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Description generated with high confidence**

# HEALTHCARE CORE CURRICULUM

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# Instructor Resources

# Module Title: Awareness and Sensitivity to Client Needs

# Credit/Hours: .5 Credit/8 Hours

## Module Description:

This module presents challenges and issues related to awareness and sensitivity needed to understand the healthcare needs of clients/individuals. Included is the impact disease has on individuals, the emotional, spiritual and social needs of clients/individuals, and the type of care needed by different age groups. Also included is the process of death and dying and how that affects clients and their families.

## Evaluation Method:

This module will be graded on a Pass/Fail basis. Assignments/ Exams must be passed at 75% or greater. Retests on exams are determined by college and program policy.

## Competencies:

1. Describe the major stages of human development and the basic health needs of humans.

2. Describe the needs of clients across the lifespan and how those needs can affect behaviors and attitudes.

3. Describe the types of emotional, spiritual, mental health and social needs of clients and their families.

4. Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals including dementia/Alzheimer’s Disease.

5. Describe selected client service strategies, including customer service, their impact on quality client care and the importance of client participation in group/family activities.

6. Define the stages and processes of death and dying and the influence those stages have on clients and their families.

7. Describe how to care for the clients’ environment.

8. Using a problem-solving process applied to healthcare situations, describe how healthcare workers can be aware and sensitive to their clients’ needs/behaviors.

# AWARENESS & SENSITIVITY TO CLIENTS NEEDS

# VOCABULARY LIST

**Acute Illness:** Health problem of short duration in which the condition improves or resolves completely.

**Chronic Illness:** Health problem of long duration in which the disease condition shows little change or slowly gets worse.

**Cognitive:** Refers to the intellectual processes and includes thought, awareness and the ability to determine the meaning.

**Developmen**t: Refers to the increase in mental, emotional, and social capabilities of the individual.

**Family**: Two or more persons related by blood, adoption, marriage or choice and whose relationship is characterized by at least one of the following: social and/or legal rights and obligations; affective and emotional ties; and endurance or intended endurance of relationship

**Growth:** Refers to the physical changes that take place in the body.

**Hospice:** Focuses on the care, comfort, and quality of life of a person who is approaching the end of life and provide family support.

**Physical:** Refers to the body, including motor sensory adaptations.

**Palliative Care:** Focused on improving quality of life for people with chronic illnesses and their care partners.

**Psychosocial:** Includes both psychological and social development. Psychological refers to the emotions (love, hate, joy, fear, anxiety), attitudes, and other aspects of the mind.

**Self Actualization:** Needs defined as the achievement of one’s greatest potential.

**Self Esteem:** An individuals’ opinion of him or herself.

**Stages of Dying:** Stages that a dying person may experience as they face their own death. The 5 stages of dying are denial, anger, bargaining, depression, acceptance.

