Institute on Aging

EXCELLENCE IN GERIATRICS: TRAIN THE TRAINER SERIES DAY 3

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A Reminder of the Program Goals

❖ Learn what makes a good trainer and what will make YOU a good trainer

❖ Learn key content about Dementia

❖ Create an implementation plan to provide Dementia training to your staff/supervisees

❖ Many opportunities to practice your skills and ensure mastery of your dementia content and teaching skills

Agenda

- ❖ Implementation Plan Sharing

- ❖ Dementia Basics- The Next Level

  - ❖ 15 Minute Break

- ❖ Elder Abuse Prevention: The Next Level

- ❖ Managing Behaviors: The Next Level

- ❖ Wrap-Up and Evaluations

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Dementia 101:Follow-Up Training
What Does Successful Training Look Like?

Karyn Skultety

How Do We Define Success? Who? How?

❖ **Who are you training?**

  ❖ Family Members

  ❖ Direct Care Staff

  ❖ Clinical/Professional Staff

   ❖ Beginning

   ❖ Advanced Level

❖ **How are you training**

  ❖ Informal or 1:1

  ❖ Formal/Scheduled Presentation

How Do We Define Success? What?

❖ **Knowledge Goals**
  - ❖ Information that we want the trainee to know and be able to use in their situation
  - ❖ Best tested through traditional methods (Evaluations, Quiz, Etc)
  - ❖ Important to ask if they need to just have the knowledge or be able to teach/explain the knowledge to others

❖ **Acquired Skill Goals**
  - ❖ Taking the information being presented and using it to behave differently towards client or family member
  - ❖ Best tested through behavioral observation, role play scenarios, case examples and other "in vivo" experiences

❖ **Connection of Knowledge and Skills**

Assessing Dementia Knowledge: Quizzes

❖ Review of Dementia Quizzes (Spector, 2011)

  ❖ Difficult to keep up to date with research

  ❖ Best measure depends on audience

  ❖ Measures available (From oldest to most recent):

    ❖ University of Alabama Alzheimer's Disease Knowledge Test for Health Professionals (UAB-ADKT)

    ❖ The Dementia Quiz (DQ)

    ❖ Knowledge of Aging and Memory Loss and Care (KAML-C)

    ❖ Alzheimer's Disease Knowledge Scale (ADKS) (http://www.psych.wustl.edu/geropsych/ADKS.html)

    ❖ Many many on-line...be careful! Discovery Channel one is pretty good for beginners: http://dsc.discovery.com/tv-shows/curiosity/topics/dementia-quiz.htm

Original Dementia 101 Goals

- ❖ Be able to describe the factors that affect memory that are NOT dementia.

- ❖ Learn to state why dementia is different that "normal aging".

- ❖ Be able to define and discuss types of dementia.

- ❖ Define and give examples of deficits in attention, memory, language, visual spatial processing and executive functioning.

- ❖ Describe the effects of caregiving (staff and family) for someone with a dementia diagnosis.

Dementia 101 Goals: Adjusting for your Learner

❖ **Original Version: Be able to describe the factors that affect memory that are NOT dementia**

  ❖ Family Member/Direct Care Staff

    ❖ Knowledge Goal: Recognize the memory is complicated and that not every memory problem can be explained by dementia

    ❖ Applied Goal: Report when new memory changes arise that might be due to factors beyond dementia. Maximize memory.

  ❖ Clinical/Professional Staff

    ❖ Knowledge: Should be able to explain at least 3 (beginner) to 7 factors that influence someone's memory performance

    ❖ Applied: Demonstrate knowledge of factors influencing memory by including in care plan and/or explaining to staff & family

These are the objectives that you might pick from or use in teaching your staff or trainees. You don't necessarily need to read through them but instead give a broad overview of what you are hoping to accomplish with the training. This may include stating your top teaching points right up front.

Dementia 101 Goals: Adjusting for your Learner

❖ **Original Version:** Define and give examples of deficits in attention, memory, language, visual spatial processing and executive functioning.

❖ Family Member/Direct Care Staff

    ❖ Knowledge Goal: Understanding that deficits can be in multiple areas and are not just limited to memory problems

    ❖ Applied Goal: Being able to describe the difficulties a client is having and categorize them ("Is that a memory problem?")

  ❖ Clinical/Professional Staff

    ❖ Knowledge: Should be able give examples of skills/deficits in each area

    ❖ Applied: Discussing what kinds of deficits appeared first in a case and what type these are consistent with. Discussing progression of cognitive issues over time.

Applied Learning: Touchstones

❖ Touchstone Competency: Has this person found a way to relate to the client's experience? Have they found a way to empathy?

  ❖ Family members: Competency may show up as grief. We must make room for this experience.

  ❖ Direct Care Staff: When frustrated by the symptoms of dementia how does this person respond? What efforts do they make to relate to the experience? How open are they to feedback/problem-solving?

  ❖ Clinical Staff: Same questions as direct care staff...except now we are looking for leadership in empathy building, problem-solving, etc.

Applied Learning: Define Behaviors

❖ May want to define a set of behaviors that you would like to see from the staff- hard part here is how to set up "catching in the act." Can consider role-play but some downsides.

❖ Key Behaviors

  ❖ Ability to distract a client effectively

  ❖ Recognize and intervene with agitation prior to escalation of behaviors

  ❖ Demonstrate voice tone and body language that conveys respect and calm

  ❖ Utilize techniques to build empathy and take breaks