



Care Transitions Program to Improve Outcomes for People with Alzheimer's Disease and Related Dementias

CARE TRANSITIONS COACHES ALZHEIMER'S TRAINING FACILITATOR GUIDE

This publication has been created by Alzheimer's Greater Los Angeles. We would like to acknowledge the UCLA Health Services Research Program in Neurology and Partners in Care Foundation for their multi-year partnership and engagement in developing, implementing, and evaluating the Care Transitions Program for People with Alzheimer's Disease and Related Dementias after Hospitalization, supported by a grant from UniHealth Foundation, a non-profit philanthropic organization whose mission is to support and facilitate activities that significantly improve the health and well-being of individuals and communities within its service area. We also acknowledge Jewish Family Services, who participated in this training program.

Copying of this facilitator guide, in its entirety, is not permitted without the permission of Alzheimer's Los Angeles.

Revision date: July 2019



© 2016 Alzheimer's Los Angeles

Special thanks to:

UCLA Department of Neurology

- Barbara Vickrey, MD, MPH
- Karen Connor, PhD, RN, MBA
- Michael McGowan, MA
- Frances Barry, MS, MA, MA
- Sage Kim, BA, BS
- Raquel Carbone, MSW
- Ariga Movsesia, BS
- Caroline Contreras, BS

Partners in Care Foundation

- Jody Dunn, BS
- Ester Sefilyan, MSG
- Care Transitions Coaches

Alzheimer's Los Angeles

- Jennifer Schlesinger, MPH, CHES
- Debra Cherry, PhD



Care Transitions Coaches Alzheimer's Training Overview

The Care Transitions Coaches Alzheimer's Training is a five-hour workshop designed to assist care transitions coaches as they work with caregivers of people with Alzheimer's disease to help with post-hospitalization transitions. The goal of the training is to increase caregivers' knowledge about the impact of Alzheimer's disease and related dementias on the transition from hospital to the community. The training provides tools to help care transitions coaches as they work with family members and other caregivers who care for a person with Alzheimer's and related dementias. The training includes lecture, videos, activities, and facilitated prompts. **Central to the training is the accompanying use of the *Care Transitions Notebook: Caring for Someone with Memory Loss or Alzheimer's After a Hospitalization*.**

The training provides care transitions coaches with information on:

- Alzheimer's disease
- Cognitive, behavioral, and functional changes that occur with Alzheimer's
- Stages of the disease
- Understanding baseline and when to call the doctor
- Transitioning from hospital to home
- Challenging behaviors
- *IDEA!* A strategy to manage challenging behaviors
- Caring for the caregiver
- Alzheimer's Los Angeles resources

The learning objectives for the training are:

- Distinguish between the stages of Alzheimer's disease
- Identify red flags of behavior changes that indicate risk for hospital readmission
- Increase knowledge of effective management of behavioral symptoms of Alzheimer's disease
- Utilize communication strategies to effectively coach caregivers about Alzheimer's



Materials/Supplies

The following materials/supplies will be needed for the training:

Audiovisual Supplies	General Supplies	Participant Materials
Computer	Name badges	Sign-in sheet
Projector	Markers (to write on board and pads)	PowerPoint slides
Speakers	Pens	Care Transitions Notebook
	Easel & easel pads	Index cards
		Post-training evaluation
		Certificates of completion/Continuing Education Hrs (CEs)

Trainers are encouraged to review all training materials and activities to be able to set up the activities and materials that support the training. It is important to consider the unique characteristics of the class composition prior to the training to best support coach learning.

Symbols

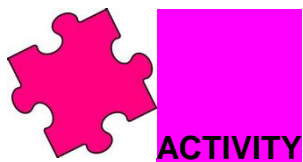
The following symbols are used throughout the Care Transitions Coaches Alzheimer's Training presentation. Corresponding colors are used in the training outline to differentiate direct instruction from other forms of learning.



Videos/vignettes help illustrate, provide insight, and put a “face” to training topics; immediately following a video, it is helpful to debrief main ideas, relevant topics, or areas that merit further attention. During the training, refer back to videos/vignettes so that concepts can be applied to what was seen.



“Try Saying” prompts help care transitions coaches broach sensitive topics with family members. Trainers should encourage participants to practice saying the prompts and to find alternative prompts that are helpful in guiding conversations and discussions with families.



Activities help participants apply what they are learning and build team learning. Activities encourage active participation and problem solving. Activities shift the focus of the training from being didactic to participatory and interactive.