**Stressors:** Any cause of stress to the individual.

# Module Competencies and Instructor Notes

| MODULECOMPETENCY | UNITCOMPETENCY | RECOMMENDEDMODULE CONTENT | INSTRUCTOR NOTES |
| --- | --- | --- | --- |
| 1. Describe the major stages of human development and the basic health needs of humans. | 1A. Describe five common characteristics of growth and development. | 1A. **Growth** refers to the physical changes that take place in the body such as height, weight, sensory adaptation, and development of sexual organs and characteristics.  **Development** refers to the increase in the mental, emotional, and social capabilities of an individual.  Common characteristics of growth and development   1. Growth and development occur in an orderly pattern from simple to complex: one task must be completed before the next one is attempted. 2. Growth and development are continuous processes characterized by spurts of growth and periods of slow, steady growth: after infancy, the rate of growth slows down until adolescence 3. Growth and development affect all body systems but at different time periods for specific structures. 4. Growth and Development progress at highly individualized rates that vary from person to person. 5. Growth and development form a total process that affects the person physically, mentally and socially. | Optional [Growth & Development handout](https://www.healthforceminnesota.org/hccc/files/AS-Growth-and-Development-and-Maslows.docx). (Username & password: HCCC) \*Content also included in PowerPoint |
| 1B. Describe human needs theory regarding human actualization | 1. Maslow’s hierarchy of needs.  Listed in order from basic to complex Includes the following aspects: 2. Physiological 3. Safety and Security 4. Love and Belonging (Affection) 5. Self-esteem 6. Self-actualization | Possible video: [What is Self-Actualization](https://youtu.be/2W-w6m6t6Uk?si=X4do2CAD1PMuQwha)? (3 mn) |
| 1. Describe the needs of clients across the lifespan and how those needs can affect behaviors and attitudes. | 2A. Describe the 3 different types of needs that humans have across the life span. | 2A. Three types of needs include:   1. physical 2. emotional 3. spiritual   (in some cultures, these needs are described as Body/Mind/Spirit) | Online/class discussion: Examples of needs in each of the three areas:  physical  emotional  spiritual |
|  | 2B. List the basic needs of infants, children, and adolescents. | 2B. All children have basic needs for physical, emotional and spiritual aspects of growth. The age of the child determines the rate of physical, emotional, and spiritual development.  Infants and children experience a rapid and marked rate of development, have major milestones in growth. Small children and infants place a high priority on physical comforts such as food, rest, warmth and emotional needs such as emotional comfort from a caregiver. |  |
|  | 2C. List the developmental needs of young adults and older adults | 2C. Young adults have a need to find a partner and a life purpose (career).  Older adults continue to have needs for intimacy and relationships and are challenged with integrating the changes in their physical abilities while continuing to meet their fulfillment in Maslow’s Hierarchy. | Discuss what stage you are currently at in your life. What evidence do you have to support this stage besides your age? Do the stages cross cultures?  Possible assignment:[Interview with middle-late adulthood learning activity](https://www.healthforceminnesota.org/hccc/files/AS-Competency-2-Interview-with-middle-late-adulthood-learning-activity2.docx).  Username & password: HCCC |
| 1. Describe the types of emotional, spiritual, mental health and social needs of clients and their families. | 3A. Define family. | 3A. Two or more persons related by blood, adoption, marriage or choice and whose relationship is characterized by at least one of the following: social and/or legal rights and obligations; affective and emotional ties; and endurance or intended endurance of relationship (<https://pmc.ncbi.nlm.nih.gov/articles/PMC7530559/>) | Discuss with classmates:  What is your definition of family?  How does the definition of family differ from person to person and how does culture impact the definition of family? Discuss with a small group how your family met these needs in childhood.  Possible assignment: [Family Learning Activity](https://www.healthforceminnesota.org/hccc/files/AS-Competency-3-Family-Learning-Activity12.docx)  Username & password: HCCC |
|  | 3B. List five functions of families | 3B. Functions of families include:   1. Growth and development of its members. 2. Protection 3. Nurturance 4. Reproduction 5. Recreation 6. Socialization and education |
| 3C. Describe family influence on healthcare | 3C. Families may be the first to recognize illness in their members.  Families also determine the following:   1. Whether to seek treatment 2. What type of treatment is appropriate 3. Who should provide the treatment or care Where the treatment should be provided | Compare how a recently immigrated family may differ from another ethnic group when entering a healthcare setting for care. Utilize this comparison to illustrate the impact the family has on seeking healthcare |
