

This Workplace Trainer's Handbook was developed by the Comité sectoriel de main-d'œuvre – Économie sociale et action communautaire through technical and financial support provided by Emploi-Québec and the Commission des partenaires du marché du travail.



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The translation was made possible through the financial support of Aboriginal Affairs and Northern Development Canada.

Note – When the feminine pronoun is used in this document, it refers to both men and women.

This document was produced by the Comité sectoriel de main-d'œuvre - Économie sociale et action communautaire in partnership with Emploi-Québec and is based on the occupational standards for home support workers in order to define the skills that must be mastered to obtain the trade's occupational qualification.

**WE WOULD LIKE TO THANK THE EXPERTS WHO HAVE PARTICIPATED IN
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* APRES: Association des partenaires regroupés en économie sociale.

* FCSDSQ: Fédération des coopératives de services à domicile et de santé du Québec.

* REESADQ: Regroupement des entreprises d'économie sociale en aide domestique du Québec, now dissolved.

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We would especially like to thank the following people: Ms. Julie Bleau of the Association paritaire pour la santé et la sécurité du travail du secteur des affaires sociales¹ (ASSTSAS), who participated in the work of the Committee of Experts on all health and safety issues concerning home support workers; Ms. Ghislaine Guay and Ms. Marielle Mainguy for their active contribution to the design of the scenarios and quizzes.

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² Diane Larue, home support worker, participated in discussions on activities of daily living (ADL).

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INTRODUCTION

This document is intended for workplace trainers who, in their organization, work to ensure the development and recognition of the skills of home support workers with and without work experience. This program is conducted under the Programme d'Apprentissage en Milieu de Travail—PAMT (Workplace Learning Program) established by Emploi-Québec for the development and recognition of Quebec workforce skills.

The Workplace Trainer's Handbook provides guidance and suggestions on the process of development and recognition of skills in organizations.

The workplace trainer is encouraged to contact the officer or agent responsible for training at Emploi-Québec in her region to supplement the information contained in this document and get answers to any questions she may have.

The first section of the Workplace Trainer's Handbook provides background information on, among other things, the various stakeholders involved in the Workplace Learning Program and the process of skills development and recognition.

The second section covers the preparation necessary for the workplace trainer to effectively oversee the apprentice's individual learning plan.

The third section highlights the importance of health and safety in the learning process.

The last part of the guide presents recommendations and suggestions for structuring the learning for all the Apprenticeship Booklet's modules.

We invite you to read this document before beginning the supervision of workplace learning. Your willingness to contribute your time and expertise to further the growth of skills is a hallmark of excellence for your organization.

SECTION I

GENERAL INFORMATION

1- WHAT IS THE WORKPLACE LEARNING PROGRAM (*PROGRAMME D'APPRENTISSAGE EN MILIEU DE TRAVAIL—PAMT*)?

The objective of the Workplace Learning Program is to provide structured and organized training for home support workers so that they acquire the skills needed by the labour market as defined by the occupational standards.

This learning program is conducted under the direction of a **workplace trainer**, who is an employee who has already acquired the trade's skills.

IMPORTANT **MANAGEMENT'S ROLE IN THE WORKPLACE LEARNING PROGRAM**

It is important to note that the implementation and monitoring of the Workplace Learning Program are the responsibility of organization management

The Workplace Learning Program works to:

- ◇ establish with the apprentice, based on an Apprenticeship Booklet and a Skills Assessment, an agreement concerning what skills will be acquired;
- ◇ recognize already acquired skills that conform to occupational standards;
- ◇ develop an individual learning plan;
- ◇ provide structured monitoring of the learning process by the workplace trainer and by organization management, as well as ongoing support by the Emploi-Québec representative;
- ◇ recognize the acquisition of skills during the learning program.

IMPORTANT **Occupational qualification certification and attestation of skills**

The PAMT can lead to one or more of the following qualifications:

1. A home support worker who has mastered the six core skills will be awarded an **occupational qualification certificate**.
2. A home support worker may also decide not to complete the PAMT or may wish to acquire (or to be recognized for acquiring) one or more of the six core skills. In this case, she will be awarded an attestation of skills for each skill officially acquired or recognized.
3. Finally, a home support worker may be awarded an attestation of skills for either of the two complementary skills.

The main participants in the PAMT include:

- ◇ the management of the organization;
- ◇ the **home support worker**, in a certification process or apprenticeship (apprentice);
- ◇ the **workplace trainer**, who is either an employee of the organization or an expert in the trade chosen by the organization;
- ◇ the PAMT officer at the **local employment center** (Centre local d'emploi—CLE), who has signed the agreement to implement the PAMT in the organization.

IMPORTANT

The relationship between the organization and the Emploi-Québec representative

Throughout the learning program, the workplace trainer will liaise with the Emploi-Québec representative. It will be important at the outset of this collaboration to:

- ◇ define each participant's roles and responsibilities;
- ◇ confirm that there is mutual understanding of the training that is provided for in the individual learning plan;
- ◇ remember that acquiring a skill is not subject to a fixed amount of time and that learning a task takes place within a sequence that is adapted to the organization and to the apprentice's pace of learning.

2- THE PAMT AND SKILLS RECOGNITION

The PAMT includes a process of skills recognition. As indicated below, there are two possibilities:

- ◇ there is a process of recognition for people not currently employed by an organization, which is under the responsibility of the Comité sectoriel de main-d'œuvre de l'économie sociale et de l'action communautaire (CSMO-ESAC);
- ◇ there is also the process of workplace learning and skills recognition for currently employed people, whether they have experience or not, which takes place under the responsibility of organizations.

This handbook only deals with the process involving people currently working for an organization in the domestic service sector.

3- THE WORKPLACE TRAINER'S ROLE AND RESPONSIBILITIES

The workplace trainer, who is designated and supervised by organization management, is responsible for providing training and supervision for an apprentice enrolled in the PAMT.

IMPORTANT

Selecting and training workplace trainers




The workplace trainer is selected by the organization and should ideally have:

- ◇ attended a half-day information session at the local employment center;
- ◇ completed the CSMO-ÉSAC program to become a home support workplace trainer;
- ◇ completed the certified trainer program recognized by the Association paritaire pour la santé et la sécurité du travail du secteur des affaires sociales (ASSTSAS) Association for Health and Safety in the Workplace³.

Three main types of activities characterize the workplace trainer's actions within the organization:

1. the initial evaluation and recognition of skills gained on the job;
2. the workplace learning itself;
3. monitoring, supervision and management of the learning program.

Specifically:⁴

		
As a recognized expert in her organization, the workplace trainer:	As a guide , the workplace trainer:	As an evaluator , the workplace trainer:
<ul style="list-style-type: none">◇ masters all aspects of the home support worker's trade;◇ keeps abreast of the latest developments related to her trade;◇ selects appropriate guidance methods and approaches based on actual situations;◇ uses the tools at her disposal to guide learning;◇ divides the material into short learning units focussed on the skill to be mastered;◇ collects her organization's policies and forms that are relevant to the elements of the skill to be mastered.	<ul style="list-style-type: none">◇ creates a climate conducive to learning;◇ ensures that the apprentice understands the proposed learning objectives;◇ ensures that the apprentice understands her role and responsibilities;◇ proposes effective working methods;◇ keeps in mind the concepts or rules necessary for the proper execution of tasks;◇ takes into account cultural and individual differences that can influence learning;◇ adapts her coaching to the apprentice's learning rhythm;◇ communicates effectively with the apprentice;◇ provides feedback to the apprentice;◇ encourages and supports self-directed learning.	<ul style="list-style-type: none">◇ uses assessment tools;◇ creates and uses supervisory and control tools;◇ determines the apprentice's learning difficulties;◇ proposes the necessary corrections;◇ determines her own skills as a workplace trainer;◇ defines her own developmental needs;◇ prioritizes the apprentice's training needs;◇ assesses the skills of apprentices under her responsibility.

IMPORTANT

³ Association for Health and Safety in the Workplace

⁴ Source: Conseil québécois des ressources humaines en tourisme (CQRHT). Adaptation of: *Le compagnonnage en aménagement forestier – Un guide pour son instauration dans l'entreprise*, Comité sectoriel de main-d'œuvre en aménagement forestier (CSMOAF), 2003.

One workplace trainer for the six core skills

Possibility of one workplace trainer for both complementary skills

Core skills (modules 1 to 6)

The Home Support Worker Workplace Learning Program (PAMT) requires the workplace trainer to be able to guide the apprentice to achieve six core skills. The workplace trainer may alternately assist the apprentice to obtain the attestation for one skill or for a group of skills.

Complementary skills (modules 7 and 8)

Both of the two complementary skills lead to an attestation.

SECTION II

THE WORKPLACE TRAINER GETS PREPARED BEFORE BEGINNING THE TRAINING

1- THE WORKPLACE TRAINER CONSULTS THE APPRENTICESHIP BOOKLET

Each apprentice in the learning program is assigned their own **Apprenticeship Booklet**. The booklet provides an exact description of the trade based on the occupational standards adopted by the sector. It is also an essential tool for the workplace trainer. It includes all the information necessary to organize the training and is the only document that lists the elements of the occupational skills to be acquired in the workplace.

The Apprenticeship Booklet includes the following components:

◇ **The table of skills and trade duties**

The table provides a complete listing of the skills required to be a home support worker.

◇ **All required skills organized in modules**

The modules all follow the same presentation. Each module includes:

- ◆ the skill being learned;
- ◆ professional attitudes and behaviours;
- ◆ the elements of the skill to be mastered;
- ◆ the training context;
- ◆ the conditions for assessment;
- ◆ the criteria for assessing the mastery of the skill.

◇ **The individual learning plan**

The information contained in the Apprenticeship Booklet will help the apprentice to understand the requirements of the trade and her individual learning plan as well as to systematically follow the progress of her workplace learning program and, if applicable, any training received off the job.

◇ **The list of employers where the learning program took place (if applicable)**

If the apprentice has changed organizations during the learning program, this list enables her progress to be monitored across the different workplaces where the certification process, if applicable, has taken place.

IMPORTANT
THE TIME PLANNED FOR THE APPRENTICESHIP

The planned amount of time for an apprentice to fully integrate all six skills of the standard should not exceed three to six months, depending on whether the apprentice is working full or part time. This period may be shorter depending on the apprentice's experience, training, ability to learn and the complexity of the work involved.

APPRENTICESHIP BOOKLET: WHAT IT CONTAINS

EXAMPLE: SKILL 1, WORK ORGANIZATION

Elements of the skill	✓	Initials of the apprentice and the workplace trainer
1.A Verify your daily and weekly work schedule		
1.A.1 Review your work schedule	✓	__PB__ __LC__
1.A.2 Verify what tasks are to be done	__	__
1.A.3 Get instructions for accessing the client's home	__	__
1.A.4 Verify the information specific to the client	✓	__PB__ __LC__

Element of the skill

Tasks

Check if mastered

Initial if mastered

2- THE WORKPLACE TRAINER CONSULTS THE SKILLS ASSESSMENT

The **Skills Assessment** is a basic tool for the workplace trainer's work. The Skills Assessment will enable to workplace trainer to determine:

- ◇ the skills that should be included in the individual learning plan;
- ◇ the mastered skills for which the apprentice will receive recognition.

The Skills Assessment is subdivided into two parts:

- SECTION 1: Skills Assessment based on performance criteria;
- SECTION 2: Final checklist of skills and the individual learning plan.

SKILLS ASSESSMENT: WHAT IT CONTAINS

EXAMPLE: SKILL 1, WORK ORGANIZATION

1.A Verify your daily and weekly work schedule		To acquire	To verify	Mastered	Remarks
The apprentice ...	1A.1 Review her work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1A.2 Verify what tasks are to be done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Element of the skill

Performance criteria

To be checked

IMPORTANT

The Skills Assessment: The workplace trainer will use it throughout the apprenticeship

The Skills Assessment can be used throughout the workplace learning program and for the recognition of skills. The workplace trainer can refer to it at any time to measure the apprentice's progress toward the mastery of the skills required for the exercise of her profession.

3- THE WORKPLACE TRAINER CONSULTS THE WORKPLACE TRAINER'S HANDBOOK

The **Workplace Trainer's Handbook** accompanies the Apprenticeship Booklet. It is the reference of first choice for the workplace trainer to guide the workplace learning. Each module includes:

- ◇ different ways to approach workplace learning;
- ◇ a set of recommendations for organizing the apprentice's learning. These recommendations clarify and enrich the skills to be acquired as described in the Booklet.

The Handbook's modules are all organized in the same way. Each module contains:

- ◇ **professional attitudes and behaviours:** the professional attitudes and behaviours that must be demonstrated over the course of the learning program and that are considered essential to the mastery of the target skill;
- ◇ **prerequisites:** by prerequisites, we mean what the workplace trainer should pay attention to at the beginning of the learning process in order to ensure success;
- ◇ **breakdown of the skills:** the breakdown of the skills round out the information provided in the Apprenticeship Booklet. It includes ways to get the learning process under way and practical advice related to the trade. This section also includes suggestions for exercises and scenarios useful for focussing on certain aspects of the skills and for conducting a learning assessment;
- ◇ **Confirmation of the mastery of the skill:** the confirmation of the mastery of the skill provides the workplace trainer with indicators to help her determine if the apprentice has mastered the skill.

IMPORTANT

Supplemental learning tools and information

In order to support the workplace trainer in her role of supervising and assessing the learning process, the Handbook contains supplemental tools. There are two types of tools:

- ◇ **scenarios**, which can be used to guide the learning of different skill elements contained in each module. They can also be used when assessing the mastery of skills and for Skills Assessment;
- ◇ **quizzes**, offering a range of issues particularly affecting knowledge elements that underlie all learning modules. The workplace trainer may use them to discuss with the apprentice some elements of the trade. They can not be used as exams.

IMPORTANT

The notebook entitled Reference Documents for the Workplace trainer

Although it is not formally part of the PAMT, a collection of essays, articles, checklists and lists of symbols has been reproduced for each module. The workplace trainer can selectively make these documents available in whole or in part to the apprentice.

This collection is entitled: ***Reference Documents for the Workplace Trainer***

Here is an example from Module 1, element of skill 1.B.2 :

Notebook "Reference Documents for the Workplace Trainer", if necessary

Avoiding Aggression when Working in the Community: Safety Tips (ASSTSAS) (#1.1)

The (#1.1) refers to the number assigned to the document inserted in the notebook.

4- THE WORKPLACE TRAINER ORGANIZES THE LEARNING PROCESS

Working under the supervision of organization management, the workplace trainer oversees the learning of a number of apprentices who are new to the trade as well as recognizes the skills of apprentices who already have some experience. As a result, the workplace trainer must be able to:

- ◇ document the skills already mastered and prepare individual learning plans;
- ◇ plan and organize the progression of the learning plan;
- ◇ prepare learning activities;
- ◇ pass on her skills by choosing the appropriate teaching method;
- ◇ support the apprentices throughout the process and monitor their progress;
- ◇ assess the mastery of skills during or at the end of the learning period.

IMPORTANT

One or two teaching tips

"Quick demonstrations," "on the fly" and "do like me" are shortcuts that can compromise the quality of an apprenticeship. These improvised methods do not really ensure the transfer of knowledge and expertise.

To adhere to best teaching practices is to:

- ◇ be well prepared;
- ◇ establish and maintain good lines of communication with the apprentice;
- ◇ regularly verify what has been learned.

4.1- The workplace trainer conducts a Skills Assessment

Clear and precise instructions are provided with the Skills Assessment chart. It is recommended that the workplace trainer becomes familiar with them as early as possible.

IMPORTANT

Skill recognition

The completion of the Skills Assessment can lead to the recognition of skills. To proceed to this step, the workplace trainer must carefully follow all guidelines presented at the top of the Skills Assessment chart.

IMPORTANT

What comes after the Skills Assessment: Certification or attestation?

If the Skills Assessment demonstrates that the apprentice masters all six core skills described in the occupational standard, the workplace trainer will recommend the presentation of an **occupational qualification certificate**.

If one or more of the skills has not been entirely mastered, the apprentice may obtain an **attestation of skills** for the mastered skills. The workplace trainer and the apprentice can then develop an individual learning plan to enable the apprentice to acquire the missing skills or master the elements that needed improvement.

4.2- The workplace trainer prepares an individual learning plan

From the results of the Skills Assessment, the workplace trainer develops an individual learning plan for each apprentice in the program. This learning plan is like a beacon to guide the workplace trainer throughout the apprenticeship.

IMPORTANT

Throughout the learning program, the workplace trainer must work back and forth between the Skills Assessment chart and the Apprenticeship Booklet

For each apprentice, the workplace trainer transposes the results of the final summary of skills (Section 2 of the Skills Assessment chart) to the individual learning plan section of the Apprenticeship Booklet.

Throughout the learning program, the workplace trainer must work back and forth between the final summary of skills and the individual learning plan contained in the Apprenticeship Booklet.

4.3- The workplace trainer plans and organizes the learning program

The effective organization and coordination of learning activities are particularly important since the activities generally occur in the workplace. Here are some tips:

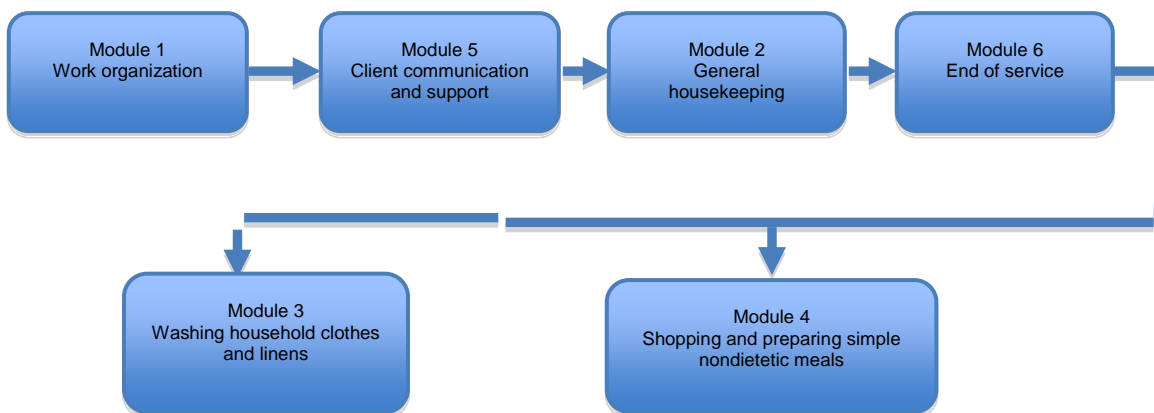
- ◇ make sure to have the following information available:
 - organization policies and procedures;
 - internal documents;
- ◇ prepare the learning site (actual clients or other options better suited to the organization);
- ◇ plan the activities ahead of time and make all necessary arrangements.

IMPORTANT

Suggested learning sequence, module by module

The sequence of the PAMT modules has been designed to respect a logical learning progression. How the sequence is ultimately organized will depend on whether or not the activities occur in the workplace.

Although the Apprenticeship Booklet seems to propose a learning sequence that is organized around tasks, real life does not always work that way. We suggest that the workplace trainer organize the learning sequence as follows:



4.4- The workplace trainer monitors and assesses the apprenticeship process: Essential steps to follow

To monitor and assess the apprentice's progress, changes in the apprentice's work performance that are a result of the training must be measured in order to evaluate the effectiveness of the training and to make any necessary adjustments.

The apprenticeship requires two types of monitoring and assessment: periodic assessment, and the confirmation of the mastery of the skill.

Before assessing the mastery of each skill module, the workplace trainer must confirm that:

- ◇ the apprentice had sufficient time to perform the task and thus acquire the skill;
- ◇ the apprentice has complied with all evaluation conditions and criteria listed in the Apprenticeship Booklet, module by module;
- ◇ the apprentice has sufficient knowledge and mastery of the techniques, work tools and equipment, and that she complies at all times with the hygiene, health and safety rules that are involved in the exercise of her trade;
- ◇ the apprentice demonstrates the attitudes and behaviours related to the module.

As the learning program unfolds, the workplace trainer and the apprentice must assess:

- ◇ any adjustments necessary to improve the mastery of tasks;
- ◇ corrections to be made depending on the difficulties encountered;
- ◇ the mastery of skills described in the Apprenticeship Booklet.

IMPORTANT

Monitoring and assessment is conducted in collaboration with senior management and Emploi-Québec

Monitoring the Workplace Learning Program (PAMT) is the joint responsibility of Emploi-Québec, organization management and the workplace trainer. In order to effectively monitor the program, these persons must assess the entire process, including:

- ◇ the apprentice's development;
- ◇ the workplace trainer's respect for the requirements of her role;
- ◇ the workplace trainer's role and responsibilities;
- ◇ how well the initial training corresponds to the workplace learning;
- ◇ the general implementation of the agreement;
- ◇ the relevance of the Workplace Learning Program in response to the needs.

This assessment can be challenging, but it is essential to the harmonious development of the program. Challenging because it involves people who carry different responsibilities. Essential because the feedback generated will increase the expertise of everyone involved and will help to improve the Workplace Learning Program.

The workplace trainer contributes to this exercise through her comments about the process and the quality of the teaching materials and how the training relates to the needs expressed at the outset by the stakeholders involved.

STEPS FOR MONITORING AND ASSESSING THE LEARNING PROCESS

Step	Description of the step	What to do																		
1	<p>Assess the skill (the elements of the skill and its tasks)</p> <p>Necessary documents:</p> <ul style="list-style-type: none">◇ Skills Assessment◇ Apprenticeship Booklet◇ Workplace Trainer's Handbook	<p>General procedures</p> <ul style="list-style-type: none">Look up the result in the Skills Assessment. <p>Example from the Skills Assessment:</p> <table><tr><th colspan="2">1A Verify your daily and weekly work schedule</th><th>To be acquired</th><th>To verify</th><th>Mastered</th><th>Remarks</th></tr><tr><td rowspan="2">The apprentice ...</td><td>1A.1 Review her work schedule</td><td>✓</td><td>□</td><td>□</td><td></td></tr><tr><td>1A.2 Verify what tasks are to be done</td><td>□</td><td>□</td><td>✓</td><td></td></tr></table> <ul style="list-style-type: none">In the Workplace Trainer's Handbook, take note of the:<ul style="list-style-type: none">professional attitudes and behaviours;prerequisites listed at the beginning of each module and the details of the elements of the skill;scenarios and quizzes provided for each of the modules.At the workplace or at the learning site depending on the training approach that has been chosen, verify what the apprentice understands about the task to be performed.At the workplace or at the learning site depending on the training approach that has been chosen, ask the apprentice to perform the task.After the task has been completed, ask the apprentice to self-assess and to specify what corrections, if any, are necessary.<ul style="list-style-type: none">Answer questions.Provide further explanation.Recognize the mastery of the task.	1A Verify your daily and weekly work schedule		To be acquired	To verify	Mastered	Remarks	The apprentice ...	1A.1 Review her work schedule	✓	□	□		1A.2 Verify what tasks are to be done	□	□	✓		
1A Verify your daily and weekly work schedule		To be acquired	To verify	Mastered	Remarks															
The apprentice ...	1A.1 Review her work schedule	✓	□	□																
	1A.2 Verify what tasks are to be done	□	□	✓																
2	<p>If the skill has been mastered, go on to the next skill</p> <p>Necessary documents:</p> <ul style="list-style-type: none">◇ Skills Assessment	<ul style="list-style-type: none">To confirm that the apprentice has mastered the skill, the workplace trainer must have observed and evaluated each of the elements of the skill and each of the tasks.Once the element of the skill has been mastered, the workplace trainer and the apprentice must place their initials in the Apprenticeship Booklet. <p>Example from the Apprenticeship Booklet :</p> <table><tr><th>Elements of the skill</th><th>✓</th><th>Workplace trainer's and apprentice's initials</th></tr><tr><td colspan="3">1A Verify your daily and weekly work schedule</td></tr><tr><td>1A.1 Review your work schedule</td><td>✓</td><td>__PB__ __LC__</td></tr><tr><td>1A.2 Verify what tasks are to be done</td><td>__</td><td>__</td></tr><tr><td>1A.3 Get instructions for accessing the client's home</td><td>__</td><td>__</td></tr><tr><td>1A.4 Verify the information specific to the client</td><td>✓</td><td>__PB__ __LC__</td></tr></table>	Elements of the skill	✓	Workplace trainer's and apprentice's initials	1A Verify your daily and weekly work schedule			1A.1 Review your work schedule	✓	__PB__ __LC__	1A.2 Verify what tasks are to be done	__	__	1A.3 Get instructions for accessing the client's home	__	__	1A.4 Verify the information specific to the client	✓	__PB__ __LC__
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1A.3 Get instructions for accessing the client's home	__	__																		
1A.4 Verify the information specific to the client	✓	__PB__ __LC__																		

Step	Description of the step	What to do
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		<p>When all the elements of the skill and all the tasks of the module have been successfully completed, the workplace trainer fills out the following sections of the Apprenticeship Booklet:</p> <ul style="list-style-type: none">• “Context of the Apprenticeship”• “Mastery of the Skill.” The signatures of the workplace trainer, apprentice and employer confirm the mastery of the module’s skill <p>All signatures are needed to confirm the mastery of each skill, including that of organization management.</p> <p>When all the modules have been assessed, the learning program is completed.</p> <p>If a task has not been mastered, follow steps 3, 4, 5 and 6 below.</p> <div><p style="color: green; text-align: center; font-size: small;">Example from the <i>Apprenticeship Booklet</i>:</p><div><p style="color: green; text-align: center; font-size: x-small;">The undersigned confirm that the Module 1 skill has been mastered</p><p style="color: green; text-align: center; font-size: x-small;">“Be able to organize your work”</p><table><tr><td style="color: green; font-size: x-small;">Apprentice's signature</td><td style="border-bottom: 1px solid black; width: 150px;"></td></tr><tr><td style="color: green; font-size: x-small;">Workplace trainer's signature</td><td style="border-bottom: 1px solid black;"></td></tr><tr><td style="color: green; font-size: x-small;">Employer's signature</td><td style="border-bottom: 1px solid black;"></td></tr><tr><td style="color: green; font-size: x-small;">Date</td><td style="border-bottom: 1px solid black;"></td></tr></table></div></div>	Apprentice's signature		Workplace trainer's signature		Employer's signature		Date	
Apprentice's signature										
Workplace trainer's signature										
Employer's signature										
Date										
IF THE TASK HAS NOT BEEN SUCCESSFULLY COMPLETED, FOLLOW THESE STEPS										
3	<p>Explain how to perform a task that is not yet mastered</p> <p>Necessary documents:</p> <ul style="list-style-type: none">◇ Skills Assessment◇ Apprenticeship Booklet◇ Workplace Trainer’s Handbook	<p>Review what the apprentice already knows.</p> <p>Explain the steps, one at a time:</p> <ul style="list-style-type: none">• avoid lengthy and irrelevant explanations;• adapt your explanations to the apprentice’s level of knowledge and her learning style;• adapt your explanations to the conditions under which the task will be performed. <p>Describe the context in which the task will be performed (specific environment, specific measures, health and safety, etc.).</p> <p>Speak directly to the apprentice:</p> <ul style="list-style-type: none">• make sure she is listening and paying attention;• ask her to feed back what she understood of your explanations;• ask her questions about what she said;• validate what she said, and if necessary, make corrections.								

4	Demonstrate how to perform a task Necessary documents: ◇ Workplace Trainer's Handbook	<p>Start from what the apprentice already knows.</p> <p>Break up the task into short sequences:</p> <ul style="list-style-type: none"> • proceed slowly; • explain by showing; • explain the order of the steps (why we follow this sequence); • explain the consequences of the action. <p>Go over the health and safety aspects.</p> <p>The workplace trainer:</p> <ul style="list-style-type: none"> • makes sure that the apprentice is listening and paying attention; • asks the apprentice to express in her own words her understanding of what has been explained; • questions the apprentice about what has just been discussed.
5	Have the task performed Necessary documents: ◇ Workplace Trainer's Handbook	<p>Start by having one part of the task performed:</p> <ul style="list-style-type: none"> • observe, verify and immediately correct, if necessary; • strengthen her achievements by being encouraging; • ask the apprentice questions about the reasons for doing what she is doing; • have the task repeated several times until it becomes second nature. <p>Have the task performed in its entirety.</p>
6	Assess whether the task has been mastered	<p>Verify what the apprentice understands about the task to be performed.</p> <p>Verify her ability to perform the task.</p> <p>Answer questions.</p> <p>Provide further explanations</p>
7	Go back to step 2	

PRACTICAL WAYS THE WORKPLACE TRAINER CAN HELP TO PROMOTE THE LEARNING PROCESS

To reinforce newly acquired knowledge, the workplace trainer must:

A EVALUATE	B VALIDATE	C CRITICIZE	D ENCOURAGE
<p>Evaluate the acquired skills</p> <p>To evaluate is to assess the learning process at a given moment in time.</p> <p>This assessment is carried out by testing the apprentice's knowledge in the following areas:</p> <ul style="list-style-type: none"> ◇ how to use the new knowledge on the job; ◇ the professional behaviours expected in different aspects of the trade; ◇ how well the new professional gesture is mastered. 	<p>Validate the apprentice</p> <p>To validate is to recognize the apprentice's efforts and achievements in order to ensure her effectiveness and growth. The validation must be positive and structured. It must:</p> <ul style="list-style-type: none"> ◇ be based on facts; ◇ be illustrated through the use of examples; ◇ underline the skills mastered. 	<p>Criticize by specifying the areas for improvement</p> <p>To criticize is to clearly indicate the weak points that can be improved.</p> <p>Criticism should be a rewarding experience for the apprentice. To be constructive, it must be communicated shortly after the act that is being criticized.</p> <p>Criticism is constructive if it complements the apprentice's learning process by:</p> <ul style="list-style-type: none"> ◇ identifying weaknesses; ◇ presenting positive examples; ◇ suggesting ways to improve. 	<p>Encourage the apprentice</p> <p>To be encouraging is to motivate someone to continue learning.</p> <p>To be sure that this encouragement is based on concrete facts, the workplace trainer must:</p> <ul style="list-style-type: none"> ◇ outline the elements of the skill mastered; ◇ make the apprentice aware of the benefits to the organization of her training; ◇ point out how much more efficient she has become at her job.

SECTION III

THE IMPORTANCE OF HEALTH AND SAFETY IN THE APPRENTICESHIP PROCESS

The job of home support worker entails a number of physical risks. These risks are mostly related to the handling of heavy objects, physical exertion, poor postures and repetitive movements.

The workplace trainer must inform the apprentice about the four major types of risks to health and safety on the job:

- ◇ work postures and moving heavy objects while carrying out housekeeping tasks;
- ◇ cleaning products, whose use entails risks ranging from skin irritation to acute poisoning due to inhaling fumes;
- ◇ infection following contact with clients who are possible carriers of communicable diseases;
- ◇ aggression by the client or his or her family because of particular personal circumstances.

The workplace trainer, as a trainer certified by the Association paritaire pour la santé et la sécurité du travail du secteur des affaires sociales (ASSTSAS)⁵ must ensure that the apprentice is adequately trained in regard to health and safety on the job. It should be noted that this training is recommended to become a workplace trainer.

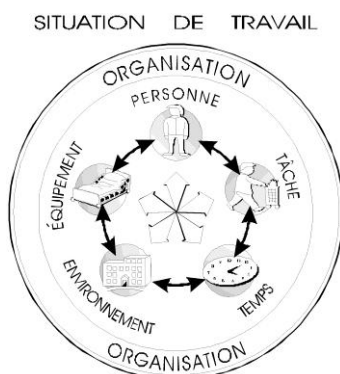
IMPORTANT

The ASSTSAS Prevention Checklist

ASSTSAS has produced a prevention checklist that is usually filled out in advance at the client's home. The objective of the checklist is to inform the apprentice about the health and safety risks that exist in the client's home. If the checklist has not been filled out during the needs assessment visit, the workplace trainer must ensure that the apprentice is prepared to perform her own evaluation of the risks.

A COMPREHENSIVE APPROACH TO HEALTH AND SAFETY ON THE JOB

ASSTSAS offers the following comprehensive approach to analyze the working conditions of home support workers.



