



# **For the Lifespan: The Caregiver Guide**

## **Module 8**

### **Working Effectively With In-Home Service Providers**

#### **Leader Guide**

# Module 8

## Working Effectively with In-Home Service Providers

### PURPOSE

---

In-home service providers or personal assistants may be one of the most important support systems available to caregivers. Service providers can take over the tasks that are difficult, stressful, or time-consuming, which will make the rest of caregiving tasks easier. Service providers can be utilized for all in-home needed care or just for select tasks.

Module 8 is designed to help caregivers think about the advantages and disadvantages of hiring service providers, understand where to find them, and learn how to effectively work with them from beginning to end.

### OBJECTIVES

---

**After completing this module, participants will be able to:**

- Understand the benefits, potential problems, and options related to in-home service providers.
- Learn how to interview and select personal assistants.
- Identify the steps needed to teach new tasks.
- Understand how to resolve conflict.
- Recognize how to fire, if necessary, and avoid theft.
- Learn about available funding.

## SLIDE 1

---

**UCare**  
**For the Lifespan: The Caregiver Guide**  
**Module 8**  
**Working Effectively With In-Home Service Providers**

### INTRODUCE

---

Introduce yourself and ask everyone present to introduce themselves and explain their caregiving role.

### NOTE

---

This is an excellent time to set the tone of the training. Be friendly, relaxed, and focused. Remember names or use name tags.

### ASK

---

What would you like to get out of the training today?

### NOTE

---

Put responses on a white board and during the training refer back to them. Put a check by specific topics discussed.

### TELL

---

The Participant Guide is yours to take home. There is room to write on the Guide during the training session.

## SLIDE 2

---

### **Objectives**

After completing this module, participants will be able to:

- Understand the benefits, potential problems, and options related to in-home service providers.

- Learn how to interview and select personal assistants.
- Identify the steps needed to teach new tasks.
- Understand how to resolve conflict.
- Recognize how to fire, if necessary, and avoid theft.
- Learn about available funding.

### SLIDE 3

---

#### **Support for You and the Person You Care For**

- In-home service providers or personal assistants may be one of the most important support systems for caregivers and the person they care for.

### TELL

---

In this workshop we will be giving examples of our experiences that may be difficult for some. Remember to respect the confidentiality of the group members. What is shared among the group should not leave the room.

An in-home service provider or personal assistant (PA) is probably one of the most important support systems for caregivers and their care recipient.

### SLIDE 4

---

#### **Advantages**

In-home providers or personal assistants (PAs) can:

- Give you a much needed break.
- Lighten your duties.
- Take over difficult, stressful, or time-consuming tasks.
- Give you a chance to do other things.

- Prevent or postpone the person you care for from going to a nursing home or other facility.
- Possibly help your care recipient feel like less of a burden on you.

## TELL/ASK

---

Service providers can take over the chores that you don't want or know how to do, or private chores that the person you care for would rather have someone else do. PAs can increase your quality of life and make things easier for you.

Can you think of any other advantages or reasons to hire an in-home service provider or personal assistant?

Now let's talk about the potential disadvantages. What are they?

## SLIDE 5

---

### **Disadvantages**

Potential problems to think about:

- Lessens your privacy.
- Safety and security can also be concerns.
- May feel like you're not fulfilling your duty.
- Resistance of the person you care for.

## TELL

---

If you hire a stranger, there will be less privacy. Security can also be a concern. We will discuss ways to help you feel safer in this training. Remember that your duty is to provide support and make sure your care recipient's needs are met. You don't have to do everything yourself. If the person you care for is resistant, it

will help if you discuss and make the decision jointly. You might be able to get them to agree to a trial.

## ASK

---

Are there any other disadvantages? Has anyone here hired a personal assistant? If so, what were your experiences? Is there anything you would have done differently?

Hopefully this training will make this process easier for you. What are some options to find in-home service providers?

## SLIDE 6

---

### **Options for Getting Help**

- Home Health Agency.
- Recruit volunteers (family members, friends, church members, neighbors, volunteer organizations).
- Hire someone privately.
- Exchange services for room and board.

