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**FACILITATOR’S GUIDE**

**Practical Caregiver Training**

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# Introduction

**Overall Purpose of Training**

The goal of this training is to help prepare Caregivers to **provide care in a way that is:**

1. **Healthy**
2. **Knowledgeable**
3. **Supported**

**Target Audience**

This presentation is intended for adult Caregivers who provide unpaid care to a person who has been diagnosed with a life-limiting illness.

**Resources**

In order to support facilitators in their role, we have developed this **Facilitator Guide.** The Guide will help you plan training activities for the five modules:

|  |  |  |
| --- | --- | --- |
| **Module 1** | Introduction to CaregivingNavigating the Healthcare SystemAdvance Care Planning | 2 hours |
| **Module 2** | Lifts & Transfers | 2 hours |
| **Module 3** | Providing Personal CareGriefHome Hygiene | 2 hours |
| **Module 4** | End of Life CareMedication Management | 2 hours |
| **Module 5** | CommunicationSelf Care | 2 hours |

**Icons**

|  |  |
| --- | --- |
|  | The **Facilitator’s Toolkit** includes resources such as PowerPoint slides, activities, evaluations, and handouts. |
| **C:\Users\bsabouri\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UJV99W8S\VisualEditor_-_Icon_-_Open-book-2.svg[1].png** | The **Participant Guidebook** should be provided to participants before the training. It includes all handouts and worksheets needed for each module. It can be provide electronically and/or in paper copy (depending on you budget)  |
|  | The Human Resource(s) required for each session will be listed at the beginning of each module.  |
|  | The **Equipment Needed** for each session will be clearly outlined at the start of each module (this generally applies to in-person sessions) |

**Planning for the Training**

The modules can be delivered in whatever format works best for you and the Caregivers: over a weekend, a series of morning, afternoon or evening sessions or a combination of the two. You will need to determine the minimum and maximum group size, identify your facilitators and decide if you will deliver the training in-person or virtually. If the training will be delivered in person, you will need to book a room which will meet your needs (including any audio/visual you wish to use e.g. screen/ projector, internet access, etc., and equipment necessary for respective modules). If the training will be delivered virtually, you will need to choose a video conferencing platform. You will also need to recruit appropriate participants and may choose to assist in arranging “respite” care for Caregivers who cannot leave their loved one.

**Time needed to meet session objectives**

All sessions are designed to be 2 hours in length. We recommend a 30 minute break at a natural pause to allow for stretching, peer support and private questions to the facilitator (which increases each session to 2 hours and 30 minutes). Coffee & Snacks are always welcome!

**Before you start, a few things to think about:**

This can be an emotional experience for Caregivers

Many of the Caregivers present may be tired, overworked, overwhelmed and/or frustrated. They may cry during the session, or laugh at what may seem a sensitive moment. Especially at the beginning, Facilitators must be “nothing but warm and appreciative”.

Caregivers know a lot

We are providing this training to supplement the work the Caregivers already do. Use the Caregivers as experts, and build on their knowledge. If there is something you are unsure of, you can ask the audience if anyone has experience with the concern. If no one does, feel free to do research and come back next week to answer their question.

Consistent Facilitator

A facilitator that will be present for all 5 sessions has been an invaluable resource for this program. Although some sessions are led by a Physiotherapist or Nurse, the Facilitator can be an unregistered staff. A warm, welcoming and attuned Facilitator will ensure the participants feel supported through the process. This Facilitator will be the first point of contact for participants as well as the final point of contact. After each session, a message can be sent from the Facilitator to the participants. This allows for extra questions to be answered privately, send any follow ups from the class, send reminders about the next class, etc.

