



PROCARE

Professional Caregivers
Burnout Prevention Initiative

Trainer's Guide

Module 3: Ethics, Confidentiality and Trust Building

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Using the PROCARE Trainer's Guide

The PROCARE Trainer's Guide has been designed specifically to support and streamline the delivery of the Vocational Education Curriculum developed in the context of the PROCARE project. The Curriculum constitutes a 3-day course, a total of 18 hours of training.

Slide 1: Introduction



Trainer's Notes:

Introduce yourself and dedicate some time to introduce learners to the PROCARE training course. Describe the learning objectives of the course as well as Module 3; learners will be educated on:

1. The importance of knowing about ethics and confidentiality
2. Train learners on how to use the PROCARE Tools around this thematic area
3. Train learners on how to implement a set of Activities
4. To provide practical examples of Tool uses

Give learners the opportunity to ask about their expectations. You to do so. Here are the steps:


1. Take some DIXIT cards.



introduce themselves and can use an easy Name Game

2. Ask participants to pick one card that really “caught their eye”.
3. Then, when everyone has a card, participants share their names, other personal things they would like to share and also the story behind they chose their card.

Slide 2: About the PROCARE Project



PROCARE
Professional Caregivers
Burnout Prevention Initiative


Module #: <Module Title>

About the PROCARE Project

The PROCARE Project aims to train Managers of Long-term Care Institutions in becoming Mentors for their teams of Caregivers, supporting them in their efforts to prevent/manage Occupational Burnout.

Project Results:

- Comprehensive Training Course and
- A Policy Paper
- Tools for Supporting Caregivers in Mentoring



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Trainer's Notes: Briefly introduce the Project and the Project Results and move on to the next slide.

Slide 3: Learning outcomes



Module 3: Ethics, Confidentiality and Trust Building

Module 3: Ethics, Confidentiality and Trust Building

Module Aim

Module 3 aims to educate learners on ethical and confidentiality principles of mentoring in Long-Term Care Units and train them in communication skills and the ethical aspect of caregiving

Learning Outcomes

Through Module 3, learners will:

1. Be aware of the ethical framework of caregiving
2. Have better teaching and communication skills
3. Be able to support caregivers and provide guidance
4. Be able to apply confidentiality principles



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Trainer's Notes: Discuss about the learning outcomes and how participants will benefit from the process. Ask participants which are their expectation of this course.

You can present them the learning outcomes above and ask them questions like:

- a) Are the learning outcomes described above clear to you?
- b) Are you interested in the following subject areas?
- c) Which are your expectations concerning this module?



Slide 4: Module content



Module 3: Ethics, Confidentiality and Trust Building

Module 3: Ethics, Confidentiality and Trust Building

Module Content:

Through Module 3, learners will:

1. Be aware of the ethical framework of caregiving
2. Have better teaching and communication skills
3. Be able to support caregivers and provide guidance
4. Be able to apply confidentiality principles



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Trainer's Notes: Discuss the aim of the Module.

The caregiving and medical profession has long subscribed to a body of ethical statements developed primarily for the benefit of the mentee. As a member of this profession, a physician must recognize responsibility to mentees first and foremost, as well as to society, to other health professionals, and to self.

In order to understand and address ethical problems, it is necessary to have clarity on what is at stake. Many theorists have emphasized a variety of values, principles, and techniques for recognizing and resolving ethical problems. The conceptual framework of Beauchamp and Childress (2001) have been extremely influential in the field of medical ethics, and is fundamental for understanding the current approach to ethical assessment in health care.

Slide 5: Module break-out



Module 3: Ethics, Confidentiality and Trust Building

Module 3 includes:

Ethics and Values of Caregiving
Best Practices of Ethical Mentoring
The ten Principles for protecting privacy in LTC Units
The Interpersonal Trust Factors
Essential Communication Skills
Effective teamwork approach in healthcare
Case studies Activities



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Trainer's Notes: Discuss the elements participants will be able to check on during the training. This could also be the agenda of the course.

Slide 6: What is Ethics and Values



Module 3: Ethics, Confidentiality and Trust Building



Ethics and Values

- upholding human rights and dignity
- relieving signs of individual sorrow and anguish
- increasing people's talents and well-being
- enhancing the quality of interpersonal relationships
- enhancing self-sufficiency and efficiency
- assisting the individual(s) in developing a meaningful sense of self based on their own cultural and personal background
- being tolerant of the diversity of human experience and culture
- ensuring clients' security

Trainer's Notes: Discuss about the definition of ethics and values in Caregiving.

This framework is designed to help you provide your people with a secure base for your work together. It is good practice to integrate the Ethical Framework into your work and to use it as a resource to help you face any challenges and issues as they arise. This works much better than just turning to it in an emergency or after something has gone wrong. As a framework, it creates a shared structure within which we all work but with the flexibility to respond to the needs of different contexts and groups.

Slide 7: 1. Mentees are the priority

Best Practices of Ethical Mentoring

1. Mentees are the priority

Trainer's Notes: Discuss with participants how this best practice could be linked to ethical mentoring.

You can brainstorm with the participants how they believe this best practice could be associated with ethical mentoring. For example, you can ask them questions like the following:

- a) Are you familiar with the above best practice?
- b) How would you describe it?
- c) Are you applying this best practice during your everyday work?
- d) If yes, in which way?
- e) If no, do you agree with applying it?
- f) If yes, in which way would you like to apply it in your everyday work?

Every company should place a high focus on customer satisfaction since content customers are more likely to return and refer business to others. Customers who are happy with their experiences are also more inclined to come back after being significantly involved and stick with your company.

Slide 8: 2.Work to Professional Mentoring



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Best Practices of Ethical Mentoring

2. Work to Professional Standards

- up to date skills and knowledge, quality work, appropriate records)*

Trainer's Notes: Discuss with participants how this best practice could be linked to ethical mentoring.

You can brainstorm with the participants how they believe this best practice could be associated with ethical mentoring. For example, you can ask them questions like the following:

- a) Are you familiar with the above best practice?
- b) How would you describe it?
- c) Are you applying this best practice during your everyday work?
- d) If yes, in which way?
- e) If no, do you agree with applying it?
- f) If yes, in which way would you like to apply it in your everyday work?

Some professional standards necessary for ethical mentoring could be updated skills and knowledge, qualitative work ,appropriate records. Also among some professionals standards for a mentor would be to be good listener, flexible, respectful, knowledgeable, non-judgmental, authentic and sincere, capable of networking and locating resources.

Slide 9: 3. Show Respect

Best Practices of Ethical Mentoring

3. Show respect

- *patient-oriented care plan, confidentiality protection, partnership with clients*


Trainer's Notes: Discuss with participants how this best practice could be linked to ethical mentoring.

You can brainstorm with the participants how they believe this best practice could be associated with ethical mentoring. For example, you can ask them questions like the following:

- Are you familiar with the above best practice?
- How would you describe it?
- Are you applying this best practice during your everyday work?
- If yes, in which way?
- If no, do you agree with applying it?
- If yes, in which way would you like to apply it in your everyday work?


Showing respect could be linked with developing a mentee oriented care plan, confidentiality protection, partnership with mentees. Respect implies accepting someone for who they are, even if they are different from you or have different opinions than you. Respect enhances feelings of safety, security, and wellbeing in your interactions. Respect is something you can learn; it doesn't have to come naturally.

Slide 10: 4. Build an appropriate relationship



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Best Practices of Ethical Mentoring

4. Build an appropriate relationship

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- a) Are you familiar with the above best practice?
- b) How would you describe it?
- c) Are you applying this best practice during your everyday work?
- d) If yes, in which way?
- e) If no, do you agree with applying it?
- f) If yes, in which way would you like to apply it in your everyday work?

Effective mentoring is based on developing a relationship of trust and mutual understanding with the mentee. By employing effective interpersonal communication techniques, actively fostering trust, and upholding confidentiality, mentors can connect with their mentees.

Slide 11: 5. Take responsibility of your own well-being

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Best Practices of Ethical Mentoring

5. Take responsibility of you own well-being

- *Self-care*

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Trainer's Notes: Discuss with participants how this best practice could be linked to ethical mentoring.

