

Course Director's Handbook

BEYOND BASICS

Specialized Training in Dementia Care for Direct Care Professionals

PLEASE NOTE:

As a potential user of this Curriculum, you should be aware of several assumptions this outline makes:

- The presenters are experts in their subject. The outlines that follow are merely prompts for the content that the presenter will augment with his or her knowledge and experience.
- The presenters are skillful in teaching adult learners. Each unit has only a few key questions and/or activities to help meet the objectives, leaving time for the presenters' styles and techniques to be used..
- The units will be presented in the order given. The first class builds a foundation of the nature (pathology) of dementia; the second emphasizes managing behaviors; the third managing the environment for effective care giving.
- The student will attend all three classes, and do two to three hours of assignments between classes to apply the core concepts at her/his own worksite.
- The students are professional direct care providers. Their experience and skills when shared enrich the content for the whole class. Time is provided for interactivity.
- A half hour break for a delicious (light) meal and networking is recommended.
- The Course Director will ensure that Dr. Linda Teri's STAR Program is used and acknowledged. She has given her permission to use the STAR DVD and core concepts (i.e., the ABC cards) for training purposes.

BEYOND BASICS

Specialized Training in

Dementia Care

for Direct Care Professionals

Course Director's Handbook

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BEYOND BASICS: Specialized Training in Dementia Care

Philosophy/Values Statement

Direct Care Workers are important members of the health care teams in hospitals, nursing homes, home care---anywhere they work. They ensure the dignity and respect of elders, the chronically ill, and people with disabilities. Most Direct Care Workers are professionals, that is, they consider it their vocation to provide quality care, they want more training to provide the optimum well-being of their client, and they want to both learn and share their learning/skills. As professionals, it is important that they have access to high quality professional development and continuing education, just as physicians and nurses do.

Professional Direct Care Workers who are currently involved in dementia care in any setting, or who are actively hoping to develop expertise in dementia care, are eligible to participate in a 12 hour series of specialty training, create a Portfolio of Handouts/Activities, and receive a “Certificate of Completion” after attending all the classes.

Direct Care Workers will learn in three four-hour sessions designed for the adult learner that combine lecture, interactive discussion, learning activities that are both challenging and fun, question/answer periods, a light lunch with time to network with peers and presenters, and on-the-job-application of new skills with self-evaluation and peer feedback. Participants will be invited to share their knowledge, experience and expertise. The classes will be accessible to Direct Care Workers geographically, intellectually and financially.

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 1 Understanding Dementia and Realistic Expectations

AGENDA: Estimated time: 70 minutes

- I. Introduction by program facilitator (example: AHEC personnel)
 - Welcome to this Professional Development series
 - The purpose of the Training
 - Discuss how staff juggle many different things in their jobs AND/ OR*
 - Paired Conversation

- II. The brain is who we are
 - Memory and control of our body depends on the brain sending and receiving signals

- III. Dementia is an illness
 1. Causes: changes to the brain; not a normal part of aging
 2. Warning signs of Alzheimer's
 3. Dementia affects function: ability to walk, remember, talk, see, etc.
 4. Continuum of development

Ask: What are some of the changes they have seen in residents? How do the changes affect care?

 - Explain delirium, delusions, hallucinations
 - Discuss impulsive or uninhibited behavior
 - Briefly describe the limitations of conventional treatments, medical and non-medical

- IV. Anxiety and Depression are reversible aspects of dementia
 - People with dementia may become frightened, angry or sad
 - Ask: How do we know when someone is anxious? Depressed?*
 - Explain medications use and limitations for anxiety and depression
 - Lives of people with dementia can improve by reducing depression and anxiety

- V. Direct Care Providers' (DCP) strengths can be used to change the way they work and improve the lives of people with dementia.

Generate a list of qualities from the group to be used throughout the training

CORE CONCEPT: Dementia and realistic expectations

Needed for Unit 1:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- Overheads: 1.1 – 1.6
- Handouts: 1.1 – 1.4
- Balls for juggling exercise

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 2 Enhancing Communication Skills

AGENDA: Estimated time: 40 minutes

I. Communicating with and without words

- Verbal and nonverbal behaviors send a message to people

Ask: What am I feeling? (display without words: Anger. Happiness)

Ask: What form of communication, verbal or non, was most powerful?

- Show STAR DVD problem scene: Lost Watch, **without sound**

Ask: What is happening with the resident? How did staff in the video respond?

- Show STAR DVD problem scene: Lost Watch, with sound

Ask: What is happening with the resident? How did staff in the video respond?

- Show STAR DVD: Lost Watch resolution scene with discussion

Ask: How can staff show kindness with gestures?

II. Practical Communication

- People, especially those with dementia, may be overwhelmed when asked too many questions

- Due to vision or hearing problems, they may have problems understanding us

Ask: What verbal and nonverbal communication can be helpful? (i.e., eyes, movements, how we speak)?

Ask: How do you demonstrate good practical communication skills?

III. Listen with Respect; Comfort and Redirect

- Direct Care Giver may get stuck when communicating with clients.

Ask: How do you know when you are and are not communicating well?

- Explain: Listen with Respect; Comfort and Redirect (LRCR)

- Show: STAR DVD Missed Visit problem scene

Ask: How does a client know when you are listening with respect, and comforting, and how might you redirect?

- Show: STAR DVD: Missed Visit problem discussion and resolution scenes

Ask: How did the staff member know the resident was listening?

Ask: How did the staff member show respect?

Ask: When has good communication made a difference when working with a client?

Ask: What skills did you use?

CORE CONCEPT: *Enhancing communication skills*

Needed for Unit 2:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR video: Lost Watch, Missed Visit
- Overheads: 2.1, 2.2
- Handouts: 2.1,- 2.4, Dos & Don'ts for Effective Communication

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 3 Observing and Using the ABCs

AGENDA: Estimated time: 50 minutes

I. Behaviors are observable events

- Dementia can cause people to act in ways that don't make sense
- 4 Ws (What, Who, Where and When)
- Explain ABC card
- Show: STAR DVD: Medication problem scene

Ask: What are the 4 Ws of this video scene?

II. The ABC way of understanding people's problems

- Explain that A=Activator, B=Behavior, C=Consequence

Ask: What are the ABC's of the Medication video?

- Show: STAR DVD: Medication resolution scene

Ask: What are the positive communication skills the DCP used in the video?

- The ABCs can make caring for people with dementia a smoother and happier experience for all

III. Identifying common activators for anxiety and depression

- Anxiety: too many demands, changes to a resident's environment, etc.
- Depression: not having something engaging or meaningful to do, reminders of a sad event, health, etc.

CORE CONCEPT: *Observing and using the ABCs*

Needed for Unit 3:

Overhead projector

Blank sheets of overhead transparencies

Overhead pens

Whiteboard or flip chart and markers

DVD player and LCD

STAR DVD: Medication

Overheads: 3.1 ABC card

Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 4 Implementing Today's Concepts in Your Work

AGENDA: Estimated time: 60 minutes

- I. Review today's main points
 - Dementia and realistic expectations
 - Communicating with and without words
 - Using LRCR
 - Using ABCs
 - Using DCPs' innate skills to reduce anxiety or depression

- II. Work in small groups to make individualized care plans
 - Show STAR DVD: Setting Up for Dinner problem scene
Ask: How could you use today's tools in this situation for the optimum well-being of the client?
Discuss and conclude, or Reshow the video if more discussion is needed to synthesize the knowledge and apply to other settings

- III. Individualized Assignments before next Unit: *(Available as handouts)*
 - Assignment 1: What is ONE thing you will think or do differently as a result of this first class?
A week after the class, and after applying that "difference", how did it go? (In your comments, give details and remember confidentiality.)

 - Assignment 2: Observe a DCP's interaction with a person with dementia, and note details using an ABC card in three (3) of the following (or similar) situations:
 - Meal assistance (in the home or dining room)
 - Assistance with dressing
 - Medical assistance
 - Laundry (getting from person with dementia)
 - Housekeeping activity (such as changing sheets with resident present)
 - Scheduled activity (helping with snacks, Bingo, etc.)

 - Assignment 3: Explain ABC concept to your peers and/or supervisors, and make a note of any concerns they had that you could not "comfort and redirect" comfortably. Bring those concerns to the next Unit.

 - Assignment 4: What was one personal skill or strength that you were able to use to effectively reduce someone's anxiety or depression. Please describe on paper the situation, the intervention and the result so that you can share it with the group at the next Unit.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 4:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 4.1 Ideas to Remember
- Handouts: ABC Cards, 4.1 Ideas to Remember

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 5 Review Training Concepts & Assignments of Concepts at the Worksite

AGENDA: Estimated time: 60 minutes

- I. Welcome back, and Paired Conversation II
- II. Reorient to the main points presented in this training (use “Ideas to Remember” handout)
 - ABCs
 - LR;CR
- III. Discuss the experiences and Assignments at work, using the observations and examples brought in by the participants
 - Concerns that arose in explaining ABCs to peers and/or supervisors
- IV. Emphasize the strengths that DCPs have to make effective interventions
 - Share personal skill or strength noted that effectively reduced someone’s anxiety or depression, based on observations/notes taken since last Unit
- V. Review a video, looking for strengths
 - Ask: What are the DCP’s strengths that are used effectively here?*
 - Ask: What do you remember about dementia that explains the resident’s behavior?*
 - Ask: How did communication affect the situation?*

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 5:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Waiting for Father
- Overheads: 5.1, 5.2, 5.3
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 6 Observing and Problem Solving

AGENDA: Estimated time: 40 minutes

- I. Use case studies from students to identify observable events and goal behaviors
 - Discuss the 3 ABC cards each student has brought in from work.
Suggestion: Start with only ONE from each participant, probably the one has the most troublesome consequence, and use the others as time permits. Try to get a variety of situations and responses.
Ask: What are the 4 W's? Activator? Consequence?
 - Show video: Dressing problem scene to help synthesize the responses.
 - Show ABC card on Overhead, and fill out with responses generated by participants
 - Define "Goal behavior"
Ask: What resident behavior would you like to see in this video?
 - Write responses on side two of ABC card at B.
- II. Use ABC card, side two, to "Get Active!" in developing a behavioral care plan that changes challenging behaviors into goal behaviors
 - Problem behaviors
 - Goal behaviors
Ask: How would you approach this situation differently if you were given a second chance? ---Get Active!
Ask: What do you know about dementia that can help you make sense of this situation?
 - Show video: Dressing problem discussion scene
Ask: What do you know about verbal and nonverbal communication that affects the communication in this situation?
 - Show video: Dressing resolution and discussion scene and discuss
 - Change the activator
 - Change the consequence
- III. Emphasize plans for using DCPs' strengths to improve behavioral challenges
 - Review strengths list generated on Class 1
 - Stress how taking a moment to assess ABCs can improve care
 - Share DCPs story:

"Yesterday the problem behavior I had to deal with was that my client lay curled up on the couch for 4 of the 5 hours I was with her. I tried encouraging her to get up for a warm bath or breakfast or whatever every few minutes with no results. Then finally I suggested that she might need to use the bathroom and got her to do that and while in there cleaned her face and dentures. I raced upstairs and got her clothes before she got back to the couch and got her dressed. Then I sat her at her counter for a snack and started reading to her. At that point I experienced your A B C. Something I read set her off and she became very anxious, calling for her husband and heading down the stairs to the basement where he was working, with me right behind her. Thankfully, she still has very good physical balance, as she is only 69. I know exactly what set her off in the reading, so I will be very careful what I read to her now.