Source: ASSTSAS - Association paritaire pour la santé et la sécurité du travail du secteur des affaires sociales

⁵ Association for Health and Safety in the Workplace

THE WORKING ENVIRONMENT

Home support workers work in a distinct environment, that is, the home of the client. There are sometimes environmental factors that affect the work they most perform. Some examples include: steps that have not had the snow removed, congested corridors, poor lighting, inadequate ambient temperature, etc. Furthermore, the furniture arrangement might limit the space there is to work in and result in awkward postures.

The apprentice is responsible for:

- ◇ learning to keep her work area clear of obstructions at all times.

EQUIPMENT

Misuse of equipment can lead to injuries such as musculoskeletal problems and can also damage the equipment. In addition, the type and quality of equipment can have a major impact on the quality of the work; a tool's size and weight, its accessibility, how much it has been used, its age, etc. When inadequate equipment is used, the home support worker is required to pass over the same space several times, making the task more difficult and time consuming. Unsuitable or malfunctioning equipment can force the home support worker to adopt awkward or risky postures. To avoid dangerous or unpleasant situations, the workplace trainer must inform the apprentice of the safety measures concerning use of the equipment.

The apprentice is responsible for:

- ◇ checking to see that equipment is in good shape and complying with maintenance standards;
- ◇ helping to keep equipment in good condition;
- ◇ storing equipment in the space provided;
- ◇ wearing personal protective equipment, if applicable.

Recommendations regarding wearing personal protective equipment

Wearing protective equipment helps to reduce the risk of accident. If the employer requires that protective equipment be worn on the job, it is his responsibility to provide it and pay for it. The candidate must wear the protective equipment necessary for the work to be done: gloves (nitrile or latex), closed shoes with non-skid soles, pants or Bermuda shorts, knee pads or garden kneeling pad, short-sleeved shirt or t-shirt, dust mask, etc. She must also use a hand sanitizer.

Recommendations regarding the products used

The workplace trainer must verify that the apprentice has taken the necessary precautions with regard to products used: household products, disinfectants, degreasers, solvents, etc.

The main precautions are to:

- ◇ use the appropriate chemicals;
- ◇ refer to the information appearing on container labels and material safety data sheets (MSDSs), if applicable, and take appropriate precautions;
- ◇ implement prescribed preventive measures;
- ◇ reseal containers after use.

TASK EXECUTION TIME

The notion of task execution time should be presented by the workplace trainer as part of the requirements of the trade. Early in the training process, the workplace trainer should not insist

on quickness of execution, which comes with experience. She should instead focus on the quality of the work; this will also entail less risk of physical injury. This is an encouraging approach that enables the apprentice to learn everything she has to learn while clearly understanding the requirements of the trade. Apprentices must first meet the specifications, and then gradually build up to the execution time that can be reasonably expected from a beginner. These times inevitably vary from one task to another.

THE CLIENT

The job of a home support worker differs from the job of a housekeeping attendant in its relational aspect with clients. The workplace trainer must ensure that the apprentice has all the skills necessary to take into account the characteristics of each of her clients: their emotions, health, family members, visitors, pets, etc. The presence of the client in the home affects the apprentice's work: sometimes making it easier, sometimes more complicated. For example, the client (if still capable) can help the apprentice by dusting or making a bed, but can make the work more difficult by getting underfoot or by being critical.

The apprentice must:

- ◇ know the principles and techniques of interpersonal communication;
- ◇ know the techniques for dealing with aggressive clients;
- ◇ express her limits and enforce them;
- ◇ make the clients aware of the conditions that facilitate her work;
- ◇ report any difficulty communicating with other team members.

ORGANIZING THE WORK

The workplace trainer is responsible for ensuring that the apprentice's work schedule is satisfactorily organized.

She also makes the apprentice aware that the apprentice must:

- ◇ learn to respect her work schedule;
- ◇ know the organization's policies, procedures and rules;
- ◇ forward to the organization all information relevant to risk situations at the client's;
- ◇ distribute the tasks to be performed in a balanced way to avoid the risk of physical injury;
- ◇ consult the ASSTSAS Prevention Checklist (*Grille de vérification de prévention*), which describes any health and safety risks at the client's home;
- ◇ distribute light and heavy housekeeping tasks over the week;
- ◇ distribute light and heavy housekeeping tasks over each day;
- ◇ inform her supervisor when the schedule or any other situation poses a risk to her health and safety.



MODULE 1

WORK ORGANIZATION

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 1

Work Organization

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SKILL TO BE ACQUIRED

- ◇ Be able to organize your work

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Autonomy
- ◇ Ability to adapt to changes
- ◇ Oral communication
- ◇ Confidentiality
- ◇ Respect for the work schedule
- ◇ Application of organization guidelines and rules
- ◇ Sense of organization
- ◇ Sense of responsibility

MODULE 1 PREREQUISITES

The main objective of this module is to help the apprentice learn how to:

- ◇ effectively manage her work schedule;
- ◇ use the most effective tools at her disposal for preparing and organizing her daily and weekly work

The goal is to guarantee that the service to the client is punctual and professional.

As a workplace trainer, you must make the apprentice aware of the policies and procedures that relate to the three main aspects of organizing her work:

- ➔ work schedule / timesheet
- ➔ travel planning to get from client to client
- ➔ information to be communicated to the client and the organization

DOCUMENT CHECKLIST FOR MODULE 1

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Time Management Guidelines		
■ Schedule Change Policy		
■ Travel Expenses Policy		
■ Break and Meal Policy		
■ Assignment/Work Schedule Policy		
■ Policy Concerning Using a Personal Vehicle on Organization Business		
■ Policy Concerning Telephone Confirmation with the Client		
■ Policy Concerning How To Access the Client's Home		
■ Procedure in Case of Client Absence		
■ Procedure in Case of Apprentice Absence		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Work Schedule/Timesheet		
■ Client Invoice		
■ Client Profile/Service Agreement		
■ Client Intervention Plan		
■ Key Authorization Form		
■ Client's Alarm System Code		
■ Home Security Service Emergency Number		
■ Travel Expenses Form		
■ Request for Schedule Change		
■ Request for Time Off		
■ Map of the Region (i.e.; Google Maps)		
■ Public Transportation Schedule		
■ Organization Phone Directory		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 1	
1A Verify your daily and weekly work schedule	
1A.1 Review your work schedule	
<ul style="list-style-type: none"> ◇ Inform the apprentice how to obtain her work schedule. Go over the organization's procedures concerning the distribution of schedules. For example, when does the schedule come out? (weekly? every two weeks?) How can the apprentice obtain the schedule? (at the organization's offices? by fax? by email?) 	Workplace trainer: documents to obtain <ul style="list-style-type: none"> ■ Time Management Guidelines
<ul style="list-style-type: none"> ◇ Explain to the apprentice how the schedule is designed (the number of support services, the number of hours worked, etc.). ◇ Describe how the organization manages work hours: time slot, timesheet, billing, client profile, unscheduled time, regular services, replacement or temporary services, respect for the schedule, lateness, etc. 	Documents for the apprentice <ul style="list-style-type: none"> ■ Work Schedule/Timesheet ■ Client Invoice (see <i>Module 6</i>)
<ul style="list-style-type: none"> ◇ Time constraints are a health and safety risk factor for home support workers. You must help the apprentice to plan her schedule so that her workload is balanced. The organization can be of assistance in providing some flexibility to the apprentice (for example, by allowing more time to get from one client to the next) and by alternating difficult clients with less-difficult clients. 	
<ul style="list-style-type: none"> ◇ Make sure the apprentice understands the importance of always checking if there are any changes to her usual work schedule and of documenting the possible reasons: new client, cancellation, etc. 	Workplace trainer: documents to obtain <ul style="list-style-type: none"> ■ Schedule Change Policy
<ul style="list-style-type: none"> ◇ Explain the organization policy regarding breaks and meal periods. 	Workplace trainer: documents to obtain <ul style="list-style-type: none"> ■ Break and Meal Policy
1A.2 Verify what tasks are to be done	
<ul style="list-style-type: none"> ◇ The apprentice must be able to know the expected workload for each client assigned to her. She should therefore be able to view the service agreement already completed by the employer. This file specifies, among other things, how much of the regular workload is light housekeeping and how much is heavy. ◇ If applicable, the apprentice must also be familiar with the service agreement and how to fill it out, especially as concerns the required signatures. 	Document for the apprentice <ul style="list-style-type: none"> ■ Service Agreement
DETAILS OF THE ELEMENTS OF SKILL 1	

1A.3 Get instructions for accessing the client's home	
<ul style="list-style-type: none"> ◇ You must provide the apprentice with all the information she needs to be able to access the client's home: alarm system, what keys she needs to have with her, what keys she needs to get at the neighbours', etc. ◇ Explain to her the procedures for when the client is home or away. For example : <ul style="list-style-type: none"> ○ it is recommended that the apprentice ring the bell even if she has the keys to get in; ○ the apprentice must disarm the home security system, if there is one. ◇ You must also specify how the apprentice can get the keys or the information about the alarm system. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning How To Access the Client's Home <p>Documents for the apprentice</p> <ul style="list-style-type: none"> ■ Key Authorization Form ■ Alarm System Code ■ Home Security Service Emergency Number
1A.4 Verify the client-specific information	
<ul style="list-style-type: none"> ◇ Ensure that the apprentice is aware of the information contained in the client profiles of the clients that are assigned to her, such as specific behaviours, language spoken, cultural practices, etc. You must also explain how this information is helpful. Feel free to refer to the skills to be acquired outlined in Module 5. 	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Client Intervention Plan
1B Plan your travel	
1B.1 Locate the client's address	
<ul style="list-style-type: none"> ◇ Explain to the apprentice that she will be working over the organization's entire intervention territory. Describe the organization's assignment policy regarding work schedules and the apprentice's means of transportation. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Time Management Guidelines
<ul style="list-style-type: none"> ◇ Managing travel time is learned through experience, but at the beginning, it's a challenge. The nature of the challenge will vary depending on if the apprentice is working in an urban, suburban or rural environment. Make sure that the apprentice understands the importance of arriving at the client's on time. ◇ The apprentice must be able to realistically determine the necessary travel time. Estimated travel time should take into account: 1) the clients' locations; 2) the distances involved; and 3) any breaks, meals or rest periods taken while traveling between two clients. Inform the apprentice that she must get organization approval for any changes to her schedule she wishes to make to better manage her time on the job (for example, by allowing more time to get from one client to the next or by alternating difficult clients with less-difficult clients). 	
DETAILS OF THE ELEMENTS OF SKILL 1	

1B.1 Locate the client's address (cont.)	
<p>◇ Explain to the apprentice that she can obtain her clients' coordinates in compliance with the organization's policy. Provide her with the name of the person to contact and the necessary form, if there is one, to be filled out to obtain this information.</p>	
1B.2 Organize your travel according to the selected mode of transport	
<p>◇ Give the apprentice a road map and any other tools that can help her plan her travel from one client to another. Depending on whether the apprentice's work is done in the city, the suburbs or the country, how she will travel will vary greatly.</p>	<p>Documents for the apprentice</p> <ul style="list-style-type: none"> ■ Map of the region ■ Public transportation schedule
<p>◇ Explain the organization policy regarding the use of her personal vehicle for organization business. Make sure to explain that the apprentice must contact her automobile insurer and inform them that she is using her personal vehicle as part of her work.</p> <p>◇ If the apprentice uses her own vehicle, you must emphasize the importance of adopting safe and preventive travel practices.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning Using a Personal Vehicle on Organization Business
<p>◇ The apprentice must know the weather forecast to be able to properly plan her travel and to alert the client of a change of schedule, if there is one.</p> <p>◇ Also ask her to anticipate a solution in case something happens (such as a flat tire or a public transport strike) that would prevent her from using her usual means of transport.</p>	
<p>◇ Explain the organization policy regarding travel expenses in relation to the mode of transportation chosen. If applicable, show the apprentice how to fill out the travel expenses form. Specify if travel time is paid or not.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Travel Expenses Policy <p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Travel Expenses Form

1B.2 Organize your travel according to the selected mode of transport (cont.)	
<p>◇ Use the guide produced by ASSTSAS entitled <i>Avoiding Aggression when Working in the Community – Safety Tips</i> to make the apprentice aware of the risks represented by having to move from worksite to worksite and by the fact that she will be working in environments that she does not always control.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <p>■ <i>Avoiding Aggression when Working in the Community – Safety Tips (ASSTSAS) (# 1.1)</i></p>
1C Communicate the necessary information to the client and to the organization	
1C.1 Identify information to be communicated to the client	
<p>◇ It is very important to ensure that the apprentice understands the essential role played by effective communication in ensuring that everyone in the organization involved in providing services is coordinated.</p>	
<p>◇ Every business has its own practices regarding disclosure to clients about organization operating regulations (for example, the cancellation of services policy). Inform the apprentice as to what these practices are.</p>	
1C.2 Confirm appointments with clients, if necessary	
<p>◇ Explain the organization's policy regarding telephone confirmation with the client. This policy can vary from one organization to another. In some cases, the apprentice must contact her clients 48 hours in advance to confirm her appointment. At the same time, she also verifies that she has the right address. In other cases, the organization contacts the client.</p>	<p>Workplace trainer: documents to obtain</p> <p>■ Policy Concerning Telephone Confirmation with the Client</p>
<p>◇ Explain the procedure to follow in case of the unexpected absence of the client.</p>	<p>Workplace trainer: documents to obtain</p> <p>■ Procedure in Case of Client Absence</p>

DETAILS OF THE ELEMENTS OF SKILL 1	
1C.3 Communicate relevant information to the organization	
◇ Provide the apprentice with a list of organization contacts.	Document for the apprentice : ■ Organization Phone Directory
◇ Remind the apprentice about the different circumstances that require communicating with the organization: schedule change, absence of the apprentice or the client, lateness, cancellation of service, swapping clients, etc.	
◇ Make sure to explain to the apprentice that any change to her work schedule – for absence from work, request for time off or any other reason – must be disclosed to and approved by the organization. Specify to whom the communication should be directed.	Documents for the apprentice : ■ Request for Schedule change ■ Request for Time Off

CONFIRMATION OF MASTERY OF SKILL 1

To confirm the mastery of this skill, you must verify that the apprentice is able to organize her work according to the following evaluation criteria listed in the Apprenticeship Booklet:

- ➔ Respect the daily and weekly work plan
- ➔ Organize travel optimally
- ➔ Be on time for all scheduled appointments, both at the client's home and, where appropriate, at the employer's place of business
- ➔ Clearly communicate with the client
- ➔ Transmit relevant information to the organization

The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.

To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIO 1 – Planning and organizing the work: In-tray exercise

QUIZ 1 – Work Organization

Skills Assessment, Skill 1 (Module 1)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 1 skill: "Be able to organize your work".

**SPACE RESERVED FOR COMMENTS, PROPOSALS AND SUGGESTIONS THAT
COULD IMPROVE THE LEARNING CONTENT OF THIS MODULE**

MODULE 1 SCENARIO

Planning and Organizing the Work: In-tray Exercise

INSTRUCTIONS FOR THE WORKPLACE TRAINER

a) Objectives

The scenario entitled “Planning and Organizing the Work: In-tray Exercise” aims to evaluate the apprentice's ability to:

- Verify and organize her work schedule
- Prepare her travel itinerary and effectively manage her travel
- Communicate the necessary information to the client and the organization

b) Exercise

At the special request of her supervisor, an apprentice must report to the office to get her work schedule and to pick up the envelope of documentation he left to her attention.

It's Sunday and there are no employees in the office. The apprentice cannot reach anyone to get her questions answered. She must organize all of her work for the next week from the documentation contained in the envelope, while taking into account four specific cases with instructions to be followed.

Attached to her regular weekly schedule is a note from her supervisor telling her that last minute changes were made to her schedule that he has not had time to integrate. The apprentice must therefore verify her schedule for the week on her own in order to make sure she is on time to her appointments and to optimize her travel while respecting the organization's policies.

c) Instructions for the workplace trainer:

1. First read the four cases that make up the scenario.
2. Next, prepare the envelope to be given to the apprentice. The envelope will contain the documents listed below, which must be prepared on the basis of your particular organization's situation and the territory covered.

Forms to insert in the envelope

- Form 1 - Weekly Work Schedule
- Form 2 - New Client Form
- Form 3 A - Service Agreement to be signed
- Form 3 B - Application for Financial Assistance to be signed
- Form 4 - Travel Expense Form
- Form 5 - Tout Net Company Phone Directory
- Form 6 – Light Housekeeping Assessment
- Form 7 – Map of the region or Google maps
- Form 8 – Public transportation schedule

3. You must also prepare the following documents:

- a) Case 1 – Ms. Thomas – Fill out Forms 3A – *Service Agreement* and 3B – *Application for Financial Assistance* with fictitious information. Enter in a made-up address so that the apprentice can do the research necessary to find where Ms. Thomas' home is located.
 - b) Case 2 – Mr. St-André – Make up an address and phone number.
 - c) Case 3 – Provide an address and phone number for Ms. Beaudoin.
 - d) Provide access to Google or insert a map of the region.
 - e) Provide a bus schedule. It is important that the apprentice have access to the resources generally available in the region.
4. The documents included in the envelope should be prepared under the letterhead of a fictitious business. You can, if desired, use your organization's official documents. However, it is essential that the work schedule remain the one proposed, since the whole scenario depends on it.

The apprentice must have all the material required to be able to accomplish the scenario as if it was a real-life situation.

d) The “answers” to the scenario

The “answers” to the scenario can be found in the table below.

To be noted: the scenario requires that the apprentice:

- Plan all her travel for the week;
- Prepare the documents to be given to the clients;
- Fill out all forms that must be submitted to the organization;
- Obtain the coordinates of any new clients;
- Confirm her appointments according to Tout Net policy.

SCENARIO	DESCRIPTION OF THE APPRENTICE'S ACTIONS	DOCUMENTS TO INSERT IN THE ENVELOPE
Analyze the work schedule	<ul style="list-style-type: none"> • On the basis of the information contained in the four cases, the apprentice must make note of any changes and modify her schedule accordingly; • According to organization policy, the apprentice must either confirm her week's appointments or have them confirmed. 	<ul style="list-style-type: none"> • Form 1 • Four cases

Case 1	<ul style="list-style-type: none"> Ms. Thomas is a new client whose <i>Service Agreement</i> (3A) and <i>Application for Financial Assistance</i> (3B) have not yet been signed. The apprentice must plan to bring these forms in order to get the client's signature. The apprentice must locate the client's address by using a map or Google, plan her travel itinerary, choose her mode of transport and determine her travel schedule. The apprentice must confirm her appointments with the clients according to the organization's policy. 	<ul style="list-style-type: none"> Form 1 Forms 3A and 3B Form 2 Form 6 Forms 7 and 8
Case 2	<ul style="list-style-type: none"> The apprentice must figure out that the appointment as scheduled does not give her enough time between her two clients. Not enough time has been provided for her to eat lunch. She must report this to the organization and request another assignment, or negotiate an agreement with the second client to delay the appointment. The apprentice must confirm her appointment with the client. The organization must be notified of any schedule changes. The apprentice will use the list of phone numbers to identify who to inform. The apprentice must also propose a logical way to organize her time between activities. Are the criteria used logical and do they maximize the use of her time? 	<ul style="list-style-type: none"> Form 1 Form 5
Case 3	<ul style="list-style-type: none"> The apprentice must confirm the appointment with the client. She must make sure she has a travel expense form with her so that she can claim her taxi fare or her costs for using her car. 	<ul style="list-style-type: none"> Form 1 Form 4

Case 4	<ul style="list-style-type: none"> • The apprentice will locate the client's address with a map or Google, prepare her travel itinerary, select the mode of transportation and determine her travel schedule. • The apprentice must be able to demonstrate that her transportation planning will enable her to arrive on time at the client's home. 	<ul style="list-style-type: none"> • Case 4 • Case 1 • Form 1 • Forms 7 and 8
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INSERT 1

Instructions for the apprentice

At the special request of your supervisor, you come to the office to get your work schedule and pick up the envelope of documentation he left for you.

It's Sunday and there are no employees at the office. You cannot contact anyone who can answer your questions. You are supposed to tell the organization how you intend to organize your work, but there is no way to get any information. You have to act as if you were on your own.

Your job is to plan your next week based on the documentation contained in the envelope. Say out loud what you intend to do and if it's possible do it.

You must:

- 1 - Plan your trips for the week.
- 2 - Prepare any documents you must give to your clients;
- 3 - Fill out all forms to be submitted to the organization;
- 4 - Get the contact info for new clients;
- 5 - Confirm or have confirmed your appointments according to your organization's policy.

Everything you do must be based on the policies and procedures of the organization you are actually working for. The exercise is designed to simulate the actual reality of your work situation.

INSERT 2

The memorandum

MEMORANDUM

Good morning,

There are some last-minute changes to your schedule.

I haven't been able to update your schedule with these changes. Therefore, please verify the changes yourself and make the necessary adjustments to your schedule.

Have a good week,

Your supervisor

INSERT 3

Four cases

Case 1

Ms. Côté, one of your regular clients, passed away last week.

She has been replaced by a new client who has requested the following service:

- Regular weekly housekeeping (two hours), on Monday from 10-12.

The organization has not obtained the signature of the new client (Ms. Thomas) on the Service Agreement.

You don't know how to get to the address furnished by the organization on Form 3B (Request for Financial Assistance).

Case 2

Mr. Germain, an irregular client, has decided to cancel at the last minute.

Your supervisor informs you that he will be replaced by another client, Mr. St-André, whose regular home support worker has the day off. This client has requested three hours of light housekeeping. It was scheduled for 1-4 on Thursday. He asks you to do housekeeping, laundry and some errands. How and on what basis will you divide your time?

You notice that the client is at least 45 minutes away from your morning client.

(Client's address within the organization's service territory)

— (Client's telephone number)

Case 3

Tuesday morning, as you have a free period, your supervisor asks you to kindly run some errands for a client. Two hours are allocated for this work.

The client, Ms. Beaudoin, is waiting to meet you at 9 a.m. to give you the already-prepared list of errands and some money. You should take a taxi or use your personal vehicle to do these errands.

(Client's address within the organization's service territory)

— (Client's telephone number)

Case 4

If you are using your regular mode of transport, when do you have to leave your home Monday morning to be on time to your first appointment?

MODULE 1 QUIZ

Work Organization

Question 1

How do I receive my schedule?

- 1) By telephone
- 2) By mail
- 3) By email
- 4) By fax
- 5) At the organization's office

Question 2

When is my schedule available?

- 1) Once a week
- 2) Every day
- 3) Every 15 days
- 4) Once a month

Question 3

Am I allowed to make changes to my schedule?

- 1) No, never.
- 2) I can change appointments however I wish.
- 3) I can change clients' appointments, but the change must be approved by both the client and the organization.
- 4) I can change a client's appointment with his or her approval.

Question 4

What should I do when a client isn't home or doesn't answer the doorbell?

- 1) Take some time off.
- 2) Immediately notify the organization.
- 3) Wait for 10 to 15 minutes; if there's still no answer, call the organization and wait for instructions.
- 4) Wait for 10 to 15 minutes; if there's still no answer, go home.

Question 5

Am I required to verify my schedule when I receive it?

- 1) No, that's not necessary.
- 2) Yes, since there can be cancellations or other changes.
- 3) I verify it as the week progresses.
- 4) It's always the same, so why would it be necessary to verify it?

Question 6

What information do I need to realistically plan my travel?

- 1) The distances from place to place
- 2) Where the clients are located
- 3) Break and meal times
- 4) The temperature
- 5) The work schedule

Question 7

Who communicates with the client to confirm the appointment?

- 1) The apprentice
- 2) The organization
- 3) There's no need for confirmation since the client is up to date
- 4) I'm not responsible for confirming, it's the client who is supposed to do it.

Question 8

You need to go to the doctor and the only available appointment will require you to change a client's scheduled appointment. What do you do?

- 1) I contact the client and we figure something out together.
- 2) I cancel the client's appointment.
- 3) I request the organization's approval of any change.
- 4) I don't have to request the organization's approval, that's the client's responsibility.

Question 9

A client requests your personal phone number in case she needs to reach you to cancel an appointment. What do you do?

- 1) I tell her that I'm not allowed to give out my phone number and that she'll have to call the organization if she needs to cancel.
- 2) I happily give her my phone number.
- 3) I give her my cell phone number.
- 4) I don't need to give it to her since the organization has already given her my contact information.

Question 10

I can't get to the client's, I have a flat tire.

- 1) I get my car repaired right away.
- 2) I get a ride from someone.
- 3) First, I phone the client and then the organization.
- 4) I arrange a different appointment with the agreement of the office.
- 5) I call the office; they're going to take care of it...
- 6) I don't know what to do, I'm staying home.

ANSWERS TO QUIZ 1

Skill 1 – Be able to organize your work

QUESTION	ANSWER
1	The answer will vary from organization to organization.
2	The answer will vary from organization to organization.
3	3) I can change clients' appointments, but the change must be approved by both the client and the organization.
4	3) Wait for 10 to 15 minutes; if there's still no answer, call the organization and wait for instructions.
5	2) Yes, since there can be cancellations or other changes.
6	All (1 to 5).
7	The answer will vary from organization to organization.
8	3) I request the organization's approval of any change.
9	1) I tell her that I'm not allowed to give out my phone number and that she'll have to call the organization if she needs to cancel.
10	3) First, I phone the client and then the organization.



MODULE 2

GENERAL HOUSEKEEPING

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 2

General Housekeeping

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SKILL TO BE ACQUIRED

- ◇ Be able to perform general housekeeping

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Positive and courteous attitude
- ◇ Autonomy
- ◇ Ability to establish a trusting relationship with the client
- ◇ Ability to adapt
- ◇ Collaboration and coordination of effort
- ◇ Oral communication
- ◇ Confidentiality
- ◇ Stamina and physical strength
- ◇ Management of priorities
- ◇ Judgement
- ◇ Mobility and flexibility
- ◇ Efficient organization of work
- ◇ Punctuality
- ◇ Professionalism
- ◇ Respect for people's privacy
- ◇ Sensitivity to the client's needs according to the service agreement
- ◇ Respect for people's property
- ◇ Respect for time commitments
- ◇ Attention to the quality of work
- ◇ Attention to client satisfaction
- ◇ Concern for personal safety and that of others

MODULE 2 PREREQUISITES

- ◇ The main objective of this module is to give the apprentice the necessary technical skills to accomplish her general housekeeping work while promoting the adoption of safe work practices. You have been chosen as a workplace trainer because of your competence in these areas. You must be able to transmit to the apprentice the working methods and quality standards sought by the organization.
 - ◇ To guide the apprentice's work on this module, you must help the apprentice acquire a body of knowledge in, among other things: 1) the techniques of light housekeeping, 2) the main sources of risk associated with carrying out general housekeeping work and 3) the meaning of labels on cleaning products.
 - ◇ It is essential that the apprentice clearly understand her rights and obligations, and those of her employer, regarding health and safety. Using what you learned in your ASSTSAS training, you must give the apprentice all required background knowledge in this module before working with her at a "real" client's. It is important to set aside an appropriate time to discuss these ideas with her.
-
- ◇ There are four major types of risks to the home support worker's health and safety:
 - ➔ Work postures and moving heavy objects while carrying out housekeeping tasks;
 - ➔ Cleaning products and disinfectants, whose use entails risks ranging from skin irritation to acute poisoning due to inhaling fumes;
 - ➔ Infection following contact with clients who are possible carriers of communicable diseases;
 - ➔ Aggression by the client or his or her family because of particular personal circumstances.
 - ◇ By the end of her studies on health and safety, the apprentice must be able to: 1) detect risky work situations, 2) find solutions, if any, and 3) adopt safe work methods in a real work situation. To help her avoid accidents, you should suggest prevention rules and methods to the apprentice.
 - ◇ Guide the apprentice by getting her to make sure that her working environment is as safe as possible. Inform her that she must notify the organization if she notices any changes that could put her safety at risk. Explain the six factors to take under consideration to ensure a safe working environment. To help you, use the ASSTSAS Prevention Checklist (reference document # 2.10): people, equipment, tasks, time, environment and work organization. Explain that the checklist is not to be used during each visit to the client's, but that at least one site assessment should be made in advance by the organization. Give a copy of the checklist to the apprentice.
 - ◇ Inform the apprentice about the organization's practices in managing health and safety on the job (committee, prevention, training, accident reporting, etc.).

DOCUMENT CHECKLIST FOR MODULE 2

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Organization Dress Code		
■ Policy on Service Agreements/Clients		
■ Policy on Health and Safety at Work		
■ Policy on Minor Chores		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Needs Assessment/Service Agreement		
■ New Client Form		
■ ASSTSAS Prevention Checklist		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 2	
2A Prepare to do the housekeeping	
2A.1 Wear appropriate attire	
<p>◇ Make sure the apprentice understands the rules for how to dress for comfort and safety on the job. Type up a list of the rules and give it to her.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Organization Dress Code <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Pour continuer à marcher, sachez vous chauffer! (ASSTSAS) (# 2.1)
2A.2 Evaluate the client's needs according to the service agreement	
<p>◇ Explain the organization policy regarding the client homemaking needs assessment to the apprentice. Give her the procedure for negotiating a service agreement with a new client. The service assessment can be performed in different ways: 1) by telephone, 2) through a visit to the client by an organization representative, and 3) by the apprentice at the time of her first visit to the client's.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy on Service Agreements/Clients ■ Light Housekeeping Needs Assessment
<p>◇ If in your organization, home service workers must conduct the client needs assessment, explain how this is done. To complete her understanding, ask her to simulate a needs assessment.</p>	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Light Housekeeping Needs Assessment <p style="text-align: center;">SCENARIO 2A ASSESSING THE CLIENT'S NEEDS</p>
<p>◇ While the basic service agreement with a client must always be respected, make sure that the apprentice understands that she must verify special requests and work priorities at each appointment.</p>	

DETAILS OF THE ELEMENTS OF SKILL 2	
2A.3 Evaluate the workload	
<ul style="list-style-type: none"> ◇ Explain to the apprentice the principles of alternating tasks and rooms to be cleaned. ◇ Also explain under what circumstances these principles apply. You can give the following advice: 1) if there are too many rooms, the apprentice can reach an agreement with the client to alternate some rooms (e.g., the living room every two weeks, the bathroom every week), 2) certain tasks can be done every so often (example: clean the range hood every two weeks or the oven once a month), or 3) there may be some alternation at the client's request and therefore no fixed rule. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Qu'entendez-vous par propre?</i>, (Linda Cobb) (#2.3) ■ <i>Alternance des tâches d'entretien ménager léger</i> (Coopérative du Royaume) (#2.4)
<ul style="list-style-type: none"> ◇ Make sure the apprentice understands the importance of not overloading her working time. Such a situation can become stressful, leading her to work faster and to neglect the use of proper work methods. Moreover, the risk of accidents is increased. 	
<ul style="list-style-type: none"> ◇ Demonstrate how the apprentice should estimate her workload. The workplace trainer must obtain an estimate of the time required to perform the main light housekeeping tasks. A piece of advice: calculate the time required to tidy and clean various parts of the house or apartment. 	<p>SCENARIO 2B</p> <p>ESTIMATING THE TIME REQUIRED TO ACCOMPLISH THE WORKLOAD</p>
2A.4 Organize the sequence of housekeeping tasks	
<ul style="list-style-type: none"> ◇ Go over at least one method of planning the work. Advise the apprentice to take one of the following approaches: 1) clean the rooms in order: bathroom, kitchen, dining room, living room and bedrooms (starting with the master bedroom), 2) if the house has two floors, start with the main floor, 3) ensure that rooms are not occupied before cleaning. 	<p>SCENARIO 2C</p> <p>SEQUENCE OF HOUSEKEEPING TASKS</p>
2A.5 Check the condition of equipment	
<ul style="list-style-type: none"> ◇ On the first visit to a client's, the apprentice must find out where the equipment she uses for her work is stored. The client may choose to get the equipment out herself. The apprentice must store all equipment where it was at the beginning of the service, following the client's instructions. 	
<ul style="list-style-type: none"> ◇ Remember the importance of verifying the condition of the equipment available at the client's. Propose a method and demonstrate it. Specify the consequences to productivity, health and safety that may arise from using equipment in poor condition. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Soins de l'aspirateur</i> (#7.6) ■ <i>Vacuum Care & Maintenance Tips - How to Ensure Your Vacuum Works Properly</i> (#7.6A)
<ul style="list-style-type: none"> ◇ Explain to the apprentice why she should not use defective equipment if she thinks that there could be a risk to her health or safety. Add that to use defective equipment can further damage it or break it permanently. 	<p>SCENARIO 2D</p> <p>FULL INSPECTION OF A VACUUM CLEANER</p>

DETAILS OF THE ELEMENTS OF SKILL 2	
2A.5 Check the condition of equipment (cont.)	
◇ Stress the importance of informing the client and, if necessary, the organization, of any problems relating to equipment.	
2A.6 Prepare materials, equipment and products needed to perform housekeeping tasks	
◇ Each housekeeping task requires material, equipment and products tailored to the nature of the work to be performed. For each of the housekeeping duties listed in the Apprenticeship Booklet, specify the materials, equipment and products commonly found at the client's.	<ul style="list-style-type: none"> ■ See the Apprenticeship Booklet, Module 2: <i>Context of the Apprenticeship</i>, sections 1-5 <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Trucs et produits ménagers (Coopérative du Royaume) (#2.14) ■ Emploi et utilisation des articles de nettoyage (#2.15)
◇ Make sure the apprentice understands the risks associated with the use of cleaners and disinfectants. Make sure that she understands to only use products that are in their original containers. Discuss the kinds of accidents that may occur when cleaners or disinfectants are used incorrectly.	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Pour réduire les accidents : du nouveau sur les étiquettes (ASSTSAS) (#2.5) ■ Dangereux, nos produits d'entretien domestique? (ASSTSAS) (#2.17) ■ Symboles des produits dangereux, charte des risques, eau de Javel, etc. (ASSTSAS) (#2.6) ■ <i>Aim for Safety - Household chemicals</i> (Health Canada) (#2.6A)
◇ Give the apprentice a chart showing the risks associated with the use of household cleaning products. Teach her how to read the labels on the containers.	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Symboles des produits dangereux, charte des risques, eau de Javel, etc. (ASSTSAS) (#2.6) ■ <i>Aim for Safety - Household chemicals</i> (Health Canada) (#2.6A)

DETAILS OF THE ELEMENTS OF SKILL 2

2A.6 Prepare materials, equipment and products needed to perform housekeeping tasks (cont.)

