



Content Area Requirements for ADRD

3-Hour (Level I) Specialized Curriculum: Adult Day Care and Adult Family-Care Home 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

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 the following caregivers:
 - Formal direct care workers
 - Informal caregivers
 - Family members
- Discuss ways stress can be identified (e.g. body language)
- 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
- 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
- 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

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.



Content Area Requirements for ADRD

4-Hour (Level II) Specialized Curriculum: Adult Day Care and Adult Family-Care Home 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.

Understanding Brain Disease and Treatable vs. Irreversible Dementia

- Define dementia
- Define Alzheimer's disease (AD) & ADRD
- Discuss the variety of functional impairments caused by ADRD
- Identify and describe the areas of cognition that can be impacted by ADRD
- Identify and distinguish between changes in cognition related to a treatable condition *versus* a progressive, irreversible cause

Normal Brain Functions and Normal Aging

- Define normal age-related changes in cognition
 - Provide examples
- Distinguish between normal age-related changes that do not result in significant interference in daily functioning *versus* cognitive changes that do lead to significant impairment in daily functioning
- Discuss protocol for when an employee recognizes emerging or changing symptoms of ADRD

Mental Status Tests

- Explain the importance of early detection and referral for medical care to identify the cause of cognitive changes
- Describe the role and limitations of neurocognitive screening measures in diagnosis
 - Mini-Mental State Examination (MMSE)
 - Montreal Cognitive Assessment (MoCA)
 - Saint Louis University Mental Status (SLUMS)
 - General Practitioner Assessment of Cognition (GPCOG)
 - Mini-Cog

Communication and the Effects of Damage to Brain Cells

- Identify areas of the brain related to communication
- Discuss how brain deterioration with can impact communication
- Describe the different types of changes in communication related to ADRD
 - Examples and relevant strategies for managing communication challenges between residents/participants and the employee
- Provide a case example demonstrating appropriate responses to and communication with a resident/participant

Validation Therapy

- 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

Influence on Behavior and Brain Deterioration

- Identify areas of the brain related to behavior and discuss how brain deterioration with ADRD impacts behavior
- Describe philosophy of care that demonstrates appreciation of:
 - Behavior conveying meaning
 - Changes in behavior reflecting underlying changes in the brain
 - Focus on changing the environment to better support the individual rather than changing the individual themselves
- Provide a case example of how an employee can respond to a behavior that may seem inappropriate (hoarding, physical touching, sundowning, etc.) without taking it personally

Interventions and Best Practices

- Define person-centered care and provide examples
- Explain the importance of understanding an individual's history and needs
 - Examples illustrating the importance of considering the person's history and needs when developing a plan of care
- Identify and describe evidence-based programs
- Describe the concept of an interdisciplinary team approach
 - Provide at least one case example illustrating “best practices” in providing care with a systematic framework to evaluate and manage an individual's plan of care

Physical Causes of Symptoms or Pain Indications

- Describe the importance of considering acute medical causes for behavioral symptoms
- Provide examples of common medical conditions that can result in behavioral symptoms
- Identify at least one way to assess pain in individuals with dementia

Common ADRD Medications and Side Effects

- Review current FDA-approved medications
 - e.g. cholinesterase inhibitors, glutamate regulator, combination medications, anti-amyloids
- Discuss common side effects for each medication category
- Identify the process of reporting physical and/or behavioral changes that an employee suspects may be medication related

Malnutrition and Dehydration

- Identify risk factors for malnutrition and dehydration
- Identify signs and symptoms of malnutrition and dehydration
- Describe ways for addressing malnutrition, dehydration, and dietary requirements and any potential challenges
- Describe strategies for addressing malnutrition and dehydration within the care setting

Routines and Schedules

- Describe how the philosophy of person-centered care applies to providing assistance with ADLs and other activities
- Explain the importance of aligning with the individuals' abilities
 - Provide examples demonstrating this within the environment, activities, etc.
- Explain how to support independence when assisting with ADLs and other activities as appropriate to the individuals' abilities
- Provide examples of meaningful, person-centered activities
- Explain the importance of routine and structure in ADLs and how to support when assisting with these activities

Safety: New and Proven Technologies

- Discuss wandering
- Identify elements of a “safe environment”
- Describe how to provide a safe environment within the care setting
- Discuss safety technologies the care setting allows and what, if any, are available for use (e.g., GPS, secure environment aids, etc.)

Caregiver Stress Management: Physical, Emotional and Financial

- Review types and causes of stress (e.g., physical, emotional, and financial) that may be experienced by the following caregivers:
 - Formal direct care workers
 - Informal direct care workers
 - Informal indirect care workers
- Identify ways stress can manifest itself
- Identify ways stress can be assessed (e.g., Zarit Burden Interview)
- 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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