

Caregiver Abuse and Neglect Prevention Project



Tips for Trainers

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Table of Contents

Introduction	3
Part I: Experiential DVD Training Tips	3
What is Experiential Training?	3
About the DVD/CD Set	4
Variation on the Training Guide Instructions – Using Focus Cards	5
Individual vs. Group Training	7
Part II: Topical Training Tips	7
Facilitator Guides	9
Participant Guides	9
PowerPoint Presentations.....	10
Video Clips.....	10
Part III: General Training Tips	11
The Caregiver Tribute Video.....	11
Training Space.....	11
Facilitators	12

Introduction

Welcome to the Caregiver Abuse and Neglect Prevention project! The information contained here will help trainers learn more about how to use the project's training materials. The presentation is divided into three parts:

Part I provides training tips for using the Experiential DVD, a 3-disc set available to order by mail for a small shipping and handling fee. Information for ordering is available at www.uwosh.edu/ccdet/caregiver. Go to Experiential DVD Training materials.

Part II gives suggestions for conducting the topical training modules. The materials, in PDF format are available at www.uwosh.edu/ccdet/caregiver. Go to Topical Training Materials.

Part III offers general tips for leading successful training sessions.

Part I: Experiential DVD Training Tips

What is Experiential Training?

The term “experiential” refers to training in which training participants “walk in the shoes” of another person. In this case, that person could be a resident, caregiver, supervisor or family member of the resident portrayed in the DVD scenarios. The goal is for participants to better understand others’ perspectives, gain empathy and practice positive responses to challenging situations in order to avoid abuse and neglect and provide person-centered care.

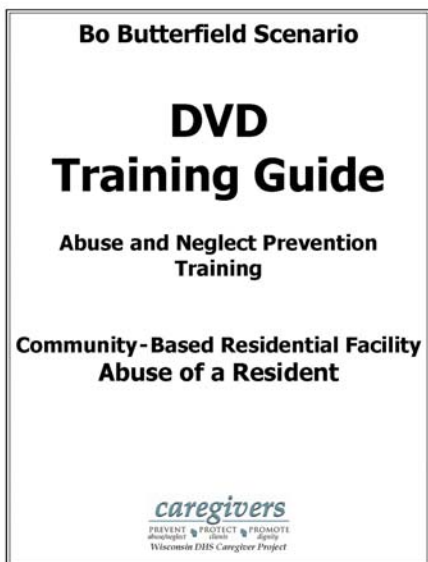
About the DVD/CD Set



Three discs are contained in the set that is available by mail through our website. Two DVDs offer six scenarios depicting common situations of potential abuse, neglect or misappropriation of property in a variety of long-term care settings. Because the message is appropriate for all provider types, don't be discouraged from using a scenario based on the setting. The discs may be copied if desired.

Each scenario contains three scenes in which challenging situations for caregivers are presented. At the end of scene 3, the facilitator pauses the DVD and leads a discussion about what occurred and how the caregivers could have responded differently. Scene 4 “rolls back the clock” to a time before the incident occurred and demonstrates how the caregivers could have responded appropriately.

Each scenario lasts for about 20 minutes. Discussion time between scenes 3 and 4 lasts for about 30 minutes, depending on audience size. Be sure to leave enough time for discussion—this is where the critical thinking and learning occurs.



The CD included in the set contains printable Training Guides for each of the scenarios, along with appropriate handouts and training aids. It may be helpful to print out one of the guides to better understand the training suggestions offered here.

The Training Guides use a similar format, but each contains a series of discussion questions unique to that scenario. Use the questions during the discussion period between scenes 3 and 4. Suggested responses are also included.

[Instructions for trainers appear in brackets in the Training Guide.]

Variation on the Training Guide Instructions – Using Focus Cards



Experience has shown that participants gain more from the training when they are asked to view the scenarios from the perspective of one of the characters. This approach is not used in the Training Guide so it is explained here in detail.

- Prepare “Focus cards” (index cards) with the name of one of the scenario characters on each card. (No participant is asked to view the scenario from the perspective of an alleged perpetrator.) You may prepare multiple cards with the same character if you have a larger group. Try to ensure that each character is represented. In advance of viewing the scenario, allow each participant to choose a card.
- Immediately after Scene 3, give each participant a copy of the Participant Observation Sheet contained in the Training Guide.

Participant Observation Sheet
How do you feel about what has happened so far?

What are some of the <i>red flags</i> that things aren't right?

What do you wish would have happened?