## TELL

---

Any of the above options can work; there are advantages and disadvantages with each option. Some people prefer family members because of the personal nature of the job. They already know and trust the person. Others feel that hiring service providers preserves family relationships.

While paying an individual may be less costly than an agency, make sure you get a background check and check all references. Check with your homeowners insurance to see if you have coverage. An agency generally conducts background checks,

provides insurance, and can send a backup if the person gets sick.

## DISCUSS

---

What do you see as some of the most preferable options? Why?

## SLIDE 7

---

### **Positive Aspects of Being a Service Provider/Personal Assistant**

- Experience working with people.
- Opportunity for personal growth.
- Steady income.
- Generally flexible hours and often time for study.
- Usually available jobs.

## TELL/ASK

---

There are positive aspects or benefits of working as an in-home service provider that you might want to mention to applicants. They include experience, personal growth, steady income, flexible hours, and jobs that are usually available. What qualifications or personal characteristics are desirable to have in an in-home service provider?

## SLIDE 8

---

### **Service Provider Qualifications**

- Good communication and listening skills.
- A pleasant and positive attitude.
- Respect for your privacy and confidentiality.
- Be able to work closely with others.
- Has reliable transportation.
- An appropriate reason for applying for the job.

- Good personal and employment references.

## TELL

---

You want to hire someone who is easy to communicate with, pleasant to work with, respects your privacy, can work closely with others, has reliable transportation, and good personal and employment references. Are there any other characteristics that are important?

## SLIDE 9

---

### **A Service Provider Should:**

- Relate well with people.
- Accept responsibility.
- Want to learn the job.
- Look beyond the disability to see the person.
- Maintain clean personal habits.

## TELL/ASK

---

The person should also get along well with people, be responsible, think of the person not the disability, and be generally clean.

Does it matter if the person you hire is a friend or family member? Is it better to hire strangers or family members?

## DISCUSS

---

Some people prefer family members because of the personal nature of the job. Others feel that hiring someone else helps preserve their relationships. There are advantages and disadvantages to both. Once you know your personal assistant's

needs and the type of employee you want to hire, you need to get the word out!

## ASK

---

Where can you advertise for personal assistants? Many people use word-of-mouth. Tell your friends, family members, and other people who employ personal assistants that you want to hire a good person.

## SLIDE 10

---

### **Advertising/Recruiting**

The more you tell and advertise, the more likely you are to find good applicants.

List job opening at:

- Schools and Colleges
- Local Workforce Services
- LDS Employment Offices
- Websites such as [www.caregiveralliance.com](http://www.caregiveralliance.com), [www.caring.org](http://www.caring.org), [www.rewardingwork.org](http://www.rewardingwork.org), [www.monster.com](http://www.monster.com), [www.ajb.dni.us](http://www.ajb.dni.us), <http://www.careerbuilder.com/?cbRecursionCnt=1>, <http://us.jobs>, <http://www.tweetmyjobs.com>, etc.
- Social Media Sites (Facebook, LinkedIn, etc.).

## TELL/ASK

---

There are many places that you can advertise, including colleges, Workforce Services, LDS Employment offices, and websites such as [www.caregiveralliance.com](http://www.caregiveralliance.com), [www.monster.com](http://www.monster.com), [www.caring.org](http://www.caring.org), <http://www.rewardingwork.org/Default.aspx>,

and others. You can also let people you are looking to hire someone through social media sites, such as Facebook or LinkedIn. Has anyone tried anywhere else?

Where are some good places to post flyers?

## SLIDE 11

---

### **Advertising/Recruiting (cont.)**

Post flyers at:

- Centers for Independent Living
- Senior Citizen Centers, Aging and Retirement Organizations
- Hospitals, Nursing Homes, Rehab Centers, and Health Departments
- Library display areas, Community centers
- Apartment buildings, Grocery stores

## TELL

---

You can make up a flyer with a brief job description and your phone number or email address (consider strips that can be torn off). Post your flyers at a variety of locations within your community, such as CILs, senior centers, hospitals, libraries, community centers, and grocery stores. Can you think of anywhere else that might be a good place to post? What are some things that you don't want to put in an ad?