Practice, Practice, Practice

The goal of this program is to be as hands-on as possible. Each session should include at least 1 activity, demonstration or exercise for participants to practice. There will be several activities in the Facilitator’s toolbox to choose from. If you come up with a new activity and would like it added to the toolbox, please contact us at education@champlainpalliative.ca

Champlain Hospice Palliative Care Program

This program was designed by the Champlain Hospice Palliative Care Program with the intention of dissemination through organizations throughout the region. All information in this program is free to distribute and run. We ask that if you do run this program, credit is given to the Champlain Hospice Palliative Care Program, and any statistics you collect be sent to education@champlainhospicepalliative.ca so we can continue to enhance the program.

# How to Facilitate

Before going through the resources, it will be useful to have an overview of the qualities that will ensure a success of the program. This workshop deals with challenging and sensitive topics, so facilitators focus on being empathetic and understanding of participants' personal experiences, as well as have a thorough knowledge of the material. Below is a short list of qualities that will help:

* **Excellent communication skills**
* **Ability to manage a group discussion**
* **Comfort with silence**
* **Empathy**
* **Awareness of emerging emotions and ability to address them**
* **Knowledge of the material**
* **Ability to succinctly tell a personal story as illustration**
* **Ability to clearly answer questions**

**Group Dynamics**

Although there are some personal questions in throughout the presentations, it is important to remember that this is not a support group. This is an educational workshop. It is important for the safety of the group that Facilitators are able to contain the emotions of the group, as well as keep the workshop moving forward. It can be helpful to mention that if someone is feeling overwhelmed, that you can discuss this privately after the workshop (or a co-facilitator can move to a secondary room to discuss with the participant).

When asking for feedback or personal questions, it is important to never judge someone’s response. All responses should be met with a “thank you”.

If at any point you feel like the conversation is veering too far off the presentation, or you are losing containment, simply say something along the lines of “thank you for this rich discussion, but we must keep moving forward”. Do not fear opening conversation; his is often where the richest learning and connection occurs.

# Training Set-Up Checklist

**4-6 Weeks Before the Training**

* Decide if your training will be in-person or virtual
* Confirm the time and dates of the training
* If in person:
	+ Find an appropriate location
	+ Ensure wayfaring signs are clear
	+ Confirm parking/bus arrangements
	+ Decide if catering will be provided
* If virtual:
	+ Set-up virtual meeting ID (on any platform you feel is appropriate)
* Confirm all Facilitators for Modules 1 – 5
* Create poster and/or registration platform (Practical Caregiver Training Poster & Practical Caregiver Training Registration Template included)
* Advertise through your sources
	+ Possible sources can include:
		- Local newsletters
		- Any disease-specific support groups (i.e. ALS, Parkinsons, Dementia, etc.)
		- Community Centres
		- Family Health Teams
		- Seniors Groups
		- Long Term Care Homes
		- Hospices
		- Home & Community Care Palliative Coordinators

**Evaluations & Guidebook Set-Up**

* Create paper or online copies of the evaluations (templated included), including:
	+ Practical Caregiver Training Self-Assessment #1
	+ Practical Caregiver training Self-Assessment #2
	+ Caregiver Needs Map
	+ Practical Caregiver Training Weekly Evaluation
* If training is in-person then printing of Practical Caregiver Training Participant Guidebook along with the evaluations is recommended

**1 Week Before Training**

* **Send welcome email to all registered participants**
* **If in person, include:**
	+ Location
	+ Dates & Times
	+ Parking Information
	+ Any materials you want participants to bring (i.e. pens, paper…)
* **If virtual:**
	+ Virtual Platform Login Information
	+ Dates & Times
	+ Send the Practical Caregiver Training Participant Guidebook
	+ Send the Practical Caregiver Training Self-Assessment #1 and ask participant to complete it before the training