Care Transitions Coaches Alzheimer's Training Modifications/Considerations

- The training has been designed as a five-hour training, which can occur in one day or in two 2.5 hour segments.
 - If an organization allocates additional time to the training, more in-depth discussions can take place, more thorough review of activities can occur, and the trainer will be able to provide more detailed examples throughout the training.
 - If an organization allocates additional time to the training, case scenarios (vignettes) can be reviewed and discussed at the end of the training. Vignettes are optional.
- Trainers are encouraged to incorporate examples, stories, and vignettes into the training. This helps bring topics “to life,” increases relevance, and promotes application of concepts.
- Throughout the training, reference the *Care Transitions Notebook: Caring for Someone with Memory Loss or Alzheimer's After a Hospitalization*. It is important that training participants use the notebook throughout the training so they are familiar with the content.
- It is important that **breaks are built into the training**. Breaks are not pre-determined because each organization will structure the training differently. The trainer needs to allow time for participants to take breaks. This will facilitate learning and make the overall training more productive.
- The trainer should **utilize concepts of adult learning** throughout the training to maximize effectiveness. Principles of adult learning that should be integrated throughout the training, include:
 - **Dialogue** (facilitate sharing life experiences and insights; participants will benefit from hearing from their peers/colleagues)
 - **Respect** (appreciate the contributions and life experiences of participants; connect existing knowledge to learning objectives)
 - **Relevance to previous experience** (make connections to what people already know or can do)
 - **Immediate relevance** (participants should see how they can immediately use and apply what they have learned; application of knowledge to jobs is important)
 - **Future relevance** (participants need to realize the utility of what they are learning for the future)
 - **Active participation** (professionals have a depth of knowledge and skills to contribute to the training; they are not passive recipients of knowledge)



Care Transitions Coaches Alzheimer's Training Outline

Day One

- I. Alzheimer's Disease
- II. Cognitive, Behavioral, and Functional Changes
- III. Stages of the Disease
- IV. Understanding Baseline and When to Call the Doctor

Day Two

- V. Transitioning from Hospital to Home
- VI. Challenging Behaviors
- VII. *IDEA!*: A Strategy to Manage Challenging Behaviors
- VIII. Caring for the Caregiver
- IX. Community Resources
- X. Case Scenario/Vignette (optional)
- XI. Post-Test Evaluation

Case Scenario/Vignette (Optional)

Lupe is a 78 year-old woman who lives with her daughter. About two and a half years ago, Lupe's daughter noticed that her mom was having problems remembering things and was challenged with day-to-day activities like dressing and bathing. When doctors asked Lupe how she was getting along, Lupe said that she was fine.

Now, Lupe continues to have worsening memory and problems with activities. She also has communication difficulties. She often has hard time understanding what people say to her. Lupe generally has a pleasant personality; she enjoys humming tunes and going for walks. However, Lupe's daughter sees that her mom sometimes gets more confused and agitated in the afternoon.

About a month ago, Lupe started getting aggressive. She was shouting at her daughter and lashed out physically. Overall, she seemed to be more confused and disoriented. Lupe's daughter was concerned, but thought that her mom would improve in a few days. When she realized that things were not getting better, she called the doctor.

Lupe ended up being hospitalized for delirium. The underlying cause of the delirium was a urinary tract infection. Once the infection was under control, she was discharged to home with medication to treat the infection.

Once home, Lupe was no longer aggressive. She stopped lashing out at her daughter and was less disoriented.

Discussion Questions

Work with Lupe's daughter, using the Care Transitions Notebook, to ensure that she:

- understands the stage of Alzheimer's Lupe is likely in (and how this impacts care)
- takes care of Lupe's post-hospitalization needs, accounting for the Alzheimer's
- minimizes the need for a future hospitalization (coach Lupe's daughter about baseline & recognizing sudden and unusual changes in thinking and behavior)
- accounts for her own personal needs



Video Clips

(1) Alzheimer's Disease Latest Facts and Figures 2014
<https://www.youtube.com/watch?v=waeuks1-3Z4>

(2) What is Alzheimer's Disease
<https://www.youtube.com/watch?v=9Wv9jrk-gXc>

(3) HBO: The Alzheimer's Project
<http://www.hbo.com/alzheimers/the-films.html>

Note: Link does not go to the video clip; link is to entire video

(4) Department of Veterans Affairs: Delirium Quiet and Excited
<https://www.youtube.com/watch?v=zv38U8SNJFs>



Training Evaluation

The Care Transitions Coaches Alzheimer's Training includes a post-training evaluation (see next page). Evaluations should be completed prior to distribution of certificates of completion/CEs.



Care Transitions Coaches Alzheimer's Training Post Training Evaluation

Please indicate to what extent you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I can distinguish between the different stages of Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I understand changes that occur when someone has Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can identify red flag behavior changes that indicate risk for hospitalization and readmission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel confident coaching caregivers about identifying red flags and calling the doctor if they see a sudden and unusual change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand why transitioning from hospital to home is unique for a family dealing with Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel confident coaching caregivers about medication management when someone has Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can identify possible warning signs of pain in someone who has Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel confident coaching families in home safety when someone has Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand how to use <i>IDEA!</i> to manage challenging behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel confident talking to caregivers about how they can use <i>IDEA!</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I understand the importance of providing support to caregivers who are caring for someone with Alzheimer's disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can identify available resources at Alzheimer's Los Angeles for families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
13. Overall, I was satisfied with the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I would recommend this training to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The presenter was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I learned something new.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I learned something I can use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What did you like best about this training?

19. How can this training be improved?

20. Other comments:
