University Recognised: resource folder

Training Skills Matter in Dementia Care

Developing Dementia Care Training Skills in Person Centred and Relationship Focused Dementia Care

“Dementia care training has to develop a vision of being more effective, and needs to grow from simple awareness-raising to really developing evidence based learning.” David M Sheard

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Let It Grow

Standing at the crossroads, trying to read the signs
To tell me which way I should go to find the answer,
And all the time i know
Plant your love and let it grow.

Let it grow, let it grow
Let it blossom, let it flow.
In the sun, the rain, the snow,
Plant your love and let it grow.

Looking for a reason to check out of my mind,
Trying hard to get a friend that I can count on,
But there’s nothing left to show,
Plant your love and let it grow.

Let it grow, let it grow,
Let it blossom, let it flow.
In the sun, the rain, the snow,
Love is lovely, let it grow

Time is getting shorter and there’s much for you to do.
Only ask and you will get what you needing,
The rest is up to you.
Plant your love and let it grow.

Let it grow, let it grow,
Let it blossom, let it flow.
In the sun, the rain, the snow,
Plant your love and let it grow.  

By Eric Clapton
Training Skills Matter in Dementia Care

Resource Folder Contents:

1. Course Objectives
2. Ready to be a Dementia Care Trainer
3. The Adult Learning Cycle
4. End Day 2 Homework Exercise
5. ‘Growing’ – Training that works in dementia care
6. The ‘Being a Star™’ learning programme
7. Workshop Appraisal – demonstration of facilitation skills
8. Adult Learning and Being a Trainer – background guidance
1) Course Objectives

Day One

- For Participants to get to know one another
- 8 Day course content to be outlined
- Participants to self-appraise themselves as trainers
- Adult learning cycle to be grasped

Day Two

- Growing philosophy to be outlined
- ‘Being a Star’ style of training and content presented
- Direct experience of Being A Star Level 1 workshop

Day Three

- Examining the importance of emotional intelligence
- Direct experience of Being A Star Level 2 workshop

Day Four

- Turning training into action – what it takes
- Direct experience of Being A Star Level 3 workshop
- Undertaking the homework exercise on practising de-briefing questions
Day Five

- Planning de-briefing exercises from Being A Star
- Running exercises and receiving feedback on facilitation skills

Day Six

- Further practice of running exercises and receiving feedback on facilitation skills
- Outlining of assignment requirements
- Outlining of workshop facilitation requirements

Day Seven

- Return of assignments
- Delivery of workshops

Day Eight

- Delivery of workshops
- Feedback on workshops
- Session: Making Dementia Care Training fun
2) Ready to be a Dementia Care Trainer?
What does a Dementia Care Trainer look like?

Individual Exercise

Aim
The purpose of this exercise is to give participants the opportunity at the end of Day 2 to evaluate themselves as a Dementia Care Trainer before moving on to the section of the course on ‘Planning and Delivering Training’.

The Task
1. Using flipchart paper and a pen please create a picture which can be a drawing, a face or words that represent what a ‘star’ quality Dementia Care Trainer would look like. This picture will then be shown to the whole group at the end of the exercise.
2. Having created your picture, list on the sheet below the skills and qualities you have identified.
3. Using this list of words please rate yourself on a score of 0-10 in relation to each skill or quality listed, where 0 = no skill and 10 = perfection. The scores will not at this stage be for sharing with the whole group, but for your own self-evaluation.

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<thead>
<tr>
<th>Please list your words below</th>
<th>Please score</th>
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What do we already know about running successful workshops?

1. What might happen during a "workshop?"

   i. participants learn new skills
   ii. participants listen to a presentation
   iii. the trainer asks all the right questions and the participants do all the work.
   iv. participants do role play exercises

2. What factors contribute to a successful workshop?

   The following questions require a "true" or "false" answer:

   a) It is helpful to assess the background and needs of the participants.
   b) It is not necessary to have specific objectives, just general aims will do.
   c) It is OK for the trainer(s) to walk into the room just as the participants are arriving.
   d) Participants can sit still without moving around or having a break for at least 3 hours.
   e) If a participant has a question that is important to him or her, even if it is not pertinent to the topic at hand, the trainer should take time to answer it to the best of his/her ability.
   f) Icebreakers are a waste of time.
   g) The behaviour of the trainer sets the tone for the whole group.
   h) Having participants sit in rows of chairs is not the best configuration for a workshop.
   i) If the group appears to be anxious, it is best to begin group work in 2's or 3's rather than in 5's or 6's.
   j) There is value inherent in every participant’s experience.