- ◇ Verify that the apprentice is able to find and understand information on the labels of various products, such as:
 - ➔ product name;
 - ➔ hazard symbols;
 - ➔ statement of risks;
 - ➔ prevention measures;
 - ➔ first aid;
 - ➔ availability of a Material Safety Data Sheet (MSDS);
 - ➔ name of the supplier.

SCENARIO 2E READING LABELS

- ◇ Suggest effective cleaning and disinfecting products that represent a minimum risk to the apprentice's health and safety and to the environment (e.g., liquid products instead of aerosol, biodegradable and no-rinse products such as those sold by Hertel).

Notebook: Reference Documents for the Workplace Trainer, if necessary

- Hertel Plus Material Safety Data Sheet (#2.7)
- Hertel Multi Material Safety Data Sheet (#2.8)
- Enviro Trucs (Greenpeace et Ville de Rouyn-Noranda) (#2.13)

- ◇ Explain to the apprentice that her material must be within reach. She will benefit in three ways: 1) she will save time, 2) she will be more effective, and 3) she will be less tired after a day's work.

2A.7 Clear, illuminate and ventilate the workspace

- ◇ Explain to the apprentice the kinds of situations that can cause falls or other accidents in the home. Review them with her and discuss possible solutions to eliminate these causes of accidents.
- ◇ Specify that the attitude of the client may facilitate or complicate the apprentice's work. Give some examples: (children, pets, room size, poor lighting, slippery floors, defective equipment, etc.). Inform her of the consequences of these complications and of the solutions and practices preferred by the organization to correct them.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- Prévention des chutes à domicile (Centre Pierre-Dupuy) (#2.9)
- Seniors and Aging – Preventing Falls in and Around your Home (Health Canada) (#2.9A)
- ASSTSAS Prevention Checklist (#2.10)

Document for the apprentice

- ASSTSAS Prevention Checklist (#2.10)

- ◇ Discuss the accidents that can occur because the workspace is poorly lit or ventilated or too cluttered. Ask the apprentice to suggest some approaches.

DETAILS OF THE ELEMENTS OF SKILL 2

2B Tidy and clean

Tidying and cleaning generally concerns the following rooms:

- bedroom(s)
- living and dining rooms
- kitchen
- bathroom
- basement

Each of these rooms requires specific housekeeping tasks, but there are also many tasks in common. For each of the tasks to be done, regardless of the room:

- ◇ Explain the most effective housekeeping technique as well as the safe work method to be adopted.
- ◇ Explain any housekeeping techniques listed in the Apprenticeship Booklet that are relevant for a given room.
- ◇ Go over the specifics of any tasks that are particular to the bedroom, living room, dining room, kitchen or bathroom.

- See the Apprenticeship Booklet, Module 2: *Context of the Apprenticeship*, sections 1-5

- ◇ Take advantage of the fact that certain tasks are repeated in different rooms; getting the apprentice to practice, for example, vacuuming, washing the floor, etc. This will enable the apprentice to practice and incorporate safe work practices.
- ◇ In a real work situation, demonstrate the most appropriate working methods for a given room. Make sure the apprentice understands the work method and why this method is used.

- ◇ Teach the apprentice how to safely move something heavy (e.g., furniture, bed, etc.). This demonstration can be done in different rooms of the house.

For further reference:

- Trainer's Workbook *Entretien ménager sécuritaire à domicile* (ASSTSAS)

2B.1 Clean the bedrooms

- ◇ Go over the list of tasks that need to be done when cleaning a bedroom. Review the material and equipment required for each task. Suggest a logical sequence to follow to perform the work. For example:
 - Always unclutter the room
 - Make the beds
 - Dust furnitures
 - Clean floors or carpet (vacuum or sweep, or both)

SCENARIO 2F

TIDYING AND CLEANING BEDROOMS

- ◇ Handling soiled linens entails risks of contamination that the apprentice should be very familiar with. Explain what are the best techniques and safe and hygienic work practices (see also 2.B.6 *Clean up a biological mess*).

For further reference:

- Trainer's Workbook *Entretien ménager sécuritaire à domicile* (ASSTSAS)

DETAILS OF THE ELEMENTS OF SKILL 2

2B.2 Clean the living and dining rooms	
<p>◇ Go over the list of tasks that need to be done when cleaning the living room, dining room and a hallway. Review the material and equipment required for each task. Suggest a logical sequence to follow to perform the work. For example:</p> <ul style="list-style-type: none"> ○ Always unclutter the room ○ Dust furniture and electrical devices ○ Wipe mirrors ○ Clean floors or carpet (vacuum or sweep) 	<p>SCENARIO 2F</p> <p>CLEANING THE LIVING AND DINING ROOMS</p>
2B.3 Clean the kitchen	
<p>◇ Go over the list of tasks that need to be done when cleaning the kitchen. Review the material and equipment required for each task. Suggest a logical sequence to follow to perform the work. For example:</p> <ul style="list-style-type: none"> ○ Always unclutter the room ○ Store food and wash the dishes ○ Wash countertops, cabinet doors and the sink ○ Clean appliances ○ Empty trash and take out the garbage ○ Clean floors 	<p>SCENARIO 2F</p> <p>CLEANING THE KITCHEN</p>
<p>◇ Inform the apprentice that cleaning the refrigerator, oven and outside of the range hood are tasks which, depending on the organization's policy, can be performed alternately when doing light housekeeping. Specify that she does not have to move the appliance to clean the back. This is accomplished only when doing the seasonal housekeeping. Show her the proper maintenance techniques and specify the ideal frequency for this work for a regular client.</p>	
<p>◇ Pay special attention to appliances. Explain the following: 1) the best ways to clean them, depending on whether the appliance is gas or electric, 2) cleaning techniques for cleaning the outside and inside of appliances, 3) safe work practices, especially for the oven which, if not self-cleaning, requires special cleaning products. It is essential that the apprentice clearly knows how to use these products.</p>	

DETAILS OF THE ELEMENTS OF SKILL 2	
2B.4 Clean the bathroom	
<p>◇ Go over the list of tasks that need to be done when cleaning the bathroom. Review the material and equipment required for each task. Suggest a logical sequence to follow to perform the work. For example:</p> <ul style="list-style-type: none"> ○ Always unclutter the room ○ Wipe countertops and mirrors, clean the sink, bathtub, shower and toilet bowl ○ Empty trash and take out the garbage ○ Clean the floor 	<p>SCENARIO 2F</p> <p>CLEANING THE BATHROOM</p>
<p>◇ Pay special attention to the toilet, bathtub and shower. Explain the best techniques to clean and disinfect the outside and inside, as well as safe and hygienic work practices.</p>	
<p>◇ Emphasize that there is a lot of bacteria in a toilet bowl. Here's some advice to pass along: 1) avoid mixing products, regardless of what type they are (disinfectant or cleaners). It is essential to make sure the apprentice understands that it is dangerous to mix products together because there is a risk of chemical reaction, 2) when not being used, place the product down by following the manufacturer's instructions, and 3) avoid spreading bacteria onto other surfaces: for example, the rag or brush used to clean the toilet cannot be used for anything else!</p>	
2B.5 Clean the basement	
<p>◇ Go over the list of tasks that need to be done when cleaning the basement. Review the material and equipment required for each task. Suggest a logical sequence to follow to perform the work. For example:</p> <ul style="list-style-type: none"> ○ Always unclutter the room ○ Dust furniture and electrical devices ○ Wipe mirrors ○ Clean floors or carpet (vacuum or sweep) 	<p>SCENARIO 2F</p> <p>CLEANING THE BASEMENT</p>
<p>◇ Make sure the apprentice understands that only light housekeeping tasks should be done in the basement, that is to say that the rooms to be cleaned should be similar to a playroom or a bedroom.</p>	

DETAILS OF THE ELEMENTS OF SKILL 2	
2B.6 Clean up a biological mess	
<ul style="list-style-type: none"> ◇ The workplace trainer must define what constitutes a biological mess. Refer to the information from ASSTSAS. 	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS)
<ul style="list-style-type: none"> ◇ Resistance to bacteria and viruses varies widely among different people. This is why you must insist that the apprentice immediately notify the organization if she thinks she has been exposed to a person at risk. 	
<ul style="list-style-type: none"> ◇ Make sure the apprentice understands the risks associated with biological messes and that she knows the health, safety and basic hygiene rules for preventing infection and contamination. 	<p>SCENARIO 2G</p> <p>DISPOSE OF A SYRINGE</p>
<ul style="list-style-type: none"> ◇ The adoption of basic hygiene is of paramount importance to the apprentice, the client and the client's family. Washing hands and wearing gloves are measures that should be always taken. 	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS)
<ul style="list-style-type: none"> ◇ Explain to the apprentice when she should wash her hands. Show her the procedure to be followed when washing hands. Make sure she thoroughly understands it and is able to satisfactorily demonstrate it. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ "Le lavage des mains et le port des gants : deux pratique de base" (ASSTSAS) (#2.11) ■ <i>Disinfecting and Washing Hands</i> (MSSS) (#2.11A) <p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS) ■ www.pandemiequebec.gouv.qc.ca
<ul style="list-style-type: none"> ◇ Discuss with the apprentice the tasks that may expose her to biological messes (e.g., cleaning the bathroom, changing the sheets). Guide the apprentice in determining her choice of protective measures. 	
<ul style="list-style-type: none"> ◇ Specify when it is appropriate to wear gloves. Explain, however, that the gloves used in one situation should not be worn elsewhere. Suggest alternatives if there are no other gloves than those already worn. 	
<ul style="list-style-type: none"> ◇ Go over the safest and most hygienic work methods for cleaning biological messes (cleaning and disinfecting material and products, cleaning techniques and disinfecting techniques). 	<p>SCENARIO 2H</p> <p>CLEANING UP A BIOLOGICAL MESS</p>
<ul style="list-style-type: none"> ◇ Give the apprentice a number of tips on what to do if exposed. 	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS)

DETAILS OF THE ELEMENTS OF SKILL 2

2B.7 Do minor chores

<p>◇ The workplace trainer should go over the housekeeping techniques specific to the following minor chores:</p> <ul style="list-style-type: none"> ○ Bringing in the mail ○ Changing light bulbs (depending on organization policy) ○ Putting out garbage cans or recycling bins 	<p>■ See the Apprenticeship Booklet, Module 2: <i>Context of the Apprenticeship</i>, section 5</p>
<p>◇ Explain the organization policy on minor chores. Give reasons why some minor chores cannot be done. An example: cleaning pets' litter boxes, which entails health risks that you should discuss.</p>	<p>Workplace trainer: documents to obtain</p> <p>■ Policy on Minor Chores</p> <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <p>■ “Que faire des cadeaux de minou et de pitou?” (ASSTSAS) (#2.12)</p>
<p>◇ Explain to the apprentice why she can not do all the little jobs that the client might ask her to do and the proper way to indicate this to the client.</p>	

2C Use appropriate methods to store housekeeping materials, products and equipment

2.C.1 Maintain and store cleaning cloths and work accessories

<p>◇ It is important that the apprentice understand that when she is done cleaning, all material she has used must be properly stored. Accessories should be cleaned and stored to preserve them. Rags should be put in a washing tub or in a place designated by the client.</p>	<p>SCENARIO 2F</p> <p>STORE PRODUCTS, ACCESSORIES AND EQUIPMENT</p>
<p>◇ The workplace trainer must ensure the cleanliness of work equipment and its proper storage (including rags).</p>	
<p>◇ Specify that the apprentice must inform the client of any material, product or equipment 1) that is missing, 2) which is about to run out or fail, 3) that is not appropriate (for example, nylon rags do a poor job of cleaning).</p>	

DETAILS OF THE ELEMENTS OF SKILL 2	
2C.2 Maintain and store equipment	
<p>◇ Explain the maintenance steps for all equipment listed in the Apprenticeship Booklet. For example, for the vacuum cleaner, it is important to check if the bag needs to be changed, the brushes and filter need to be cleaned, the hoses need to be unblocked, and then to store the equipment in its proper place.</p>	<p>SCENARIO 2F</p> <p>STORE PRODUCTS, ACCESSORIES AND EQUIPMENT</p> <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Soins de l'aspirateur (#7.6) ■ <i>Vacuum Care & Maintenance Tips - How to Ensure Your Vacuum Works Properly</i> (#7.6A)
<p>◇ Tell the apprentice that she must inform the client of any equipment that is missing or is about to run out or fail (e.g., bags for the vacuum).</p>	
2C.3 Store the cleaning products used	
<p>◇ Explain that the apprentice must also put the products she has used away in their proper place. Suggest that she tightly close the containers and, if necessary, wipe them with a rag.</p>	<p>SCENARIO 2F</p> <p>STORE PRODUCTS, ACCESSORIES AND EQUIPMENT</p>
<p>◇ Tell the apprentice that she must inform the client of any equipment that is missing or is about to run out or fail.</p>	

CONFIRMATION OF MASTERY OF SKILL 2

- ◇ To confirm the mastery of this skill, you must verify that the apprentice is able to perform all light housekeeping work according to the evaluation criteria in the Apprenticeship Booklet:
 - ◇ Respect for the service agreement agreed between the organization and the client.
 - ◇ Comply with the organization's quality standards and with the time allotted for each task.
 - ◇ Apply regular housekeeping techniques.
 - ◇ Wear personal protection accessories and clothes and appropriate hygiene accessories.
 - ◇ Apply hygiene and disinfection standards to housekeeping tasks.
 - ◇ Apply prevention rules for preventing risks associated with tasks performed and products used.
 - ◇ Apply safe work rules and practices.
 - ◇ Clean material and equipment after use.
 - ◇ Properly store materials, products and equipment.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS 2A - 2H

(Module 2)

QUIZ 2 - Be able to perform general housekeeping

Skills Assessment, Skill 2 (Module 2)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 2 skill: "Be able to perform general housekeeping".

[illegible]

MODULE 2 SCENARIOS

SCENARIO 2A

ASSESSING THE CLIENT'S NEEDS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Assess the client's needs.

SETTING

Ideally, with an actual new client, or if not, with a volunteer from the organization with management's approval.

SCENARIO

- 1- Ask the apprentice to conduct a needs assessment at a new client's.

REQUIRED DOCUMENTS

- Provide the apprentice with a needs assessment checklist: see the examples provided in the notebook "Reference Documents for the Workplace Trainer" (document # 2.2) if the organization does not have its own needs assessment form.

ESTIMATING THE TIME REQUIRED TO ACCOMPLISH THE WORKLOAD

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Assess the workload and estimate the time required to do the work.

SETTING

In a real or imaginary client's house or apartment.

SCENARIO

- 1- Ask the apprentice to inspect the rooms and to estimate the time required to clean each of them.
- 2- Ask her to explain the assumptions she is using to perform the estimate.

SEQUENCE OF HOUSEKEEPING TASKS**OBJECTIVE**

The scenario aims to enable the apprentice to demonstrate her ability to:

- Organize the sequence of housekeeping tasks in a logical and efficient order.

ACTIVITY

1- If the client has no specific requirement for how the housekeeping should be done, in what order would you suggest to do the following?

ROOMS	ORDER
Entrance hall	
Kitchen (the client is in this room)	
Bathroom	
Bedroom	
Living room	
Staircase and hallway	
Dining room	
Basement	

2- Ask the apprentice to explain the logic used to establish the sequence of housekeeping tasks.

FULL INSPECTION OF A VACUUM CLEANER

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Perform a full inspection of a vacuum cleaner.

SETTING

The inspection must be done with a real vacuum cleaner, and include some or all of the following conditions:

- The bag is full
- The filter is dirty
- The carpet brush has not been cleaned
- The plug is starting to come undone or the wire has been folded and is cracked

SCENARIO

Before beginning the housekeeping work, ask the apprentice:

- 1- To inspect the vacuum to check its condition.
- 2- To say aloud the basis on which she is making the inspection, and to report her observations to you.
- 3- To tell you if she should work with this vacuum and why.
- 4- To tell you what she recommends.

READING LABELS**OBJECTIVES**

The scenario aims to enable the apprentice to demonstrate her ability to:

- Decode the labels on cleaning products

SETTING

Repeat the ASSTSAS training exercise you participated in as a workplace trainer.

A product's label must provide the following information:

- product name
- instructions for use
- hazard symbols
- statement of risks
- prevention measures
- first aid
- availability of a Material Safety Data Sheet (MSDS)
- name of the supplier

SCENARIO

- 1- Present the apprentice with various bottles of cleaning products among which the most common are: Hertel Plus, Tilex, Easy Off, Windex, Javex bleach or other;
- 2- Ask her to find the information on the label and fill out the worksheet below for each of the products presented.
- 3- For bleach, ask her to find the code on the bottle, to interpret it, to provide the date of manufacture and whether the product still has its disinfecting power;
- 4- Discuss with the apprentice the risks and hazardous conditions of use.

REFERENCE FOR THE WORKPLACE TRAINER: NOTEBOOK: "REFERENCE DOCUMENTS FOR THE WORKPLACE TRAINER"

- ASSTSAS: Symboles de produits dangereux, charte des risques, eux de Javel, etc. (#2.6)
- Health Canada: Aim for Safety - Household chemicals (#2.6A)
- ASSTSAS: Pour réduire les accidents : du nouveau sur les étiquettes (#2.5)
- MSDS, Hertel Plus and Hertel Multi (#2.7 and #2.8)

EXERCISE

READING LABELS

- 1- PRODUCT NAME:
- 2- DIRECTIONS FOR USE:
- 3- HAZARD SYMBOLS:
- 4- INDICATOR WORD:
- 5- STATEMENT OF THE MAIN DANGER:
- 6- POSITIVE INSTRUCTIONS:
- 7- NEGATIVE INSTRUCTIONS:
- 8- FIRST AID:
- 9- SUPPLIER NAME:

SCENARIO 2F

TIDYING AND CLEANING ROOMS OF THE HOUSE

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Tidy and clean the different rooms of the house.

SETTING

In a work context at a real or imaginary client's, ask the apprentice to do the housekeeping of the following rooms:

- bedroom
- living room
- dining room
- kitchen
- bathroom
- basement

SCENARIO

- 1- Ask the apprentice to prepare for doing the light housekeeping (material, equipment and products);
- 2- Ask her to tidy and clean the rooms listed above;
- 3- In each room, ask her to tell you the steps she is going to follow to complete her work;
- 4- Make sure to have her move something heavy, such as a chair or another piece of furniture;
- 5- Ask the apprentice to put everything away (material, equipment and products) when she has completed her work.

REFERENCE FOR THE APPRENTICE

- Apprenticeship Booklet, Module 2, *Context of the Apprenticeship*, section 4 and chart below.

EVALUATION CHECKLIST
TIDYING AND CLEANING ROOMS OF THE HOUSE

APPRENTICE'S NAME:

WORKPLACE TRAINER'S NAME:

DATE:

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
PROPER USE OF HOUSEHOLD CLEANING PRODUCTS (APPROPRIATE CHOICE OF PRODUCTS ACCORDING TO THE TASK AT HAND, THE INFORMATION ON THE LABEL, OPTIMAL USE, PROTECTION MEASURES, ETC.)				
• CREAM CLEANSERS				
• GLASS CLEANERS				
• GENTLE CLEANERS (EX.: HERTEL)				
• OTHERS				
COMMENTS, IF ANY:				
FLOOR CLEANING				
• MAINTAIN THE VACUUM CLEANER				
• WASH THE KITCHEN FLOOR				
• WASH THE BATHROOM FLOOR				
• CLEAN THE CARPETS				
• CLEAN THE OTHER FLOORS (BEDROOM, LIVING ROOM, DINING ROOM)				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
BEDROOM				
<ul style="list-style-type: none"> • PREPARE THE ROOM (CLEAR, ILLUMINATE AND VENTILATE) 				
<ul style="list-style-type: none"> • DUST FURNITURE, ORNAMENTS, MIRRORS AND LAMPS 				
<ul style="list-style-type: none"> • MAKE THE BEDS 				
<ul style="list-style-type: none"> • HANDLE SOILED LINENS 				
COMMENTS, IF ANY:				
LIVING AND DINING ROOMS				
<ul style="list-style-type: none"> • PREPARE THE ROOM (CLEAR, ILLUMINATE AND VENTILATE) 				
<ul style="list-style-type: none"> • DUST FURNITURE, ORNAMENTS AND MIRRORS 				
<ul style="list-style-type: none"> • DUST ELECTRONIC DEVICES 				
<ul style="list-style-type: none"> • DUST LAMPS 				
<ul style="list-style-type: none"> • DUST THE SHELVES 				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
KITCHEN				
<ul style="list-style-type: none"> • PREPARE THE ROOM (CLEAR, ILLUMINATE AND VENTILATE) 				
<ul style="list-style-type: none"> • CLEAN THE ELECTRICAL APPLIANCES (STOVE, REFRIGERATOR, MICROWAVE, RANGE HOOD, ETC.) 				
<ul style="list-style-type: none"> • CLEAN THE SINK 				
<ul style="list-style-type: none"> • CLEAN THE COUNTERTOPS 				
<ul style="list-style-type: none"> • CLEAN THE CUPBOARDS 				
<ul style="list-style-type: none"> • CLEAN THE ACCESSORIES ON THE COUNTER 				
<ul style="list-style-type: none"> • CLEAN THE FURNITURE 				
<ul style="list-style-type: none"> • CLEAN THE LAMPS 				
COMMENTS, IF ANY:				
SAFE WORK METHODS				
<ul style="list-style-type: none"> • WEAR PERSONAL PROTECTION EQUIPMENT 				
<ul style="list-style-type: none"> • SAFE WORKING POSITIONS 				
<ul style="list-style-type: none"> • SAFE MOVEMENT OF OBJECTS 				
COMMENTS, IF ANY:				

DISPOSE OF A SYRINGE

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Prevent infections and contamination.

SETTING

While the apprentice is doing the housekeeping in a real or imaginary client's bedroom or bathroom, place a syringe in a place where she is likely to find it.

SCENARIO

The apprentice finds a syringe at a client's:

- 1- What should she do?
- 2- How should she manipulate the syringe?
- 3- What are the risks associated with using an incorrect work method?

REQUIRED REFERENCE FOR THE WORKPLACE TRAINER

Refer to the ASSTSAS document entitled *Entretien ménager sécuritaire à domicile* in the Reference Documents for the Workplace Trainer notebook (ASSTSAS).

CLEANING UP A BIOLOGICAL MESS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Clean up a biological mess.

SETTING

Put some ketchup on a sheet and in the toilet bowl to simulate a biological mess. Ask the apprentice to demonstrate the appropriate cleaning method for such a situation.

SCENARIO

One of your clients has been bleeding. The sheets and the toilet bowl are bloodstained.

- 1- What should you do?
- 2- Demonstrate the method for cleaning a biological mess.
- 3- What are the risks associated with using an incorrect work method?

REQUIRED REFERENCE FOR THE WORKPLACE TRAINER

Refer to the ASSTSAS document entitled *Entretien ménager sécuritaire à domicile* in the Reference Documents for the Workplace Trainer notebook (ASSTSAS).

MODULE 2 QUIZ

Be able to perform general housekeeping

Question 1

When cleaning the bathroom, what is the last accessory that you need to clean?

Question 2

Once you have completed your customary greetings to your client, what is the next step to achieve?

- 1) Find the cleaning products and fill a pail with water
- 2) Get out the vacuum cleaner
- 3) Ask the client if there are any priorities for this appointment

Question 3

Name three principles to be applied concerning the sequence of steps to be followed when cleaning the bathroom.

Question 4

TRUE OR FALSE

When doing a light housekeeping, you must clean the outside of the counter appliances (electrical appliances such as the toaster and coffee maker) and the inside of the microwave.

Question 5

TRUE OR FALSE

All types of floors can be cleaned with disinfectant.

Question 6

Who should be concerned about health and safety in an organization?

- 1) Employees
- 2) Supervisors
- 3) Management
- 4) The union
- 5) All of these answers are correct.

Question 7

TRUE OR FALSE

Molds are a major source of contamination.

Question 8

TRUE OR FALSE

Wearing gloves is a way to reduce the need for hand washing.

Question 9

Place the steps to follow when washing your hands in chronological order.

- 1) Apply soap
- 2) Get your hands wet
- 3) Rinse making sure to remove all traces of soap
- 4) Turn off the faucet with a paper towel
- 5) Remove your jewellery
- 6) Rub your hands and wrists for 10 to 15 seconds, interlace your fingers and rub around your nails
- 7) Dry your hands thoroughly with paper towels

Question 10

TRUE OR FALSE

To get rid of a syringe with a needle, I separate the two pieces, I dispose of the needle in a special container and put the syringe in the trashcan.

Question 11

What products can be mixed together?

- 1) Bleach can be mixed with other cleaning products.
- 2) No cleaning product or disinfectant should be mixed with any other due to the risk of a chemical reaction.
- 3) It's important to read the labels, which indicate whether or not products can be mixed.

Question 12

You go to the home of Mrs. Gagnon, an 87-year-old client who is diabetic and blind. You must do the laundry, tidy the four rooms, dust the furniture, clean the floors and carpets, and clean the bathroom and the mirrors. You arrive at Mrs. Gagnon's at 9 a.m. and must leave at noon. How will you organize your time?

Question 13

Mr. Labrie has lived alone since his wife passed away. He never cooks, let alone clean the house. You go to his home to help do some of the housekeeping. Upon arrival, you find the house in a very messy state. There is a bad smell coming from the kitchen and bathroom. There are clothes strewn all over the bed and floor. In addition, Mr. Labrie welcomes you by asking you to make him some food.

You have three hours to put everything in order. How will you proceed?

Question 14

Which situation can complicate your work at a client's?

- 1) The client's attitude (lack of cooperation)
- 2) Cluttered rooms
- 3) The presence of animals
- 4) If children are around
- 5) Lack of lighting
- 6) Malfunctioning equipment

-
- 7) All of the above
 - 8) 1, 2, 5 and 6

Question 15

What is a biological mess?

- 1) Saliva
- 2) Vomit
- 3) Coffee
- 4) Urine
- 5) Wax
- 6) Blood
- 7) Wine
- 8) Stools

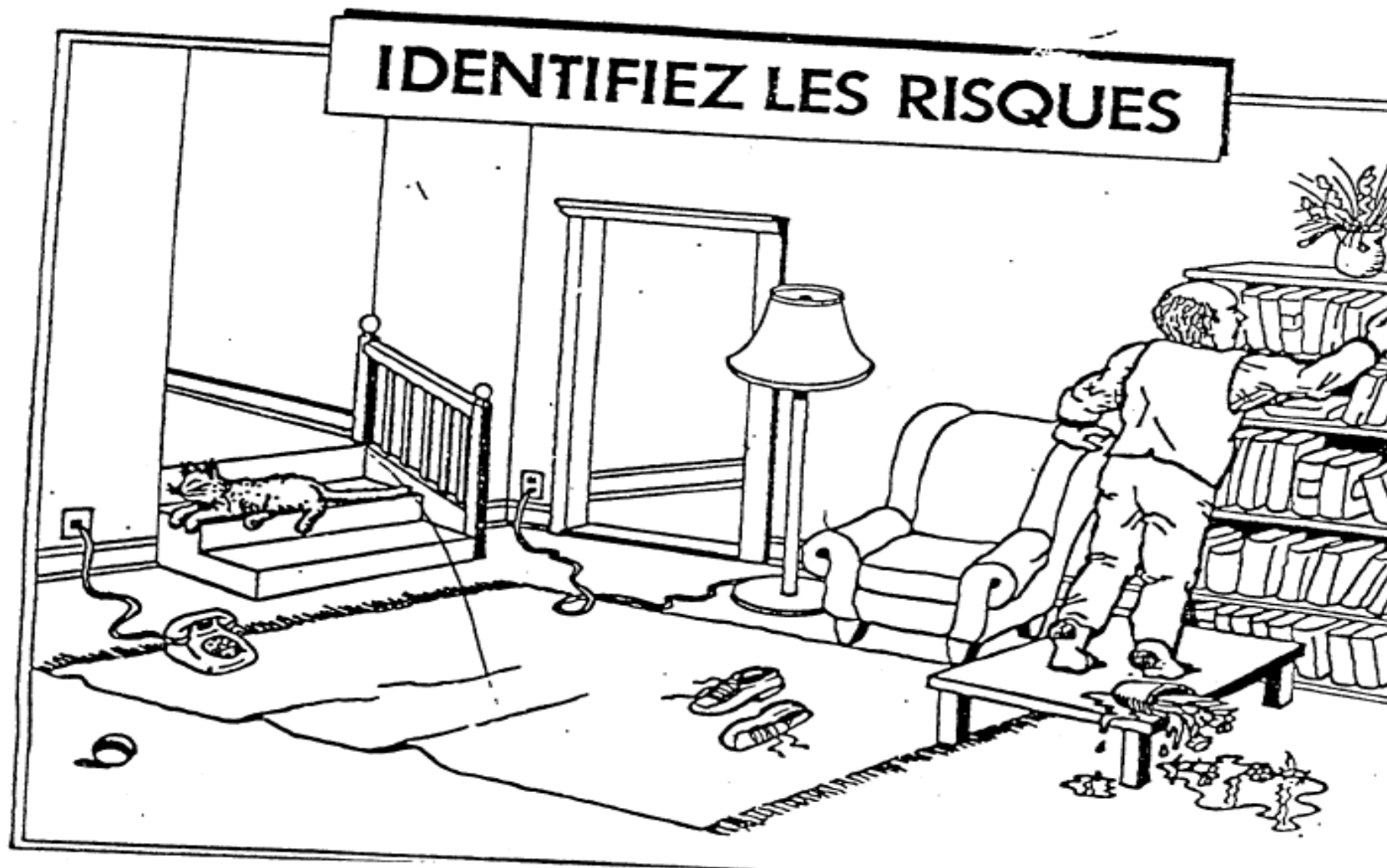
Question 16

Check which accessories and equipment are required to do the general housekeeping of the following rooms and discuss your answers with the workplace trainer:

ACCESSORIES AND EQUIPMENT	BEDROOM	KITCHEN	BATHROOM	LIVING ROOM	DINING ROOM	BASEMENT	MINOR REPAIRS
● RAGS							
● SCOURING PAD							
● SCRUB BRUSH							
● FEATHER DUSTER (SWIFFER) OR SIMILAR EQUIPMENT							
● PAIL							
● MOP BUCKET WITH WRINGER							
● MOP WITH OR WITHOUT A TELESCOPIC HANDLE							
● BROOM							
● SQUEEGEE							
● ONE- OR TWO-STEP LADDER							
● STOOL							
● TOILET BRUSH							
● VACUUM CLEANER AND ACCESSORIES							

Question 17

Check the accident risks in the situation below and explain why they are risks.



