

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	Employable skills and hands-on practice in Care Worker <i>As an instructor of Care Worker, there are several strategies you can employ to motivate your trainees. Here are some suggestions:</i> <u>Main Expectations:</u> <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>
Lesson Plan	1. Learning Objectives • Explain why your role as a caregiver is valuable. • Demonstrate how to make eye contact, greet family members and introduce yourself. • Practice explaining your role as a caregiver. • Describe how to respond appropriately when language barriers make communication difficult. • Demonstrate how to present yourself with self-confidence and professionalism. 2. Equipment Needed to Train

- **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)
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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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Entry-level of trainees	Intermediate / Matric Science
Learning Outcomes of the course	By the end of this course, students will be able to: ☐ Communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes ☐ Demonstrate a verbal-working use of the vocabulary relating to Care Worker ☐ Develop an understanding of the properties and the preparation of composition ☐ Respond aesthetically to artworks based upon their personal experience and cultural values ☐ Understand the role and functions of care worker.
Course Execution Plan	The total duration of the course: 6 months (26 Weeks) Class hours: 5 hours per day Theory: 20% Practical: 80% Weekly hours: 25 hours per week Total contact hours: 650 hours
Companies offering jobs in the respective trade 1. transcription Pakistan association of blind, 2. Pakistan blind resource foundation 3. National books foundation of Pakistan 4. Punjab and KPK brail Press. 5. Special education department 6. Social welfare ministry Pakistan 7. HEIs 8. OPDs 9. International organization	
No of Students	25
Learning Place	Classroom / Lab

Schedu led 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	

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

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

		Day 3	● Editing and proofreading Care worker documents
		Day-4	<i>Echo system</i>
		Day-5	<i>Revision</i>
Week 4	Care Worker Displays	Day 1	- Types of Care Worker displays
		Day 2	Setting up and Care Worker displays
		Day 3	■ Using Care worker displays for output and input

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

		Day 2	Caregiver and patients communication
		Day 3	<i>In Person comments</i>
		Day 4	• <i>Report writing</i>
		Day 5	• <i>Revision</i>
Week 7	Voices from the community	Day 1	Introduction to Community
		Day 2	Describe patient communication

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

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

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

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

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

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

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

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

Week 18		Day 1	Determine who will be the family member and who will be the caregiver
		Day 2	Practice the scenario for 5 minutes
		Day 3	Give your partner feedback
		Day 4	<i>Revision</i>
		Day 5	<i>Revision</i>
Week 18	Practice activity Conducted	Day 1	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?

Week 19		Day 1	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.
		Day 2	Discuss
		Day 3	Report
		Day 4	<i>Revision</i>
		Day 5	<i>Revision</i>
Week 19	Discussion	Day 1	How was the activity? What did people do well?

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

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

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

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

Week 24	Better Communication	Day 1	
		Day 2	Accessible software and apps for Braille users

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

Week 25	Module 1:	Day 1	Building a Sense of Mutual Respect and Trust with Family Members
		Day 2	1. Family members visiting your facility: a. are always angry b. need your help to understand how the facility works c. know how everything at the facility works 2. Family members will NOT depend on you for: a. their family member's care b. information c. making critical medical decisions

		Day 3	1. When a family member enters your facility, at first, they tend to: a. experience a lot of mixed emotions b. be confused about who does what c. need someone to explain their role d. all of the above
		Day 4	<i>Revision</i>
		Day 5	<i>Revision</i>

Week 26	Module 1:	Day 1	Building a Sense of Mutual Respect and Trust with Family Members Instructor Answer Key
		Day 2	1. Family members visiting your facility: a. are always angry b. need your help to understand how the facility works c. know how everything at the facility works 2. Family members will NOT depend on you for: a. their family member's care b. information c. making critical medical decisions

Day 3	1. When a family member enters your facility, at first, they tend to: a. experience a lot of mixed emotions b. be confused about who does what c. need someone to explain their role d. all of the above
Day 4	<i>Revision</i>
Day 5	<i>Revision</i>

Tasks For Certificate in Care Worker

Task No.	Task	Description	
	Note: 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		
1.		1. Subject(s): 2. Topic or Unit of Study: 3. Grade/Level: 4. Objective:	
2.			
3.	Reading Rainbow Tip: Think about how you will INSPIRE your students and consider what you want them to take away from today's lesson plan. ☐		
4.		5. Time Allotment:	
5.			
6.	IMPLEMENTATION		
7.	Learning Context		
8.	Reading Rainbow Tip: 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		
9.	Procedure	☐	

10.	a. Anticipatory Set	☐	
11.	Reading Rainbow Tip: 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.		
12.	b. Direct Instruction c. Guided Practice d. Check for Understanding	☐	
13.	Reading Rainbow Tip: Ask lots of questions throughout your lesson to make sure that your students are feeling comfortable with all of this exciting new information.		
14.			
15.	e. Independent Practice f. Closing	☐	
16.	Reading Rainbow Tip: 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?"		
17.			
18.	DIFFERENTIATED INSTRUCTION		
19.	Reading Rainbow Tip: Try to keep in mind that children learn in many different ways. By consciously thinking about this, you'll be able		
20.			

