

MANAGER DEMENTIA SPECIALTY TRAINING LEARNING OUTCOMES AND COMPETENCIES

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INTRODUCTION TO THE DEMENTIAS

Why are these outcomes important?

Learners need a clear understanding of what is expected of them, and what they can expect to learn to be successful. Learning is more accessible when structured in small steps. A simple first step introduction to the complexities of dementia caregiving is a way to begin to reach the learning needs of a wide range of learners. Knowing each resident individually including their personal history, life experiences, culture(s), and preferences is essential for their mental health and sense of well-being. Best practices in dementia caregiving focus on individualized care, respecting what is specific and unique about each person.

Learning Outcomes

1. Learner will identify qualities and qualifications that are needed to be a competent dementia caregiver.
2. Learner will state basic information on dementia, including causes and treatments.
3. Learner will explore how dementia affects residents' needs and behaviors.
4. Learner will list typical behaviors and symptoms a person with Alzheimer's disease would most likely experience in early, middle, and late stages.
5. Learner will demonstrate the value of adapting caregiving to the specific type of dementia and a person's culture.

DIFFERENTIATING DEMENTIA, DEPRESSION, AND DELIRIUM

Why are these outcomes important?

Caregivers need to recognize important symptom changes, since depression and delirium can look like dementia and can be life threatening if not identified quickly and treated.

Learning Outcomes

1. Learner will describe main symptoms of depression and delirium, and list possible causes of both.
2. Learner will compare and contrast among common symptoms of dementia, delirium, and depression.
3. Learner will identify dangerous symptom changes that require immediate professional attention and how to access professional help.

DEMENTIA CAREGIVING – PART ONE

Caregiving Goals, Values, Attitudes and Behaviors

Why are these outcomes important?

Caregivers have control over much of the world of a person with dementia. Current best practices in dementia care are to use validation and reminiscence with people with dementia, not reality orientation. Dementia caregivers need both skills to monitor their own behaviors, values, attitudes, etc., and skills to provide adequate validation.

Learning Outcomes

1. Learner will identify current best practices in dementia caregiving.
2. Learner will demonstrate current best practice caregiving skills when caring for/interacting with a resident who has dementia.

DEMENTIA CAREGIVING - PART TWO

Best Practice Principles, and Dementia Problem Solving: Interventions For Change

Why are these outcomes important?

It is essential that best practices in dementia care be used. They enhance the resident's level of activity and quality of life, maintenance of skills, and ability to stay in a less restrictive environment. The best practices also enhance caregivers' sense of well-being, job satisfaction, and provides them with the skills to respond to the changing demands of their caregiving. Ability to apply best practice principles and care techniques are essential skills in providing care to people with a dementia.

Learning Outcomes

1. Learner will demonstrate recognized caregiving approaches in creative problem solving for residents with dementia.
2. Learner will explore the caregiving process from the perspective of a resident with dementia.
3. Learner will demonstrate the ability to support the resident's strengths using caregiving techniques to support those strengths.

COMMUNICATING WITH PEOPLE WHO HAVE DEMENTIA

[Includes Effects of Cognitive Losses on Communication Skills]

Why are these outcomes important?

People with dementia rely on their caregivers to help them communicate. Caregivers need to know special communication techniques to be able to communicate with the residents, and help residents communicate with others. These are absolutely core, essential skills for every dementia caregiver.

Learning Outcomes

1. Learner will explore and discuss dementia-caused cognitive losses and how those losses affect communication.
2. Learner will demonstrate appropriate and inappropriate nonverbal communication skills and discuss how each impacts a resident's behavior.
3. Learner will demonstrate how to effectively initiate and conduct a conversation with a resident who has dementia.
4. Learner will describe ways in which culture impacts communication.

SEXUALITY AND DEMENTIA

Why are these outcomes important?

Caregivers report this is a difficult area of caregiving. They must combine their own personal values, and their professional responsibilities to assure the residents' legal rights, and manage unwanted sexual behaviors. Clarification is needed to help caregivers understand how dementia does, and does not affect someone's sexuality.

Learning Outcomes

1. Learner will identify ways in which dementia affects sexuality and sexual behavior.
2. Learner will identify a resident's rights as they relate to sexuality and sexual behavior, and discuss ways to support these rights.
3. Learner will appropriately respond, using nonjudgmental caregiving skills, to residents' appropriate and inappropriate sexual behaviors.

