



Personal and
Home Care Aide
State Training
(PHCAST)

Employers' Guide for Using PHCAST Online Training

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Executive Office of
Aging & Independence

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Introduction

The Massachusetts Personal and Home Care Aide State Training (PHCAST) online training was developed to increase access to individuals who want to pursue careers in the home health care field. This guide offers information and strategies for employers and home health care trainers who wish to use the PHCAST online courses as a training resource for in-person, distance (fully remote) or hybrid training. Hybrid learning combines face-to-face and distance online learning. Distance and hybrid trainings increase access to adult learners by reducing barriers to attending in-person training due to childcare, personal or work schedules, or transportation challenges.

Section 1 of this guide provides general information about the PHCAST online courses and learning paths. Section 2 contains information and strategies for training facilitators, and Section 3 offers strategies for supporting participants engaged in self-paced (distance learning) using PHCAST online training.

Section 1: Overview of PHCAST Online Training

Format and Content

Personal Home Care Aide State Training (PHCAST) offers online training for Homemakers and Personal Care Homemakers. The content for PHCAST training was developed from the curriculum, ***ABCs for Direct Care Workers (ABC = Acquiring Basic Core Competencies)***, created by the Executive Office of Health and Human Services. This curriculum has been carefully reviewed for accuracy and approved by a panel of experts including homemaker and personal care homemaker trainers, registered nurses, members of Commonwealth Medicine of Massachusetts, and members of the Executive Office of Aging and Independence in Massachusetts. The online training is available in eight languages: English, Spanish, Haitian Creole, Brazilian Portuguese, Chinese (Mandarin and Cantonese—both are offered in Simplified and Traditional Chinese), Russian, and Vietnamese. For more information, visit mahomecaretraining.org

The Homemaker and Personal Care Homemaker online training courses have four components:

1. Video-based lessons: Most videos are 3-5 minutes
2. Knowledge-check activities: These activities allow learners to check their understanding before proceeding to the next topic.
3. Job Aides: Job Aides are documents that can be printed for easy reference on-the-job or used as study guides throughout the course.
4. End-of-module assessments: Summative assessments ensure learners have understood the lesson content. Learners must achieve a passing score of 80% or higher before continuing to the next module in the online course.

Homemaker (HM) Training Content

The Homemaker training consists of eleven modules plus two course closing modules. Below is a list of the primary topics in each module. Within each topic are video lessons and knowledge-check activities such as case studies, open-response questions, matching activities, ordering activities (sequencing step-by-step procedures), and multiple-choice questions. The estimated time to complete this training varies, but if the participant watches all the videos and carefully completes all the activities, it should take about 35 hours.

PHCAST Online Training Content for Homemakers (HM)

<p>Module 1: Welcome Module:</p> <ul style="list-style-type: none"> ○ How to Use this Course ○ Demographic survey 	<p>Module 2: Roles and Responsibilities of Homemakers</p> <ul style="list-style-type: none"> ○ Introduction to Home Care Aides ○ ADL and IADLs ○ Consumer Rights ○ Philosophy of Care ○ How to Prepare for the First Meeting with the Consumer ○ End of Module Assessment
<p>Module 3: Communication</p> <ul style="list-style-type: none"> ○ Elements of Communication ○ Active Listening ○ Closed and Open-ended Questions ○ Managing Emotions ○ Expectations of Family Members ○ Observing, Reporting and Documenting ○ End of Module Assessment 	<p>Module 4: Culture and Diversity</p> <ul style="list-style-type: none"> ○ Lifestyles and Family Roles ○ Communication with Family Members ○ End of Module Assessment
<p>Module 5: Health Care Support</p> <ul style="list-style-type: none"> ○ Our Body Systems ○ Age-Related Changes ○ Communication Strategies for Consumers with Dementia ○ End of Module Assessment 	<p>Module 6: Nutrition</p> <ul style="list-style-type: none"> ○ Safe Food Handling and Storage ○ Assisting Consumers with Food Shopping ○ Food Shopping Checklist ○ End of Module Assessment
<p>Module 7: Housekeeping</p> <ul style="list-style-type: none"> ○ Guide to Wearing Personal Protective Equipment ○ Cleaning the House ○ Personal Safety and Housekeeping ○ Preventing the Spread of Germs ○ Laundry Procedures ○ Safe Disposal of Hazardous Materials ○ Identifying Hazards in the Home ○ Insect Infestation ○ Hoarding ○ End of Module Assessment 	<p>Module 8: Consumer Needs</p> <ul style="list-style-type: none"> ○ Identifying Stereotypes ○ The Aging Process ○ Working with Consumers Who Have a Disability ○ Behavioral Health Conditions ○ Stages of Grief ○ End of Module Assessment
<p>Module 9: Safety and Emergency</p> <ul style="list-style-type: none"> ○ Safety at Home ○ Medical, Fire and Other Emergencies ○ Planning for Emergencies ○ Community and Neighborhood Safety Tips ○ End of Module Assessment 	<p>Module 10: Consumer Rights</p> <ul style="list-style-type: none"> ○ Consumer Rights to Privacy ○ Recognizing and Reporting Abuse, Neglect, Self-Neglect, and Financial Exploitation ○ Personal and Professional Boundaries ○ End of Module Assessment