The hardest behavior to deal with was the depressive behavior, not being able to get her to sit up. The bath of course is a difficult one too, but I usually just opt for a wash up if I can't get her into the tub." KL, Ludlow, VT

CORE CONCEPT: *Creative Problem Solving*

Needed for Unit 6:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Getting Dressed
- Overheads: 5.1, 5.2
- Handouts: ABC Cards

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Class 2 Unit 7 Managing Anxious and Depressed Behaviors: Increasing Pleasant Events

AGENDA: Estimated time: 40 minutes

- I. Review communication skills
 - Verbal and nonverbal
 - LR;CR

- II. Review anxiety and depression
 - Differences between people with and without depression
 - Show: Overheads*
 - One depressed behavior can lead to other depressed behaviors
 - Ask: What would you do to stop feeling anxious or depressed?*

- III. Describe the benefits of participating in pleasant events
 - Increasing pleasant events can reverse symptoms of depression and anxiety
 - Ask: What pleasant events were used in problem solving during the last Unit?*
 - Ask: What are other pleasant events you use effectively?*
 - Show video: “Setting up for Dinner” problem scene and have participants complete the ABCs by themselves, compare with partner, discuss as a group, then turn the card over and Get Active!
 - Show video: “Setting Up for Dinner” problem discussion scene
 - Ask: What pleasant event could you introduce?*
 - Show video: Setting Up for Dinner resolution scene
 - Ask: What do you remember about dementia that applies to the video?*
 - Ask: What are positive communication skills of the staff member?*

- IV. Identify available pleasant events
 - Show video: “Setting Up for Dinner” resolution discussion scene
 - A pleasant event can keep people busy and active
 - Remember: Pleasant Events are everyone’s job! And in everyone’s best interest!

- V. Describe how to put pleasant events into daily practice
 - Role play and laugh!

CORE CONCEPT: Increasing Pleasant Events

Needed for Unit 7:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 7.1 -7.5
- Handouts: ABC Cards

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Class 2 Unit 8 Get Active! And the Environment

AGENDA: Estimated time: 40 minutes

- I. The environment as activator
Ask: what makes up your environment on a typical day?
What makes up the environment of a person with dementia on a typical day?
Ask: How have you changed the environment in away that has helped a person with dementia?
- II. How environment makes a difference
 - Making a change in environment can prevent challenging behaviors
- III. View STAR video “Chair Fight” and discuss, using ABC card
- IV. Discuss cases of inappropriate behaviors, emphasizing changing environmental activators to improve behaviors and consequences (ABCs)
 - Sexual
 - Bathing
 - Wandering
 - Depressive*Use: STAR materials for the sexual behaviors*

*Suggest: **Assignment 9:** Small groups develop similar materials for the other three, and share with group after 15 minutes*

CORE CONCEPT: Role of the environment in people’s behaviors

Needed for Unit 8:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight, Bathing video
- Overheads: ABC card
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 9 Implementing Today's Concepts in Your Work

AGENDA: Estimated time: 40 minutes

- I. Review main points presented in this training
 - ABCs, LR;CR, dementia and realistic expectations
 - Creative problem solving
 - Increasing Pleasant Events
 - Respectful care giving
- II. Work in small groups to make individualized patient care plans
 - Show video: "Lost Watch" problem scene
 - Work in small groups to use core concepts to make an individualized care plan (Assignment 5, *available as handout*)
 - Discuss each component
- III. Prepare to apply skills and knowledge at work (*Available as handouts*)
 - Assignment 6: What is ONE thing you will think or do differently as a result of this first class?
A week after the class, and after applying that "difference", how did it go?
(In your comments, give details and remember confidentiality.)
 - Assignment 7: Introduce journal writing as a way to assess personal strengths and to record successes and new strategies to try next time
 - Assignment 8: Introduce Portfolio
 - Contents
 - Purpose
 - Method/procedures

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 9:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Lost Watch problem scene
- Overheads: Ideas to Remember
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 10 Training Concepts, and Discussion of Assignment of Concepts at Work

AGENDA: Estimated time: 65 minutes

- I. Reorient to the main points presented in this training
 - Welcome participants back for the final Unit
 - Paired Conversation III
 - Review Core Concepts listed last Unit (use “Ideas to Remember” handout)
- II. Discuss the experiences and Assignments at the worksite, using the observations and examples
- III. Emphasize the strengths that DCPs have to make effective interventions
- IV. Review “Missed Visit” video, looking for strengths, and discussing dementia & realistic expectations

Remind participants that if they are noticing that their client is calmer, less worried and less sad in the upcoming weeks, it is because of them! And if not, what could be done?
- V. Doing the right thing
 - Lead a discussion of what it means to NOT tell the truth to the person with dementia. Be sure to include the “Comfort and Redirect” concept.

Ask: Does anyone feel differently about this?

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 10:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Missed Visit
- Overheads: Ideas to remember
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 11 Respecting Family Traditions and Cultural Considerations

AGENDA: Estimated time: 40 minutes

- I. Determine the types of activities the person with dementia has enjoyed and still might enjoy
 - Productive activities
 - Leisure activities
 - Self-care activities
- II. Learning from families
 - Families have a lot of information about your client---routine, preferences, cultural traditions and behaviors

Ask: What would you like to know from your families?

 - Families can help you identify strategies for reducing challenging behaviors
- III. Benefits of using personal knowledge
 - Increased sense of personhood
 - Increased self esteem
 - Feeling of connection to others
 - Decreases anxiety
 - Reduces problem behaviors
- IV. Practical communication with families
 - Working with families is an important part of DCP's work

Ask: If your mother lived in a facility, what would your concerns be? ...If she had a Home Health Aide....?

Ask: As a family member, how would you want to be treated by caregivers?

 - Discuss how DCPs share a lot in common with families

Ask: How do you know you are communicating well with a family?

Describe a situation where you got "stuck"

 - Discuss Listen with Respect; Comfort and Redirect related to families
- V. The person with dementia is still part of the larger world
 - Daily activities should reinforce community living whenever possible
 - Conversations are not at or about the person, with him or her, and if the person chooses not to respond, that is OK—at least they are included.

Discuss how it feels to be talked about behind your back?

Role play respectful communication –two DCPs and a person with dementia. :

The DCPs are busy setting up an activity in a living room. They see a person with mild dementia come into the room who looks lost and confused, but seems to want to join the group, which talking and laughing. How would the DCPs welcome the person into the activity and set them up for success?

The person with dementia who has walked into the room is interested in joining the group, but not sure if he/she is welcome, or how to initiate joining in.

CORE CONCEPT: *Respectful care giving*

Needed for Unit 11:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: none
- Overheads: 11.1 – 11.3
- Handouts: 11.1 -11.9

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 12 Team Building

AGENDA: Estimated time: 30 minutes

- I. Discuss the importance of working together for the optimum well-being of themselves and their patients
- II. Show how teamwork is already part of your work day
Show: STAR video "Chair Fight" resolution, and
Ask: What are examples of DCPs practicing teamwork?
What are some reasons you would not want to get help from a co-worker?
- III. Describe the team constituency at various settings
Ask: Who else is involved in your "team"?
How do you relate to them?
Who provides support to you?
What do you know about VAPCP?
- IV. Point out how communication supports teamwork
Discuss how to improve communication among team members
Discuss how to improve communication with supervisors or employers
Show: STAR video; Medication problem scene, but stop after resident refuses meds.
Ask: How can each member of the team be helpful with this problem?
What are some of the obstacles that keep you from talking with these people?
 - Discuss how it takes everyone working together as a team to provide good care
- V. Role play and apply personal communication strengths

CORE CONCEPT: *Enhancing teamwork and communication at work*

Needed for Unit 12:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight , resolution
- Overheads: none
- Handouts: none

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 13 Implementation of learning and (Self) Evaluation

AGENDA: Estimated time: 70 minutes

- I. Using tools from this training everyday
 - Discuss the importance of DCP's relationship with people with dementia

- II. Review tools developed in this training
 - Dementia and realistic expectations
 - Communicating with and without words
 - Using ABCs
 - Get Active!
 - Increasing pleasant events
 - Working with families and co-workers
 - Respecting personhood
 - Adapting environment

- III. Discuss how participants have expanded their strengths to help people with dementia
Complete self evaluation form

- IV. Prepare a Portfolio to demonstrate the extent of their skills and knowledge in this specialty

CORE CONCEPT: *Implementation and Evaluation*

Needed for Unit 13:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Going Home
- Overheads: Ideas to remember
- Handouts: ABC Cards
- Strengths of DCPs flip chart sheet, in use throughout the course

WRAP UP

1. Evaluate orally (around the room) and on paper
2. Distribute "Create Pleasant Events" Bumper Sticker
3. Distribute Certificates

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Introduction to Course and participants

1. Paired Conversation
2. Objectives and procedures

Estimated Time: 20 minutes

Unit 1

Understanding dementia and treatment of anxiety and depression as aspects of dementia that can be improved.

Direct Care Providers (DCP) will be able to:

1. Describe dementia as a disease
2. Discuss how dementias affect a person
3. Observe anxiety and depression as aspects of dementia that can be reduced

Agenda:

- I. Introduce learning climate and this professional development program
- II. Explain the brain's role in making us who we are
- III. Explain how dementia is an illness
 - a. Causes
 - b. Warning signs of Alzheimer's
 - c. Continuum of development
 - d. Conventional treatments don't stop or reverse dementia
- IV. Discuss anxiety and depression as reversible aspects of dementia
- V. Using Direct Care Providers' strengths can reverse anxiety and depression

CORE CONCEPT: *Dementia and realistic expectations*

Needed for Unit 1:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- Overheads: 1.1 – 1.6
- Handouts: 1.1 – 1.4
- Balls for juggling exercise

Estimated time: 70 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Unit 2

Managing Anxious and Depressed Behaviors: Communicating With and Without Words

Direct Care Providers will be able to:

1. Describe verbal and nonverbal behaviors
2. Demonstrate helpful verbal and nonverbal communication skills
3. Use “Listen with Respect; Comfort and Redirect” with people exhibiting anxious and depressed behaviors

Agenda:

- I. Discuss communication with and without words
- II. Introduce practical communication
- III. Introduce “Listen with Respect; Comfort and Redirect”

CORE CONCEPT: *Enhancing communication skills*

Needed for Unit 2:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR video: Lost Watch, Missed Visit
- Overheads: 2.1, 2.2
- Handouts: 2.1,- 2.4, Dos & Don'ts for Effective Communication

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Unit 3

Treating Anxiety and Depression: Using the ABCs

Direct Care Providers will be able to:

1. Identify the ABCs of a challenging behavior associated with dementia
2. Describe behaviors associated with anxiety and depression
3. Identify common activators for anxiety and depression

Agenda:

- I. Explain the benefits of treating observable behaviors
- II. Introduce the ABCs – Activators, Behaviors and Consequences
- III. Identify common activators for anxiety and/or depression

CORE CONCEPT: *Observing and using the ABCs*

Needed for Unit 3:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Medication
- Overheads: 3.1 ABC card
- Handouts: ABC Cards

Estimated time: 50 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Unit 4

Implementing Today's Concepts at Worksite

Direct Care Providers will be able to:

2. Know and understand the main points of today's training, including how they can make a difference.
3. Apply the tools to a new situation to augment analysis and change

Agenda:

- I. Review main points presented in this training
- II. Work in small groups to make individualized care plans
- III. Prepare to apply skills and knowledge at work.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 4:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 4.1 Ideas to Remember
- Handouts: ABC Cards, 4.1 Ideas to Remember

Estimated time: 60 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Welcome back

1. Paired Conversation
2. Review of Homework

Estimated Time: 20 minutes

Unit 5

Review Training Concepts and Discussion of Application of Concepts at Work

Direct Care Providers will be able to:

- VI. Know and understand the main points of this training, including how they can make a difference.
- VII. Process the application of the tools to new situations at work.

