

**Welcome to the  
Health Care and Human  
Services  
Training Program**

# **This course is designed to meet the education needs of the:**

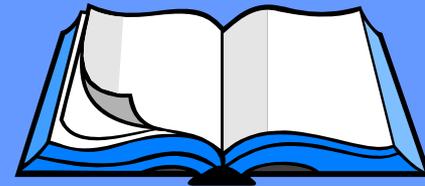
- Personal Support Specialist (PSS)
- Certified Nurses Aide (CNA)

As a direct service worker you will assist people in the community who require a wide range of services, skills and supports in multiple settings.

# Personal Attitudes Toward Learning

This course will include:

- New information
- Opportunities for discussion and sharing of ideas
- Opportunities for practicing new skills and testing your knowledge.



Whether you are experienced or just starting out, you can learn something new and improve how you do your job.

Everyone learns through trial and error- it's better to make mistakes and question assumptions now than later, on the job.

It is important to be actively involved in order to gain as much as possible from your time here.



You are responsible for how much you learn and grow.

# Each session will provide:



- Key ideas/important principles from your course book.
- Practical methods in human service and health settings.
- Opportunities to participate in activities or exercises.
- Occasional opportunities to demonstrate skills and receive feedback.

# Attendance and Readiness

Your presence is required during all course sessions.

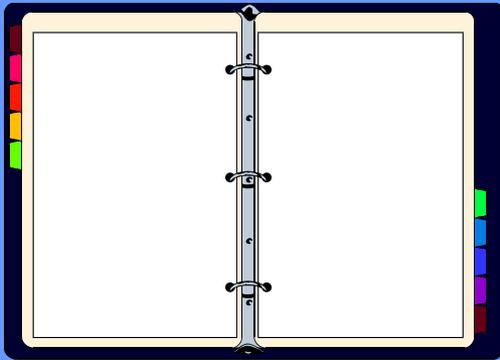
Bringing your course book and other materials, and reading sections in advance will make learning easier.

Arriving on time and being committed to learning and growth will increase your likelihood of success.



# Homework

-You may be asked to read or study some material between sessions.



-These brief homework assignments are vital to understanding and remembering course ideas, methods, and concepts.

-You will need to actively plan to set aside study time.

# Emerging Standards

Standards of education and training for unlicensed people working in health care and human services have not existed until fairly recently.

New national and local standards are emerging in order to provide uniform training and subsequent improved quality of service.

# **How to Involve Yourself in this Program**

Parts of this course may appear to repeat trainings you have already had.

Take advantage of this opportunity to offer your expertise and provide insight and examples of real-life situations to the rest of the participants.

# You will do your best in the course if you:

- Take notes from instructor's material, and other ideas presented.
- Ask questions
- Participate in discussions
- Compare notes with others
- Set aside time to review the course book each day.



# Terminology

“Consumers” – now the preferred term for persons receiving services because:

- It emphasizes the choice that people have over the services they receive.
- It helps us remember that people do not passively receive the services we give them, but rather actively consume the services they have chosen.



# Module 1

## Entering the Health Care and Human Services Fields





# Objectives

- Describe the different kinds of health care and human service programs available to consumers in Maine;
  - Describe the important values in health care and human services; and
  - Describe the scope of career options within the field.
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# Health Care and Human Services in Maine

- Acute Care Hospitals
- Nursing Facilities
- Assisted Housing Programs
- Residential Care Facilities
- Assisted Living Programs
- Independent Housing with Services

- Home and Community-Based Services
  - Adult Day Services
  - Home Health Care
  - Hospice Care
  - Personal Support Specialist (PSS) Services
  - Homemaker Services
  - Respite Care

# Regulating Health Care and Human Services

- Office of Medical Services
- Office of Elder Services
- Office of Adults with Cognitive+ Physical Disabilities
- Office of Adults with Mental Health Services
- Office of Child and Family Services
- Office of Substance Abuse
- Office of Integrated Access and Support

# Paying for Health Care and Human Services

- Medicare
- MaineCare (Medicaid)
- Veteran's Affairs
- Private Long Term Care Insurance
- State Funded Programs
- Private Pay

# Important Values in Health Care and Human Services

- Choices
- Person-Centered Planning
- Consumer Involvement in Planning
- Independence
- Participation in the Community
- Being Positive
- Individuality

# **Career Opportunities in the Health Care and Human Service Fields**

- Homemaker
- Personal Support Specialist (PSS)
- Certified Residential Medication Aide (CRMA)
- Certified Nursing Assistant (CNA)
- Certified Nursing Assistant - Medications (CNA-M)
- Home Health Aide (HHA)
- Feeding Assistant