ANSWERS TO QUIZ 2

QUESTION	ANSWER
1	Toilet bowl
2	3) Ask the client if there are any priorities for this appointment.
3	1) From the cleanest to the dirtiest 2) Length of time required for disinfecting 3) Risk of spreading bacteria
4	True
5	False
6	5) All of these answers are correct.
7	True
8	False
9	5-2-1-6-3-7-4
10	False
11	2) No cleaning product or disinfectant should be mixed with any other due to the risk of a chemical reaction.
12	Discussion with the workplace trainer
13	Discussion with the workplace trainer
14	7) All of the above
15	1-2-4-6-8

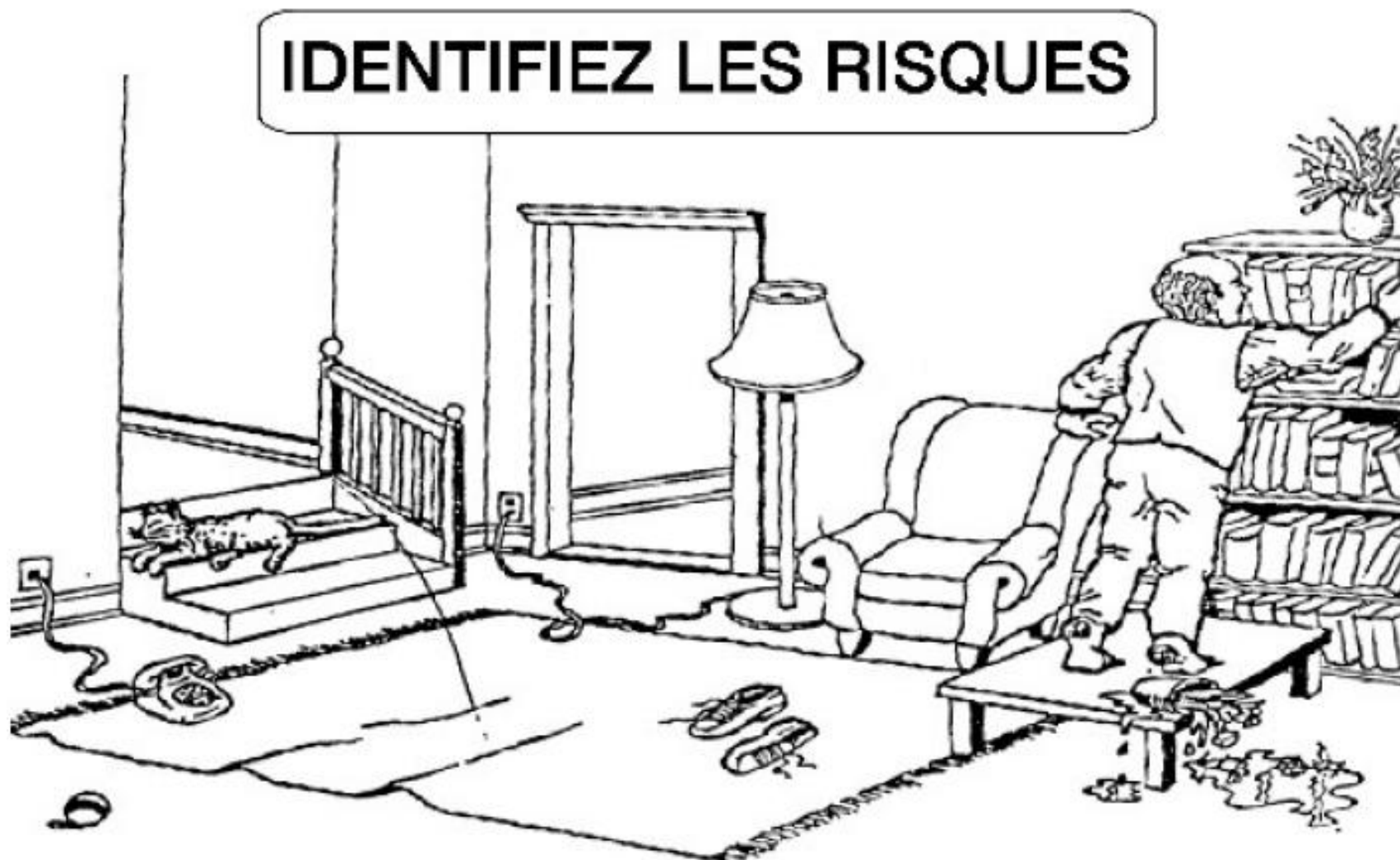
Question 16

Check which accessories and equipment are required to do the general housekeeping of the following rooms and discuss your answers with the workplace trainer:

ACCESSORIES AND EQUIPMENT	BEDROOM	KITCHEN	BATHROOM	LIVING ROOM	DINING ROOM	BASEMENT	MINOR REPAIRS
● RAGS	√	√	√	√	√	√	
● SCOURING PAD		√					
● SCRUB BRUSH		√					
● FEATHER DUSTER (SWIFFER) OR SIMILAR EQUIPMENT	√			√	√	√	
● PAIL	√	√	√	√	√	√	
● MOP BUCKET WITH WRINGER	√	√	√	√	√	√	
● MOP WITH OR WITHOUT A TELESCOPIC HANDLE	√	√	√	√	√	√	
● BROOM	√	√	√	√	√	√	
● SQUEEGEE	√	√	√	√	√	√	
● ONE- OR TWO-STEP LADDER	√	√	√	√	√	√	
● STOOL	√	√	√	√	√	√	
● TOILET BRUSH			√				
● VACUUM CLEANER AND ACCESSORIES	√	√	√	√	√	√	

Question 17

Cochez les risques d'accidents dans la situation ci-dessous et expliquez





MODULE 3

WASHING HOUSEHOLD CLOTHES AND LINENS

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 3

Washing Household Clothes and Linens

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SKILL TO BE ACQUIRED

- ◇ Be capable of washing household clothes and linens.

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Confidentiality
- ◇ Professionalism
- ◇ Respect for people's privacy
- ◇ Respect for clients' needs
- ◇ Respect for people's property
- ◇ Attention to client satisfaction
- ◇ Concern for personal safety and that of others
- ◇ Work methodically

MODULE 3 PREREQUISITES
<ul style="list-style-type: none">◇ The main objective of this module is to develop the home support worker's basic skills so that she is able to maintain clothes and linen, and at the client's request, do the ironing with no wrinkles or burns.◇ These techniques will be studied by alternating theory and practice. The washing and ironing techniques will be taught at first under supervision, and will later be further learned as the apprenticeship unfolds on the job.◇ In some cases, laundry is done either in a communal laundry in the client's building or in a commercial laundry. The workplace trainer must make the apprentice aware that she needs to have change for the machines and, if the situation requires it, the key to the laundry room.

DOCUMENT CHECKLIST FOR MODULE 3

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Policy on Cleaning Household Clothes and Linens		
Others:		
2 – ADMINISTRATIVE FORMS		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 3

3A Preparing the laundry

3A.1 Sort household clothes and linens

- ◇ Before washing, suggest to the apprentice that she go around to all the rooms of the home and pick up clothes or linens (towels, dish towels, area rugs, etc.) that might not have been “put in the dirty clothes.” Make sure she gets the client’s authorization before picking up these items.

- ◇ Initially, sorting clothes and linens is based on color (whites, light colors, dark colors). Explain to the apprentice that she must also take into account the client’s requests, while respecting the service agreement with the organization.
- ◇ Be sure to help the apprentice to learn how to recognize natural and synthetic fibres.
- ◇ Make sure to teach the apprentice how to read the textile care symbols on the labels. This information can be useful when it comes to sorting the laundry.
- ◇ Remind the apprentice to wash new clothes separately, since they often contain excess dye and can discolour other clothes. Even though it is a perfectly sound practice, tell her she must always ask the client what he or she would like done.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- 25 trucs pour une lessive plus efficace (*Coup de Pouce*) (#3.1)
- Notre guide pratique de la lessive (*Coup de Pouce*) (#3.2)
- *Guide to Apparel and Textile Care Symbols* (Industry Canada) (#3.3)
- Mode d’entretien des étoffes de fibres naturelles, chimiques et mélangées (#3.4)
- *General Fabric Care Guide* (www.clothingdictionary.com) (#3.4A)
- *Guide de l’entretien ménager* (Linda Cobb) (#3.5)
- *Sorting It Out, The Soap and Detergent Association of Canada* (SDAC) (#3.6)

SCENARIO 3A

SORTING AND PREPARING FOR WASHING CLOTHES AND LINENS

3A.2 Soak stained or soiled items

- ◇ Explain the main processes used for removing textile stains to the apprentice.
- ◇ Demonstrate the soaking techniques specific for stained or soiled items and specify the products to use.
- ◇ Explain the different uses of bicarbonate of soda.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Vie pratique : Les 1001 usages de la p’tite vache* (bicarbonate de soude), Michelle Trottier (#3.7)
- *Baking Soda Book* (www.bakingsodabook.co.uk) (#3.7A)
- *Taches : comment les enlever des tissus lavables* (#3.8)

DETAILS OF THE ELEMENTS OF SKILL 3	
3A.2 Soak stained or soiled items (cont.)	
<ul style="list-style-type: none"> ◇ Review the section on biological messes: see Module 2, Section 2.2.6. Also review ASSTSAS's principal rules on dealing with biological messes. ◇ In order to avoid infection, explain the importance of sorting soiled linens and washing them separately. Make sure the apprentice understands to wash them as soon as possible to avoid the development of unpleasant odors. ◇ Discuss with the apprentice how to remove stains and soak soiled items. Make sure she is well informed about the risks associated with handling these contaminated items (sheets, clothes, etc.) and explain the preventive techniques that should be used. 	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS)
3B Wash and dry the laundry	
3B.1 Use stain removers, detergents and fabric softeners according to the manufacturer's suggestions.	
<ul style="list-style-type: none"> ◇ Identify laundry products (soil and stain removers, detergents and fabric softeners) to be used for different kinds of material and as specified by the manufacturer. ◇ Teach the apprentice how to read the manufacturer's instructions appearing on various laundry products. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Laundry Detergents</i> (SDAC) (#3.8b) ■ <i>Vie pratique - Les 101 usages de la p'tite vache</i> (bicarbonate de soude), Michelle Trottier (#3.7) ■ <i>Baking Soda Book</i> (#3.7A) ■ <i>Taches : comment les enlever des tissus lavables</i> (#3.8) ■ <i>Trouver des détachants qui se cachent dans votre garde-manger</i> (#3.17) ■ <i>Moyens d'enlever les taches</i> (Regroupement des coopératives de services à domicile de la Capitale nationale) (#3.19) ■ <i>Laundry Detergents</i> (SDAC) (#3.8b) ■ <i>Soil and Stain Removers</i> (SDAC) (#3.8c) ■ <i>Mode d'entretien des étoffes de fibres naturelles, chimiques et mélangées</i> (#3.4) ■ <i>General Fabric Care Guide</i> (#3.4A) <p>SCENARIO 3A READING LABELS</p>
<ul style="list-style-type: none"> ◇ Specifically explain how and when to use bleach when doing the laundry. This product should be used only when really necessary. Make sure the apprentice understands the consequences of misusing this product. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Entretien ménager sécuritaire à domicile / Eau de Javel</i> (ASSTSAS) (#3.9)

DETAILS OF THE ELEMENTS OF SKILL 3

3.B.2 Wash the laundry using the washing machine

<p>◇ Help the apprentice to determine the correct water temperature to use according to the fabrics to be washed. Remind her to always respect the client's choice regarding the water temperature.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Lavage d'articles spéciaux (#3.10) ■ Votre lessive vous cause-t-elle des problèmes? (#3.11) <p>SCENARIO 3B WASHING AND DRYING</p>
<p>◇ Demonstrate how to load and set the washing machine according to the type of wash and the type of washing machine. This demonstration can be done at the client's.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Washing Machine. Instructions for use (Indesit) (#3.12)
<p>◇ Suggest that the apprentice ask the client how to operate the washing machine and whether the client has any special instructions.</p>	
<p>◇ Demonstrate how to safely empty a washing machine.</p>	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS)

3B.3 Dry the laundry using the dryer

<p>◇ Demonstrate the safe way to transfer clothes from the washer to the dryer. This demonstration can be done at the client's.</p>	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS) <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Guide de l'entretien ménager (lavage, séchage, repassage)</i>, Linda Cobb (#3.5) <p>SCENARIO 3B WASHING AND DRYING</p>
<p>◇ Make sure the apprentice is able to understand the drying symbols on the labels of different fabrics.</p> <p>◇ Help the apprentice to understand the drying instructions for different kinds of material.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Guide to Apparel and Textile Care Symbols</i> (Industry Canada) (#3.3)

DETAILS OF THE ELEMENTS OF SKILL 3	
3B.3 Dry the laundry using the dryer (cont.)	
<p>◇ Help the apprentice to determine the drying cycle according to the fabric. Suggest that she ask the client for the general operating instructions for the dryer as well as any special requests he or she may have.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Washing Machine. Instructions for use (Indesit) (#3.12) <p>SCENARIO 3 B WASHING AND DRYING</p>
3B.4 Hang the laundry	
<p>◇ Explain and demonstrate techniques for hanging the laundry depending on the equipment used (clothesline, drying rack or other).</p>	
<p>◇ If you hang the laundry inside, always use a properly ventilated room. Explain the health and safety risks of drying clothes indoors as well as the disadvantages (moisture, fungi, heating costs, etc.), and indicate the preventive steps to take.</p>	
3B.5 Store the laundry products used	
<p>◇ Explain to the apprentice that she must properly store the laundry products she has used. Suggest that she wipe clean the product containers, empty the filter and clean the outside of the washer and dryer.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Guide de l'entretien ménager</i> (Linda Cobb) (#3.5) <p>SCENARIO 3 B WASHING AND DRYING</p>
<p>◇ Tell the apprentice that she must notify the client of any laundry product that is used up or is likely to need replacing soon.</p>	

DETAILS OF THE ELEMENTS OF SKILL 3	
3C Ironing and pressing	
3C.1 Prepare the equipment	
<ul style="list-style-type: none"> ◇ The workplace trainer should describe the equipment required to do the ironing and provide guidance on how to choose where to work. For example, it is preferable that the ironing board be installed in a well-lit place where it will be stable. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ La technique de repassage (#3.13) ■ <i>Guide de l'entretien ménager</i> (Linda Cobb) (#3.5) <p>SCENARIO 3C IRONING AND PRESSING</p>
<ul style="list-style-type: none"> ◇ Remind the apprentice of the importance of checking the iron's condition before use. 	
3C.2 Adjust the iron according to the type of material	
<ul style="list-style-type: none"> ◇ Make sure the apprentice understands the ironing symbols on the labels of different fabrics. The temperature of the iron will vary depending on the type of material. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Températures de repassage recommandées (#3.14)
<ul style="list-style-type: none"> ◇ Inform the apprentice of the various risks associated with using an iron: for example, burns and electric shock. Specify the preventive steps that can be taken. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Effectuer le repassage et pressage de vêtements : Précautions concernant le fer à repasser (#3.15)
3C.3 Iron and, if necessary, press the clothes	
<ul style="list-style-type: none"> ◇ Explain and demonstrate various ironing techniques. ◇ If necessary, demonstrate how the apprentice should press certain types of clothes. An example: press a crease in a pair of trousers. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ La technique de repassage (#3.13) ■ Effectuer le repassage et pressage de vêtements : Précautions à prendre concernant le fer à repasser (#3.15) <p>SCENARIO 3C IRONING AND PRESSING</p>
3C.4 Maintain and store equipment	
<ul style="list-style-type: none"> ◇ Emphasize that it is important that the iron be very clean and that she must clean it regularly before use if she wants to avoid staining the clothes. Explain the common maintenance techniques that should be applied. 	<p>SCENARIO 3C IRONING AND PRESSING</p>

DETAILS OF THE ELEMENTS OF SKILL 3	
3C.4 Maintain and store equipment (cont.)	
<ul style="list-style-type: none"> ◇ Explain to the apprentice that she must always store the iron and ironing board in their proper place. Indicate that she must drain the iron to avoid spillage and the accumulation of deposits that can stain clothes. 	
3D Fold and store household clothes and linens	
3D.1 Fold household clothes and linens	
<ul style="list-style-type: none"> ◇ Suggest that the apprentice always adapt to the client's preferences for folding clothes and linens. 	
<ul style="list-style-type: none"> ◇ Ask the apprentice to fold different types of laundry and clothes and make any necessary adjustments. 	SCENARIO 3D FOLDING AND STORING THE LAUNDRY
3D.2 Store household clothes and linens	
<ul style="list-style-type: none"> ◇ How clothes and linen are stored is usually very personal and varies from one person to another. Direct the apprentice to ask what the client's storage habits and preferences are. 	SCENARIO 3D FOLDING AND STORING THE LAUNDRY

CONFIRMATION OF MASTERY OF SKILL 3

To confirm the mastery of this skill, you must verify that the apprentice is able to perform all tasks related to washing household clothes and linens according to the following evaluation criteria listed in the Apprenticeship Booklet:

- ◇ Respect for the service agreement agreed between the organization and the client.
 - ◇ Comply with the organization's quality standards and with the time allotted for each task.
 - ◇ Apply regular housekeeping techniques.
 - ◇ Wear personal protection accessories and clothes and appropriate hygiene accessories.
 - ◇ Apply hygiene and disinfection standards to housekeeping tasks.
 - ◇ Apply prevention rules for preventing risks associated with tasks performed and products used.
 - ◇ Apply safe work rules and practices.
 - ◇ Clean material and equipment after use.
 - ◇ Properly store materials, products and equipment.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS 3A – 3D

(Module 3)

QUIZ 3 - Be capable of washing household clothes and linens: washing and drying symbols

Skills Assessment, Skill 3 (Module 3)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 3 skill: "Be capable of washing household clothes and linens".

[illegible]

MODULE 3 SCENARIOS

INSTRUCTIONS FOR THE WORKPLACE TRAINER

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Wash the household clothes and linens.

SETTING

For this exercise, we suggest that you prepare a make-believe laundry basket.

CONTENT OF THE BASKET

1-Clothes and linens “whites – colors – darks”;

2-Fibers and fabrics (at least 7 out of 10):

- a. Cotton
- b. Wool
- c. Synthetics
- d. With Spandex
- e. Nylon
- f. Rayon
- g. Silk
- h. Frieze
- i. Denim
- j. Linen

3-Types of clothes or linens:

- a. Towels/dish cloths
- b. Underwear
- c. Shirts
- d. Sweaters
- e. Jeans
- f. Pants
- g. Rags
- h. Sheets
- i. Socks

4- Include some soiled (with ketchup) clothes or sheets to encourage the apprentice to use stain removal and soaking techniques to remove the stains. Ensure that she observes the hygiene rules in the handling of linen and that she wears appropriate protective gear.

5- Make sure the apprentice is familiar with the symbols on clothing labels and uses this information to sort the laundry, to distinguish what can go in the washing machine from what should not, and determine what water temperature and which laundry products to use.

SORTING AND PREPARING FOR WASHING CLOTHES AND LINENS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Sort household clothes and linens in preparation for washing.
- Read the clothing labels and determine the correct approach for each fabric.

SETTING

Use the clothes and linens that have been placed in the basket.

SCENARIO

1. Ask the apprentice to prepare the contents of the basket for washing.
2. Ask her to read the labels on the clothes and linens in the basket and tell you all the care instructions based on the symbols for washing, bleaching, drying, ironing and dry cleaning.
3. Ask the apprentice to tell you what stain removers are stored in the cupboard.
4. For the soiled sheets, ask her to specify the most appropriate stain remover.

REFERENCE

- *Trouver des détachants qui se cachent dans votre garde-manger* (Notebook “Reference Documents for the Workplace Trainer,” #3.16)

WASHING AND DRYING HOUSEHOLD CLOTHES AND LINENS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Wash and dry various items.

SCENARIO

Before starting the housekeeping work, ask the apprentice to do the following:

1. Load the washer and explain some of the principles used to maximize the load.
2. Specify the most suitable temperature for washing.
3. Indicate which products she should use.
4. Indicate whether the use of bleach is appropriate and why.
5. Unload the washer and load the dryer. Verify if the apprentice:
 - a. applies safe work procedures for transferring clothes from one appliance to another;
 - b. applies the instructions on the labels for drying clothes;
 - c. chooses the correct drying cycle depending on the fabric;
 - d. correctly hangs the laundry that cannot be dried in the dryer;
 - e. properly stores the laundry products used.

IRONING AND PRESSING

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Iron or press the household clothes and linens.

SCENARIO

Ask the apprentice to do the following:

1. Set up the equipment to do the ironing;
2. Indicate what precautions to take to get properly and safely set up to work;
3. Set the iron's temperature according to the fabric of the items in the basket;
4. Iron a shirt and a pair of pants;
5. Find an item in the basket that should be pressed and press it.

Discuss with the apprentice the risks and hazardous conditions involved with ironing.

Make sure that the apprentice has properly stored the equipment that was used.

SCENARIO 3D

FOLDING AND STORING THE LAUNDRY

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Fold the items and store them in their proper places.

SETTING

In a work context at a real or imaginary client's, ask the apprentice to fold and store the laundry.

SCENARIO

1. Ask the apprentice to fold the clothes and linens;
2. Ask her to store them to complete this service.

MODULE 3 QUIZ

**Be capable of washing household clothes and linens:
washing and drying symbols**

Question 1

For each label, draw the corresponding symbols on the chart below.

LABEL 1	LABEL 2	LABEL 3	LABEL 4	LABEL 5
<ul style="list-style-type: none"> ◇ Machine washable in 30° cold water with reduced agitation ◇ Do not use bleach or bleach diluted with cold water ◇ Tumble dry at moderate temperature ◇ Cool iron (110°) ◇ Dry cleanable 	<ul style="list-style-type: none"> ◇ Machine washable in 30° cold water, separately ◇ Do not use chlorine ◇ Tumble dry at low temperature ◇ Cool iron (110°) 	<ul style="list-style-type: none"> ◇ Hand wash only ◇ Do not use chlorine ◇ Dry flat ◇ Cool iron (110°) ◇ Wash in cold water 	<ul style="list-style-type: none"> ◇ Machine washable in 30° cold water with reduced agitation ◇ Do not use chlorine ◇ Dry flat ◇ Cool iron (110°) ◇ Do not dry clean 	<ul style="list-style-type: none"> ◇ Hand wash in cold water, mild soap ◇ Do not use chlorine ◇ Hang to dry ◇ Do not put in dryer ◇ Iron at low temperature

ANSWERS				
LABEL 1	LABEL 2	LABEL 3	LABEL 4	LABEL 5

Question 2

Name the steps for preparing to do the washing.

Question 3

What factors determine how to sort the laundry?

Question 4

Name the principal fabrics made out of natural fibres and synthetic fibres.

Question 5

Identify the characteristics of and most appropriate care for each type of fabric.

TYPE OF FABRIC	CHARACTERISTICS		CARE					
	TYPE OF FIBER		WASH		DRY		IRON	
	NATURAL	SYNTHETIC	YES	NON	YES	NON	YES	NON
Cotton								
Wool								
Linen								
Silk								
Rayon								
Polyester								
Acetate								

Question 1

ÉTIQUETTE #1



ÉTIQUETTE # 2



ÉTIQUETTE # 3



ÉTIQUETTE # 4



ÉTIQUETTE # 5



ÉTIQUETTE # 6



Question 2

ANSWER: GATHER THE CLOTHES – READ LABELS – STAIN REMOVAL – SOAKING - SORTING

Question 3

ANSWER: COLOR – TYPE OF FABRIC – READ LABELS – NEW CLOTHES / USED CLOTHES

Question 4

ANSWER: NATURAL FIBERS: COTTON AND WOOL

MAN-MADE FIBERS: RAYON, ACRYLIC, POLYESTER, NYLON

MIXED FIBERS: 50% COTTON/50% POLYESTER, 35% WOOL/65% ACRYLIC

Question 5

Identify the characteristics of and most appropriate care for each type of fabric.

TYPE OF FABRIC	CHARACTERISTICS		CARE					
			Answer ■ With the apprentice, fill out the chart below in referencing the article <i>Mode d'entretien des étoffes des fibres naturelles, chimiques et mélangées</i> and/or <i>General Fabric Care Guide</i> (Notebook: Reference Documents for the Workplace Trainer, if necessary, #3.4 and/or #3.4A)					
	TYPE OF FIBER		WASH		DRY		IRON	
	NATURAL	SYNTHETIC	YES	NO	YES	NO	YES	NO
Cotton	NATURAL							
Wool	NATURAL							
Linen	NATURAL							
Silk	NATURAL							
Rayon		SYNTHETIC						
Polyester		SYNTHETIC						
Nylon		SYNTHETIC						



MODULE 4

SHOPPING FOR AND PREPARING SIMPLE NONDIETETIC MEALS

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 4

Shopping For and Preparing Simple Nondietetic Meals

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SKILL TO BE ACQUIRED

- ◇ Be capable of doing the shopping for and preparing simple nondietetic meals

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Confidentiality
- ◇ Time management
- ◇ Honesty
- ◇ Judgement
- ◇ Consideration for the client's preferences
- ◇ Neatness
- ◇ Professionalism
- ◇ Respect for the client's budget
- ◇ Accurate accounting
- ◇ Attention to hygiene and safety

MODULE 4 PREREQUISITES
<ul style="list-style-type: none">◇ The main objective of this module is to develop the home support worker's capacity to provide shopping services and simple meal preparation for clients whose diet is not restricted.◇ The workplace trainer must make the apprentice aware that through these activities, she contributes to certain clients' (e.g., the elderly, persons with disabilities, people who are losing some of their autonomy) ability to stay in their homes and to preserve a level of autonomy. It is therefore important that she solicit the client's involvement in making the shopping list and that she associates the activity with the choice of menus for simple meals.

DOCUMENT CHECKLIST FOR MODULE 4

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Policy on Shopping		
■ Policy Concerning Accompanying the Client to do the Shopping		
■ Policy Concerning Using a Personal Vehicle on Organization Business		
■ Policy on Handling Money		
■ Policy Concerning Simple, Nondietetic Meals		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Shopping list		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 4	
4A Identify the client's needs	
4A.1 Make a shopping list	
<ul style="list-style-type: none"> ◇ To do the shopping, it is essential to determine the client's needs. These needs can be of different types: food, cleaning products and pharmaceutical products. Refer to organization policy concerning what shopping the apprentice is authorized to do. 	Workplace trainer: documents to obtain <ul style="list-style-type: none"> ■ Policy on Shopping
<ul style="list-style-type: none"> ◇ Explain to the apprentice that she must consult the service agreement before agreeing to go shopping or doing certain types of shopping. She should always check with the organization before agreeing to do any shopping not covered by the service agreement. 	
<ul style="list-style-type: none"> ◇ Make sure that the apprentice makes her shopping lists in collaboration with the client. 	Notebook: Reference Documents for the Workplace Trainer, if necessary <ul style="list-style-type: none"> ■ Shopping list (#4.1) <p style="text-align: center;">SCENARIO 4A</p> <p style="text-align: center;">SHOPPING</p>
4A.2 Estimate the cost of the shopping	
<ul style="list-style-type: none"> ◇ Once the client's needs have been listed, the apprentice must estimate the cost of the anticipated purchases in order to ask the client to give her enough money. Suggest to her that she must always involve the client in the exercise of calculating the cost of the shopping. ◇ Make sure the apprentice is able to perform basic math operations (addition, subtraction). ◇ As a workplace trainer, it is your responsibility to know the price ranges of the main food and cleaning products. Have the apprentice practice with simulated shopping lists. 	<p style="text-align: center;">SCENARIO 4A</p> <p style="text-align: center;">SHOPPING</p>

DETAILS OF THE ELEMENTS OF SKILL 4	
4A.3 Ask the client for the money needed for shopping	
<ul style="list-style-type: none"> ◇ Once the cost of the shopping has been estimated, suggest that the apprentice always add \$5 or \$10 to be certain of having enough money. ◇ Make sure you know the organization policy on handling money. Suggest that the apprentice have the client sign a brief note indicating when money has been given to the apprentice and when it has been returned. Explain the importance of keeping invoices and receipts. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy on Handling Money
4B Do the shopping	
4B.1 Plan the shopping itinerary	
<ul style="list-style-type: none"> ◇ Explain to the apprentice that the shopping must be done in a logical order and specify the order. 	
<ul style="list-style-type: none"> ◇ Discuss the reasons why the apprentice must plan a shopping itinerary. 	
<ul style="list-style-type: none"> ◇ Ask the apprentice to plan a shopping itinerary for a real or imaginary client. 	<p>SCENARIO 4A</p> <p>SHOPPING</p>
4B.2 Accompany the client to do the shopping, if necessary	
<ul style="list-style-type: none"> ◇ The policies of different organizations either permit, restrict or prohibit accompanying the client. Explain the organization policy on this and insist on compliance. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning Accompanying the Client to do the Shopping
<ul style="list-style-type: none"> ◇ If the organization allows the client to go with the apprentice on outings or to do the shopping, specify the rules. It is essential to mention to the apprentice that the client must be able to walk. The apprentice must ensure that the client is able to accompany her. She must also be able to professionally indicate to the client the reasons why the client won't be allowed to go with her to do the shopping. 	

DETAILS OF THE ELEMENTS OF SKILL 4

4B.2 Accompany the client to do the shopping, if necessary (cont.)

- ◇ If the client is allowed to go with the apprentice to do the shopping, the means of transportation to be used can vary: the apprentice's car, the client's car, paratransit, taxi, public transit, by foot. Each mode has its risks for both the apprentice's and the client's health and safety. The workplace trainer must explain and suggest the preventive steps to be taken to reduce or eliminate these risks. Be sure to notify the apprentice of the approach favoured by the organization.

For further reference:

- Trainer's Workbook *Entretien ménager sécuritaire à domicile* (ASSTSAS)

4B.3 Do the shopping

- ◇ If the organization allows the apprentice to use her own vehicle to go shopping, the apprentice must be informed as to her liability in case of accident and the possible consequences to her car insurance.

Workplace trainer: documents to obtain

- Policy Concerning Using a Personal Vehicle on Organization Business

- ◇ In some cases it is possible to order by phone. Explain to the apprentice how to do this.

- ◇ When the client asks the apprentice to do some shopping and this is not covered in the service agreement, the apprentice must discuss it with the organization first. The workplace trainer should explain the reasons for this requirement and make sure the apprentice knows who to contact at the organization.

QUIZ 4

4B.4 Transport the purchases to the client's. If necessary, arrange for delivery.

- ◇ Depending on the mode of transport used, the apprentice may or may not have to bring the purchases to the client's home. Most organizations recommend that home support workers arrange for delivery rather than carrying everything themselves and risking injury. Others suggest the use of a shopping cart with wheels. Let the apprentice know what the organization prefers.

- ◇ Although there may not seem to be room for concern, handling grocery bags can actually cause discomfort, pain and injury. Each means of transport has its own risks. Take the time to explain the risks and propose the adoption of safe methods to prevent injury.

For further reference:

- Trainer's Workbook *Entretien ménager sécuritaire à domicile* (ASSTSAS)

DETAILS OF THE ELEMENTS OF SKILL 4

4B.5 Store the purchases

- ◇ How groceries and other items are stored is usually very personal and varies from one person to another. Tell the apprentice to check the client's habits and preferences for this task.
- ◇ Make sure the apprentice understands the procedure for giving the change and receipts to the client. Suggest that she have the client sign off on the exchange. If applicable, explain the organization policy.

Workplace trainer: documents to obtain

- Policy on Handling Money

4C Preparing simple nondietetic meals

4C.1 Check what food is available at the client's

- ◇ What home support worker has not been requested at one time or another by her client to prepare a quick meal while engaged in doing the housekeeping?