## SLIDE 12

---

### **Actual Ads – What Not to Say:**

- FREE YORKSHIRE TERRIER. 8 years old. Hateful little dog. Bites.

- FOUND DIRTY WHITE DOG. Looks like a rat... Been out awhile. Better be a reward.
- WEDDING DRESS FOR SALE. WORN ONCE BY MISTAKE. Call Stephanie.
- FOR SALE BY OWNER: Complete 45 volume set of Encyclopedia Britannica - Excellent condition. Just got married last month. Wife knows everything.

## ASK

---

This slide lists some humorous things you should not say in an actual ad.

Now that you've advertised and have people calling you, what's the best way to screen applicants?

## SLIDE 13

---

### **Screening Applicants**

- Screen applicants over the phone first.
- Explain the job, the area where you live, and the salary.
- Ask if they have any experience with this type of work, and ask the applicant to describe.
- Ask the person why they want to apply.
- Arrange for an in-person interview, only if you like what you hear and don't have doubts.

## TELL

---

Screening over the phone will protect your privacy and security. You can screen out people that may not sound trustworthy or that you wouldn't consider hiring. Only arrange

interviews if you like what you hear over the phone and feel the person would be a good candidate.

Some people feel like it is better to hire someone who is working for the money, than applicants who say they just love to take care of old people. One woman states, “I am the type of person that doesn’t want to be loved by total strangers. It’s better to find someone who needs the money as much as I need the help, rather than someone who wants to be an attendant to feel good about themselves.”

Be aware that many people make an appointment and don’t show. You wouldn’t want to hire someone who isn’t dependable anyway.

## SLIDE 14

---

### Trying to set up appointments . . .



## TELL/ASK

---

This is another humorous slide with a situation that hopefully will never happen to you. Where is the best place to interview applicants?

## SLIDE 15

---

### **Interview in Public or With Another Person**

- It's safer to interview in a public location to protect your privacy and avoid theft.
- If you want to interview in your home, have someone else present.
- Let them know that you are careful about security.

## TELL

---

Let the applicant know that security procedures may include fingerprinting and listing who you hire with a security agency or the police department. This should discourage applicants you wouldn't want working for you; it shouldn't bother someone with nothing to hide.

## DISCUSS

---

What kind of questions should you ask applicants when you interview in person? Yes/no or open ended? Open ended questions are much better than yes/no questions at getting information. It will help if you make a list of questions you want to ask beforehand.

## ASK

---

What are some good questions to ask?

## NOTE

---

Put responses on a white board.

## SLIDE 16

---

### **Common Interview Questions**

- Would you tell me something about yourself?

- What jobs have you had? How long did you work? What did and didn't you like?
- Why did you leave your last job?
- Why do you want to work as a personal assistant?
- Have you been responsible for assisting another person before?
- Describe how you are dependable and reliable.
- How long do you plan to work in this position?

## DISCUSS

---

These are a list of questions you might ask your applicants. What should you consider before you hire? Should you trust your intuition? You are your best detection instrument. Your first reaction to people will generally predict your future ease with them. Take into consideration your "gut" reaction, the information you learned in the interview, and what his or her references said. What should you be looking for in a personal assistant?

## SLIDE 17

---

### **The Interview**

- Ask lots of questions and watch the person's response.
- Watch for nonverbal and personal traits.
- Listen to what is said, how it is said, and what is NOT said.
- Sometimes silence is a good interview technique to get the person to talk and gather information.

## DISCUSS

---

Ask lots of questions and watch the person's response. Think about what they say and what they don't say. Sometimes silence is helpful. How much should you tell the applicant about the work he or she may be doing? Should you hire someone you like on the spot?

## SLIDE 18

---

### **Disclosing and Deciding**

- The applicant needs to know about all of the work. (It's better to be clear in the beginning than have someone quit later).
- Explain the job duties and the salary.
- Interview more than one applicant.
- Give yourself at least overnight before you make a decision.
- Call at least two business and two personal references.

