



Dementia Education
Needs Assessment

Dementia Education Needs Assessment (DENA) Program Matrix

**This matrix can be found on the
website of:**

**Alzheimer Knowledge Exchange
Linking People « Resources « Ideas**

Website: www.akeontario.org

<<http://www.akeontario.org>>

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OSACH Developing a Workplace Violence Prevention Program Education Series

Education Initiative

Preventing Client Aggression Through Gentle Persuasive Approaches (GPA) (Book 4)

Brief Description

The overall goal of this workshop is to guide long-term care homes in the development of a program infrastructure to sustain the GPA curriculum.

This workshop employs a variety of tools and sample procedures.

The program infrastructure was designed to complement existing resident care strategies and systems. It integrates the MOHTLC Resident Care Standards, the College of Nurses of Ontario standards and practice guidelines, and Ontario health and safety legislation.

Target Learner

Program lead and the multidisciplinary committee charged with the responsibility for the development/implementation of the Preventing Client Aggression program.

Suggested committee members include: senior management, educators, clinicians, all levels of staff (e.g., RNs, RPNs, PSWs, HCAs), staff trained in P.I.E.C.E.S. and U-First!

Method of Delivery

Workshop format with multi-educational strategies—including large and small group discussions, experiential exercises and didactic mini-lectures—to meet the various learning styles of all attendees

Teachers/Trainers

OSACH Consultants

Contact OSACH Regional Consultant or our head office:
416-250-7444 or 1-877-250-7444

Length of Training

One day (7.5 hours)

Cost Per Participant

Cost is per workshop, not per participant.

Members: \$900

Non-members: \$1200

Other Partners in Delivery

This workshop was designed as a result of the partnership between OSACH and the Continuing Gerontological Education Cooperative, author of the GPA

OSACH Developing a Workplace Violence Prevention Program Education Series

Education Initiative

Implementing a Workplace Violence Prevention Program (Book 1)

Brief Description

The overall goal of this workshop is to guide community and health care organizations in the development of a workplace violence prevention program that addresses all forms of workplace violence except for client aggression (see Book 4).

This workshop employs a variety of tools and sample procedures.

Target Learner

Program leader and the multidisciplinary committee charged with the responsibility for the development/implementation of the Workplace Violence Prevention program.

Suggested committee members include: senior management, educators, all levels of staff, JHSC and union representatives, human resources personnel.

Method of Delivery

Workshop format with multiple educational strategies including small group discussions, didactic mini-lectures, experiential exercises

Teachers/Trainers

OSACH Consultants

Contact OSACH Regional Consultant or our head office:
416-250-7444 or 1-877-250-7444

Length of Training

One day (7.5 hours)

Cost Per Participant

Cost is per workshop, not per participant.

Members: \$900

Non-members: \$1200

OSACH Developing a Workplace Violence Prevention Program Education Series

Education Initiative

Developing Crisis Prevention and Communication Strategies (Book 2)

Brief Description

This education session is designed to provide staff with skills in recognizing and responding to stages of violence. This session focuses on effective communication strategies and addresses strategies to support staff following violent incidents.

Target Learner

Management and all front-line staff

Method of Delivery

Workshop format with multiple educational strategies including role plays, small group work, didactic mini-lectures, experiential exercises

Teachers/Trainers

OSACH Consultants

Contact OSACH Regional Consultant or our head office:
416-250-7444 or 1-877-250-7444

Length of Training

Half day (3.5 hours)

Cost Per Participant

Cost is per workshop, not per participant

Members: \$500

Non-members: \$700

OSACH Developing a Workplace Violence Prevention Program Education Series

Education Initiative

Developing Human Resource Strategies For Managing Workplace Violence (Book 3)

Brief Description

This education session focuses on the prevention of violence among employees and provides strategies for dealing with all forms of harassment, domestic violence, threats, weapons in the workplace and hiring and termination practices.

Target Learner

Management, human resources personnel

Method of Delivery

Workshop format with multiple educational strategies including role plays, small group work, didactic mini-lectures, experiential exercises.

Teachers/Trainers

OSACH Consultants

Contact OSACH Regional Consultant or our head office:

416-250-7444 or 1-877-250-7444

Length of Training

Half day (3.5 hours)

Cost Per Participant

Cost is per workshop, not per participant

Members: \$500

Non-members: \$700

Gentle Persuasive Approaches (GPA)

Education Initiative

Interdisciplinary Staff Education Training Workshop for - Gentle Persuasive Approaches (GPA) in Dementia Care: Responding to Persons with Challenging Behaviours

For information on certified coaches in your region who can teach this workshop, contact Paula DiLoreto at: 905-777-3837, ext. 12506 or pdiloreto@stpetes.ca

Brief Description

The overall goal of this program is to provide front-line staff with the knowledge and skills to effectively and respectfully manage episodes of responsive behaviours that are catastrophic and aggressive in nature.