- ◇ Simple meals should be prepared on the basis of what is available in the client's pantry. Make sure the apprentice understands that she must first see what food is available and involve the client in selecting the menu.
- ◇ It is not just a question of seeing what products are available, but also to confirm their freshness. The apprentice must ensure that food is not likely to result in food poisoning. Tell her the shelf life of the perishable food used most frequently. Inform her about the food most likely to contain micro-organisms and thus cause food poisoning.
- ◇ Show the apprentice how to recognize the expiry dates on food packages. Explain what steps to take to deal with stale, outdated or contaminated food.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Refrigerator and Freezer Storage Chart* (Canadian Partnership for Consumer Food Safety Education) (#4.2)
- *An Industry Standard Chart* (Canadian Partnership for Consumer Food Safety Education) (#4.3)
- *Ask Mrs. Cookwell* (Canadian Partnership for Consumer Food Safety Education) (#4.13)
- *Food Hygiene at Home* (www.hygiene-educ.com) (#4.4a)
- *Interactive Nutrition Label: Get the Facts* (Health Canada) (#4.15)
- "Péremption : lisez l'étiquette" (Bulletin de l'AFSCA) (#4.6)

For further reference:
<http://www.canfightbac.org/en/>

SCENARIO 4B

NUTRITION LABELS

DETAILS OF THE ELEMENTS OF SKILL 4

4C.1 Check what food is available at the client's (cont.)

- ◇ Organize different simulations. Ask the apprentice to suggest menus based on the products most likely to be available at the client's.
- ◇ You can also suggest various simple meal suggestions to the apprentice based on your knowledge of the client's needs or the products most likely to be in his or her pantry.

SCENARIO 4C PREPARING SIMPLE MEALS

4C.2 Plan a simple meal with the client

- ◇ Getting the client involved in choosing meals is very important. It is a great way to promote independence. The apprentice must learn to guide the person's menu choices in a sensitive and respectful manner. She must also learn to respect his or her preferences. Most of the time, the client knows exactly what he or she wants ...

- ◇ Test menu ideas by asking the apprentice to list the ingredients needed to make a particular dish that has been planned. Talk to her about the likelihood that these ingredients will be found in a typical client's pantry and, if necessary, adjust the apprentice's repertoire of simple meals. Take the opportunity to teach her basic nutrition concepts by drawing inspiration from *Canada's Food Guide for First Nations, Inuit and Métis*.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Canada's Food Guide for First Nations, Inuit and Métis* (in 2 pages) (#4.16)

- ◇ Use the apprentice's culinary knowledge to build a repertoire of simple meals she can prepare for her clients. Make sure the meal ideas proposed are not too complex and that they can be prepared quickly, so that the apprentice can devote herself to her main housekeeping tasks.
- ◇ The workplace trainer must also tell the apprentice that there are different culinary traditions reflecting the clients' cultural backgrounds. The apprentice must take this into account in planning and preparing simple meals.

SCENARIO 4C PREPARING SIMPLE MEALS

DETAILS OF THE ELEMENTS OF SKILL 4

4C.3 Prepare or reheat a simple meal

- ◇ When the apprentice is asked to prepare a meal during the service, she must be able to identify what is a simple meal and what is a fully cooked meal. A simple meal may take different forms:
 - breakfast: hot and cold cereals, eggs, toast
 - snack: juice, tea, coffee, cookies, nuts
 - a bowl of soup
 - a sandwich
 - quick pasta
 - reheated meals
 - salads
- ◇ Propose a set of basic criteria that will serve to identify what is a simple meal, and give various examples.

SCENARIO 4C

PREPARING SIMPLE MEALS

- ◇ Make sure the apprentice understands the importance of having a clean work surface to work on when preparing the meal. Specify some rules of hygiene and basic sanitation. Emphasize that she needs to wash her hands before handling food.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Food Safety for Older Adults guide* (Canadian Partnership for Consumer Food Safety Education) (#4.5)
- *Guide for Food Handlers* (Centre québécois d'inspection des aliments et de santé animale- Gouvernement du Québec) (#4.7)
- Le lavage des mains et le port des gants : deux pratiques de base (ASSTSAS) (#4.14)
- *Disinfecting and Washing Hands* (MSSS) (#4.14A)

For further reference: :

- <http://www.canfightbac.org/en/>

- ◇ The kitchen is a place where you can cook some delicious and nutritious meals, but we must never forget that bacteria lurk everywhere and can cause health problems. The elderly, for example, are more likely to suffer from foodborne diseases. Gradually, as people age, their immune system becomes weakened and their ability to fight disease is also diminished.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *A FightBac! Focus on ... – Separate – Cook – Chill – Clean* (Canadian Partnership for Consumer Food Safety Education) (#4.9, 4.10, 4.11, 4.12)
- *Food Safety for Older Adults guide* (CPFSE) (#4.5)

DETAILS OF THE ELEMENTS OF SKILL 4

4C.3 Prepare or reheat a simple meal (cont.)

- ◇ The concepts of hygiene and sanitation are essential in this skill component. Explain to the apprentice that these concepts are especially important for seniors who are vulnerable to food poisoning. Discuss the risks associated with the preparation of meals for seniors with the apprentice.
- ◇ Inform her about the preventive approaches and techniques to fight bacteria, including cleaning, refrigerating, separating and cooking. Be sure to verify the apprentice's understanding. Remind her that these hygiene and sanitation principles should always be applied when preparing meals, whether her client is elderly or not.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *A FightBac! Focus on ... – Separate – Cook – Chill – Clean* (Canadian Partnership for Consumer Food Safety Education) (#4.9, 4.10, 4.11, 4.12)

For further reference: :

- <http://www.canfightbac.org/en/>

- ◇ Make sure the apprentice understands how to reheat food using two or three appliances normally found at a client's: microwave, oven, slow cooker, stove, toaster, etc.

- ◇ Make sure the apprentice demonstrates basic culinary skills. Observe her way of working at a client's and correct her if necessary.

QUIZ 4

4C.4 Serve the meal

- ◇ Explain to the apprentice the importance of preparing a clean place to serve the meal. Emphasize the importance of how the food is presented on the plate to make the meal appetizing.

4C.5 Clean up the kitchen

- ◇ It is important to clean the sinks and counters before you start cooking and when you are done preparing the meal. Explain to the apprentice that she is responsible for cleaning and sanitizing the sinks and counters, disinfecting the work tools and properly tidying the kitchen.

SCENARIO 4C

PREPARING SIMPLE MEALS

- ◇ Washing the dishes and putting them away are activities that are often left to the client to promote their autonomy. Specify to the apprentice that she might have to perform these tasks after meals if the client has requested it and if it is in compliance with the organization policy.

CONFIRMATION OF MASTERY OF SKILL 4

To confirm the mastery of this skill, you must verify that the apprentice is able to perform all tasks related to doing the shopping for and preparing simple nondietetic meals according to the following evaluation criteria listed in the Apprenticeship Booklet:

- ◇ Respect for the service agreement agreed between the organization and the client.
 - ◇ Comply with the organization's quality standards.
 - ◇ Accurate determination of the client's needs.
 - ◇ Actual purchases conform to the shopping list.
 - ◇ Honesty.
 - ◇ Respect for the time allotted for each task.
 - ◇ Gives exact change.
 - ◇ Application of basic rules of food hygiene and sanitation.
 - ◇ Apply safe work rules and practices.
 - ◇ Take into account food safety standards.
 - ◇ Efficient organization of travel required to do the shopping.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS 4

(Module 4)

QUIZ 4 - Be capable of doing the shopping for and preparing simple nondietetic meals

Skills Assessment, Skill 4 (Module 4)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 4 skill: "Be capable of doing the shopping for and preparing simple nondietetic meals".

**SPACE RESERVED FOR COMMENTS, PROPOSALS AND SUGGESTIONS THAT
COULD IMPROVE THE LEARNING CONTENT OF THIS MODULE**

[illegible]

MODULE 4 SCENARIOS

SCENARIO 4A

SHOPPING

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Estimate the cost of the shopping
- Organize her travel in order to accomplish the shopping while optimizing her travel time
- Estimate the time required for shopping
- Correctly return any change to the client

SETTING

Use the shopping list provided and a map of the area to locate the closest grocery store, pharmacy and dry cleaner.

DOCUMENTATION

- 1- Made-up shopping list (Notebook: Reference Documents for the Workplace Trainer, if necessary, #4.1)
- 2- Map of the area showing the location of the grocery store, pharmacy and dry cleaner

SCENARIO

- 1 Ask the apprentice to estimate the amount the client must provide for the grocery shopping.
- 2 The client must give the apprentice some money for shopping. What procedure must be followed to implement the organization policy on handling money?
- 3 Ask the apprentice to tell you the order in which she plans to do the shopping. You must provide her a map of the area.
- 4 Discuss with the apprentice how she will arrange to transport the purchases to the client's.
- 5 Make sure, by running a number of simulations, that she is able to make change correctly.
- 6 Ask her to estimate the time required to do the shopping with the shopping list provided.

SCENARIO 4B

NUTRITION LABELS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Verify the nutrition labels and expiry dates of food products.

SETTING

In a workroom (not at the client's), present the apprentice with a number of different nutrition labels.

REQUIRED DOCUMENTATION

Obtain nutrition labels for the following products:

- 1- Milk
- 2- Cheese
- 3- Meat
- 4- Fish
- 5- Poultry
- 6- Spices
- 7- Gravy
- 8- Fruit and vegetables
- 9- Juice
- 10- Deli

Try to expose the apprentice to a set of different situations where she must recognize the product is:

- fresh;
- marginal;
- still edible;
- hazardous;
- an allergen;
- a sample;
- etc.

SCENARIO

- 1 Ask the apprentice to read the labels and to tell you what she would do with this or that food and why.
- 2 Ask her what precautions should be taken for each food presented.
- 3 Ask her what preservation methods are the most effective for each food.

SCENARIO 4C

PREPARING SIMPLE MEALS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Suggest menus for simple meals based on food available at the client's.
- Prepare a simple meal.
- Apply the basic rules of food hygiene and sanitation.
- Use equipment and materials safely.
- Clean and store the material and equipment used.

SETTING

The workplace trainer oversees the preparation of one or more simple meals based on the contents of the fridge and pantry in the home of a volunteer designated by organization management.

SCENARIO

1. Ask of the apprentice to see what's in the refrigerator and pantry in order to make menu suggestions for some simple meals. What food does she intend to use?
2. According to her suggestions, does it seem to you that she is concerned about reducing waste? On what basis?
3. Does she check expiry dates? If not, remind her to do so and ask her to interpret different kinds of labels. (*See Scenario 4B*)
4. Does she observe basic principles for providing a balanced diet?
5. Ask the apprentice to prepare a meal from the suggestions made by the imaginary client.
6. Observe that the apprentice:
 - a) applies the basic rules of food hygiene and sanitation;
 - b) uses equipment and materials safely;
 - c) cleans and stores materials and equipment used.

MODULE 4 QUIZ

Be capable of doing the shopping for and preparing simple nondietetic meals

Question 1

Why should we separate raw meat, poultry and fish from other food?

1. To avoid mixing flavours
2. To avoid mixing odors
3. To avoid contamination
4. For all these reasons

Question 2

Name three defrosting techniques.

Question 3

TRUE OR FALSE

Counters and work surfaces should be washed with hot water after every meal prepared.

Question 4

Before preparing food, you must wash your hands:

- 1) in cold water with soap for 20 seconds
- 2) in hot soapy water for 20 seconds
- 3) in hot water without soap for 20 seconds

Question 5

TRUE OR FALSE

To avoid cold spots when using a microwave oven, you have to turn the food.

Question 6

What could happen if you cut a raw cucumber on the same cutting board that was used to cut up raw chicken?

Question 7

How do you know if ground beef is cooked?

- 1) When the temperature of the meat reaches 71°C
- 2) When the meat is no longer pink
- 3) After cooking for 7 min. on each side

Question 8

TRUE OR FALSE

Consuming food after the recommended "best before" date entails a health risk.

Question 9

Salmonella can be found in the following food:

- 1) Raw or undercooked meat
- 2) Raw or unwashed fish
- 3) Raw or undercooked eggs
- 4) Milk and dairy products
- 5) Raw, unwashed fruits and vegetables
- 6) 1 and 2
- 7) All of the above

Question 10

TRUE OR FALSE

It is important to wash meat or poultry before preparing it.

Question 11

What is a simple meal?

- 1) An egg
- 2) A bowl of homemade soup
- 3) A sandwich
- 4) A salad
- 5) Shepherd's pie
- 6) All of the above
- 7) 1, 3 and 4

Question 12

You need to go out to buy some ingredients to prepare a meal for one of your clients. It has been several months since you have done any housekeeping for him and he greatly appreciates your work. He trusts you and asks you to use his ATM card to pay for the groceries. What do you do?

Question 13

TRUE OR FALSE

Using a microwave entails health risks.

Question 14

TRUE OR FALSE

Some people are more vulnerable than others to foodborne diseases.

Question 15

True or false

It is sufficient to slightly warm leftover soup, stew, meat pie, that has been kept in the refrigerator before serving.

Question 16

When is it important to wash your hands?

- 1) Before and after touching raw meat, fish or seafood
- 2) After using the toilet and after changing diapers
- 3) After touching pets
- 4) All of the above

Question 17

Can you tell if food has been contaminated by harmful organisms by its appearance, smell or taste?

Question 18

Before opening a can of food, you should:

- 1) Remove the label so it doesn't get in the can
- 2) Wash the lid
- 3) Turn the can upside down
- 4) Shake the can to hear what's inside

Question 19

Why are the elderly at greater risk of contracting foodborne diseases?

- 1) Their immune systems are weakened
- 2) There is less acid in their stomachs
- 3) They have a higher risk of catching a chronic disease
- 4) All of the above

Question 20

After blowing your nose, coughing or sneezing, is it necessary to wash your hands before preparing food?

Answers to Quiz 4

QUESTION	ANSWER
1	3) To avoid contamination
2	1) In the refrigerator 2) In cold water 3) In the microwave (N.B. Explain the precautions to be taken to avoid the risk of cancer)
3	True
4	2) in hot soapy water for 20 seconds
5	True
6	Cross contamination and risk of salmonella
7	1) When the temperature of the meat reaches 71°C
8	True. But this judgement must be based on two dates: “best before” and “packaged on.”
9	7) All of the answers are correct.
10	False
11	7) 1, 3, 4
12	Discussion between the workplace trainer and the apprentice about the organization's policy
13	True
14	True. Very young children, the elderly and people with weakened immune systems are most at risk of contracting foodborne diseases. Always take precautions when preparing food, but more so in the case of these risk groups.
15	False. Refrigeration prevents bacteria from multiplying, but it does not stop or eliminate them. After a few days, the bacteria may have multiplied enough—even in refrigerated food—to be dangerous. When reheating these items, they must be heated until they reach the boiling point, then left to cool until they are the right temperature for eating.
16	4) All of the above. The correct answer is “4.” To avoid cross contamination and reduce the risk of foodborne disease, you should wash your hands before and after touching raw meat, fish or seafood, after using the toilet and changing diapers and after touching pets. It is important to wash your hands ... all the time!
17	No. You cannot see, smell or taste harmful organisms that may cause illness. If in doubt, discard the food.
18	2) Wash the lid of the can. The correct answer is “2.” It is important to wash the lid of the can before opening to prevent dust, dirt or harmful organisms from entering the interior of the can. In addition, do not forget to clean the can opener after each use to avoid contaminating the contents of the next can opened (cross contamination).
19	4) All of the above. The correct answer is “4.” The health of every person is different. However, we know that as we age, our ability to fight disease diminishes. Therefore, the elderly are more susceptible to foodborne diseases. When preparing food for them, it is essential to adopt safe food handling practices.
20	Yes. After blowing your nose, coughing or sneezing, always wash hands with soap and hot water for at least 20 seconds before preparing food or handling utensils. Everything that comes into contact with food should be clean, including our hands.



MODULE 5

CLIENT COMMUNICATION AND SUPPORT

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 5

Client Communication and Support

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SKILL TO BE ACQUIRED

- ◇ Be able to communicate with and provide assistance to the client.

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Attentive and vigilant
- ◇ Ability to establish trust
- ◇ Ability to cope with contingencies and emergencies
- ◇ Ability to make decisions
- ◇ Ability to adapt
- ◇ Oral communication
- ◇ Confidentiality
- ◇ Active listening
- ◇ Empathy, in keeping a safe emotional distance from the client
- ◇ Professional ethics
- ◇ Maintenance of personal autonomy
- ◇ Self-control
- ◇ Respect for people's privacy
- ◇ Stays within the limits of her role
- ◇ Attention to the client's well-being

MODULE 5 PREREQUISITES

This module includes the following specific objectives:

1. Educate and empower the apprentice so she can:
 - interact and communicate effectively with clients;
 - establish a sustainable and positive professional relationship with clients;
 - bring to a successful conclusion a meaningful relationship with a client;
 - deal effectively with clients in special situations.
2. Empower the apprentice so that she is able to adopt a preventive approach and react appropriately in an emergency.

- ◇ **This module refers to transferable skills that the apprentice will have to implement in the context of achieving other skills, whenever she will be in contact with the client.**

- ◇ The workplace trainer must make clear to the apprentice that effective communication is established with the client through different actions at different times of the service relationship:

- Confirmation of the appointment
- Access to the client's home
- Greet the client upon arrival
- End of service to the client
- Establish a trusting relationship with the client
- Dealing with a client who has special needs

Module 5 covers all these situations and aims to provide the apprentice with information and advice so she can communicate more effectively with clients and provide the organization's expected level of professionalism to her clients.

- ◇ Several elements related to learning this skill are particularly suited to training outside the work context. If possible, the workplace trainer should hold group meetings with several apprentices and lead discussions on various elements of this learning module. If there are not enough apprentices to organize group discussions, the workplace trainer should meet individually with the apprentice.
- ◇ As a workplace trainer, you must supervise the apprentice's learning concerning all aspects of communication and client support:
 - Organization's client service orientation
 - Client's autonomy
 - Techniques of communicating with clients
 - Impact of aging on people's behaviour
 - Warning signs of a deterioration in the client's mental and physical health
 - Preventive approach and security measures in emergency situations
- ◇ Periodically throughout her employment, stimulate the apprentice to think about and discuss her experiences in terms of the quality of her communication with clients or difficulties encountered with difficult clients. Guide the apprentice in her search for solutions to the problems she has encountered.

DOCUMENT CHECKLIST FOR MODULE 5

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Customer Service Policy		
■ Policy on Telephone Contact with the Client		
■ Guidelines and Rules of Conduct on Greeting the Client		
■ Code of Ethics		
■ Policy Concerning the Role of the Home Support Worker in Identifying the Client's Additional Needs		
■ Policy on Observing Abnormal Situations		
■ Organization Intervention Protocol: How to Respond in the Event of an Emergency		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Client Profile		
■ Emergency contact list		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 5

5A Interact with the client

5A.1 Make contact with the client by phone, if necessary

<ul style="list-style-type: none"> ◇ The workplace trainer should describe in detail the role and responsibilities of the home support worker. If the organization has a code of ethics, the workplace trainer must go over it with the apprentice in detail. This code should cover all the elements defining the relationship of the apprentice with her clients. ◇ The workplace trainer should explain the organization's customer service policy. The apprentice's relationship with her client is a professional relationship that must be clarified in terms of its limits and requirements. If desired, a copy of the organization's code of ethics can be given to the apprentice. All training given to the apprentice relating to communication with and assistance to the client must rely on the code of ethics. ◇ Use the provided questionnaires to help the apprentice understand her strengths and weaknesses in customer service. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Code of Ethics ■ Customer Service Policy <p>Document to be used, if necessary</p> <ul style="list-style-type: none"> ■ Mes forces en matière de service - Questionnaire éclair (#5.14) <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Work Conditions and Policies for Housecleaners and Administrative Staff (Services West-Nette) (#5.15)</i>
<ul style="list-style-type: none"> ◇ The approach to making contact with a client may differ from one organization to another. For example, some organizations will not allow the apprentice to give the client her phone number. Make sure you know your organization's policy and explain it to the apprentice. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Customer Service Policy ■ Policy on Telephone Contact with the Client ■ Guidelines and Rules of Conduct on Greeting the Client
<ul style="list-style-type: none"> ◇ If applicable, make sure to observe the apprentice while she is phoning a client to confirm a visit. You can also ask the apprentice to simulate a call to a client. 	<p style="text-align: center;">SCENARIO 1 QUIZ 5</p>

DETAILS OF THE ELEMENTS OF SKILL 5

5.A.2 Upon arrival, greet the client

- ◇ The workplace trainer should explain to the apprentice that her work is usually done in the client's presence. Emphasize the importance of arriving on time and clearly identifying oneself to help the client to feel secure. Also underline the importance of adopting a professional approach with the client.
- ◇ Explain to the apprentice that among her clientele are elderly people who have disabilities or have lost some autonomy. Interacting with them requires a special approach, especially during a first contact. You must make sure that the apprentice understands the vulnerability of such people, and that she develop the necessary interpersonal skills for working with them.
- ◇ Educate the apprentice about the importance of courtesy and instruct her in the manner recommended by the organization to greet the client upon arrival and to enter into contact with him or her.
- ◇ These communication skills should be seen as prerequisites for Module 2 since they are employed upon arriving at the client's to perform general housekeeping tasks.

Workplace trainer: documents to obtain

- Customer Service Policy
- Code of Ethics

Notebook: Reference Documents for the Workplace Trainer, if necessary

- Comment agir avec la clientèle (Coopérative du Royaume) (#5.3)

- ◇ The workplace trainer should provide simulations to enable the apprentice to develop her practical skills in greeting the client.
- ◇ Be sure to observe the apprentice upon arrival at a client's while taking into account whether it is:
 - a first visit to a new client;
 - a client who she has already met.

SCENARIO 2

QUIZ 5

5A.3 Be attentive to the client's needs and suggest other ways you can be of assistance

- ◇ Let the apprentice know what the organization's expectations are concerning the role she can play to help identify the client's additional needs. Teach her the importance of communicating these additional needs to the organization.

Workplace trainer: documents to obtain

- Policy Concerning the Role of the Home Support Worker in Identifying the Client's Additional Needs

5A.4 Ending a visit to a client's

- ◇ Explain to the apprentice that she must always ensure that the client is satisfied in relation to the work performed when she is finished working. She must also remember to remind the client, whenever possible, of the date of her next visit. These are important elements of communication when the apprentice leaves the client's home at the end of the visit. We will be able to explore them in more depth in Module 6.

SCENARIO 18

DETAILS OF THE ELEMENTS OF SKILL 5

5A.4 Ending a visit to a client's (cont.)

- ◇ Specify that the apprentice is expected to leave her client in the same professional manner as when she arrived, with a smile and the satisfaction of a job well done.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- Comment agir avec la clientèle (Coopérative du Royaume) (#5.3)

5A.5 Establish a trusting relationship with the client and those around him or her

- ◇ The workplace trainer should make sure that the apprentice understands the need to develop communication skills. She should also emphasize the importance of establishing a positive working relationship tailored to the responsibilities of a home support worker in her work context, which may, for example, change as the client's health changes. The scenarios below will help the workplace trainer deepen the apprentice's awareness. If possible, the scenarios should be played out in small groups of apprentices.

SCENARIO 33

- ◇ Several conditions are necessary to establish a trusting relationship with the client and the people around him or her. Discuss this with the apprentice individually or in a group.

- ◇ The workplace trainer should insist that the apprentice adopt the following behaviours:

- Try to be available to the person
- Always be discreet
- Demonstrate an interest in the person's situation and health
- Initiate a conversation with the person to get to know him or her, if the person wants it
- Create a climate conducive to the expression of the feelings of the client and those around him or her, while maintaining a professional distance
- Be an active listener
- Encourage and reassure the person
- Pay attention to requests from the client and his or her family, while respecting the limits of your trade
- Adapt your behaviour in relation to a person who is worried, anxious, sad, angry, etc.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- Comment agir avec la clientèle (Coopérative du Royaume) (#5.3)

- 5-Relation aidante / Assistance à la personne (CEMEQ) (#5.2)

- ◇ It is important that the workplace trainer clarify the limits of the relationship and indicate to the apprentice what are the risks involved in going beyond these limits. She should make sure to define the role of home support worker and discuss the professional distance that should be maintained.

SCENARIO 6

QUIZ 5

- ◇ In discussion with the apprentice, verify that she is able to translate these understandings into the real situations she experiences in the context of her work.

DETAILS OF THE ELEMENTS OF SKILL 5

5A.5 Establish a trusting relationship with the client and those around him or her (cont.)

- ◇ The workplace trainer must also advise the apprentice on how to bring a meaningful relationship with a client to a successful close.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- Bien vivre la fin d'une relation significative – Communiquer ses émotions (#5.1)

SCENARIO 17

5A.6 Deal with a client who is in a specific situation

- ◇ The workplace trainer must educate the apprentice as to the basic principles for dealing with a client in a professional and courteous manner.

- ◇ Go over with the apprentice the special situations she may encounter in the course of her work:

- Clients with cognitive impairment (memory, orientation, attention, etc.).
- Clients with disabilities
- Clients with psychiatric problems
- Clients with behavioural problems
- Clients who have problems taking their medication
- Aggressive behaviour or harassment of certain individuals
- Inappropriate demands on the part of the client or the people around the client
- Conflictual relations with a client

Notebook: Reference Documents for the Workplace Trainer, if necessary

- 5-Relation aidante / Assistance à la personne (CEMEQ) (#5.2)
- "Communication with Alzheimer's Disease Patients: A matter of Time, Caring and Contact" (*The Canadian Alzheimer Disease Review*) (#5.4)
- Particularités avec les différentes clientèles (#5.5)
- Mental Health Issues (Douglas Mental Health University Institute) (#5.6, a to g)

- ◇ The workplace trainer can use the scenarios below that deal with situations that can be experienced with clients. The point of the scenarios is not to play psychologist, but to come up with principles of appropriate conduct in such situations.

- ◇ In discussion with the apprentice, verify that she is able to fully apply her knowledge to real situations she experiences as part of her work. If possible, organize small discussion groups.

- ◇ The workplace trainer should make the apprentice aware of various techniques she can use to reduce the stress caused by these types of situations. The apprentice must also be able to identify the specific situations she must communicate to the organization.

SCENARIOS 20 TO 34

DETAILS OF THE ELEMENTS OF SKILL 5	
5A.6 Deal with a client who is in a specific situation (cont.)	
◇ Specify that the apprentice should always get information from the organization about the particular characteristics of each client assigned to her (name, age, living conditions, health status, etc.).	Document for the apprentice ■ Client Profile
◇ If the organization has a policy concerning harassment and other difficult situations that the apprentice may have to deal with, the workplace trainer should inform her about it and discuss it.	Workplace trainer: documents to obtain ■ Policy on harassment and other difficult situations
5B Act preventively	
5B.1 Notice signs of the client's physical or mental deterioration and any deterioration in the client's environment	
◇ Explain to the apprentice that in the supporting role, she must be constantly aware, vigilant and discreet so that she may be in a position to detect any abnormal situation. She must learn to recognize the kinds of situations that should be reported to the organization because they represent a risk to the health or safety of the client or the apprentice.	
◇ In order to provide the apprentice with the basic knowledge she needs to be able to fulfill this role, the workplace trainer should explain the main needs of special populations: the elderly, persons with disabilities, people with loss of autonomy or with mental health problems. These explanations will include: <ul style="list-style-type: none"> ○ the impact of physical, intellectual or physiological and psychological changes on clients' needs; ○ the impact of aging on the emotional needs of elderly clients; ○ the importance of adopting a special approach to clients with special needs. 	Notebook: Reference Documents for the Workplace Trainer, if necessary ■ <i>Particularités avec différentes clientèles</i> (#5.5) <i>Mental Health Issues</i> (Douglas Mental Health University Institute) (#5.6, a to g)
◇ Discuss with the apprentice individually or in a group how to detect the early signs of deterioration of a client's health or environment. The scenarios below illustrating risk situations might be useful.	SCENARIO 19
◇ Lead several discussions on preventive observations an apprentice might make at her client's. In discussion with the apprentice, verify that she is able to fully apply her knowledge to real situations she experiences as part of her work.	

DETAILS OF THE ELEMENTS OF SKILL 5	
5B.2 Detect any abnormal situations and recognize emergencies	
<ul style="list-style-type: none"> ◇ Explain the organization policy regarding the observation of the early warning signs of deterioration in the client's physical or mental health. The apprentice must also be sensitized to the observation of signs of abuse. She must be attentive and able to identify situations that may be a risk to the health and safety of both the client and herself. You must specify which of these situations the organization considers to be emergencies and describe what action to take. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy on Observing Abnormal Situations
<ul style="list-style-type: none"> ◇ Use different scenarios to test the apprentice's judgement in abnormal situations. ◇ Facilitate a discussion with a group of apprentices, if possible. 	<p>SCENARIOS 16, 21, 24, 26, 27</p>
5C Respond appropriately in emergencies	
5C.1 Apply the measures required by the organization in an emergency	
<ul style="list-style-type: none"> ◇ The workplace trainer must be very specific about what the apprentice should do and what she should not do in an emergency. The workplace trainer should explain the organization's intervention protocol. A copy of the protocol should be given to the apprentice and she should keep it with her on the job. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Organization Intervention Protocol: How to Respond in the Event of an Emergency
<ul style="list-style-type: none"> ◇ Use different scenarios to test the apprentice's judgement in abnormal situations. 	<p>SCENARIOS 11 À 16</p>
<ul style="list-style-type: none"> ◇ Give the apprentice a list of contact persons to use in case of emergency (list provided by the client or the Health Centre, organization emergency number). 	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Emergency contact list
5C.2 Deal with emergencies safely	
<ul style="list-style-type: none"> ◇ The workplace trainer must clearly tell the apprentice what must not be done in an emergency situation and explain why, based on the organization intervention protocol. ◇ Discuss the scenarios provided as well as case histories with the apprentice. 	<p>SCENARIOS 20, 25, 26</p>

CONFIRMATION OF MASTERY OF SKILL 5

To confirm the mastery of this skill, you must verify that the apprentice is able to relate appropriately with the client at all times and provide professional and safe support in an emergency according to the following evaluation criteria listed in the Apprenticeship Booklet:

- ◇ Adoption of an appropriate approach to the client.
- ◇ Application of the organization's approach to the client.
- ◇ Respect of the organization's client service protocol.
- ◇ Accurate identification of emergency situations.
- ◇ Strict application of the organization's intervention protocol.
- ◇ Respect for safe assistance rules and methods.
- ◇ Transmission of clear, accurate and relevant comments to the organization.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS

(Module 5)

QUIZ 5 - Be able to communicate with and provide assistance to the client

Skills Assessment, Skill 5 (Module 5)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 5 skill: "Be able to communicate with and provide assistance to the client. "

[illegible]

MODULE 5 SCENARIOS

INSTRUCTIONS FOR THE WORKPLACE TRAINER

OBJECTIVES

The scenarios aim to enable to apprentice to demonstrate her ability to:

- Interact with clients in various situations;
- Notice signs of change in the client's health status or environment, and recognize emergency situations;
- Respond appropriately in emergency situations.

SETTING

For this exercise, we suggest you conduct the scenarios as part of individual or group discussions if possible.

INDIVIDUAL OR GROUP DISCUSSIONS

1. Scenarios (*see list*)
2. We suggest you arrange, if possible, a few films on the following topics:
 - a. Common diseases (Alzheimer's, Parkinson's, bipolarity, deafness, multiple sclerosis)
 - b. Abusive situations
 - c. Crises
 - d. Death of a client (*Face à la mort* with Martin Drainville)

Consult your local CSSS or school board (nursing assistant or other program) to check if they have movies available on these topics.

SCENARIOS

SCENARIO 1

Ask the apprentice to simulate a call to a client to confirm her visit to do the housekeeping and some shopping (groceries, pharmacy). She must proceed in compliance with the organization's expected practice.

SCENARIO 2

Ask the apprentice to simulate her arrival at a client's whose house keys she has.

- a) It's a new client. What does she do?
- b) It's a regular client. Should she act in the same way? What might she do differently?

SCENARIO 3

You arrive at a client's and you see that she's crying? How do you behave?

SCENARIO 4

You're at a client's who lives just across the street from another of your clients. She asks: "Does she have nice furniture?" How do you respond?

SCENARIO 5

One of your regular clients informs you that she cannot find a jewel which she really loved and questions you as to whether you have seen it. How do you react?

SCENARIO 6

A client you get along with very well decides to do something nice for you and gives you her television since she is going to buy a new one. Will you accept it?

SCENARIO 7

A client asks you to wash the floor on your hands and knees. She insists on it. What do you tell her?

SCENARIO 8

A male client becomes overly familiar with you and calls you "my beauty" ... What do you do?

