3: Key Concepts of Direct Care**

#### **Handout 1.5-a Key Ideas: Person-Centered Care**

#### **Handout 1.5-b Key Ideas: Consumer and Worker Rights**

#### **Handout 1.5-c Key Ideas: Confidentiality**

#### **Handout 1.5-d Key Ideas: Promoting Consumer Independence**

## Handout 1.1—Understanding Your Job

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### What will your job title be?

You will be a personal care worker. A personal care worker is one type of direct-care worker. Direct-care workers often have different titles, depending on where they work. In some states, direct-care workers are also called personal care attendants.

### What will you do?

You will assist people with daily tasks. You may also assist people to take care of their body or home. How much you do will depend on how much training you have.

### Whom will you assist?

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

### Where will you work?

You may assist consumers in one or more of these places:

- Adult day facility
- Center for independent living
- Consumer's home
- Nursing home
- Personal care home
- Assisted living residence

## Handout 1.1—Understanding Your Job

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This training will help get you ready to work in some of these places. It will also prepare you for more training.

**How will you assist consumers?**

You will assist consumers with Activities of Daily Living (or ADLs for short) and other activities, such as shopping, housekeeping, and getting to appointments.

**The 5 ADLs are:**

- Bathing
- Eating
- Getting around
- Getting dressed
- Using the bathroom

You should give consumers as much help as they need. But you should also ask them to do as much as they can.

**What's the key to good care?**

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

**Handout 1.2—The Purpose of This Training**

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**The Purpose of this Training**

## Module 1. Key Concepts

By the end of this training, you will have the knowledge, attitudes, and skills you need to be a personal care worker. You will be ready to work in a variety of settings, or to go on for further training.

The training will teach you how to assist consumers with ADLs. It will also teach you about person-centered care.

In order to work in this field, you will need to show that you are ready to be a personal care worker. 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
- Your **skills** (what you can do) by showing your trainer

## **Handout 1.3—Training Schedule (Prototype)**

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SECTION A. ORIENTATION TO DIRECT CARE	
Date/Time	Module 1. Key Concepts
Date/Time	Module 2. Work Settings, Teamwork, and Professionalism

SECTION B. FOUNDATIONAL KNOWLEDGE, ATTITUDES, AND SKILLS	
Date/Time	Module 3. Working with Elders
Date/Time	Module 4. Respecting Differences
Date/Time	Module 5. Communication Skills: Listening and Talking
Date/Time	Module 6. Working with a Consumer Who Is Depressed
Date/Time	Module 7. Infection Control
Date/Time	Module 8. Body Systems and Common Diseases
Date/Time	Module 9. Body Mechanics
SECTION C. PERSON-CENTERED CARE	
Date/Time	Module 10. Supporting Consumers at Home
Date/Time	Module 11. ADL: Eating & Nutrition
Date/Time	Module 12. Supporting Consumers Dignity
Date/Time	Module 13. ADL: Bathing and Personal Care
Date/Time	Module 14. ADL: Toileting (Part 1)
Date/Time	Module 15. ADL: Ambulating; Making a Bed
Date/Time	Module 16. ADL: Dressing and Toileting (Part 2)
SECTION D. OTHER ISSUES THAT APPLY ACROSS WORK SETTINGS	
Date/Time	Module 17. Working with a Consumer with Dementia
Date/Time	Module 18. Introduction to Mental Illness, Developmental Disabilities, and Abuse and Neglect
Date/Time	Module 19. Working with an Independent Adult with Physical Disabilities
Date/Time	Module 20. Consumer & Worker Rights; Managing Time and Stress
Date/Time	Module 21. Practice Lab and Return Demonstrations
Date/Time	Module 22. Paramedical Services
Date/Time	Module 23. CPR & First Aid Certification

## **Handout 1.4—What Makes a Good Direct-Care Worker?**

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A good direct-care worker has the knowledge, attitudes, and skills to assist consumers. Here are some examples.

