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# USEKEEPING AIDE

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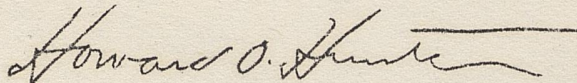
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## FOREWORD

This circular provides suggested operating techniques for housekeeping-aide projects, based upon the experience of States which have operated successful housekeeping-aide programs. While local conditions and special requirements may necessitate some departures, it is believed that, in general, application of the techniques outlined herein will result in the most effective project operation.

This circular is designed primarily for use of State and unit supervisors of housekeeping-aide projects.

These procedures relate only to the technique of project operation. Nothing in this circular is to be construed as modifying in any way administrative regulations or procedures of the Work Projects Administration.



Howard O. Hunter, Commissioner  
Work Projects Administration

PREFACE

The WPA Housekeeping Aide Program, which furnishes assistance in housekeeping, care of children, and elementary home care of the sick in the homes of needy families in times of illness or other emergency, is an outgrowth of an earlier program operated under the Federal Emergency Relief Administration. At that time, in 1934, about 3,000 women were employed on projects of this nature.

The projects were a logical development growing out of an urgent need of underprivileged people for assistance, together with the necessity for providing work for unskilled women. The services that the project undertook had been given in the past by more fortunate relatives or friends, or in some instances by public and private welfare agencies. However, the great increase in unemployment that came with the depression brought about a very different situation - families were no longer able to help each other, standards in family relationships changed, the burdens placed on welfare agencies increased, with the result that thousands of needy families found themselves unable to secure assistance from the usual sources. These were the people to whom the first housekeeping aides rendered service.

The accomplishments of those workers served not only to give relief in emergency situations but also to help establish the social principles that many services can be extended to needy people in their own homes in a more satisfactory and economical manner than through institutional care. Because of this, recognition has come to the program from many health and welfare agencies and the demand for projects has steadily increased. In June 1941, 33,324 women were employed on housekeeping-aide projects operating in all but four States.

As the program has developed it has come to have a definite place as a supplementary service to established health and welfare agencies. This closer integration has brought increased responsibilities. The service has been extended, both in length of time and in scope, in order not only to meet the specific emergency problem more adequately but also to demonstrate to the family better methods of homemaking and help them make the most of neager resources. To this end also, increased emphasis has been placed on continuous in-service training of the aides to improve their skills and to give them a better understanding of the problems they meet in the homes to which they are assigned.

The operating methods and training techniques set forth in this circular have been developed to aid in the solution of the many problems that arise on housekeeping-aide projects, to improve the quality of service, and to establish more uniform standards of operation throughout the country.

Housekeeping Aide Circular

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## PART I. PRELIMINARY PLANNING

Section 1. Conditions of Operation. Subject to the provisions of Operating Procedure No. G-1, section 81, and Operating Procedure No. G-5, section 15, housekeeping-aide projects may be operated to furnish assistance in housework, care of children, and elementary home care of the sick in homes of the needy in the following circumstances:

1. When the homemaker is partially or totally incapacitated for a temporary period.
2. Where some other temporary emergency exists.
3. In motherless homes.
4. Where assistance is needed because of chronic illness or old age.

In planning for the operation of a project, the emergency services falling within the first three categories listed above should be given first consideration. Services to the aged and chronically ill should be included only if personnel is available in addition to that required to meet the other needs. Since care for these persons constitutes a permanent problem which is the responsibility of local welfare agencies, it is not advisable for the housekeeping-aide project to provide continuous assistance for an indefinite period. Limitations as to the length of service should be established by the State Director of Community Service Programs. Where continuous daily care is required, it is recommended that it not be extended beyond 24 consecutive weeks. Ordinarily, this period should be sufficient for local welfare authorities to make a permanent adjustment to the situation. Where the service needed amounts to only a day or two, or less than a day a week, it is suggested that the total amount of service provided be limited to the number

of man-hours in the maximum period established for assistance in motherless homes.

The services of the project may be extended only to families certified as in need by the sponsoring agency. Families of WPA workers are eligible for housekeeping-aide assistance on the same basis as other needy families. However, an aide employed on the housekeeping-aide project should never be assigned for service in her own home.

In accordance with Operating Procedure G-1, section 81, the services provided by housekeeping-aide projects must be given in the homes of the needy. Activities outside the home, such as marketing for the family and taking children or aged persons to clinics or parks, are ineligible.

The services of the housekeeping-aide project may be extended to rural areas only when adequate provisions are made for supervision, training, and transportation. Two visits a week, one by the field worker and one by the unit supervisor, is considered the minimum amount of supervision necessary for an aide assigned to a home in a rural area. The workers in rural sections should be given the regular induction training and weekly in-service training at the project center. Definite arrangements with respect to transportation should be made prior to establishing service in rural sections. The responsibility of transporting the workers to and from rural assignments daily and in bringing such workers to the project center for induction training and for weekly in-service training should be assumed by the sponsor.

Section 2. Sponsorship. Housekeeping-aide projects, either State-wide or local, are sponsored by departments of public welfare, departments of public health, or other public agencies legally authorized to prosecute the work over the prescribed area of operation according to regulations set forth in Operating Procedure No. G-1, sections 6 and 7.

It is normally the sponsor's responsibility to provide space, equipment, and utilities for the project training center; materials and supplies necessary for training activities; medical examinations for workers, when required; and uniforms for aides and field workers. When the aides' and field workers' assignments require expenditures for transportation in excess of the amount ordinarily necessary in going to and from a project site, the sponsor should provide the additional transportation.

Since, in many instances, neither the official sponsor nor co-sponsor is financially able to make the required contribution of nonlabor costs, the cooperation of local community organizations and agencies is necessary in order to operate a project. Cooperating agencies may include the local health and welfare agencies, both public and private, which use the service of the project; and community organizations, such as service clubs, fraternal organizations, and church societies, interested in the betterment of local conditions.



Section 3. Advisory Committees. In order to be fully effective, a housekeeping-aide project must be closely integrated with the health and welfare programs of the State and of the local communities where units operate. Advisory committees can play an important part in bringing this about and it is highly desirable that such committees be established.

The State Director of Community Service Programs should be responsible for the formation of a State advisory committee. The District Director of Community Service Programs or the district supervisor of the housekeeping-aide project should act as organizer of local advisory committees.

Committee members should be progressive men and women who are active in the life of their communities and who are in sympathy with the objectives of the program. Advisory committees should have representation from public and private welfare agencies, medical and nursing organizations, educational groups, and lay organizations. Local committees should include a representative from each of the agencies using the services of the project.

The primary functions of a State advisory committee of the housekeeping-aide project are to help establish those broad principles of direction which will tend to integrate the program as a permanent part of the welfare services of the State, to stimulate interest in the project throughout the State, and to help maintain close working relationships with professional and lay groups.

Local advisory committees should be responsible for interpreting the needs of the community to the project, for interpreting the project to the community, and for giving assistance in the expansion and improvement of the project wherever and in whatever manner is possible. In most instances, local committees assist the sponsors in equipping the training centers and discharging other financial obligations. Technical assistance in planning and carrying out the training program may often be secured from professional persons

who are members of the committee.

Advisory committees should be organized with a chairman and secretary. Meetings should be held regularly with a planned program of work. It is suggested that State committees meet at least four times a year and local committees once a month.

Section 4. Determination of Community Needs. When a State-wide house-keeping-aide project is contemplated, the extent of the need throughout the State should be ascertained. Information should be obtained through State health and welfare organizations concerning existing programs and unmet needs for housekeeping services in a limited number of representative cities, counties, and towns. This information will serve as a basis for estimating the extent of the State program.

Prior to establishing a local housekeeping-aide unit, the community need should be analyzed by the Work Projects Administration in cooperation with interested local agencies. This appraisal is fundamental to constructive program planning and project operation. Following a determination of need, specific information should be obtained from local public and private health and welfare agencies, schools, and other cooperating agencies on matters such as:

Number of families eligible for service.

Normal incidence of illness or emergencies making assistance necessary.

Ability of public and private agencies to furnish necessary housekeeping assistance in homes.

Extent and type of service desired.

Ability to provide the required amount of community advisory and financial participation.

Section 5. Intergration with Other Programs. Since the Housekeeping Aide Program is closely related to the programs of public and private health and welfare agencies, it should be closely integrated with them in order to be effective. This integration does not mean, however, that the program loses its identity. The housekeeping-aide project provides specific supplementary services to community agencies. It must therefore reflect the scope and operation of the programs of the agencies which it serves, but there should be no overlapping. The housekeeping aide cannot take the place of a visiting nurse, for she lacks professional status for such a job; she cannot become a visiting housekeeper, or a social worker, for she lacks the professional status for those jobs also. In order that the Housekeeping Aide Program may be satisfactorily integrated with health and welfare programs, it is essential to consult with leaders of these programs in planning the activities to be carried on and the training to be given on the housekeeping-aide project.

The training program for the aides should also be integrated with community programs of an educational nature. Insofar as possible, this phase of project operation should be tied in with work being done by school and university departments of vocational education, the State Extension Service, the State Nutrition Committee, the Farm Security Administration, and other agencies working in the field of homemaking education.

In communities where, because of military and industrial defense operations, there is an influx of families to such an extent that local welfare and health facilities are overtaxed in assisting the needy, local housekeeping-aide units may be set up for the specific purpose of meeting the resultant emergency housekeeping-service needs. Likewise, existing local units may be expanded to meet the needs for additional services.

Opportunities for integration of the housekeeping-aide project with other WPA projects should not be overlooked. It is often possible to secure assistance in the training of aides from teachers from nursery-school projects and from nurses on health projects. Where WPA nursery schools are maintained, an effort should be made to coordinate housekeeping-aide activities in child care with their programs. Where it does not interfere with the operation of the project, the facilities of the housekeeping-aide training center may be made available for classes in homemaking under the Education Program.

## PART II. PROJECT PERSONNEL

Section 6. Supervisor. The organization of a State-wide project may provide for State, district, area, county, municipal, and unit supervision, according to the extent and size of the program.

Supervisory personnel must be selected in accordance with requirements set forth in Operating Procedure E-9, section 44.

General duties performed by all supervisors should be in accord with those given in job descriptions in Operating Procedure E-9, appendix B, section 5. Specific duties should be planned administratively by the State Director of Community Service Programs. These duties fall into three categories:

1. Administrative. Organizing and coordinating project activities, management of personnel, maintaining satisfactory relationships with sponsors and participating groups, preparing reports, and maintaining records.
2. Training. Assisting in planning programs of training for supervisory personnel on various levels and for project workers, and assisting in executing the training plans.
3. Field. Making field visits for the purpose of evaluating the service given by the aides, evaluating the training program, and determining further training needs.

State supervisors and district supervisors of housekeeping-aide projects shall be graduate home economists, in accordance with the requirements set forth in Operating Procedure E-9, appendix B, section 5. It is highly desirable that supervisors at other levels also be graduate home economists.

On large units it may be necessary to assign several assistant supervisors who will serve both as teachers at the training center and as field supervisors.

Consultant service on activities pertaining to health and care of the sick should be secured from public health nurses.

It is also desirable to have consultant service from trained social workers to assist the supervisor with problems concerning relationships between the project workers and the families receiving service.

Since the success of a project will depend largely upon the ability of the supervisor as a leader, the following general qualifications should be looked for in supervisory personnel at all levels:

Administrative and executive ability.

An understanding of and appreciation for the program, with an objective and practical attitude toward the problems involved.

Ability to direct others as well as to follow directions.

Ability to establish and maintain harmonious working relationships with others.

Enthusiasm, initiative, good judgment, poise, and self-confidence.

Section 7. Project Workers. Project wage employees assigned to housekeeping-aide projects include foremen, field workers, housekeeping aides, and clerks. Assignments of these workers shall comply with the regulations established in Operating Procedure E-9.

On units employing more than 20 housekeeping aides, it may be desirable to assign foremen to assist the supervisor in her training and field duties.

Field workers are assigned in accordance with the following provisions of Operating Procedure G-5, section 15: "A limited number of certified persons (one for every 10-20 aides) in the intermediate wage class must be assigned as field workers to assist housekeeping aides in organizing and executing their work and to assist the supervisors in the training of aides." In rural areas where the homes served are scattered, a higher ratio of field workers to aides will be necessary than in urban centers where less time will be consumed in travel. Field workers should be women who have had training and experience as housekeeping aides and who have demonstrated their capacity for leadership, good judgment, and ability to work harmoniously with others in the training center and in the homes.

Housekeeping aides are assigned in proportion to the number of families referred for service. In general, the ratio of one aide to every three or four families to be given service over a period of 6 months is satisfactory.

The assignment of clerks to housekeeping-aide units is usually advisable in order to relieve the supervisor of routine office details of a clerical nature.

Timekeepers are assigned to the project in accordance with requirements of the Division of Finance.



## PART III. HEALTH AND HYGIENE

Section 8. Medical Examinations. The preparation and serving of food constitutes a major service rendered to the families by the housekeeping aides, consequently all persons employed on these projects who will handle food should be free from any infectious or communicable disease. State or local regulations for food handlers should be observed.

Section 9. Health Protection for Workers. Housekeeping aides should be trained to take every health precaution possible in order to establish and maintain the high standard of health necessary for workers on these projects.

State and local departments of health should assume responsibility for determining whether or not the health situation in a home will permit the assignment of an aide without endangering her health or spreading infection. When requests are received from local or State health authorities for widespread assistance under acute or emergency conditions involving contagion, aides should be assigned only when the following provisions are met:

1. The State or local health authorities assume the responsibility.
2. The aides are supervised by public health nurses.
3. The health agency gives aides preliminary instructions in antiseptic measures to avoid contagion.
4. Acceptance of the assignment by the aide is voluntary.

In justice to the other workers and to the families receiving service, a housekeeping aide who has a cold should not be on duty either at the project center or in the homes.

A standard first-aid kit shall be maintained on each housekeeping-aide project, and all injuries sustained by workers in the line of duty shall be reported in accordance with prescribed procedure.

Section 10. Personal Hygiene. Immaculate cleanliness of person and clothing of all workers on a housekeeping-aide project is deemed essential and should be maintained at all times. Good grooming should be required. A well-groomed appearance increases the workers' self-confidence, helps them develop a professional attitude toward their work, and presents them favorably to the public.

Hair nets should be worn by workers working with food either in the training center or in the homes. The supervisor should wear a net when she is giving training in work involving food.

Section 11. Uniforms. In accordance with Operating Procedure G-5, section 15, workers on housekeeping-aide projects are required to have three uniforms. However, since the nature of the work makes it mandatory that the apparel of the workers be spotlessly clean, five uniforms are preferable to allow adequate time for laundering.

Whenever possible, the uniforms or material for them should be provided by the sponsor.

A housekeeping-aide uniform should consist of a dress, a work apron, and a hair net. The dress should be a closed model, not "wrap around," and should be made comfortably loose through the shoulders to permit free body action. Sleeves may be short or long according to State recommendations. If buttons are used as fasteners, both buttons and buttonholes must be kept intact. The use of pins for fasteners should not be permitted.

The work apron should be made with a bib sufficiently wide to protect the front of the uniform and should be full enough to protect the sides of the dress.

Careful consideration should be given to the selection of the color of the uniform for workers on the housekeeping-aide project. In no instance should the color be such that the uniform might be mistaken for those worn by nurses. Nurses' uniforms are usually white, blue, or gray, consequently much confusion on the part of the general public may be avoided if some color other than these is used by workers on housekeeping-aide projects.

The laundering of uniforms is a responsibility of the worker. Uniforms should not be laundered regularly on the project. However, training in laundry work should include sufficient practice in laundering uniforms so that every worker is able to do a professional-looking job on her own uniforms.

Each housekeeping aide should be equipped with a kit which she will carry with her into the field. The kit should be provided by the sponsor, if possible.

The bag should look businesslike and should add to the trim appearance of the housekeeping aide. It should be large enough to hold the articles which the housekeeping aide needs for her own use as she serves the homes. Among these articles are a workbook, recipes, apron, first-aid supplies, newspapers, individual hand towel, soap, and drinking cup.

The uniforms worn by field workers should be the same as or similar to those worn by housekeeping aides.

It is important that all supervisory personnel maintain a professional standard of dress. They should wear uniforms at the project center on training days. Well-tailored white uniforms give the supervisor a professional appearance. When making home visits, supervisors and other WPA personnel should dress simply and appropriately.

PART IV. THE TRAINING CENTER

The purpose of a training center is to provide a workshop where the supervisor may give instructions and training to the workers for their job in the homes to which they are assigned. The project center should also serve as a demonstration of possible accomplishments in the use of resources available to a low-income family, but should never become primarily a show place.

Section 12. Location and Space. The center should be provided by the sponsor and should be located where it can be easily reached by the project workers. Ordinarily, it is desirable that the training center be set up in a separate house rather than in a portion of a warehouse or an office building. A house enables the supervisor to set up true housekeeping problems in training and provides a better opportunity for training under actual home conditions than can be found in a portion of a building. Training should never be given in the homes of the workers or supervisors.

The size of the training center will vary according to the number of persons to be trained. A center should provide space for carrying on at the same time a number of training activities in which workers will participate on an individual basis. Space should also be included for performing the necessary office work involved in the operation of the project.

The number of rooms necessary in a training center to meet space requirements for training a large number of persons by the workshop method will often exceed the number of rooms in the homes of families receiving service. Therefore it may be wise to set up two or more housekeeping units of 1, 2, or 3 rooms within the project center, in order to approximate the situations which the aide will find in the field.

Utilization of space in a training center is an important consideration. Rooms which serve no specific training purpose or do not represent a typical home situation should not be set up. For example, since dining rooms and nurseries are seldom found in homes receiving service, they have no place in the training center; the space might be utilized to better advantage for establishing extra kitchens and additional workshops for home-improvement activities. Living rooms, as such, are not recommended. It is suggested that living-room space be used as a general work room for such activities as mending and renovation of garments and safety demonstrations. Such a room could also be used for conducting group discussions.

Section 13. Furnishings and Equipment. The equipment used in a training activity should be simple and inexpensive and within the accomplishment range of low-income families. It is extremely important that it be in keeping with the equipment which might be found in the homes of families receiving service so that the training can be made practical and applicable to the actual working conditions in the field. It may be necessary to have stoves using different types of fuel, and a washing machine as well as tubs for hand washing. Sufficient equipment should be provided to enable each aide to carry out individually the demonstrations included in the day's training.

It is considered desirable to have mechanical refrigeration in training centers in order to keep perishable food supplies from one training day to the next. This should be in addition to a refrigerator of the type found in the homes.

Reconditioned or very simply constructed furniture made by aides as a part of their training should be used to furnish the center. The training center should be kept in a constantly changing and unfinished state so that an opportunity is always afforded for the aides to develop new ideas. Furnishings and equipment should not be loaned or donated to the project by the supervisory personnel or project workers. Such items should be supplied by the local sponsors and cooperating agencies.

It is desirable in some instances for the sponsor to maintain at the project center a "loan chest" of sheets, pillow cases, towels, gowns, and infants' garments for emergency use in the homes. These articles are for loan purposes only.



## PART V. PROJECT OPERATION

Section 14. Method of Handling Referrals. Requests for housekeeping-aide service may be accepted from all recognized health and welfare community agencies that have established a clearance through the official sponsor. Where such clearance has not been effected, each referral should clear through the official sponsor.

One of the administrative responsibilities of the local unit supervisor is to conduct regular planned meetings with sponsoring and referral agencies. The purpose of such meetings is to establish and maintain good working relationships with these agencies through clarification of such points as the following:

WPA requirements on family eligibility and limitations of service.

The necessity for proper and complete written requests for service.

General problems of service from the viewpoints of both agency and project. For example, (1) undue delay in placing aides, and (2) lack of necessary work equipment in homes.

Emergency referrals made by telephone. Agencies should be made aware of the difficulty of servicing such requests, and they should be urged to anticipate needs in order to avoid unnecessary "emergencies." Requests made by telephone should be followed by written requests within 24 hours.

An understanding of the importance of preventative referrals. For example, (1) placement of an aide before a mother is to be confined, and (2) making a rest period possible to an overburdened mother.

It is recommended that each referral agency submit a quarterly report evaluating the services of the housekeeping-aide project and make suggestions

profitable to the training and field program.

The importance of the use of the established WPA Forms DPS-5 for the promotion of efficient and businesslike attention to family service cannot be too highly emphasized. This form shall be supplied to agencies by the local unit supervisor.

All requirements for information should be complied with in order to make proper placement of aides. Starting and anticipated completion dates for service should be specified. Information giving special home conditions is of importance in guiding assignments and plan of work.

If it is not possible to fill a request for service, the agency should be notified. A notice of withdrawal of service should also be supplied to the agency concerned, and the specific reason for withdrawal given in each instance.