- Give participants a few minutes to record their thoughts. The first question is, “How do you feel about what has happened so far?” Ask participants to stay “in character” when answering the first question. You will likely receive many negative descriptions, e.g. sad, scared, disappointed, etc. Write participant responses on a flip chart.
- Tell participants that the second and third questions will be covered later in the discussion.
- You may then return to the questions listed in the Training Guide to solicit more discussion from the group. Select the questions based on 1) applicability to your facility 2) an issue you have observed among your staff or 3) how much time you have.
- When the discussion is finished, play Scene 4 per the instructions in the Training Guide. Remind participants to stay in character and after viewing, ask how they feel about what happened in Scene 4. This time the feelings will be far more positive. You might then draw a line through the negative feelings listed earlier on the flip chart. This is a good way to demonstrate how poor responses to challenges affect everyone involved.

Individual vs. Group Training



The DVD scenarios may be used to train a group or just one individual. The Training Guides give instructions and materials for both.

While training a group gives participants an opportunity to interact with others and also utilize the Focus cards, individual training may be preferred in certain situations, e.g.

- Re-training a single individual
- Training staff who work outside normal training hours, e.g., evenings or nights
- Allowing a participant to work at her own pace
- Used by staff who missed group training

Part II: Topical Training Tips



Topical or classroom-style training generally refers to a setting 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.

The Caregiver Abuse & Neglect Prevention project includes 12 topical trainings, designed for both direct caregivers and supervisors. Titles include:

- T.E.A.M. Talk: Communicating with Style
- Assertiveness Training: Let Your Voice Be Heard

- Professional Boundaries for Caregivers
- 5 Steps to Professional Success
- Meeting the Emotional Needs of Residents
- Facts About Dementia and Other Related Conditions
- Responding to Challenging Situations
- Stress Reduction and Relaxation Technique
- Coaching T.E.A.M. Talk: Communicating with Style (for supervisors)
- Providing Effective Feedback (for supervisors)
- Coaching Professional Boundaries (for supervisors)
- Preventing Medication Diversion (for supervisors)

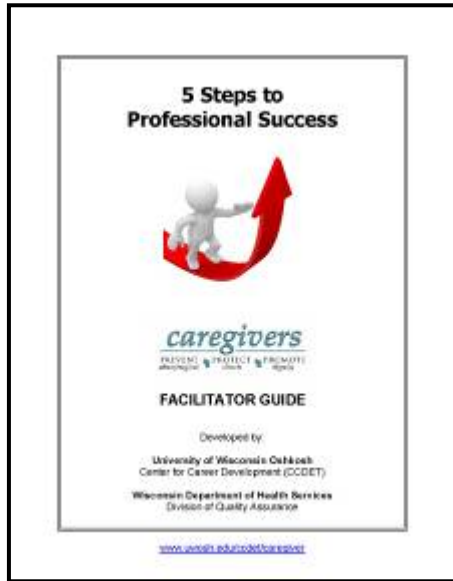
The modules vary in length from about 45 minutes to 1.5 hours. The size of your audience and the amount of discussion and feedback may also affect the presentation time. We encourage you to explore the topical materials located on the project's website. They are available free of charge. The trainings combine lecture, audience participation, activities and multi-media options in order to appeal to a variety of learning styles, e.g. auditory, visual and kinesthetic.

The overall goal of the training is to give caregivers the necessary interpersonal skills to react appropriately in challenging situations and reduce incidents of abuse and neglect. The premise of all training topics is that well-trained caregivers are less likely to mistreat those in their care. Supervisory modules are designed to support caregivers in applying the skills on a daily basis.

The materials for each of the 12 topical trainings include:

- Facilitator Guide
- Participant Guide
- PowerPoint presentation
- Video Clips (two modules)
- Separate Handouts (one module)

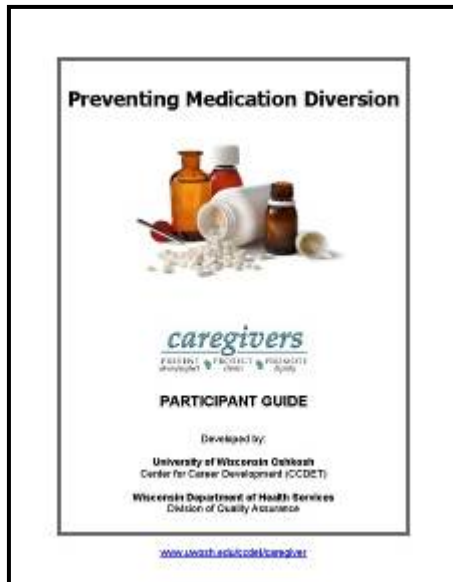
Facilitator Guides



Facilitator Guides contain a table of contents, all training material, activities and discussion questions. Suggested answers and important points are also included along with teaching aids and instructions for the facilitator. Instructions are shown in the following format:

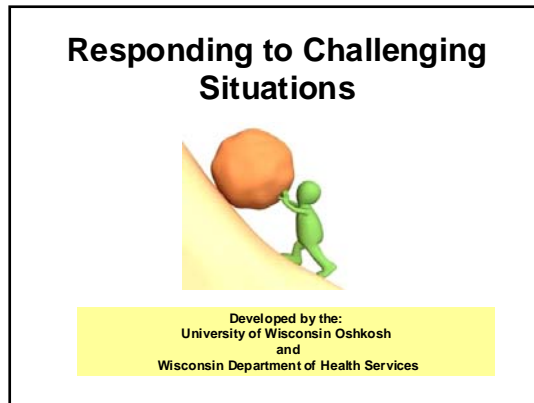
[Instructions for facilitators appear in this format in the Facilitator Guide.]

Participant Guides



Participant Guides include all training material *minus* facilitator instructions and suggested answers to discussion questions or activities. The guides also provide space for participants to write. We recommend giving each participant a guide.

PowerPoint Presentations



Each training module has its own unique PowerPoint presentation which provides visual interest and acts as a placeholder for participants. However, the slides do not contain detailed information. The trainings rely on the Participant Guides for that purpose.

A laptop computer and projector are suggested for displaying the PowerPoint. However, an overhead projector with transparencies or printed handouts will also work.

Video Clips

Two of the topical modules, *Assertiveness Training: Let Your Voice Be Heard!* and *Providing Effective Feedback*, both use video clips portraying assertive, passive, and aggressive communication styles.

These clips may be played from your laptop computer via the internet or downloaded and copied to your computer. If you are unable to use the video clips, a script of each clip is included in each facilitator guide. You may ask two volunteers to act out the scene by reading the script.

Part III: General Training Tips

The Caregiver Tribute Video



This short video, also located on the website, can be included in any training workshop. It covers general definitions of abuse, neglect and misappropriation by caregivers and goes on to give tips about how caregivers can ensure a safe environment for those in their care. The tribute also recognizes caregiving as a challenging but rewarding profession. It sets a positive tone when used at the start of training, or it can end your training on a high note.

Training Space

The ideal setting for the training includes comfortable seating that provides an opportunity for interaction among participants and the opportunity to work together. Creating an inviting and comfortable training space tells participants they are valued and welcome. Suggestions include:

- Round or oblong tables with chairs facing the facilitator work well. Theater-style seating (chairs only) is not the best choice for these highly interactive workshops.
- Cheer up your training space by introducing color and music! Printable theme posters are located at this website. Inexpensive plastic tablecloths or centerpieces in a variety of colors may be used. When possible, play background music as your participants arrive.
- A small snack and/or beverage may be provided. At a minimum, water is a must.

- Flip charts or whiteboards allow the facilitator to document participant comments, validating their importance. They may also be used by groups of participants when working together on activities.

Facilitators



This project often uses the word facilitator when referring to the trainer. A facilitator presents information but also recognizes the expertise of the audience and considers participant feedback essential to the success of the training. In other words, the training is not just a one-way street.

The facilitator also learns from her audience.

Facilitators send messages by their voice, appearance and demeanor.

Positive Messages a Facilitator 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.

Following are some tips for facilitators, passed along by our own staff:

- Always test your technology well in advance.
- Make sure any participant materials are well-organized. Distribute them in advance if possible.
- Don't assume everyone brought a pencil or pen.
- Can your voice reach the back of the room? If not, consider a microphone.
- Ask participants to silence any electronic devices in advance of the training. If they must respond to a call or text, ask them to leave the room to do so.

- On training day, come extra early. Participants really appreciate it when they are greeted at the door.
- Know your material very well. It is much less stressful if you have any unexpected distractions.
- When you have a disruptive or argumentative participant, find a way to include them in the training activities. Same goes for those who seem distracted.
- Watch the clock – begin and end the training on time; take breaks when you said you would. Provide an agenda for a training lasting more than 2 hours.
- Keep it light. We like to tell participants that the topics are serious, but that we will have “serious” fun.