



A Client Care Module: **Building Trust & Confidence with Your Clients**

INSTRUCTIONS FOR THE SUPERVISOR

Step One:

- Make a copy of the Instructions for the Learner page. Return your original to the sheet protector. Add the following information to the copy:
 1. The name (or position) of the person to whom the aides should direct questions.
 2. The name (or position) of the person to whom the aides should turn in their quizzes.
 3. The date by which the quiz page should be turned in.
 4. The name (or position) of the person who will initial the aides' Inservice Club Membership Cards.
- Use this copy as your "master" as you make up the inservice packets.

Step Two:

- Have the following copied for each learner:
 1. The **Instructions for the Learner** page.
 2. The **10 Page** Inservice newsletter.
 3. The **Quiz** page.

Step Three:

For Self-Study Use

- Distribute as desired—in employee mailboxes; folded in paychecks, etc.
- You may want to post the Quiz Answer Sheet in a prominent spot.

For Group Use

- Read over the Suggested Participatory Activities, the Suggested Teaching Tips and the Suggested Discussion Questions.
- Select the activities you want to use during your inservice hour.



Developing Top-Notch CNAs, One Inservice at a Time

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SUGGESTED PARTICIPATORY ACTIVITIES

ACTIVITY # 1: ACTIVE LISTENING ACTIVITY

Use this activity to enhance listening skills.

- Read the "Scenario #1" found on the Active Listening Activity sheet included in this packet, then see how many questions the group can answer correctly.
- Now, explain to the group that active listening is an excellent way to gain a client's trust and confidence. Active listening involves being silent while the person speaks, showing interest by making eye contact, nodding and reflecting back your understanding of what the person says to you.
- Try again and see if, after they are clued into the importance of active listening and paying attention to details, the group does better with the "Scenario #2".
- Consider giving small prizes or praise to those who can answer the most questions accurately.

ACTIVITY #2: ROLL THE DICE

Use this activity for groups of 10 or less to reinforce the material learned in this inservice.

- Hand the first participant a single die to roll. The challenge is to recall facts learned in the inservice equal to the number on the die. For example: If a three is rolled, the participant must tell the rest of the group three things learned after studying the packet.
- Have the participant pass the die to someone else and continue until everyone has rolled.

ACTIVITY #3: TRUST WALK - A TEAMBUILDING ACTIVITY

Use this activity to build trust, enhance teamwork, improve communication and have a little fun!

- **What you'll need:** Blindfolds, a room with some "safe" obstacles (pillows, couch cushions, empty boxes, etc)
- Clear the floor space and then arrange as many obstacles as it takes to clutter the floor but leave about 3 feet walking space all around the obstacles.
- Place the group into teams of two and blindfold one member of each pair. Start each team in a different place in the room but have a common goal for them to reach, like the door or a window.
- When it's time to begin have the guide slowly spin the blindfolded person around a few times so that they do not know which direction they are headed. From this point on, the guide **cannot touch** the partner at all, and must rely solely on verbal cues (for example, "About five steps ahead, there is a small box. Step over it slowly.")
- The guide is responsible for the partner's safety. The partner should be navigated to avoid obstacles and reach the goal. The blindfolded partner must learn to trust and rely on another person. Ask participants to reflect and share upon their experiences.

Some questions you might ask are:

- What do you think is the purpose of this teambuilding activity?
- Did you have any difficulty trusting your partner? Why or why not?
- How does this relate to your relationships with your clients?



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SUGGESTED TEACHING TIPS

TEACHING TIPS

- Make an overhead of the Quiz Answer Sheet.
- Take advantage of this inservice time to go over your workplace procedure for admitting a new client—and how your nursing assistants can begin to establish trust during this process.
- Take some time to allow participants to discuss their reaction to:
 - The “Think About It” box on page 3,
 - The “Next Step” box on page 4,
 - The “Connect It Now” box on page 7, and
 - The “Get Out” box on page 8.
- If your workplace offers staff support groups, counseling or other resources to help employees cope with personal issues, share some details about the program and how it can help. If your workplace does not offer this, consider developing a program. Involve your aides in the development process. Ask for input on what is needed and what services your CNAs would feel comfortable using.