# Other Staff in Health Care and Human Services

- Dietary Department
- Activities Department
- Nursing Services
- Administration
- Social Services
- Housekeeping and Laundry
- Clinical Staff



# **Module 2**

## **Basic Work Skills and Job Maintenance**



# Objectives

- Describe your responsibilities as a health care and human service worker;
- Describe your rights as an employee in the State of Maine;
- Identify good work habits such as punctuality, reliability and integrity;
- Describe conduct that is appropriate in a work setting;
- Explain why prioritizing is important;

- Prioritize a list of common tasks;
  - Describe the importance of proper boundaries when working in health care or human services;
  - Explain the importance of personal appearance, hygiene, nutrition, and personal stress reduction for effective job performance; and
  - Explain the importance of personal and career development.
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# Rights and Responsibilities

## Your Responsibilities

- Defined as an obligation. Example: All employees are expected to obey State law.

## Your Rights

- Privileges or powers that we are entitled to as employees in the State of Maine.

# Good Work Habits

- Be punctual/come to work on time
- Be dependable
- Be reliable
- Dress appropriately for your job
- Act appropriately
- Maintain proper hygiene and appearance
- Maintain a positive attitude
- Act with integrity



# Work-Related Skills

- Prioritizing
- Time Management
- Teamwork



# Boundaries

- Boundaries are the limits or guidelines that define your relationships with other people both at work and in your personal life.
- Boundaries in Community and Home-Based Care
- Boundaries in Assisted Housing Programs

# Avoiding Excess Stress and Burnout



- Stress
  - Physical Effects
  - Behavioral Effects
- Burnout
- Managing Stress and Avoiding Burnout

# Personal and Career Development

Further training will enable you to take advantage of a wider variety of job opportunities. This course is meant only as an introduction to health care and human service concepts. *Plan to go beyond initial training for your own benefit.*

# Module 3



## Legal and Ethical Aspects of Care



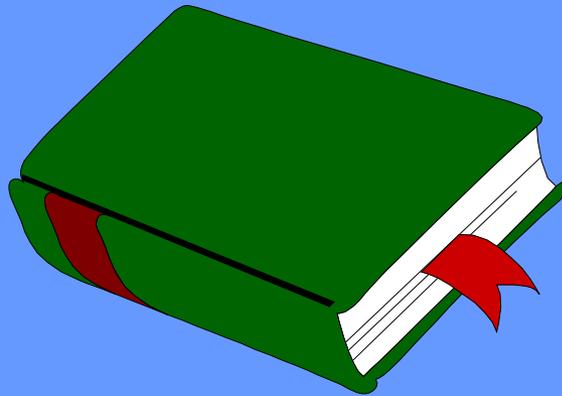
# Objectives

- Describe key regulations governing the functioning of health care and human service providers;
- Explain basic consumer rights;
- Describe the legal status of consumers including guardianship, power-of-attorney, living wills, and “Do Not Resuscitate” (DNR) orders;

- Recognize signs and symptoms of abuse (verbal, physical, psychological, and sexual) as well as neglect and exploitation;
  - Explain your responsibilities in reporting known or suspected abuse, neglect, or exploitation; and
  - Explain what ethics mean and how it applies in the health care and human services fields.
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# Regulations

State regulations affect all aspects of care it is is to your advantage to be familiar with how regulations matter in the work that you do.



# Consumer Rights

People receiving services do not lose the rights that are protected for all of us in the U.S.

Specific rights must be protected when someone receives care.

# Guardianship and Conservatorship

- What is Incapacity?
- What is a Guardian?
- What is a Conservator?
- What is the Relationship between a Conservator and Guardian?
- Who may serve as Guardian or Conservator?
- How is a Guardian Appointed?
- Managing Money and Property as a Fiduciary.
- Types of Guardianship
- Rights and Responsibilities of the Guardian
- Working with Guardians

# Representative Payee



A representative Payee is responsible for receiving the older person's check and spending it on his or her care and support.

# Health Care Advance Directives

If there comes a time when you are too ill to make choices about your care, you can protect your rights to choose by making decisions ahead of time. This is called giving an advance directive.

There are three types:

- A. Durable Power of Attorney/for Health Care
- B. Living Will
- C. Do Not Resuscitate (DNR) order

# Abuse, Neglect and Exploitation

- A. Physical Abuse and its indicators (e.g., broken bones, burns, cuts, etc.)
- B. Sexual Abuse and its indicators (e.g., seductive gestures, injuries, behaviors, etc.)
- C. Neglect and its indicators (e.g., being left alone, sleeping staff, falls, etc.)
- D. Exploitation and its indicators (e.g., unpaid bills, irrelevant purchases, transfer of property, etc.)
- E. Types of Abuse, Neglect and Exploitation
- F. Consumer Risk Factors
- G. Mandatory Reporting

# Ethics

- Ethics are concerned with what is right and what is wrong in health care and human service settings.
- They are guides to behavior and principles that influence how we work.