Section 15. Scheduling and Assignment of Aides. Referrals should be given prompt attention by the unit supervisor. Assignments should be made with consideration to special family requirements and abilities of aides. Age, race, location, size of family, and health conditions are also factors to be considered.

A weekly schedule of assignments for each aide should be made and issued, preferably on the regular weekly training day at the center. Workers should report directly from their homes to their assignment location to avoid the waste of time occasioned by reporting to the training center. However, when an aide has been absent from work for a period of time, it would be necessary for her to report to the center for a schedule of assignments.

Aides should be assigned to a home for a sufficient period of time to permit a satisfactory and effective job of all-around housekeeping assistance to be done. Requests for service of 1 day or a half-day a week should be discouraged except during emergencies which cause a sudden increase in the number of referrals, making widespread service necessary. In some instances service of one day a week to chronically ill or aged persons may be adequate.

When service is continued in a home for more than 2 or 3 weeks, it is usually advisable to change the aide during the period to avoid the possibility of development of undesirable relationships between the family and the worker.

At no time should two workers be assigned to the same home during the same hours. In extreme emergencies requiring more than the usual amount

of daily service, the schedules of two aides may be staggered.

In no instances should an aide spend the night in the home to which she is assigned.

Negro aides should not be assigned to other than Negro homes, since they are likely to be considered as servants by the families.

Aides may be scheduled to work in any location covered by local unit operation but it is desirable that a field worker be assigned to a given area. Familiarity with area problems is conducive to good field work.

When emergency referrals require immediate placement of an aide, the assignment should generally be made from workers in the homes rather than from the aide group being trained in the center. It is usually possible to do this by withdrawing an aide from a home where the emergency has ceased to be acute. It is advisable for supervisors to have a backlog of such homes in mind in order to be prepared for emergency referrals.

Section 16. Initial Visits to Homes. Initial visits to homes shall not be made by supervisors or field workers prior to placement of aide, according to Operating Procedure G-5, section 15. As set forth in section 14 of this circular, agencies should submit sufficient information about the homes to make intelligent placements possible without WPA visitation.

The local unit supervisor or delegated person should visit the home within 24 to 48 hours following the assignment of the aide to determine whether the assignment is satisfactory and to evaluate the quality of the service being rendered by the aide.

As stated in Operating Procedure G-5, section 15, the fact that no WPA visits are made before assignment shall not be construed to prohibit the Work Projects Administration from withdrawing assistance when it is found that assignments of aides are obviously not justified.

Section 17. Relationship of Workers with Families. The success and effectiveness of a housekeeping-aide project depend in a large measure upon pleasant, businesslike relationships of the aides and field workers with the families being serviced. It is important that the workers receive careful and thorough training, both induction and in-service, in the various aspects of their relationship with the families. During induction training, the new workers should be taught the proper way to approach the families.

The supervisor should stress continuously that housekeeping-aide workers should have an objective attitude toward their job, including an impersonal approach to the problems they encounter in the homes. Many complications will be avoided if a worker has been given a clear understanding and appreciation of the scope of her responsibility to the family. The aide is assigned to the homes to carry on housekeeping activity, but she should not be expected to take over the entire responsibilities of the family. The assumption of too many responsibilities would be detrimental to the best interests of the family group. The most effective service which a worker can render a family is to help them during the emergency period in such a way that after the emergency has passed, the family will have been given the desire to make more effective use of the resources which they have available.

The maintenance of pleasant and harmonious relationships between workers and the families entails special emphasis to the development in the workers of such qualities as kindness, tactfulness, understanding, and good judgment. All workers connected with the project should learn that there is no place for gossip and that private affairs of the families are not to be

discussed either on or off the job.

It should be impressed upon the workers that they must never attempt to make social adjustments or financial arrangements for the families. It should also be made clear to them that they are not nurses and that they should never give advice about health situations.

It is the responsibility of the referral agency to explain to the family the housekeeping aide's responsibility in the home, and also to explain the obligation which the family has toward the worker. The agency should understand that the housekeeping aide is never to be considered a servant to the family. Giving a clear and correct interpretation of the housekeeping-aide project to the referral agencies is one of the best ways to bring about the establishment of a good relationship between the families and the workers.

Problems and maladjustments which may arise between housekeeping-aide workers and the families should always be reported by the workers to the supervisor so that proper adjustments can be made immediately.

Section 18. The Work of the Aides in the Homes. The housekeeping aide project is set up to provide an all-around housekeeping service. The work of the aides in the homes to which they are assigned includes preparation of meals, cleaning, laundering, caring for children, giving elementary home care to the sick, mending and renovation of clothing, and making simple home improvements.

In interpreting the project to referral agencies it should be made clear that the service is to be requested only for homes where there is need for assistance in general housekeeping problems. An aide should not be assigned to do any one special job, such as an accumulated washing, seasonal housecleaning, or dressmaking.

The housekeeping aide is not a teacher. She is not sent into the homes to give instruction in homemaking but to do whatever household tasks are necessary to maintain normal family living during the period of emergency. However, by doing every task in the best possible way, she is often able to demonstrate to the family how to use their resources to advantage, meager though those resources may be, and to interest them in making the home a better place in which to live.

A. Preparation of Meals. The preparation of meals for the family is one of the housekeeping aide's most important responsibilities, since proper food is one of the first essentials for health. Although the aide may not always be able to prepare a well-balanced meal from the food available, she should know what constitutes such a meal in terms of low-cost foods. With this knowledge, she may be able to make suggestions to the family that will help them make the most of the money to be spent.



In planning meals the aide should consider the family's preferences, introducing changes in the accepted pattern gradually.

The jobs in connection with the preparation of meals include:

Checking supplies and making market lists

Storing food supplies

Planning meals

Cooking and serving meals

Dish washing

When land is available, the housekeeping aide should endeavor to stimulate interest in home gardening and help the family plan and start a garden which will provide the fresh vegetables needed for a more adequate diet.

B. Cleaning. It is the responsibility of the housekeeping aide to keep the home in as clean and orderly condition as possible during her assignment. Routine cleaning jobs include the following:

Straightening rooms (picking up and putting away clothing, disposing of trash, etc.)

Sweeping floors

Dusting furniture

Washing dishes and cleaning sink

Cleaning stoves and refrigerator

Disposing of garbage and cleaning garbage can

Cleaning bathroom

Eliminating pests

In many homes referred for service there will be much to be done in addition to routine daily cleaning in order to meet desirable standards. If time permits, the aide can help remedy conditions by doing special jobs, such as the following:

Scrubbing floors

Dusting or washing walls

Cleaning windows, screens, sills, and shades

Scouring pots and pans

Cleaning clothes closets

Washing woodwork and furniture

C. Laundering. The laundering of clothing and bedding required for everyday use by the family is one of the normal duties of the housekeeping aide. However, she is not responsible for washing large accumulations of soiled articles. When such accumulations are found, she should be expected to launder only the articles required to meet the immediate needs. If time permits, she may be able to take care of the entire accumulation during the period of her assignment, but this should not be done at the expense of other services to the family.