Module 11: Life Skills <ul style="list-style-type: none"> ○ Self-Care and Self Awareness ○ Strategies for Time Management ○ Strategies for Managing Stress ○ Reducing and Resolving Conflict ○ End of Module Assessment 	Module 12: Course Conclusion: <ul style="list-style-type: none"> ○ Participant Satisfaction Survey
Module 13: <ul style="list-style-type: none"> ○ Certificate of Completion: (Participants need to complete all course activities including the demographic and participant satisfaction surveys and score 80% or higher on each of the end of module assessments to earn a certificate.) 	

Personal Care Homemaker (PCHM) Training Content

The Personal Care Homemaker Training consists of seven modules plus a course closure module. Similar to Homemaker Training, each topic includes video lessons and knowledge-check activities such as case studies, open-response questions, matching activities, ordering activities (sequencing procedures step-by-step), and multiple choice questions. Below is a list of the topics within each module. Please note that the estimated time to complete the PCHM online training is 10 hours. In addition, learners are required to complete 10 hours of in-person hands-on training with a registered nurse. The additional 10 hours are not part of the PHCAST online training. Please see Appendix A in this document for an *Evaluation Skills* checklist.

PHCAST Online Training Content for Personal Care Homemakers (PCHM)	
Module 1: Welcome Module: <ul style="list-style-type: none"> ○ How to Use the Course ○ Demographic 	Module 2. Personal Care Homemaker Roles and Responsibilities <ul style="list-style-type: none"> ○ Introduction to the Roles and Responsibilities ○ Personal Care Plans ○ Person-Centered Care ○ Communication Strategies ○ Medication and Oxygen ○ End of Module Assessment
Module 3: Mobility <ul style="list-style-type: none"> ○ Introduction to Mobility ○ Lifting ○ Repositioning: Moving Up in Bed ○ Turning in Bed ○ Move to Side of Bed ○ Walking and Assistive Devices ○ Using Wheelchairs ○ End of Module Assessment 	Module 4: Personal Care: Bathing and Dressing <ul style="list-style-type: none"> ○ Introduction to Skin Care ○ Assisting with Showering ○ Giving a Bed Bath ○ Perineal Care ○ Washing Hair and Hair Care ○ Dressing ○ End of Module Assessment

<p>Module 5: Face, Hands, and Feet</p> <ul style="list-style-type: none"> ○ Shaving ○ Mouth and Dental Care ○ Care of Hands and Feet ○ End of Module Assessment 	<p>Module 6: Assist with Toileting</p> <ul style="list-style-type: none"> ○ Safely Assisting the Consumer to Use the Toilet ○ Assisting Consumers to Use Portable Commode ○ Assisting Consumers to Use a Bed Pan ○ Assisting Consumers to Use a Urinal ○ Toileting Concerns ○ End of Module Assessment
<p>Module 7: Catheter and Ostomy Care</p> <ul style="list-style-type: none"> ○ Catheter Care ○ Ostomy ○ End of Module Assessment 	<p>Module 8: Course Closure:</p> <ul style="list-style-type: none"> ○ Participant Satisfaction Survey <p>*Certificate is awarded to participants who complete all module activities.</p>