You can brainstorm with the participants how they believe this best practice could be associated with ethical mentoring. For example, you can ask them questions like the following:

- Are you familiar with the above best practice?
- How would you describe it?
- Are you applying this best practice during your everyday work?
- If yes, in which way?
- If no, do you agree with applying it?
- If yes, in which way would you like to apply it in your everyday work?

In order to recognize their own behaviour and feelings in the mentoring relationship, mentors need to invest in their self-care.

Slide 12: 6. Supervision



Best Practices of Ethical Mentoring

6. Supervision

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Trainer's Notes: Discuss with participants how this best practice could be linked to ethical mentoring.

You can brainstorm with the participants how they believe this best practice could be associated with ethical mentoring. For example, you can ask them questions like the following:

- a) Are you familiar with the above best practice?
- b) How would you describe it?
- c) Are you applying this best practice during your everyday work?
- d) If yes, in which way?
- e) If no, do you agree with applying it?
- f) If yes, in which way would you like to apply it in your everyday work?

With the aid of supervision, a mentor can better understand when and how to apply their knowledge, when to "park" their own information, and how to differentiate their own ideals, aspirations, and career needs from those of their mentees.

Slide 13: 10 principles of protecting privacy



10 principles of protecting privacy

1. Be accountable
2. Identify Purpose
3. Obtain Consent
4. Limit Collection
5. Limit Use, Disclosure and Retention
6. Maintain Accuracy
7. Employ Safeguards
8. Be Open and Transparent
9. Provide Access
10. Permit Resource

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Trainer's Notes: Discuss about the 10 principles of protecting privacy and how important they are in the mentoring process . Ask participants which are their expectation of this course.

You can present them the principles above and ask them questions like:

- a) Are the principles described above clear to you?
- b) Are you interested in the following subject areas?
- c) Which are your expectations concerning this module?

Slide 14: Interpersonal Trust Factors

Interpersonal Trust Factors

There are several other factors that are needed to promote interpersonal trust, both between residents and staff and between staff and leadership:

- a sense of situational awareness,
- the ability to notice and respond,
- understanding expectations,
- predictable follow through and being intentional with communication, and
- addressing inequality in power.

Trainer's Notes: Discuss about the interpersonal trust factors presented above and how important they are in the mentoring process. Ask participants which are their expectation of this course.

You can present them the factors above and ask them questions like:

a) Are the interpersonal trust factors described above clear to you?

b) Are you interested in the following subject areas?

c) Which are your expectations concerning this module?

Slide 15: 5 essential communication skills



5 Essential Communication Skills

1. Empathy
2. Active Listening
3. Interpersonal Skills
4. Clarity
5. Reading and Writing

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Trainer's Notes: Discuss about the essential communication skills presented above and how important they are in the mentoring process. Ask participants which are their expectation of this course.

You can present them the communication skills above and ask them questions like:

- a) Are you familiar with the following principles?
- b) How would you define each one of them?
- c) Do you apply them in your everyday life?
- d) Which do you think is their importance?
- e) Are you having any difficulties applying them in your everyday life?

Communication is any exchange of information between a sender and a receiver. It is critical for teams to encourage open communication flow between team members to operate most effectively.

This part includes 5 communication skills . Feel free to go through the definition of each with the group and explain all of the bullet points on by one.

1. Empathy means to:

- Understand a mentee 's values, experience, emotions, concerns, needs and questions in an authentic way.
- Provides more informed diagnostic accuracy and improved mentee-provider relationships.
- Foster mentee satisfaction, participation and investment in their healthcare experience.
- Healthcare managers who demonstrate and interact with empathy can help staff feel valued and understood.

2. Active Listening means to:

- Actively listening to mentees conveys respect for their self-knowledge and builds trust.
- Active listening is central to leading and managing effectively.
- Fosters trusting relationships where shared knowledge and information is understood.

3. Interpersonal Skills means to:

- Effective interpersonal communication in healthcare can improve mentee satisfaction and outcomes while combatting staff stress and burnout.

4. Clarity means to :

- Healthcare managers must use clear language to communicate expectations, policies and procedures.
- Clarity is also essential for communicating with business partners, insurance companies and regulatory bodies.

5. Reading & Writing means to:

- Healthcare managers must be adept in reading and writing, with awareness of medical terminology and shorthand.
- By communicating effectively, healthcare managers can improve staff performance and satisfaction.