Agenda:

- I. Reorient to the main points presented in this training
- II. Discuss the experiences and applications at worksite, using the observations and examples.
- III. Emphasize the strengths that DCPs have to make effective interventions
- IV. Review a video, looking for strengths

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 5:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Waiting for Father
- Overheads: 5.1, 5.2, 5.3
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 6

Observing and Problem Solving

Direct Care Providers will be able to:

1. Identify goal behaviors
2. Identify behavioral approaches to solve problems
3. Use the ABC card to develop a behavioral care plan “Get Active!”

Agenda:

- I. Use case studies from students to identify observable events and goal behaviors
- II. Use ABC card, side two, to “Get Active!” in developing a behavioral care plan
- III. Emphasize plans for using DCP’s strengths to improve behavioral challenges

CORE CONCEPT: *Creative Problem Solving*

Needed for Unit 6:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Getting Dressed
- Overheads: 5.1, 5.2
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 7

Managing Anxious and Depressed Behaviors: Increasing Pleasant Events

Direct Care Providers will be able to:

2. Describe the benefits of pleasant events and how to use pleasant events
3. Identify negative thoughts and behaviors
4. Use ABCs and communication skills to manage negative thoughts and behaviors

Agenda:

- I. Review communication skills
- II. Describe the benefits of participating in pleasant events
- III. Identify available pleasant events
- IV. Describe how to put pleasant events into daily practice

CORE CONCEPT: *Increasing Pleasant Events*

Needed for Unit 7:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 7.1 -7.5
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 8

Get Active! And the Environment

Direct Care Providers will be able to:

1. Identify the environment as the key factor in shaping behavior
2. Identify ways they can shape the environment to Get Active!
3. Deal with inappropriate behaviors of people with dementia, especially:
 - a. Sexual behaviors
 - b. Bathing behaviors
 - c. Wandering tendencies
 - d. Depressive behaviors

Agenda:

- V. Discuss the role of environment
- VI. Watch a video that demonstrates the role of environment
- VII. Discuss cases of inappropriate behaviors, emphasizing changing environmental activators to improve behaviors and consequences (ABCs)

CORE CONCEPT: *Role of the environment in people's behaviors*

Needed for Unit 8:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight, Bathing video
- Overheads: ABC card
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 9

Implementing Today's Concepts at Work

Direct Care Providers will be able to:

2. Know and understand the main points of today's training, including how they can make a difference.
3. Apply the tools to a new situation to augment analysis and change

Agenda:

- I. Review main points presented in this training
- II. Work in small groups to make individualized care plans
- III. Prepare to apply skills and knowledge at work.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 9:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Lost Watch problem scene
- Overheads: Ideas to Remember
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Welcome back

1. Paired Conversation

Estimated time: 15 minutes

Unit 10

Review Training Concepts and Discussion of Application of Concepts at Work

Direct Care Providers will be able to:

2. Know and understand the core concepts of this training, including how they can make a difference
3. Process the application of the tools to new situations at work

Agenda:

- I. Reorient to the core concepts presented in this training
- II. Discuss the experiences and applications at work, using the observations and examples.
- III. Emphasize the strengths that DCPs have to make effective interventions
- IV. Review a video, looking for strengths
- V. Discuss Truth Telling--- or not? In the context of an ethical dilemma.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 10:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: "Missed Visit"
- Overheads: Ideas to remember
- Handouts: ABC Cards

Estimated time: 50 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Unit 11

Respecting Family Traditions and Cultural Considerations

Direct Care Providers will be able to:

1. Identify important elements of family and cultural background
2. Show respect for considerations of “personhood”
3. Make use of the background knowledge in improved care giving
4. Communicate effectively with family
5. Help people with dementia remain in community

Agenda:

- VI. Determine the types of activities the person with dementia has enjoyed and still might enjoy
- VII. Learning from families
- VIII. Benefits of using personal knowledge
- IX. Practical communication with families
- X. The person with dementia is still part of the larger world

CORE CONCEPT: *Respectful care giving*

Needed for Unit 11:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: optional
- Overheads: 11.1 –11.3
- Handouts: 11.1 – 11.9

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Unit 12

Team Building

Direct Care Providers will be able to:

1. Identify ways that working with each other makes work easier and less frustrating
2. Describe ways that working with the employer helps their work
3. Describe the importance of communication for better teamwork
4. Develop personal communication strengths

Agenda:

- I. Discuss the importance of working together for the optimum well-being of themselves and the people with dementia they care for
- II. Show how teamwork is already part of work
- III. Describe the team constituency in various settings, including supervision and support
- IV. Point out how communication supports teamwork
- V. Role play and apply personal communication strengths

CORE CONCEPT: *Enhancing teamwork and communication at work*

Needed for Unit 12:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight , resolution
- Overheads: none
- Handouts: none

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Unit 13 **Learning Implementation and (Self) Evaluation**

Direct Care Providers will be able to:

1. Understand and apply the main points of the training
2. Use the Core Concepts to improve the well-being of their clients
3. Prepare a Portfolio to demonstrate the extent of their skills and knowledge in this specialty

Agenda:

- V. Review Core Concepts
- VI. Review tools developed in this training
- VII. Discuss how they have expanded their strengths to help people with dementia
- VIII. Prepare a Portfolio to demonstrate the extent of their skills and knowledge in this specialty

CORE CONCEPT: *Implementation and Evaluation*

Needed for Unit 13:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Going Home
- Overheads: Ideas to remember
- Handouts: ABC Cards
- Strengths of DCPs flip chart sheet, in use throughout the course

Estimated time: 70 minutes

WRAP UP

1. Evaluate orally and on paper
2. Distribute “Create Pleasant Events” Bumper Sticker
3. Distribute Certificates

Estimated Time: 25

BEYOND BASICS: Specialized Training in Dementia Care

Welcome! I am (*introduce yourself*) We are very pleased that you are able to take advantage of this pilot program, which is a collaboration of my organization (the Area Health Education Center) and the Community of Vermont Elders (COVE). There is more information about both organizations in the handouts you'll be getting soon.

We feel strongly that you Direct Care Workers are important members of the health care teams in hospitals, nursing homes, home care---anywhere you work. You ensure the dignity and respect of elders, the chronically ill, and people with disabilities. Most of you are professionals, that is, you consider it your vocation to provide quality care, you want more training to provide the optimum well-being of the people you work with, and you want to both learn and share your learning/skills. As professionals, you know that it is important that you have access to high quality professional development and continuing education, just as physicians and nurses do. And that is exactly what this 12 hour course is designed to provide you.

We are here today to work together in developing effective strategies in providing care for people with dementia. You will learn in three four-hour classes designed for you adult learners. The classes combine lecture, interactive discussion, learning activities that are both challenging and fun, and on-the-job-application of new skills with self-evaluation and peer feedback. You will be invited --- no, encouraged, to share your knowledge, experience and expertise! We are not the experts—YOU are! We have information that we think is helpful and can help fix things, but you are the key!

All three classes will be here at the same time and the same room every three weeks. In order to get the most from the course and to receive your Certificate of Completion, you will need to attend each class, and be here promptly at the beginning and stay until the end of each. So plan to arrive 10 or 15 minutes early so you can get a cup of coffee or juice, chat with your classmates, and get your head ready for some intensive learning!

If an emergency keeps you from attending as planned, please call me and we'll see if there are any options. Perhaps you will be able to attend the same class in another location, and I'll help you with that.

The class will be informal, so please ask questions and offer comments as we go along. There will be short breaks every hour or so, so try to limit your coming and going to the break times. You'll find bathrooms (*give instructions*) and smoking areas (*give instructions*). Can we agree to turn off our cell phones and pagers, since we'll be able to attend to them during the breaks? (*discuss as needed*).

(*Hand out packet, and go through the sections with them. Point out blank paper and encourage them to take notes to keep for later reference.*) There are no tests, but you may want to show others what you have learned, and notes—even key words in the margins of a handout--- are very helpful in pulling it all together later.

Soooo.... Are there any questions? Then let's get comfortable, and welcome our first presenter.

(Introduce presenter)

We want to start with making you do a little work! This group exercise is fun, but it also has a purpose. It will give us the chance to learn each others' names, and this exercise will help us start to think and talk about what you do every day at work.

OK... everybody stand up and form a close circle. Let's start by introducing ourselves. Just say your first name. *(Once around the circle)*

I will start by throwing the ball and saying the name of the person I am aiming at. If you have trouble catching, the person next to you should help you. Then the person with the ball says the name of the person they are aiming their toss to. Remember who threw the ball to you, and whom you are tossing the ball to! Let's be sure to include everyone. *(After everyone has been involved, repeat with the same sequence—maybe twice!)*

OK... let's see how many balls we can keep in the air! *(Add a second ball, and a third, keeping the same sequence of tosses)* We are going to be catching the ball and throwing them in the same sequence we have been doing!

(Encourage good humor and supportive fun during the exercise. Keep the balls flying until each person gets three or four turns at naming names and tossing.)

Thanks for participating. As you take your seat, think of any ideas of how this game might relate to being a direct care provider.

So, having to throw and catch different balls, having to decide in a split second what needs to be done, having to pick and choose which balls to catch and which to let fall, hmmm... does this sort of thing sound familiar to you?

This does sound a lot like your job, doesn't it? It requires you to think quickly on your feet, to do many things at once, to be responsible for the care of many needy older adults, and to assist—or at least encourage-- your co-workers at the same time. It's hard work! And it's often frustrating, and it makes your job almost impossible to do.

During this 12 hour training, you will learn ways to problem solve these difficulties. You'll learn new skills and ways to look for solutions. It will be a win-win situation, for it will make your job easier, and the people you serve will be calmer and happier.