# Module 4

## Communication





# Objectives

- Identify the parts (e.g. sender, receiver, message) and the potential barriers to communication;
- Identify the methods of communication (e.g., verbal, body language, listening);
- Explain the Active Listening strategy for improving communication;

- Explain appropriate communication between health care and human service workers and consumers;
  - Explain appropriate communication between an employee and others, including, staff members, supervisors, family and friends; and
  - Describe strategies for communicating with people that have physical, emotional, cultural, and social impairments.
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# Communication

- Communication is the single most important tool staff members use to deliver services. Support, problem solving, intervention, crisis management, skills teaching and service planning all rely on effective communication.
- Two types of Communication
  1. Social communication: give and take.
  2. Therapeutic communication: the focus is on the person needing support.



# Understanding the Communication Process

- The communication process has three main components:



1. A Sender
2. A Receiver
3. A Message

# Barriers to Communication

There are some inherent problems in communication, called obstacles or barriers. These are things that get in the way of a clear communication process. Recognizing and eliminating barriers will improve communication.

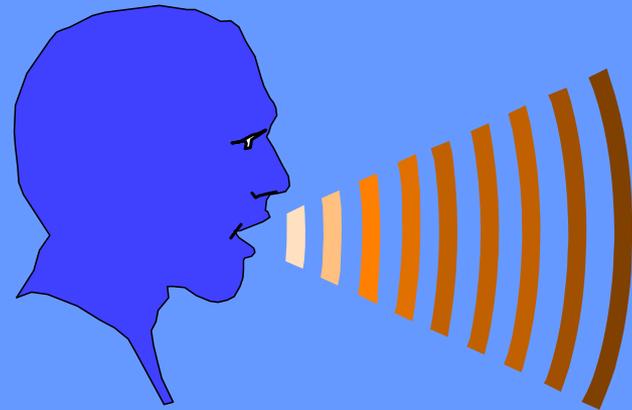
# Setting the stage for Communication

- introductions
- greetings
- entering
- choosing appropriate settings
- cultivating relationships
- being dependable
- being honest

# Verbal communication

Two key components:

1. Voice tone
2. Content of the message



# Non-Verbal communication

## Body Language:

1. Facial expressions
2. Eye contact
3. Touching
4. Distance/personal space
5. Gestures and movements
6. Silence

# Active Listening



- This is the act of hearing and responding both to the content and to the feeling of what is being said, including learning to listen for the feelings behind the words.

# Communicating with Consumers

Principles for fostering a climate for better communication:

- Everyone is listened to non-judgmentally, patiently and respectfully
- Emphasis is placed on being empathetic and supportive
- The sender is focused upon without distraction
- Disrespectful, humiliating or aggressive behavior is not tolerated
- Emphasis is placed on collaborative communication that empowers, rather than directive statements that give orders
- Information is shared on a “need to know” basis, with confidentiality respected and recognized.

# Communicating with Supervisors and other Staff Members

Staff-to-staff communication can be improved and made more effective when:

- staff communicate with each other about key situations and events
- staff members emphasize team responses to situations and communicate accordingly
- policy and methods are formally discussed and related information is shared

# Staff to Supervisor or Staff to Staff

- Consumer needs are discussed and shared so that services can be developed
- staff communicate mutual problems openly and regularly, and seek positive solutions
- staff communicate regularly to management
- each staff member owns responsibility for his/her own communication issues and improvement needs.

# Communicating with Family and Friends

- Staff must attempt to develop regular communication with the families and friends of consumers who may have valuable insights that may assist in working with that person, and to encourage engagement, urge visitation and other involvement supports to keep the consumer in touch with the larger community.

*Keep in mind that you must maintain confidentiality in all interactions, and not reveal consumer information without his/her permission.*

# Communicating with Selected Consumers

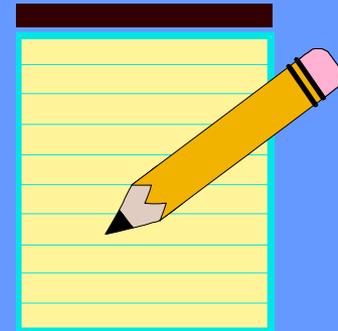
Communicating with a Person who:

- is hard of hearing
- is deaf
- is visually impaired
- experiences aphasia
- has Alzheimer's or related disorders
- is non-responsive or withdrawn
- is from another country or culture