## DISCUSS

---

Tell the applicant about all of the work, including tasks that might be difficult or unpleasant. Make sure you get at least two employment and two personal references from every person you are considering hiring. It is important to check both work and personal references. What questions should you ask?

## SLIDE 19

---

### **Possible Questions to Ask References**

- How long have you known the applicant?
- How would you describe the applicant?

- Is the person honest, mature, and dependable? Why or why not?
- Do you have any reservations about this person doing this type of work?
- Employers – Why did this person leave? Would you rehire the person?
- Do you have any additional comments?

## DISCUSS

---

This slide lists possible questions to ask applicants. Would you add any more?

What should you consider before you hire? Should you trust your intuition? You are your best detection instrument. Your first reaction to people will generally predict your future ease with them. Take into consideration your “gut” reaction, the information you learned in the interview, and what his or her references said. What should you be looking for in a personal assistant?

## SLIDE 20

---

### **You Should Hire Someone With:**

- Good references and at least some experience.
- A positive and pleasant attitude.
- Good communication and listening skills.
- An appropriate reason for applying for the job.
- A clean and trustworthy appearance.
- Respect for your privacy and confidentiality.

## ASK/DISCUSS

---

What if you like the applicant, but just aren't sure?

## TELL

---

If you have doubts, keep asking questions, checking references, or consider hiring the person on a trial basis. Decide with the personal assistant how long you think the trial period should last. At the end of that time, you and/or the personal assistant can decide if you want to continue working together.

## ASK/DISCUSS

---

After you have hired someone, you need to get ready. What information does your provider need to know? Written medical information is important so a new personal assistant will know your care recipient's needs and what to expect.

## SLIDE 21

---

### **Medical Information**

- Basic information about disability.
- Medication and possible side effects.
- Diet restrictions.
- Equipment and home arrangements.
- What to do in case of medical situations.
- Name and contact information for doctor.
- Ensure all of the above is in written form.

## TELL/ASK

---

Provide basic disability, medical, and contact information. Can you think of any other information that you might want to provide them with?

## SLIDE 22

---

### **Checklists and Forms**

These websites have helpful forms:

- <http://www.slco.org/aging/pdf/CSCaregiversGuide.pdf>
- <http://www.caregiverforms.net>
- <http://www.caregiverslibrary.org>
- <http://www.homecare.com>
- <http://caregivers.utah.gov>

## TELL

---

There are several websites that can provide you with various checklists and forms. There are several shown on this slide. The web addresses in your guide are slightly different with usually direct links to the forms. Are you aware of any others?

Now that you have hired someone and given them basic medical information, what's the best way to teach a new task to your personal assistant?

## SLIDE 23

---

### **Basic Teaching Steps**

- Introduce the task.
- Provide written instructions.
- Explain the steps of the task in detail.
- Demonstrate the task (you or another PA).
- Repeat the demonstration as often as needed.
- Imitate, have the new PA try the steps of the task.
- Refine and correct all steps.
- Give feedback, praise, or gently correct any mistakes.

## TELL

---

Show the person how you want the task done. Provide written instructions. Have the new person try the task. Give feedback, praise, and gently correct any mistakes.

How long do you think it will take to train a new provider or PA? The training period will vary according to how many, how hard, and how urgent the tasks are. It could range from several hours to weeks. Everyone learns at their own pace, so be patient. You may need to show tasks repeatedly. Give clear directions. Be flexible.

## SLIDE 24

---

### Teaching a cat...



## ASK

---

This slide is another attempt at humor. Hopefully teaching new tasks to your PA won't be like herding cats.

Should you trust your PA to know how to do things if he or she already has experience?

## SLIDE 25

---

### **Train Experienced People**

- Don't assume a PA knows how to perform a task until you've seen it done.
- Supplies and equipment you've used for years may be new to someone else.
- You may like things done differently than people in prior jobs.
- When you teach, show how to do the task the same every time.

## TELL/ASK

---

Even experienced people may need tasks taught. Make sure the person can perform each task by watching them. How often should you review work? What should you do if you find problems?