So as we get into this course you will know if what we are talking about makes sense. We are providing the course, but you'll have to let us know how it works. This means we would like you to:

- Ask us questions. Ask each other questions. There is no such thing as a dumb question.
- Interrupt if you don't understand, or if something doesn't make sense.

- Share examples with the group, for you represent different work environments.
- Share strategies that you know work.
- Try the strategies we suggest that might apply to someone you are having difficulty with.

Your participation in this BEYOND BASICS course will make it a true team effort. We are all members of the team, working toward the same goal: to make life as comfortable and pleasant as possible for the people with dementia that we work with.

Paired Conversations (Icebreaker for Classes/Workshops)

Goals:

- Provide an opportunity for participants to meet and speak with others in the room creating a deeper level of comfort and preliminary networking.
- Stimulate thinking and discussion early on to set the tone for participation, allowing everyone to talk in settings where time or participation may be limited.
- Explicitly acknowledge expertise of adult learners and invites a connection between experience and accumulated knowledge and new information.

Time Needed:

10 minutes

Materials Needed:

Watch/timer

Set up:

- 1) Participants stand in two parallel lines facing one another. Be sure that each participant is “paired” with another person directly opposite them.
- 2) Explain that each participant has a lot of expertise to offer the class/group. Tell them this exercise is designed to get people thinking, talking and sharing what they know AND what they have questions about/want to know. Participants will discuss a series of questions/topics with three different people. Inform participants that each question/topic will be discussed for two minutes. Ask the pairs to introduce themselves if they don’t already know each other. Then they should decide who wants to go first. Explain that you will be the time keeper and that you will let them know when the two minutes are over.
- 3) Read the first question/topic aloud. Repeat it a couple of times moving down the line so that everyone can hear. When the two minutes are over, announce the end of the time.
- 4) Choose one of the parallel lines. Ask the person on the right end to go to the other end of the line—everyone else in that line moves one place to the right. In this way, a line of new pairs is created for the next question.
- 5) Repeat steps 3 and 4 with questions/topics 2 and 3. Be sure to choose the same line for rotation so that the pairs will be different for each conversation.

Questions:

Questions/topics are intended to get people talking and then focused on goals of the course. As a result, the first question/topic is generally less challenging so that people feel free to discuss it openly. The questions get increasingly complex as the activity progresses. Sometimes, there is an initial silence as people figure out what they are

supposed to do. As a facilitator, sitting with silence or coaching “there aren’t any right answers” and/or “speak from your experience” etc. helps the group move through the silence.

Paired Conversations

Beyond Basics Sample Questions/Topics (Choose three or adapt, create your own)

Specialized Training in Dementia Care

Class 1

- What is your ideal vacation?
- How did you become involved in the direct care profession?
- How do you like people to respond to you when you are “having a bad day?”
- What is one of your memorable trainings/in-service sessions that you have attended, and why?
- What brought you to this course on dementia? And what do you hope to learn?

Class 2

- Did you have an opportunity to try the ABCs—if so, what happened?
- Think of a room or place that makes you feel good. What is it like?
- What is something you do to “treat” yourself?
- Tell a story about someone in your life, work or personal, who has dementia.
- What do you think family members go through when a loved one has dementia?
How can you, as a direct care professional, respond to family members?

Class 3

- Discuss one of the case scenarios from the homework. What would you do in the situation? What questions do you still have about the situation?
- Is there anything you will do differently as a result of this course? If so, what will you do differently and why?
- What is a family tradition or practice from your childhood that is very different than those of your friends, spouse or coworkers?
- What are some tips you would offer other care providers or family members for working with people who have dementia?

BEYOND BASICS: Specialized Training in Dementia Care

Welcome back to the third and last class in this 12 hour series. I am glad to see you here, and to know that you are ready to share some of your experiences during the past few weeks at work in care giving for people with dementia, and to learn even more possibilities for providing even better care.

Today we have a great agenda, focusing mainly on developing skills for managing the environment around the people with dementia that you care for. We will be drawing on what you remember from the last two classes. To take us deeper into this specialized training is (are) *(introduce new presenter(s) here)*

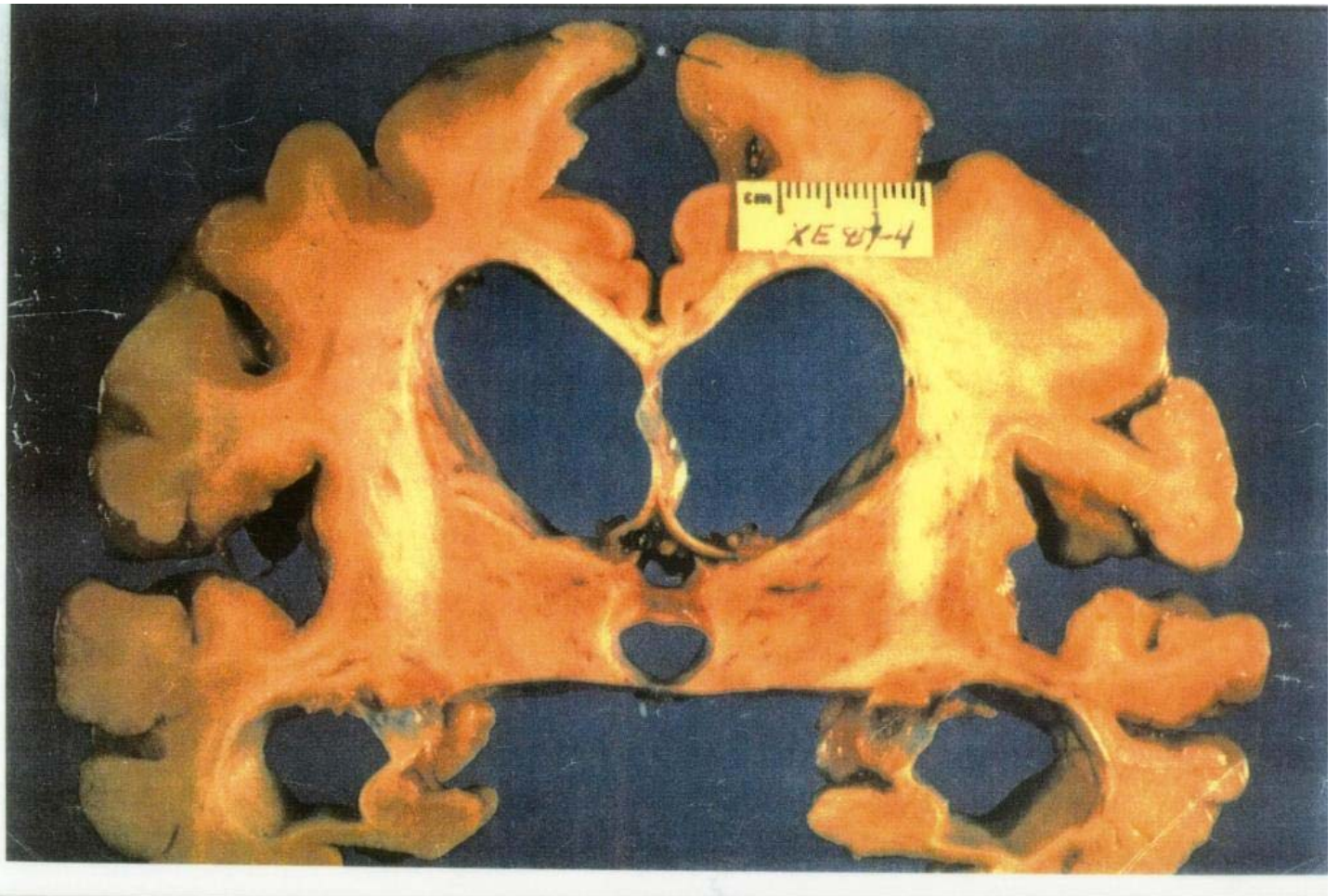
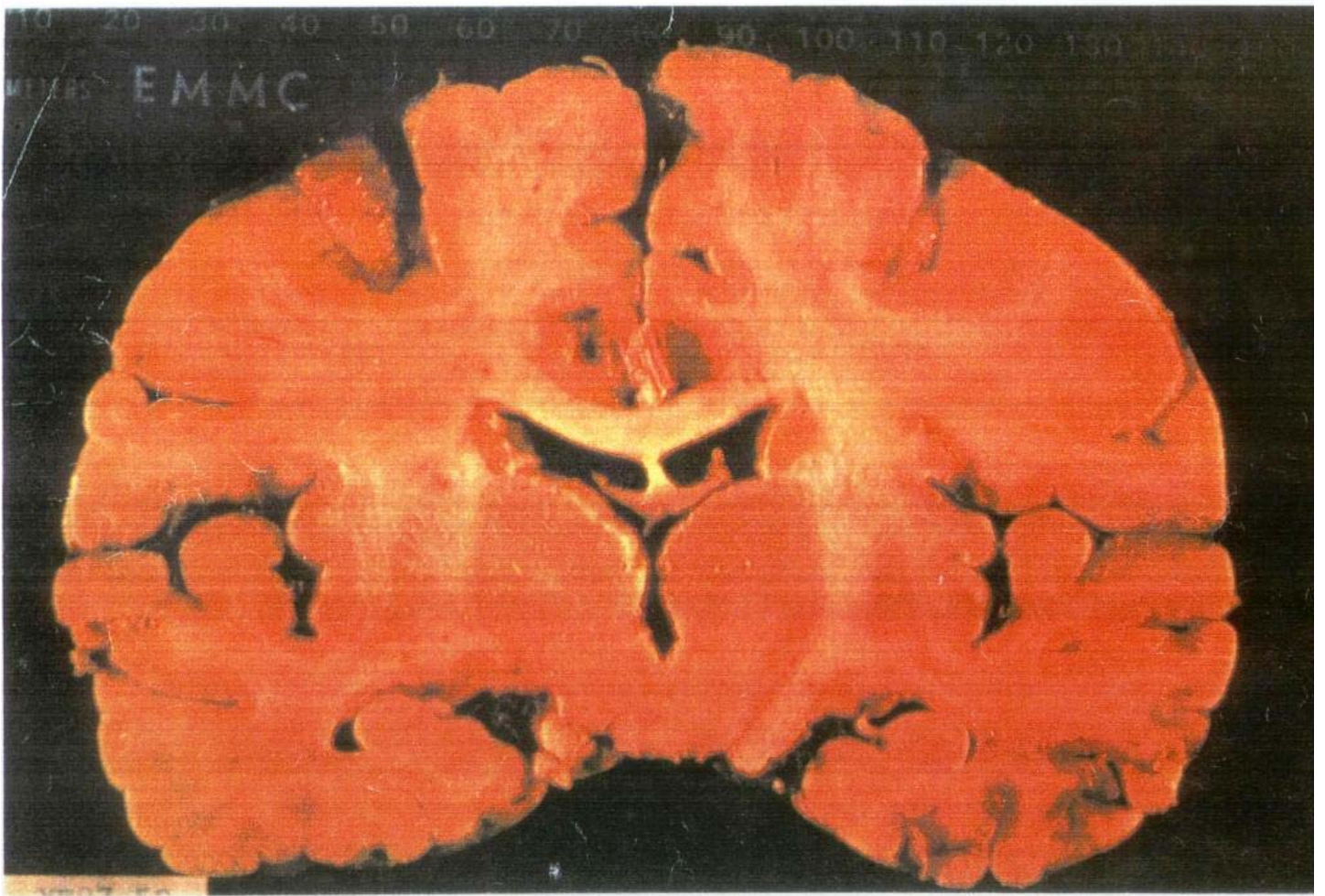
Like at the last class, this class will be informal, so please ask questions and offer comments as we go along. There will be short breaks every hour or so, so try to limit your coming and going to the break times. You'll find bathrooms *(give instructions)* and smoking areas *(give instructions)*. Can we agree to turn off our cell phones and pagers, since we'll be able to attend to them during the breaks? *(discuss as needed)*.