The program is built upon the concepts of person-centred, compassionate and gentle persuasive approaches. Staff members learn suitable and respectful interpersonal skills and motor techniques to use in response to catastrophic behaviours. The program is aimed at enhancing the confidence and self-efficacy of front-line staff when managing responsive behaviours of a physically/verbally aggressive nature.

Target Learner

All members of the interdisciplinary team (e.g., RNs, RPNs, PSWs, HCAs, Recreationists, Dietary Aides, Housekeeping staff) and all departments within a long-term care organization (long-term care facilities and long-term care community agencies). The curriculum has also been adapted for use with staff in complex continuing care hospitals and adult day programs.

Method of Delivery

Workshop format with multi-educational strategies to meet the various learning styles of front-line, point-of-care staff.

Course content is implemented via role play, focus/small groups, didactic mini-lectures, experiential exercises, case studies and video clips.

Teachers/Trainers

Local GPA Certified Coaches—two Certified Coaches teach each workshop with a maximum of 12 participants per workshop.

Contact Paula DiLoreto for names of Certified Coaches in your region who can deliver the GPA Participant Training Workshop for your organization.

Length of Training

One day (7.5 hours)

Cost Per Participant

No cost for participants to attend workshop

Required GPA Participant Manual is \$10; \$8 for Continuing Gerontological Education Cooperative (CGEC) partners

No cost for Certified GPA Coach

Other Partners in Delivery

Continuing Gerontological Education Cooperative, Hamilton (Delivery and Evaluation)

Psychogeriatric Resource Consultants (Delivery)

Public Education Coordinators (Delivery)

Ryerson University (Evaluation)

Murray Alzheimer Research and Education Program, University of Waterloo (Evaluation)

Gentle Persuasive Approaches (GPA)

Education Initiative

Certified Coach Training Workshop for- Gentle Persuasive Approaches (GPA) in Dementia Care: Responding to Persons with Challenging Behaviours

For more information about this two-day coaches' training workshop (dates of training, registration, etc.), contact Paula DiLoreto at 905-777-3837, ext. 12506, or pdiloreto@stpeter.ca

Brief Description

A Certified Coach will be responsible for training both professional and non-regulated staff who care for persons with dementia in the long term care sector. The training takes place in the trainees' own practice settings, with a focus on interdisciplinary teamwork. A Certified Coach has:

- Authorization to teach the GPA course and use the GPA coach and course manuals.
- The opportunity for consultation and networking with other GPA certified coaches and the use of GPA resource information.

Emphasis in this workshop is on working with the coaches-in-training on how they will teach the GPA workshop to staff in long-term care. Workshop participants will develop teaching strategies that will enhance GPA workshop delivery in the field.

Target Learner

To qualify to be trained as a Certified Coach you must be a Psycho-geriatric Resource Consultant (PRC) or Public Education Coordinator (PEC), or have all of the following:

- Experience in dementia care
- Experience in teaching
- An ongoing relationship with recipients of GPA training (i.e., LTC home, Adult Day Program)
- A letter of support from employer
- Post-secondary education in a field related to dementia care

Method of Delivery

Two day workshop format with multiple educational strategies including role plays, discussion, small group work, didactic mini-lectures, experiential exercises, case studies and video clips. Day 2 focus is on teaching tips and strategies.

Teachers/Trainers

There is a group of GPA Trainers who were involved in the development of this curriculum who teach the Certified Coaches' Workshop.

Three GPA Trainers teach this 2-day training workshop with a maximum of 16 participants (coaches-in-training) per workshop

Length of Training

Two consecutive days

Cost Per Participant

\$530* (Subject to change)

\$450 for Continuing Gerontological Education Cooperative (CGEC) partners

Includes continental breakfast, refreshments and lunch, as well as resource materials including a Certified Coach Manual in hard copy and CD, access to information for educational and training videos..

Other Partners in Delivery

Continuing Gerontological Education Cooperative, Hamilton

Psychogeriatric Resource Consultants (Master Coaches)

Public Education Coordinators

P.I.E.C.E.S. A Model for Collaborative Care and Changing Practice

Education Initiative

P.I.E.C.E.S.™ A Model for Collaborative Care and Changing Practice

For information about P.I.E.C.E.S.(tm) education sessions contact: The Project Collaboration Office, Tel: 1-866-400-8823, E-mail: office@piecescanada.com www.piecescanada.com

Brief Description

P.I.E.C.E.S. is a best practice learning strategy that provides a systematic approach to the common issues, diagnosis and challenges of the older person at risk with complex physical, cognitive and mental health needs, including those with responsive behaviours. P.I.E.C.E.S. provides a framework for assessment and care planning that is person-centred and promotes team dialogue and shared problem solving. P.I.E.C.E.S. is a Model for Changing Practice.