D. Care of Children. Anything the housekeeping aide can do to improve the health and add to the general well-being of children should be considered one of the most important contributions she can make. Since the mother is usually absent or incapacitated when housekeeping-aide service is given, the aide often has complete responsibility for the care of children during the hours she is in the home. The following are the tasks she is expected to perform:

Preparing and serving meals

Bathing and dressing infants and young children

Helping older children bathe and dress

Keeping children's clothing clean and mended

Helping direct play and rest

Helping establish good health and behavior habits

E. Elementary Home Care of the Sick. In many instances where housekeeping aides are assigned, there is the problem of a sick or handicapped person in the home. The assistance which the housekeeping aide can give in caring for the sick must necessarily be limited to items which are elementary and not of a nursing nature. In determining the items to be included under elementary home care of the sick, the approval of the State Department of Health in cooperation with the State Nursing Association shall be secured, in accordance with Operating Procedure G-5, section 15. Clearance with county or city health departments alone is not considered adequate, since uniform practices should be followed in housekeeping-aide units throughout a State. However, it is important to secure the cooperation of local officials in this matter.

In general, services to sick persons include the following:

Keeping the room clean, in order, and well ventilated, with proper adjustment of light

Changing sheets and pillow cases

Doing the necessary laundering

Preparing and serving meals

Assisting sick person in washing face and hands, and other toilet activities

A housekeeping aide should never give medicines or treatments of any sort except on the written instruction of the physician in charge. This is to be interpreted as prohibiting the giving of such common household remedies as soda, aspirin, laxatives, and enemas; and the application of ice packs, hot water bottles, poultices, and counter-irritants, unless they are specifically ordered in writing by the doctor.

The housekeeping aide should learn to evaluate the family situation and plan her work to meet the needs. The amount of work to be done in the various fields of activity will vary according to the type of home and family. On assignment to a home the aide should observe conditions carefully and make a schedule of routine daily tasks and of special jobs that need to be done. A written schedule is not necessary, but the aide should have her plan of work clearly in mind. If a definite plan is made and adhered to as closely as possible, it will help her to do the job efficiently and make the best use of her time. In following a schedule, allowance should always be made to take care of emergencies and unforeseen situations that are likely to arise in any home.

F. Mending. A housekeeping aide is expected to do the mending necessary to keep clothing and household articles in good repair. This includes sewing on buttons and other fasteners, mending tears and rips, darning, and patching. She may also assist the family by making over garments and making children's clothing from parts of discarded garments or scrap materials. However, sewing activities should be an incidental part of housekeeping-aide service. Whenever possible, the aide should show the mother or older girls in the family how to do these things, rather than do them herself.

G. Home Improvement. Many of the homes referred for housekeeping-aide service are meagerly equipped and lack the essentials for comfort, convenience, sanitation, orderliness, and good organization of work. There are many simple improvements which an aide can make herself or encourage the family to make with little or no expenditures of money. The following are examples of such improvements:

Putting up hooks, nails, or rods for hanging clothes or towels

Putting up shelves for kitchen supplies

Making storage cabinets and wardrobes of boxes

Mending broken steps

Mending window and door screens

Making window shades of paper

Making fly traps

Making screens to provide privacy in crowded homes

Making baby bed from crate or barrel

Making nursery chair

Making bed blocks to raise bed of sick person

Making back rest, bed cradle, and bed tray for sick person

Activities such as those listed above are an important part of the aide's work but should not receive undue emphasis. Only simple basic improvements should be undertaken. The home improvement phase of the work should never be allowed to become a project in furniture making or interior decorating.

Section 19. The Jobs To Be Done by the Field Worker. It is the duty of the field worker to visit the aides at work in homes and to assist in the planning of work. The field worker should assist the aide with her work when necessary and give spot training by working along with her.

Suggestions for improvement should be given to the aide in a tactful and diplomatic manner. Comments on the aide's work should never be made in the presence of the family receiving service.

The field worker should report her observations and suggestions to the supervisor for consultation and advice -- at no time should she assume the role of a person in a supervisory capacity. Reports from field workers should not take the place of first-hand observations made by supervisors.

Observations which the field worker should make include:

Lost time on the part of the aide

Failure of an aide to report for work

Maladjustments existing in the home or between the aide and the family which affect the work of the aide

Very apparent conditions in the home which make further service unnecessary

Quality of work being done by the aide

Carryover of training into the home

Needs for further training

The field worker should receive regular weekly training with the housekeeping aides at the project center. She may then help the supervisor in giving training to other groups of aides. However, she should not be given the entire responsibility for the training of workers.

Since the field worker is a contact person between the project center and the workers in the field, she may inform the aides of new assignments to homes or of changes in assignments which have been determined by the supervisor.

It is considered advisable that field workers' schedules be arranged so that each aide will be visited at least twice a week.

A field worker should not spend more than 2 days in the project center. However, she may need to report to the center briefly at other times to receive instructions and confer with the supervisor.

Section 20. Lunches for Workers. In accordance with Operating Procedure G-5, section 13, lunches for housekeeping-aide workers are not provided at the training center. Workers are required to provide their own lunches whether they are in the center or in a home. Food preparation is a part of the regular training activity; however, this phase of the training should never evolve into the preparation of meals for the purpose of providing lunches for project workers or supervisory personnel. Sampling the food which has been prepared during training is a necessary and valuable part of the evaluation period. The logical time for the evaluation is at the close of each group's cooking period. Foods should not be set aside until the noon hour to be used to supplement the workers lunches.

Surplus foods accumulated through a day's training program should be distributed through normal channels; that is, to WPA school-lunch or nursery-school projects or through a local welfare agency. No worker may carry food away from the project.

In planning a schedule of activities it should be made clear that the lunch period allowed the worker is her own time. When she is on an assignment she should be encouraged to take her lunch period away from the home if the home situation permits.

The serving of low-cost demonstration meals to sponsors and other interested persons should be planned only occasionally and should never at any time interfere with the normal operation of the project.

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Section 21. (This section will be issued at a later date.)



Section 22. Timekeeping. As prescribed in chapter I, volume IV, of the Manual of Rules and Regulations, timekeeping functions are the responsibility of the Division of Finance. Several methods and records are prescribed therein, the selection of the most suitable of those prescribed also being the responsibility of the Division of Finance. Due to the fact that housekeeping aides spend almost all of their working hours in the homes of private families, they are to a certain extent, in the same category as "isolated employees" as defined on page 4.1.0164 of the Manual. In probably the majority of cases, therefore, the WORKERS REPORT OF TIME WORKED, WPA Form 501c, is the most suitable form for recording the time of these workers. Under this method it is not required that the timekeeper check the workers four times a day, the procedure on page 4.1.0164 prescribing "spot checks by the chief project timekeeper and the supervising timekeeper shall be made as often as possible." In the event this procedure is not in effect, it is suggested that the State Division of Finance be contacted with a view toward adopting it. It should be borne in mind, however, that the final determination as to which timekeeping method and record will be used rests with the State Division of Finance.

