

# Integration of Teepa Snow's Positive Approach® to Care into Multidisciplinary Health Professions Courses

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## Abstract

In 2015 over 46 million people worldwide were living with dementia; a number expected to affect 131.5 million people by 2050 (Alzheimer's Association, 2017). Up to 90% of people living with dementia in health care settings experience symptoms of aggression, agitation, anxiety, sexual disinhibition, and wandering (Surr et al., 2016) and require staff knowledge and skill to be adequately cared for. To improve knowledge and skills of undergraduate students in a college of nursing and health professions, three faculty members at a midsize university attended Teepa Snow's Positive Approach® to Care (PAC) Certification course. Faculty achieved certification as PAC trainers or as a PAC coach. The PAC Certification course uses the train-the-trainer model to certify individuals as PAC Trainers and PAC Coaches to spread knowledge and learn techniques to care for persons living with dementia.

Content in the PAC course focused on understanding dementia and developing positive communication and care partnering techniques to change the way caregivers approach and interact with persons living with dementia (PLWD). Faculty used the PAC curriculum to teach content to students from the disciplines of nursing, occupational therapy assistant (OTA), gerontology, and dental hygiene as an innovative way to address challenges future healthcare professionals will face in caring for PLWD.

The content on dementia knowledge, communication and care partnering techniques met curriculum and course objectives for student learning. Faculty used the Adult Experiential Learning Cycle (AELC) approach to teaching content and care partnering activities (Kolb, 1984). The AELC approach included engaging students in an "experience," sharing or reflecting about the experience, processing how the activity felt by the students, generalizing about the activity, and discussion regarding application in various healthcare settings for PLWD. Specifically PAC certified faculty integrated the Positive Physical Approach™ (PPA) and hand-under-hand® interventions into course content. Healthcare providers need knowledge of neurological brain change when working with PLWD and skills to provide care while recognizing and adapting to the changing brain.

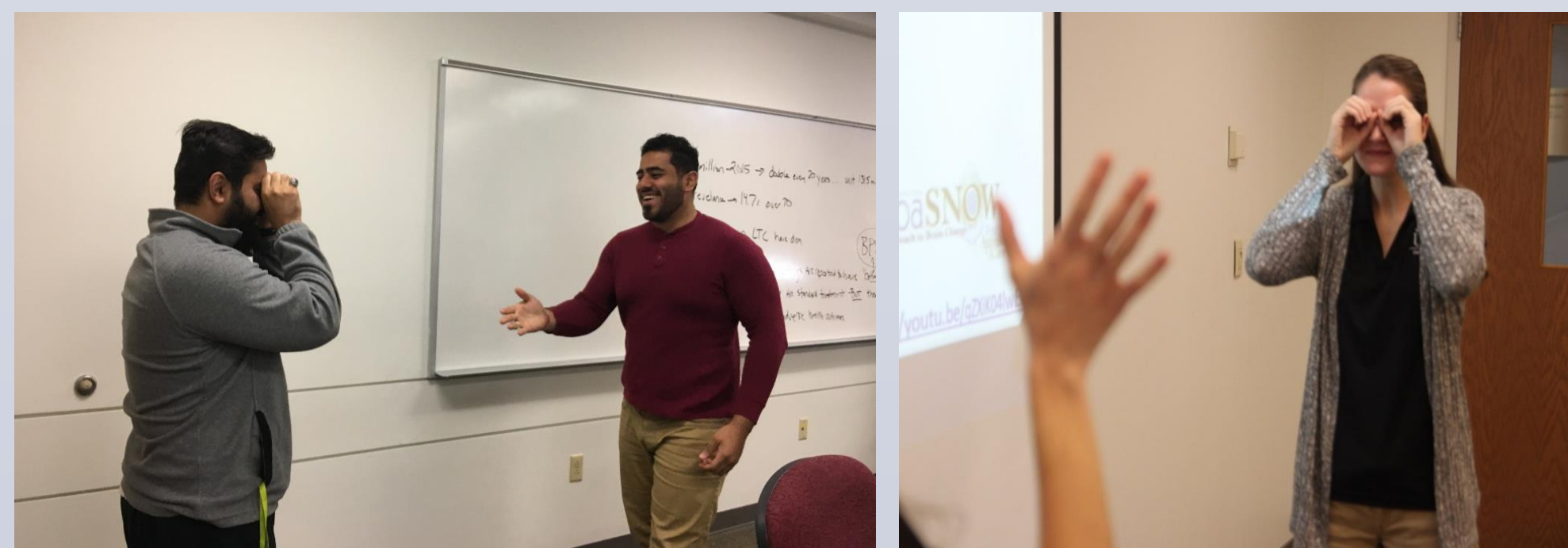
Faculty were able to integrate the content into undergraduate health professions courses using key components of the PAC curriculum.

## Objective

After viewing this poster participants will be able to discuss recommended steps to integrating the Positive Approach® to Care curriculum, which includes dementia knowledge, communication, and care partnering techniques into multiple undergraduate health professions courses.

## Undergraduate Course Integration

- Health Services-GERO 215: Healthcare aspects of Gerontology
- Baccalaureate Nursing-NURS 361: Care of Elders and Their Families
- Dental Hygiene-DTHY 441 Dental Hygiene Theory III
- Occupational Therapy Assistant-OTA 242: Occupational Performance Components II



## Steps to Positive Approach® to Care Certification

1. Complete the on-line application process
2. Complete 7 hours web based didactic coursework with assessments
3. Attend 2-day course which includes "hands on" training, role playing scenario's using the Adult Experiential Learning Cycle (AELC), and video recording of care partner skills with coaching
4. Demonstrate competencies such as the Positive Physical Approach™ (PPA) and Hand-under-Hand technique®
5. Role play scenarios using the AELC approach while teaching dementia care partner principals
6. Plan and implement 3 workshops with learning objectives, evaluation, and video record training
7. Share video recording after each training session with a PAC mentor receiving feedback and set goals for improvement for each session
8. Provide evidence of utilizing the AELC approach to teaching Dementia related content and skills matched to learning styles of class participants via face time interaction with a PAC mentor
9. After receiving certification share the knowledge, improve teaching using the AELC approach, and improve care partner skills with practice, prepare for re-certification in one year, repeating steps 1, 4, 6, 7, and 8.



## Objectives for Students

- Recognize signs of normal aging verses not abnormal aging
- Experience the value of visual data in PLWD
- Experience the stress effect of using touch first when interacting with others
- Demonstrate Hand-under-Hand® technique
- Describe differences in curiosity verses safety awareness PLWD
- Students are encouraged to share or process how the activity or skill felt, connect the new skill or activity with what has been seen in the practice setting and apply it to different situations using the AELC



## Benefits of Certification for Faculty

Faculty involved in PAC experienced increased knowledge and awareness of:

- Dementia
- Skills for teaching students/learners
- Skills in working with persons living with Dementia (PLWD)
- Learning styles of students/learners
- Personality traits of students/learners
- Supporting remaining abilities of PLWD
- Positioning self in the visual field of PLWD
- "Approach" when working with PLWD
- Changing techniques to adapt to the needs of PLWD
- The need for positive reinforcement when care partnering with PLWD
- Teaching tools such as laminated visual cards, audiovisuals, website educational updates, free webinars, and on-line courses

## Adult Experiential Learning Cycle (AELC)



(Kolb, 1984) Diagram retrieved from <http://posapproach.com/>

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