## SLIDE 26

---

### **Reviewing Work**

- The more often the work is checked, the sooner a small problem can be fixed. Correct mistakes fast.
- Review:
  - Daily tasks/checklists every two weeks (initially check more frequently).
  - Weekly tasks/checklists every month.
  - Monthly tasks/checklists every three months.
- If there is a problem, see if all the steps are included.
- Show PA which step is missing, ask to demonstrate.

## TELL/ASK

---

Review work often, especially in the beginning so you can quickly correct any mistakes and fix any problems. Do you agree with these guidelines on how often to review work? If there is a problem, show which steps are missing and then ask the PA to demonstrate.

What are some things that you can do to make your service provider/PA feel comfortable on the job and have a good relationship? How can you let your PA know that your care recipient is in charge?

## SLIDE 27

---

### **Tips for Good Relations**

- Be patient with mistakes and questions. Something clear to you may not be clear to them.
- Once a task has been learned, do not keep telling the provider how to do it.
- Show appreciation for what they do well, praise often.
- Be kind and respectful but firm in letting providers know that your care recipient's life IS his or her life and they are "assisting with" and not "directing" it.

## TELL/ASK

---

Try to be patient with mistakes and questions. Show appreciation for what they do well. Kindly let the provider know that they are assisting, and not directing.

What if your provider is doing some things that you don't like? What are some ways to ask or communicate with your provider about changing their behavior?

## SLIDE 28

---

### **Communication Skills**

- Clearly explain any issues.
- Use “I” statements which focus on your feelings rather than “You” statements which focus on the other person.
- Highlight your reaction and feelings rather than their actions.
- Listen to what your PA says.

## DISCUSS

---

Using “I” statements is the preferable method when trying to communicate. For example, if you say something like, “I feel like I am not being treated with respect” it will probably be fairly well received. On the other hand, if you say something like, “You treat me like a child,” your provider may feel defensive and criticized. Even though you are still discussing their behavior, the other person may feel less defensive if the focus is on your reaction and feelings, rather than their actions.

## ASK

---

What’s the best way to resolve disagreements? Should you deal with a problem right away?

## SLIDE 29

---

### **Resolving Disagreements**

- Face each issue as it appears.
- Be relaxed and clear when you talk.
- Listen to your PA.
- Work together to solve the problem.

- Focus on finding solutions rather than placing blame.
- Always attempt to create a win-win solution.

## TELL

---

It is important to correct mistakes right away before they become habitual. Try to remain calm even if the other person gets upset. Ask yourself who was at fault. Try to give choices when problem solving, and focus on finding solutions rather than placing blame. It's easier to resolve issues if at least one person is flexible and willing to consider alternatives. If the provider is not willing to reach an agreement, it may be necessary to ask for a different person from an agency or let that person go.

## SLIDE 30

---

### **Practice Exercise**

1. Your PA has been doing fine except Monday he called to say he would be late. Tuesday he comes in 20 minutes late, but does not call.
2. After three days of work, your PA begins moving utensils, dishes, and appliances to different locations, and rearranges items in the closet.
3. Your PA is less enthusiastic. She is a hard worker and you don't want to lose her. She says you don't appreciate her, and that nothing suits you.
4. Your employee comes in to work and you suspect he has been drinking. He smells of alcohol and is unsteady.

**Instructions:** Divide into four groups, if there is time. Assign a scenario to each group and give them a few minutes to come up with a solution they can report to everyone. If you have a small audience, the leader can read the scenarios to the audience as a whole. After each scenario, ask the audience, “What would you do?”

## TELL

---

If the group has difficulty coming up with a solution, some possible responses include:

**Response #1:** “I need you to be here on time so we can get the morning routine finished by 10:00. Today you were late and did not call. Reliability is important to me.”

**Response#2:** “I have arranged my home so it is easy for me to locate and use things. When you move things around, I have to look for them. I would like things left as they are - I want to wear what I had chosen.”