### **Knowledge**

#### **A good direct-care worker knows about:**

- ADLs
- Common diseases and problems
- Emergencies
- Healthy food
- Signs of abuse and neglect, and what to do about them
- The human body

#### **A good direct-care worker knows how to:**

- Assist different kinds of consumers
- Do their job well
- Keep germs from spreading

### **Attitudes**

#### **A good direct-care worker:**

- Cares about consumers
- Feels curious about consumers
- Is patient with consumers
- Respects consumers who are different from them
- Takes pride in their work

## **Handout 1.4—What Makes a Good Direct-Care Worker?**

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### **A good direct-care worker:**

- Shares personal information only with members of the consumer's health care team
- Does what they say they will do
- Gives consumers privacy
- Tells the truth
- Works well with other people

### **Skills**

#### **A good direct-care worker can assist consumers to:**

- Bathe
- Eat
- Get around
- Get dressed
- Use the bathroom

#### **A good direct-care worker can:**

- Be gentle
- Cook, clean, and shop
- Listen and talk well
- Help the consumer to solve problems

## **Handout 1.5-a—Key Ideas: Person-Centered Care**

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**It's important to understand some key ideas about being a direct-care worker. Here's what you need to know.**

**Give person-centered care.**

**In person-centered care, consumers and workers:**

- Can create a schedule that fits the consumer's life
- Have strong ties
- Make choices together

**In person-centered care, the consumer:**

- Has the right to choose, as much as possible, what kind of care they will get
- Is the expert on what they like or dislike

**In person-centered care, workers:**

- Care as much about the consumer's feelings as they do about the consumer's health
- Focus on the consumer, rather than on the consumer's problems
- Remember that the workplace is the consumer's home
- Treat the consumer as someone with unique wants and needs

## **Handout 1.5-b—Key Ideas: Consumer and Worker Rights**

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### **Consumers and workers have rights.**

Consumers and workers have rights that are protected by law. They include the right to be free from abuse.

Other rights are based on the idea of person-centered care. They include the right to be treated with respect – whether you are a worker or a consumer. They also include the consumer's right to make choices.

### **Consumers have the right to:**

- Choose a doctor
- Give themselves medicine, as long as it is safe to do so
- Help plan their care
- Keep and use their own things, as long as it is safe to do so
- Say yes or no to care
- Share a room with their husband or wife
- Take part in activities

### **Workers have the right to:**

- Be treated with dignity and respect
- A safe working environment

## **Handout 1.5-c—Key Ideas: Confidentiality**

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### **Confidentiality -- Keeping health information private**

You **cannot** share health information with anyone – unless in your job you report to a supervisor- including other direct-care workers unless they also work with the consumer.

“Confidentiality” means sharing private information about consumers **ONLY** with the people who need to know.

Confidentiality is required by law. It's also the right thing to do – it shows respect for the consumer's privacy.

**You can keep health and personal information private.  
Read what these workers do.**

#### **Marty's tip – Be careful when talking on the phone.**

“I don't leave private information on answering machines or in voicemail. If I do share information, I make sure I'm talking to the right person. And I make sure that I'm talking in a private area.”

#### **Laura's tip – Be careful when talking in public places.**

“If I need to talk to my supervisor about something private, I ask to go somewhere private. I stay away from dining rooms, elevators, snack rooms, and parking lots.”

## **Handout 1.5-c—Key Ideas: Confidentiality**

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**Joe's tip – Be careful when using computers.**

“When I keyboard something private, I make sure that no one can see the screen. I don't send information by email unless the computer that gets my message is private. I keep my access code a secret, and I log off when I'm done with the computer.”

**Sara's tip – Be careful with your reports.**

“I don't leave reports lying around. I put them in an envelope or folder instead.”

**To review confidentiality:**

- Be careful when talking on the phone.
- Be careful when talking in public places.
- Be careful when using computers.
- Be careful with your reports.

## **Handout 1.5-d—Key Ideas: Promoting Consumer Independence**

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**Promoting the independence of consumers means asking them to do as much as they can.**

It's important for consumers to make choices and do daily tasks as much as possible. This is called “consumer independence.”

**This independence helps consumers:**

- Be in charge of their own care
- Feel good about themselves
- Stay active – both mentally and physically

Do **not** assume that a consumer needs your help. Instead, ask the consumer what they want you to do.

Many consumers like the word “assist” better than the word “help.” It shows that the consumer is doing as much as they can.