SCENARIO 9

A client asks for your telephone number so that he can reach you if he needs to cancel your visit. What do you tell him?

SCENARIO 10

A new client who is a perfectionist continually monitors you and criticizes the way you work. What attitude should you take?

SCENARIO 11

When you arrive at one of your client's he is scantily dressed and starts coming on to you. This is not the first time he has acted that way, but this time he is more insistent. How do you react?

SCENARIO 12

A client is dissatisfied with your work, becomes really aggressive towards you and starts using threatening language. What should you do?

SCENARIO 13

You arrive at your client's and you find he no longer recognizes you. What do you do?

SCENARIO 14

You're washing the bathroom. Your client, who suffers from a cognitive problem, informs you that you must leave immediately, because she absolutely must go out, even if there are 45 minutes left in your visit. What do you do?

SCENARIO 15

One of your clients talks to you while staggering and smelling strongly of alcohol. While you continue working, you notice her sitting down, muttering to herself. What should you do?

SCENARIO 16

One of your regular clients suffers from multiple sclerosis and recently has begun using a walker. You ring her doorbell and no one answers. What should you do?

SCENARIO 17

One of your regular clients is moving into a home because her condition has deteriorated. She has sold her house and this will be the last time you see her. How do you react?

SCENARIO 18

You end your service with a client. How should you behave to adopt a professional approach?

SCENARIO 19

You notice that your client has not washed her dishes and seems not to have washed herself or combed her hair since you were there 15 days ago. What should you do?

SCENARIO 20

While you are doing the housekeeping, your client faints. What should you do?

SCENARIO 21

A client asks you to help her get to the bathroom. What do you do?

SCENARIO 22

You work at an elderly client's. What can you do to promote his autonomy? Give examples.

SCENARIO 23

One of your regular clients was recently hospitalized. This is the first time you've visited him since then. You observe that his capacity for autonomy is greatly reduced and that he needs more support. What should you do?

SCENARIO 24

A regular client who was recently hospitalized returns home. This is the first time you have visited him since he was hospitalized. He opens the door with a knife in his hand and appears aggressive. What do you do?

SCENARIO 25

Arriving at a client's, you realize that the door is locked from the inside. You hear the client crying through the door. She seems to have fallen. What do you do?

SCENARIO 26

You're cleaning a client's bathroom when you hear noises in the kitchen. The client has choked while eating. What do you do?

SCENARIO 27

Mr. Villeneuve has mild dementia and has a little trouble understanding what you say. What attitude should you adopt?

SCENARIO 28

You're at a client's who suffers from arthritis. She is uncharacteristically in a bad mood and she gives you a really hard time. How do you respond?

SCENARIO 29

You have a client with Alzheimer's disease. When you arrive at her place, she says that she never requested your services. What do you do?

SCENARIO 30

One of your colleagues works with a client who is deaf. She is having difficulty communicating with her and asks for your advice. What do you recommend?

SCENARIO 31

Your client is blind. You do not take the trouble to talk to her because in any case she does not see you. Is this the right way to behave? What do you think?

SCENARIO 32

Ms. Germain is depressed and says the most hopeless things to you. What do you do?

SCENARIO 33

One of your clients is a perfectionist who is uncompromising in many aspects of her life. She is not able to tolerate most of the things that happen in a day. This person has a personality disorder (obsessive compulsive). Even if the space is perfectly clean, she will often make you start over. How should you respond to her constant demands?

SCENARIO 34

You arrive at one of your client's. The family is present and they tell you that the person has died. How do you react and what do you do?

MODULE 5 QUIZ

Be able to communicate with and provide assistance to the client

Question 1

When should you worry about detecting the signs of deterioration of the client's physical or mental health?

- 1) When you arrive at the client's
- 2) You must be attentive and vigilant at all times to detect signs of change indicating a deterioration in the client's health status
- 3) It is the work of the Health Centre and not that of the home support worker
- 4) None of the above

Question 2

What are the home support worker's obligations in relation to confidentiality? Give examples.

- 1) Obligation of discretion
- 2) Obligation of loyalty
- 3) Obligation bound to professional secrets and to protect the organization's way of doing business

Question 3

What information concerning the client's situation must you send to the organization?

- 1) Signs that the client is receptive
- 2) Changes in the client's health
- 3) Changes in the client's environment
- 4) Issues concerning abuse of the client
- 5) Harassment by the client
- 6) All of the above

Question 4

Name four key principles underpinning the establishment of a trusting relationship with a client.

Question 5

List five professional behaviours towards the client expected of the home support worker.

Question 6

You do not understand the client's instructions. What do you do?

- 1) I clarify the situation
- 2) I verify my understanding
- 3) I ask the client to repeat the instructions
- 4) I pretend I understand and I complete my work
- 5) 1, 2 and 3
- 6) All of the above

Question 7

TRUE OR FALSE

You should give your phone number to the client so that he or she can reach you if necessary.

Question 8

You enter a client's and become instantly aware of a strong smell. What do you do?

- 1) I hasten to find the source of the odor
- 2) I do not dramatize the situation
- 3) I do not act disdainfully
- 4) I quickly report the problem to the client
- 5) I politely suggest that the room be aired out

Question 9

What facilitates making eye contact with a client?

- 1) Being attentive to what the person says
- 2) Getting the person's attention
- 3) Demonstrating availability and attentiveness
- 4) Detecting signs of receptivity
- 5) Greeting the person
- 6) All of the above

Question 10

Give some examples of nonverbal communication.

Question 11

What should the apprentice do if a client asks for something that goes against organization policy?

- 1) Do what the client requests because the client is always right.
- 2) Decline in explaining to the customer that his request is contrary to organization policy.
- 3) Provide a solution that would suit the client and respect the organization policy.
- 4) Ask the client to communicate with the organization.

Question 12

When does the home support worker normally verify that the client is satisfied?

- 1) On arrival
- 2) After each major task
- 3) At the end of the service
- 4) After the first time a client has used a new service

Question 13

What is the advantage of effective communication?

- 1) It can develop friendships with clients
- 2) It ensures effective coordination between the client, the home support worker and the organization
- 3) It helps us to get to know a little about the personal lives of our clients
- 4) It helps us keep in contact with the organization

Question 14

Being attentive, discreet and respectful relates to which of the following skills?

- 1) Demonstrate professional behaviour
- 2) Establish a trusting relationship with the client
- 3) Communicate effectively
- 4) Act as a good citizen

Question 15

How can the apprentice demonstrate her professionalism nonverbally?

- 1) By using a calm tone and being articulate
- 2) By showing her understanding of the client's needs
- 3) By taking care of her appearance and using appropriate gestures
- 4) In prioritizing the tasks at hand

Question 16

What is one of the benefits of keeping a certain distance from the client?

- 1) Improved communication
- 2) Increased satisfaction of the client
- 3) The ability to show sympathy while avoiding becoming too attached to the client
- 4) Formalizing your relationship with the client as a boss

Question 17

Of the following, which ensures effective listening?

- 1) Speaking clearly
- 2) Confirming your understanding
- 3) Agreeing with what the speaker said
- 4) Prioritizing the message content

Question 18

What must the home support worker do when she is confronted with an aggressive client?

- 1) Leave the home and yell for help
- 2) Keep calm
- 3) Call the organization to ask for assistance
- 4) Apply the organization policy for this type of situation

Question 19

What should the home support worker do when trying to communicate with a visually-impaired client?

- 1) Adopt a normal flow and tone
- 2) Use more gestures
- 3) Stand close to the client
- 4) Ask the client to repeat

Question 20

How can a home support worker demonstrate a positive attitude?

- 1) By not complaining and by seeking solutions when there are problems
- 2) By discussing her personal problems
- 3) By being always ready to help and serve others
- 4) By meeting challenges when they arise

Question 21

What can a home support worker do to project a professional image?

- 1) Always be on time
- 2) Keep smiling
- 3) Present a clean and tidy appearance at all times
- 4) Be capable of adapting to different kinds of clients

Question 22

Name five signs of deteriorating health of a client that you must tell the organization because they require the intervention of health services.

Question 23

Describe different abusive situations that may affect people who are elderly or vulnerable. What kinds of indications are there to help you identify these types of situations?

Question 24

You are assigned a new client, an 82-year-old person who lives alone. When you enter his home, you notice he lives in a state of poverty. In speaking with him a little, you learn that his daughter lives in Europe and he rarely sees her. What should you do?

- 1) Give him my phone number so she could reach me if needed
- 2) Suggest he contact the Health Centre and explain his situation
- 3) Notify the organization of this situation
- 4) 1 and 3

Answers to Quiz 5

QUESTION	ANSWER
1	2) You must be attentive and vigilant at all times to detect signs of change indicating a deterioration in the client's health status
2	1) Obligation of discretion
3	6) All of the above
4	1) Try to be available to the person 2) Always be discreet 3) Demonstrate an interest in the person's situation and health 4) Initiate a conversation with the person to get to know him or her, if the person wants it 5) Create a climate conducive to the expression of the feelings of the client and those around him or her, while maintaining a professional distance 6) Be an active listener 7) Encourage and reassure the person 8) Pay attention to requests from the client and his or her family, while respecting the limits of your trade 9) Adapt your behaviour in relation to a person who is worried, anxious, sad, angry, etc.
5	1) Confirm the appointment with the person 2) Be punctual 3) Ring before entering even if you have the key 4) Be courteous 5) Address the person formally 6) Call the person by his or her last name and don't use the first name 7) Demonstrate a positive attitude 8) Smile and make eye contact with the person 9) Confirm the person's satisfaction at the end of the service 10) Establish a trusting relationship with the person 11) Maintain a professional distance with the person 12) Respect the limits of your role 13) Demonstrate professional ethics 14) Respect the person's privacy 15) Respect the confidentiality of information about the person 16) Be honest
6	5) 1, 2 and 3
7	False
8	2, 3, 5
9	6) All of the above
10	1) Blush 2) Dress (explain why) 3) Smile 4) Shrug 5) Wink
11	3) Provide a solution that would suit the client and respect the organization policy
12	3) At the end of the service
13	2) It ensures effective coordination between the client, the home support worker and the organization
14	1) Demonstrate professional behaviour 2) Establish a trusting relationship with the client
15	3) By taking care of her appearance and using appropriate gestures
16	3) The ability to show sympathy while avoiding becoming too attached to the client
17	2) Confirming your understanding
18	2) Keep calm and 4) Apply the organization policy for this type of situation
19	1) Adopt a normal flow and tone
20	1) By not complaining and by seeking solutions when there are problems
21	All of the answers are correct

22	<ul style="list-style-type: none"> • Malnutrition • Weight Loss • Does not take their medication any more • Must be completely supported to walk • Hardly eats anything (empty refrigerator) • Has difficulty recognizing you • Often falls without knowing why • Does not wash any more • Constant fatigue • Cries often • Depression • Talks of suicide • Memory loss • Aches • Dementia • Deterioration of personal care • Physical or mental deterioration • Intoxication by alcohol or drugs
23	<p>Situations of abuse:</p> <ul style="list-style-type: none"> ◇ Financial abuse ◇ Negligence ◇ Emotional or psychological abuse ◇ Sexual abuse <p>Signs of financial exploitation or material abuse</p> <ul style="list-style-type: none"> ■ Confusion about the person's own finances ■ Absence of financial decisions or choices ■ Failure to meet financial obligations ■ Unusual banking withdrawals or ATM activities on behalf of the elderly ■ Discrepancy between income and living standards ■ Sudden or inexplicable difficulty to pay bills ■ Prohibited by the natural caregiver to spend their own money ■ Loss of personal property <p>Symptoms of neglect</p> <ul style="list-style-type: none"> ■ Lack of required supervision ■ Lack of security measures ■ Malnutrition, dehydration, weight loss ■ Denial of medical treatment ■ Unkempt appearance of the person, inappropriate clothing ■ Lack of dentures, eyeglasses, hearing aids or mobility devices ■ Neglect of personal care <p>Symptoms of physical abuse</p> <ul style="list-style-type: none"> ■ Person left alone for long periods or tied to a chair or bed ■ Abuse of sedatives ■ Unexplained physical injuries: bruises, cuts, burns, fractures, rashes, pressure sores ■ Multiple visits to a variety of doctors and clinics ■ History of accidents or injuries ■ Depression, fear ■ Repeated falls ■ Scalp injuries or evidence of hair pulling

	<ul style="list-style-type: none"> ■ Torn clothing or broken eyeglasses ■ Rope or belt bruises <p>Symptoms of psychological abuse</p> <ul style="list-style-type: none"> ■ Sadness ■ Depression, fear, anxiety, passivity ■ Withdrawal from social life ■ Fear of specific persons or being alone with them ■ Letting the natural caregiver respond to questions ■ Behaviour modification, including avoiding eye contact ■ Change in appetite ■ Insomnia or excessive need for sleep ■ Inability to visit the person or talk to him or her. The person guilty of the abuse may have isolated the person from the community, social services and even members of his or her family. <p>Symptoms of sexual abuse</p> <p>Many of the symptoms of sexual abuse are similar to those listed above, including:</p> <ul style="list-style-type: none"> ■ Sadness ■ Depression, fear, anxiety, passivity ■ Withdrawal from social life ■ Fear of specific persons or being alone with them ■ Behaviour modification, including avoiding eye contact ■ Insomnia or excessive need for sleep ■ Unexplained physical injuries or marks ■ Clothing soiled with blood or something else
24	3) Notify the organization of this situation.



MODULE 6

CONCLUDING THE SERVICE AT THE CLIENT'S

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 6

Concluding the Service at the Client's

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SKILL TO BE ACQUIRED

- ◇ Be capable of concluding the service at the client's

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Attention to detail
- ◇ Attention to the quality of work
- ◇ Attention to client satisfaction
- ◇ Respect for people's property

MODULE 6 PREREQUISITES

- ◇ Module 6 aims to ensure that the apprentice is able to conclude her service in a professional way and perform the necessary follow-ups with both the client and the organization. The main follow-up required is to confirm the client's satisfaction in relation to the work done, since that is indispensable.
- ◇ The module's objectives are to develop the apprentice's ability to:
 - Prepare a report of her activities at the client's
 - Accurately record all information on her timesheet
 - Complete the payment transaction for services rendered in accordance with the organization's billing policy
- ◇ Every business has its own policy of billing for services rendered. The workplace trainer must be able to clearly explain the organization's policy.
- ◇ Training activities should reflect whether the organization asks the apprentice to handle money or not.
- ◇ The workplace trainer must not forget to emphasize the importance of the relational aspect of this skill and of demonstrating at all times the professional approach preferred by the organization.

DOCUMENT CHECKLIST FOR MODULE 6

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Billing Policy		
■ Policy on Equipment Malfunction		
■ Policy Concerning Information to be Transmitted to the Client		
■ Policy Concerning Information to be Transmitted to the Organization		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Timesheet		
■ Damage report		
■ Billing forms		
■ Receipts		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 6	
6A Review your work	
6A.1 Inspect the premises	
<ul style="list-style-type: none"> ◇ Show the apprentice how to verify her work in every room of the home to ensure she hasn't overlooked some task. You can advise her to leave the rooms organized in the same way as when she arrived so as not to inconvenience the client; turn off lights that she might have turned on; check the rooms that have been cleaned to make sure that all equipment has been stored; check that the kitchen stove is turned off, etc. 	QUIZ 6
<ul style="list-style-type: none"> ◇ Specify that the apprentice must ensure that the client is satisfied with her work. 	
6A.2 Notify the client of any cleaning products that have run out or are about to	
<ul style="list-style-type: none"> ◇ Specify to the apprentice that she must inform the client of any product 1) that has run out, 2) that is about to run out or 3) that is not the product that is needed. 	
<ul style="list-style-type: none"> ◇ During this conversation with the client, it is a good time for the apprentice to suggest the purchase of products that are more effective, safer or more environmentally friendly. 	
6A.3 Notify the client of any defective equipment or breakage	
<ul style="list-style-type: none"> ◇ Make sure the apprentice understands the importance of notifying the client and the organization if applicable, of any malfunctioning equipment or damage to equipment or an object (for example, a knick-knack) that occurred during service. 	Workplace trainer: documents to obtain <ul style="list-style-type: none"> ■ Breakage Policy
<ul style="list-style-type: none"> ◇ Explain to the apprentice that she must follow the policy of the organization in case of equipment breakage or malfunction. For example, some organizations require a written report. 	Document for the apprentice <ul style="list-style-type: none"> ■ Damage report

DETAILS OF THE ELEMENTS OF SKILL 6	
6A.4 Communicate any relevant information to the client	
<ul style="list-style-type: none"> ◇ Explain to the apprentice the organization policy concerning information to be transmitted to the client: signing necessary forms; requests for meetings; new rates or schedules, etc. The policy will clarify whether the information should be transmitted verbally or in writing; whether on arrival (see Module 1 – 1C.1) or at the end of the service. ◇ Discuss with the apprentice how this information should be sent, taking into account organization policy. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning Information to be Transmitted to the Client <p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Relevant organization forms
6A.5 Transmit any relevant information to the organization	
<ul style="list-style-type: none"> ◇ Explain to the apprentice the policy concerning information to be transmitted to the organization: client status report, new services to be offered to the person; difficulties with clients, etc. Organization policy will dictate whether the information should be transmitted verbally or in writing. ◇ Discuss with the apprentice what elements should be part of the verbal or written report she will give to the organization. 	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning Information to be Transmitted to the Organization <p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Relevant organization forms
6B Record all information on the timesheet	
6B.1 Total your timesheet	
<ul style="list-style-type: none"> ◇ Describe the importance of totalling up her timesheet. Give instructions on how to do it that conform to the organization billing policy. 	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Timesheet or equivalent
<ul style="list-style-type: none"> ◇ Verify the timesheet completed by the apprentice and give her feedback so she can correct her mistakes, if any. 	<p>SCENARIO 6A</p> <p>TIMESHEET</p>

DETAILS OF THE ELEMENTS OF SKILL 6

6C Complete the payment transaction for services rendered

6C.1 Apply the organization's payment policy

◇ The workplace trainer must be well informed about the organization's payment policy. She should thoroughly explain it to the apprentice and, if necessary, give her a copy of it.	Workplace trainer: documents to obtain ■ Billing policy
◇ In some organizations, billing is partly done by the home support worker. If this is the case, give the apprentice the required forms (invoice, receipt, etc.) for billing. Make sure she has mastered the following tasks: making a cash transaction, issuing a receipt, verifying the information on a check and following up with the organization. If necessary, review some basic arithmetic.	Document for the apprentice ■ Billing forms SCENARIO 6B PAYMENT TRANSACTION
◇ Specify the type of information which should be transmitted to the organization, regardless of the billing method. Examples: there are errors in the invoice or the client does not want to pay his bill.	
◇ Discuss the organization billing policy with the apprentice and verify that she understands it.	

CONFIRMATION OF MASTERY OF SKILL 6

To confirm the mastery of this skill, you must verify that the apprentice is able to perform all the tasks related to concluding the service at the client's according to the following evaluation criteria listed in the Apprenticeship Booklet:

- ◇ Quality of work.
 - ◇ Observance of time specified in the service agreement for the execution of each task.
 - ◇ Full review of the work performed.
 - ◇ Clarity and relevance of information transmitted to the client and the organization.
 - ◇ Application of organization policy in case of breakage or damage.
 - ◇ Timesheet conforms to the instructions provided.
 - ◇ Application of the organization's payment policy.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS 6

(Module 6)

QUIZ 6 - Be capable of concluding the service at the client's

Skills Assessment, Skill 6 (Module 6)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 6 skill: "Be capable of concluding the service at the client's".

[illegible]

MODULE 6 SCENARIOS

SCENARIO 6A

CONCLUSION OF SERVICE AT THE CLIENT'S

OBJECTIVES

The scenarios aim to enable to apprentice to demonstrate her ability to:

- Correctly record information on the timesheet.
- Complete the payment transaction for services rendered according to the organization's billing policy.

SETTING

To do this exercise, we propose that you use the organization's billing policies and forms.

DOCUMENTATION

- 1) Apprentice's timesheets for the last work week.
- 2) Invoices and any other relevant documents used for billing the apprentice's clients.

SCENARIO B1

The workplace trainer should verify the timesheets completed by the apprentice during the last week (at least four) to ensure that she can correctly handle this task.

This activity can be used both for training the apprentice and for assessing the acquisition of the skill.

SCENARIO B2

Ask the apprentice to simulate a payment transaction with you (acting as a client) according to the organization billing policy.

As appropriate, make sure that she:

- a) handles money (she must calculate if the money received corresponds to the amount requested, make change for the client, etc.) or receives a check;
- b) issues a receipt, if applicable;
- c) effectuates the follow-up with the organization.

The point is that she should demonstrate that she understands and correctly applies the organization billing policy.

MODULE 6 QUIZ

Be capable of concluding the service at the client's

Question 1

What constitutes reviewing your work at the end of your service?

Question 2

What should you check on when you inspect the premises at the end of your service? Give examples.

Question 3

What information do you need to convey to the organization at the end of your service?

Question 4

When should you check if the client is satisfied?

Question 5

How do you respond when a client is dissatisfied?

Answers to Quiz 6

QUESTION	ANSWER
1	<ol style="list-style-type: none"> 1) Inspect the premises. 2) Notify the client of any cleaning products that have run out or are about to or that aren't the right product for the job. 3) Notify the client of any defective equipment or breakage. 4) Communicate, if applicable, any relevant information to the client and/or the organization.
2	<ol style="list-style-type: none"> 1) Lights are turned off 2) Accessories and equipment stored 3) Inventory of cleaning products 4) Other, if required by organization policy
3	The answer will vary depending on the organization's policy.
4	If it's the first visit you should ask after you finish working on each room so that you can have time to make any corrections. After the first visit, you should ask just before the end of your service so that you have time to make any corrections before leaving the client fully satisfied. However, unless it is the organization policy to do so, you should not redo the work.
5	I make a correction if possible. If I do not know what to do, I ask the client to tell me or show me what he or she wants. Customer satisfaction is the most important principle.



MODULE 7

SEASONAL HOUSEKEEPING (SPRING CLEANING)

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 7

Seasonal Housekeeping (Spring Cleaning)

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SKILL TO BE ACQUIRED

- ◇ Be able to perform seasonal housekeeping.

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Positive and courteous attitude
- ◇ Autonomy
- ◇ Ability to establish a trusting relationship with the client
- ◇ Ability to adapt
- ◇ Ability to work as a team
- ◇ Collaboration and coordination of effort
- ◇ Confidentiality
- ◇ Stamina and physical strength
- ◇ Management of priorities
- ◇ Communication skills
- ◇ Judgement
- ◇ Efficient work organization
- ◇ Punctuality
- ◇ Professionalism
- ◇ Respect for people's privacy
- ◇ Respect for clients' needs within the structure of the service agreement
- ◇ Respect for people's property
- ◇ Respect for time commitments
- ◇ Attention to the quality of work
- ◇ Concern for personal safety and that of others
- ◇ Attention to client satisfaction

MODULE 7 PREREQUISITES

- ◇ This module complements the home support worker occupational qualification certificate. It is not compulsory for all home support workers, but only for those assigned to do seasonal housekeeping. It leads to obtaining an attestation of skill for "seasonal housekeeping (spring cleaning)".
- ◇ The main objective of this module is to give the apprentice the necessary technical skills to accomplish her seasonal housekeeping or spring cleaning work. This module includes the set of activities considered part of seasonal housekeeping.
- ◇ The apprentice must be able to:
 - Prepare to do the seasonal housekeeping
 - Do the seasonal housekeeping (spring cleaning)
 - Use appropriate methods to store housekeeping materials, products and equipment
- ◇ What the apprentice will learn in this module will help her 1) prepare to meet the organization's quality and productivity standards, and 2), encourage the adoption of safe work practices.
- ◇ Ideally, the training that takes place in Module 7 is expected to occur on the job in a real home or at least in an environment that is as close as possible. There's no better way to learn to do spring cleaning than by getting your hands dirty!
- ◇ Certain spring cleaning tasks can be performed by two-person teams. The workplace trainer should therefore accompany the apprentice at an actual client's.

- ◇ The module requires that the workplace trainer provide the apprentice with a body of knowledge about health and safety. For example: the Act Respecting Occupational Health and Safety, the main sources of risks related to heavy housekeeping and the meaning of labels on cleaning products. The workplace trainer must give the apprentice all required background knowledge in this module before working with her at an actual client's. It is important to set aside an appropriate time to discuss these ideas with her. Using what you learned in your ASSTSAS training, you must provide all the information necessary that she needs for a correct understanding of all issues concerning health and safety on the job.
 - ◇ The workplace trainer must not only inform the apprentice about sections of the Act Respecting Occupational Health and Safety that directly concern her, but it is also essential that the apprentice clearly understand her rights and obligations, and those of her employer, regarding health and safety.
 - ◇ In general, apprentices who are studying this module should previously have obtained their certification as a home support worker. However, under special circumstances an organization might hire people to specifically perform heavy housekeeping tasks who have not been certified as home support workers.
 - ◇ Even if the apprentice's training only concerns Module 7, it is important that the workplace trainer begin with Module 1, which concerns the organization of work, and Module 6, which deals with concluding the service at the client's. These skills are essential for an apprentice who only does heavy housekeeping.
-
- ◇ There are four major types of risks to the home support worker's health and safety:
 - Work postures and moving heavy objects while carrying out housekeeping tasks;
 - Cleaning products and disinfectants, whose use entails risks ranging from skin irritation to acute poisoning due to inhaling fumes;
 - Infection following contact with clients who are possible carriers of communicable diseases;
 - Aggression by the client or his or her family because of particular personal circumstances.
 - ◇ By the end of her studies on health and safety, the apprentice must be able: 1) to detect risky work situations, 2) to find solutions, if any, and 3) to adopt safe work practices in a real work situation. To help her avoid accidents, you should suggest prevention rules and practices to the apprentice.
 - ◇ Inform the apprentice about the organization's practices in managing health and safety on the job (committee, prevention, training, accident reporting, etc.).

DOCUMENT CHECKLIST FOR MODULE 7

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Organization Dress Code		
■ Customer Service Policy		
■ Policy on Telephone Contact with the Client		
■ Guidelines and Rules of Conduct on Greeting the Client		
■ Policy Concerning Client Service Agreements for Seasonal Housekeeping (Spring Cleaning)		
■ Policy Concerning How to Enter the Client's Home		
■ Policy on Health and Safety at Work		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Needs Assessment/Service Agreement		
■ New Client Form		
■ ASSTSAS Prevention Checklist		
■ Key Authorization Form		
■ Alarm System Code		
■ Home Security Service Emergency Number		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 7	
7A Prepare to do the seasonal housekeeping	
7A.1 Wear appropriate attire	
<p>◇ Make sure the apprentice understands the rules for how to dress for comfort and safety on the job. Type up a list of the rules and give it to her.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Organization Dress Code <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Pour continuer à marcher, sachez vous chauffer! (ASSTSAS) (#2.1)
7A.2 Wait for your colleague at the client's residence (if the work is to be done by two people)	
<p>◇ The approach to making contact with a client may differ from one organization to another. For example, some organizations will not allow the apprentice to give the client her phone number. Make sure you know your organization's policy and explain it to the apprentice.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Customer Service Policy ■ Policy on Telephone Contact with the Client
<p>◇ The workplace trainer must make it clear to the apprentice that when working as a team, she must wait for her colleague before entering the client's home. This only applies when the two home support workers have the same work schedule. You can suggest some places where they can meet.</p>	
<p>◇ You must provide the apprentice with all the information she needs to be able to enter the client's home: alarm system, what keys she needs to have with her, what keys she needs to get at the neighbours', etc.</p> <p>◇ Explain to her the procedures for when the client is home or away. For example :</p> <ul style="list-style-type: none"> ○ it is recommended that the apprentice ring the bell even if she has the keys to get in; ○ the apprentice must disarm the home security system, if there is one. <p>◇ You must also specify how the apprentice can get the keys or the information about the alarm system.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning How to Enter the Client's Home <p>Documents for the apprentice</p> <ul style="list-style-type: none"> ■ Key Authorization Form ■ Alarm System Code ■ Home Security Service Emergency Number
<p>◇ Talk to the apprentice about the importance of being courteous. Indicate the manner recommended by the organization to greet the client when the apprentice is alone and when she is accompanied by another home support worker.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Customer Service Policy ■ Policy on Telephone Contact with the Client ■ Guidelines and Rules of Conduct on Greeting the Client

DETAILS OF THE ELEMENTS OF SKILL 7	
7A.3 Review the service agreement with the client and inform the organization of any change	
<p>◇ Explain what a service agreement is and show the apprentice how to evaluate the job to be done.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning Client Service Agreements for Seasonal Housekeeping (Spring Cleaning) ■ Service Agreement
<p>◇ Point out to the apprentice that she must: 1) review the service agreement with the client, and 2) inspect the premises to really get an idea of the job. If the client makes changes to the service agreement, the apprentice must contact the organization before doing anything.</p>	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Service Agreement
7A.4 Establish work priorities according to the client's needs	
<p>◇ Make the apprentice aware of the importance of reaching agreement with the client about the work priorities.</p>	
7A.5 Evaluate the workload	
<p>◇ Explain how the apprentice should estimate her workload according to how much dirt or clutter there is. For example, taking into account the size of the room and depending on how much there is to do, a kitchen can take from four to six hours, a bathroom three or four hours, one bedroom with wardrobe about three hours and about two hours for the windows and walls of a room. To assess the workload, it is important to proceed from room to room. If the house is really dirty, notify the organization and review the agreement. Alternative cleaning products that are more powerful may be necessary, or extra help may be required.</p> <p>◇ If the workload is too demanding for the number of home support workers assigned, explain that with the client's consent it's possible to ask the organization to add a person to the team or provide for additional hours.</p>	<p>QUIZ 7</p>
<p>◇ Ask the apprentice to evaluate the workload.</p>	<p>SCENARIO 7A</p> <p>ESTIMATE THE TIME REQUIRES TO ACCOMPLISH THE WORKLOAD</p>
7A.6 Divide work among team members, if necessary	
<p>◇ A big clean-up may be done by two home support workers. Propose a way of distributing the work between two team members. Usually, the approach is:</p> <ul style="list-style-type: none"> ○ divide the work equally ○ don't get in each other's way 	<p>SCENARIO 7D</p> <p>SPRING CLEANING THE ROOMS OF THE HOME</p>

DETAILS OF THE ELEMENTS OF SKILL 7

7A.7 Prepare materials, equipment and products to perform seasonal housekeeping tasks

<ul style="list-style-type: none"> ◇ Each housekeeping task requires material, equipment and products tailored to the nature of the work to be performed. For each task, specify the most appropriate materials, equipment and products. ◇ For spring cleaning, TSP is a well-known powerful all-purpose cleaner. ◇ Explain to the apprentice how to anticipate what materials, equipment and products she will need to do the spring cleaning. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Apprenticeship Booklet, Module 7: <i>Context of the Apprenticeship</i>, sections 1-6 ■ TSP (Trisodium Phosphate) (Recochem Inc.) (#7.1) ■ Trucs et produits ménagers (Coopérative du Royaume) (#7.2) ■ Emploi et utilisation des articles de nettoyage (#7.3)
<ul style="list-style-type: none"> ◇ Explain that the apprentice must keep her material close at hand. There are three advantages to this: 1) she will save time, 2) she will be more effective, and 3) she will be less tired after a day's work. 	
<ul style="list-style-type: none"> ◇ Make sure the apprentice understands the risks associated with the use of cleaners and disinfectants. Make sure that she understands to only use products that are in their original containers. Discuss with her the kinds of accidents that may occur when cleaners or disinfectants are used incorrectly. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Pour réduire les accidents : du nouveau sur les étiquettes (ASSTSAS) (#2.5) ■ Dangereux, nos produits d'entretien domestique? (ASSTSAS) (#2.17) ■ Symbole des produits dangereux, charte des risques, eau de Javel, etc. (ASSTSAS) (#2.6) ■ <i>Aim for Safety - Household chemicals</i> (Health Canada) (#2.6A)
<ul style="list-style-type: none"> ◇ Give the apprentice a chart showing the risks associated with the use of household cleaning products. Teach her how to read the labels on the containers. 	<p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Symbole des produits dangereux, charte des risques, eau de Javel, etc. (ASSTSAS) (#2.6) ■ <i>Aim for Safety - Household chemicals</i> (Health Canada) (#2.6A)

DETAILS OF THE ELEMENTS OF SKILL 7	
7A.7 Prepare materials, equipment and products to perform seasonal housekeeping tasks (cont.)	
<ul style="list-style-type: none"> ◇ Verify that the apprentice is able to find and understand information on the labels of various products, such as: <ul style="list-style-type: none"> ○ product name; ○ hazard symbols, pictograms; ○ statement of risks; ○ prevention measures; ○ first aid; ○ name of the supplier. 	<p>SCENARIO 7 B</p> <p>READING LABELS</p>
<ul style="list-style-type: none"> ◇ Suggest effective products that represent less risk to the apprentice's health and safety and to the environment (e.g., liquid products instead of aerosol, biodegradable and no-rinse products such as those sold by Hertel). 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Hertel Plus Material Safety Data Sheet (#2.7) ■ Hertel Multi Material Safety Data Sheet (#2.8) ■ Enviro Trucs (Greenpeace et Ville de Rouyn-Noranda) (#2.13)
<ul style="list-style-type: none"> ◇ Introduce various service agreements to the apprentice and ask her to prepare an inventory of materials, equipment and products required to complete the work. 	
7A.8 Clear, illuminate and ventilate the workspace	
<ul style="list-style-type: none"> ◇ Explain to the apprentice the kinds of situations that can cause falls or other accidents in the home. Review them with her and discuss possible solutions to eliminate these causes of accidents. ◇ Specify that the attitude of the client may facilitate or complicate the apprentice's work. Give some examples: children, pets, room size, poor lighting, slippery floors, defective equipment, unsanitary areas, etc. Inform her of the consequences of these complications and of the solutions and practices preferred by the organization to correct them. ◇ Discuss the accidents that can occur because the workspace is poorly lit or ventilated or too cluttered. Ask the apprentice to suggest some approaches. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Prévention des chutes à domicile (Centre Pierre-Dupuy) (#2.9) ■ <i>Seniors and Aging – Preventing Falls in and Around your Home</i> (Health Canada) (#2.9A) ■ Formulaire de l'ASSTSAS : entretien ménager sécuritaire à domicile - Vérification de prévention (#7.4) <p>Document for the apprentice</p> <ul style="list-style-type: none"> ■ Formulaire de l'ASSTSAS : entretien ménager sécuritaire à domicile - Vérification de prévention (#7.4) <p>SCENARIO 7 C</p> <p>CLEAR, ILLUMINATE AND VENTILATE THE WORKSPACE</p>

DETAILS OF THE ELEMENTS OF SKILL 7	
7B Do the seasonal housekeeping (spring cleaning)	
7B.1 Moving loads (heavy furniture)	
<p>◇ The workplace trainer must explain the techniques for moving heavy loads and demonstrate the best method to accomplish this task.</p>	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS)
7B.2 Do the spring cleaning	
<p>◇ The workplace trainer must explain and demonstrate the techniques for cleaning rooms and the following elements:</p> <ul style="list-style-type: none"> ○ Clean the ceilings ○ Wash windows and frames ○ Clean chandeliers and lamps ○ Clean the refrigerator ○ Clean the freezer ○ Clean the oven ○ Clean the microwave ○ Clean the stove and range hood ○ Clean blinds (horizontal and vertical) ○ Wash curtains ○ Wash walls ○ Thorough floor cleaning ○ Clean kitchen cupboards (inside and outside) ○ Clean closets ○ Rotate mattresses (recommended to be done by two persons) ○ Clean the heating vents and radiators ○ Clean various devices such as fans (ceiling), humidifiers, dehumidifiers, air conditioners, bathroom ventilation systems <p>◇ Beyond being concerned about the quality of the work, the workplace trainer must be sure to bring attention to the various risks to health and safety, propose appropriate preventive methods to reduce these risks and suggest safe work practices.</p>	<p>For further reference:</p> <ul style="list-style-type: none"> ■ Trainer's Workbook <i>Entretien ménager sécuritaire à domicile</i> (ASSTSAS) <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Grand ménage – Techniques diverses (Regroupement des coopératives de services à domicile de la Capitale nationale) (#7.5)
<p>◇ In a work context or simulated work context, verify the apprentice's level of understanding.</p>	<p>SCENARIO 7D</p> <p>SPRING CLEANING THE ROOMS OF THE HOME</p>

DETAILS OF THE ELEMENTS OF SKILL 7

7C Use appropriate methods to store housekeeping materials, products and equipment

7C.1 Inspect the premises to check that all work has been done correctly

- ◇ If the client is home, have the apprentice ask him or her to inspect the premises with her to make sure everything has been done as specified in the service agreement. The client can also do this alone or, if applicable, the apprentice can also do it alone.
- ◇ Inform the apprentice that she must go back and finish the areas that do not meet the client's satisfaction while respecting the policy of the organization.
- ◇ To avoid running out of time at the end of the service, suggest to the apprentice that she ask the client to check the quality of her work as soon as she has finished working on certain areas.

