



**Fundamentals of Caregiving, 3rd Edition
Lesson Plans for Module 2**

These example lesson plans are for community and facility instructors of core basic training for Home Care Aides using the [Fundamentals of Caregiving, 3rd edition](#) and its [Facilitator’s Guide](#). You can use these lesson plans as a model to create your own lesson plans for the other modules. Remember that you give the textbook life to create a meaningful learning experience!

Module 2, Lesson 1 – Introduction to Person-Centered Care (2.5 hours)

Topic	Pages	Main Points and Activities	Time
Learning Objectives and Overview	10	<ul style="list-style-type: none">  Read aloud (or ask a participant to read aloud) the learning objectives.  Read aloud (or ask a participant to read aloud) the overview. 	5 min.
Do you have any questions before we begin this lesson?			
Person-Centered Philosophy	10	<ul style="list-style-type: none"> ? Ask participants “What do you think when you hear “person-centered care?” <ul style="list-style-type: none"> ✓ Care specific to that individual ✓ Personal care to one person ✓ Focusing on the client’s needs instead of prioritizing the expectations of any other individuals ✓ Not what “we” want for the client but what they want and what their needs are ✓ Making them feel like they are an individual and respected for who they are <input type="checkbox"/> Person-centered care is a philosophy, or a way of thinking. <input type="checkbox"/> You will learn about several person-centered concepts in this lesson. ➤ Tell participants to look at the 4 questions on page 10. They should ask themselves these questions about each of the person-centered concepts they learn. 	6 min.

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Learning about People	11	<ul style="list-style-type: none"> ➤ Put participants into small groups and show them the following questions. Have the groups discuss the questions (4 minutes). Then ask for volunteers to share their answers (2 minutes). <ol style="list-style-type: none"> 1. Why is it important to get to know the people you care for? 2. How can you get to know a client? 3. What should you try and learn about a client? 	6 min.
Discovering the Whole Person	11	<ul style="list-style-type: none"> 📖 Read aloud (or ask a participant to read aloud) the “More Whole Introduction” on page 11. ? Ask participants “Which introduction is more person-centered?” <ul style="list-style-type: none"> ✓ Point out that option A focuses mostly on needs while B recognizes need but also abilities and strengths. ★ Emphasize that person-centered thinking is about learning not only a person’s needs but also their strengths and goals. 	4 min.
Recognizing and Respecting Worldviews, Perspectives, and Attitudes	12	<ul style="list-style-type: none"> <input type="checkbox"/> As you learn about the people you care for, you will probably find some differences between your views and theirs. ? Ask participants “What kinds of differences in worldview, perspective, or attitude might be challenging for a caregiving relationship?” <ul style="list-style-type: none"> ✓ Political beliefs ✓ Religious beliefs ✓ Beliefs about human sexuality <input type="checkbox"/> Home Care Aides have a professional responsibility to be tolerant and respectful. ? Ask participants “How can you remain non-judgmental, tolerant, and respectful while providing care in these kinds of situations?” ➤ Share any relevant stories you may have and/or Invite participants to share their own experiences if they feel comfortable. 	10 min.

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<p>Learning what is “Important TO” and “Important FOR” the Person</p>	<p>12-13</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Important TO / Important FOR is a person-centered concept that helps you think about not only a person’s needs but also their values. <input type="checkbox"/> Important TO are things that make you happy an satisfy you, such as eating your favorite foods or spending time with friends. <input type="checkbox"/> Important FOR are things that keep you safe and healthy, like exercising, paying bills, and taking medicines. <input type="checkbox"/> A person-centered caregiver helps clients find a balance that works for them between Important TO and Important FOR. ➤ Tell participants to look at the Important TO / FOR chart at the top of page 13 and fill it in for themselves (5 minutes), then have them work with a partner to brainstorm ways to find the balance (5 minutes). After the pairs have finished, ask for volunteers to share their strategies for balancing important TO / FOR (10 minutes). <ul style="list-style-type: none"> ✓ One strategy is to use the “Important TOs” as motivations for the “Important FORs.” ✓ Example: A client enjoys shopping and needs to get exercise. Her caregiver takes her to the mall and they walk to her favorite stores. ✓ Example: A client wants to stay home and play video games all day and not go to their job. They also want to go on dates. Their caregiver encourages them to go to their job so they can earn money to pay for the dates. ✓ Example: A client doesn’t enjoy brushing their teeth, but they like dancing. The caregiver plays music and they dance while the client brushes. 	<p>20 min.</p>
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Learning to Communicate Effectively with the Person	13	<ul style="list-style-type: none"> <input type="checkbox"/> People communicate in different ways. <input type="checkbox"/> Some communicate non-verbally. They might use gestures, sounds, or assistive devices such as picture boards. ➤ Ask a volunteer to read aloud the example of Mark on page 13, then ask participants to share their answers. <ul style="list-style-type: none"> ✓ If Mark can nod his head, ask “yes or no” questions like “do you like this shirt?” or other questions he can easily answer. ✓ Look at his body language. Maybe his face is scrunched up or he looks angry – then something is definitely bothering him. ★ Emphasize that all forms of behavior are communication. When a caregiver gets to know a client and applies these person-centered concepts, they can help mark communicate and address his needs. 	5 min.
Do you have any questions about Learning about People?			
Valuing People	14	<ul style="list-style-type: none"> ? Ask participants “What does it mean to value someone?” <ul style="list-style-type: none"> ✓ Appreciate them as a person for their strengths and weaknesses. ✓ Get to know them and learn a lot about them. ✓ Know that they have talents and skills and gifts to offer their communities. ? Ask participants “How do you treat someone you value?” <ul style="list-style-type: none"> ✓ Respect them and give them dignity. ✓ Communicate with them how they want to be communicated with. ✓ Include them in decision making. ✓ Show you are interested in them and willing to have a conversation. 	5 min.