3. Briefly describe what you understand by each of the following training METHODS that can be used in a workshop:

   • Presentation
   • Exercise
   • Case Study
   • Role Play
   • Brainstorming

4. What key points should you remember when using a flipchart?
5. Why is an evaluation at the end of a workshop helpful?

Please review and discuss the answers to the quiz (page 5), before discussing question 6 below.

6. The best thing about this quiz was:

(a) It showed how much I already knew about successful workshops
(b) It showed how much I didn't know about successful workshops
(c) We got to discuss quite a lot about the specifics of workshops.
(d) There wasn't a "best thing" it was a waste of our time!
Answers to Quiz

1. All can be true; see Characteristics of a Workshop handout for a more detailed description.

2.

a) TRUE: the workshop will be more effective if the trainer has adapted it to meet the needs of the participants.

b) FALSE: the clearer one is about workshop objectives, the more likely they are to be achieved.

c) FALSE: participants may assume that the facilitator is not well prepared.

d) FALSE: one break every one to two hours is essential for participants to refresh and recover, and also allows them to network with each other.

e) FALSE: it is not fair to hold the whole group up, offer to talk about the question after the session (if you can answer it).

f) FALSE: icebreakers can help the group to get to know each other, start talking and open up. However topics must be well selected.

g) TRUE: your behaviour is the most powerful message to your group. Your curiosity, openness and enthusiasm send an important message to the group.

h) TRUE: this kind of seating arrangement can set up a barrier between session leader and participants – participants cannot see each other, and the ones at the back may lose interest.
i) TRUE: working in pairs is more relaxing and easier for most people.

j) TRUE: each member of the group is a teacher. We are all students.

3. see TRAINING METHODS handout for definitions of various training methods

4. see USING FLIP CHARTS AND OVERHEADS handout for some pointers on the use of flipcharts

5. An evaluation at the end of a workshop allows the trainer to improve both the content of the training, and develop their facilitation techniques.
Characteristics of a workshop

SHORT DURATION

Between a half day and two days – very seldom more

FOCUSED AND RELEVANT

Building workshops around real issues

ACTION ORIENTED

Inviting participants to identify actions they can take away

LEARNING BY DOING

Combination of doing (tasks, exercises), reviewing and brief input of information

GROUP WORK

Opportunity to learn from other participants/groups and to practise skills.

Adapted from Peter Honey and Alan Mumford
Training Methods

You will obviously have to take into account both participants needs and training outcomes. We suggest starting with low involvement (low risk) activity, moving to high active involvement (high risk).

FILM/VIDEO

Particularly useful for large groups, as long as it gives the right message. Need for trainer to ensure familiarity with equipment.

(What happens if equipment breaks or projector lamp fails?)

PRESENTATION

Prepared talk, given with little input from participants. Allows accurate and rapid delivery of information. Questions normally allowed at end of presentation. Suitable for large groups and audiences.

DISCUSSION

Used to create a learning situation where attitudes and opinions are sought and examined. It encourages the exchange of experience and the introduction and development of ideas. Discussion leaders need to prepare by thinking through and preparing opening statement/introduction. Suitable for small and large groups.

BRAINSTORMING

Excellent tool for producing ideas. Suitable for small and large groups. The following guidelines must be followed:

- no critique of own or others’ ideas, either verbally or non-verbally.
- all ideas are recorded
- piggyback – build on each other’s ideas
- quantity not quality
- wild and off-the-wall ideas are welcome
COMPUTER BASED TRAINING (CBT)

Only suitable if the material suits the purpose and equipment is available. This is regarded as high-tech. Suitable for individuals and small groups.

CASE STUDY

Group discussion and problem solving from material about an actual situation. Suitable for individuals to small groups.

EXERCISE

Participants undertake a particular task, leading to a required result following guidelines laid down. Practise or test of knowledge or idea; consolidation before next stage. Suitable for individuals and small groups.

PROJECT

Task is assigned to participants who can decide on methods to achieve the objective. Suitable for individuals and small groups.

ROLE PLAY

Participants act out a situation through assigned parts that they play spontaneously. Not normally suitable for groups of more than 5 people.

INSTRUMENTATION

Questionnaire and feedback tools for individuals or groups.

Examples would include: “Assessing Communication Styles” or “Team Effectiveness Critique”. Can often be used by individuals or in large groups. Trainer must be clear about the instrument and its interpretation.
VISUALISATION

*Guiding participants into a relaxed state and encouraging them to dream.*

*Works well at the end of a day.*
Using Flip Charts and Overheads

- Keep it simple
- Keep it bold
- Best to use black – use other colours to highlight
- Create easy access to pre-written charts by tabs (use post-it notes)
- When revealing a new chart or overhead, pause to give the audience an opportunity to take it in
- Be innovative – if appropriate, use cartoons, graphics, etc.
- Prepare your visuals in advance – a way to increase audience participation and spontaneity is to complete the charts with key points during the presentation
- Talk to the audience, not to the visual aid
Training Skills Matters in Dementia Care

AM I READY TO BE A DEMENTIA CARE TRAINER?

