

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Care Worker

**Duration:** 6 Months

*Revised Edition*

Trainer Name	
Course Title	Care Worker
Objectives and Expectations	<p>Employable skills and hands-on practice in Care Worker</p> <p><i>As an instructor of Care Worker, there are several strategies you can employ to motivate your trainees. Here are some suggestions:</i></p> <p><b><u>Main Expectations:</u></b>  <i>Direct care workers (DCWs, i.e., Certified Nursing Assistants and Home Health Aides) play a vital role in the care of people in need of long-term care. Whether care is provided in the home or in a facility, DCWs regularly interact with family members. By giving DCWs skills, tools, tips and practice time, this training series hopes to enhance the communication skills of DCWs with family members, thereby increasing everyone's satisfaction and comfort level.</i></p>
Lesson Plan	<p><b>1. Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Explain why your role as a caregiver is valuable.</li> <li>• Demonstrate how to make eye contact, greet family members and introduce yourself.</li> <li>• Practice explaining your role as a caregiver.</li> <li>• Describe how to respond appropriately when language barriers make communication difficult.</li> <li>• Demonstrate how to present yourself with self-confidence and professionalism.</li> </ul> <p><b>2. Equipment Needed to Train</b></p>

- **Projection system**
- **Computer with speaker system**
- **Laser pointer**
- **Flip chart, markers**
- **Watch or Timer**

### **3. Listing of handouts**

- **1 copy of the Practice Activity Worksheet per student (Appendix A)**
- **1 copy of the Key Points Handout per student, available in English, Spanish and Tagalog (Appendix B)**
- **1 copy of Test per student (Appendix C)**
- **Test Answer Key for Instructor (Appendix D)**
- **1 copy of the Participant Evaluation per student (Appendix E)**
- **Practice Activity Worksheet—Alternative Scenarios (Appendix F)**

#### **4. Advance Preparation**

- **Review all training and presentation materials for this module**
- **Know your agency/facility's policies, resources, and procedures related to issues that may arise regarding this training content (such as resources for language interpretation)**
- **Review the Practice Activity and determine whether or not to use Practice Activity Worksheet—Alternative Scenarios**
- **Copy all handouts for participants**
- **Check to ensure that the audio components play smoothly from the PowerPoint presentation. For example, you might need to update your software or open the player software and check the volume in advance of the presentation.**
- **Turn on the computer and launch the PowerPoint presentation**
- **Turn on the projector**
- **Set-up the flip chart paper and markers**

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<b>Entry-level of trainees</b>	Intermediate / Matric Science
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes</li> <li><input type="checkbox"/> Demonstrate a verbal-working use of the vocabulary relating to Care Worker</li> <li><input type="checkbox"/> Develop an understanding of the properties and the preparation of composition</li> <li><input type="checkbox"/> Respond aesthetically to artworks based upon their personal experience and cultural values</li> <li><input type="checkbox"/> Understand the role and functions of care worker.</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>6 months (26 Weeks)</b>  Class hours: <b>5 hours per day</b>  Theory: <b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>25 hours per week</b>  Total contact hours: <b>650 hours</b></p>
<p><b>Companies offering jobs in the respective trade</b></p> <ol style="list-style-type: none"> <li>1. transcription Pakistan association of blind,</li> <li>2. Pakistan blind resource foundation</li> <li>3. National books foundation of Pakistan</li> <li>4. Punjab and KPK brail Press.</li> <li>5. Special education department</li> <li>6. Social welfare ministry Pakistan</li> <li>7. HEIs</li> <li>8. OPDs</li> <li>9. International organization</li> </ol>	
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab



Scheduled Weeks	Module Title	Days	Learning Units	
Week 1	Introduction care worker	Day 1	Introduction to care worker	
		Day 2	History and significance of care worker	
		Day 3	- Overview of care worker  Introduction to care worker displays	
		Day 4		
		Day 5	Academic linkages and need based analysis	

<b>Week 2</b>	Care worker Basics	<b>Day 1</b>	- care worker
		<b>Day 2</b>	Care worker contractions and abbreviations
		<b>Day 3</b>	Writing and reading Care worker characters

		<b>Day 4</b>	Care worker layout
		<b>Day 5</b>	<i>Revision and reporting</i>
<b>Week 3</b>	Care worker	<b>Day 1</b>	Introduction to Care worker
		<b>Day 2</b>	- Using Care worker

		Day 3	<ul style="list-style-type: none"> <li>● Editing and proofreading Care worker documents</li> </ul>
		Day-4	<i>Echo system</i>
		Day-5	<i>Revision</i>
<b>Week 4</b>	Care Worker Displays	Day 1	- <b>Types of Care Worker displays</b>
		Day 2	Setting up and Care Worker displays
		Day 3	<ul style="list-style-type: none"> <li>■ Using Care worker displays for output and input</li> </ul>