Section 23. Training. Training of workers on the housekeeping-aide project is an integral part of project operation. In accordance with Operating Procedure G-5, section 15, aides and field workers should receive 1 day of training each week for 6 months after assignment, in addition to an induction training period of 2 to 5 days which shall be given at the time of assignment to the project. Provision shall be made for continued in-service training for each worker after the initial 6 months. It shall be the responsibility of the State Director of Community Service Programs to determine the amount of such training required. In most instances a full day of training weekly for every worker during her entire period of employment is desirable.

The main objective of the induction training is to acquaint the aides with the purpose of the housekeeping-aide project and to interpret to them their responsibility to the project and to the families with which they work. Five days is considered sufficient time to give the fundamental information needed for satisfactory assignments of aides to homes. It is not considered advisable to extend the induction training period beyond 5 days since too much instruction is likely to be confusing to the workers. This is particularly true because newly assigned aides do not have a full realization of the jobs to be done in the homes.

The training of aides should be continued and broadened by in-service training of 1 day a week in order to improve constantly the service given to families. While all workers do not have the same abilities and some will grasp the training more quickly than others, it is recommended that the training be so related to the abilities of the workers that it will enrich the background of every worker to the extent of contributing to the efficiency with which she performs her job.

Details for training are given in Part VI.

## PART VI. THE TRAINING PROGRAM

Section 24. Planning the Training. Training for personnel on the housekeeping-aide project should be a part of the State-wide training program for the Division of Community Service Programs. The over-all planning of the training for this project should be done from the State office by the Supervisor of Welfare Projects in cooperation with the State Supervisor of Training and the State supervisor of the housekeeping-aide project.

The plan should provide for training for all levels of project personnel since there is great need for training of both supervisors and workers in relation to their jobs and to the WPA program. Centralization of planning should result in:

Standardization of training materials and training methods.

Uniformity of project operation.

High standards of project operation.

Closer integration of the housekeeping-aide project with related community activities.

Centralization of basic planning for the training should not relieve the district, county, and unit supervisors of definite responsibility regarding specific planning. Details for training cannot be worked out in the State office, yet if details are excluded from a plan, the plan will be ineffective. In order to fit local situations, a broad plan made by the State office will require adjustments and adaptations in every instance.

Careful plans should be made for both induction and in-service training for all project personnel. The training for project workers should be planned in small units that are simple, complete, and easily understood. These units should form a pattern of instructions that will continually enlarge the fund of information of the workers. The training should be planned around fundamental housekeeping problems. Many of these problems will be seasonal in nature and should be planned accordingly. For example, in the spring housekeeping aides will encounter the problem of cleaning and storage of winter clothing and bedding in the homes to which they are assigned. The instructions necessary for the handling of such a problem should be planned for before the season change occurs so that workers will be prepared to meet the situation successfully.

Repetition of certain units should be planned for in training housekeeping aides. Repetition is valuable to emphasize basic principles but should not be used simply because of inadequate planning on the part of the supervisor for new material.

Section 25. Training Supervisors. Workers cannot be trained successfully unless a State has a well-planned training program for supervisory personnel. Training for housekeeping-aide project supervisors should be included in the state-wide plan of training for supervisors on all community-service projects. Parts of the training may be given in training conferences for supervisors of various community-service projects.

This training should be given at various levels - State, district, county, or city - depending upon the size and organization of the program.

Many States have found the following plan to be successful:

A state-wide housekeeping-aide training conference of from 3 to 4 days duration may be held with the district or area supervisor of the project, the state supervisor of the project, the State supervisor of the welfare section, and the State training supervisor attending.

This State-wide housekeeping-aide training conference will be followed by a district-wide training conference of approximately the same length of time. The district-wide conference will be attended by the district or area project supervisors and the county project supervisors. The district conference may take the form of sectional meetings, being held in conjunction with a district-wide conference of several community - service projects. The State project technician and the State supervisor of welfare projects should attend some of these meetings in each district to assist in the evaluation of the meetings so that continuous improvement of these conferences may be effected.

County supervisors, in turn, follow up with group training of local unit supervisors, who are responsible for training the workers in groups at the project training center. Attendance as often as possible of the district project supervisors at the county meetings will be beneficial, as will the occasional attendance of the State project supervisor.

The intervals at which the training conferences are held will vary with different States. It is recommended that the State-wide training conferences be held 2 to 4 times a year, the district conferences 4 to 8 times a year, and the county or city meetings 8 to 12 times a year.

Some of the subject matter which should be included in supervisory training is as follows:

Organization, purpose, and scope of the WPA program.

Improved project operation through organization and plan of work.

Methods of teaching.

Adaptation of technical subject matter to the WPA housekeeping-aide project.

Personnel management.

Sponsor relations.

Public relations.

Safety education.

Methods which are applicable for training supervisors as well as workers are demonstration, group discussions, and individual conferences. Additional methods which may be used effectively for supervisory training are panel discussions, symposiums, and lectures.

In training supervisors, full advantage should be taken of community resources by bringing in professional persons to present certain phases of training. Persons who are specialists in their fields may be able to provide training of a more comprehensive nature than might be possible otherwise.

Section 26. Methods of Training Workers. Unskilled workers learn most effectively through a combination of listening, watching, and doing, with emphasis on the doing. The methods that can be used most advantageously in teaching these workers are, in order of their importance:

Demonstration or workshop method

Group discussions

Individual conferences

The program for each day of training on a housekeeping-aide project should include demonstrations and group discussions. The greater part of the day should be devoted to demonstrations. Individual conferences with aides and field workers should be scheduled as the need arises.

For effective training by discussion and demonstration methods, the groups should be kept small so that each member will have an opportunity to contribute to the discussion and to carry out a complete individual demonstration in each phase of the day's training. For this reason, and also to permit adequate coverage in the field, it is recommended that only part of the aides be scheduled for training on any one day of the week. On a large project, one-fifth of the aides might be given training each day of the week. On small projects, 2 or 3 training days may suffice, with one-half or one-third of the aides in attendance each day.

The training of workers on housekeeping-aide projects should be given by the unit supervisor and her assistants. Participation of outside persons is not recommended as a rule, as they are usually not sufficiently familiar with the project and its problems to present subject matter effectively to the housekeeping-aide group.

A. Demonstrations. The term "demonstration method" is used in this circular to mean the workshop or practice method of training. The workers learn by carrying through a process on an individual basis; that is, the worker demonstrates, by doing, her ability to perform a given unit of work. When new or difficult procedures are involved, the supervisor may first give the demonstration, but it should always be followed with a demonstration by each worker. This is essential to develop the skill, interest, and self-confidence necessary for the desired carry-over of the training into the homes. At the completion of a demonstration, a brief period should be allowed for evaluation of the work, with all the workers who participated taking part in the discussion.

The major portion of the training on the housekeeping-aide project should be given by the demonstration method. This method should be used in all phases of training requiring activity; that is, cooking, cleaning, laundering, mending, etc.