Self-Appraisal Questionnaire

The purpose of this questionnaire is to give you an opportunity at the end of this initial two-day workshop to appraise yourself as a potential dementia care trainer.

It is not intended that participants should be able to answer fully this questionnaire -- its purpose is to give you time to reflect on what it means to become a dementia care trainer and where you are at in the process.
**Values and Principles**

In coming to the new profession of dementia care training I would rate my understanding of and application of the key values, as below (where 10 = fully understood and already practised and 0 = needing to commence learning on)

<table>
<thead>
<tr>
<th>Question</th>
<th>Place your score from 0 – 10 for each question below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The meaning of person centred care</td>
<td></td>
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<tr>
<td>2. Knowledge of holistic dementia care</td>
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<tr>
<td>3. The importance of the experiences of people living with a dementia</td>
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<tr>
<td>4. The ability to work with the feelings and emotions of people living with a dementia</td>
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<tr>
<td>5. Understanding why dementia is like a disability</td>
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<tr>
<td>6. Seeing all behaviour as communication</td>
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<tr>
<td>7. Recognising ill-being and well-being</td>
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<tr>
<td>8. Focusing on the strengths of people living with a dementia</td>
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<tr>
<td>9. Knowing how to avoid labelling and negative language</td>
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<tr>
<td>10. Designing training, which values the personhood of training participants.</td>
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</tbody>
</table>
Knowledge

1. What is the title of Professor Tom Kitwood’s seminal book on person centred dementia care and the year it was published and have you read this?

2. Naomi Feil, it could be said was a forerunner in the USA in promoting what in the future became known as person centred care, although the language used by Naomi Feil is not person centred -- what is the title of her methodology and name the four stages of dementia she writes about and trains on?

3. Name one publication, i.e. the title -- authored or edited by David Sheard and published by the Alzheimer's Society.

4. Name your nearest regional Dementia Services Development Centre and describe what links you have made to it.

5. What is the title of a major national dementia care training video?

6. What is the name of the editor of the Journal of Dementia Care and what is the name of the publishing house, which produces it? Do you subscribe to it?

7. Sage Publications produce a key dementia care Journal -- what is its title, and do you subscribe to it?

8. The DSDC, University of Stirling produce a wide range of dementia care training publications -- are you on their mailing list?

9. What is the new name of the organisation ‘For Dementia’?

10. Name one banned word in person centred dementia care and give its preferred alternative.
11. How many days a year, do you spend in practice/contact with people living with a dementia?

12. Besides the Journal of Dementia Care what is the title of the other key journal which focuses on dementia and Mental Health care for Older People? Do you subscribe to it?

Skills Observed

From the training skills observed during this two-day workshop rate yourself from 0 to 10, 10 being a high level of skill and 0 equals no skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Your score (0 – 10)</th>
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<tbody>
<tr>
<td>1. Applying a person centred training approach to participants</td>
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<tr>
<td>2. Understanding the learning cycle</td>
<td></td>
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<tr>
<td>3. Delivering a facilitative style of training</td>
<td></td>
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<tr>
<td>4. Designing and asking debriefing questions</td>
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<tr>
<td>5. Designing exercises which draw out participants own learning</td>
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</table>
Part of a Wider Training Profession

1. Are you aware of and familiar with: Yes/No
   a. Skills for Care – Qualification Care Framework standards for dementia care training?
   b. Training packages produced by the DSDC, University of Stirling?
   c. Training packages produced by the Bradford Dementia Group?
   d. Training packages produced by two different organisations - Dementia Care Matters, and/or Dementia UK?

2. Name the last dementia care conference you attended.

3. Name the last publication you read on person centred dementia care.

4. Name the last training publication you read, which has influenced your development as a trainer.

5. How much time and money would you be willing to spend on reading to keep yourself inspired, informed and up-to-date?

6. What networking do/could you undertake and with whom, to support your development as a trainer?
7. How do you measure your effectiveness as a trainer?

8. How is / will your training be supervised with respect to good training practice?

9. What resources do/could you access to keep your training fresh?

10. How would you keep yourself up-to-date with trends in training and approaches to learning in the workplace?

11. What time do you have available for original course preparation and development (as opposed to delivering off-the-shelf modules)?