# Methods of Communication

## Common Communication Methods:

- Sign language
- Picture or picture graphs
- Pencil and paper
- Computers
- Magnetic letters and boards





# Module 5

## Observation, Reporting and Documentation



# Objectives

- Describe the requirements concerning observation, reporting, and documentation;
- Describe the difference between objective and subjective observations;
- Relate observation skills to the collection of information about the consumer and how this relates to report writing;

- Describe the elements of good reporting;
  - Identify situations that require an incident report to be written;
  - Explain the function of documentation and why documentation is an important and necessary part of the job;
  - Describe the characteristics of good documentation; and
  - Describe the requirements concerning confidentiality.
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# Objective vs. Subjective Observations

Two major types:

A. Objective observation: one that is measurable, where you are using all your senses

B. Subjective observation: a statement or complaint from a consumer about symptoms that only he/she can describe.

# Reporting

It is important to report observations promptly, completely, and accurately:

- Be complete and detailed in your description
- Do not draw make up your own ideas or thin
- Keep notes neat and easy to read
- Never use medical terms or abbreviations unless you are sure of the meaning.

# Incident Reports

These are documents that record any unusual happening, including nature of the incident, persons who witnessed it, and follow-up.

These situations would include:

- consumer injury
- consumer verbal or physical fights
- visitor injuries
- missing possessions



# Documentation

Recording information in a consumer record creates a legal document, and is a very important function:

- to establish what actions were carried out by staff
- to confirm what services have been delivered
- to enable staff to review or clarify processes of intervention used
- to enable evaluation of service plan
- to confirm compliance with state regulations
- to provide data useful in determining a facility's effectiveness.

# Maintaining Confidentiality

All personal and medical records are confidential.



The consumer expects privacy about care and other matters will not be shared with anyone except guardian, staff members, and state inspectors.



# **Module 6**

Health, Safety, Fire  
Prevention, and Emergencies



# Objectives

- Describe the common causes of injury;
- Describe the general rules of environmental safety;
- Describe the proper techniques and equipment for lifting and moving people;
- Explain the basic concepts of fire prevention;
- Explain what to do in the event of a fire;
- Describe the role of the PSS related to safety;
- Demonstrate body mechanics and back safety skills;
- Demonstrate tasks related to fire safety;
- Describe the role of the PSS related to crime and self-defense;
- Demonstrate the ability to respond to the following consumer emergencies

- Describe the safety precautions necessary when oxygen is being used;
  - Explain what to do when you encounter workplace violence;
  - Identify hazardous materials and explain how to handle them appropriately;
  - Explain the principles of defensive driving; and
  - Explain basic infection control procedures and the importance of proper hand washing;
  - Explain the role of first responder.
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# General Safety

Health care and human service staff must act to protect the health and safety of persons in their care. It is your responsibility to make observations as you go about your work.

1. Falls
2. Hypothermia
3. Burns
4. Electrical Safety
5. Lifting and Moving

# Fire Safety and Prevention

- Fire prevention
- Common fire hazards
- What to do if a fire occurs
- Using a fire extinguisher



# Oxygen Safety

- Supplemental oxygen is typically provided through wall outlets in hospital rooms, through oxygen tanks or concentrators. Special precautions need to be taken whenever more than the normal amount of oxygen is present in a room because extra oxygen can make things catch fire and burn more rapidly.

# Working with Hazardous Materials

- Occupational Safety and Health Administration (OSHA)
- Proper labeling
- Material Safety Data Sheets (MSDS)



# Using Cleaning Products Safely

- Do's
- Don'ts
- Read the label!

# Preventing Accidental Poisoning

- What is a poison?
- Most dangerous poisons
- Important checklist for a poison-proof home
- What to do if a poisoning occurs



# Workplace Violence

In 1993, the Bureau of Labor Statistics showed more assaults occurred in the health care and social services industries than in any other:

- 64% of the nonfatal assaults occurred in nursing facilities, hospitals, and establishments providing residential care and other social services.
- 27% of these injuries occurred in nursing facilities.
- The cause of injury in 45% of these cases was the consumer.

- Role of PSS Related to Safety

- Lifting

- Safety Hazards

- Crime



# **Self Defense with Regard to Consumer Care**

Some agencies offer training in how to respond to threatening situations (MANDT and NAPPI are examples of this type of training). Find out what training options your agency offers with regard to self-defense. In general however, if you are in a workplace situation that you feel presents a threat to your physical safety, leave the site and contact your supervisor immediately.

