



Content Area Requirements for ADRD 3-Hour Training Curriculum:

**Adult Day Care, Adult Family-Care Home,
Assisted Living Facility, Hospice, and
Nursing Home Settings**

The following ADRD training content is designed to provide direct care staff with the skills, techniques, and strategies that will enable them to care for individuals with ADRD.

Last revised: April 2025

Behavior Management

- Common symptoms and behaviors associated with each stage
- General problem-solving approach to challenging behaviors
 - *For example, the ABC Model*
- Specific strategies and techniques for dealing with challenging behaviors
- Alternatives to physical and chemical restraints

Assistance with Activities of Daily Living (ADLs) for Persons with ADRD

- Strategies for success in beginning, middle and late stages
- Examples illustrating success for the following:
 - Dressing
 - Grooming
 - Eating
 - Bathing
 - Toileting and incontinence

Activities for Persons with ADRD

- Group activities
- Individual activities

Caregiver Stress Management: Physical, Emotional and Financial

- Review types and causes of stress (e.g., physical, emotional, and financial) that may be experienced by caregivers, families, and professionals
- Identify ways stress can be assessed or identified
- Identify strategies to reduce stress (e.g., stress management techniques, validation through review of Caregiver Bill of Rights, self-care, joining support group, education, and professional support)

Developing Skills for Working with Families and Caregivers

- Recognizing issues and concerns of family members of persons with ADRD in early, middle, and late stages
- Discuss the grief process and how it relates to the multiple, ongoing losses associated with ADRD
- Strategies for encouraging family members' involvement with their loved one's care

Maintaining a Therapeutic Environment for Persons with ADRD

- Philosophy of care
- Physical environment (indoor and outdoor)
- Security
- Safety
 - Discuss wandering
 - Identify elements of a “safe environment”
 - Identify at least one technology related to safety for individuals with dementia (e.g., GPS, secure environment aids, etc.)
- The importance of schedules and routines
- Staff as part of the environment

Ethical Issues and Persons with AD

- Ethical principles incorporated into approaches to care
 - Autonomy
 - Beneficence
 - Justice
- At least two case studies that illustrate conflict with each ethical principle

Pre- and Post-test

- Evaluation of employee's knowledge prior to receiving the training
- Evaluation of employee's knowledge after receiving the training

Pre- and post-tests should not exceed 5% of the total instruction time.

NOTE: Pre- and post-tests are only required for online and self-study curricula. However, it is always **highly recommended** to measure the transfer of knowledge.

CURRICULUM MATERIAL REQUIREMENTS

REQUIRED UPLOADS FOR ALL CURRICULA

- **All material that will be used** in the training session. This includes but is not limited to: PowerPoint slides (with notes), handouts/reading material, video links, pre/post-test with answers, etc.
- **Learning objectives and timelines** for how long each section of required content (based on rule/statute for a given care setting) will take. Breaks of any kind cannot be included in this timeline. Testing should be allotted 5% of the total course time.

ONLINE CURRICULA ADDITIONAL REQUIREMENTS

- **Name of the approved trainer** who will be available for questions from the trainees, along with their approval number, hours, and method of contact.
- **Link to view the training** with log-on and password, if needed. For review purposes, functionality should allow for forward and backward screen advances.
- **Full transcription of the course** or screen shots of the material.
- **Post-test is required.** Answers should be provided for all knowledge checks.