

BEYOND BASICS

Specialized Training in

Dementia Care

for Direct Care Professionals

Fall 2006



Constance Simons

PORTFOLIO

This 12 hour course is designed to give Direct Care Providers specialized training in understanding the challenges of dementia care, and creating strategies for improving care for people with dementia. It has been developed under the auspices of the Community of Vermont Elders (COVE), the Better Jobs/Better Care grant from the Robert Wood Johnson Foundation and Atlantic Philanthropies, and the Northeastern Vermont Area Health Education Center.

The course has incorporated materials from many sources that are relevant to Vermont and dementia, but especially from the Alzheimer's Association and Dr. Linda Teri's **STAR** Program (Staff Training for Assisted Living Residences).

BEYOND BASICS -- PORTFOLIO

A Portfolio is a tool that you create to gather and present evidence of your competency in a specific field of interest, in this case, your knowledge and clinical skills related to caring for people with dementia. It can be a “work in progress,” that is, it may be changed and improved at any time, both during and after the course. It is like a scrapbook or collage that pulls together and puts in one place the separate pieces that together create an impressive and useful picture of your strengths. And, as with a scrapbook,

- (1) you can always add more pages as you find more material, and
- (2) you only have to show it to people you want to have see it and appreciate it!

The best portfolios:

- Present you in your best light to trainers, supervisors, prospective employers and others you choose to show it to
- Enable you to see your own strengths in a specific topic when all the evidence is put together
- Show the depth and breadth your knowledge of content
- Show the resources you could go to for further information
- Show your activities to gain knowledge and skills
- Show your applications of your knowledge and skills
- Show your reflection and evaluation that indicates your ability to learn from experience
- Show your use of team and experience to develop professionally
- Become a resource for you to refer to when you need to refresh your memory

- Are very personal. They contain, for example, essays, stories, pictures, etc. and demonstrate your compulsive neatness or your casual exuberance, etc.

USES:

- Justifying raises /promotions
- Getting a job
- Attaining college credit from CCV or other institutions
- Reminding you of skills and resources you may not use every day
- Filing articles, etc. on topics such as dementia, or creating pleasant experiences
- Storing letters of reference, memos, thank you notes in a meaningful context
- Displaying outcomes from a course, as well as from your personal experiences
- And more!

COMPONENTS (could include these, or anything else that you come upon that relates to the topic)

- **FORMAL:**
 - Materials from the course (handouts, assignments, learning activities, etc.)
 - Resources gathered from the Internet or your work
 - Articles from your reading, such as research or case studies
- **INFORMAL:**
 - Photos and drawings
 - Personal journal writing and reflections
 - Observations or case studies from your work
 - Thank you notes and letters of recommendation from others to you

PROCESS of creating:

1. Gather materials from the instructors of the course and file them together
2. Develop another section for other “formal” materials (see above)
3. Begin developing a third section for “informal” and personal materials (see above) that exhibit outcomes (such as showing your understanding of how a treatment is done differently in different work settings, that you’ve learned from listening to your peers’ comments in class)
4. Create a fourth section to show your personal responses to and reflections on the core concepts.
5. And do more---or not !--- as you see fit!

BEYOND BASICS: Specialized Training in Dementia Care **CLASS I**

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. Learning climate for this professional development program
- II. The brain's role in making us who we are
- III. Dementia is an illness
- IV. Anxiety and depression are reversible aspects of dementia
- V. Using Direct Care Providers' strengths can reverse anxiety and depression

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. Communication with and without words
- II. Practical communication
- III. "Listen with Respect; Comfort and Redirect"

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. The benefits of treating observable behaviors
- II. The ABCs – Activators, Behaviors and Consequences
- III. Common activators for anxiety and/or depression

Unit 4 Implementing Today's Concepts at Work

Direct Care Providers will be able to:

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

Agenda:

- I. Review of 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.

BEYOND BASICS Specialized Training in Dementia Care **CLASS II**

Unit 5 Review Training Concepts and Discussion of Application of Concepts at Work

Direct Care Providers will be able to:

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

Agenda:

- I. Reorientation to the main points presented in this training
- II. Discussion of the experiences and applications at work, using the observations and examples.
- III. The strengths that DCPs have to make effective interventions
- IV. Review a video, looking for strengths

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. Case studies from DCPs to identify observable events and goal behaviors
- II. 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

Unit 7 Managing Anxious and Depressed Behaviors: Increasing Pleasant Events

Direct Care Providers will be able to:

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

Agenda:

- I. Review of communication skills
- II. The benefits of participating in pleasant events
- III. Available pleasant events
- IV. How to put pleasant events into daily practice

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:

- I. The role of environment
- II. Watch a video that demonstrates the role of environment
- III. Inappropriate behaviors, noting effects of changing environmental activators to improve behaviors and consequences (ABCs)

Unit 9 Implementing Today's Concepts at Work

Direct Care Providers will be able to:

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

Agenda:

- I. Review of 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.