		<b>Day 4</b>	<i>Printing material</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 5</b>	Document Conversion	<b>Day 1</b>	Building a sense of mutual respect and trust With family members
		<b>Day 2</b>	What you will learn
		<b>Day 3</b>	Communication between caregiver and patient family
		<b>Day 4</b>	<i>Relevant review</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 6</b>	Care Worker Communication	<b>Day 1</b>	Introduction to Communication

		<b>Day 2</b>	Caregiver and patients communication
		<b>Day 3</b>	<i>In Person comments</i>
		<b>Day 4</b>	<ul style="list-style-type: none"> <li>• <i>Report writing</i></li> </ul>
		<b>Day 5</b>	<ul style="list-style-type: none"> <li>• <i>Revision</i></li> </ul>
<b>Week 7</b>	Voices from the community	<b>Day 1</b>	Introduction to Community
		<b>Day 2</b>	Describe patient communication

		Day 3	Report
		Day 4	<i>Revision</i>
		Day 5	
<b>Week 8</b>	Effective caregiver	Day 1	Effective Caregiver Introduction
		Day 2	A family member talk about respect
		Day 3	Care giver techniques
		Day 4	<i>Revision</i>

		<b>Day 5</b>	<i>Review</i>
<b>Week 9</b>	Experiently Activity	<b>Day 1</b>	Overview of Experiently Activity
		<b>Day 2</b>	Care giver Experience
		<b>Day 3</b>	Care giver review
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Report</i>
<b>Week 10</b>	Things Care giver should know	<b>Day 1</b>	Visiting family members are outsider in your facility



		<b>Day 2</b>	Family member will encounter a lot of activity
		<b>Day 3</b>	Family members are not in charge
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 11</b>	Things Care giver should know	<b>Day 1</b>	Family members experience a lot of mixed emotions
		<b>Day 2</b>	Family member communication

		<b>Day 3</b>	Care giver and patient communication
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 12</b>	Trust and Respect	<b>Day 1</b>	How can you build trust and respect?
		<b>Day 2</b>	Greet the family members
		<b>Day 3</b>	<i>Introduce yourself</i>
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>

<b>Week 13</b>		<b>Day 1</b>	Explain your role to the family members
		<b>Day 2</b>	Why is this important?
		<b>Day 3</b>	Shows professionalism
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 14</b>	Language Barriers	<b>Day 1</b>	When you don't understand them?

<b>Week 15</b>		<b>Day 1</b>	Smile, tell them you are trying, but didn't understand.
		<b>Day 2</b>	Ask them to repeat slowly and clearly.
		<b>Day 3</b>	Repeat what you think they meant.
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 15</b>		<b>Day 1</b>	Ask if you understood them correctly.

<b>Week 16</b>		<b>Day 1</b>	If necessary, find an interpreter.
		<b>Day 2</b>	Do your best
		<b>Day 3</b>	Fell them you are good
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 16</b>	Professionalism	<b>Day 1</b>	What qualities make a caregiver a professional” caregiver?

<b>Week 17</b>		<b>Day 1</b>	Taking responsibility
		<b>Day 2</b>	Providing quality care
		<b>Day 3</b>	Projecting Self-Confidence
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 17</b>	Practice Activity	<b>Day 1</b>	Break into group of two 2

<b>Week 18</b>		<b>Day 1</b>	Determine who will be the family member and who will be the caregiver
		<b>Day 2</b>	Practice the scenario for 5 minutes
		<b>Day 3</b>	Give your partner feedback
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 18</b>	Practice activity Conducted	<b>Day 1</b>	You are a CNA working in a dementia care facility. While bringing Mr. Stewart to his room for his regular afternoon nap, you see his daughter waiting by the door to his room. What do you say as you approach her?

<b>Week 19</b>		<b>Day 1</b>	You are a HHA who is going to a new patients home for the first time. You know that the patient, Mrs. Nguyen lives with a large extended family but only her sons speak English. Practice what you will say when the door is answered.
		<b>Day 2</b>	Discuss
		<b>Day 3</b>	Report
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 19</b>	Discussion	<b>Day 1</b>	How was the activity? What did people do well?



<b>Week 20</b>	What you have learned	<b>Day 1</b>	Your role as a caregiver is valuable.
		<b>Day 2</b>	Make eye contact, greet family members and introduce yourself
		<b>Day 3</b>	Explain your role as a caregiver.
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 20</b>		<b>Day 1</b>	Explain your role as a caregiver making communication difficulties

<b>Week 21</b>		<b>Day 1</b>	Present yourself with self confidence and professionalism
		<b>Day 2</b>	professionalism
		<b>Day 3</b>	Self-confidence
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>
<b>Week 21</b>		<b>Day 1</b>	Communication between caregiver and patient family

<b>Week 22</b>	Wrap Up	<b>Day 1</b>	Post-test
		<b>Day 2</b>	Student Satisfaction Evaluation
		<b>Day 3</b>	Key Points Handout
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>

<b>Week 23</b>	<b>Appendices</b>	<b>Day 1</b>	Appendix A: Practice Activity Worksheet
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		<b>Day 2</b>	Appendix B: Key Points Handout (available in English, Spanish and Tagalog)
		<b>Day 3</b>	Appendix C: Test
		<b>Day 4</b>	Appendix D: Test Answer Key for Instructor
		<b>Day 5</b>	Appendix E: Participant Course Evaluation