# Basic First Aid

## Steps to take in every emergency

### (Check, Call, and Care):

- 1. Check** the scene and the consumer. Look for clues as to what happened. Check the consumer for consciousness, breathing, pulse, and bleeding.
- 2. Call** for help. Call your supervisor, a licensed nurse, doctor, or 911 (your local rescue).
- 3. Care** Give appropriate care to the victim, according to the emergency, as instructed by either a nurse, a doctor or emergency personnel, until trained help arrives to give first aid or transport to a medical facility.

# Specific First Aid conditions addressed:

- Anaphylaxis
- Asthma
- Bleeding
- Bites, Animal and Human
- Burns and Scalds
- Choking
- Unconscious Adult
- Epilepsy/Seizures
- Eye Injuries
- Fainting/Falling
- Fractures
- Frostbite
- Head Injuries
- Heart Attack
- Heat Related Conditions
- Hypothermia
- Poisoning
- Recover Position/Position for Vomiting
- Shock
- Sprains
- Strain
- Stroke

# **Module 7**

Introduction to Job Skills



# Objectives

## **Entering the Human Service Field**

- Define the 10 principles of Psychosocial Rehabilitation;

## **Basic Work Skills and Job Maintenance**

- Define the responsibilities of the Personal Support Specialist;
- Define the personal characteristics required to be a Personal Support Specialist;

- Define the requirements for the Personal Support Specialist with regard to health, hygiene and appearance;

## **Ethical Aspects of Care**

- Define the meaning of rights of residents in DHHS licensed facilities in the following areas: services, finances, residential facility, grievance, privacy, freedom from abuse, choice;
- Define the rights of consumers in different settings;
- Define the legal responsibilities and protections of the PSS with regard to reporting incidences of rights violation, suspected abuse, neglect or exploitation;

- Define the meaning of ethical behavior for the PSS;
- List 3 ways to promote consumer independence and self-advocacy;

### **Improving Communication**

- List the 5 steps of listening and responding in the Roger's communication method;
- Define 10 principles for improving communication;
- Define the 6 steps in the problem solving process;

- Describe 2 types of specialized reporting forms;
  - List 4 types of information that should be recorded in daily progress notes;
  - Identify 2 types of unusual situations that must be recorded in incident reports;
  - Demonstrate the ability to record observed behavior correctly in an objective manner; and
  - Demonstrate familiarity with common reporting forms.
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# ENTERING THE HUMAN SERVICE FIELD

- Psychosocial Rehabilitation
- Ten Principles of Psychosocial  
Rehabilitation

# BASIC WORK SKILLS AND JOB MAINTENANCE

- The Personal Support Specialist Responsibilities
  - ◆ Home Care, Residential Care and Adult Day Care
  - ◆ Job Responsibilities
  - ◆ Personal Characteristics
- Health, Hygiene and Appearance

# ETHICAL ASPECTS OF CARE

- Consumer Rights
- Legal Considerations
- Ethical Considerations
- Service Planning
- Promoting Consumer Independence and Self-Advocacy

# IMPROVING COMMUNICATION

- Communication
- Problem Solving
- Conflict Resolution
- Documentation
- Effective Written Communication:  
Basic Considerations





# Module 8

## Understanding the Consumer as an Individual



# Objectives

- List the 5 basic human needs in Maslow's hierarchy of needs;
- Describe the role of the PSS with regard to consumers with disabilities;
- Describe the role of the PSS with regard to the consumer's family, customs and values;

- Demonstrate the ability to understand consumer behavior;
  - Demonstrate the ability to respond appropriately to annoying behavior;
  - Demonstrate the ability to respond appropriately to aggressive behavior;
  - Demonstrate the ability to use the Brief Counseling technique; and
  - Describe the role of the PSS with regard to human relationships and sexual behavior as it relates to consumer care.
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# Basic Human Needs

The consumer is a person, not an illness or condition. Honoring each person as an individual is a fundamental principle of home care and residential care and meets a basic human need.



# Illness and Disability

The PSS must accept and respect the consumer's feelings and be sensitive to the needs of such consumers. Illnesses and disabilities can make satisfying the most basic needs more difficult.

# **Family, Customs, Values**

The family is very important in both home and residential care settings. Whether the family members are living in the home with the consumer or elsewhere, they play an important part in satisfying the consumer's needs and in the success of the consumer's care.

# Principles of Human Behavior

The PSS needs to identify and understand consumer behavior and respond appropriately. Behavior is both purposeful and learned. A person does something in order to satisfy a need or desire. If that need or desire is satisfied, the person is more likely to repeat the behavior the next time the situation arises.

# Challenging Behavior

- Annoying Behavior
- Aggressive Behavior
- Other Challenging Behaviors



# Interventions

- Interventions for Annoying Behaviors
- Interventions for Aggressive Behaviors
- Brief Counseling Technique

# Human Relationships and Sexual Behavior

- Human Relationships

All people need love, belonging-ness, safety, group affiliation, and self-esteem.