RESOURCES

The following resources were used in developing this inservice. You might want to check them out for further information:

- American Nurses Association at www.nursingworld.org
- Administration on Aging at www.aoa.gov
- Center for Advancing Health at www.cfah.org
- Gordon Training International at www.gordontraining.com
- National Institutes of Health at www.nih.gov
- Nursing Planet at <http://nursingplanet.com>
- [Community Health Nursing: Caring In Action](#) by Janice Hitchcock

PLEASE NOTE:

*Your staff may enjoy the following related *In the Know* inservices:*

- The Caring Qualities of a CNA
- The CNA/Nurse Relationship
- Being Assertive
- Dealing with Family Members
- Working with a Team
- CNAs on the Job
- Customer Service in Healthcare
- Maintaining a Professional Distance

*If your *In the Know* library doesn't include these titles, they are available for purchase by calling our toll-free number:*

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SUGGESTED DISCUSSION QUESTIONS

DISCUSSION QUESTION #1

Most of this lesson was focused on building a trusting relationship with clients. But, a small portion of each page was dedicated to building a more trusting relationship with yourself. Why do you think it is important to be able to trust *yourself* first before you can expect others to have trust and confidence in you?

Answer: Answers may vary according to your group dynamics but should include the idea that if you can't trust yourself, you probably can't trust others in your life. And, people who do not trust in others usually have a hard time gaining the trust of anyone.

Encourage open and honest discussion about self awareness, positive self regard and working toward constant personal improvement.

DISCUSSION QUESTION #2

Ask the group if anyone has any personal experience with losing trust or confidence in someone that they would like to share. This can be an experience related to work or a personal relationship. Ask:

- What factors contributed to the *loss* of trust and confidence?
- Was the trust ever *regained*? If so, how? And, if not, what needs to be done to repair the relationship?

HERE ARE MORE QUESTIONS THAT MAY SPUR SOME INTERESTING DISCUSSION:

- What boundaries have you crossed with clients in the past that may have compromised the trust in the relationship?
- What will you do differently now, after reading this inservice, to set and maintain boundaries in your therapeutic relationships with clients?
- Do you think it is okay to accept a gift of money from a client? Why or why not?
- If you think a gift of money is wrong, how would you handle refusing it?



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QUIZ ANSWER KEY

- 1. False**
A **social** relationship meets **each partner's** need for socialization. A **therapeutic** relationship meets the **client's** physical and emotional needs.
 - 2. True**
Empathy focuses on understanding and is useful in therapeutic relationships while sympathy focuses on sharing and is useful in social relationships.
 - 3. False**
You should be genuine . . . but you do not have to say everything that comes to your mind. . . especially if there is no therapeutic benefit.
 - 4. True**
Giving reassurance is a barrier to gaining trust. It may give false hope or make clients feel that their concerns are being ignored.
 - 5. All of the following conversations can harm trust, EXCEPT:**
C. Sharing funny stories with your client about your childhood.
 - 6. False**
Offering support to family members of your client helps *build* trust. You should reach out to your client's family and make sure they are confident in the care you provide for their loved one.
 - 7. Using touch is proven to have all these benefits, EXCEPT:**
B. Heals serious diseases. Touch **has not** been proven to heal disease.
 - 8. True**
Trust can be broken if boundaries are unclear or violated or when communication is inappropriate.
 - 9. True**
Gaining trust is important because you are often required to intrude on your client's intimate space.
 - 10. Fill in the Blanks**
Gaining the trust in a therapeutic relationship requires you to convey genuineness, **EMPATHY** and **RESPECT**.
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ACTIVE LISTENING ACTIVITY

SCENARIO #1: You walk into your client's room at 0730. The curtains are pulled closed and she is still in bed. She hears you enter and wakes up. She is happy to see you. "Good morning," you say. And, she replies "Good morning," to you. Then, she says:

"I'm sore this morning. I tossed and turned all night. I think it was that coffee my son-in-law, John brought when he and Jessie came for a visit last night. He said it was decaf but I think it must have been regular. I had the craziest dreams and my right shoulder is really sore."