RETHINKING "PROBLEM" BEHAVIORS

Why are these outcomes important?

Caregivers need to learn how not to blame the resident for the difficult to manage symptoms of their illness. Caregivers need structured practice to respond to troubling behaviors. Problem solving is an effective tool for caregivers to think through and respond to the frequent changes in residents' needs.

Learning Outcomes

1. Learner will review and demonstrate the use of a problem-solving method to intervene in challenging behaviors or situations.
2. Learner will identify some challenging behaviors, including aggression, catastrophic reactions, wandering, and inappropriate sexual behavior and explore their causes.
3. Learner will demonstrate how to respond appropriately to a resident who is expressing a challenging behavior.

HALLUCINATIONS AND DELUSIONS

Why are these outcomes important?

Dementia caregivers need to be able to identify and respond to hallucinations and delusions so residents can receive proper care in their residence (without needing to relocate). It is essential for caregivers to learn the normal culturally specific behaviors for each resident, and not mistake them for symptoms of illness.

Learning Outcomes

1. Learner will define and differentiate between hallucinations and delusions.
2. Learner will list different types of dementia-related hallucinations.
3. Learner will demonstrate the use of appropriate intervention strategies with a resident who is hallucinating or delusional.
4. Learner will explore the possibility of cultural and/or spiritual influences on behaviors when evaluating hallucinations and delusions.

HELPING WITH ACTIVITIES OF DAILY LIVING (ADL)

Why are these outcomes important?

Current dementia caregiving approaches understand that everything that happens in the 24-hour day of a resident is programming. This is a core area of best practices in dementia caregiving. This means that dementia caregivers are able to facilitate ADLs as meaningful and pleasant events. Caregivers need to be able to adapt their caregiving to enhance the resident's self-esteem, and accommodate the dementia stage specific care needs.

Learning Outcomes

1. Learner will identify and describe ways in which therapeutic activities can include activities of daily living.
2. Learner will demonstrate helping principles and techniques when assisting a resident with dementia with activities of daily living.

DRUGS AND DEMENTIA: A DIFFICULT MIX

Why are these outcomes important?

There are unique problems when people with dementia take medications. It is important to use behavioral (not medication) interventions, whenever possible. Caregivers need to have a basic understanding about medications and knowledge of residents' rights, i.e., the law prohibits chemicals being used as restraints.

Learning Outcomes

1. Learner will explain the purposes, functions, and potential for side effects related to psychotropic medication use.
2. Learner will differentiate between behavioral interventions and chemical restraints.
3. Learner will demonstrate behavioral intervention strategies caregivers may utilize as opposed to using chemical restraints.

WORKING WITH FAMILIES

Why are these outcomes important?

Families are important partners in dementia care. Caregivers need to know basic referral information for families, and how to respond when they need to assist families.

Learning Outcomes

1. Learner will discuss common concerns that residents' friends and family have when a loved one has dementia.
2. Learner will demonstrate supportive and compassionate interaction with residents' family and friends.
3. Learner will identify local resources for family support needs.
4. Learner will demonstrate a method to gather cultural and life history information from a resident and/or resident's representative(s).
5. Learner will discuss how resident's cultural and life history information can be utilized to develop an individualized plan that will enhance care and services provided to the resident.

GETTING HELP FROM OTHERS

Why are these outcomes important?

Residential caregivers need to understand the scope of their job responsibilities and be able to seek assistance from qualified others when necessary. They need to know how to function as a member of a care team, not in isolation.

Learning Outcomes

1. Learner will review community resources, and discuss methods to access and share resources when needed.

2. Learner will identify situations where outside help is needed, and list appropriate agencies/entities where this help is available.

SELF-CARE FOR CAREGIVERS

Why are these outcomes important?

Caregiving is one of the most difficult jobs, as it has significant physical and emotional demands. Caregivers need to know how to take good care of themselves to take good care of others.

Learning Outcomes

1. Learner will identify and discuss various stressors associated with being a caregiver for a resident who has dementia.
2. Learner will identify stress-reducing techniques.
3. Learner will identify how and when to set personal limits in caregiving.