So as we share experiences and new information, we would like you to:

- Ask us questions. Ask each other questions. There is no such thing as a dumb question.
- Interrupt if you don't understand, or if something doesn't make sense.
- Share examples with the group, for you represent different work environments.
- Share strategies that you know work.
- Try the strategies we suggest that might apply to someone you are having difficulty with.

Your participation in this BEYOND BASICS course will make it a true team effort. We are all members of the team, working toward the same goal: to make life as comfortable and pleasant as possible for the people with dementia that we work with.

Let's start by revisiting the Core Concepts you established last two classes, and making sure I understand what YOU understand!



Course Director's Handbook

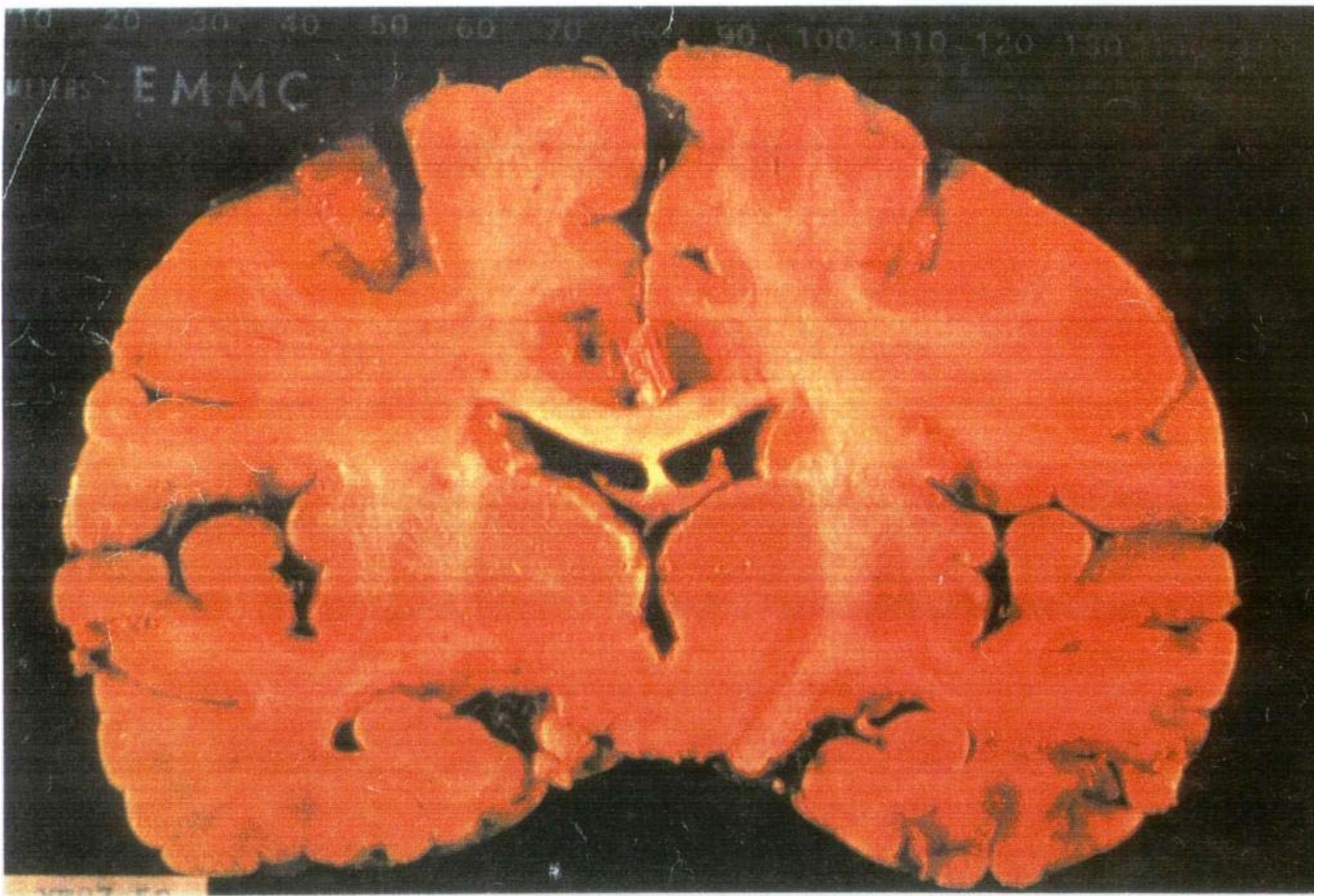
BEYOND BASICS

Specialized Training in Dementia Care for Direct Care Professionals

PLEASE NOTE:

As a potential user of this Curriculum, you should be aware of several assumptions this outline makes:

- The presenters are experts in their subject. The outlines that follow are merely prompts for the content that the presenter will augment with his or her knowledge and experience.
- The presenters are skillful in teaching adult learners. Each unit has only a few key questions and/or activities to help meet the objectives, leaving time for the presenters' styles and techniques to be used..
- The units will be presented in the order given. The first class builds a foundation of the nature (pathology) of dementia; the second emphasizes managing behaviors; the third managing the environment for effective care giving.
- The student will attend all three classes, and do two to three hours of assignments between classes to apply the core concepts at her/his own worksite.
- The students are professional direct care providers. Their experience and skills when shared enrich the content for the whole class. Time is provided for interactivity.
- A half hour break for a delicious (light) meal and networking is recommended.
- The Course Director will ensure that Dr. Linda Teri's STAR Program is used and acknowledged. She has given her permission to use the STAR DVD and core concepts (i.e., the ABC cards) for training purposes.



BEYOND BASICS

Specialized Training in

Dementia Care

for Direct Care Professionals

Course Director's Handbook

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BEYOND BASICS: Specialized Training in Dementia Care

Philosophy/Values Statement

Direct Care Workers are important members of the health care teams in hospitals, nursing homes, home care---anywhere they work. They ensure the dignity and respect of elders, the chronically ill, and people with disabilities. Most Direct Care Workers are professionals, that is, they consider it their vocation to provide quality care, they want more training to provide the optimum well-being of their client, and they want to both learn and share their learning/skills. As professionals, it is important that they have access to high quality professional development and continuing education, just as physicians and nurses do.

Professional Direct Care Workers who are currently involved in dementia care in any setting, or who are actively hoping to develop expertise in dementia care, are eligible to participate in a 12 hour series of specialty training, create a Portfolio of Handouts/Activities, and receive a “Certificate of Completion” after attending all the classes.

Direct Care Workers will learn in three four-hour sessions designed for the adult learner that combine lecture, interactive discussion, learning activities that are both challenging and fun, question/answer periods, a light lunch with time to network with peers and presenters, and on-the-job-application of new skills with self-evaluation and peer feedback. Participants will be invited to share their knowledge, experience and expertise. The classes will be accessible to Direct Care Workers geographically, intellectually and financially.

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 1 Understanding Dementia and Realistic Expectations

AGENDA: Estimated time: 70 minutes

- I. Introduction by program facilitator (example: AHEC personnel)
 - Welcome to this Professional Development series
 - The purpose of the Training
 - Discuss how staff juggle many different things in their jobs AND/ OR*
 - Paired Conversation

- II. The brain is who we are
 - Memory and control of our body depends on the brain sending and receiving signals

- III. Dementia is an illness
 1. Causes: changes to the brain; not a normal part of aging
 2. Warning signs of Alzheimer's
 3. Dementia affects function: ability to walk, remember, talk, see, etc.
 4. Continuum of development

Ask: What are some of the changes they have seen in residents? How do the changes affect care?

 - Explain delirium, delusions, hallucinations
 - Discuss impulsive or uninhibited behavior
 - Briefly describe the limitations of conventional treatments, medical and non-medical

- IV. Anxiety and Depression are reversible aspects of dementia
 - People with dementia may become frightened, angry or sad
 - Ask: How do we know when someone is anxious? Depressed?*
 - Explain medications use and limitations for anxiety and depression
 - Lives of people with dementia can improve by reducing depression and anxiety

- V. Direct Care Providers' (DCP) strengths can be used to change the way they work and improve the lives of people with dementia.

Generate a list of qualities from the group to be used throughout the training

CORE CONCEPT: Dementia and realistic expectations

Needed for Unit 1:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- Overheads: 1.1 – 1.6
- Handouts: 1.1 – 1.4
- Balls for juggling exercise

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 2 Enhancing Communication Skills

AGENDA: Estimated time: 40 minutes

- I. Communicating with and without words
 - Verbal and nonverbal behaviors send a message to people
Ask: What am I feeling? (display without words: Anger. Happiness)
Ask: What form of communication, verbal or non, was most powerful?
 - Show STAR DVD problem scene: Lost Watch, **without sound**
Ask: What is happening with the resident? How did staff in the video respond?
 - Show STAR DVD problem scene: Lost Watch, with sound
Ask: What is happening with the resident? How did staff in the video respond?
 - Show STAR DVD: Lost Watch resolution scene with discussion
Ask: How can staff show kindness with gestures?

- II. Practical Communication
 - People, especially those with dementia, may be overwhelmed when asked too many questions
 - Due to vision or hearing problems, they may have problems understanding us
Ask: What verbal and nonverbal communication can be helpful? (i.e., eyes, movements, how we speak)?
Ask: How do you demonstrate good practical communication skills?

- III. Listen with Respect; Comfort and Redirect
 - Direct Care Giver may get stuck when communicating with clients.
Ask: How do you know when you are and are not communicating well?
 - Explain: Listen with Respect; Comfort and Redirect (LRCR)
 - Show: STAR DVD Missed Visit problem scene
Ask: How does a client know when you are listening with respect, and comforting, and how might you redirect?
 - Show: STAR DVD: Missed Visit problem discussion and resolution scenes
Ask: How did the staff member know the resident was listening?
Ask: How did the staff member show respect?
Ask: When has good communication made a difference when working with a client?
Ask: What skills did you use?

