FOUNDATIONS
of Dementia Enabled Care
in Adult Day Programming

How to Use the Foundations Video Series

The COPSA Institute for Alzheimer's Disease of Rutgers University, along with the New Jersey Department of Human Services, Division on Aging, developed a manual on *Foundations of Dementia Enabled Care* for Adult Day Center staff. The manual was designed for self-study or for use in a training group, where staff could discuss content with colleagues and supervisor.

Now, a video series is available to supplement the use of the manual. There are seven videos. This "How To" handout provides information and ideas for Adult Day Center administration to incorporate *Foundations* into new hire orientation and ongoing staff development.

WHAT ARE THE VIDEOS ABOUT?

The seven *Foundations* videos and the accompanying manual provide an overview of the basic skills and knowledge needed to create and maintain an Adult Day Center that is responsive to and supportive of people with dementia. The video series offers a basic conceptual model of how dementia affects the people living with it. Each video introduces strategies and approaches related to a particular topic area. The *Foundations* manual supplements the video lessons with additional content and practice exercises.

WHO SHOULD WATCH THE VIDEOS?

The *Foundations* manual and video series provides basic information on topics relevant to caring for people with memory loss. This makes *Foundations* especially useful for orienting and training new staff with limited training and experience in Adult Day services, regardless of educational background and professional credentials. However, all staff may benefit from reviewing and discussing this information. For staff who have experience in Adult Day Centers, the video series can serve as a "refresher" or "booster" training, with the *Foundations* manual available as a reference and resource.

HOW CAN WE USE THESE RESOURCES AT OUR PROGRAM?

The *Foundations* manual and video series were designed to be used as a comprehensive series. However, administrators and supervisors may determine a need for enhanced knowledge and skill in one of the topic areas. There are three approaches to using *Foundations* as part of a training program: individual self-study, group training and discussion, and a combination of the two.

Self-study approach

Staff can watch the videos on their own on a computer, tablet, or smartphone. This self-study option offers several advantages. The videos are available on demand. This means they can be completed at the pace that works best for the individual staff. They also can be viewed as often as needed.

A major advantage is that self-study avoids the challenge of scheduling group trainings outside of regular program hours or scheduling coverage for training when the program is open.

One disadvantage of a self-study approach is ensuring and monitoring completion of the assigned training. Another is arranging access to the videos during work hours. Self-study makes it hard to assess comprehension of the material. When a staff person completes the training alone, there may be little or no opportunity to process the content and explore ways to apply the new information. Effective use of the self-study approach will involve supervisors in monitoring and processing learning. A standardized evaluation process will help as well, such as completing related exercises in the manual.

Group training and discussion

The videos can be shown to a group, followed by discussion and completing the activities in the manual.

The advantages of a group approach include the opportunity for group processing. Discussion can promote learning, facilitate evaluation of comprehension, and address how to use and apply what was learned.

The presence of a trainer allows re-teaching as needed. The trainer also can supplement content in ways that are specific to the needs of the staff and the Adult Day Center.

The disadvantages of the group approach include arranging for space, setting up projection for the videos, and scheduling the group of staff. Timing may be an issue for programs with new hires who arrive one at a time over months, as it can be hard to decide when to offer the training. A group training means the program administrator needs to select and schedule a trainer or facilitator who is familiar with the content to lead the group. Ideally, the trainer or facilitator will coordinate with supervisors and other experienced staff who do not attend the group training, so they know what is being taught and can follow-up with staff as needed.

Combined self-study and group training

A combined approach is possible, where staff view the videos and read the manual on their own first, then attend a group. In the group, they discuss what they learned, get their questions answered, and work together to review or complete the activities in the manual. A key advantage to this combined approach is that the self-study provides "pre-training" by introducing

Additional recommendations

Staff may be benefit from supervisors reinforcing the *Foundations* content through discussions they may already be having with staff. By referring to the terms, tips, and strategies in the videos and manual, supervisors will help staff apply these to any trouble areas of the day or to conflicts they may have with individuals who attend the program. Using program-specific examples helps make the training relevant.

Several factors can improve the effectiveness of staff training. Discussions and practice with feedback will deepen understanding and facilitate application.

Consider asking review questions in a friendly and non-challenging way during a live training, discussions in supervisions, and staff meetings when discussing individuals or situations. This will help staff retain the content. Ask "what if" and "how" questions. Encourage staff to think these through before you provide an answer. This boosts engagement and promotes "deep" learning.

Using both the video series and the manual will help staff learn and remember the content. Spacing out a series of training sessions (self-study and/or group) works better than a single marathon training session—this training principle is strongly supported by extensive research.

Monitor completion of training requirements for all staff as part of regular performance evaluations. Programs likely maintain similar records for mandated trainings such as CPR, HIPAA, and other compliance requirements.

Download the Foundations Workbook

FOUNDATIONS VIDEOS

There are seven videos in total, as described below.

VIDEO ONE: *Overview*

In addition to introducing the video series and the *Foundations* manual, this video provides an overview of types of dementia. This video is based on pages 1-8 of the *Foundations* manual.

VIDEO TWO: *Brain Functioning*

Many areas of the brain are affected by dementia. This video describes the most common changes in brain functions. The purpose of this topic is to help staff recognize that many behavior challenges and other difficulties have a biological basis. This video is based on pages 9-19 of the *Foundations* manual.

VIDEO THREE: *Focus on Strengths*

People with dementia retain many positive qualities; they are much more than their impairments. Given the challenges caused by the dementia, staff may need to learn how to identify and build on the strengths people have. This video introduces tips for strengths assessment, based on the content and examples on pages 20-33 of the *Foundations* manual.

VIDEO FOUR: *Communication*

Dementia can cause language problems that contribute to communication difficulties. Staff may benefit from learning more about how to address these issues or work around them. General tips for successful communication are also included, based on pages 34-46 of the *Foundations* manual.

VIDEO FIVE: *Planning Activities*

Activities are the heart of Adult Day programming. This video presents important considerations for designing and delivering activities that engage people with dementia in positive ways. This video summarizes the many tips and techniques described on pages 47-71 of the *Foundations* manual.

VIDEO SIX: *Safety Concerns*

In addition to general safety concerns when working with older adults, such as fall risk, dementia raises specific safety concerns that are reviewed in this video. This video is based on pages 72-93 of the *Foundations* manual.

VIDEO SEVEN: *Program Environment*

Every program has its own individual space and, often, its own emotional atmosphere. People attending the program and their families want to feel welcomed and secure. This video identifies many factors that contribute to the "feel" of a program and provides some suggestions for enhancing the program environment. This video is based on pages 94-113 of the *Foundations* manual.