Content Area Requirements for ADRD 3-Hour (Level I) Training Curriculum:
Assisted Living Facility 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.

Understanding Alzheimer's Disease & Related Dementias (ADRD)

- Define dementia
- Define Alzheimer's disease (AD) & ADRD
- Basic overview of how the brain works
- Discuss how ADRD affects the brain
- Explain how ADRD differs from normal aging with examples
- Identify other conditions that may result in symptoms that mimic ADRD
- Discuss what is currently known about possible causes of ADRD

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Characteristics of ADRD

- Stages/continuum of AD and how it progresses
- Common symptoms associated with each stage
- Common challenges at each stage that may be experienced by the following caregivers:
  - Formal direct care workers
  - Informal direct care workers
  - Informal indirect care workers

Communicating with Persons with ADRD

- How ADRD affects communication skills

- Strategies and guidelines for verbal communication

- Strategies and guidelines for nonverbal communication

- Define validation therapy and provide examples

- Explain the importance of being present in the person's reality
  - Provide two examples

- Describe differences between validation therapy and reality therapies

- Identify situations in which validation therapy may be useful

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

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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"
  - Discuss safety technologies the care setting allows and what, if any, are available for use (e.g., GPS, secure environment aids, etc.)
- The importance of schedules and routines
- Staff as part of the environment

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Ethical Issues and Persons with AD

- Ethical principles incorporated into approaches to care
  - Autonomy
  - Beneficence
  - Justice
- Physical or emotional relationships amongst clients
  - Discussion of the specific care setting's policies on this
- At least two case studies that illustrate conflict with these ethical principles

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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.

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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 <u>cannot</u> 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.

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Content Area Requirements for ADRD

4-Hour (Level II) Specialized Curriculum:
Assisted Living Facility Settings

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

Specialized settings are those that advertise, provide, or are designated to provide specialized care, *such as memory care*, for individuals with ADRD.

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

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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

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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)

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Medical Information

- Review current FDA-approved medications and their side effects
- Identify the medications that are most commonly prescribed
  - e.g. cholinesterase inhibitors, glutamate regulator, combination medications, anti-amyloids
- Identify the process of reporting behavioral changes that an employee suspects may be medication related
- Identify signs and symptoms of malnutrition and dehydration
- Describe strategies for addressing malnutrition and dehydration within the care setting

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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.

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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 <u>cannot</u> 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.

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