CORE CONCEPT: *Enhancing communication skills*

Needed for Unit 2:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR video: Lost Watch, Missed Visit
- Overheads: 2.1, 2.2
- Handouts: 2.1,- 2.4, Dos & Don'ts for Effective Communication

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 3 Observing and Using the ABCs

AGENDA: Estimated time: 50 minutes

I. Behaviors are observable events

- Dementia can cause people to act in ways that don't make sense
- 4 Ws (What, Who, Where and When)
- Explain ABC card
- Show: STAR DVD: Medication problem scene

Ask: What are the 4 Ws of this video scene?

II. The ABC way of understanding people's problems

- Explain that A=Activator, B=Behavior, C=Consequence

Ask: What are the ABC's of the Medication video?

- Show: STAR DVD: Medication resolution scene

Ask: What are the positive communication skills the DCP used in the video?

- The ABCs can make caring for people with dementia a smoother and happier experience for all

III. Identifying common activators for anxiety and depression

- Anxiety: too many demands, changes to a resident's environment, etc.
- Depression: not having something engaging or meaningful to do, reminders of a sad event, health, etc.

CORE CONCEPT: *Observing and using the ABCs*

Needed for Unit 3:

Overhead projector

Blank sheets of overhead transparencies

Overhead pens

Whiteboard or flip chart and markers

DVD player and LCD

STAR DVD: Medication

Overheads: 3.1 ABC card

Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 1 Unit 4 Implementing Today's Concepts in Your Work

AGENDA: Estimated time: 60 minutes

- I. Review today's main points
 - Dementia and realistic expectations
 - Communicating with and without words
 - Using LRCR
 - Using ABCs
 - Using DCPs' innate skills to reduce anxiety or depression

- II. Work in small groups to make individualized care plans
 - Show STAR DVD: Setting Up for Dinner problem scene
Ask: How could you use today's tools in this situation for the optimum well-being of the client?
Discuss and conclude, or Reshow the video if more discussion is needed to synthesize the knowledge and apply to other settings

- III. Individualized Assignments before next Unit: *(Available as handouts)*
 - Assignment 1: What is ONE thing you will think or do differently as a result of this first class?
A week after the class, and after applying that "difference", how did it go? (In your comments, give details and remember confidentiality.)

 - Assignment 2: Observe a DCP's interaction with a person with dementia, and note details using an ABC card in three (3) of the following (or similar) situations:
 - Meal assistance (in the home or dining room)
 - Assistance with dressing
 - Medical assistance
 - Laundry (getting from person with dementia)
 - Housekeeping activity (such as changing sheets with resident present)
 - Scheduled activity (helping with snacks, Bingo, etc.)

 - Assignment 3: Explain ABC concept to your peers and/or supervisors, and make a note of any concerns they had that you could not "comfort and redirect" comfortably. Bring those concerns to the next Unit.

 - Assignment 4: What was one personal skill or strength that you were able to use to effectively reduce someone's anxiety or depression. Please describe on paper the situation, the intervention and the result so that you can share it with the group at the next Unit.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 4:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 4.1 Ideas to Remember
- Handouts: ABC Cards, 4.1 Ideas to Remember

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 5 Review Training Concepts & Assignments of Concepts at the Worksite

AGENDA: Estimated time: 60 minutes

- I. Welcome back, and Paired Conversation II
- II. Reorient to the main points presented in this training (use “Ideas to Remember” handout)
 - ABCs
 - LR;CR
- III. Discuss the experiences and Assignments at work, using the observations and examples brought in by the participants
 - Concerns that arose in explaining ABCs to peers and/or supervisors
- IV. Emphasize the strengths that DCPs have to make effective interventions
 - Share personal skill or strength noted that effectively reduced someone’s anxiety or depression, based on observations/notes taken since last Unit
- V. Review a video, looking for strengths
 - Ask: What are the DCP’s strengths that are used effectively here?*
 - Ask: What do you remember about dementia that explains the resident’s behavior?*
 - Ask: How did communication affect the situation?*

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 5:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Waiting for Father
- Overheads: 5.1, 5.2, 5.3
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 6 Observing and Problem Solving

AGENDA: Estimated time: 40 minutes

- I. Use case studies from students to identify observable events and goal behaviors
 - Discuss the 3 ABC cards each student has brought in from work.
Suggestion: Start with only ONE from each participant, probably the one has the most troublesome consequence, and use the others as time permits. Try to get a variety of situations and responses.
Ask: What are the 4 W's? Activator? Consequence?
 - Show video: Dressing problem scene to help synthesize the responses.
 - Show ABC card on Overhead, and fill out with responses generated by participants
 - Define "Goal behavior"
Ask: What resident behavior would you like to see in this video?
 - Write responses on side two of ABC card at B.
- II. Use ABC card, side two, to "Get Active!" in developing a behavioral care plan that changes challenging behaviors into goal behaviors
 - Problem behaviors
 - Goal behaviors
Ask: How would you approach this situation differently if you were given a second chance? ---Get Active!
Ask: What do you know about dementia that can help you make sense of this situation?
 - Show video: Dressing problem discussion scene
Ask: What do you know about verbal and nonverbal communication that affects the communication in this situation?
 - Show video: Dressing resolution and discussion scene and discuss
 - Change the activator
 - Change the consequence
- III. Emphasize plans for using DCPs' strengths to improve behavioral challenges
 - Review strengths list generated on Class 1
 - Stress how taking a moment to assess ABCs can improve care
 - Share DCPs story:

"Yesterday the problem behavior I had to deal with was that my client lay curled up on the couch for 4 of the 5 hours I was with her. I tried encouraging her to get up for a warm bath or breakfast or whatever every few minutes with no results. Then finally I suggested that she might need to use the bathroom and got her to do that and while in there cleaned her face and dentures. I raced upstairs and got her clothes before she got back to the couch and got her dressed. Then I sat her at her counter for a snack and started reading to her. At that point I experienced your A B C. Something I read set her off and she became very anxious, calling for her husband and heading down the stairs to the basement where he was working, with me right behind her. Thankfully, she still has very good physical balance, as she is only 69. I know exactly what set her off in the reading, so I will be very careful what I read to her now.

The hardest behavior to deal with was the depressive behavior, not being able to get her to sit up. The bath of course is a difficult one too, but I usually just opt for a wash up if I can't get her into the tub." KL, Ludlow, VT

CORE CONCEPT: *Creative Problem Solving*

Needed for Unit 6:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Getting Dressed
- Overheads: 5.1, 5.2
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 7 Managing Anxious and Depressed Behaviors: Increasing Pleasant Events

AGENDA: Estimated time: 40 minutes

- I. Review communication skills
 - Verbal and nonverbal
 - LR;CR

- II. Review anxiety and depression
 - Differences between people with and without depression
 - Show: Overheads*
 - One depressed behavior can lead to other depressed behaviors
 - Ask: What would you do to stop feeling anxious or depressed?*

- III. Describe the benefits of participating in pleasant events
 - Increasing pleasant events can reverse symptoms of depression and anxiety
 - Ask: What pleasant events were used in problem solving during the last Unit?*
 - Ask: What are other pleasant events you use effectively?*
 - Show video: “Setting up for Dinner” problem scene and have participants complete the ABCs by themselves, compare with partner, discuss as a group, then turn the card over and Get Active!
 - Show video: “Setting Up for Dinner” problem discussion scene
 - Ask: What pleasant event could you introduce?*
 - Show video: Setting Up for Dinner resolution scene
 - Ask: What do you remember about dementia that applies to the video?*
 - Ask: What are positive communication skills of the staff member?*

- IV. Identify available pleasant events
 - Show video: “Setting Up for Dinner” resolution discussion scene
 - A pleasant event can keep people busy and active
 - Remember: Pleasant Events are everyone’s job! And in everyone’s best interest!

- V. Describe how to put pleasant events into daily practice
 - Role play and laugh!

CORE CONCEPT: Increasing Pleasant Events

Needed for Unit 7:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 7.1 -7.5
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 8 Get Active! And the Environment

AGENDA: Estimated time: 40 minutes

- I. The environment as activator
Ask: what makes up your environment on a typical day?
What makes up the environment of a person with dementia on a typical day?
Ask: How have you changed the environment in away that has helped a person with dementia?
- II. How environment makes a difference
 - Making a change in environment can prevent challenging behaviors
- III. View STAR video “Chair Fight” and discuss, using ABC card
- IV. Discuss cases of inappropriate behaviors, emphasizing changing environmental activators to improve behaviors and consequences (ABCs)
 - Sexual
 - Bathing
 - Wandering
 - Depressive*Use: STAR materials for the sexual behaviors*

*Suggest: **Assignment 9:** Small groups develop similar materials for the other three, and share with group after 15 minutes*

CORE CONCEPT: Role of the environment in people’s behaviors

Needed for Unit 8:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight, Bathing video
- Overheads: ABC card
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 2 Unit 9 Implementing Today's Concepts in Your Work

AGENDA: Estimated time: 40 minutes

- I. Review main points presented in this training
 - ABCs, LR;CR, dementia and realistic expectations
 - Creative problem solving
 - Increasing Pleasant Events
 - Respectful care giving
- II. Work in small groups to make individualized patient care plans
 - Show video: "Lost Watch" problem scene
 - Work in small groups to use core concepts to make an individualized care plan (Assignment 5, *available as handout*)
 - Discuss each component
- III. Prepare to apply skills and knowledge at work (*Available as handouts*)
 - Assignment 6: What is ONE thing you will think or do differently as a result of this first class?
A week after the class, and after applying that "difference", how did it go?
(In your comments, give details and remember confidentiality.)
 - Assignment 7: Introduce journal writing as a way to assess personal strengths and to record successes and new strategies to try next time
 - Assignment 8: Introduce Portfolio
 - Contents
 - Purpose
 - Method/procedures

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 9:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Lost Watch problem scene
- Overheads: Ideas to Remember
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 10 Training Concepts, and Discussion of Assignment of Concepts at Work

AGENDA: Estimated time: 65 minutes

- I. Reorient to the main points presented in this training
 - Welcome participants back for the final Unit
 - Paired Conversation III
 - Review Core Concepts listed last Unit (use “Ideas to Remember” handout)
- II. Discuss the experiences and Assignments at the worksite, using the observations and examples
- III. Emphasize the strengths that DCPs have to make effective interventions
- IV. Review “Missed Visit” video, looking for strengths, and discussing dementia & realistic expectations

Remind participants that if they are noticing that their client is calmer, less worried and less sad in the upcoming weeks, it is because of them! And if not, what could be done?
- V. Doing the right thing
 - Lead a discussion of what it means to NOT tell the truth to the person with dementia. Be sure to include the “Comfort and Redirect” concept.

Ask: Does anyone feel differently about this?

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 10:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Missed Visit
- Overheads: Ideas to remember
- Handouts: ABC Cards

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 11 Respecting Family Traditions and Cultural Considerations

AGENDA: Estimated time: 40 minutes

- I. Determine the types of activities the person with dementia has enjoyed and still might enjoy
 - Productive activities
 - Leisure activities
 - Self-care activities
- II. Learning from families
 - Families have a lot of information about your client---routine, preferences, cultural traditions and behaviors

Ask: What would you like to know from your families?