The demonstration training should be so planned that each aide participates in a variety of activities during the day. This can best be done by dividing the group in the center for training into four to six smaller groups of from two to six workers each. The groups then rotate, going from one activity to another during the day. A schedule based on this plan is given on page 4 of this section.

B. Group Discussions. Group discussions are valuable not only as a means of giving information to the workers but also because they afford an opportunity for interchange of ideas between workers and supervisors that is stimulating and instructive to both.

The discussion method can be used to advantage in phases of training that do not involve activity; as for example, planning a day's work in the homes, enlisting the cooperation of children in the homes, and guiding children's behavior. Discussions should always be summarized by the leader. If a discussion has been worth-while, definite conclusions can be drawn.

A discussion period at the beginning and at the end of the day will serve to draw the group together and to integrate the day's training.



An hour is the maximum length of time to expect the workers to be interested in or to participate in group discussion. It is recommended that a half-hour to an hour be allowed for discussion at the beginning of the training day, and 15 to 30 minutes at the end of the day.

If the discussion method of training is to be fully effective, a careful plan for each discussion period must be made by the supervisor. This plan should be detailed to the extent of listing all leading questions and must include possible solutions to problems that will be brought out in the discussion. It is necessary that the supervisor guide the discussion to keep it to the point and on an objective basis. She should strive for an informal atmosphere which will encourage participation by every worker. Unless the workers contribute freely to the discussion, there is danger that it will become a lecture by the supervisor. Discussion is more likely to be general if the group is seated around a table rather than in chairs arranged in rows.

Interest is added to discussions through wisely chosen, illustrative materials, such as pictures, charts, posters, and objects, to demonstrate points in the discussion.

Workers should not be expected to take notes on the discussions or to copy material from a blackboard. Material needed by the workers should be typed or mimeographed and distributed to them.

C. Individual Conferences. This method of training can be used effectively when problems arise that are of a personal nature or not pertinent to the group as a whole. However, individual conferences should be kept to a minimum since they are expensive and time-consuming.

SUGGESTED SCHEDULE OF ACTIVITY FOR WEEKLY TRAINING OF AIDES

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
8:30- 9:15	General Discussion					
9:15-10:05	Foods	Foods	Laundrying	Health or Child Care	Cleaning	Clothing or Home Improvement
10:05-10:55	Foods	Foods	Cleaning	Laundrying	Clothing or Home Improvement	Health or Child Care
10:55-11:45	Health or Child Care	Clothing or Home Improvement	Foods	Foods	Laundrying	Cleaning
11:45-12:35	Clothing or Home Improvement	Cleaning	Foods	Foods	Health or Child Care	Laundrying
12:35-1:05	LUNCH					
1:05- 1:55	Laundrying	Health or Child Care	Clothing or Home Improvement	Cleaning	Foods	Foods
1:55- 2:45	Cleaning	Laundrying	Health or Child Care	Clothing or Home Improvement	Foods	Foods
2:45- 3:00	Evaluation					

The number of activities and the length of the periods will be governed by the length of the project training day.

Each group is scheduled for a double period in "Foods" because of the special need for intensive training in food preparation.

Section 27. Induction Training Program for Workers. The induction training period for housekeeping-aide workers is designed to acquaint the workers with the project and to make them aware of the more common problems and situations they will encounter during their initial field assignments. Since the period of induction training is very short, it is highly important that this portion of the training be confined to the fundamental information which will be needed by the workers upon their first assignment to a home.

Following are minimum essentials for induction training for workers on the housekeeping-aide project:

- Interpretation of the project and mechanics of operation.
- Relationship of aides and field workers to families served.
- Desirable personal qualities of housekeeping-aide project workers.
- Personal hygiene.
- Safety measures.
- Preparation of simple dishes based on low-cost foods.
- Basic principles of cleaning and laundry.
- Care of children.
- Elementary home care of the sick.
- Planning the aide's work schedule in the home.

During the induction training period, it will be possible to cover only the most elementary aspects of these topics. The time should be scheduled so that workers receive training in each phase. After the workers have completed induction training and have had experience in serving in the

homes, these topics should be developed in much more detail, using a different approach than was used in induction training.

The induction training should be presented by means of group discussions, demonstrations, and the individual conferences in some instances. Since interest on the part of the learner is necessary, it is suggested that, in order to avoid monotony and to maintain interest, each of the 5 days include the use of both group discussion and demonstration rather than planning to use one method for an entire day. Group discussions should be limited to about 1 hour and should be varied throughout the day with demonstration training periods which may be 2 hours or more in length. The longer period is feasible in the demonstration method because the worker will engage in activity.

In induction training the workers should be rotated through various phases of the training. This plan will give the worker a basis for carrying on a well-rounded housekeeping service and will prove helpful when she is called upon to render such a service in a home. The practice of rotating the workers will also make it possible to add variety to the 5 days of induction training.

If workers are assigned only one or two at a time, it may be necessary to use the individual-conference method to a greater extent than when the groups are larger. In such instances, activity training may have to be given to new workers with regular in-service training groups.

The following are suggestions for scheduling during the induction training period:

First Day

Group Discussion - Interpretation of project. Presentation of mechanics of project operation.

Demonstration - Foods work, based on the commodities usually found in homes and using kitchen equipment comparable to that found in the homes.

Preparation of rolled oats, cracked wheat,  
or other cereals.

Preparation of dried prunes, peaches, or other  
dried fruit.

Washing, rinsing, putting away dishes.

Proper storage of foods.

#### Second Day

Group Discussion - Relationship of workers with families.  
This should be a detailed discussion, including relation-  
ships with children, ill persons, and neighbors.

Demonstration - House Cleaning, using the type of cleaning  
equipment ordinarily found in the homes:

Straightening a sick room.

Daily cleaning of kitchen.

Sweeping different types of floors.

Cleaning rag rugs and other types of scatter rugs.

#### Third Day

Group Discussion - Personal hygiene and personal appear-  
ance.

Individual Conference - It may be desirable to have in-  
dividual conferences with some of the workers regarding  
matters of personal hygiene.

Demonstration - Foods work based on quick breads made  
from commodity flour.

Making whole-wheat biscuit, muffins, drop cookies.

Storage of flour.

Storage of baked products.

Improvised measuring and baking equipment.

Cleaning the stove following meal preparation.

#### Fourth Day

Group Discussion - General safety measures to be observed  
in the homes. (Safety should be stressed as it relates to  
each activity throughout induction training.)

Demonstration - Based on laundry work:

- Use of laundry equipment.
- Washing sheets and pillow cases.
- Washing children's clothes.
- Washing kitchen towels.
- Hanging out clothes.
- Preparation of clothes for ironing.
- Ironing.

Fifth Day

Group Discussion - Planning the aide's work in the home.

Individual Conference - It may be necessary to arrange some individual conferences in order to give certain aides more help with their daily work plans.

Demonstration - Based on elementary home care of the sick:

Preparation of a meal for a sick person, basing the meal on the food demonstrations held the first and the third days. This meal could be adapted to the needs of small children.

Making an unoccupied bed.

Making an occupied bed.

It is desirable to keep a written record regarding the induction training of each aide. This will enable a supervisor to make more satisfactory initial field assignments of aides and will also be of assistance in planning effective in-service training.