# MODULE 1:

**Introduction to Caregiving, Navigating the System & Home Hygiene**

|  |  |
| --- | --- |
|  | **Facilitator Toolkit** |
| Powerpoint Slides to use when delivering Module 1 |
| Video – Caregivers are Important |
| Video – What is Hospice Palliative Care? |
| **C:\Users\bsabouri\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UJV99W8S\VisualEditor_-_Icon_-_Open-book-2.svg[1].png** | **Participant Guide** |
| **Additions: Resources for your region (i.e. brochures from hospice)**  |
| May include: Advance Care Planning Workbook (HPCO Green Booklet) |
| May include: Additions: A Caregiver’s Guide (CHPCA) |
|  | **Human Resources** |
| Facilitator |
|  | **Equipment Needed** |
| No special equipment needed |

**Objectives:**

1. To recognize the important role of the Caregiver
2. To build rapport with participants
3. To define Palliative Care
4. To differentiate the resources available to support the Caregiver
5. To learn about Advance Care Planning

**How to meet these objectives:**

Warmly Welcome the Participants

Use Session 1 PowerPoint Slides to guide the discussion

**Activities**

**PowerPoint Slide 9: We are All Caregivers**

**Participant Guide: Page 8**

Objective**: Get to know each other & Establish personal goals**

Once all participants have completed their quadrants, have everyone share their name, who they are caring for and a BRIEF summary of what they wrote. Often the facilitator will also fill in a sheet and start the conversation, but this is not mandatory.

**PowerPoint Slide 13: Who is On My Team**

**Participant Guidebook: Page 10**

Objective: To help Caregivers **compile a list of people and organizations** that can support them through their role as a Caregiver.

Activity: Allow time for participants to fill each box with a resource/support. Help them to be as specific as possible (i.e. “Hospice Care Ottawa, Maycourt” as opposed to “hospice”)

**PowerPoint Slide 13: Who is On My Team (Homework)**

**Participant Guidebook: Page 11**

Objective: To receive information regarding what each participant needs regarding resources

Activity: Provide each participant with a “What do I need” worksheet. Explain the worksheet and depending on time: 1) Have the participants fill it out and return it to you immediately, or 2) have the participants bring it home, complete it and return it at the next session. The facilitator will compile resources for each request by participants and provide a folder/ envelope of these resources back to the participants before the end of the course.

**PowerPoint Slide 22: Advance Care Planning**

**Participant Guidebook: Page 12 & 13**

Objective: To give an overview of advance care planning in Ontario

If you, as the facilitator, require more information please visit [www.speakupontario.ca](http://www.speakupontario.ca)

**HOMEWORK to be Assigned:**

1. Ask participants to complete the “Caregiver Needs Map”
2. Ask participants to think about the steps they take to get out of bed (this will be discussed at the next session)
3. Ask participants to complete the weekly evaluation

# MODULE 2:

**Lifts & Transfers**

|  |  |
| --- | --- |
|  | **Facilitator Toolkit** |
| Powerpoint Slides to use when delivering Module 2 |
| Video: Turning a Patient in Bed |
| Video: Sitting a Patient in Bed |
| Video: One Person Assist with Transfer Belt |
| Video: One Person Pivot Transfer with Belt |
| Video: One Person Waltz Transfer with Belt |
| Video: Lowering a Patient to the Floor |
| **C:\Users\bsabouri\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UJV99W8S\VisualEditor_-_Icon_-_Open-book-2.svg[1].png** | **Participant Guide** |
|  |
|  | **Human Resources** |
| Facilitator |
| Physiotherapist or Occupational Therapist |
|  | **Equipment Needed (If in-person)** |
| Hospital Bed (or some sort of bed which can hold participants as they practice) |
| Wheelchair |
| Commode |
| Transfer Belt |
| Transfer Sheet |

**Objectives:**

1. To understand what part of our body are made for transferring and lifting
2. To understand how to move our body when moving others
3. To understand what to do if someone gets hurt
4. To practice lifting and transferring someone

**How to meet these objectives:**

A Physiotherapist or Occupational Therapist is necessary for this session of the Caregiver Training. The PT/OT should review the material in the PowerPoint slides to understand the flow of information.