**Response#3:** “Are you feeling I don’t like your work? I am pleased with your work. Lately, some problems have been upsetting. I’m sorry. When I get grouchy, just tell me! I want you to continue to work for me.”

**Response#4:** “Drinking alcohol on the job is not allowed. I smell it on your breath and you just bumped into a chair. Please leave now. Call me tomorrow and we can talk about this situation.”

## TELL

---

At the conclusion of the activity, congratulate the audience on their responses. Add any responses above if the group has trouble with an assertive response.

## DISCUSS

---

Some problems between employee and employer have no solution and the employee needs to be fired. What are some reasons you might have to fire a provider?

Mention these reasons if the group does not: If the health of the person you care for is at risk, if there is any type of abuse (sexual, physical, financial, or emotional), or if the PA is impaired from using drugs or alcohol, on or off the job.

## ASK

---

When is the best time to tell the PA that he or she has to leave?

## SLIDE 31

---

### **Preferred Ways to End Employment**

- Fire in private, with someone close, unless there are safety concerns.
- Provide clear, valid reasons.
- Use good eye contact and a firm voice.
- Practice what you plan to say.
- Ask for your keys and any other items that belong to you.
- Conduct the firing at the end of the shift, if possible.

## DISCUSS

---

It is best not to fire someone in front of others unless you think the person might become violent. If you are not concerned about your personal safety or property, conduct the firing in a calm, private, respectful, and clear manner. Always have another person close by, in a nearby room.

## ASK

---

One of the reasons you may have to fire someone includes theft. What are some steps you can take to cut down on dishonesty?

## SLIDE 32

---

### **Common-Sense Steps to Cut Down on Dishonesty**

- Gently tell them you track mileage, calls, etc.
- Lock up or put your money, jewelry, and medications away.
- Control your checks and cash.
- Ask for receipts.
- Don't give out your credit card or the number.
- Avoid letting a provider use your auto, phone, or home for personal use.

## DISCUSS

---

Know how much money you have and keep only a little on hand. Don't let a PA have access to cash, checkbook, or credit cards when you're not around. If you must write a check, give out only one. If you have a live-in PA, set rules about food, visitors, etc. Setting rules and carefully watching behavior will help discourage dishonesty.

## SLIDE 33

---

### **Be Careful, but Don't Stress**

- Don't let these last sections dampen your spirit.
- Setting rules and carefully watching behavior will help discourage dishonesty.
- It's better to be aware and take precautions.
- Be careful and do what you can to be safe, but don't worry needlessly.

## TELL/ASK

---

Don't be discouraged by these last sections. You need to do things that discourage theft and take precautions, but don't worry needlessly. What are some funding sources?

## SLIDE 34

---

### **What you don't want to happen...**



## SLIDE 35

---

### **Potential Funding Sources**

- Medicaid 800-662-9651
- Medicare 800-633-4227
- Insurance (private, retiree, employee, long-term care)

- Veterans 801-584-1294
- Division of Services for People with Disabilities  
800-837-6811
- Area Agency on Aging 877-424-4649

## TELL

---

Medicare pays for prescribed short-term care. Medicaid covers more. The Medicaid Aging Waiver or the Physical Disabilities Waiver pays if: 1) an individual qualifies for Medicaid and 2) would go in a nursing home if they didn't receive personal care at home. Medicaid Waiver funding allows the individual to have control over selection, supervision, and retention of personal assistants.

Your Area Agency on Aging (Utah has 12) knows about funding options and can help. If you aren't eligible for funding, you can consider bartering, using volunteers, or paying for services yourself. For example, one person with quadriplegia has an arrangement with a friend who has a brain injury who serves as a personal assistant in exchange for organizational help. It sounds perfect, but there are challenges. "It's difficult to live 24 hours a day with someone who has physical impairments and it's difficult to live 24 hours a day with someone who has a brain injury. However, it can work." Let's review.

## SLIDE 36

---

### **Review**

- Where can you advertise for applicants?
- What are some ways to interview and select applicants?
- What are the steps to teach new tasks?

- What are some methods to resolve conflict?
- How can theft be avoided?
- How should you fire a person, if necessary?
- What are some funding options?

