This is a **standardised template** designed for developing **incremental service worker training** modules within a structured curriculum for services to the **older persons sector**.

The template is designed to ensure consistency across training modules, facilitating a comprehensive approach that integrates **theoretical** knowledge, **practical** skills, and **experiential** learning. It supports online delivery while incorporating essential hands-on experiences through internships and job-shadowing, aligning with **best practices**.

1. **Service Worker Training Module Template**

**Module Title**:
*[Insert concise, descriptive title]*

**Module Code**:
*[e.g., SW-101, SW-102]*

**Module Duration**:
*[e.g., 2 weeks, 10 hours total]*

**Delivery Mode**:
*[e.g., Online self-paced, Blended (online + in-person), In-person]*

**Prerequisites**:
*[List any required prior modules or qualifications]*

1. **Relationship Aspects**

**Objective**: Explore the interpersonal dynamics and social interactions pertinent to this topic.

* **Socialisation Opportunities**:
*[Describe how workers can facilitate or engage in social interactions related to this topic.]*
* **Personal Interaction**:
*[Detail the nature of worker-client interactions specific to this topic.]*
* **Mental Stimulation**:
*[Identify activities or strategies to promote cognitive engagement for clients.]*

**Reflective Questions**:

* *[Insert questions prompting learners to reflect on their interpersonal experiences related to the topic.]*
1. **Theoretical Framework**

**Objective**: Provide foundational knowledge and understanding of the topic.

* **Key Concepts**:
*[List and explain essential theories, models, or principles.]*
* **Relevant Legislation and Guidelines**:
*[Summarise any legal or ethical standards applicable.]*
* **Cultural Considerations**:
*[Discuss cultural factors influencing service practices.]*

**Learning Materials**:

* *[Link to readings, videos, or other resources.]*

**Assessment**:

* *[Describe quizzes, assignments, or discussions to evaluate understanding.]*
1. **Practical Application**

**Objective**: Translate theoretical knowledge into practical service skills.

* **Skills and Procedures**:
*[Outline specific tasks or procedures that should be performed.]*
* **Demonstrations**:
*[Provide links or references to demonstration videos or simulations.]*
* **Practice Activities**:
*[Suggest exercises or role-plays to develop skills.]*

**Assessment**:

* *[Detail practical assessments or checklists to measure competency.]*
1. **Practical Experience Requirements**

**Objective**: Define the experiential learning necessary to achieve proficiency in the topic.

* **Internship/Job-Shadowing Hours**:
*[Specify the number of hours recommended or required.]*
* **Competency Goals**:
*[List specific skills or experiences to be gained.]*
* **Evaluation Criteria**:
*[Describe how practical experience will be assessed.]*

**Documentation**:

* *[Provide templates or forms for logging experiences and reflections.]*
1. **Values and Culture Link**

**Objective**: Show how the particular Culture and Values espoused by the training institution or Care organisation can be observed during the application of the knowledge learned from this module.

1. **Current Best Practices**

**Objective**: Highlight evidence-based practices and contemporary service standards.

* **Standards and Protocols**:
*[List current best practices and guidelines.]*
* **Case Studies**:
*[Present real-world examples illustrating effective practices.]*
* **Continuous Improvement**:
*[Encourage ongoing learning and adaptation to new information.]*

**Resources**:

* *[Link to professional organisations, journals, or continuing education opportunities.]*
1. **Module Summary**
* **Key Takeaways**:
*[Summarise the main points covered in the module.]*
* **Next Steps**:
*[Advise on subsequent modules or areas for further study.]*
1. **Feedback and Reflection**

**Objective**: Encourage self-assessment and continuous improvement.

* **Learner Reflection**:
*[Prompt learners to reflect on what they have learned and how they will apply it.]*
* **Instructor Feedback**:
*[Provide space for instructors to offer personalised feedback.]*