

Home Care Education Manual Overview

Introduction

What: The manual is used to prepare the general public on how to practice basic self care, in the event of a pandemic or other emergency that encourages voluntary self isolation or requires persons to shelter at home. Curriculum offers information on how to conduct a basic health assessment as well as guidelines for distinguishing major from minor health related signs and symptoms. The instruction manual can be used to identify various needs that people may have, along with areas of concern for those who cannot access care. Although it will be important for the public to be able to care for themselves at home, is also important to know when to call for help.

Why: In the event of a pandemic, it is likely that community services could be disrupted and medical services and resources could be strained. Persons will need skills and confidence to handle illness and provide basic home care. The overall goal of the manual is to prepare individuals to recognize and handle minor medical symptoms and to keep the “worried well” out of acute care facilities.

Number of counties: 67

Population: (2006) – 18,089,888, (2030 projection) – 25.9 million

- >65 years old – 16.8%
- <5 years old – 3%

Number of hospitals: 289 (Community, Psychiatric, Rehab, Federal)

Number of licensed hospital beds: 65,240

- There are approximately 3.5 beds for every 1,000 people in Florida.

Who: It is important to decide who will be responsible for communicating the information from the manual.

Who are the trainers? Nurses are a prime resource for getting the message to the community and improving the health of the public. However, Department of Health employees, social workers, and other health educators are other resources that can educate the community. Experience, knowledge, and the desire to educate are key.

Who is your audience? Before you can use the training guide to plan your session you must determine who you will train. Will you be training the general public or a specific public group such as persons in a public housing development, a senior center, or a neighborhood? Does the intended audience have any special needs, language, or learning issues to consider? Resources are included to assist the trainer in effectively communicating information to fit the target audience.

Where: The training manual can be used to educate in all areas of the community. Examples include Assisted Living Facilities, religious congregations, office gatherings, day care centers, PTA meetings, flu clinics, Medicare and Medicaid meetings or offices, or any other opportunities where community members may gather.

When: It is important to get this information out to the community BEFORE the emergency occurs, so that people have time to ask questions, prepare, and gather necessary supplies. If that is not feasible due to an unexpected emergency situation, the manual can be used for “just-in-time” training. Different outlets, such as the media or door-to-door teaching, could be used to educate the public on the important aspects that the manual has to offer.

How: Training is divided into six units with each unit containing a series of specific content modules. Each training unit contains:

- √ Learning objectives
- √ Suggested procedure for presenting the unit
- √ Suggested activities that can be selected to make the training more interactive
- √ A list of materials and handouts that will be helpful in presenting the unit
- √ Special notes to the trainer and additional resource materials
- √ A PowerPoint presentation with sample speaker notes for the unit’s content

Overview of Units

The delivery of the units may be modified for local use to include one or more units during the presentation. *However, the content of the manual may not be changed.* Based upon the determined audience and purpose of each training session, trainers will establish the length of the training, select units and modules to present, and identify and include local information and materials.

Unit 1 – Introduction and Overview

- Explain how a pandemic is different from a seasonal influenza outbreak.
- Explain why it is important to be prepared for a public health emergency.
- List personal concerns, skills, and learning needs to be able to provide care at home.

Unit 2 – Managing Symptoms

- Describe the difference between the symptoms of cold or influenza.
- Describe ways to provide basic home care for common cold and flu symptoms such as fever, sore throat, cough, and dehydration.
- List three symptoms that require professional assistance.

Unit 3 – General Care Activities

- Identify three kinds of thermometers.
- Describe the appropriate use of some common “over-the-counter” drugs.
- List the steps necessary to keep someone hydrated.

Unit 4 – Prevention

- Name three actions that can reduce the spread of illness.
- Describe the proper techniques for washing their hands.
- Name three ways to prevent accidental injury.

Unit 5 – Preparation and Planning

- Explain the importance of keeping a written list of family member prescriptions.
- List at least five items that should be in a first-aid kit.
- Name the two most important supplies to have on hand in case of an emergency.

Unit 6 – Staying Informed

- Explain at least three things they have learned.
- Name one to two local agencies where they can get additional training or assistance.
- List at least three resources they can use to get more information.

Additional Information: Resources, Activities, Internet, Trak-It

Activities: Listed in the back of the manual are activities that are used to make the learning more interactive and reinforce the subject matter. Ideas for reference hand-outs and activities are separated by unit. Each activity is very accessible and easy to use.

Example: Over-the-Counter Medication Label

“As a part of module 3.3, handout or pass around empty medicine boxes. This will allow trainees to follow along and have hands on experience as you talk about information included on a medicine label.”

Resources: Internet resources are listed for additional information.

Evaluations: A participant evaluation is available to provide the trainer information about the effectiveness of the training. A trainer evaluation is also available, which can be faxed to the Office of Public Health Nursing.

Availability of the manual: The manual is accessible on the Department of Health, Office of Public Health Nursing Internet, Office of Public Health Nursing Intranet, and Trak-It.

Conclusion – **KNOWLEDGE IS POWER**

Disasters do happen. Being prepared is the best way to reduce fear and panic. If you know the facts and plan, the challenges you face may be easier to deal with. This training is designed to give your audience the information and confidence to handle minor medical symptoms and provide home care.