## SLIDE 37

---

### **Review with Answers**

- Know where to advertise for applicants - Colleges, Job Service, CILs, Senior Centers, Libraries, Malls, Grocery Stores, etc.
- Learn how to interview and select personal assistants – Screen over the phone. Ask lots of questions. Hire person with good references and communication skills, experience, positive attitude, good reason for applying, clean and trustworthy appearance, and respect.
- Identify the steps needed to teach new tasks - Introduce, explain, demonstrate, repeat, imitate, refine, and give feedback - praise or gently correct any mistakes.
- Learn how to resolve conflict - Face each issue as it comes. Be relaxed. Clearly explain. Listen to your PA. Work together. Always try for a win-win solution.
- Understand how to avoid theft – Be alert. Put away money. Control cash. Don't give out credit card. Don't use personal car.
- Understand how to fire – Provide valid reasons. Use good eye contact and firm voice. Practice what to say. Ask for keys back. Conduct firing at the end of the shift, if possible.

- Learn what possible funding options are available – Medicare, Medicaid, Veterans Insurance, Area Agency on Aging, DSPD.

## NOTE

---

Review the objectives. Ensure that all were covered.

## TELL

---

There is a two page summary of the hiring and training process that we have covered today at the end of your Participant Guide that you can use as a reference.

## SLIDE 38

---

### **Take a Break**

## TELL/ASK

---

We have one activity remaining. An important part of caregiving that is often forgotten is YOU, the caregiver. You need to take care of yourself. Ask participants:

- What do you do for you?
- Discuss briefly and make suggestions if needed.

## SLIDE 39

---

### **Take a Break (cont.)**

When I am feeling stressed, I can:

- Take a break
- Listen to music I enjoy
- Develop a consistent sleep routine
- Take a nap
- Spend time with others
- Set realistic goals for myself

- Give myself permission to NOT be superhuman

## TELL/ASK

---

What do you do to relieve stress? This slide has some ideas listed. Music is often calming. Sleeping makes a big difference in the way we can handle stress. Being realistic about what you can accomplish and not expecting yourself to be super-human will also help. Do you have any other ideas?

## SLIDE 40

---

### **Things to Remember**

- Remember to take good care of yourself by staying positive, exercising regularly, getting enough rest, eating nutritiously, using good body mechanics, keeping a sense of humor, relaxing and doing some things you enjoy when you can.
- Always believe in yourself and your abilities.
- Remember that you have the strength, courage, compassion, and wisdom to succeed
- Thanks for your participation.

## TELL

---

You've heard this before, but it's worth repeating. Remember to take good care of yourself by staying positive, exercising regularly, getting enough rest, eating nutritiously, using good body mechanics, keeping a sense of humor, relaxing and doing some things you enjoy at least everyday. Always believe in yourself and your abilities.

You've been a great audience. I hope that your experiences are positive and I wish you the best in your caregiving efforts. If you

have additional questions or concerns, I would be happy to talk with you following this presentation.

## Screening, Interviewing, and Checking References When Hiring Personal Assistants

<b>Screening Applicants</b>	<b>Tips for Interviewing</b>
Screen applicants over the phone first.	Be observant as you interview.
Explain the job, where you live, and salary.	Watch for nonverbal and personal traits.
Ask if they have any relevant experiences. If so, ask to describe.	Listen to what is said, how it is said, and what is NOT said.
Ask applicant why they are applying.	Sometimes silence is a good technique to get the person to talk.
Arrange for an interview, only if you like what you hear.	Tell the applicant about <u>all</u> of the work.
<b>Job Interview Questions</b>	Interview more than one applicant.
Would you tell me something about yourself?	Give yourself at least overnight before you make a decision.
What jobs have you had? For how long?	<b>Reference Check Questions</b>
Why did you leave your last job?	How long have you known the applicant?
Why do you want to work as a personal assistant?	How would you describe the applicant?
Have you been responsible for assisting another person?	Is the person honest, mature, and dependable? Why or why not?
Are you dependable and reliable?	Do you have any reservations about this person doing this type of work?
How long do you plan to work?	Employers – Why did this person leave? Would you rehire the person?
<b>The Person You Ultimately Hire Should Have:</b>	
Good references and at least some experience.	An appropriate reason for applying for the job.
A positive and pleasant attitude.	A clean and trustworthy appearance.
Good communication and listening skills.	Respect for privacy/confidentiality.