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Showing Respect and Dignity	14	<ul style="list-style-type: none"> ➤ Tell participants to read the two situations on page 14. ? Ask participants “which caregiver is being more respectful and why?” <ul style="list-style-type: none"> ✓ Caregiver B is showing respect and is more person-centered than Caregiver A. Caregiver A is more task oriented. ? Ask participants “You may be caring for a few individuals on a schedule. What do you do to balance person-centered care in a time crunch?” <ul style="list-style-type: none"> ✓ Be flexible. Ask for help. Prioritize what is most important to them. Be ready to adjust expectations of the day. 	5 min.
WATCH: People First and Identity First Language https://www.youtube.com/watch?v=Ddcl-yA88MU			5 min.
Person-First Language	14	<ul style="list-style-type: none"> <input type="checkbox"/> People first language is about communicating about an individual, not their disability. ➤ Tell participants to look at the example statements on page 14. Work as a class to rewrite each statement in a more person-first way. <ol style="list-style-type: none"> 1. “Bill has a disability.” (Or how about just “This is Bill.” Does the person you are talking to need to know that Bill has a disability?) 2. “People who are blind might have trouble navigating this building.” 3. “Joan lives with cerebral palsy.” 4. “Everybody uses automatic doors.” (Nobody is “normal.”) 5. “Sal is a great guy who uses a wheelchair.” ★ Emphasize that person-first language means focusing on people’s strengths and abilities when we talk about them, rather than focusing on their disabilities. 	5 min.

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Recognizing the Dignity of Risk	15	<ul style="list-style-type: none"> <input type="checkbox"/> Clients have the right to control their own lives, and Home Care Aides support their ability to make their own decisions. <input type="checkbox"/> Sometimes a client may make a choice that is not the healthiest or the safest. ? Ask participants “What should you do when a client’s choice isn’t the healthiest or the safest?” <ul style="list-style-type: none"> ✓ The answer is on page 15: Share your concerns, offer safer alternative, document what you did, and report it to your supervisor or the case manager. ➤ Put participants into four groups and give each group one of the following scenarios. Have groups discuss what they might do to support the client’s choice while encouraging safe and healthy behavior (5 minutes). Then have each group report back to the class. (5 min.) <ol style="list-style-type: none"> 1. A client wants to smoke. 2. A client has diabetes and wants to buy a king size chocolate bar. 3. A client wants to drink beer with their meds. 4. A client is setting up an online dating account and giving out a lot of personal information. ★ Emphasize that we all make choices that aren’t the healthiest or safest, and taking those risks is part of being human. Helping clients have self-determination while giving them information and support is our responsibility. 	15 min.
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<p>Celebrating Cultural Identity, Diversity, and Individuality.</p>	<p>15</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning about a person’s culture and identity can tell you a lot about who they are and what they prefer. <input type="checkbox"/> Don’t make assumptions about people based on where they are from, how they look, or what language they speak. Get to know them as an individual. ? Ask participants “What are some examples of cultural or other individual differences that might impact the caregiving relationship?” <ul style="list-style-type: none"> ✓ What food they want to eat ✓ Going to church or not ✓ Wearing shoes in the house ✓ How they view the duties of men and women ? Ask participants “Why is it important not to make assumptions about people based on their culture?” <ul style="list-style-type: none"> ✓ It may lead us to prejudge the situation or make assumptions that may not be true. 	<p>10 min.</p>
<p>Do you have any questions about Valuing People?</p>			
<p>Supporting People</p>	<p>16</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Caregiving is a working partnership. Both the caregiver and the client bring important knowledge and experiences. <input type="checkbox"/> Acknowledge that the individual is the expert in their needs and how best to provide care for them. <input type="checkbox"/> You are becoming an expert in providing that care. 	<p>3 min.</p>
<p>Promoting Choice, Direction, and Control</p>	<p>16</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Having control over our own life is necessary for our wellbeing. Home Care Aides support a person’s ability to make choices and keep control of their life while helping them understand the possible consequences. ➤ Tell participants to look at the example on the bottom left of page 16. Read aloud (or ask a participant to read aloud) the example and choices. ? Ask participants “which option is more person-centered?” <ul style="list-style-type: none"> ✓ B is more person centered because it explains consequences but gives Mrs. Cortez a choice. 	<p>4 min.</p>