**PowerPoint Slide 3: Posture**

**Participant Guidebook: No corresponding page**

Objective: To gain a better understanding of one’s own body posture

Activity: Allow participants time to review the symmetry/asymmetry of their own shoulders, feet. They can use a mirror, or their own camera

**PowerPoint Slide 5: Leg Muscles**

**Participant Guidebook: 16**

Objective: To review material learned

Activity: Allow participants time to complete the 4 questions on the page.

**PowerPoint Slide 8: Wide Base of Support**

**Participant Guidebook: No corresponding page**

Objective: To help participants recognize the difference in weight depending on load in relation to their base of support.

Activity: Ask the participants to stand, feet together and hold a box with arms extended from their body. Then ask the participants to stand, feet together and hold a box close to them. Ask the participants, in which position does the box feel heavier?

**PowerPoint Slide 10: Box of Support**

**Participant Guidebook: 17**

Objective: To solidify learning regarding best position while lifting and transferring.

Activity: Ask the participants to complete worksheet in guidebook

**PowerPoint Slide 15: Am I hurt?**

**Participant Guidebook: No corresponding page**

Objective: To give participants a chance to stretch

Activity: Ask the participants to complete the list of 7 stretches:

1. Back stretch: General extension
2. Neck stretch: Side to side lat flex
3. Chest stretch: Open your chest and arms out wide
4. Wrist stretch: Wrist ext facilitated by other hand.
5. Hamstring stretch: Step forward, point toes up and sit back.
6. Inner thigh stretch: Step to side : lean on supporting leg while keeping other leg straight out.
7. Ankle stretch: Ankle circles each side.

**PowerPoint Slide 17-22: Videos**

**Participant Guidebook: No corresponding page**

If the training is in-person, the PT/OT should then demonstrate each of the 6 moves that are to be practiced (videos are provided in the Facilitator Kit). After the demonstration, participants are meant to divide into teams and practice each of the moves. The PT/OT should spend time with each of the teams as time permits.

If the training is virtual, the PT/OT should then watch each video of the 6 videos provided. To make this section interactive, the PT/OT can use whatever format of questions they feel comfortable with (ideally, the PT/OT should use a variety of question formats (note, there are 6 basic steps for each video)

* Watch the video through once, ask the participants to identify the steps and then re-watch the video to reinforce the learning
* Ask the participants what the first step should be, watch the video and pause when the first step is completed. Then ask what the second step should be, watch that part of the video and pause when the second step is completed, etc.
* Before watching the video, ask the participants how they would perform the move. Watch the video, and then ask the participants the correct way to perform the move
* Provide the steps to the participants in the incorrect order, and ask the participants to put them in the correct order. Then watch the video.

**HOMEWORK to be Assigned:**

1. Ask participants to complete the weekly evaluation

# MODULE 3

**Providing Personal Care & Home Hygiene**

|  |  |
| --- | --- |
|  | **Facilitator Toolkit** |
| Powerpoint Slides to use when delivering Module 3 |
| Video: How to Wash Hair in Bed |
| Video: Proper Hand Washing Technique |
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|  | **Human Resources** |
| Facilitator |
| Palliative Nurse or Palliative Personal Support Worker |
|  | **Equipment Needed** |
| Catheter for demonstration |

**Objectives**

1. Define and understand the importance of Dignity
2. Explain how to provide good personal care
3. Define how to prevent bed sores
4. Demonstrate a bed bath
5. Explain the difference between a sterile and clean environment
6. Practice good hand washing

**How to meet these objectives:**

Although many participants will have funded or private home care that will assist in providing personal care to their loved one, many will still need to provide care in off hours.

Typically a nurse or personal support worker will facilitate this session. Ensure that participants feel able to ask questions about uncomfortable subjects. Use proper terminology for body parts.