- Sexual Behavior

If you have questions about the appropriateness or lawfulness of any sexual behavior in the workplace, you should discuss these questions with your supervisor.

# Module 9

## Concepts of Aging and Illness

Before you can teach Module 9 through 14, you must be a Registered Nurse or have a Registered Nurse review your skills in this area and certify that you are qualified to teach this section. The nurse must certify your skills to the Department of Health and Human Services.

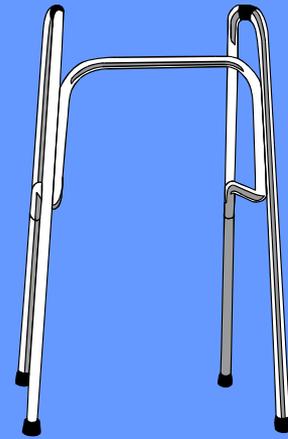
A Registered Nurse may teach this section for you. If you use a co-trainer, you are responsible for assuring that all skills are taught as presented in the curriculum

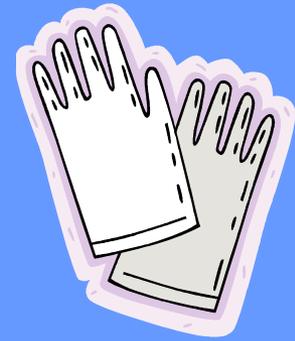


# Objectives

- Describe 4 developmental processes associated with aging;
  - Demonstrate the ability to provide appropriate care for consumers with identified illnesses;
  - Identify the pros and cons of using assistive devices; and
  - Define the role of the PSS with regard to death and dying.
-

- Developmental Issues/Aging
- Assistive Devices
- Death and Dying





# Module 10

## Infection Control

- Demonstrate the steps of infection control;
  - Demonstrate handwashing procedure;
  - Demonstrate procedure for removing gloves; and
  - Describe procedures for handling contaminated material.
-

# Preventive Measures

- Universal Precautions
- Engineering Controls
- Work Practice Controls
- Personal Protective Equipment (PPE)
- Housekeeping Measures



# Basic Infection Control

- Infection Control Practices
- Handwashing/gloves
- Contaminated Material



# **Module 11**

## Instrumental Activities of Daily Living



# Objectives

- Define the role of the PSS with regard to care of the home/room/apartment;
- Define the guidelines for using cleaning products safely;
- Identify the elements required for cleaning a kitchen;

- Identify the elements required for cleaning a bathroom;
- Define the steps involved in making a bed;
- Define the elements involved in laundry cleaning;
- Define the elements of money management;
- Define the elements of shopping;
- Identify the elements of good nutrition;

- Identify the elements of a balanced diet;
  - Identify the elements of food safety, including cross contamination, room temperature, food temperature, refrigeration;
  - Describe the steps in meal preparation; and
  - Describe the steps in serving a meal.
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# CARE OF THE HOME/ROOM/APARTMENT

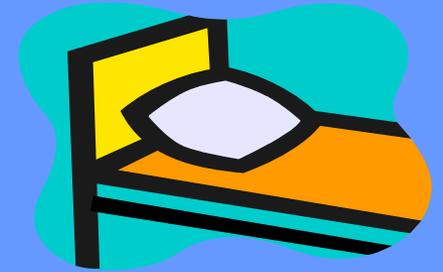
- Housekeeping
- Cleaning Products
- Kitchen



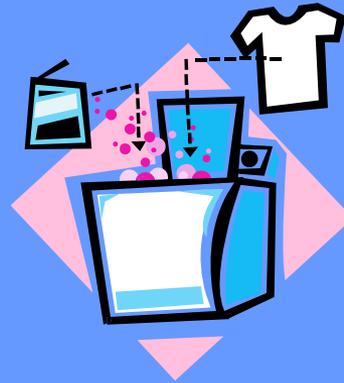
- Bathroom



- Bedroom and Bed Making



- Laundry



- Money Management

- Shopping



# FOOD AND NUTRITION



- The Balanced Diet
- Food Safety
- Meal Preparation
- Serving a Meal



# Module 12

## Transfers and Activities of Daily Living



# Objectives

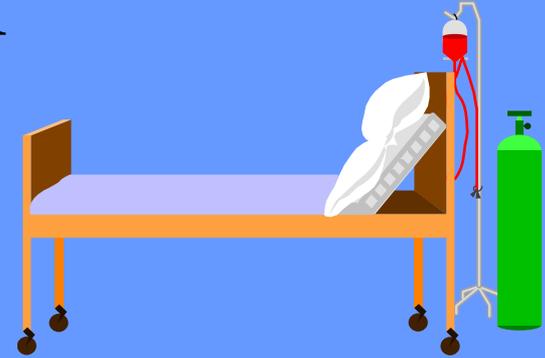
- Define guidelines for transfers;
- Demonstrate the following transfer skills:
  - a. Transferring from bed,
  - b. Transferring to a chair;
- Demonstrate the ability to assist a consumer in walking;