P.I.E.C.E.S. is applicable to all populations with complex chronic diseases. Outcomes:

1. Comprehensive and Best Practices Approach to Assessment and Care Planning
2. Risk Management
3. Implementation of Current and Emerging Best Practices
4. Interdisciplinary Care
5. Integration and Collaborative Care (Shared Care)

Target Learner

P.I.E.C.E.S. offers a variety of complementary programs for Regulated Health Professionals including;

- Enabler - Senior Leadership P.I.E.C.E.S. Implementation Program
- LTC Homes; P.I.E.C.E.S. In-House Psychogeriatric Resource Person Development Program,
- P.I.E.C.E.S. Community Clinical Resource Team Development Program
- P.I.E.C.E.S. Hospital and Emergency Departments Programs
- P.I.E.C.E.S. Program for Family physicians

For more information about any of the P.I.E.C.E.S. programs contact: www.piecescanada.com

Method of Delivery

All of the above P.I.E.C.E.S. Programs developed using a Performance Improvement approach, recognizing that training is one part of a greater solution to improve practices.

Learning strategy uses best practices for adult learning, ongoing evaluations, and experiences with the program and are highly interactive and case-based.

Innovative yet practical job tools, including a collaborative solution finding tool, which help promote on-the-job dialogue and communication between partners in care.

P.I.E.C.E.S. A Model for Collaborative Care and Changing Practice

Education Initiative

P.I.E.C.E.S. In-House Psychogeriatric Resource Person (PRP) Development Program

For information about P.I.E.C.E.S.(tm) education sessions contact: The Project Collaboration Office, Tel: 1-866-400-8823, E-mail: office@piecescanada.com, www.piecescanada.com

Brief Description

The 40-hour LTC homes program promotes a method of thinking through complex problems with a goal of enhancing the capacity of those providing care and support to the person with Alzheimer disease and related dementias as well as other mental health and associated behaviour problems. The P.I.E.C.E.S. program enhances six core competencies to:

1. Detect or flag cognitive/mental health needs and associated behavioural issues
2. Use the P.I.E.C.E.S template to guide a systematic and comprehensive approach to these complex issues
3. Use the recommended tools to collect data
4. Plan care with others (internal and external to LTC facility)
5. Evaluate based on the goals developed through care planning
6. Coach other staff using the U-First collaborative care tool to develop the above five competencies in others

Target Learner

Regulated Health Professionals working in LTC Homes with responsibility for providing care to persons with Alzheimer Disease or related dementias and having an active role in the day-to-day assessment, planning and delivery of direct care using a team approach.

Method of Delivery

As described for overall P.I.E.C.E.S. Learning Strategy

Learners also receive the comprehensive P.I.E.C.E.S. resource text book.

Teachers/Trainers

Educators from:

Provincial Psychogeriatric Resource Consultants (PRCs), Specialty Teams and Outreach Services

Post training, learners receive ongoing support from PRCs.

For more information, see www.piecescanada.com

Length of Training

P.I.E.C.E.S. In-House PRP Program is the core program – 40 hours

Includes assignments, before and during training

Cost per Participant

Currently no fee; supported by the Ministry of Health and LTC.

Other Partners in Delivery

See teachers/trainers

P.I.E.C.E.S. A Model for Collaborative Care and Changing Practice

Education Initiative

P.I.E.C.E.S. Enabler Core Essentials Program

Brief Description

The Enabler Program:

1. Provides an implementation framework for leaders to engage teams in effective dialogue about practice improvements and on-the-job learning for front-line workers.
2. Identifies clinical coaching and support strategies to support the in-house resource consultants and others.
3. Introduces an innovative yet practical tool to improve the observations of the "Team" and to teach the importance of knowledge exchange regarding the resident/client; the tool improves the reporting process within a team and helps inform assessment and care planning.
4. Familiarizes participants with P.I.E.C.E.S. and assessment tools and screening guides taught in the program.