|  | 3D. Describe emotional needs of clients and their families. | 3D. Emotional needs include:   1. Available support from team members 2. Conversations appropriate to the situation 3. Accurate information 4. Acceptance of array of emotions |  |
|  | 3E. Describe spiritual needs of clients and their families. | 3E. Spiritual needs include:   1. Respect religious needs/values 2. Make proper religious clergy available  * Rabbi * Priest * Iman * Native American Tribal Chief * Chaplain * Pastor |  |
|  | 3F. Describe mental health issues of clients and their families. | 3F. Mental Health Issues   1. Depression 2. Avoidance 3. Anger 4. Fear 5. Isolation   Discuss Defense Mechanisms   1. Denial 2. Projection 3. Enable 4. Suppression 5. Rationalization   Discuss Successful Coping Strategies   1. Relaxation techniques 2. Prioritization 3. Time Management 4. Self-Care   3G. Social needs include:   1. Activity inclusion 2. Active role in the care 3. Care Conference participation 4. Support group availability   Discuss Trauma-Informed Care: An approach to healthcare that recognizes the impact of trauma and creates a safe, supportive, and empowering setting to avoid re-traumatization and promote healing.  Basic principles include:   * 1. Safety: Provide a physically and psychologically safe environment   2. Trustworthiness & transparency: Be reliable, keep promises, be clear and open with communication   3. Peer support: Encourage connections with others who have similar experiences   4. Collaboration: Shared decision making to equalize power dynamics between providers and clients   5. Empowerment: Identify strengths and promote autonomy by offering choices and supporting self-determination in care   6. Cultural, historical, and gender sensitivity: Provide care with consideration of diverse backgrounds and avoid perpetuating trauma   Discuss Post Traumatic Stress Disorder (PTSD): A mental health disorder that some people develop after experiencing or witnessing a life-threatening event. Examples include:   1. Returning from war 2. Sexual and physical assault/rape 3. natural disasters (floods, tornadoes, fire, etc.) | NIH Mental Health Info: <https://www.nimh.nih.gov/health>  National Alliance on Mental Illness (NAMI) <https://www.nami.org/>  PowerPoint includes links from patients’ perspectives on depression, schizophrenia, and bipolar.  More information regarding Trauma-Informed Care: <https://www.traumainformedcare.chcs.org/what-is-trauma-informed-care/> |
| 3G. Describe social needs of clients and their families. |
| 1. Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals including dementia/Alzheimer’s Disease. | 4A. Describe how chronic illness affects individual coping and behaviors. | 4A. Chronic illness is a health problem of long duration in which the disease shows little or no change or slowly gets worse.  Chronic illness affects a person’s ability to meet their needs for self-actualization. Priority is given to meeting the alteration in physical or emotional health that the illness affects.  Chronic illnesses include stressors that impact the client and their family. These stressors are:   1. emotional: emotional stress over a period can lead to other chronic conditions (like depression), 2. physical: depending on the body systems that are affected by the illness, this may be a major stressor to the family and the client. (like chronic pain, limited mobility), 3. social: they client may be isolated from peers and others 4. financial: healthcare costs impact the client's financial resources or in some cases their ability to work for resources   Family dynamics may be affected by the:   1. type of illness 2. duration of illness 3. client's ability to fulfill a specific family role   Dementia/Alzheimer’s   1. Discuss the impact of Dementia/Alzheimer’s on the client and their loved ones 2. Discuss appropriate Behavior modification for those suffering from Dementia/Alzheimer’s 3. Recognize personal feelings when providing care to clients with Dementia/Alzheimer’s | Online/class discussion case study scenario  Review vocabulary list  Role-playing  Refer to Alzheimer’s Association website.  Optional Intro to Dementia PowerPoint available. |
| 4B. Describe how acute illness affects coping and behaviors. | 4B. Acute illness is a health problem of short duration in which the condition improves or resolves completely  Although acute illness is by nature short-lived, acute illness for many clients and family members is a crisis. If it involves hospitalization.  Many of the stressors for chronic illness may still apply to acute illness.  It is important for the healthcare worker to realize that the person in crisis may act in ways that are not usual due to the loss of control the person feels related to the illness. Many times, this may be in the form of anger at the healthcare system. | Discussion: Relate to classmates a time when you or one of your family members have experienced an acute illness.  This may be a broken bone or another injury, a dental emergency, an acute respiratory illness that requires you to seek healthcare.  How do you remember feeling about your control in those situations and how have you observed yourself and other’s behavior changing in those types of acute illnesses? |