Learning Paths for New, Experienced Professionals and Informal Caregivers

The online training for homemakers and personal care homemakers has three learning paths: one for new professionals, one for experienced professionals, and one for informal caregivers. The content is **exactly the same** in each learning path. The difference is the requirements. In the courses for new professionals, learners must complete each module in the order in which they are presented. In the courses for experienced professionals and informal caregivers, learners can complete any module, in any order, and they are not required to complete all modules. All learners, in any learning path, who complete all modules and achieve a score of 80% or higher on each of the end of lesson assessments will earn a Certificate of Completion.

It is assumed that participants will enroll in the learning path for *New Professionals* if they are new to the field of home health care. The courses for *Experienced Professionals* would be selected by individuals who have previous experience and would like to refresh their skills or study selected topics of interest.

New Professionals: This path is designed for anyone who is new to the field or who is potentially interested in exploring a career in home health care. **Participants must complete all modules and activities in order to receive a Certificate of Completion.**

Experienced Professionals: This path has been created for individuals who have been working in home health care, or who are returning to work, and would like to build or refresh their skills. **They can select topics that interest them or complete the entire course.** If they choose to complete the entire course, they will earn a Certificate of Completion.

Informal Caregivers: This path is for individuals who are working in unpaid positions caring for family, friends, neighbors, or private individuals (not through a Home Care Agency). Informal Caregivers often take this course because they are interested in transitioning to paid employment in the home health care field or need training to care for loved ones. **The content and learning path are exactly the same as the Experienced Professionals courses.**

How to Enroll in PHCAST Online Training

Participants can self-enroll in any of the courses and learning paths by going to <https://mahomecaretraining.org/>. The website pages are available in English, Spanish, Haitian Creole, Brazilian Portuguese, Chinese (Mandarin and Cantonese—both are offered in Simplified and Traditional Chinese), Russian, and Vietnamese. To enroll in a course, participants start by selecting the language at the top of the landing page from a drop-down menu.

The screenshot shows the PHCAST website landing page. At the top left, there is a language selection dropdown menu with the text "Choose a Language:" and a downward arrow. The dropdown menu is open, showing a list of languages: English, Spanish, Haitian-Creole, Portuguese, Traditional Chinese (Mandarin and Cantonese), Simplified Chinese (Mandarin and Cantonese), Russian, and Vietnamese. The "English" option is highlighted. To the right of the dropdown menu is a navigation bar with links: "About Home Care Aides", "Career Opportunities", "Job Board", "Sign Up", "For Employers", "FAQs", and "Spread the Word". Below the navigation bar is a large heading: "Personal & Home Care Aide State Training (PHCAST)". Below the heading is a video player. The video player has a title "Personal & Home Care Aide State Training (PHCAST)" and a subtitle "A free training brought to you by the Massachusetts Executive Office of Aging & Independence". The video player shows a woman in a blue shirt talking to an elderly man in a kitchen. Below the video player is a red button that says "Enroll Now".

Group Enrollment

If an employer would like to enroll a group of participants, the PHCAST support team will assist with enrollment. A valid email address is required for individuals to enroll in any PHCAST online course.

Preview the PHCAST Online Training

Instructors may preview the PHCAST online training for homemaker or personal care homemaker. Please send a request to phcast@umb.edu.

Section II: Strategies for Using PHCAST Online Learning to Support In-Person Instruction

This section offers strategies for using PHCAST online learning to supplement and support in-person training for homemakers and personal care homemakers.