In Ontario, the Enabler is a prerequisite for LTC facilities wanting to enroll a staff member in the 40-hour In-House Psychogeriatric Resource Person (PRP) Development Program

Target Learner

Specifically designed for use by those in a position to supervise regulated and/or unregulated workers but not involved in direct care, and are thus ineligible for the 40-hour Core P.I.E.C.E.S. program (e.g., DOCs), and others who are in a position to support the learners (e.g., NPs, Educators)

Method of Delivery

As described for overall P.I.E.C.E.S. Learning Strategy

Learners also receive the comprehensive, P.I.E.C.E.S. resource text book, which includes the Enabler's Guide to P.I.E.C.E.S. Implementation and Sustainability

Teachers/Trainers

Educators from

Provincial Psychogeriatric Resource Consultants (PRCs), Specialty Teams and Outreach Services

Post-training, learners receive ongoing support from PRCs.

For more information, see www.piecescanada.com

Length of Training

Eight hours

Cost per Participant

Currently no fee; supported by the Ministry of Health and LTC

Other Partners in Delivery

See teachers/trainers

P.I.E.C.E.S. A Model for Collaborative Care and Changing Practice

Education Initiative

P.I.E.C.E.S. Community Clinical Resource Team Development Program

For information about P.I.E.C.E.S.(tm) education sessions contact:: The Project Collaboration Office, Tel: 1-866-400-8823, E-mail: office@piecescanada.com, www.piecescanada.com

Brief Description

The goals and performance objectives of this program are complementary to the Core P.I.E.C.E.S. In-House PRP Development Program. This program promotes a common vision, set of values, language and approach to thinking through problems to enhance the capacity of those providing care, services and support to older adults with complex physical and cognitive/mental health needs and associated behaviours in a community setting.

Target learner

Specifically designed for Regulated Health Professionals (e.g., RNs, OTs, SWs) working in the community who have responsibility for psychogeriatric assessments or case management of persons with Alzheimer disease and related dementias. These professionals provide input into the care plan but do not necessarily directly supervise unregulated workers.

Method of Delivery

As described for overall P.I.E.C.E.S. Learning Strategy

Learners also receive the comprehensive P.I.E.C.E.S. resource textbook.

Teachers/Trainers

Educators from:

Provincial Psychogeriatric Resource Consultants (PRCs), Specialty Teams and Outreach Services

Post training, learners receive ongoing support from PRCs.

For more information, see www.piecescanada.com

Length of Training

16 hours, including assignments

Cost per Participant

Currently no fee; supported by the Ministry of Health and LTC

Other Partners in Delivery

See teachers/trainers

P.I.E.C.E.S. A Model for Collaborative Care and Changing Practice

Education Initiative

P.I.E.C.E.S. Hospital and Emergency Department Program – Leadership Enabler Program

For information about P.I.E.C.E.S.(tm) education sessions contact:: The Project Collaboration Office, Tel: 1-866-400-8823, E-mail: office@piecescanada.com, www.piecescanada.com

Brief Description

This program has been designed to meet the unique needs of this sector while promoting a common vision, set of values, language and approach to thinking through problems to enhance the capacity of those providing care, services and support to older adults with complex physical and cognitive/mental health needs and associated behaviours.

Participants become part of a province-wide network for ongoing support and learning.

A core developmental program is delivered to those in a position to lead the implementation of in-house P.I.E.C.E.S. resource teams.

Target learner

Educators and peer leaders who will then go on to implement the program in-house to Regulated Health Professionals in Hospital Acute Care or Emergency Departments

Method of Delivery

As described for overall P.I.E.C.E.S. Learning Strategy

Participants receive job aid and a comprehensive P.I.E.C.E.S. resource text book for Acute Care and Emergency Departments.

Teachers/Trainers

Educators from within the hospital and ED departments

Post training, learners receive ongoing support from local resources such as outreach and specialty teams.

For more information, see www.piecescanada.com

Length of Training

Eight-hour intense preparation program for leadership prep program.

In-house, up to 24 hours depending on organization learning aspirations and needs.

Cost per Participant

For further information: www.piecescanada.com

Other Partners in Delivery

P.I.E.C.E.S. Consult group mentor in-house team development

Centre for Addiction and Mental Health (CAMH)

Education Initiative

Healthy Aging Project: Education and resources about older adults, mental health, substance use and gambling problems

Contact Information: Jennifer Barr, CAMH Healthy Aging Project, Centre for Addiction and Mental Health, Tel.1 613 256 1397, Jennifer_Barr@camh.net

Brief Description

1. Suicide Intervention with Older Persons:

For: all professionals working with older adults in community or long-term care settings. Introduces suicide intervention with older persons, risk factors, prevention strategies, and how to cope in a crisis.