Section 28. In-service Training Program for Workers. The objective of in-service training is to improve constantly the quality of service given by the aides and field workers. The content of the training program should be considered carefully in relation to the job to be done in the homes, and only such items as are directly applicable should be included. The unit supervisor is responsible for developing the details and for carrying out the in-service training program.

In the training of unskilled workers, whether by demonstration or discussion method, subjects should be broken down into small units which can be easily understood and assimilated. For example, a demonstration under "Cleaning" should not include the general cleaning of a room, but only a single phase of the subject, such as "Care of Painted Floors" or "Washing Woodwork." A unit for discussion might be "Ways to Prevent Common Colds" or "Good Food Habits," rather than the general subject of "Protective Health Measures."

Safety measures should be stressed in all phases of the training.

Subject matter should always be adapted to the ability of the workers and should always be presented in simple terms.

A. Training Activities. Training activities fall into various groups.

1. Foods. This would include instruction and demonstration practice in such phases as the following:

How to make the best use of food stamps or the food dollar.

Preparing surplus commodities and other low-cost foods in a variety of ways.

Planning, preparing, and serving simple low-cost, well-balanced meals, with emphasis on foods necessary for good health.

Planning, preparing, and serving food for small children and sick persons.

Planning and preparing box lunches for school children and employed members of the family and for the aides themselves.

Proper storage of foods.

Proper method of dishwashing.

Preservation of available surplus fruits and vegetables.

2. Cleaning. This activity or phase of training should include the following:

Sweeping and mopping.

Scrubbing.

Dusting and caring for furniture and woodwork.

Washing windows.

Use of disinfectants.

Cleaning shades, rugs, curtains, and other furnishings.

Cleaning kitchen equipment, such as stoves and ice boxes.

Cleaning cupboards, cabinets, and dresser drawers.

Cleaning and airing mattresses, pillows, and springs.

Eliminating pests.

3. Laundrying. Training in laundrying should include the use and care of laundry equipment with demonstrations and practice in the following activities:

Daily laundry for the family.

Weekly laundry.

The sick person's laundry.



Laundering infants' clothes.

Laundering special types of fabrics, as rayons, corduroys, woolens.

Laundering special articles, such as bed coverings and pillows.

Seasonal laundry, such as winter clothes and bedding to be stored.

4. Health and Care of the Sick

Personal hygiene.

Protective health measures.

Cleaning and ventilating the sick room.

Making the bed for sick persons.

Planning, preparing, and serving simple, attractive food for sick persons

5. Child Care. This activity would include:

Helping train children in correct habits of dressing, eating, sleeping, and toilet activities.

Planning, preparing, and serving food for children.

Enlisting the cooperation of children in the home.

Interesting children in taking responsibility for certain jobs in the home.

Ways to cope with simple behavior problems.

Games and simple home amusements for children alone or in groups.

6. Home Improvement. This activity should include simple home repairs and improvements together with use and care of tools. Suggested demonstrations are:

Putting up hooks for clothes.

Mending screens.

Replacing a plank in a floor to avoid accidents.

Putting up shelves.

Providing a place for school books.

Mending broken chairs and beds.

Constructing simple basic articles of furniture from barrels, boxes, and scrap lumber.

B. General Discussions. It is recommended that each day's training program start with a discussion period. This period should be inspirational as well as informative. It should be used by the supervisor to develop in the workers those attitudes which are essential to the most successful performance of their jobs.

The discussion period should include a presentation of the day's activities by the supervisor, which will relate the training to the job to be done in the homes. The previous week's training should be briefly reviewed and workers should be encouraged to give instances of carry-over of the training into the homes, relating briefly outstanding improvements of home situations. Aides should be given time during this period to ask questions, to discuss any work problems they may have encountered, and to express their need for further training.

The morning discussion period may also be used for instruction in personal hygiene, for acquainting the workers with various community resources, for safety instructions, for discussion of protective health measures, for explanation of changes in schedule affecting the entire group, and for giving of other pertinent information.

A short period should be arranged at the end of the day for an evaluation of the training and for giving weekly assignment schedules to workers.

C. Individual Conferences. The day of training may include time for some individual conferences with workers concerning problems which need not, or should not, be discussed in the group meeting. These conferences usually concern problems relating to attitudes, quality of work, personal hygiene, interpretation of responsibilities, or problems of discipline.

PART VII. TECHNICAL INSPECTION

Section 29. Training Center and Field Inspections. Inspections of local housekeeping-aide units may be made by the State, district, area county, or municipal supervisor, depending upon the local organization. The purpose of an inspection visit is to check over project operation and to evaluate the program. Both the training centers and the homes receiving service should be included in an inspection.

A. Training Center Inspection. Points such as the following should be considered in making training center inspections:

Physical set-up: adequacy and use of space; suitability of equipment and furnishings; housekeeping; safety.

Referral practices: adequacy of information supplied by referral agencies; number of referrals received by telephone; percentage of service given to aged and chronically ill; ratio of workers to families given service.

The training program: organization and planning; content; methods; results of demonstrations.

Records and reports: Use of established forms; completeness and accuracy of information on forms; filing.

B. Field Inspections. It is essential that supervisors on all levels, including unit supervisors, visit regularly homes in which aides are at work in order to evaluate the program as a whole. Observations on the following points should be made:

The type of work being done by the aides.

The quality of service given.

Relationship between aides and families.

Facilities, equipment, and supplies in the home.

Carry-over of training into the homes.

Needs for further training.

When making home visits, supervisors should be careful to make a tactful approach to the families. Families should never be made to feel that their homes are being investigated or that their privacy is being intruded upon in any way. No more than two persons should visit a home at one time. It is recommended that no visits be made by supervisors other than the unit supervisor in homes where there is serious illness.

Section 30. Methods of Inspection. Technical inspections should always be carefully planned and sufficient time allowed to obtain the accurate, detailed information necessary for making a fair evaluation of the project. Brief, impromptu visits are seldom worth-while or justifiable. Inspections may be either scheduled or unannounced; both types of visits are valuable.

A. Scheduled Visits. These visits should be planned and schedules released in time to give the local unit supervisor an opportunity to make preparations for a working conference. She should know that within a designated period of time she will have an opportunity to discuss with her technical supervisor current problems of operation. She should be informed of any special subjects to be taken up so that she will have material assembled and points ready for discussion.

In preparation for the conference, the supervisor making the inspection should analyze reports from the unit and review reports of the last inspection, listing points to be specially noted and problems to be discussed.

B. Unannounced Visits. Inspection visits which have not been previously announced to the unit supervisors are important and necessary. The supervisor making the inspection should prepare the same careful plan as for a scheduled visit. All phases of the work should be inspected as in an announced visit.

Following every inspection, the findings should be discussed with the unit supervisor and recommendations made. Improvements effected since the last inspection should be noted and evaluated. Criticisms should not be given unless definite suggestions for improvements are offered.

A written report of each inspection visit should be made, giving an evaluation and incorporating recommendations for more efficient unit operation.