The **ABCs for Direct Care Workers** (**ABCs is the acronym for Acquiring Basic Core Competencies**) is the Massachusetts PHCAST Curriculum for in-person homemaker training. This curriculum includes both a

facilitator's guide and a companion guide for learners, along with role-plays, hands-on activities, case studies, videos, and text-based resources to support learning. The PHCAST online training for homemakers and personal care homemakers was adapted from the ABC curriculum and redesigned for online delivery.

For more information on how to access ABCs for Direct Care Workers please email abcdirectcare@umassmed.edu.

The following strategies show how PHCAST online training can enhance in-person instruction.

1. Use Video Lessons from PHCAST Online Training to Introduce Key Concepts

The PHCAST online training is comprised of short (3-5 minute) video-based lessons. Trainers can use the videos to introduce key concepts such as housekeeping procedures, consumer rights, body systems and emergency procedures. The videos are also ideal for demonstrating hands-on procedures such as mobility, repositioning a consumer in bed or the proper use of wheelchairs, which are topics in the PCHM courses. Following the video, trainers can engage participants in discussions, such as case studies, or engage them in role-plays and hands-on activities.

2. Use PHCAST Online Training Resources for Learner Self-Review and Assessment

When participants attend in-person training, they are presented with a lot of information in a brief period of time. To help them digest and retain information, trainers can assign specific modules from PHCAST online training to review at home or suggest reviewing specific learning resources such as:

View Video Lessons: Learners can select videos for at-home review. One advantage for learners is that they can rewatch the video several times and take notes and they can watch videos in a different language if English is not their native language.

Read Job Aides: In addition to video lessons, learners can use the PHCAST job aides to review procedures or as a study guide before taking a test or quiz. Job aides can also be printed and used on the job as a reference guide. Job Aides are included in modules, and they are also aggregated in a separate module at the end of the Homemaker and Personal Care Homemaker trainings under "Resources." Job Aides are available in all course languages. Job Aids are provided in every language offered in the course.

Complete Knowledge Check Activities: The knowledge check activities are formative assessments. This means they are designed to provide a check-in for learners on key concepts presented in the lessons. The knowledge check activities that are included in each module are not graded. Instead, feedback is offered on correct and incorrect answers. Trainers can see a summary of results and use this information to determine which topics need to be reviewed either by individual learners or as a whole group.

Complete End of Lesson Assessments: End of lesson assessments mirror the assessments from the ABC curriculum. Learners can take the assessments at home or during the in-person training. One advantage of using online assessments is that they are self-graded. Trainers can review a summary of results for their learners, evaluate results, and determine topics that need to be reviewed before advancing to the next lesson.

3. Use PHCAST Online Learning to Increase Access to Homemaker and Personal Care Homemaker Training

For participants who speak languages other than English, Homemaker and Personal Care Homemaker courses are available in Spanish, Haitian Creole, Brazilian Portuguese, Chinese (Mandarin and Cantonese—both are offered in Simplified and Traditional Chinese), Russian, and Vietnamese. Learners can enroll in the course in the language of their choice and access lessons that correspond to the in-person topics covered by the trainer. This provides them with an opportunity to review content in their native language.

Use Videos with Closed Captioning

Using the closed caption feature in the video provides accommodations for individuals who prefer to read rather than listen, and for individuals who have an auditory or visual difference that makes watching and listening to videos difficult. And of course, closed-captioning benefits non-native English speakers for whom the course is not available in their language since reading the captions may be easier than listening. Learners can also slow down the speaking speed of the video host through the settings control.

4. Use PHCAST Online Learning to Optimize Face-to-Face Time Using Flipped Instruction

PHCAST online training can be used to optimize the time trainers have with learners using a flipped instructional model. In a traditional teaching model, an instructor presents new concepts in class and learners practice them at home as homework. In a flipped learning classroom, the presentation of concepts takes place at home, and the practice happens in person.

By reviewing information ahead of time, learners come to in-person training sessions prepared with a basic understanding of key concepts and skills. This allows trainers to focus on the application of skills, working through real-world scenarios, engaging learners in discussion, and addressing questions. For trainers, this approach supports active learning, reduces information overload, and creates more opportunities to reinforce safe, person-centered care through discussion, hands-on activities, and coaching.