- Define general guidelines for assisting consumers with activities of daily living/personal care;
- Demonstrate the ability to break a fall.
- Demonstrate skill in assisting consumers in the following ADLs:

- a. Brushing teeth,
  - b. Cleaning dentures,
  - c. Back massage,
  - d. Bathing (tub and bed baths),
  - e. Perineal Care,
  - f. Shampooing hair,
  - g. Shaving,
  - h. Nail care,
  - i. Back massage,
  - j. Dressing and undressing,
  - k. Using a bedpan,
  - l. Using and caring for a hearing aid,
  - m. Caring for eyeglasses.
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# GUIDELINES FOR TRANSFERS

- Transfers
- Transferring from Bed
- Transferring to a Chair
- Assisted Walking

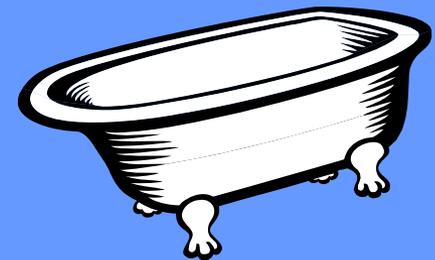


# ACTIVITIES OF DAILY LIVING

- Activities of Daily Living/Personal Care
- Role of the Staff with Respect to the Health of Consumers

The PSS must know and complete specific assigned tasks in relationship to the consumer's health AND be a good observer and reporter of changes in the consumer's health status.

- Brushing Teeth
- Dentures
- Bed Bath
- Perineal Care
- Tub Baths and Showers

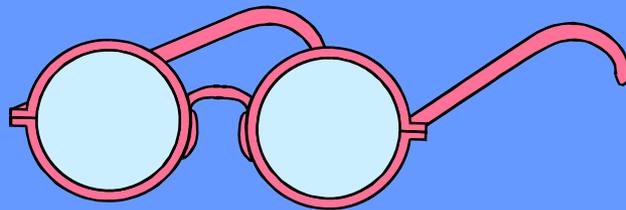


- Shampooing Hair
- Shaving
- Nail Care
- Back Massage
- Dressing and Undressing



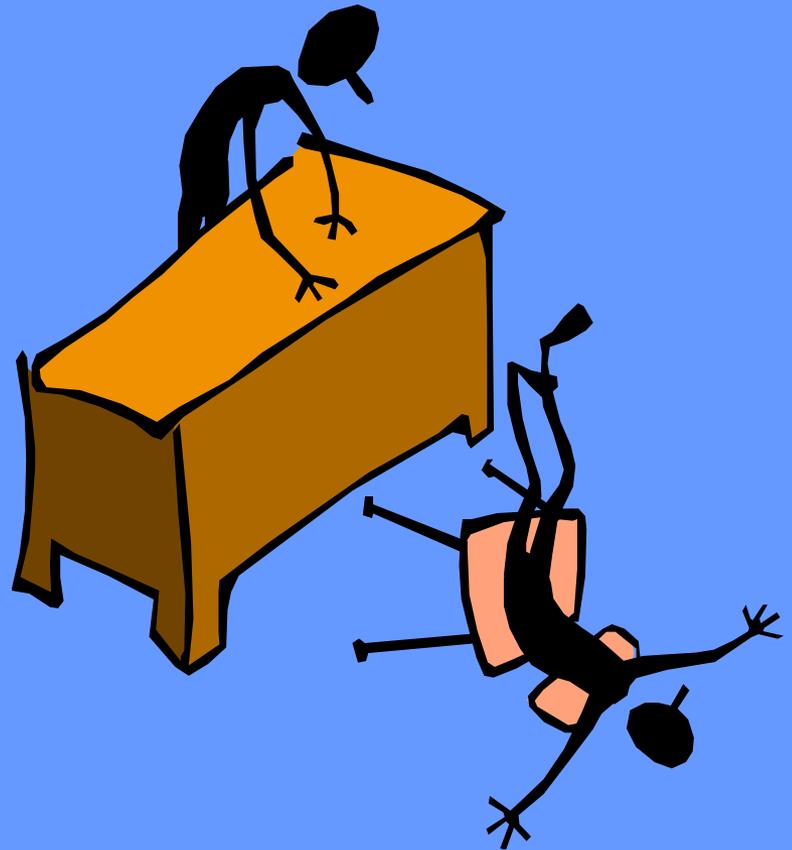
# Other Personal Care Services

- Offering a Bedpan
- Hearing Aid Care and Use
- Caring for Eyeglasses



# Caring for the Bedbound Consumer

- Prevention
- Other Systems
- Infection Control





# Module 13

## Driver Safety



# Objectives

- Explain Principles of Defensive Driving
- Explain Correct Use of Cellular Phones
- Explain Principles of Safe Driving
- Identify Safe Practices for Driving