2. De-mystifying Staff Concerns: Seniors' Mental health, Substance Use and Problem Gambling

For: staff who are a main point of contact for residents, including, personal support workers, health care aides, other non-professional staff and volunteers. Participants will increase their understanding of healthy aging, increase their level of comfort in working with older adults with substance use, mental health and problem gambling issues and learn about strategies and resources to use in the work setting to support clients that may present with "difficult" behaviours.

3. Making the Connection Work: Identification and support for older adults with mental health, substance use and gambling problems within the PIECES framework

For: Professional, clinical, administrative and educational staff in agencies and facilities serving older adults. Information, tools and techniques are provided on the screening, referral and ongoing support for older adults with alcohol, medication, gambling, mental health and co-occurring problems. A community capacity building exercise provides an opportunity to support community planning to improve referrals and assistance.

Target learner

see above

Method of Delivery

Courses are designed to be interactive, in person workshops based on adult education principles.

Teachers/Trainers

Trainers are CAMH staff and or regional or local experts

Length of Training

Half day, one or two days

Cost per Participant

Standard training fees are \$125.00 per person per day, or group rates available..

Other Partners in Delivery

Older adult specialized addiction providers, psychogeriatric resource consultants, mental health services

U-First!

Education Initiative

U-First!

Contact Information: Ontario Community Support Association
Catherine Brookman, Director, Special Projects
416-256-3010 ext. 221, Catherine.brookman@ocsa.on.ca

Brief Description

A best-practice learning and development initiative that provides an approach to improving the quality of the interaction between the care provider and the person living with Alzheimer disease and related dementias through:

Common Vision – Common Values – Common Language – Common Knowledge – Common Approach

U-First! 16-hour Community Program

The U-First! 16-hour Community Program is specifically designed for supervisors of paid unregulated workers who support persons with Alzheimer disease and related dementias living in the community, e.g., in-home support services, day programs, supportive housing.

U-First! 8 hour Program For Staff who Support/Supervise Informal Caregivers

This adaptation of the U-First! learning initiative is specifically designed for staff who supervise and/or support informal caregivers, including volunteers, family and significant others.

U-First! 8 hour Program For People Working with Clients/Residents with Dementia

This adaptation of the U-First! learning initiative is specifically designed for Activation, Recreation, Transportation and Day Program Staff.

Values/Principles:

- The centrality of the person and the importance of various factors in the person's well-being, right to self-determination, and quality of life for the person and his/her family/significant others
- The central role of the unregulated health provider and the importance of ongoing, meaningful dialogue with the supervisor to continually improve practices
- Enhancing supervisory leadership abilities related to providing care for persons with Alzheimer disease and related dementias
- Learning through dialogue

Outcomes/Deliverables:

- Health Promotion, Learning and Development – Learners gain an understanding of the U-First! concepts including the use of the practical tool, the U-First! Wheel, to help detect, select and implement care strategies.
- Interdisciplinary Communication – To promote dialogue between the care provider(s) and others on the health care team.
- Learning and Development – To introduce care providers to a common vision, language and approach to care for people living with Alzheimer disease or a related dementia.
- Best Practices – To incorporate the U-First! language, concepts and the practical tool into day-to-day practice.

U-First!

Education Initiative

U-First!

- Integration – To integrate U-First! into existing training, education opportunities promoting sharing of information and collaboration.
- Risk Management – To work with care provider(s) and other professionals in creating a supportive environment and for sustainability of the common vision, language and approach of U-First!

Target Learner

U-First! 16-hour Community Program

Supervisors of unregulated workers who support persons with Alzheimer Disease and related dementias living in the community, e.g., in-home support services, day programs, supportive housing.

U-First! 8 hour Program For Staff who Support/Supervise Informal Caregivers

Activation, Recreation, Transportation and Day Program Staff will learn to decipher behaviours and identify possible positive approaches to responding.

U-First! 8 hour Program For Staff who Support/Supervise Informal Caregivers Staff who work in Alzheimer Society Chapters, community organizations and long-term care who have an opportunity to share information and promote dialogue with people living with Alzheimer disease or a related dementia and their informal partners in care.

Learning Agents include, but

oCoordinator; Family Support Worker; Volunteer Coordinator, Friendly Visiting Coordinator.

Method of Delivery

- The U-First! 16-hour Community Program has four parts (minimum 16 hours over four months): A certificate is available upon completion.
- Part I: Six-hour, supervisory-level workshop with required preparatory work.
- Part II: Practical Assignment (two current case reviews apply U-First! concepts and working with staff).
- Part III: Six-hour consolidation workshop
- Part IV: Coaching Application of the Practical Tool and Sustainability.