QUIZ 7

7C.2 Maintain and store material, cleaning products and equipment used

- ◇ It is important that the apprentice understand that when she is done cleaning, all material she has used must be properly stored. Accessories should be cleaned and stored to preserve them. Rags should be put in the laundry or in a place designated by the client.
- ◇ The workplace trainer must ensure the cleanliness of work equipment and its proper storage (including rags).
- ◇ Explain to the apprentice that she must also put all cleaning products used away in their proper place. Suggest that she wipe the outside of all cleaning products.
- ◇ Specify that the apprentice must inform the client of any material, product or equipment 1) that is missing, 2) which is about to fail, 3) that is not appropriate (for example, nylon rags do a poor job of cleaning).

- ◇ Explain the maintenance steps for all equipment listed in the Apprenticeship Booklet. For example, for the vacuum cleaner, it is important to check if the bag needs to be changed, the brushes need to be cleaned, the hoses need to be unblocked, and then to store the equipment in its proper place.

Notebook: Reference Documents for the Workplace Trainer, if necessary

■ Soins de l'aspirateur (#7.6)

■ *Vacuum Care & Maintenance Tips - How to Ensure Your Vacuum Works Properly* (#7.6A)

SCENARIO 7 E

FULL INSPECTION OF A VACUUM CLEANER

CONFIRMATION OF MASTERY OF SKILL 7

To confirm the mastery of this skill, you must verify that the apprentice is able to perform all seasonal housekeeping work according to the evaluation criteria in the Apprenticeship Booklet:

- ◇ Positive attitude.
 - ◇ Respect for the service agreement agreed between the organization and the client.
 - ◇ Comply with the organization's quality standards and with the time allotted for each task.
 - ◇ Optimal use of time.
 - ◇ Apply heavy housekeeping techniques.
 - ◇ Wear personal protection accessories and clothes and appropriate hygiene accessories.
 - ◇ Apply hygiene and disinfection standards to seasonal housekeeping tasks.
 - ◇ Apply prevention rules for preventing risks associated with tasks performed and products used.
 - ◇ Apply safe work rules and practices.
 - ◇ Clean material and equipment after use.
 - ◇ Properly store materials, products and equipment.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS 7

(Module 7)

QUIZ 7 - Be able to perform seasonal housekeeping

Skills Assessment, Skill 7 (Module 7)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 7 skill: "Be able to perform seasonal housekeeping".

**SPACE RESERVED FOR COMMENTS, PROPOSALS AND SUGGESTIONS THAT
COULD IMPROVE THE LEARNING CONTENT OF THIS MODULE**

[illegible]

MODULE 7 SCENARIOS

SCENARIO 7A

ESTIMATE THE TIME REQUIRED TO ACCOMPLISH THE WORKLOAD

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Assess the workload and estimate the time required to do the work.

SETTING

In a real or imaginary client's house or apartment.

SCENARIO

1. Ask the apprentice to inspect the rooms and to estimate the time required to clean each of them.
2. Ask her to explain the assumptions she is using to perform the estimate.

SCENARIO 7B

READING LABELS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Decode the labels on cleaning products

SETTING

Repeat the ASSTSAS training exercise you participated in as a workplace trainer.

A product's label must provide the following information:

- product name
- instructions for use
- hazard symbols
- statement of risks
- prevention measures
- first aid
- availability of a Material Safety Data Sheet (MSDS)
- name of the supplier

SCENARIO

1. Present the apprentice with various bottles of cleaning products among which the most common for spring cleaning are: Hertel Plus, Tilex, Hertel Multi, TSP, Easy Off, Windex, Javex bleach, ammonia or other;
2. Ask her to find the information on the label and fill out the worksheet below for each of the products presented.
3. For bleach, ask her to find the code on the bottle, to interpret it, to provide the date of manufacture and whether the product still has its disinfecting power;
4. Discuss with the apprentice the risks and hazardous conditions of use.

REFERENCE FOR THE WORKPLACE TRAINER: NOTEBOOK: "REFERENCE DOCUMENTS FOR THE WORKPLACE TRAINER"

- ASSTSAS: Symboles de produits dangereux, charte des risques, eux de Javel, etc. (#2.6)
- Health Canada: Aim for Safety - Household chemicals (#2.6A)
- ASSTSAS: "Pour réduire les accidents : du nouveau sur les étiquettes" (#2.5)
- MSDS, Hertel Plus and Hertel Multi (#2.7 and #2.8)

EXERCISE

READING LABELS

1. PRODUCT NAME:
2. DIRECTIONS FOR USE:
3. HAZARD SYMBOLS:
4. INDICATOR WORD:
5. STATEMENT OF THE MAIN DANGER:
6. POSITIVE INSTRUCTIONS:
7. NEGATIVE INSTRUCTIONS:
8. FIRST AID:
9. SUPPLIER NAME:

SCENARIO 7C

CLEAR, ILLUMINATE AND VENTILATE THE WORKSPACE

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Clear, illuminate and ventilate the workspace

SETTING

Ideally, this scenario should take place at the home of an actual client where you will be doing a spring cleaning.

SCENARIO

Before beginning the seasonal housekeeping, ask the apprentice to:

1. Inspect the rooms requiring spring cleaning.
2. Say aloud the factors on which she bases her inspection and her observations.
3. Identify the risks of accidents and recommend approaches to reduce these risks.
4. Tell you how she intends to properly prepare the rooms for cleaning.

SPRING CLEANING THE ROOMS OF THE HOME**OBJECTIVES**

The scenario aims to enable the apprentice to demonstrate her ability to:

- Do the spring cleaning of the rooms of the home.
- Use appropriate methods to store housekeeping materials, products and equipment.

SETTING

In a work context at a real or imaginary client's, ask the apprentice to perform the following procedures:

- Clean the ceilings
- Wash windows and frames
- Clean chandeliers and lamps
- Clean the refrigerator
- Clean the freezer
- Clean the oven
- Clean the microwave
- Clean the stove and range hood
- Clean blinds (horizontal and vertical)
- Wash curtains
- Wash walls
- Thorough floor cleaning
- Clean kitchen cupboards (inside and outside)
- Clean closets
- Rotate mattress (recommended to be done by two persons)
- Clean the heating vents and radiators
- Clean various devices such as fans (ceiling), humidifiers, dehumidifiers, air conditioners, bathroom ventilation systems

SCENARIO

1. Ask the apprentice to prepare for doing the seasonal housekeeping (material, equipment and products);
2. Ask her to prepare the rooms for spring cleaning;
3. In each room, ask her to tell you the steps she is going to follow to complete her work;
4. Make sure that she demonstrates her ability to do all the tasks associated with the seasonal housekeeping as described in the Apprenticeship Booklet;
5. Make sure to have her move something heavy, such as a chair or another piece of furniture;
6. Ask the apprentice to put everything away (material, equipment and products) when she has completed her work.

REFERENCE FOR THE APPRENTICE

- Evaluation checklist below

EVALUATION CHECKLIST
SPRING CLEANING

APPRENTICE'S NAME:

WORKPLACE TRAINER'S NAME:

DATE:

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
PROPER USE OF HOUSEHOLD CLEANING PRODUCTS (APPROPRIATE CHOICE OF PRODUCTS ACCORDING TO THE TASK AT HAND, THE INFORMATION ON THE LABEL, OPTIMAL USE, PROTECTION MEASURES, ETC.)				
• HEAVY CLEANING PRODUCTS (HERTEL PLUS, TSP, ETC.)				
• GLASS CLEANERS				
• GENTLE CLEANERS (EX.: HERTEL)				
• OTHERS				
COMMENTS, IF ANY:				
WASH WALLS, CEILINGS, MOLDING AND CHANDELIERS				
• CHOICE OF APPROPRIATE CLEANING PRODUCT FOR EACH TASK				
• FOLLOW THE ORGANIZATION'S WORK PROCEDURES (PROPER WAY OF WASHING CEILINGS AND WALLS, ETC.)				
• CORRECTLY WASH MOLDING, TRIM AND CHANDELIERS				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
WASH WINDOWS AND BLINDS				
<ul style="list-style-type: none"> CHOICE OF APPROPRIATE CLEANING PRODUCT FOR WASHING WINDOWS AND BLINDS 				
<ul style="list-style-type: none"> EFFECTIVE PROCEDURE FOR WASHING WINDOWS 				
<ul style="list-style-type: none"> EFFECTIVE PROCEDURE FOR WASHING BLINDS 				
COMMENTS, IF ANY:				
WASH THE RANGE, MICROWAVE, AND RANGE HOOD				
<ul style="list-style-type: none"> CHOICE OF APPROPRIATE CLEANING PRODUCT 				
<ul style="list-style-type: none"> CLEAN THE OVEN AND OVEN RACKS 				
<ul style="list-style-type: none"> CLEAN THE BURNERS 				
<ul style="list-style-type: none"> CLEAN THE RANGE EXTERIOR AND THE DRAWER 				
<ul style="list-style-type: none"> CLEAN THE MICROWAVE 				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
WASH THE REFRIGERATOR AND FREEZER				
• CHOICE OF APPROPRIATE CLEANING PRODUCT				
• FOLLOW THE CLEANING PROCEDURE				
• CLEAN THE INSIDE OF THE REFRIGERATOR				
• CLEAN THE OUTSIDE OF THE REFRIGERATOR				
• CLEAN THE FREEZER				
COMMENTS, IF ANY:				
WASH THE CUPBOARDS				
• CHOICE OF APPROPRIATE CLEANING PRODUCT				
• FOLLOW THE CLEANING PROCEDURE				
• DO A THOROUGH CLEANING OF THE CUPBOARDS				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
CLEAN CENTRAL HEATING VENTS AND RADIATORS				
• CHOICE OF APPROPRIATE CLEANING PRODUCT				
• FOLLOW THE CLEANING PROCEDURE				
• CLEAN CENTRAL HEATING VENTS				
• CLEAN RADIATORS				
COMMENTS, IF ANY:				
WASH A VARIETY OF DIFFERENT KINDS OF FLOORS				
• CHOICE OF APPROPRIATE CLEANING PRODUCT FOR THE TYPE OF FLOOR BEING WASHED				
• FOLLOW THE PROCEDURE FOR WASHING FLOORS				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
CLEAN THE CURTAINS				
<ul style="list-style-type: none"> CHOICE OF APPROPRIATE CLEANING PRODUCT 				
<ul style="list-style-type: none"> FOLLOW THE CLEANING PROCEDURE 				
<ul style="list-style-type: none"> CLEAN THE CURTAINS 				
COMMENTS, IF ANY:				
CLEAN VARIOUS APPLIANCES				
<ul style="list-style-type: none"> CHOICE OF APPROPRIATE CLEANING PRODUCT DEPENDING ON THE APPLIANCE TO BE CLEANED 				
<ul style="list-style-type: none"> FOLLOW THE CLEANING PROCEDURE 				
<ul style="list-style-type: none"> CLEAN THE FANS 				
<ul style="list-style-type: none"> CLEAN THE HUMIDIFIER/DEHUMIDIFIER 				
<ul style="list-style-type: none"> CLEAN THE AIR CONDITIONER 				
COMMENTS, IF ANY:				

HOUSEKEEPING TASKS	FAILED TO REACH THE OBJECTIVE	REACHED THE OBJECTIVE	EXCEEDED THE OBJECTIVE	N/A
TURN A MATTRESS				
<ul style="list-style-type: none"> FOLLOW THE PROCEDURE FOR TURNING A MATTRESS 				
COMMENTS, IF ANY:				
SAFE WORK METHODS				
<ul style="list-style-type: none"> WEAR PERSONAL PROTECTION EQUIPMENT 				
<ul style="list-style-type: none"> SAFE WORKING POSITIONS 				
<ul style="list-style-type: none"> CHOICE OF SAFE TOOLS AND EQUIPMENT 				
<ul style="list-style-type: none"> SAFE MOVEMENT OF HEAVY LOADS (LARGE FURNITURE) 				
COMMENTS, IF ANY:				

SCENARIO 7E

FULL INSPECTION OF A VACUUM CLEANER

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Perform a full inspection of a vacuum cleaner.

SETTING

The inspection must be done with a real vacuum cleaner, and include some or all of the following conditions:

- The bag is full
- The filter is dirty
- The carpet brush has not been cleaned
- The plug is starting to come undone or the wire has been folded and is cracked

SCENARIO

Before beginning the housekeeping work, ask the apprentice:

1. To inspect the vacuum to check its condition.
2. To say aloud the basis on which she is making the inspection, and to report her observations to you.
3. To tell you if she should work with this vacuum and why. What does she recommend?

MODULE 7 QUIZ

Be able to perform seasonal housekeeping

Question 1

There are two home support workers assigned to work at the client's, should you wait for my colleague to start?

Question 2

There will be two home support workers doing the spring cleaning; how should you share the work?

- 1) according to the difficulty of the tasks
- 2) equally distribute the tasks
- 3) work as a team in certain rooms
- 4) according to each of your abilities
- 5) 2, 3, 4
- 6) 1, 4
- 7) 1, 2, 3 and 4

Question 3

What are the risk factors associated with spring cleaning? Name the measures or precautions you can take to eliminate or reduce these risks.

Question 4

What factors can complicate the work of spring cleaning? Discuss possible solutions to eliminate these complications.

- 1) The client's attitude (lack of cooperation)
- 2) The size of the rooms
- 3) The presence of animals
- 4) The children are there for a visit
- 5) Poor lighting
- 6) Defective equipment
- 7) All of the above
- 8) 1, 2, 5 and 6

Question 5

You must contact the organization when a problem occurs with:

- 1) the client
- 2) cleaning products
- 3) equipment
- 4) other

Question 6

TRUE OR FALSE

Before you begin cleaning, always make sure the room is cleared.

Question 7

TRUE OR FALSE

Before you begin cleaning, always make sure the room is well ventilated.

Question 8

What should you do with the various pieces of equipment you have used when you have finished spring cleaning?

- 1) Ask the client where to put them
- 2) Clean them and put them away
- 3) Put them all in one place so that the client can store them the way he or she wants to
- 4) All of the above

Question 9

Name three factors to consider when evaluating the workload before doing spring cleaning.

Question 10

Match the places to be cleaned with the products listed below.

PLACES TO CLEAN	CLEANING PRODUCTS
1. Woodwork	A) Hertel Plus
2. Venetian blinds	B) Easy Off
3. Windows	C) Hertel Wash and Shine
4. Chandeliers	D) Hertel Multi
5. Walls / ceiling of a smoking client	E) Soapy water
6. Range (outside)	F) Warm water and vinegar
7. Flooring (tile, ceramic, linoleum, etc.)	G) TSP
8. Oven racks	H) Murphy
9. Walls / ceiling of a non-smoking client	I) Dish detergent
10. Oven	J) Windex
11. Hardwood floor	K) Water and vinegar
12. Refrigerator (inside)	L) Bleach

Question 11

When should you use bleach in a spring cleaning?

Question 12

When should you use ammonia in a spring cleaning?

Question 13

Match the places to be cleaned with the material and equipment listed.

PLACES TO CLEAN	MATERIAL AND EQUIPMENT
1. Woodwork	A) Rags
2. Venetian blinds	B) Scouring pad
3. Windows	C) Bucket
4. Chandeliers	D) Wash bucket with wringer
5. Walls / ceiling of a smoking client	E) Mop (with or without telescoping handle)
6. Range (outside)	F) Broom and dustpan
7. Flooring (tile, ceramic, linoleum, etc.)	G) Step-ladder
8. Oven racks	H) Stool
9. Walls / ceiling of a non-smoking client	I) Vacuum and accessories
10. Oven	J) Squeegee
11. Hardwood floor	K) Scraper
12. Refrigerator (inside)	L) Scrub brush

Question 14

TRUE OR FALSE

You always wash the walls before the ceilings.

Question 15

TRUE OR FALSE

You should always wash the walls with a mop, in a straight line, from top to bottom.

Answers to Quiz 7

QUESTION	ANSWER
1	Yes, we need to arrange to meet somewhere before arriving together at the client's.
2	7) 1, 2, 3 and 4
3	Discussion between the workplace trainer and the apprentice based on the ASSTSAS training program
4	7) All of the above
5	Discussion will vary according to the organization's internal policies
6	TRUE
7	TRUE
8	2) Clean them and put them away
9	1) How dirty is it 2) How cluttered is it 3) Size of rooms 4) Number of walls 5) Cleaning products and equipment available at the client's 6) Presence of people in the home

10

PLACES TO CLEAN	CLEANING PRODUCTS
1. Woodwork (H, C)	A) Hertel Plus
2. Venetian blinds (A, C, D, I)	B) Easy Off
3. Windows (C, E, J)	C) Hertel Wash and Shine
4. Chandeliers (C, E, I)	D) Hertel Multi
5. Walls / ceiling of a smoking client (D, E, L, G)	E) Soapy water
6. Range (outside) (C, D, E, I)	F) Warm water and vinegar
7. Flooring (tile, ceramic, linoleum, etc.) (C, F)	G) TSP
8. Oven racks (C, D)	H) Murphy
9. Walls / ceiling of a nonsmoking client (A, G)	I) Dish detergent
10. Oven (B)	J) Windex
11. Hardwood floor (F, H, K)	K) Water and vinegar
12. Refrigerator (inside) (C, E, F, I)	L) Bleach

11	To whiten or disinfect, or in the home of a smoker.
12	To strip the floor.

13

PLACES TO CLEAN	MATERIAL AND EQUIPMENT
1. Woodwork (A, C, G, H)	A) Rags
2. Venetian blinds (A, C, G, H)	B) Scouring pad
3. Windows (A, C, G, H, J, K)	C) Bucket
4. Chandeliers (A, C, G, H)	D) Wash bucket with wringer

- | | |
|--|---|
| 5. Walls / ceiling of a smoking client (D, E, G, H) | E) Mop (with or without telescoping handle) |
| 6. Range (outside) (A, C) | F) Broom and dustpan |
| 7. Flooring (tile, ceramic, linoleum, etc.) (D, E, F, I, L) | G) Step-ladder |
| 8. Oven racks (A, B, C, K) | H) Stool |
| 9. Walls / ceiling of a nonsmoking client (D, E, G, H) | I) Vacuum and accessories |
| 10. Oven (A, B, C, K) | J) Squeegee |
| 11. Hardwood floor (D, E, F, I) | K) Scraper |
| 12. Refrigerator (inside) (A, C) | L) Scrub brush |

14	FALSE
15	TRUE



MODULE 8

PREPARING NONDIETETIC MEALS

WORKPLACE TRAINER'S HANDBOOK
for the trade of **HOME SUPPORT** Worker

Workplace Learning Program

Module 8

Preparing Nondietetic Meals

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SKILL TO BE ACQUIRED

- ◇ Be able to prepare nondietetic meals

PROFESSIONAL ATTITUDES AND BEHAVIOURS

- ◇ Positive and courteous attitude
- ◇ Autonomy
- ◇ Ability to adapt
- ◇ Confidentiality
- ◇ Judgement
- ◇ Efficient work organization
- ◇ Punctuality
- ◇ Consideration for the client's preferences
- ◇ Professionalism
- ◇ Personal neatness
- ◇ Respect for clients' needs
- ◇ Respect for the client's budget
- ◇ Attention to the quality of work
- ◇ Attention to client satisfaction
- ◇ Concern for providing a balanced diet
- ◇ Attention to hygiene and safety

MODULE 8 PREREQUISITES

- ◇ Several organizations offer to prepare meals for their clients. This service is part of the *Programme d'exonération financière pour les services d'aide domestique*⁶ (PEFSAD) basket of services. Since this practice is not uniform in all organizations, not all home support workers will be involved in preparing cooked meals. This module is complementary to the six core skills required for certification as a home support worker. It leads to an attestation of skills in “preparing nondietetic cooked meals.”
- ◇ The aim of this module is to help the apprentice to master basic cooking techniques so that she is able to prepare nondietetic meals for her clients. Upon completion of this module, the apprentice must be able to:
 - Create menus
 - Prepare the meals for cooking
 - Cook the previously prepared meals
 - Preserve the food that has been prepared
 - Maintain the workspace and equipment
- ◇ The workplace trainer should discuss the organization’s policy on preparing cooked meals with the apprentice.
- ◇ Ideally, training for Module 8 should take place in a “real” home or at least in an environment that is as close as possible.
- ◇ As a rule, all apprentices working with Module 8 should have received their certification as a home support worker. If the apprentice is only studying Module 8, it is important that the workplace trainer begin the training with Module 1, on the organization of work, and Module 6, on concluding the service at the client’s. These two skills are essential to the apprentice who is only preparing cooked meals.
- ◇ The concepts of hygiene and sanitation are essential. Explain to the apprentice that it is particularly important to observe them when she is cooking for elderly clients who are vulnerable to food poisoning. Visit the website <http://www.canfightbac.org/cpcfse/en/learning/> for more information. It should be mentioned that the principles of hygiene and sanitation apply whenever the apprentice prepares meals, whether her client is elderly or not.

⁶ Financial Assistance Program for Domestic Help Services

DOCUMENT CHECKLIST FOR MODULE 8

DOCUMENT TO OBTAIN	INFORMATION PROVIDED BY THE ORGANIZATION	INFORMATION GIVEN TO THE APPRENTICE
1 – ORGANIZATION POLICIES AND PROCEDURES		
■ Policy on Preparing Cooked Meals		
■ Organization Dress Code		
■ Customer Service Policy		
■ Policy on Telephone Contact with the Client		
■ Guidelines and Rules of Conduct on Greeting the Client		
■ Policy Concerning Client Service Agreements for Preparing Cooked Meals		
■ Policy Concerning How to Enter the Client's Home		
■ Policy on Hygiene and Sanitation		
■ Policy on Health and Safety at Work		
Others:		
2 – ADMINISTRATIVE FORMS		
■ Needs Assessment/Service Agreement		
■ New Client Form		
■ ASSTSAS Prevention Checklist		
■ Key Authorization Form		
■ Alarm System Code		
■ Home Security Service Emergency Number		
Others:		

DETAILS OF THE ELEMENTS OF SKILL 8	
8A Create menus	
8A.1 Wear appropriate attire	
<p>◇ Make sure the apprentice understands the rules for how to dress for comfort and safety on the job. Type up a list of the rules and give it to her.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Organization Dress Code <p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ Pour continuer à marcher, sachez vous chauffer! (ASSTSAS) (#2.1)
8A.2 Greet the client	
<p>◇ The recommended approach to making contact with a client may differ from one organization to another. For example, some organizations will not allow the apprentice to give the client her phone number. Make sure you know your organization's policy and explain it to the apprentice.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Customer Service Policy ■ Policy on Customer Contact by Telephone
<p>◇ Make sure to provide the apprentice with all the information she needs to be able to access the client's home: alarm system, what keys she needs to have with her, what keys she needs to get at the neighbours', etc.</p> <p>◇ Explain to her the procedures for when the client is home or away. For example:</p> <ul style="list-style-type: none"> ○ it is recommended that the apprentice ring the bell even if she has the keys to get in; ○ the apprentice must disarm the home security system, if there is one. <p>◇ You must also specify how the apprentice can get the keys or the information about the alarm system.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Policy Concerning How to Enter the Client's Home <p>Documents for the apprentice</p> <ul style="list-style-type: none"> ■ Key Authorization Form ■ Alarm System Code ■ Home Security Service Emergency Number
<p>◇ Educate the apprentice about the importance of courtesy and instruct her in the manner recommended by the organization to greet the client upon arrival and to enter into contact with him or her when she is working by herself or when she arrives in the company of a colleague.</p>	<p>Workplace trainer: documents to obtain</p> <ul style="list-style-type: none"> ■ Customer Service Policy ■ Policy on Telephone Contact with the Client ■ Guidelines and Rules of Conduct on Greeting the Client

DETAILS OF THE ELEMENTS OF SKILL 8	
8A.3 Plan the meals with the client and determine the portions	
◇ Cooked meals should be prepared at the client's home. It is recommended, in fact, that the client be involved in meal planning so that his or her needs and tastes can be taken into account.	QUIZ 8
◇ The apprentice should always make the meal plan in consultation with the client and build his or her desired portions into the plan.	
◇ The apprentice should plan the meals in advance with her regular clients. For example, on the visit preceding the day scheduled for meal preparation, the apprentice would be able to leave the client with a list of ingredients necessary for the recipes that have been selected. The client could then buy the ingredients ahead of time.	
◇ The workplace trainer must also tell the apprentice that there are different culinary traditions reflecting the clients' cultural backgrounds. The apprentice must take this into account in planning and preparing cooked meals.	
8A.4 Determine what dishes you are going to prepare and choose the recipes	
◇ Tell the apprentice that it is works better to propose simple recipes and that there are recipe books she could draw on (for example: <i>À la fortune du pot</i> , published by the Agence pour vivre chez soi). Propose typical recipes that are especially appreciated by seniors. Keep in mind however that these recipes are not always suitable for apprentices who work for clients from different ethnocultural groups. In that case, she will have to see if there is an organization policy in this regard.	
◇ Getting the client involved in choosing meals is very important. It is a great way to promote independence. The apprentice must learn to guide the person's menu choices in a sensitive and respectful manner. She must also learn to respect his or her preferences. Most of the time, the client knows exactly what he or she wants.	
◇ The workplace trainer must teach the apprentice the importance of providing balanced meals, particularly to meet the nutritional needs of older people. Health Canada's publication, <i>Canada's Food Guide for First Nations, Inuit and Métis</i> , includes a chart which specifies these needs. Give a copy of the abbreviated guide to the apprentice.	Notebook: Reference Documents for the Workplace Trainer, if necessary ■ <i>Canada's Food Guide for First Nations, Inuit and Métis</i> (in 2 pages) (#4.16)

DETAILS OF THE ELEMENTS OF SKILL 8	
8A.4 Determine what dishes you are going to prepare and choose the recipes (cont.)	
<ul style="list-style-type: none"> ◇ Each time a new opportunity to prepare cooked meals arises, discuss with the apprentice how to create balanced menus for her clients. 	
<ul style="list-style-type: none"> ◇ Use the apprentice's culinary knowledge to build a repertoire of cooked meals she can prepare for her clients. Make sure the meal ideas proposed are not too complex and that they respect the client's budget. 	
8A.5 List the ingredients needed according to the menu chosen by the client	
<ul style="list-style-type: none"> ◇ To construct the menu, suggest that the apprentice check what's in the client's pantry and agree with the person on what meals could be made using the available food. ◇ Try out different menu ideas with the apprentice. Ask her to list the ingredients needed to make a particular dish that has been planned; for example, a vegetable soup. Discuss the likelihood that these ingredients would be found in a typical client's pantry. If necessary, adjust the choice of menus to plan a more simple or more typical meal. ◇ Simulate different menus and ask the apprentice to make a list of needed ingredients for each of the menus. 	<p>SCENARIO 8A CREATE MENUS</p> <p>QUIZ 8</p>
8A.6 Check availability and freshness of ingredients supplied by the client that are needed for the planned menu	
<ul style="list-style-type: none"> ◇ Cooked meals should be based at least in part on what is available in the client's pantry. Make sure that the apprentice knows she must check what food is available at the client's before suggesting a menu. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Food Hygiene at Home</i> (www.hygiene-educ.com) (#4.4a) ■ <i>Food Safety for Older Adults guide</i> (Canadian Partnership for Consumer Food Safety Education) (#4.5) <p>For further reference:</p> <ul style="list-style-type: none"> ■ http://www.canfightbac.org/en/

DETAILS OF THE ELEMENTS OF SKILL 8

8A.6 Check availability and freshness of ingredients supplied by the client that are needed for the planned menu (cont.)