BEYOND BASICS Specialized Training in Dementia Care

CLASS III

Unit 10 Review Training Concepts and Discussion of Application of Concepts at Work

Direct Care Providers will be able to:

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

Agenda:

- I. Reorientation to the main points presented in this training
- II. Discussion of 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. Truth Telling---or not?

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:

- I. Learning from families
- II. Benefits of using personal knowledge
- III. Practical communication with families
- IV. The person with dementia is still part of the larger world

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. The importance of working together for the optimum well-being of DCPs and the people with dementia they care for
- II. Teamwork is already part of work
- III. Team constituency in various settings, including supervision and support
- IV. How communication supports teamwork
- V. Role play and apply personal communication strengths

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:

- I. Review of Core Concepts

- II. Review of tools developed in this training
- III. How the learners have expanded their strengths to help people with dementia
- IV. Portfolio preparation to demonstrate the extent of DCP's skills and knowledge in this specialty

BEYOND BASICS: Specialized Training in Dementia Care

Assignment 2

Observe a DCP's interaction with a person with dementia, and note details using ABC cards 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.)

BEYOND BASICS: Specialized Training in Dementia Care

Assignment 8 PORTFOLIO

A Portfolio is a tool that you create to gather and present evidence of your competency in a specific field of interest, in this case, your knowledge and clinical skills related to caring for people with dementia. It can be a “work in progress,” that is, it may be changed and improved at any time, both during and after the course. It is like a scrapbook or collage that pulls together and puts in one place the separate pieces that together create an impressive and useful picture of your strengths. And, as with a scrapbook,

- (1) you can always add more pages as you find more material, and
- (2) you only have to show it to people you want to have see it and appreciate it!

The best portfolios:

- Present you in your best light to trainers, supervisors, prospective employers and others you choose to show it to
- Enable you to see your own strengths in a specific topic when all the evidence is put together
- Show the depth and breadth your knowledge of content
- Show the resources you could go to for further information
- Show your activities to gain knowledge and skills
- Show your applications of your knowledge and skills
- Show your reflection and evaluation that indicates your ability to learn from experience
- Show your use of team and experience to develop professionally
- Become a resource for you to refer to when you need to refresh your memory
- Are very personal. They contain, for example, essays, stories, pictures, etc. and demonstrate your compulsive neatness or your casual exuberance, etc.

USES:

- Justifying raises /promotions
- Getting a job
- Attaining college credit from CCV or other institutions
- Reminding you of skills and resources you may not use every day
- Filing articles, etc. on topics such as dementia, or creating pleasant experiences
- Storing letters of reference, memos, thank you notes in a meaningful context
- Displaying outcomes from a course, as well as from your personal experiences
- And more!

COMPONENTS (could include these, or anything else that you come upon that relates to the topic)

- **FORMAL:**
 - Materials from the course (handouts, assignments, learning activities, etc.)
 - Resources gathered from the Internet or your work
 - Articles from your reading, such as research or case studies
- **INFORMAL:**
 - Photos and drawings
 - Personal journal writing and reflections
 - Observations or case studies from your work
 - Thank you notes and letters of recommendation from others to you

PROCESS of creating:

1. Gather materials from the instructors of the course and file them together
2. Develop another section for other “formal” materials (see above)
3. Begin developing a third section for “informal” and personal materials (see above) that exhibit outcomes (such as showing your understanding of how a treatment is done differently in different work settings, that you’ve learned from listening to your peers’ comments in class)
4. Create a fourth section to show your personal responses to and reflections on the core concepts.
5. And do more---or not !--- as you see fit!

BEYOND BASICS: Specialized Training in Dementia Care

Assignment 9

GET ACTIVE!



Change the A.

How will you change your approach?

How will you change the environment?



Change the B.

What do you want the resident to do?



Change the C.

What will you do when that happens?

What will you do if that does not happen?



© 2001 Dr. Linda Teri

BEYOND BASICS: Specialized Training in Dementia Care

Staff _____

Resident _____



What happened just before B?



What was the resident doing?

Who was present?

Where was this happening?

When was this happening?



What happened just after B?