 - Families can help you identify strategies for reducing challenging behaviors
- III. Benefits of using personal knowledge
 - Increased sense of personhood
 - Increased self esteem
 - Feeling of connection to others
 - Decreases anxiety
 - Reduces problem behaviors
- IV. Practical communication with families
 - Working with families is an important part of DCP's work

Ask: If your mother lived in a facility, what would your concerns be? ...If she had a Home Health Aide....?

Ask: As a family member, how would you want to be treated by caregivers?

 - Discuss how DCPs share a lot in common with families

Ask: How do you know you are communicating well with a family?

Describe a situation where you got "stuck"

 - Discuss Listen with Respect; Comfort and Redirect related to families
- V. The person with dementia is still part of the larger world
 - Daily activities should reinforce community living whenever possible
 - Conversations are not at or about the person, with him or her, and if the person chooses not to respond, that is OK—at least they are included.

Discuss how it feels to be talked about behind your back?

Role play respectful communication –two DCPs and a person with dementia :

The DCPs are busy setting up an activity in a living room. They see a person with mild dementia come into the room who looks lost and confused, but seems to want to join the group, which talking and laughing. How would the DCPs welcome the person into the activity and set them up for success?

The person with dementia who has walked into the room is interested in joining the group, but not sure if he/she is welcome, or how to initiate joining in.

CORE CONCEPT: *Respectful care giving*

Needed for Unit 11:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: none
- Overheads: 11.1 – 11.3
- Handouts: 11.1 -11.9

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 12 Team Building

AGENDA: Estimated time: 30 minutes

- I. Discuss the importance of working together for the optimum well-being of themselves and their patients
- II. Show how teamwork is already part of your work day
Show: STAR video "Chair Fight" resolution, and
Ask: What are examples of DCPs practicing teamwork?
What are some reasons you would not want to get help from a co-worker?
- III. Describe the team constituency at various settings
Ask: Who else is involved in your "team"?
How do you relate to them?
Who provides support to you?
What do you know about VAPCP?
- IV. Point out how communication supports teamwork
Discuss how to improve communication among team members
Discuss how to improve communication with supervisors or employers
Show: STAR video; Medication problem scene, but stop after resident refuses meds.
Ask: How can each member of the team be helpful with this problem?
What are some of the obstacles that keep you from talking with these people?
 - Discuss how it takes everyone working together as a team to provide good care
- V. Role play and apply personal communication strengths

CORE CONCEPT: *Enhancing teamwork and communication at work*

Needed for Unit 12:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight , resolution
- Overheads: none
- Handouts: none

BEYOND BASICS Specialized Training in Dementia Care

Class 3 Unit 13 Implementation of learning and (Self) Evaluation

AGENDA: Estimated time: 70 minutes

- I. Using tools from this training everyday
 - Discuss the importance of DCP's relationship with people with dementia

- II. Review tools developed in this training
 - Dementia and realistic expectations
 - Communicating with and without words
 - Using ABCs
 - Get Active!
 - Increasing pleasant events
 - Working with families and co-workers
 - Respecting personhood
 - Adapting environment

- III. Discuss how participants have expanded their strengths to help people with dementia
Complete self evaluation form

- IV. Prepare a Portfolio to demonstrate the extent of their skills and knowledge in this specialty

CORE CONCEPT: *Implementation and Evaluation*

Needed for Unit 13:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Going Home
- Overheads: Ideas to remember
- Handouts: ABC Cards
- Strengths of DCPs flip chart sheet, in use throughout the course

WRAP UP

1. Evaluate orally (around the room) and on paper
2. Distribute "Create Pleasant Events" Bumper Sticker
3. Distribute Certificates

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Introduction to Course and participants

1. Paired Conversation
2. Objectives and procedures

Estimated Time: 20 minutes

Unit 1

Understanding dementia and treatment of anxiety and depression as aspects of dementia that can be improved.

Direct Care Providers (DCP) will be able to:

1. Describe dementia as a disease
2. Discuss how dementias affect a person
3. Observe anxiety and depression as aspects of dementia that can be reduced

Agenda:

- I. Introduce learning climate and this professional development program
- II. Explain the brain's role in making us who we are
- III. Explain how dementia is an illness
 - a. Causes
 - b. Warning signs of Alzheimer's
 - c. Continuum of development
 - d. Conventional treatments don't stop or reverse dementia
- IV. Discuss anxiety and depression as reversible aspects of dementia
- V. Using Direct Care Providers' strengths can reverse anxiety and depression

CORE CONCEPT: *Dementia and realistic expectations*

Needed for Unit 1:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- Overheads: 1.1 – 1.6
- Handouts: 1.1 – 1.4
- Balls for juggling exercise

Estimated time: 70 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Unit 2

Managing Anxious and Depressed Behaviors: Communicating With and Without Words

Direct Care Providers will be able to:

1. Describe verbal and nonverbal behaviors
2. Demonstrate helpful verbal and nonverbal communication skills
3. Use “Listen with Respect; Comfort and Redirect” with people exhibiting anxious and depressed behaviors

Agenda:

- I. Discuss communication with and without words
- II. Introduce practical communication
- III. Introduce “Listen with Respect; Comfort and Redirect”

CORE CONCEPT: *Enhancing communication skills*

Needed for Unit 2:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR video: Lost Watch, Missed Visit
- Overheads: 2.1, 2.2
- Handouts: 2.1,- 2.4, Dos & Don'ts for Effective Communication

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Unit 3

Treating Anxiety and Depression: Using the ABCs

Direct Care Providers will be able to:

1. Identify the ABCs of a challenging behavior associated with dementia
2. Describe behaviors associated with anxiety and depression
3. Identify common activators for anxiety and depression

Agenda:

- I. Explain the benefits of treating observable behaviors
- II. Introduce the ABCs – Activators, Behaviors and Consequences
- III. Identify common activators for anxiety and/or depression

CORE CONCEPT: *Observing and using the ABCs*

Needed for Unit 3:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Medication
- Overheads: 3.1 ABC card
- Handouts: ABC Cards

Estimated time: 50 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 1 of Dementia Training

Unit 4

Implementing Today's Concepts at Worksite

Direct Care Providers will be able to:

2. Know and understand the main points of today's training, including how they can make a difference.
3. Apply the tools to a new situation to augment analysis and change

Agenda:

- I. Review main points presented in this training
- II. Work in small groups to make individualized care plans
- III. Prepare to apply skills and knowledge at work.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 4:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 4.1 Ideas to Remember
- Handouts: ABC Cards, 4.1 Ideas to Remember

Estimated time: 60 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Welcome back

1. Paired Conversation
2. Review of Homework

Estimated Time: 20 minutes

Unit 5

Review Training Concepts and Discussion of Application of Concepts at Work

Direct Care Providers will be able to:

- VI. Know and understand the main points of this training, including how they can make a difference.
- VII. Process the application of the tools to new situations at work.

Agenda:

- I. Reorient to the main points presented in this training
- II. Discuss the experiences and applications at worksite, using the observations and examples.
- III. Emphasize the strengths that DCPs have to make effective interventions
- IV. Review a video, looking for strengths

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 5:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Waiting for Father
- Overheads: 5.1, 5.2, 5.3
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 6

Observing and Problem Solving

Direct Care Providers will be able to:

1. Identify goal behaviors
2. Identify behavioral approaches to solve problems
3. Use the ABC card to develop a behavioral care plan “Get Active!”

Agenda:

- I. Use case studies from students to identify observable events and goal behaviors
- II. Use ABC card, side two, to “Get Active!” in developing a behavioral care plan
- III. Emphasize plans for using DCP’s strengths to improve behavioral challenges

CORE CONCEPT: *Creative Problem Solving*

Needed for Unit 6:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Getting Dressed
- Overheads: 5.1, 5.2
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 7

Managing Anxious and Depressed Behaviors: Increasing Pleasant Events

Direct Care Providers will be able to:

2. Describe the benefits of pleasant events and how to use pleasant events
3. Identify negative thoughts and behaviors
4. Use ABCs and communication skills to manage negative thoughts and behaviors

Agenda:

- I. Review communication skills
- II. Describe the benefits of participating in pleasant events
- III. Identify available pleasant events
- IV. Describe how to put pleasant events into daily practice

CORE CONCEPT: *Increasing Pleasant Events*

Needed for Unit 7:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Setting Up for Dinner
- Overheads: 7.1 -7.5
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 8

Get Active! And the Environment

Direct Care Providers will be able to:

1. Identify the environment as the key factor in shaping behavior
2. Identify ways they can shape the environment to Get Active!
3. Deal with inappropriate behaviors of people with dementia, especially:
 - a. Sexual behaviors
 - b. Bathing behaviors
 - c. Wandering tendencies
 - d. Depressive behaviors

Agenda:

- V. Discuss the role of environment
- VI. Watch a video that demonstrates the role of environment
- VII. Discuss cases of inappropriate behaviors, emphasizing changing environmental activators to improve behaviors and consequences (ABCs)

CORE CONCEPT: *Role of the environment in people's behaviors*

Needed for Unit 8:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight, Bathing video
- Overheads: ABC card
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 2 of Dementia Training

Unit 9

Implementing Today's Concepts at Work

Direct Care Providers will be able to:

2. Know and understand the main points of today's training, including how they can make a difference.
3. Apply the tools to a new situation to augment analysis and change

Agenda:

- I. Review main points presented in this training
- II. Work in small groups to make individualized care plans
- III. Prepare to apply skills and knowledge at work.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 9:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Lost Watch problem scene
- Overheads: Ideas to Remember
- Handouts: ABC Cards

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Welcome back

1. Paired Conversation

Estimated time: 15 minutes

Unit 10

Review Training Concepts and Discussion of Application of Concepts at Work

Direct Care Providers will be able to:

2. Know and understand the core concepts of this training, including how they can make a difference
3. Process the application of the tools to new situations at work

Agenda:

- I. Reorient to the core concepts presented in this training
- II. Discuss the experiences and applications at work, using the observations and examples.
- III. Emphasize the strengths that DCPs have to make effective interventions
- IV. Review a video, looking for strengths
- V. Discuss Truth Telling--- or not? In the context of an ethical dilemma.