Slide 16: Empathy

5 Essential Communication Skills


1. Empathy

- Understand a patient's values, experience, emotions, concerns, needs and questions in an authentic way.
- Provides more informed diagnostic accuracy and improved patient-provider relationships.
- Foster patient satisfaction, participation and investment in their healthcare experience.
- Healthcare managers who demonstrate and interact with empathy can help staff feel valued and understood.

Trainer's Notes: You can present participants the following slight and brainstorm on the following:

- Is "empathy" familiar to you?
- Is the above-described definition clear to you?
- Do you apply to your everyday life?
- Is there is anything you would like to add?

Slide 17: Active listening



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5 Essential Communication Skills

2. Active Listening

- Actively listening to patients conveys respect for their self-knowledge and builds trust.
- Active listening is central to leading and managing effectively.
- Fosters trusting relationships where shared knowledge and information is understood.

Trainer's Notes: You can present participants the following slight and brainstorm on the following:

- Is "active listening" familiar to you?
- Is the above-described definition clear to you?
- Do you apply to your everyday life?
- Is there is anything you would like to add?

Slide 18: Interpersonal skills

5 Essential Communication Skills

3. Interpersonal Skills

- Effective interpersonal communication in healthcare can improve patient satisfaction and outcomes while combatting staff stress and burnout.

Trainer's Notes: You can present participants the following slight and brainstorm on the following:

- Is “effective interpersonal communication ” familiar to you?
- Is the above-described definition clear to you?
- Do you apply to your everyday life?
- How important do you think it is for mentoring?
- Is there is anything you would like to add?

Slide 19: Clarity



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5 Essential Communication Skills

4. Clarity

- Healthcare managers must use clear language to communicate expectations, policies and procedures.
- Clarity is also essential for communicating with business partners, insurance companies and regulatory bodies.



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Trainer's Notes: You can present participants the following slight and brainstorm on the following:

- Is "clarity " familiar to you?
- Is the above-described definition clear to you?
- Do you apply to your everyday life?
- How important do you think it is for mentoring?
- Is there is anything you would like to add?

Slide 20: Reading & Writing

5 Essential Communication Skills


5. Reading & Writing

- Healthcare managers must be adept in reading and writing, with awareness of medical terminology and shorthand.
- By communicating effectively, healthcare managers can improve staff performance and satisfaction.

Trainer's Notes: You can present participants the following slight and brainstorm on the following:


- Is "reading&writing" " familiar to you?
- Is the above-described definition clear to you?
- Do you apply to your everyday life?
- How important do you think it is for mentoring?
- Is there is anything you would like to add?

Slide 21: Team Building Guidelines



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Team Building Guidelines

1. Support precise and accurate communication
2. Diagnose communication errors
3. Recognise functional expertise and distribute workload
4. Frequent Practice opportunities
5. Team's Shared Mental Models (SMMs) for building coordination skills, adaptability and flexibility
6. Shape adaptive expertise
7. Take steps to increase trust and cohesion of the team
8. Provide learning opportunities for the new competencies

Trainer's Notes: Introduce the team building guidelines

The guidelines are as follows:

- (1) Support precise and accurate communication through a closed-loop communication protocol;
- (2) diagnose communication errors as you would any illness—Examine the team and look for symptoms, then treat the symptoms through team learning and self-correction;
- (3) recognize functional expertise by identifying and publicizing topical experts to evenly distribute work load and increase accuracy;
- (4) institute frequent practice opportunities to keep team skills in good shape because poorly honed skills will limit performance;

(5) refine the team's shared mental models (SMMs) by pre-planning to build its implicit coordination skills, adaptability, and flexibility;

(6) shape adaptive expertise by fostering a deep understanding of the task to increase team effectiveness;

(7) build team orientation by taking steps to increase trust and cohesion to lower stress levels and increase satisfaction, commitment, and collective efficacy; and

(8) prepare the team by providing learning opportunities for new competencies that will expose members to feedback and increase the team's overall efficacy.

You can also ask them the following questions:

- Are the described above team building guidelines familiar to you?
- Do you apply them to your everyday life?
- How important do you think they are for mentoring?
- Is there is anything you would like to add?