In using a flipped instructional model, learners would view the PHCAST video lessons at home to learn key concepts and essential information. Then, they would go to the next scheduled training session prepared to engage in hands-on demonstrations, discussions, assessments or group activities to practice what they learned at home.

Another approach to using flipped learning is to differentiate instruction. For example: After reviewing lessons at home, learners self-select a group in the next in-person class: Group A or B.

Group A (I am ready to move on!): Participants in this group feel they have a firm understanding of key concepts presented in the video lessons and are ready to practice. They can use the in-class time to practice hands-on demonstrations, discuss a case study, or take an assessment.

Group B: (I need some help.) Participants in this group have some questions before they are ready to move on. Group these participants and respond to their questions or let participants in group A respond to their questions as a whole group, in pairs or triads.

Financial Advantages of Using a Flipped Model of Instruction: The flipped model of instruction can also be used to reduce the number of face-to-face hours with the instructor, thus reducing

training costs. In addition, it frees up the time with trainers allowing them to engage learners in the application of learning and in higher order thinking skills such as evaluation of case studies, critical thinking to solve problems or role playing scenarios to practice skills.

5. Use PHCAST Online Training for Formative Assessment

The PHCAST online training uses both summative and formative assessments. A summative assessment measures learning over time. We often use tools such as a test, quiz or some type of activity that assesses learning at the end of a unit, course, or large body of content. The end-of-module assessments, which are multiple choice questions, are summative assessments in the PHCAST online training.

Formative assessment is something most, if not all, trainers do although they might not be familiar with the term. Formative assessment refers to the ways in which we assess learning in order to gauge learning progress and direct instruction to meet the needs of participants. Activities used for formative assessment can be hands-on demonstrations, case studies, and any activity that allows a trainer to assess understanding. The PHCAST knowledge check activities are formative assessments and include case studies, open response questions with feedback, ordering steps in a procedure, true and false questions, etc. Trainers can use these activities to assess understanding.

Using knowledge check activities as formative assessment should be intentional. This means engaging learners in the activity, analyzing results, and using the data to make decisions about instruction such as providing more practice on a certain topic, or breaking information down into digestible chunks for better understanding, or engaging learners in a hands-on demonstration for better understanding. The essential elements of formative assessments are providing feedback to participants and adapting instructions to meet the needs of the group or individuals.

Section III: Using PHCAST Online Training for Supported Distance Learning for New and Incumbent Workers

PHCAST online training was created for self-access and is not facilitated by a trainer/instructor. In addition to using PHCAST training to supplement and support in-person training, agencies can also offer PHCAST training to new and incumbent workers. For new workers, it can be part of the training, orientation or condition for employment. For incumbent workers, the PHCAST training can be used to refresh skills. In this case, learners should enroll in the learning path for 'experienced professionals.

Strategies for Support

For new hires, agencies can refer interested individuals to the homemaker or personal care homemaker course for **new professionals**. In the new professionals learning path, course participants will be required to move through each module sequentially and complete all activities, in order. The video lessons serve to introduce new material and key concepts. Home care employers/agencies can support the learning process by:

1. **Provide Access to Technology:** Offering access to computers with high-speed internet where incumbent workers or applicants can complete online training. If an organization does not have the

capacity to provide access to computers, they can consider partnering with a local library, community college or neighboring homecare agency.

2. Onboard New Hires to the Training

- a. Help them enroll and select the appropriate course (select learning path and the language of choice)
- b. Assist them in creating a username and log in
- c. Demonstrate how to navigate the course platform
- d. Demonstrate how to complete one or more activities and how to monitor completed items

3. Provide Drop-In Support: Provide a schedule for drop-in support when participants can come with questions or use a calendar app such as Calendly for participants to schedule one-on-one appointments with a trainer or a provider nurse.