U-First! 8 hour Program For Staff who Support/Supervise Informal Caregivers

This program is based on recognizing the Physical, Intellectual, Emotional, Capabilities, Environmental and Social stimuli effecting behaviour. Participants will practice Understanding, Flagging, Interacting, Reflecting and Reporting, Supporting and Team work (U-First!).

- U-First! learning strategies are based on current knowledge of adult learning concepts, ongoing evaluations, and ongoing experiences with the program.
- U-First! provides a practical method for shared problem solving and care planning; it also assists with the implementation of P.I.E.C.E.S. concepts.

U-First!

Education Initiative

U-First!

- Unique to U-First! is the innovative yet practical "job aide" (the U-First! Wheel) which serves as a tool to promote on-the-job dialogue and communication between partners in care.

Resource Materials

- Resource Guide
- U-First! Practical Tool (U-First! Wheel)

Teachers/Trainers

Persons familiar with U-First! and P.I.E.C.E.S.

Post training, learners receive ongoing support from PRCs and PECs.

Length of Training

Either two-day (16-hour) or one-day (eight-hour) program

Cost per Participant

Two days: average \$249. One day: average \$125.

Other Partners in Delivery

Ontario Community Support Association (OCSA)

Alzheimer Society of Ontario (ASO)

P.I.E.C.E.S. Consult Group

Psychogeriatric Resource Consultants (PRC)

Public Education Consultants (PEC)

Regional Geriatric Teams

U-First!

Education Initiative

Me and U-First! E-modules

Contact Information: Ontario Community Support Association
Sue Davidson, Director, Capacity Builders
416-256-3010 ex.t 273, sue@capacitybuilders.ca

Brief Description

Series of eight modules, based on the language of U-First!

Me and U-First! is a flexible and user-friendly internet-based course designed specifically for Personal Support Workers and other caregivers interested in learning how to better understand and care for people with Alzheimer Disease and other dementias.

Target learner

Personal Support Workers have been the target group throughout the development of the modules. It is anticipated that these will also be useful for other staff entering the field of dementia care.

Method of Delivery

- Me and U-First! is an online course divided into eight modules that explore the physical, intellectual, emotional, social, environmental challenges facing those with dementia and wrap-up, with reinforcement of need for dialogue and link to partners, especially PRCs and PECs (each module takes approximately one hour to complete and can be completed in any order at any time). Participants will learn practical tips and use the U-First! wheel to assist them in their caregiving role. A certificate is available upon completion.

Teachers/Trainers

Link to own supervisors or to other external partners such as PRCs and PECs will be emphasized. Reference to OCSA for formal program for supervisors.

Length of Training

Exact length not yet known, but no more than eight hours

Cost per Participant

OCSA offers the modules at no cost

Me and U-First! DVD \$25.08 (taxes included)

Other Partners in Delivery

This project was developed by the Simcoe County Dementia Network and funded by the Post-Alzheimer Strategy Staff Education Committee. It has also been provided support by the Alzheimer Society of Ontario, the P.I.E.C.E.S. Consult Team and OCSA.

McMaster Centre for Gerontological Studies

McMaster Centre for Gerontological Studies

Education Initiative

Montessori-Based Programming for Dementia

Provided through the McMaster Centre for Gerontological Studies. PRCs and PECs maybe involved in training Contact: Gail Elliot – 905-525-9140, x24124; elliotg@mcmaster.ca or 905-525-9140, x24449 ; gercntr@mcmaster.ca

Brief Description

Montessori-based Programming for Dementia equips the individual with dementia with environmental supports that build on existing abilities, with the purpose of maintaining or improving skills

Target learner

All types and levels of staff (RNs, RPNs, PSWs, Activity / Recreation staff, etc.) in LTC and community.

Method of Delivery

Workshop format with multiple educational strategies including small group activities, didactic mini-lectures, experiential exercises.

Teachers/Trainers

Provided through the McMaster Centre for Gerontological Studies. PRCs and PECs may be involved in training

Length of Training

Two days

Cost per Participant

For more information, visit: www.socsci.mcmaster.ca/gerontology

Other Partners in Delivery

1. Overview

- McMaster Centre for Gerontological Studies
- McMaster University
- Myers Research Institute, Cleveland, Ohio
- Ruth Sherman Centre for Research and Education, Shalom Village
- Murray Alzheimer Research and Education Program
- Regional Geriatric Program Central
- St. Joseph's Healthcare Hamilton

McMaster Centre for Gerontological Studies

Education Initiative

Memory Enhancement Programming for Dementia: The Spaced Retrieval (SR) Technique

Brief Description

Spaced Retrieval (SR) is a memory intervention that is aimed at helping those with dementia successfully recall information over progressively longer intervals of time. Beginning with an understanding of memory and spared capacity, SR techniques are explored by focusing on the needs and abilities of the client. The main categories include compensatory strategies (fact or information finding techniques) and safety and ambulation techniques (e.g., safe use of their walker).