| 1. Describe selected client service strategies, including customer service, their impact on quality client care and the importance of client participation in group/family activities. | 5A. Identify ways that healthcare workers can promote client services. | 5A. Customer/Client service includes:   1. Stay focused on the client’s needs. 2. Avoid personal feelings 3. Recognize the stage of development of the client and how this impacts client needs. 4. Recognize the impact of family in the client’s receipt of health care services   Define clients   1. Internal clients are those who work in the health care industry 2. External clients are those who come to the care provider for services |  |
| 5B. Discuss ways that quality client care can be enhanced in the healthcare setting. | 5B. Quality client care can be enhanced in the healthcare setting.   1. Come to work ready to focus on the client 2. Take care of self physically, emotionally and mentally so that you can meet the needs of those you serve. 3. Leave personal problems at home. 4. Seek professional development opportunities that assist in continuing in own development.   Remember that in almost every healthcare setting, the client has feelings of vulnerability and may be in crisis. | Discuss ways in which the healthcare worker could enhance the client’s quality of care. |
|  | 5C. List common expectations for service.  5D. Discuss the importance of client/family inclusion group activities | 5C. Expectations for service include:   1. Service should be done in a timely way. 2. Service is client-centered. 3. Service in health care also includes compassion.   5D. Importance of inclusion group activities   1. May reduce loneliness 2. Provide socialization 3. Increases self-worth 4. Refocus negative thoughts to positive 5. Promotes a feeling of acceptance | Discuss a personal experience with service. An example of this service may be in healthcare or in another setting. In yours, include how someone influenced your service in a positive or negative way. |
| 1. Define the stages and processes of death and dying and the influences those stages have on clients and their families. | 6A. List the emotional stages of grief that occurs in death and dying.  6B. List the needs of the dying client and their family  6C. List the different causes of death and describe how this may affect the client and family's ability to progress through the stages of death. | 6A. The five stages of Grief according to Kubler-Ross includes:   1. Denial 2. Anger 3. Bargaining 4. Depression 5. Acceptance   6B. Needs of clients and their families correspond to those of Maslow’s hierarchy and include:   1. Physiological needs 2. Promoting comfort 3. Spiritual needs 4. Support of the family 5. Learning needs 6. Hospice care 7. Home care   6C. Types of death:   1. Unexpected death: leaves families feeling shocked and bereaved. 2. Traumatic death: can lead to complicated grief such as in cases of suicide or homicide. 3. Anticipated death from chronic or prolonged illness: families may be physically exhausted from the care of the family member prior to the death. This may affect the family’s ability to complete the grieving process by hastening or prolonging the grieving process. |  |
| Online/class discussion. Share with your group or in writing an experience you may have had with death and dying.  What type or types of death did your experience include?  Do you agree that different types of death can give different types of responses from individuals and families?  How could these different responses require a change in the type of services the healthcare worker may provide?  How may the types of services you provide affect the family’s grieving? |
| 1. Describe how to care for the clients’ environment. | 7A. Discuss the importance of clean environment  7B. Describe proper care of clients’ personal items | 7A. Avoid clutter   1. Clean surface items appropriately 2. Reduce allergens 3. Promote infection control   7B. Proper care of personal items:   1. Do not move personal items to a new location  * Cause or increase confusion * Precipitate anxiety that item is lost  1. Ask the client for cleaning suggestions  * Promotes a feeling of inclusion * Encourages pride in surroundings | [Care of George’s Environment](https://www.healthforceminnesota.org/hccc/files/AS-Competency-7-Care-of-Georges-Environment2.docx) (includes photographs of messy client room: Username & password: HCCC) |
| 1. Using a problem-solving process applied to healthcare situations; describe how healthcare workers can be aware and sensitive to their clients’ needs/ behaviors. | 8A. Discuss the problem-solving process as applied to awareness and sensitivity to clients utilizing a team approach. | 8A. Utilizing a five-step problem-solving process:   1. Identify the problem 2. Gather information 3. Create alternative solutions 4. Select and implement solutions 5. Evaluate and revise as needed | Complete a case study scenario regarding awareness and sensitivity to clients using the five-step problem-solving process. |