4. Create Study Groups: Create study groups to support new hires and incumbent workers. If there is a group of new hires or incumbent workers interested in taking the homemaker or personal care homemaker training, they can engage in the online training as a cohort. In this model, participants take the course together, online, yet in-person. The rationale for this model is peer support. Learning online can feel isolating, but when individuals come together to learn, they can do lessons on their device, stop and discuss what they are learning, talk about the case studies, compare notes, and share their own experiences with one another.

Direct home care agencies can facilitate the process by providing space for participants to meet, onboarding them to the learning resources and having nurse providers attend part of the learning circle meetings to answer questions.

5. Provide Light-Touch Support to Keep Learners Engaged: Some adults learn better and stay engaged more easily in online learning when there is some level of in-person support. The in-person support for either new hires or incumbent workers can be light-touch such as a check-in via email, text, or phone, or it can be more intensive such as in-person demonstrations and discussions.

Appendix A: PHCAST Online Training: Personal Care Homemaker (PCHM) Skills Evaluation

PHCAST Online Training: Personal Care Homemaker (PCHM) Skills Evaluation

This skills evaluation guide provides a comprehensive list of skills to be evaluated once an employee/learner has completed the full Personal Care Homemaker (PCHM) PHCAST online training curriculum provided by the Massachusetts Executive Office of Aging & Independence to demonstrate knowledge, skills, and abilities. An employee/learner must be able to successfully demonstrate in an appropriate setting all of the PCHM skills listed below. This evaluation can be used as a checklist.

Employee Name:

Employer & Facilitator Name:

Skills	Date skill was demonstrated by the facilitator	Date skill was successfully demonstrated by employee	Indicate where Employee demonstrated skill: Office (O), School (S) or Home Setting (H)	Initials of facilitator
Infection Control & Standard Precautions				
1.	Proper Handwashing			
2.	Donning & Doffing Gloves			
Transfer & Ambulation				
3.	Proper Body Mechanics			
4.	Assist with Walking*			
5.	Making an Unoccupied Bed			
6.	Positioning of Consumer in Bed*			
7.	Assist in Standing *			
8.	Supervise transfer to Wheelchair, Chair or Commode *			
Personal Care				
9.	Assist with Shower			
10.	Assist with Tub Bath			
11.	Assist with Sponge Bath			
12.	Shampoo			
13.	Back Rub			
14.	Nail filing			
15.	Shaving (electric only) (face only)			
16.	Mouth Care			
Nutrition				
17.	Prepare & Set Up Meal			

Dressing					
18.	Assist with Dressing				
19.	Assisting with using Elastic Support Stockings				
Elimination					
20.	Assist with a Bedpan				
21.	Assist with a Urinal				
Other					
22.	Medication Reminders				
23.	Other:				

*When the consumer is able to bear at least 50% of their weight

COMMENTS:

Appendix B: Sample Flipped Lesson

Introduction

Flipped learning is an instructional approach that changes the paradigm of learner engagement with new information. In a flipped lesson, foundational information and new concepts are accessed outside of class as short videos, readings, or demonstrations, and in-person or live training time can be used more effectively.

By reviewing information ahead of time, learners come to in-person training sessions prepared with a basic understanding of key concepts and skills. This allows trainers to focus on the application of skills, working through real-world scenarios, engaging learners in discussion, and addressing questions. For trainers, this approach supports active learning, reduces information overload, and creates more opportunities to reinforce safe, person-centered care through discussion, hands-on activities, and coaching.

Here is a sample lesson on the topic of nutrition and safe food handling using the **homemaker course for New Professionals**.

Flipped Lesson: Nutrition

Audience: PHCAST Homemaker Trainers Using the ABC Curriculum and the PHCAST Online Training

Format: Flipped (pre-training videos and in-person training session)

Estimated Time:

- Pre-lesson (at home): 45 - 60 minutes
- In person training session: 75–100 minutes

Learning Objectives

By the end of this lesson, learners will be able to:

- Apply USDA guidelines for healthy eating when preparing consumers' meals
- Apply knowledge of five simple diet modifications in meal preparation
- Describe specific precautions to take when handling and storing food to prevent food-borne illnesses
- Meet consumers' expectations when shopping for food

Benefits of the approach:

- Videos handle content delivery
- Live time focuses on real-world decision-making

- Scenarios reflect actual home environments
- Emphasizes safety, communication, and consumer dignity
- Reduces cognitive overload while improving skill transfer

Part 1: Before the Training Session (Asynchronous -Students work at their own pace at home or outside of class time)

Purpose: Build foundational knowledge so live time can focus on application and problem-solving.