## Training, Supervising, and Managing Personal Assistants

<b>Set a Trial Period</b>	<b>Provide Medical Information</b>
Set a trial period with the PA.	Basic information about disability.
At the end of the period you both decide if you can work together.	Medication and possible side effects.
<b>Basic Teaching Steps</b>	Diet restrictions.
Introduce the task.	Equipment and home arrangements.
Provide written instructions.	What to do in case of medical situations.
Explain in detail the steps of the task.	Name and contact information for doctor.
Demonstrate the task (you or another PA).	<b>Review Work Performance</b>
Repeat the demonstration as often as needed.	Daily tasks/checklists every two weeks.
Imitate - have the new PA try the steps of the task.	Weekly tasks/checklists every month.
Refine and correct all steps.	Monthly tasks/checklists every three months.
Give feedback, praise, or gently correct any mistakes.	The more often work is checked, the sooner a small problem can be fixed.
<b>Tips for Supervising</b>	<b>Communication</b>
Be patient with mistakes and questions.	Use “I” statements rather than “You” statements.
Once a task has been learned, don’t keep telling the PA how to do it.	Highlight your reaction and feelings rather than their actions.
Show appreciation for what your PA does well. Praise often.	Listen to what your PA says.
Be kind and respectful.	Clearly explain any issues.
Let the PA know that your relative’s life IS his or her life and your PA is “assisting” and not “directing” it.	

## **UCARE MODULE TOPICS**

---

1. Providing Personal Care
2. Dementia and Memory Loss
3. A) Caring for Older Adults with Chronic Health Issues
3. B) Caring for Children with Special Health Care Needs
4. The Accessible Home
5. Taking Care of the Caregiver
6. Caring for those with Depression, Anxiety, Stress, or Mental Health Issues
7. Community Supports for Remaining at Home
8. Working Effectively with In-Home Service Providers
9. Keeping Your Home and the Person You Care for Safe
10. Eating Healthy for Life
11. Assistive Devices: Tools to Help You
12. Legal and Financial Matters: What You Need to Know

## **Acknowledgements**

The UCare training materials were developed at the Center for Persons with Disabilities at Utah State University by:

Marilyn Hammond, Ph.D., Utah State University

Judith M. Holt, Ph.D., Utah State University

Jeanie Peck, LCSW, Utah State University

Alma Burgess, M.S., Utah State University

Tracy Golden, Ph.D., Utah Valley University

Sherry Castro, Utah State University

The following individuals played a significant role in reviewing and refining the UCare training materials:

Sonnie Yudell, Program Manager, Utah Caregiver Support Program,  
Utah Division of Aging and Adult Services

Utah Coalition for Caregiver Support Project Management Team

Lynn Long

Maurice Wells

Clara McClane

Margene Luke

Nick Zullo

Terresa Newport

Simone Black

Elizabeth Squires

Laura Owen Keirstead

Rhonda Hypio

Megan Forbush

Kathy Nelson

Carrie Schonlaw

Paula Ledford

Geri Lehnardt

Stacy Wardwell

Diane Allen

And ongoing support from the members of the Utah Coalition for Caregiver Support

Additional agencies and individuals involved in the review  
and editing of the ACTC materials include:

Connie B. Panter, Utah State University

Lynelle Chenn, Utah State University

For more information, please visit: <http://www.ucare.utah.gov>,  
or email: [ucare@utah.gov](mailto:ucare@utah.gov)

This project was supported in part by grant number 90LR0021/01 from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official Administration for Community Living policy.

The Center for Persons with Disabilities at Utah State University  
provided additional funding.

Copyright © 2013.

Center for Persons with Disabilities, Utah State University.

All rights reserved.