<b>Week 24</b>	Better Communication	<b>Day 1</b>	
		<b>Day 2</b>	Accessible software and apps for Braille users

		<b>Day 3</b>	Assistive technologies for Braille literacy and education
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>

<b>Week 25</b>	<b>Module 1:</b>	<b>Day 1</b>	<b>Building a Sense of Mutual Respect and Trust with Family Members</b>
		<b>Day 2</b>	<ol style="list-style-type: none"> <li>1. Family members visiting your facility: <ol style="list-style-type: none"> <li>a. are always angry</li> <li>b. need your help to understand how the facility works</li> <li>c. know how everything at the facility works</li> </ol> </li>   <li>2. Family members will NOT depend on you for: <ol style="list-style-type: none"> <li>a. their family member's care</li> <li>b. information</li> <li>c. making critical medical decisions</li> </ol> </li> </ol>

		<b>Day 3</b>	<ol style="list-style-type: none"> <li>1. When a family member enters your facility, at first, they tend to: <ol style="list-style-type: none"> <li>a. experience a lot of mixed emotions</li> <li>b. be confused about who does what</li> <li>c. need someone to explain their role</li> <li>d. all of the above</li> </ol> </li> </ol>
		<b>Day 4</b>	<i>Revision</i>
		<b>Day 5</b>	<i>Revision</i>

<b>Week 26</b>	<b>Module 1:</b>	<b>Day 1</b>	<b>Building a Sense of Mutual Respect and Trust with Family Members Instructor Answer Key</b>
		<b>Day 2</b>	<ol style="list-style-type: none"> <li>1. Family members visiting your facility: <ol style="list-style-type: none"> <li>a. are always angry</li> <li>b. need your help to understand how the facility works</li> <li>c. know how everything at the facility works</li> </ol> </li>   <li>2. Family members will NOT depend on you for: <ol style="list-style-type: none"> <li>a. their family member's care</li> <li>b. information</li> <li>c. making critical medical decisions</li> </ol> </li> </ol>

<b>Day 3</b>	<ol style="list-style-type: none"><li>1. When a family member enters your facility, at first, they tend to:<ol style="list-style-type: none"><li>a. experience a lot of mixed emotions</li><li>b. be confused about who does what</li><li>c. need someone to explain their role</li><li>d. all of the above</li></ol></li></ol>
<b>Day 4</b>	<i>Revision</i>
<b>Day 5</b>	<i>Revision</i>

**Tasks For Certificate in Care Worker**



Task No.	Task	Description	
		<p><b>Note:</b> The weekly distribution of tasks and practical exercises should be incorporated into the lesson plan to ensure hands-on practice and assessment of the trainees' skills. The lesson plan should also include assessments, quizzes, and projects to evaluate the trainees' progress throughout the course. Additionally, motivational lectures, success stories, and case studies can be included to inspire and engage the trainees in their learning journey</p>	
1.		1. Subject(s):	
2.		2. Topic or Unit of Study:	
		3. Grade/Level:	
		4. Objective:	
3.		<p><b>Reading Rainbow Tip:</b> Think about how you will INSPIRE your students and consider what you want them to take away from today's lesson plan.</p> <p><input type="checkbox"/></p>	
4.		5. Time Allotment:	
5.			
6.	<b><i>IMPLEMENTATION</i></b>		
7.	<b>Learning Context</b>		
8.	<ul style="list-style-type: none"> <li><b>Reading Rainbow Tip:</b> Have your students learned everything they need to know in order to complete this lesson? This might be a good time to review some previous lessons so that they feel prepared to learn something exciting and new</li> </ul>		
9.	<b>Procedure</b>	<input type="checkbox"/>	

10.	a. Anticipatory Set	<input type="checkbox"/>	
11.	<p><b>Reading Rainbow Tip:</b> Do something to really GRAB their attention! Find a really great book, use a quick video clip, or a sing a song that relates to this lesson plan. Here's where you can spark a child's love for learning.</p>		
12.	b. Direct Instruction c. Guided Practice d. Check for Understanding	<input type="checkbox"/>	
13.	<p><b>Reading Rainbow Tip:</b> Ask lots of questions throughout your lesson to make sure that your students are feeling comfortable with all of this exciting new information.</p>		
14.	<input type="checkbox"/>		
15.	e. Independent Practice f. Closing	<input type="checkbox"/>	
16.	<p><b>Reading Rainbow Tip:</b> This is the perfect opportunity to open up the class for a group discussion. Ask your students questions that help them realize the importance of today's lesson with questions like, "how will you use this information in your everyday lives?"</p>		
17.			
18.	<b>DIFFERENTIATED INSTRUCTION</b>		
19.	<p><b>Reading Rainbow Tip:</b> Try to keep in mind that children learn in many different ways. By consciously thinking about this, you'll be able</p>		
20.			