Pre-Lesson Materials

Learners complete the video lessons and activities in Module 6 of the PHCAST online training for homemakers before the live session:

Module 6: Nutrition

- **Video Lesson 1: Nutrition** (4 minutes)
 - Activity 1: Identifying Nutritional Needs
- **Video Lesson 2: Safe Food Handling and Storage** (3:38 minutes)
 - Activity 2: Safe Food Handling and Storage
- **Video Lesson 3: Assisting Consumers with Food Shopping** (3:50 minutes)
 - Activity: Shopping Case Studies
- **Video Lesson 4: Food Shopping Checklist** (14 seconds)
 - Activity: Food Shopping Checklist

Trainer Tip:

Encourage learners to write down one question or concern they have seen in a client’s home related to food or nutrition to bring to the live session.

Part 2: During the Training Session (Synchronous = In-Person)

Purpose: Apply knowledge to real home care situations.

Opening Activity (10 minutes)

Quick Check-In

- Ask learners:
 - “What is one food safety or nutrition issue you’ve noticed in a client’s home?”
- Capture responses on a board or shared document.

Activity 1: Scenario-Based Small Groups (20–30 minutes)

Scenario Examples

- A client stores raw chicken on the top shelf of the refrigerator.
- A client with diabetes prefers sugary snacks and resists alternatives.
- A client’s refrigerator contains expired food, but the client insists it is still safe.
- A client has difficulty chewing but refuses modified textures.

Group Task for Scenarios

Each group discusses:

- What are some nutrition or food safety risks?
- What actions are within the homemaker’s role?
- How can the homemaker address the issue respectfully and safely?
- When should concerns be reported or documented?

Groups share their scenarios and how they would manage them.

Activity 2: Hands-On or Visual Practice (15–20 minutes)

Options (choose one or more based on setting and learner needs):

- Demonstrate proper handwashing and glove use.
- Compare food labels and choose the healthiest in terms of sodium, sugar, and added fats.
- Use shelving to act as refrigerator shelves and identify safe food placement using food cards.
- State sentences from the Video 2 Lesson Activity: Safe Food Storage and Handling (or create new statements). Learners decide if the statement is true or false.

Activity 3: Role-Play Communication (15 minutes)

Focus: Person-centered communication (Instructor will create a role play scenario for students)

Learners practice how to:

- Talk with a client about food safety without being judgmental.
- Respect cultural food preferences while promoting safety.

- Encourage healthier choices without giving medical advice.

Trainer emphasizes:

- Scope of practice
- Respect and dignity
- Documentation and reporting procedures

Activity 4: Food Shopping Scenario (25 minutes)

Divide learners into small groups. Assign each group a scenario.

Sample Scenarios

Scenario A:

Your consumer has diabetes and their shopping list is filled with candy, sugary cereals and soda.

Scenario B:

Your consumer has a limited budget and needs groceries for the week.

Scenario C:

Your consumer has a low sodium diet and does provides a shopping list that includes two kinds of crackers, lots of canned and prepared foods—all of which are high in sodium.

Group Discussion Questions

- What should you consider before making suggestions?
- What is within your role?
- How can you support client choice while promoting safety?
- What would you document or report?

Part 3: After the Training Session

Reflection Activity

Learners respond to one prompt:

- *“What is one nutrition or food safety practice you will pay closer attention to in your next shift?”*

Optional Follow-Up Knowledge Check

- Short quiz or scenario-based questions to reinforce application OR use the end of Module Assessment for Module 6 in the Homemaker course.