This module is mostly didactic so it is important to **get the audience as involved as possible** to prevent losing interest. Suggestions for participant engagement include:

1. **Storytelling** – the professional can bring up a story/real life example where providing proper personal care in the appropriate way (for each subject) made a difference in a person’s life. Alternatively, the facilitator can ask the audience for stories.
2. **Show of Hands** – Throughout the session, ask for a show of hands to keep the participants engaged.
3. **Guess Before Showing** – Before showing the next slide, the facilitator can ask the audience to guess what points will be on the next slide (this can also build confidence in the participants)

**Activities**

**PowerPoint Slide 4: Dignity Questions**

**Participant Guidebook: 24**

Objective: To help participants identify the importance and difference of dignity for themselves and the person they are caring for.

Activity: Ask the participants to complete the 2 questions in the guidebook. If time allows, have a few participants share their responses.

**PowerPoint Slide 9: Mouth Care**

**Participant Guidebook: 25**

Objective: To help participants solidify learning regarding dignity and mouth care

Activity: Ask the participants to complete the 3 questions in the guidebook.

**PowerPoint Slide 11: Catheters**

**Participant Guidebook: No corresponding page**

Objective: To inform participants how a catheter works and answer any specific questions

Activity: Facilitator is to explain the parts of a catheter, how it is inserted and how to care for it, as well as answer any questions the participants may have.

**PowerPoint Slide 12: Skin Integrity**

**Participant Guidebook: 26**

Objective: To solidify learning regarding skin integrity and preventing bed sores

Activity: Ask the participants to complete the 3 questions in the guidebook.

**PowerPoint Slide 18: Working with Grief**

**Participant Guidebook: 27**

Objective: To help Caregivers identify their own grief, as well as practice a strategy to work with their grief.

Activity: Ask the participants to complete the 3 questions in the guidebook.

**PowerPoint Slide 19: Home Hygiene**

**Participant Guidebook: 28**

Objective: To help Caregivers recognize the difference between a sterile and a clean environment

Activity: Ask the participants to complete the 3 questions in the guidebook.

**PowerPoint Slide 24: 5 Steps of Handwashing**

**Participant Guidebook: 29**

Objective: To help Caregivers recognize the 5 steps of good hand washing

Activity: Ask the participants to fill in the 5 steps in their guidebook

**HOMEWORK to be Assigned:**

Ask participants to complete the weekly evaluation

# MODULE 4

**End of Life & Medication Management**

|  |  |
| --- | --- |
|  | **Facilitator Toolkit** |
| PowerPoint Slides to use when delivering Module 4 |
| Medication Game List of Questions |
| **C:\Users\bsabouri\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UJV99W8S\VisualEditor_-_Icon_-_Open-book-2.svg[1].png** | **Participant Guide** |
| Additions: Anticipatory Grief Booklet (if in person) |
|  | **Human Resources** |
| Facilitator |
| Palliative Nurse |
|  | **Equipment Needed** |
| Dosette Box (for demonstration) |
| Syringe for providing medication (if in-person) |
| Medication Game Bottles with Questions (if in-person, or virtual online) |

**Objectives**

1. Define what a DNR is and how to use it
2. Explain what to expect at the end of life
3. Explain how to measure pain through nonverbal signs
4. Provide solutions to managing multiple medications
5. Inform participants of common medications used at the end of life

**How to meet these objectives:**

This is a very emotional session for participants. It is okay that participants will be quiet and reflective during this session. It is important to speak with compassion about the Caregivers and the people they are caring for. It is important to use accurate words such as dying and dead.

**Activities**

**PowerPoint Slide 7 - 13: Signs & Symptoms**

**Participant Guidebook: 33**

Objective: To help Caregivers compile a list of strategies to support a dying person

Activity: Ask the participants to following along as the slides are being discussed and complete the questions

**PowerPoint Slide 14: Total Pain**

**Participant Guidebook: 34**

Objective: To help Caregivers recognize that pain can be more than from physical symptoms only

Activity: Ask the participants to complete the questions as they are discussed in the presentation

**PowerPointSlide 24: When Death Occurs**

**Participants Guidebook: 36**

Objective: To provide participants an opportunity to think about what they may need when the person they are caring for dies.