Target learner

All types and levels of staff (RNs, RPNs, PSWs, Activity / Recreation staff, etc.) in LTC and community.

Method of Delivery

Workshop format with multiple educational strategies including small group activities, didactic mini-lectures, experiential exercises.

Teachers/Trainers

Provided through the McMaster Centre for Gerontological Studies. PRCs and PECs may be involved in training

Length of Training

Two days

Cost per Participant

For more information, visit: www.socsci.mcmaster.ca/gerontology

Other Partners in Delivery

- McMaster Centre for Gerontological Studies
- McMaster University
- Myers Research Institute, Cleveland, Ohio
- Ruth Sherman Centre for Research and Education, Shalom Village
- Murray Alzheimer Research and Education Program
- Regional Geriatric Program Central
- St. Joseph's Healthcare Hamilton

Murray Alzheimer Research and Education Program, University of Waterloo

Education Initiative

MAREP Dementia Care Education Series on CD-ROM

Brief Description

This interactive electronic education program on CD-ROM explores 10 specific aspects of dementia and dementia care by using current research, video clips, stories, poetry, songs, interactive exercises, and hand-outs. This CD-ROM can be used for individual self study or for facilitated sessions and has an accompanying facilitator guide.

Key Words

Overview; Perspective of Persons with Dementia; Communication; Responsive Behaviour; Assessment; Models of Care; Ethics; Care Provider Stress; Family Issues; Therapeutic Interventions.

Outcomes

- Enhance skills and abilities of all involved in dementia care to respond to the needs of persons with ADRD and their families
- Provide new tools, perspectives, and approaches that will improve the quality of dementia care and the support provided to persons with dementia and their families
- Provide opportunities for self-learning at one's own pace or facilitated learning in a group format
- Provide helpful resources for further understanding into topics
- Improve the quality of life for persons with dementia and their families

Target learner

All those working with persons with dementia and their families (e.g., formal and informal care providers, clinical and educational staff, social services, family partners in care, volunteers, and Chaplains) All Audiences

Method of Delivery

Individual self-study or in-house training using the CD-ROM and accompanying facilitator guide

Format Responsive to the needs and learning aspirations of adult learners with a range of educational backgrounds and experiences

Teachers/Trainers

Designed for in-house trainers or individual self-study

Length of Training

Modules range from 1 hour to 3 hours with concepts broken into manageable sections (~ 10min/concept) allowing for flexibility in length and depth of training (e.g., lunch and learns, half or full-day workshops)

Cost per Package

CD-ROM and Facilitator guide \$95.95 plus GST and Shipping

Contact information

Murray Alzheimer Research and Education Program (MAREP)

University of Waterloo (519) 888 – 4567 ext. 36880

www.marep.uwaterloo.ca

Murray Alzheimer Research and Education Program, University of Waterloo

Education Initiative

Managing and Accommodating Responsive Behaviours in Dementia Care DVD/VHS and Resource Guide

Brief Description

MAREP has produced in partnership with the PRC's of Central South Ontario, and funded by the Ministry of Health and Long-Term Care, a video vignette series that illustrates ten of the most intense responsive behaviours experienced by staff working in long-term care homes (and other sectors). The tool helps formal care providers better understand the meaning behind responsive behaviours and develop practical strategies/interventions for managing and accommodating those behaviours.

Key Words

Responsive Behaviour; Assessment; Self-Reflective Practice; Human Becoming Theory; Person-centred; Relationship-Centred; Therapeutic Interventions; Practice; Research-Based; in-house; Self-study

Outcomes

- Enhance understanding of "responsive" behaviours (a response to something negative, frustrating, or confusing in the resident's environment)
- Enhance knowledge and awareness of issues in the social or physical environment that can contribute to responsive behaviours.
- facilitate the development of skills in the use of person-centred interventions to manage and accommodate responsive behaviours
- Improve the quality of life for persons with dementia and their families

Target Learner

Care providers (formal and informal, clinical and social services staff), volunteers and other partners in care.

Method of Delivery

Individual self-study or in-house training using the videos and accompanying facilitator guide

Format Responsive to the needs and learning aspirations of adult learners

Teachers/Trainers

Designed for in-house trainers or individual self-study

Length of Training

Time spent on each behaviour to be determined by facilitator – tool is designed for flexible training options (e.g., lunch and learns, half or full-day workshops).