CORE CONCEPT: *Implementing Core Concepts*

Needed for Unit 10:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: "Missed Visit"
- Overheads: Ideas to remember
- Handouts: ABC Cards

Estimated time: 50 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Unit 11

Respecting Family Traditions and Cultural Considerations

Direct Care Providers will be able to:

1. Identify important elements of family and cultural background
2. Show respect for considerations of “personhood”
3. Make use of the background knowledge in improved care giving
4. Communicate effectively with family
5. Help people with dementia remain in community

Agenda:

- VI. Determine the types of activities the person with dementia has enjoyed and still might enjoy
- VII. Learning from families
- VIII. Benefits of using personal knowledge
- IX. Practical communication with families
- X. The person with dementia is still part of the larger world

CORE CONCEPT: *Respectful care giving*

Needed for Unit 11:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: optional
- Overheads: 11.1 –11.3
- Handouts: 11.1 – 11.9

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Unit 12

Team Building

Direct Care Providers will be able to:

1. Identify ways that working with each other makes work easier and less frustrating
2. Describe ways that working with the employer helps their work
3. Describe the importance of communication for better teamwork
4. Develop personal communication strengths

Agenda:

- I. Discuss the importance of working together for the optimum well-being of themselves and the people with dementia they care for
- II. Show how teamwork is already part of work
- III. Describe the team constituency in various settings, including supervision and support
- IV. Point out how communication supports teamwork
- V. Role play and apply personal communication strengths

CORE CONCEPT: *Enhancing teamwork and communication at work*

Needed for Unit 12:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Chair Fight , resolution
- Overheads: none
- Handouts: none

Estimated time: 40 minutes

BEYOND BASICS Specialized Training in Dementia Care

Class 3 of Dementia Training

Unit 13 **Learning Implementation and (Self) Evaluation**

Direct Care Providers will be able to:

1. Understand and apply the main points of the training
2. Use the Core Concepts to improve the well-being of their clients
3. Prepare a Portfolio to demonstrate the extent of their skills and knowledge in this specialty

Agenda:

- V. Review Core Concepts
- VI. Review tools developed in this training
- VII. Discuss how they have expanded their strengths to help people with dementia
- VIII. Prepare a Portfolio to demonstrate the extent of their skills and knowledge in this specialty

CORE CONCEPT: *Implementation and Evaluation*

Needed for Unit 13:

- Overhead projector
- Blank sheets of overhead transparencies
- Overhead pens
- Whiteboard or flip chart and markers
- DVD player and LCD
- STAR DVD: Going Home
- Overheads: Ideas to remember
- Handouts: ABC Cards
- Strengths of DCPs flip chart sheet, in use throughout the course

Estimated time: 70 minutes

WRAP UP

1. Evaluate orally and on paper
2. Distribute “Create Pleasant Events” Bumper Sticker
3. Distribute Certificates

Estimated Time: 25

BEYOND BASICS: Specialized Training in Dementia Care

Welcome! I am (*introduce yourself*) We are very pleased that you are able to take advantage of this pilot program, which is a collaboration of my organization (the Area Health Education Center) and the Community of Vermont Elders (COVE). There is more information about both organizations in the handouts you'll be getting soon.

We feel strongly that you Direct Care Workers are important members of the health care teams in hospitals, nursing homes, home care---anywhere you work. You ensure the dignity and respect of elders, the chronically ill, and people with disabilities. Most of you are professionals, that is, you consider it your vocation to provide quality care, you want more training to provide the optimum well-being of the people you work with, and you want to both learn and share your learning/skills. As professionals, you know that it is important that you have access to high quality professional development and continuing education, just as physicians and nurses do. And that is exactly what this 12 hour course is designed to provide you.

We are here today to work together in developing effective strategies in providing care for people with dementia. You will learn in three four-hour classes designed for you adult learners. The classes combine lecture, interactive discussion, learning activities that are both challenging and fun, and on-the-job-application of new skills with self-evaluation and peer feedback. You will be invited --- no, encouraged, to share your knowledge, experience and expertise! We are not the experts—YOU are! We have information that we think is helpful and can help fix things, but you are the key!

All three classes will be here at the same time and the same room every three weeks. In order to get the most from the course and to receive your Certificate of Completion, you will need to attend each class, and be here promptly at the beginning and stay until the end of each. So plan to arrive 10 or 15 minutes early so you can get a cup of coffee or juice, chat with your classmates, and get your head ready for some intensive learning!

If an emergency keeps you from attending as planned, please call me and we'll see if there are any options. Perhaps you will be able to attend the same class in another location, and I'll help you with that.

The class will be informal, so please ask questions and offer comments as we go along. There will be short breaks every hour or so, so try to limit your coming and going to the break times. You'll find bathrooms (*give instructions*) and smoking areas (*give instructions*). Can we agree to turn off our cell phones and pagers, since we'll be able to attend to them during the breaks? (*discuss as needed*).

(*Hand out packet, and go through the sections with them. Point out blank paper and encourage them to take notes to keep for later reference.*) There are no tests, but you may want to show others what you have learned, and notes—even key words in the margins of a handout--- are very helpful in pulling it all together later.

Soooo.... Are there any questions? Then let's get comfortable, and welcome our first presenter.

(Introduce presenter)

We want to start with making you do a little work! This group exercise is fun, but it also has a purpose. It will give us the chance to learn each others' names, and this exercise will help us start to think and talk about what you do every day at work.

OK... everybody stand up and form a close circle. Let's start by introducing ourselves. Just say your first name. *(Once around the circle)*

I will start by throwing the ball and saying the name of the person I am aiming at. If you have trouble catching, the person next to you should help you. Then the person with the ball says the name of the person they are aiming their toss to. Remember who threw the ball to you, and whom you are tossing the ball to! Let's be sure to include everyone. *(After everyone has been involved, repeat with the same sequence—maybe twice!)*

OK... let's see how many balls we can keep in the air! *(Add a second ball, and a third, keeping the same sequence of tosses)* We are going to be catching the ball and throwing them in the same sequence we have been doing!

(Encourage good humor and supportive fun during the exercise. Keep the balls flying until each person gets three or four turns at naming names and tossing.)

Thanks for participating. As you take your seat, think of any ideas of how this game might relate to being a direct care provider.

So, having to throw and catch different balls, having to decide in a split second what needs to be done, having to pick and choose which balls to catch and which to let fall, hmmm... does this sort of thing sound familiar to you?

This does sound a lot like your job, doesn't it? It requires you to think quickly on your feet, to do many things at once, to be responsible for the care of many needy older adults, and to assist—or at least encourage-- your co-workers at the same time. It's hard work! And it's often frustrating, and it makes your job almost impossible to do.

During this 12 hour training, you will learn ways to problem solve these difficulties. You'll learn new skills and ways to look for solutions. It will be a win-win situation, for it will make your job easier, and the people you serve will be calmer and happier.

So as we get into this course you will know if what we are talking about makes sense. We are providing the course, but you'll have to let us know how it works. This means we would like you to:

- Ask us questions. Ask each other questions. There is no such thing as a dumb question.
- Interrupt if you don't understand, or if something doesn't make sense.

- Share examples with the group, for you represent different work environments.
- Share strategies that you know work.
- Try the strategies we suggest that might apply to someone you are having difficulty with.

Your participation in this BEYOND BASICS course will make it a true team effort. We are all members of the team, working toward the same goal: to make life as comfortable and pleasant as possible for the people with dementia that we work with.

Paired Conversations (Icebreaker for Classes/Workshops)

Goals:

- Provide an opportunity for participants to meet and speak with others in the room creating a deeper level of comfort and preliminary networking.
- Stimulate thinking and discussion early on to set the tone for participation, allowing everyone to talk in settings where time or participation may be limited.
- Explicitly acknowledge expertise of adult learners and invites a connection between experience and accumulated knowledge and new information.

Time Needed:

10 minutes

Materials Needed:

Watch/timer

Set up:

- 1) Participants stand in two parallel lines facing one another. Be sure that each participant is “paired” with another person directly opposite them.
- 2) Explain that each participant has a lot of expertise to offer the class/group. Tell them this exercise is designed to get people thinking, talking and sharing what they know AND what they have questions about/want to know. Participants will discuss a series of questions/topics with three different people. Inform participants that each question/topic will be discussed for two minutes. Ask the pairs to introduce themselves if they don’t already know each other. Then they should decide who wants to go first. Explain that you will be the time keeper and that you will let them know when the two minutes are over.
- 3) Read the first question/topic aloud. Repeat it a couple of times moving down the line so that everyone can hear. When the two minutes are over, announce the end of the time.
- 4) Choose one of the parallel lines. Ask the person on the right end to go to the other end of the line—everyone else in that line moves one place to the right. In this way, a line of new pairs is created for the next question.
- 5) Repeat steps 3 and 4 with questions/topics 2 and 3. Be sure to choose the same line for rotation so that the pairs will be different for each conversation.

Questions:

Questions/topics are intended to get people talking and then focused on goals of the course. As a result, the first question/topic is generally less challenging so that people feel free to discuss it openly. The questions get increasingly complex as the activity progresses. Sometimes, there is an initial silence as people figure out what they are

supposed to do. As a facilitator, sitting with silence or coaching “there aren’t any right answers” and/or “speak from your experience” etc. helps the group move through the silence.

Paired Conversations

Beyond Basics Sample Questions/Topics (Choose three or adapt, create your own)

Specialized Training in Dementia Care

Class 1

- What is your ideal vacation?
- How did you become involved in the direct care profession?
- How do you like people to respond to you when you are “having a bad day?”
- What is one of your memorable trainings/in-service sessions that you have attended, and why?
- What brought you to this course on dementia? And what do you hope to learn?

Class 2

- Did you have an opportunity to try the ABCs—if so, what happened?
- Think of a room or place that makes you feel good. What is it like?
- What is something you do to “treat” yourself?
- Tell a story about someone in your life, work or personal, who has dementia.
- What do you think family members go through when a loved one has dementia?
How can you, as a direct care professional, respond to family members?

Class 3

- Discuss one of the case scenarios from the homework. What would you do in the situation? What questions do you still have about the situation?
- Is there anything you will do differently as a result of this course? If so, what will you do differently and why?
- What is a family tradition or practice from your childhood that is very different than those of your friends, spouse or coworkers?
- What are some tips you would offer other care providers or family members for working with people who have dementia?

BEYOND BASICS: Specialized Training in Dementia Care

Welcome back to the third and last class in this 12 hour series. I am glad to see you here, and to know that you are ready to share some of your experiences during the past few weeks at work in care giving for people with dementia, and to learn even more possibilities for providing even better care.

Today we have a great agenda, focusing mainly on developing skills for managing the environment around the people with dementia that you care for. We will be drawing on what you remember from the last two classes. To take us deeper into this specialized training is (are) *(introduce new presenter(s) here)*

Like at the last class, this class will be informal, so please ask questions and offer comments as we go along. There will be short breaks every hour or so, so try to limit your coming and going to the break times. You'll find bathrooms *(give instructions)* and smoking areas *(give instructions)*. Can we agree to turn off our cell phones and pagers, since we'll be able to attend to them during the breaks? *(discuss as needed)*.

So as we share experiences and new information, we would like you to:

- Ask us questions. Ask each other questions. There is no such thing as a dumb question.
- Interrupt if you don't understand, or if something doesn't make sense.
- Share examples with the group, for you represent different work environments.
- Share strategies that you know work.
- Try the strategies we suggest that might apply to someone you are having difficulty with.

Your participation in this BEYOND BASICS course will make it a true team effort. We are all members of the team, working toward the same goal: to make life as comfortable and pleasant as possible for the people with dementia that we work with.

Let's start by revisiting the Core Concepts you established last two classes, and making sure I understand what YOU understand!