12. How frequently do/will you review your training materials and how do/will you measure their relevance and appropriateness?

13. Do you have someone to mentor you in your role as a trainer?

14. What online resources and discussion groups for trainers do you access or participate in?

15. Are you a member (or planning membership) of a professional body for trainers, such as CIPD?
Training Skills Matter in Dementia Care

3) The Adult Learning Cycle
Learning Stages Exercise

The questions below were used on previous occasions to debrief the activities part of a course. But can you tell which stage of the learning cycle each question is from?

In groups of 3, read each question together and decide whether it is encouraging participants to reflect on the activity (stage 2), draw conclusions (stage 3), or plan how to apply what they’ve learnt (stage 4).

<table>
<thead>
<tr>
<th>Debriefing Question</th>
<th>Stage of the learning cycle (2-4)</th>
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<tbody>
<tr>
<td>1. What did you have to do to find the circus hidden in the picture on the handout?</td>
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<tr>
<td>2. When you are next on a busy shift, how are you going to make a difference?</td>
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<td>3. How did you feel watching the video?</td>
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<td>4. What messages did the people in the video give to us about their experience of dementia?</td>
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<td>5. Having watched the video, what would you do differently with a person with dementia?</td>
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<tr>
<td>6.</td>
<td>What made doing that exercise easier for you?</td>
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<td>7.</td>
<td>In what ways do you think what you’ve just done may be similar to having dementia?</td>
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<tr>
<td>8.</td>
<td>How would you help people with dementia to feel better about what they’ve done?</td>
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<tr>
<td>9.</td>
<td>What would be your one key message from this exercise for other carers?</td>
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<tr>
<td>10.</td>
<td>What was it like having dementia for the woman in the video?</td>
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<tr>
<td>11.</td>
<td>What is the one thing that will stick with you from this morning’s workshop?</td>
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<tr>
<td>12.</td>
<td>In what ways do you see people with dementia making things up?</td>
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</table>
4) End Day 2 - Homework Exercise

The Hermizeals – Practising debriefing questions
Homework Explanatory Sheet

Before returning to the next part of the course we would like you to have a practice at designing debriefing questions using the attached exercise – The Hermizeals.

You will see that the Hermizeals exercise is already pre-designed for you to run as a trainer up to the point where you would begin the debriefing process.

Your task is then to write a set of debriefing questions across stages 2, 3 and 4 of the learning cycle, which would enable you to fully debrief the exercise.

This will mean you will need to design 6 debriefing questions at stage 2 – reviewing/reflecting, a further 6 debriefing questions at stage 3 – conclusions/learning and a final 6 debriefing questions at stage 4 – action planning.

We would then like you to submit this sheet of 18 debriefing questions back to Dementia Care Matters one week before returning to the next part of the course.

(e-mail: admin@dementiacarematters.com).

The Hermizeals – Designing Debriefing Questions

Stage 2 – Reviewing/Reflecting

1.

2.

3.

4.

5.

6.
Stage 3 – Conclusions/Learning

1.

2.

3.

4.

5.

6.

Stage 4 – Action Planning

1.

2.

3.

4.

5.

6.

Name: ................................................................. Organisation: .................................................................

Please e-mail form to  Daren@dementiacarematters.com
The Hermizeals

Written by Jane Kesterton, Trainer

Published in ‘Make a difference in dementia care training’, Alzheimer’s Society 2002

Aim of exercise

- To visualise and feel the emotions people with dementia may experience at times.

Key Learning Points

- Placed in a situation in part similar to people experiencing dementia we would express strong emotions and feelings.
- None of us in our lives wish to be controlled neither do people with dementia.
- Everyday events we take for granted can be very stressful for people with dementia.
- It is not possible for us to have a real experience of dementia but it is important to assess the impact we may be having on someone with dementia.

Materials required

- Copies for all participants of Scenario One and Scenario Two.
- Flipchart stand, paper and pens.

Time required

45 minutes
What to do ....

1. Read Scenario One to the group – asking them to think during the reading about how they feel and the emotions they experience.

2. After reading the Scenario hand all participants a copy.

3. Request participants in small groups of 3’s or 4’s to make a list of feelings and emotions created in them by Scenario One. Provide, them with flipchart, paper and pens.

4. Ask the groups to write these feelings and emotions on the left hand side only of the flipchart.

5. Debrief Scenario One.

6. Then read Scenario Two and again distribute copies.

7. Ask groups again to write down their feelings this time on the right hand side of the flipchart.

8. Debrief Scenario Two and compare findings to Scenario One.

After debriefing the whole of the exercise ask the group if they have realised who are the Hermizeals i.e. it is an anagram of Alzheimers!