You look around the room and see the remnants of the visit. The empty coffee cups and some sandwich wrappers are tossed in a pile on the table. You tidy up the room and open the curtains to reveal the sun.

"The nurse brought me some pain reliever around 3am but it didn't really help. I believe it is worse now. She asked me to rate the pain last night and I told her it was about a 7. Today I would call it 9." She winces and rubs the sore area.

Ask the group to write their answers to the following questions on a sheet of paper:

1. What time did you enter the room? (answer: 7:30)
2. What is the first thing your client says to you? (answer: "Good Morning")
3. What is your client's daughter's name? (answer: Jessie)
4. What time did your client get pain medication? (answer: 3am)
5. What is her current pain level? (answer: "9")
6. Where is her pain located? (answer: right shoulder)

SCENARIO #2: You are walking down the hall returning from a break when you hear a loud crash and a yell coming from a resident's room. You run toward the room and enter to find Mr. Green on the floor, wedged between his bed and nightstand.

You call for the nurse and go to his side. Before the nurse arrives, the resident tells you:

"They were coming to get me but I wasn't going let them take me this time. I got away. The last time they came I was gone for so long people forgot who I was."

You ask him if he is feeling any pain. He tells you, "My head hurts and I think I hurt my wrist trying to get away."

You ask him who was after him. He tells you, "The same people as before." You don't know what that means so you let it go.

You assess his vitals. His respiratory rate is 45, pulse is 106, and his BP is 170/90. When the nurse arrives, he is moved back into bed and thoroughly assessed for further injury.

Ask the group to write their answers to the following questions on a sheet of paper:

1. What is the client's name? (answer: Mr. Green)
2. Where did you find the client? (answer: on the floor, wedged between the nightstand and bed)
3. Who was he afraid of? (answer: "The same people as before.")
4. Where did he say it hurt? (answer: head and wrist)
5. What was his respiratory rate? (answer: 45)
6. What was his pulse rate? (answer: 106)



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A Complete Civility Training Program: **The Real Healthcare Reform**

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ARE YOU READY TO DELIVER A COMPREHENSIVE CIVILITY TRAINING PROGRAM WITHIN YOUR WORKPLACE?

Did you know the Joint Commission recommends that all accredited healthcare organizations be responsible for handling and preventing incivility in the workplace?

Civility training in the healthcare workplace is more than just a course in professional conduct—although professional conduct is the goal! Civility training teaches:

- Self-awareness
- Personal and professional integrity
- Communication skills
- A sense of ownership in the workplace
- Personal empowerment to solve problems with energy, creativity and enthusiasm

Based on the bestselling book "The Real Healthcare Reform," our Civility Training Program is unique because it immerses learners in the material in a fun and engaging way. **The program is written for all healthcare employees, clinical and non-clinical, and will benefit everyone in your organization.**

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EVALUATION

Employee Name _____

Date _____ **Self-Study Inservice** **Group-Study Inservice**

1. Put a checkmark in the box that best describes how you feel about each learning objective.

LEARNING OBJECTIVE	I am able to do this.	I might be able to do this.	I can't do this.	I'm not sure.
<i>Discuss the importance of building trust in your relationships with your clients.</i>				
<i>List three personal traits needed to build trusting relationships.</i>				
<i>Describe the therapeutic relationship and how it is different from social or intimate relationships.</i>				
<i>List at least three barriers to trusting communication.</i>				
<i>Discuss how boundaries help build trust in a relationship.</i>				

2. Did you learn anything new that will help you in your job? Yes No

If yes, please explain: _____

3. If you have questions about the inservice information that did not get answered, note them here:

4. Other comments? _____