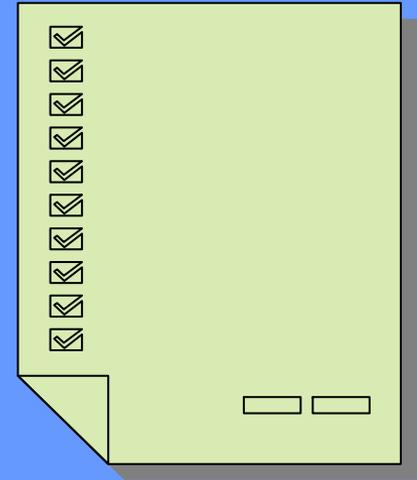


# Driving Safety

- Alert Driving
- Vehicle Speed
- Weather Conditions
- Special Driving Situations

# Module 14

## Approaches to Teaching/Work Setting and Use of Forms



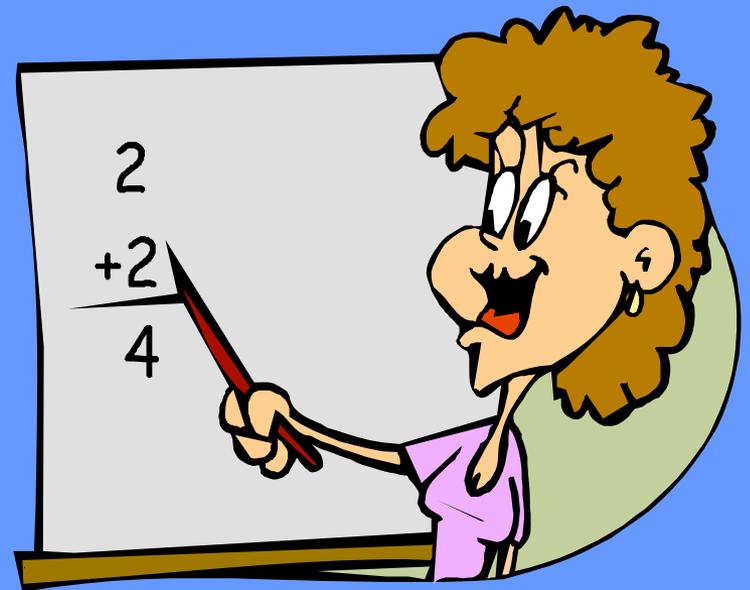


# Objectives

- Identify 6 basic everyday skills that a PSS might teach;
  - Identify and describe the 3 different learning styles;
  - Demonstrate 5 different methods of teaching;
  - Demonstrate the Tell-Show-Do model of teaching; and
  - Demonstrate the ability to list the steps needed to teach skills.
-

# Teaching Methods and Learning Styles

- Learning Styles
- Methods of Teaching
- Motivation
- Tell, Show, Do



# **Module 15**

## **Procedures/Body Systems**

Before you can teach this section, you must be a Registered Nurse or have a Registered Nurse review your skills in this area and certify that you are qualified to teach this section. The nurse must certify your skills to the Department of Human Services. A Registered Nurse may teach this section for you. If you use a co-trainer, you are responsible for assuring that all skills are taught as presented in the curriculum.

# Body Systems

- Respiratory
- Cardiovascular
- Digestive
- Urinary
- Skin
- Skeletal
- Nervous System
- Lymphatic
- Endocrine
- Reproductive
- Sensory
- Muscular



# Objectives

- Demonstrate skill in the following types of catheter care:
    - a. In-dwelling
    - b. Supra-pubic
    - c. condom
  - Demonstrate skill in care of feeding tubes;
  - Demonstrate skill in taking vital signs;
  - Demonstrate skill in ostomy care;
  - Demonstrate skill in reminding consumers to take medication; and
  - Demonstrate skill in measuring intake and output.
  - Demonstrate skill in applying a clean dressing
  - Describe other skills selected by the instructor from the Procedure Manual
-

**Thank you for Attending**

**Health Care and Human Services  
Training Program**