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<p>Promoting Self-Determination, Self-Direction, Autonomy, and Independence</p>	<p>16</p>	<ul style="list-style-type: none"> ☐ Every client needs different needs different kinds and amounts of support, and they each have their own goals. ☐ As a caregiver, you help people keep their independence and ability to do things for themselves. This will look different for each client. ➤ Tell participants to look at the example on the right of page 16. Invite them to brainstorm other situations when a caregiver could support a client’s ability to do things for themselves. <ul style="list-style-type: none"> ✓ While cleaning the bathroom, the client might wipe down the mirror. ✓ While preparing a meal, the client might mix the salad. ★ Emphasize that doing some part of tasks for themselves builds mutual respect and has a positive impact on a client’s wellbeing. 	<p>5 min.</p>
<p>Exercising Power With Rather than Power Over</p>	<p>17</p>	<ul style="list-style-type: none"> ? Ask participants “What’s the difference between fixing and supporting?” <ul style="list-style-type: none"> ✓ Fixing is what you do when you have identified the problem. ✓ Supporting is something you do when someone else has identified the problem. ? Ask participants “What’s the benefit to supporting rather than fixing?” <ul style="list-style-type: none"> ✓ You are supporting their personal growth and independence. ✓ You aren’t deciding what the right thing to do is, they are. 	<p>4 min.</p>

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<p>Building Healthy Relationships</p>	<p>17</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Building healthy relationships enables us to deliver person centered care. ? Ask participants “How do we build healthy relationships with someone in our daily lives?” <ul style="list-style-type: none"> ✓ Being reliable, having integrity, communicating openly with each other, honesty. ? Ask participants “How is a relationship with a client different from a relationship with a friend?” <ul style="list-style-type: none"> ✓ The relationship with the client is professional more than social. It’s all about the client so you don’t want to share too many personal details of your own. Focus on assisting them in ways that are best for them. <input type="checkbox"/> The client may want to be your friend. It’s ok to open up a little but you have to balance being friendly with the fact that you are paid staff. You may not work with them forever, so helping a client to build relationships with other people is valuable. 	<p>5 min.</p>
<p>Facilitating Teamwork</p>	<p>17</p>	<ul style="list-style-type: none"> ? Ask participants “who is on a client’s team?” <ul style="list-style-type: none"> ✓ The care team, client’s family, friends, neighbors, paid professionals and staff. <input type="checkbox"/> Know who your client’s team is and what their roles are so you can work with them and facilitate team interaction. ★ Emphasize that the client is the center of their team and we should support and empower them to lead their team. 	<p>3 min.</p>
<p>Tailoring your Care</p>	<p>17</p>	<ul style="list-style-type: none"> <input type="checkbox"/> During this course you will learn skills like assisting a client to eat, take medications, and transfers. For each client, you will adjust how you do those things for their preference. <input type="checkbox"/> For example, some people might like to have coffee before they shower, or they might prefer a bath rather than a shower. ? Ask participants "what are some preferences that individuals you support have expressed?" ★ Emphasize the importance of documenting and communicating the client’s preferences to other members of the care team. Sometimes, a Home Care Aide will not see the client’s other caregivers in person, so it’s important to take good notes. 	<p>5 min.</p>

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Advocating for the Person	17	<ul style="list-style-type: none"> <input type="checkbox"/> “Advocacy” means to speak up or take action for someone else. <input type="checkbox"/> You might advocate for the client or support them to advocate for themselves. ? What are some situations when you might advocate for a client? <ul style="list-style-type: none"> ✓ A client might need or want a change in care. ✓ A client might need help communicating what they want. ✓ A client might need help communicating with a service provider. ✓ A client might be unhappy about something and need help working through that problem. ★ Emphasize that helping a client to communicate and express their needs is a powerful form of advocacy. Making sure a client has the communication devices they need, such as pictures, iPads, etc. You can’t advocate for yourself if you can’t communicate. 	5 min.
Do you have any questions about Supporting People?			
Summary and Checkpoint	18	<ul style="list-style-type: none"> ➤ Read aloud (or ask a participant to read aloud) the summary on page 18. ➤ Put participants into groups. Tell them to discuss the Checkpoint questions and their answers together (10 minutes). Then ask each group to share one idea that stood out from their conversation (5 minutes). 	15 min.
Do you have any final questions about this lesson?			