Activity: Allow participants time to complete the question in the guidebook

**PowerPoint Slide 32: ER or LA**

**Participants Guidebook: 38**

Objective: To help participants recognize the difference in a SA or an LA medication

Activity: Allow participants time to complete the questions in the guidebook

**PowerPoint Slide 36: Let’s Practice!**

**Participants Guidebook: No corresponding page**

Objective: To allow participants time to practice their new knowledge regarding medications

Activity:

 In-person: Distribute pill bottles with questions printed inside. Ask each participant to read the question allowed and answer.

 Virtual: Either create “polls” where participants can vote on the questions, or have the Facilitator read out the question and have participants answer

**HOMEWORK to be Assigned:**

Ask participants to complete the weekly evaluation

# MODULE 5

**Communication & Self Care**

|  |  |
| --- | --- |
|  | **Facilitator Toolkit** |
| PowerPoint Slides to use when delivering Module 5 |
| Sound Clips: Emotions are felt in the body |
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|  | **Human Resources** |
| Facilitator |
|  | **Equipment Needed** |

**Objectives**

1. Define a communication strategy for difficult conversations
2. Recognize signs that more personal attention is needed
3. Practice self-care strategies

**How to meet these objectives:**

This sessions depends a lot on group participation. Activities will be adjusted based on the time you have and the number of participants in the group. As facilitators go through the material, ensure that containment of the group is kept. The goal is to allow participants to be self-reflective and ask questions, but not to allow over-sharing.

**PowerPoint Slide 3: “Difficult” Conversations**

**Participants Guidebook: No corresponding page**

Objective: To help participants identify what conversations are difficult for them and why

Activity: If time allows, have a group discussion based on the questions on the slides

**PowerPoint Slide 4: Compassionate Communication**

**Participants Guidebook: 41**

Objective: To practice using the Compassionate Communication Framework

Activity: Allows participants to complete the questions on the page. If there is time, ask a participant to share what they wrote.

**PowerPoint Slide 12: How Do I know if I’m Not Okay**

**Participants Guidebook: 44**

Objective: To outline each participants signs that they are not okay

Activity: Allows participants to complete the questions on the page. If there is time, ask a participant to share what they wrote.

**PowerPoint Slide 13: Body Sensations**

**Participants Guidebook: No corresponding page**

Objective: To help participants to tune into their bodies and hear what it is saying to them

Activity: Ask participants to close their eyes and stay in a neutral position. Play a sound clip and then ask the participants where they felt sensations in their body. Play each subsequent clip and follow the same process.

**PowerPoint Slide 14: Self Care for Every Situation**

**Participants Guidebook: 45**

Objective: To allow participants time to select a self-care strategy they feel they can implement in their life for different moments.

Activity: Have participants complete the questions in their guidebook

**PowerPoint Slide 15: Self Compassion**

**Participants Guidebook: 46**

Objective: To help participants develop a self-compassion mantra

Activity: Have participants imagine their best friend. Explain that their friend is having a really hard day. They can only send one small note to them. Have the participants write this note to their friend in their guidebook. Once everyone is finished, have them scratch out their friend’s name and write their own. Then have the participants read the message to themselves.

**HOMEWORK to be Assigned:**

1. Ask participants to complete the weekly evaluation
2. Ask participants to complete the Self-Assessment #2 (page 47 in their guidebooks)

# Post Training Checklist

**1 Day After Training**

* Send a thank you email to participants
* Remind participants to complete the weekly evaluation (provide link)
* Remind participants to complete the Self-Assessment #2 (provide link)

**1 Day to 1 Week After Training**

* Complete personalized Caregiver Needs Maps
* Send resources to each participant who completed a map
* Remind Caregiver that they can contact Facilitator at any time for more information

**After Training**

* Send completed evaluations and self-assessment statistics to education@champlainpalliative.ca

GREAT JOB!