- ◇ It is not just a question of seeing what products are available, but also to confirm their freshness (expiry date and odor). The apprentice must ensure that food is not likely to result in food poisoning. Tell her the shelf life of the perishable food you use most frequently.
- ◇ The apprentice must know what food is most likely to contain microorganisms and thus cause food poisoning. Show her how to recognize the expiry dates on food packages. Explain what steps to take to deal with stale or contaminated food.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *A FightBac! Focus on ... – **Separate*** (Canadian Partnership for Consumer Food Safety Education) (#4.9)
- *Péremption : lisez l'étiquette* (Bulletin de l'AFSCA) (#4.6)
- *Refrigerator and Freezer Storage Chart* (Canadian Partnership for Consumer Food Safety Education) (#4.2)

SCENARIO 8B

NUTRITION LABELS

- ◇ Explain to the apprentice that preparing cooked meals may involve doing some shopping for the client. If this is the case in your organization, you need to cover the material related to shopping presented in Module 4.

8A.7 Identify suitable substitutes as needed

- ◇ Before doing the shopping, the apprentice should be prepared to choose appropriate alternative products depending on the planned recipes. Explain that this approach maximizes the use of available food, avoids waste and thus reduces the cost of shopping.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Équivalences de cuisine : quantités, poids, température + substitution et remplacement d'ingrédients* (WordPress) (#8.3)

- ◇ If necessary, provide the apprentice with a list of substitute products.

DETAILS OF THE ELEMENTS OF SKILL 8

8B Prepare the meals for cooking

8B.1 Check and ensure the cleanliness of the work surface

- ◇ Make sure the apprentice understands the importance of having a clean work surface to work on when preparing the meal. Specify some basic hygiene and sanitation rules. Emphasize that she needs to: 1) wash her hands with soap before handling food; 2) wear gloves when necessary and, if possible, an apron; and 3) attach or wear a hair net. These rules vary by organization.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Food Hygiene at Home* (www.hygiene-educ.com) (#4.4a)
- *Guide for Food Handlers* (Gouvernement du Québec) (#4.7)
- Le lavage des mains et le port des gants : deux pratiques de base (ASSTSAS) (#4.14)
- *Disinfecting and Washing Hands* (MSSS) (#4.14A)
- *Food Safety* (Kraft Canada) (#8.1)

- ◇ The kitchen is a place where you can cook some delicious and nutritious meals, but we must never forget that bacteria lurk everywhere and can cause health problems. The elderly are more likely to suffer from foodborne diseases. Gradually, as people age, their immune system is weakened and their ability to fight disease is also diminished.

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *The Invisible Enemy: Bacteria* (CPCFSE) (#4.8)
- *Food Safety for Older Adults guide* (CPCFSE) (#4.5)

For further reference:

<http://www.canfightbac.org/en/>

- ◇ Discuss the risks associated with the preparation of meals for seniors with the apprentice. Inform her about and discuss with her the preventive approaches and techniques to fight bacteria, including cleaning, refrigerating, separating and cooking. If necessary, you can use the Méli-Mélo game to verify the apprentice's understanding. For more information on this subject, see <http://www.canfightbac.org/cpcfse/en/learning/>.

- ◇ To help further her understanding, the apprentice can play the *Food Safety Wheel* game, which will help her learn different concepts relating to food hygiene and sanitation. This game is available on the following website:

<http://www.inspection.gc.ca/english/corpaffr/educ/gamejeu/wheeloue.shtml>

Notebook: Reference Documents for the Workplace Trainer, if necessary

- *Food Safety for Older Adults guide* (Canadian Partnership for Consumer Food Safety Education) (#4.5)
- *A FightBac! Focus on ... – Separate – Cook – Chill – Clean* (Canadian Partnership for Consumer Food Safety Education) (#4.9, 4.10, 4.11, 4.12)

DETAILS OF THE ELEMENTS OF SKILL 8	
8B.2 Defrost food as needed	
<ul style="list-style-type: none"> ◇ Remind the apprentice that it generally takes five hours to defrost a half kilogram (one pound) of meat or poultry in the refrigerator. You should never defrost food at room temperature. There are three ways to defrost food: in the refrigerator, in the microwave or by submerging the food in cold water. 	
<ul style="list-style-type: none"> ◇ The apprentice must anticipate the need to defrost the products needed to cook her meal. If she doesn't have enough time, she can use the microwave to defrost. Ideally, she should ask the client to defrost any frozen food in the refrigerator the day before the apprentice is scheduled to cook. Explain to the apprentice that it is important when food is defrosted in the microwave to cook it immediately to avoid bacterial growth. 	
<ul style="list-style-type: none"> ◇ Specify the conditions that must be observed to efficiently defrost food in cold water. Explain the need to keep food in its original packaging. The water must also be changed every half hour to ensure that it stays cold. 	
8B.3 Prepare the work surface	
<ul style="list-style-type: none"> ◇ Make sure that the apprentice plans to gather ahead of time all the ingredients required for the preparation of the meal she intends to cook. 	
<ul style="list-style-type: none"> ◇ Ask the apprentice to take out the tools and appliances necessary and to ensure that they are clean. ◇ Ask the apprentice to prepare the vegetables or other condiments needed for cooking the meal. ◇ Explain that if raw meat comes in contact with the sink or work surface, these surfaces must be cleaned immediately. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>Food Hygiene at Home</i> (www.hygiene-educ.com) (#4.4a) ■ <i>Guide for Food Handlers</i> (Centre québécois d'inspection des aliments et de santé animale- Gouvernement du Québec) (#4.7) ■ <i>The Invisible Enemy: Bacteria</i> (CPCFSE) (#4.8) ■ <i>Food Safety for Older Adults guide</i> (CPCFSE) (#4.5) <p>For further reference:</p> <p>http://www.canfightbac.org/en/</p>

DETAILS OF THE ELEMENTS OF SKILL 8	
8B.4 Handle kitchen tools, appliances and equipment	
<p>◇ Since cooked meals are prepared at the client's, the apprentice must work with the tools, accessories and kitchen equipment that are on site. Some of them might not be adequate for the job that needs doing, or there might be some that are defective. Tell the apprentice that she must notify the client if this is the case.</p>	
<p>◇ Before using the client's kitchen tools, appliances or equipment, remind the apprentice that she must always ensure that they are clean and functional. They should not represent a danger to the apprentice or the client. If they do, tell the apprentice that she must notify the client and not use them.</p>	
<p>◇ To be effective in the kitchen, the apprentice must learn to properly handle various tools, appliances and equipment. The workplace trainer must ensure that the apprentice learns the techniques of manipulating kitchen tools, appliances and equipment listed in the Apprenticeship Booklet. You need to provide opportunities for her to practice so that she can develop the dexterity required. Observe her work to correct any bad habits and develop effective and safe work methods.</p>	<p>SCENARIO 8C PREPARATION OF COOKED MEALS</p>
<p>◇ The workplace trainer must also ensure that the apprentice knows how to operate an oven and the other basic kitchen appliances (such as a mixer).</p>	
8B.5 Prepare and season the food as called for in the recipe	
<p>◇ The workplace trainer must be able to explain and demonstrate the basic techniques for cutting food (vegetables, meat, etc.).</p>	
<p>◇ The workplace trainer must demonstrate the following basic cooking techniques:</p> <ul style="list-style-type: none"> ○ Basic culinary preparations (e.g., red sauce, white sauce, broth, etc.). ○ Soups ○ Meat ○ Poultry ○ Fish ○ Fruits and vegetables ○ Pasta & rice ○ Desserts 	<p>SCENARIO 8C PREPARATION OF COOKED MEALS</p>

DETAILS OF THE ELEMENTS OF SKILL 8	
8B.5 Prepare and season the food as called for in the recipe (cont.)	
<ul style="list-style-type: none"> ◇ Explain what cross-contamination is, which food is particularly dangerous and why. Advise the apprentice on the best way to avoid cross contamination. 	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <ul style="list-style-type: none"> ■ <i>A FightBac! Focus on ... – Separate</i> (Canadian Partnership for Consumer Food Safety Education) (#4.9, 4.10, 4.11, 4.12)
<ul style="list-style-type: none"> ◇ Ask the apprentice to cut, prepare and season food for different recipes. 	
<ul style="list-style-type: none"> ◇ Observe the apprentice while she works and correct her if necessary. 	
8C Cook the prepared meals	
8C.1 Select and prepare the equipment you need for cooking prepared meals	
<ul style="list-style-type: none"> ◇ The workplace trainer must show the apprentice the cooking equipment (pots, baking dishes, etc.) that is most likely to be found in the client's kitchen, to explain their main features and to demonstrate their use. 	<ul style="list-style-type: none"> ■ See the Apprenticeship Booklet, Module 8: <i>Context of the Apprenticeship</i>, section 3
<ul style="list-style-type: none"> ◇ The workplace trainer must show the apprentice how to select the proper equipment for cooking prepared meals. 	
8C.2 Cook the food that has been properly prepared	
<ul style="list-style-type: none"> ◇ The workplace trainer must present different cooking techniques to the apprentice, specify to which food they apply, explain their main features and demonstrate. 	<ul style="list-style-type: none"> ■ See the Apprenticeship Booklet, Module 8: <i>Context of the Apprenticeship</i>, section 5
<ul style="list-style-type: none"> ◇ Ask the apprentice to cook a variety of prepared meals. 	<p>SCENARIO 8C</p> <p>PREPARATION OF COOKED MEALS</p>
<ul style="list-style-type: none"> ◇ Observe the apprentice's work and correct her if necessary. 	

DETAILS OF THE ELEMENTS OF SKILL 8

8D Preserve the food that has been prepared

8D.1 Select the appropriate storage containers for the food that is to be preserved

<p>◇ Explain the different modes of food preservation by type of food to be stored and the amount of time you wish to keep it.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <p>■ <i>Guide to Storing Food in the Fridge & Freezer</i> (Kraft Canada) (#8.2)</p> <p>For further reference: http://www.canfightbac.org/en/</p>
<p>◇ Discuss the amount of time we can expect to keep food depending on whether we store it in the refrigerator or the freezer.</p>	<p>Notebook: Reference Documents for the Workplace Trainer, if necessary</p> <p>■ <i>Refrigerator and Freezer Storage Chart</i> (Canadian Partnership for Consumer Food Safety Education) (#4.2)</p>
<p>◇ Inform the apprentice about the use of different containers depending on whether the food is to be preserved in the refrigerator or the freezer.</p>	
<p>◇ Check the apprentice's understanding regarding the proper containers and food preservation principles that apply to different types of food.</p>	

8D.2 Place food in containers and store

<p>◇ Ask the apprentice to preserve the food she has cooked for her client. If it is not possible, you can perform a simulation.</p>	<p>SCENARIO 8C PREPARATION OF COOKED MEALS</p>
<p>◇ Ask the apprentice to wrap the food according to certain specific needs: for example, single or double servings. Tell her to label the containers with the contents and the date.</p>	
<p>◇ Remind the apprentice to ensure that frozen food is rotated by checking the dates they were frozen.</p>	
<p>◇ Observe and correct if necessary.</p>	
<p>◇ Explain how food should be stored and organized based on the storage requirements of different types of food.</p>	

DETAILS OF THE ELEMENTS OF SKILL 8	
8E Maintain the workspace and equipment	
8E.1 Clean the work surface	
◇ Not only should the counter be clean from the start, you must make clear to the apprentice that it is essential that she clean it thoroughly after preparing a complete meal.	QUIZ 8
◇ Remind the apprentice about the principles of hygiene and sanitation that apply to keeping work surfaces clean.	
◇ Provide guidance on the best techniques for disinfecting work tools and cooking equipment.	
◇ Ask the apprentice to clean up her work area, observe her and correct her if necessary.	
8E.2 Clean and store tools, appliances and equipment used	
◇ It is important that the apprentice understand that all equipment used must be stored properly. The dishes must be washed and accessories cleaned, and everything must be stored in its proper place or according to the client's instructions.	
◇ The workplace trainer must ensure that all work equipment has been properly cleaned and stored.	

CONFIRMATION OF MASTERY OF SKILL 8

To confirm the mastery of this skill, you must verify that the apprentice is able to perform all tasks associated with preparing cooked meals at the client's according to the evaluation criteria in the Apprenticeship Booklet:

- ◇ Respect for the service agreement agreed between the organization and the client.
- ◇ Comply with the organization's quality standards and with the time allotted for each task.
- ◇ Apply culinary techniques.
- ◇ Wear personal protection clothing and appropriate hygiene accessories.
- ◇ Apply hygiene and disinfection standards.
- ◇ Apply prevention rules for preventing risks associated with tasks performed and products used.
- ◇ Apply safe work rules and practices.
- ◇ Clean material and equipment after use.
- ◇ Properly store materials, products and equipment.
- ◇ The assessment must also demonstrate that the apprentice adopts the professional attitudes and behaviours associated with this module and presented at the beginning of the module.
- ◇ To assess mastery of this skill, we suggest that the following three tools be employed:

SCENARIOS 8

(Module 8)

QUIZ 8 - Be able to prepare nondietetic meals

Skills Assessment, Skill 8 (Module 8)

- ◇ Once the skill has been achieved, the workplace trainer and the apprentice both sign the Apprenticeship Booklet. The signature of the person who runs the organization or his representative confirms mastery of the Module 8 skill: "Be able to prepare nondietetic meals".

[illegible]

MODULE 8 SCENARIOS

INSTRUCTIONS FOR THE WORKPLACE TRAINER

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Create menus
- Prepare the meals for cooking
- Cook the previously prepared meals
- Preserve the food that has been prepared
- Maintain the workspace and equipment

SETTING

At the home of the workplace trainer or a volunteer designated by organization management.

We also recommend that you re-enact each of the simulations when you have accompanied the apprentice to an actual client's to prepare some meals.

DOCUMENTATION

1. Summary of *Canada's Food Guide for First Nations, Inuit and Métis*, Notebook: "Reference Documents for the Workplace Trainer": #4.16)
2. Recipe book

SCENARIO 8A

CREATE MENUS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Suggest ideas for menus based on ingredients that may be available at a client's.

SETTING

Base this exercise on the apprentice's estimate of what main ingredients may be found at a client's.

SCENARIO

1. Ask the apprentice to list the main food most likely to be in the client's pantry and refrigerator.
2. Based on this estimate, ask the apprentice to suggest some balanced menus for the client.
3. Ask the apprentice to suggest some other simple or typical dishes that could be proposed.
4. What are the extra ingredients the client must get if these meals are going to be prepared?

SCENARIO 8B

NUTRITION LABELS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Verify the nutrition labels and expiry dates of food products.

SETTING

In a room, present the apprentice with a number of different nutrition labels.

REQUIRED DOCUMENTATION

Obtain nutrition labels for the following products:

1. Milk
2. Cheese
3. Meat
4. Fish
5. Poultry
6. Spices
7. Gravy
8. Fruit and vegetables
9. Juice
10. Deli

Vary the situation to require the apprentice to recognize that a product is:

- fresh;
- marginal;
- still edible;
- hazardous;
- an allergen;
- a sample;
- etc.

SCENARIO

1. Ask the apprentice to read the labels and to tell you what she would do with each food presented and why.
2. What precautions should be taken for each food presented?
3. What preservation methods are the most effective for each food presented?

SCENARIO 8C

PREPARATION OF COOKED MEALS

OBJECTIVES

The scenario aims to enable the apprentice to demonstrate her ability to:

- Suggest menus for cooked meals based on food available at the client's.
- Prepare cooked meals using basic cooking techniques.
- Apply the basic rules of food hygiene and sanitation.
- Use equipment and materials safely.
- Clean and store the material and equipment used.

SETTING

Ideally, meals should be prepared at the client's home or at the home of a volunteer designated by organization management. If this is impossible, the workplace trainer may ask the apprentice to simulate preparing meals. In any event, the workplace trainer must ask the apprentice to prepare dishes that are most likely to be requested by clients.

IMPORTANT NOTE

The apprentice must demonstrate her ability to prepare the following cooked dishes:

- Basic culinary preparations (e.g., sauce, white sauce, broth, etc.)
- Soups
- Meat
- Poultry
- Fish
- Fruits and vegetables
- Pasta & rice
- Desserts

The apprentice must demonstrate her ability to prepare balanced meals using the following culinary techniques:

- Cutting techniques
- Cooking techniques
- Preservation techniques

SCENARIO

- 1- Ask the apprentice to see what's in the refrigerator and pantry in order to make menu suggestions for some simple meals. What food does she intend to use?
- 2- Based on the suggestions made, does she seem to take the client's tastes and needs into account and is she committed to reducing waste? What does she base her decisions on?
- 3- Does she use appropriate substitutes? If not, ask her to suggest alternative products that would reduce the amount of shopping needed to complete the proposed menu.
- 4- Does she check expiry dates? If not, remind her to do so and ask her to interpret different kinds of labels. (*See Scenario 8B*)
- 5- Does she observe basic principles for providing a balanced diet?

- 6- Ask the apprentice to make a shopping list for the items that will be needed to prepare the planned menu.
- 7- Ask her to prepare and preserve a meal among the proposed suggestions for an imaginary client.
- 8- Observe that the apprentice:
 - a. adequately prepares her work;
 - b. applies the basic rules of food hygiene and sanitation;
 - c. uses equipment and materials safely;
 - d. cleans and puts away materials and equipment used.

MODULE 8 QUIZ

Be able to prepare nondietetic meals

Question 1

TRUE OR FALSE

Preparing balanced meals is more important than making what the client likes to eat.

Question 2

When planning meals with the client, what should you think about ahead of time?

Question 3

You are missing some of what you need to do the cooking at the client's. What should you do?

Question 4

Why would you ask the client to help you prepare meals?

- 1) If it seems like I won't have enough time to cook all that we've planned
- 2) To assist in maintaining the client's autonomy
- 3) To ensure that meals are to his or her liking
- 4) For all these reasons

Question 5

What do we have to verify in order to avoid food poisoning?

- 1) The food's freshness
- 2) The expiration date
- 3) Food's shelf life
- 4) 2 and 3
- 5) 1, 2 and 3

Question 6

What are the steps to take before starting to prepare a meal?

- 1) Wash your hands
- 2) Wear gloves
- 3) Wear an apron
- 4) Wear a hair net
- 5) Clean the workspace
- 6) Check that tools and equipment are clean
- 7) 1-2-3-4
- 8) 1-2-3-4-5-6

Question 7

TRUE OR FALSE

The preparation of cooked meals necessarily involves shopping.

Question 8

Why should we separate meat, poultry and fish from other food?

- 1) To avoid mixing flavours
- 2) To avoid mixing odors
- 3) To avoid contamination and bacteria
- 4) For all these reasons

Question 9

Name three defrosting techniques.

Question 10

TRUE OR FALSE

Counters and work surfaces should be washed with hot soapy water after each meal prepared.

Question 11

Before preparing food, you should wash your hands:

- 1) with cold water and soap for 20 seconds
- 2) with warm soapy water for 20 seconds
- 3) with warm water and without soap for 20 seconds

Question 12

TRUE OR FALSE

To avoid cold spots during microwave cooking, you have to turn the food.

Question 13

What could happen if you sliced a raw cucumber on the same cutting board that was used to cut up a raw chicken?

Question 14

TRUE OR FALSE

The best way to tell if your hamburger is well done is to open it using a knife to check the color in the middle.

Question 15

Is there a health risk to consuming food after its expiration date?

Question 16

Salmonella is found in the following food:

- 1) Raw or undercooked meat
- 2) Raw or poorly washed fish
- 3) Raw or undercooked eggs
- 4) Milk and dairy products
- 5) Raw or unwashed fruits and vegetables
- 6) 1 and 2
- 7) 1, 2, 3 and 4

Question 17

TRUE OR FALSE

It is important to wash meat and poultry before preparing it.

Question 18

What is a balanced meal?

Question 19

What are the requirements for defrosting frozen food in water?

Question 20

You slice some chicken on a cutting board. What precautions should you take?

Question 21

TRUE OR FALSE

The food processor's electric wire is frayed in a couple of places. Therefore, you must wear gloves to protect yourself.

Question 22

TRUE OR FALSE

Using microwave ovens entails health risks.

Question 23

TRUE OR FALSE

Foodborne diseases are caused by eating food contaminated by bacteria.

Question 24

TRUE OR FALSE

Some people are more vulnerable than others to foodborne diseases.

Question 25

TRUE OR FALSE

All you have to do to avoid bacteria contamination is to slightly warm leftover soup, stew, curry or chili that has been kept in the refrigerator before serving.

Question 26

Cross contamination is the spread of contaminants from one food to another. One way to prevent it is to keep ready-to-eat food separate from raw food. Knowing this, in your opinion, which of the following practices is a good food safety practice?

- 1) Use one cutting board for ready-to-eat food such as bread, cheese and fresh-cleaned produce, and another cutting board for raw food such as meat, poultry and seafood.
- 2) At the grocery store, place meat, poultry and fresh seafood in separate plastic bags and keep these bags away from other food.
- 3) Place the raw meat or poultry on separate plates or in sealed containers on the bottom shelf of the refrigerator or in the meat drawer so their juices do not drip on or touch other food.
- 4) All of the above

Question 27

When is it important to wash your hands?

- 1) Before and after touching raw meat, fish or seafood
- 2) After using the toilet and after changing diapers
- 3) After touching pets
- 4) All of the above

Question 28

TRUE OR FALSE

After using a cutting board for cutting raw meat, fish or seafood, you should clean it before cutting vegetables for a salad.

Question 29

Is it always possible to tell if food is contaminated simply by relying on its appearance, smell or taste?

Question 30

Everyone knows that fruits and vegetables are good for your health, must you therefore wash them before cutting and eating them?

Question 31

If you touch raw meat, fish or seafood, what should you do before touching other food?

- 1) Wipe your hands on your pants
- 2) Dry your hands with paper towels and discard the towels in the trash
- 3) Wash your hands thoroughly with soap and warm water

Question 32

Before opening canned food, you should:

- 1) Remove the label to prevent it from falling into the can
- 2) Wash the lid of the can and check the expiration date
- 3) Turn the can upside down
- 4) Shake the can to hear what's inside

Question 33

Why do the elderly run a greater risk of contracting foodborne diseases?

- 1) Their immune systems are weakened
- 2) The amount of acid in their stomachs is lower
- 3) They are more susceptible to catching a chronic disease
- 4) All of the above

Question 34

After blowing your nose, coughing or sneezing, do you have to wash your hands before preparing food?

Question 35

We can say that a chicken is thoroughly cooked when:

- 1) it is hot to the touch and there is plenty of steam
- 2) a digital food thermometer displays the correct temperature
- 3) it appears cooked, which means golden on the outside and the meat is no longer pink on the inside

Question 36

Should we marinate meat, fish or seafood on the counter at room temperature?

Question 37

TRUE OR FALSE

It is safe to defrost meat, fish, seafood and prepared food (e.g., lasagne) at room temperature.

Question 38

TRUE OR FALSE

Refrigeration stops bacterial growth.

Question 39

TRUE OR FALSE

You can refreeze partially thawed meat, fish or seafood.

Question 40

TRUE OR FALSE

You can put hot food directly in the refrigerator or freezer.

Question 41

To avoid cross contamination, in which part of the refrigerator should we defrost meat, fish and seafood?

- 1) On the bottom shelf or in the meat drawer
- 2) On the top shelf
- 3) On the center shelf

Question 42

TRUE OR FALSE

You can use the same plate that had the raw meat on it for meat that has been already cooked.

Question 43

To prevent harmful organisms from contaminating your hands, countertops and cookware, what should you do?

- 1) Simply wipe all of these items with a cloth until they look clean
- 2) Rinse quickly in cold water
- 3) Always clean thoroughly with hot soapy water

Question 44

Cross-contamination occurs when harmful organisms are transmitted from one place to another. If you use a cutting board and knife for preparing raw chicken and they are used immediately after to chop lettuce for a salad, is it cross-contamination?

ANSWERS TO QUIZ 8

QUESTION	ANSWER
1	False. It is important that the apprentice inquire about the client's tastes and requirements, since they can vary, for example according to: 1) whether the person is vegetarian or not, 2) the person's ethnicity. The apprentice must always comply with organization policy regarding the preparation of cooked meals.
2	<ol style="list-style-type: none"> 1) number of meals 2) menu composition 3) required ingredients 4) serving sizes 5) things that need defrosting, if any 6) the shopping list for missing ingredients
3	<ol style="list-style-type: none"> 1) Check with the organization to see if doing the shopping is part of the service agreement 2) First check with the organization to see if it's possible to go do the shopping even though it wasn't part of the plan 3) Other issues relative to the organization policy – discussion between the workplace trainer and the apprentice
4	2) To assist in maintaining the client's autonomy
5	5) 1,2 and 3
6	8) 1,2,3,4,5,6 and 7
7	False
8	3) To avoid contamination and bacteria
9	<ol style="list-style-type: none"> 1) In the refrigerator 2) Under cold water 3) In the microwave
10	True. This avoids contamination.
11	2) with warm soapy water for 20 seconds
12	True.
13	Cross contamination and risk of salmonella
14	False. A visual check is not enough to know if you can eat a hamburger. The only way to know is to use a digital food thermometer to check the temperature in the middle of the burger. Your hamburger is cooked when its temperature reaches 71° C (160° F)! Cooking food until it reaches its safe internal temperature destroys harmful organisms that may be present and helps prevent diseases that could be caused by food contamination.
15	It depends on the "best before" and "packaged on" dates.
16	7) 1, 2, 3, 4, 5
17	False. Because water can cause bacterial growth in meat. If meat is cooked, the bacteria will be killed, so there is no need to wash it before cooking.
18	A balanced meal is composed of the four food groups: vegetables and fruits, grain products, milk and dairy products, and meat and other proteins.
19	<ol style="list-style-type: none"> 1) Preserve the food in its original packaging 2) Change the water every 30 minutes
20	<ol style="list-style-type: none"> 1. Use a board that has not already been used 2. Wash the board with soap and water immediately after use 3. Wear gloves when handling the chicken or wash my hands after handling 4. Do not touch any other food without having washed my hands
21	False. You should not use it, but get it repaired.
22	True. Exposure to microwaves can cause cancer.
23	False. Foodborne diseases may be caused by multiple contaminants, including allergies, microorganisms such as bacteria (<i>E. coli</i> , which could be found in ground beef), viruses (hepatitis A that could be contracted through contaminated water and food grown with such water) and parasites (<i>Cyclospora</i> , which could be found in fruits and vegetables).

24	True. Very young children, the elderly and people with weakened immune systems are most at risk of contracting foodborne diseases. Always take precautions when preparing food, but particularly in the case of these risk groups.
25	False. Refrigeration slows down the multiplication of bacteria, but it does not stop multiplication and it does not eliminate bacteria. After a few days, the bacteria may have multiplied enough, even in refrigerated food, to be dangerous. To be safe, you must reheat food until it reaches the boiling point, and then let it cool to a temperature comfortable for eating.
26	4) All of the above. Use one cutting board for cutting all ready-to-eat food such as bread, cheese and cleaned fresh produce, and another cutting board for raw food such as meat, poultry and seafood; at the grocery store, place raw meat, poultry and fresh seafood in separate plastic bags and keep these bags away from other food; place raw meat or poultry on separate plates or in sealed containers on the bottom shelf of the refrigerator so their juices do not drip on or touch other food. These are all good food safety practices.
27	4) All of the above. To avoid cross contamination and reduce the risk of foodborne diseases, you should wash your hands before and after touching raw meat, fish and seafood, and after using the toilet, changing diapers or touching pets. It is important to wash your hands all the time!
28	True. To avoid cross contamination, it is very important to properly clean and disinfect cutting boards used for raw meat, fish or seafood before using them for other food. Thoroughly wash cutting boards with hot soapy water, then disinfect with a weak bleach solution (5 ml / 1 tsp bleach in 750 ml / 3 cups water) or with a commercial kitchen cleaning product. Instead of washing the cutting board by hand, it is also possible to put it in the dishwasher and run it through a full cycle. The dishwasher should run at a high enough temperature to destroy harmful organisms. After using a cutting board for cutting raw meat, fish or seafood, you should clean it before cutting vegetables for a salad.
29	No. It is often impossible to see, smell or taste harmful organisms that may cause illness. If in doubt, throw the food in the garbage.
30	Yes. It is important to wash fruits and vegetables with tap water to remove dirt, sand and harmful bacteria that may be present on the surface. It is not recommended to use soap as some could remain on the food and represent a hazard if ingested. Using a clean vegetable brush, wash and scrub fruits and vegetables that are firm and rough, like melons, potatoes, squash and carrots, before preparing or eating them. Remove any damaged or bruised parts since harmful bacteria can flourish there.
31	3) Wash your hands thoroughly with soap and warm water. After touching raw meat, fish or seafood, you should wash your hands with soap and warm water for at least 20 seconds by rubbing them together.
32	2) Wash the lid of the can and check the expiration date. It is important to wash the lid of the can before opening it to prevent dust, dirt or harmful bacteria from falling inside the can. In addition, don't forget to properly clean the can opener after each use to avoid contaminating the contents of the next can to be opened (cross contamination).
33	4) All of the above. Every person's health is different. However, as we age, our ability to fight off diseases diminishes. For this reason, the elderly are more susceptible to foodborne diseases. When preparing food for them, it is essential to adopt safe practices in food handling.
34	Yes. After blowing your nose, coughing or sneezing, always wash you hands with soap and warm water for at least 20 seconds before preparing food or handling utensils. Everything that comes into contact with food should be clean, including your hands.
35	2) A digital food thermometer displays the correct temperature. Checking the meat with a digital food thermometer is the safest way to make sure it is cooked to a safe internal temperature to prevent foodborne diseases.
36	No. Always marinate food in a covered container in the refrigerator. Keeping food cold (4° C / 40° F or less) slows down bacterial growth which helps reduce the risk of foodborne diseases.

37	False. It is not safe to thaw food at room temperature. The best way to defrost food is to store it in a covered container on the bottom shelf of the refrigerator. Keeping food cold (4° C / 40 ° F or less) slows down bacterial growth which helps reduce the risk of foodborne diseases.
38	False. Refrigeration slows, but does not stop bacterial growth. Food may continue to deteriorate in the refrigerator. It is impossible to tell if food has been contaminated by harmful bacteria simply by relying on its appearance, smell or taste. Remember: if in doubt, throw the food in the garbage.
39	True. However, only food that still contains ice crystals or still seem to be at the temperature of the refrigerator can be refrozen. If there are no ice crystals, cook thawed food before refreezing. If the food remains at room temperature for more than two hours, throw it away, because it may be contaminated with harmful organisms that may make you sick.
40	True. It is not necessary to cool hot food before placing it in the refrigerator or freezer. Simply divide it into portions in shallow containers, cover and refrigerate or freeze. Very hot food should be divided in shallow containers and left to cool for 30 minutes at room temperature. The container can then be covered and refrigerated or frozen. The trick is to quickly cool food to slow bacterial growth. Bacteria grow rapidly in the danger zone (4° C to 60° C / 40° F to 140° F), so food should be refrigerated at a temperature of 4° C (40° F) or less as soon as possible. Keeping food cold slows down bacterial growth which helps reduce the risk of foodborne disease.
41	1) On the bottom shelf or in the meat drawer. Thaw raw food in sealed containers on the lowest shelf of the refrigerator to prevent them from dripping on or touching other food.
42	False. To prevent foodborne diseases, do not use the same plate (or the same utensils) for raw meat and cooked meat. Harmful bacteria that may be present in raw meat could contaminate safely cooked food. Always use clean plates and utensils for cooked meat to avoid cross contamination.
43	3) Always clean thoroughly with hot soapy water. The correct answer is “3”. Wash your hands and clean countertops and cookware with hot soapy water after it has been in contact with raw meat, fish and seafood as well as unwashed fruit and vegetables. Ideally, countertops and cookware should be disinfected with a weak bleach solution (5 ml / 1 tsp bleach per 750 ml / 3 cups water), with disinfectant soap or a commercial kitchen cleaner. The utensils and plastic cutting boards can also be put in the dishwasher and run through a full cycle.
44	Yes. The best thing to do is to use a second cutting board and a clean knife for chopping the lettuce. If there is no choice but to use the same cutting board and knife as was used for cutting the raw chicken, make sure to clean them properly with hot soapy water. Ideally, the cutting board and knife should also be disinfected with a weak bleach solution (5 ml / 1 tsp bleach in 750 ml / 3 cups water) or with a commercial kitchen cleaning product, or by putting them in the dishwasher.