Module 2, Lesson 2 – Honoring Differences (1.5 hours)

Topic	Pages	Main Points and Activities	Time
Learning Objectives and Overview	19	<ul style="list-style-type: none"> 📖 Read aloud (or ask a participant to read aloud) the learning objectives. 📖 Read aloud (or ask a participant to read aloud) the overview. 	5 min.
Discomfort and Keeping an Open Mind	-	<ul style="list-style-type: none"> <input type="checkbox"/> This lesson touches on discrimination, racism, bias, privilege, and other concepts which may likely cause some discomfort. <input type="checkbox"/> Try to see discomfort as an opportunity to learn and grow. <input type="checkbox"/> The goal is to listen respectfully to each other and not debate. <input type="checkbox"/> Seek understanding, not agreement. Listening to each other is a good goal. <input type="checkbox"/> It's OK if you don't know. Be comfortable with asking questions. <input type="checkbox"/> Remember self-care. These discussions may trigger strong emotions. If you need a moment, please take it to care for yourself. ? Ask participants "How can discomfort help us to learn?" <ul style="list-style-type: none"> ✓ Discomfort comes with learning, it's part of the feeling of growth. 	5 min.
Do you have any questions before we begin this lesson?			

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Culturally Appropriate Care	20	<ul style="list-style-type: none"> ➤ Tell participants to look at the picture of the person made of puzzle pieces on page 20. ☐ Every person is made of different pieces that influence our personality. ? Ask participants “What are some parts of your identity and individuality?” <ul style="list-style-type: none"> ✓ Culture ✓ Background ✓ Family ✓ Religion, etc. ☐ Emphasize that because the client’s identity influences their preferences, you need to get to know many parts of the client’s identity. ☐ Emphasize that because the caregiver’s identity influences how they provide care, you need to reflect on your own individuality and identity as well. 	5 min.
Getting to Know the Client	21	<ul style="list-style-type: none"> ➤ Tell participants to discuss in small groups the question at the bottom of page 21: “How might a client’s culture, life experiences, and religious beliefs influence their choices and preferences in care? Consider topics like food, clothing, communication, and touch” (5 minutes). Then have each group report back to the class one or two things that they thought of (5 minutes). ❖ This is a good opportunity to share stories about experiences with clients who had strong cultural preferences. 	10 min.
Cultural Self-Reflection	21	<ul style="list-style-type: none"> ➤ Tell participants to look at the cultural self-reflection circles on page 21. Ask them to take a few minutes to fill it out and think about how each aspect might affect their caregiving relationships. Emphasize that they will not be required to share their answers unless they want to share (5 minutes). Then invite volunteers to share their insights with the class (5 minutes). 	10 min.

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Bias	22-23	<ul style="list-style-type: none"> <input type="checkbox"/> Bias is natural. <input type="checkbox"/> Everyone has bias. <input type="checkbox"/> Bias can be conscious (explicit) or unconscious (implicit). ➤ Example for unconscious bias with a riddle: A man and his son are in a car accident. The man dies and the son is rushed to the hospital. The doctor looks at the boy and says “I can’t operate on this boy, he’s my son!” How is this possible? (Many people implicitly assume the doctor is a man.) <input type="checkbox"/> Bias has negative effects on people. 📖 Read aloud, or ask a participant to read aloud, the list of negative effects of bias on page 23. ? Ask participants “What are some other ways bias could affect a caregiving relationship?” <ul style="list-style-type: none"> ✓ Not taking the person seriously. ✓ Not respecting their wishes. ✓ Not making them feel as comfortable as possible. ★ Emphasize that people living in long-term care settings might experience discrimination and bullying based on biases. Part of your job as a Home Care Aide is to make sure all clients feel welcomed and safe. <input type="checkbox"/> We can learn to reduce bias. 📖 Read aloud, or ask a participant to read aloud, the 6 ways to reduce bias on page 23. 	10 min.
Do you have any questions about anything we have talked about so far?			
Watch: Safe and Visible: Creating a Care Facility Welcoming to LGBT Seniors https://www.youtube.com/watch?v=ZuDPWYfVn6g			34 min.
Do you have any thoughts, questions, or comments about the video?			
Summary and Checkpoint	28	<ul style="list-style-type: none"> ➤ Read aloud (or ask a participant to read aloud) the summary on page 28. <ul style="list-style-type: none"> ✓ Put participants into groups. Tell them to discuss the Checkpoint questions and their answers together (8 minutes). Then ask each group to share one idea that stood out from their conversation (2 minutes). 	10 min.
Do you have any final questions about this lesson?			