Slide 22 : Exercise- Case study 1



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Exercise: Case Study 1



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Trainer's Notes: Introduce the participants and explain that they are going to be presented with a case study.

Slide 23: Exercise Case Study 1



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Exercise: Case Study 1

A woman enters the emergency room with stomach pain. She undergoes a CT scan and is diagnosed with an abdominal aortic aneurysm, a weakening in the wall of the aorta which causes it to stretch and bulge. The doctors inform her that the only way to fix the problem is surgically, and that the chances of survival are about 50/50. They also inform her that time is of the essence, and that should the aneurysm burst, she would be dead in a few short minutes. The woman is an erotic dancer; she worries that the surgery will leave a scar that will negatively affect her work; therefore, she refuses any surgical treatment. Even after much pressuring from the doctors, she adamantly refuses surgery. Feeling that the woman is not in her correct state of mind and knowing that time is of the essence, the surgeons decide to perform the procedure without consent. They anesthetize her and surgically repair the aneurysm. She survives and sues the hospital for millions of dollars.

Questions:

- Do you believe that the doctor's actions can be justified in any way?
- Is there anything else that they could have done?
- Is it ever right to take away someone's autonomy? (Would a court order make the doctors' decisions ethical?)
- What would you do if you were one of the health caregiver?

Trainer's Notes: Experiential exercise

1. Split the group into four teams.
2. Everyone should read the case study.
3. Then, each group will answer one of the 4 questions. All ideas will be written down in a piece of paper. Groups will have 10'.
4. Then, groups will have 1' to sum up their answers, in order to present them in the other groups.
5. Groups will have 15' all together to reflect on all questions and discuss.

Slide 24: Exercise: Case Study 1



Module 3: Ethics, Confidentiality and Trust Building

Exercise: Case Study 1

Questions:

- Do you believe that the doctor's actions can be justified in any way?
- Is there anything else that they could have done?
- Is it ever right to take away someone's autonomy? (Would a court order make the doctors' decisions ethical?)
- What would you do if you were one of the health caregiver?



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Trainer's Notes: Ask the participants the questions above and let them brainstorm.

Slide 25: Exercise Case Study 2

Exercise: Case Study 2



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Trainer's Notes: Explain the participants that they will participate in a second exercise.

Slide 26: Exercise: Case Study 2

Exercise: Case Study 2

A woman was diagnosed with motor neuron disease (the same disease that Stephen Hawking has) 5 years ago. This is a condition that destroys motor nerves, making control of movement impossible, while the mind is virtually unaffected.

People with motor neuron disease normally die within 4 years of diagnosis from suffocation due to the inability of the inspiratory muscles to contract. The woman's condition has steadily declined. She is not expected to live through the month and is worried about the pain that she will face in her final hours.



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Trainer's Notes: Ask the participants to read the Case Study

Slide 27: Exercise: Case Study 2



Module 3: Ethics, Confidentiality and Trust Building

Exercise: Case Study 2

Questions

- Would you explain to the patient the situation and the procedure? In your opinion, does she need to know about her health's condition?
- Would you tell her the truth? Which criteria would affect your decision?
- What skills would a caregiver need, in order to support the woman?



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Trainer's Notes: Experiential exercise

1. Split the group into four teams.
2. Everyone should have read the case study.

3. Then, each group will answer one of the 4 questions. All ideas will be written down in a piece of paper. Groups will have 10'.
4. Then, groups will have 1' to sum up their answers, in order to present them in the other groups.
5. Groups will have 15' all together to reflect on all questions and discuss.

Slide 28: Summary



Module 3: Ethics, Confidentiality and Trust Building

Summary:

Medical professionals frequently find themselves facing moral questions and ethical dilemmas in their line of work. Medical ethics provide a framework to help them make judgement calls which are morally sound and right for the patient in question. Ethics is an inherent and inseparable part of clinical medicine as the physician has an ethical obligation (i) to benefit the patient, (ii) to avoid or minimize harm, and to (iii) respect the values and preferences of the patient.



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The PROCARE Toolkit can be accessed from the official PROCARE Project website @www.procareproject.eu.

Trainer's Notes: You can close the session by summing up on what has been discussed earlier.

Slide 29: Thank you!



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