Debriefing questions
Scenario one

You wake up one morning to the sound of your clock radio. A voice you do not recognise says:

“This is the Chief Hermizeal. From midnight last night the Hermizeals took over your country. As from noon today English will no longer be spoken, all countrymen will speak Hermizeal. During the night, your cupboards have been emptied of all possessions and your fridges, larders and freezers cleared of food. In a short time a Hermizeal will arrive at your house, provide you with essential food and clothing. Before noon a Hermizeal will collect you and take you to the Hermizeal Centre for the remainder of the day. When you return home in the evening your house will have been refurnished and you will have been provided with Hermizeal furniture, clothing and food. Further information will be available at the Centre. That is all”.

A short while later, your front door opens and a strange figure enters with clothing and food. You are told to put on the clothing which proves to be smock in a colour you don’t like, told to sit down at the table where a bowl of something you don’t recognise is put in front of you. You are told to eat it. The strange figure leaves.

The clock strikes eleven as another strange figure appears carrying a coat which he tells you to put on and informs you that he has come to take you to the Hermizeal Centre and you must hurry.

When you get outside you do not recognise your street, cars, trees and hedges have disappeared and a large white vehicle is waiting in the road.

The strange figure helps you on to the vehicle and tells you to sit down. The vehicle moves off.

You do not know anyone and no one speaks to you.

After what seems a long time with lots of stops and starts others are put on the vehicle. The vehicle halts for the last time in front of a building you do not recognise. The sign above it is in a strange language.

You are ushered inside. It is very noisy and you cannot understand what anyone is saying. There is a strange smell and a bell is ringing.

You look around not recognising anyone or anything.

Another strange figure approaches. They speak to you but you don’t understand what they are saying. They indicate that you should remove your coat and join other people at a table where a strange drink is being served.

This is the first day of the rest of your life.
Scenario two

Mrs Jones is 78, she has a diagnosis of Alzheimer Type dementia and lives on her own in extra care housing.
Mrs Jones wakes up. It seems to be light but she is not sure whether it is time to get up or not. She looks at her bedside clock but as her glasses remain discarded on the floor cannot make out the numbers.

She hears a voice: “Hello love. It’s me”. She doesn’t know who “me” is and calls out “Who’s that?”. A young woman she does not recognise appears at her bedroom door. “Hello, Stella” she says.

Mrs Jones wonders who the young woman is and how she knows her name.

“Come on, love, time to get up” says the young woman.

Mrs Jones pulls up the bedclothes. “Go away” she says.

“Come on love, it’s me Sheila, I’ve come to help you get ready for the day centre”.

“I go to the day centre on Tuesday” says Mrs Jones adamantly.

“That’s right, love and today is Tuesday, so come on up you get”.

Mrs Jones reluctantly gets out of bed. The young woman takes a dress from the wardrobe and helps Mrs Jones wash and dress.

Mrs Jones says “I don’t like this dress”.

“Don’t fuss”, says the young woman “eat your breakfast quickly, it’s almost time for the bus”.

Mrs Jones stares at the bowl in front of her. “What is it” she wonders.

There’s a loud knock at the door “Let’s be having you, love” says a man’s voice.

Mrs Jones jumps, dropping the bowl.

“Come on, love time to go” says the young woman “Put on your coat”.

Mrs Jones reluctantly accepts help with her coat and is taken out to the bus by a man she doesn’t recognise.

“Are you my son” she asks.
“Of course not” replies the man but does not explain who he is.

There are others on the bus. Mrs Jones looks out of the window but doesn’t recognise where she is.

The bus stops at a large building. Mrs Jones is helped out by the strange man.

Mrs Jones starts to walk off towards the road, “I must get home” she mutters “I’m hungry.”

Another strange young woman takes her arm. “Come on Stella, come inside now and take your coat off. You can have a nice cup of tea.”

“I’m hungry” says Mrs Jones

“Of course you aren’t” says the young woman “Home care have just made your breakfast.”

Mrs Jones walks with the young woman into the centre. It is very noisy. She can’t really work out what people are saying and she doesn’t recognise anyone. Someone tries to take her coat but she resists. A telephone is ringing.

“Why doesn’t someone answer it” thinks Mrs Jones, “where is that office junior and what a state this typing pool is in. If Mr Dean arrives he’ll not be pleased. I’d better tidy up.”

Mrs Jones starts collecting people’s cardigans and jackets.

“Mrs Jones!” says another unknown voice. “Stella, put those things down, they aren’t yours. Take your coat off and come and sit with us. We’re having a nice cup of tea”.

Her day at the day centre has begun.