**Advancing Competences in the European Senior Service Sector
(2014-1-CZ01-KA202-002058)**

**Training course Senior Service Worker: MODULE 1**

**SYLLABUS**

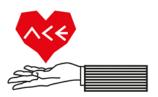| |
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| *Section I: General course information* |
| **Name of the course and identification** |
| Basic concepts of senior service work in home and community based settings (HCBS) for the elderly - M1 |
| **Location** |
| Classroom, field work, remote access on-line |
| **Workload** |
| Total 180 hours: <br> • Classroom training: 60 hours <br> • Practical training: 80 hours <br> • Self-/on-line study: 40 hours |
| **Certification** |
| Upon successful course completion graduates receive a transnational certification of completing Module 1. |
| *Section II: Purpose of the course* |
| **Course description** |
| The module gives fundamental introduction to the work of a senior service worker. The participants acquire basic knowledge, skills and competences in theoretical foundations, concepts, methods and framework conditions for social service work in home and community based settings for the elderly. The module includes methodological and key competences (communication concepts, learn and study techniques, ICT/e-learning work skills). |
| **Course outcomes** |
| The participants acquire <br> Knowledge <br> • Theoretical and factual knowledge in care management and in counselling, professional conversation, guidance and advising; <br> • Specialised knowledge in the concept of community based social work, theoretical and factual knowledge in concepts, core tasks, activities and institutional framework in the service sector. <br> Skills <br> • Range of cognitive and practical skills to act as a senior service worker in the service fields of health care, social care, household and mobility and technical assistance; <br> • Range of cognitive and practical skills to develop creative solutions to problems in the senior service sector in home and community based settings. |

Abilities
- Exercising self-management and supervision in the context of on-going changes in the senior service sector in home and community based settings;
- Application of communication skills in guiding and advising
- Application of learn and study techniques, ICT/e-learning work skills in the learning process
- Acceptance of the right of self-determination and autonomy of the clients

## Course goals

Course graduates will be able to perform the following work functions in the senior service:

- Conducting effective communication with clients and their family and relatives
- Conducting effective communication with minorities, employing culture-specific approach in communication

- Assessing psycho-social condition of clients with the goal of supporting the clients' well-being
- Encouraging clients into active and independent attitude
- Assessing clients' self-sufficiency and exercising independence/self-care training with clients
- Supporting clients in day-structuring measures
- Promoting personal health and well-being of clients by engaging clients in good daily practices
- Assisting clients with routine daily tasks, such as dressing, hygiene, walks, etc.
- Assessing clients' social support needs and promoting their social contacts and community participation
- Supporting clients in their society participation

- Assisting clients with information access and evaluation
- Engaging clients and supporting them in using up-to-date communication tools
- Providing basic instruction to clients on using ICT/communication tools

- Working independently in the HCBS environment, reporting on work progress, acting as a member of a senior service team
- Learning and collecting information with the goal of continuous professional development
- Managing critical situations and stressful circumstances
- Dealing with behavioural problems of clients
- Managing burn-out syndrome prevention

## Key competences

Achieving course objectives will be substantially supported by additional development of the following key competences (transversal competences) during the course:

- Communication in native language [1]
- Cultural awareness [2]
- Social and civic competences [3]
- Digital competence [4]
- Learning to learn [5]

| **Course pre-requisites** |
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To enter this course the following conditions apply to candidates:
1. Either a previous vocational training in a related field of study; or
2. Successful completion of the Basic Module.

Additionally, candidates will demonstrate:
1. At least B1 [6] level of proficiency in verbal communication in the host (locally spoken) language;
2. At least moderate level of digital skills
3. Orientation in local cultural, social and community environment

| *Section III: The learning environment* |
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| **Teaching methods** |

Classroom education
- theoretical and practical instruction
- case work
- practical exercises
- blended learning

Practical training
- work-based training in HCBS
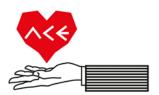- field trips

On-line training
- self-study (e-learning)
- on-line testing and assessments

| **Required materials** |
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| Trainee manual for the course, provided by ACE partnership |

| *Section IV: Time schedule/course plan* |
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| **Learning units and allocated time** |

|  | class hrs. | field hrs. | self-hrs. |  |
|---|---|---|---|---|
| Basic concepts of gerontology: age, aging and life quality in old age | 6 |  | 3 |  |
| Basics of social work in home and community based settings | 18 | 40 | 6 |  |
| Foundations of social and professional communication | 12 |  | 8 |  |
| Concepts, core activities and institutional framework in senior service fields | 18 | 40 | 17 |  |
| Concepts of professional development | 6 |  | 6 |  |
| Total | 60 | 80 | 40 |  |
|  |  |  |  |  |

| **Course programme** |
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| The course will start with a 36 hour in-class instruction block. It will be followed by course field work. Each trainee will get a coach/mentor assigned to him/her for the remaining duration of the course, who will guide the trainee through practical activities of the course. After completing the field work portion of the training (totalling 80 hours) the rest of in-class training will take place (24 hours). |

*Section V: Assessment/Examination procedures*

| **Assessments** |
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| Each in-class learning unit will be completed by an examination/assessment, which will verify the trainees' progress towards accomplishing the course objectives. The following formats may be utilized during testing/assessments:<br>• on-line testing (multiple choice method)<br>• writing a paper/essay (may be submitted on-line)<br>• written examination (in-class)<br>• oral examination<br>There will be a separate examination procedure conducted for course field work. Assessments will consist of:<br>• field work review of the trainee by a coach/mentor<br>• field work report or essay on practical aspects of social work |

| **Grading** |
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| To complete the course students must pass all prescribed tests/assessments. |

| **Class presence policy** |
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| In accordance with the local standards. |

*Section VI: Additional information*

| **On-line course access** |
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| Students will have an account set up to facilitate their e-learning self-study, blended learning and on-line testing during the course. |

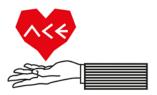| **Field coursework** |
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| There is no fixed format of the course field work. It may take place under various arrangements, provided required time allocation is fulfilled and study topics covered. |

| **Special needs** |
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| Provisions may be arranged to accommodate disabled students in order to take part in the course. |

[1] **Communication in native language** is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

2) **Cultural awareness** involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

3) **Social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.

4) **Digital competence** involves the confident and critical use of information society technology and thus basic skills in information and communication technology.

5) **Learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

6) Achieving **B1 level of language proficiency** means that the learner:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.