Cost Per Package

\$20.00 to cover overhead and shipping

Contact information

Murray Alzheimer Research and Education Program (MAREP)

University of Waterloo (519) 888 – 4567 ext. 36880

www.marep.uwaterloo.ca

Murray Alzheimer Research and Education Program, University of Waterloo

Education Initiative

I'm Still Here DVD and Teaching-Learning Guide

Brief Description

MAREP has developed in partnership with Dr. Gail Mitchell and Dr. Christine Jonas-Simpson, a powerful educational tool based on play which captures important aspects of, and deepens understanding about, the dementia journey from the perspectives of persons living with dementia and their family partners in care.

Key Words:

Self-Reflective Practice; Human Becoming Theory; Person-centred; Relationship-Centred Practice; Research-Based; in-house; Self-study

Outcomes

- Enhance understanding of issues faced across the dementia journey from the perspectives of persons living with dementia and their family partners in care
- Develop new awareness and appreciation of the experience of dementia and change images of dementia and persons living with dementia
- Enhance awareness of the importance of working in partnership with persons with dementia and their families
- Provide opportunities for and develop skills in self-reflective practice

Target Learner

Any person involved with individuals and families who live with a diagnosis of Alzheimer's disease or a related dementia will benefit from viewing the videotaped version of I'm Still Here and reflecting on the words of persons with dementia and the questions presented in this teaching-learning guide

All Audiences

Method of Delivery

Self study; In house*; On site*.

The play should be watched first in its entirety with an opportunity to discuss emotions and ideas that arise from the viewing of the play.

The accompanying learning and teaching guide is useful to lead discussions with staff, families, and others touched by dementia around the key themes reflected in the play.

Format Using a reflective practice approach, the accompanying teaching-learning guide takes viewers through the major themes and issues reflected in the play and helps learners to think about behaviours in a different way.

Teachers/Trainers

Designed for in-house trainers or individual self-study

Murray Alzheimer Research and Education Program, University of Waterloo

Education Initiative

I'm Still Here DVD and Teaching-Learning Guide

Length of Training

I'm Still Here is one hour in length. It is strongly advised to hold a debriefing following the play. Reviewing themes designed to be flexible to meet needs of organization and participants

Cost Per Package

DVD and Teaching-Learning Guide \$85.95 plus GST and Shipping.

Contact information

Murray Alzheimer Research and Education Program (MAREP)

University of Waterloo (519) 888 – 4567 ext. 36880

www.marep.uwaterloo.ca

Murray Alzheimer Research and Education Program, University of Waterloo

Education Initiative

Dementia Care Education On-Site Sessions and Workshops

Brief Description

MAREP has developed a range of interactive and educational opportunities for adult learners in a variety of settings including community and social support agencies, long-term care homes, retirement homes and supportive housing environments. Organizations can access MAREP's multi-level in-house dementia education series.

Keywords

Overview; Perspective of Persons with Dementia; Communication; Responsive Behaviour; Assessment; Models of Care; Ethics; Care Provider Stress; Family Issues; Therapeutic Interventions

Tailored Workshops/Sessions

Multi-sectoral training; research based

In-house; Video Conferencing

Outcomes

- Enhance abilities of formal and informal partners in care to respond to the needs of persons living with Alzheimer's disease and related dementias
- Provide new tools, perspectives, and approaches that will improve the quality of dementia care and support provided to persons with dementia and their families
- Provide opportunities for self-learning at one's own pace or facilitated learning in a group format

Target Learner

Any person involved with individuals and families who live with a diagnosis of Alzheimer's disease or a related dementia (e.g., healthcare staff, support staff, chaplains, volunteers, etc.)

All Audiences

Method of Delivery

Four Level Series offered in-house over the course of 5 or 6 sessions. Sessions include small group activities, didactic mini-lectures, experiential exercises and homework is often assigned.

Options are available for individually tailored workshops to meet specific needs of organizations.

Video conferencing options are also available.

Format Off site; On site*; Train the trainer; Video-conferencing

Responsive to the needs and learning aspirations of participants

Murray Alzheimer Research and Education Program, University of Waterloo

Education Initiative

Dementia Care Education On-Site Sessions and Workshops

Teachers/Trainers

Sessions are offered by MAREP staff

Length of Training

Each Level offered in a series of 5 or 6 session 2 – 3 hours in length. Specially tailored education available and adapted to more concentrated workshop formats.

Cost per Series

To be determined with organization based on requirements (e.g., on-site – video conferencing ; existing series or tailored workshop)

Contact information

Murray Alzheimer Research and Education Program (MAREP)

University of Waterloo (519) 888 – 4567 ext. 36880

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