

## CONTENT OUTLINE

# Crisis Prevention Institute *Dementia Capable Care,* 2<sup>nd</sup> Edition Training



### Program Summary and Philosophy

CPI *Dementia Capable Care*, 2<sup>nd</sup> Edition training provides care partners with a common framework about Alzheimer's disease and other dementias, a best-abilities perspective, dementia stages, behavior management, and care techniques to promote the best ability to function. This program combines the Allen Cognitive Levels, person-centered care, and the CPI *Crisis Development Model*<sup>SM</sup> to empower care partners to prevent and de-escalate distress behaviors.

### Program Objectives:

- Demonstrate an understanding of person-centered care.
- Understand the common causes of dementia symptoms.
- Understand functional cognition levels and staff's role in observation.
- Demonstrate an understanding of the stages of dementia.
- Identify key care approaches for each dementia stage to promote the highest level of function and best quality of life.
- Understand strategies to enhance communication, prevent distress behaviors, and minimize behavioral and psychological symptoms of dementia.
- Apply strategies to support families.
- Review the frameworks of person-centered care and the Allen Cognitive Disabilities Model, which identifies six cognitive levels and describes a person's functional abilities at each level.
- Explore the concept of Precipitating Factors and the internal and external factors that can contribute to distress behavior.
- Examine communication strategies for de-escalating behaviors.
- Learn how the *Supportive Stance*<sup>SM</sup> can be used to nonverbally communicate respect for the individual with dementia and maintain safety for you.
- Explore the CPI *Crisis Development Model*, which includes four levels of an escalating crisis and recommended approaches at each level to prevent or de-escalate a crisis moment.
- Describe and demonstrate the Observe, Stop, Evaluate, and Respond Method used to minimize distress behaviors.
- Learn a debriefing process to document what happened and identify causes of behaviors that can be added to care plans with the goal of reducing or eliminating feelings of distress for people with dementia.

## Learning Outcomes:

- Define person-centered care using Kitwood and the CPI Dementia Capable Care Model.
- Explain the benefits of using a person-centered, dementia capable approach for care partners and individuals living with dementia.
- Describe common forms of dementia and explain how care partners can use this information to support the people in their care.
- Examine the Allen Cognitive Disabilities Model and apply compensatory care approaches for individuals at each of the Allen Cognitive Levels to support their best ability to function.
- Describe components of function and identify common dementia-related changes in cognition.
- Develop care strategies to support and educate family members and other loved ones for those living with dementia.
- Apply communication strategies for de-escalating distress behaviors and use the *Supportive Stance*<sup>SM</sup> to maintain safety.
- Use the Allen Cognitive Levels with the CPI *Crisis Development Model*<sup>SM</sup> to identify distress behaviors and the recommended staff approaches to de-escalate crisis moments.
- Apply the Observe, Stop, Evaluate, and Respond method when responding to distress behavior.
- Examine the DRNO (Describe, Reasons/Cause, Non-Restrictive Interventions, Observe) framework used to guide care partners in debriefing and documenting an incident.

Crisis Prevention Institute trains and certifies designated people from your organization. After they have been trained by a CPI Global Professional Instructor and successfully passed the exam, they are qualified to teach at your organization with the approved CPI training materials.

## Facilitation Methods

CPI *Dementia Capable Care*, 2<sup>nd</sup> Edition training is available as a blended program. In the blended training, program concepts are taught online and reinforced through interactive classroom activities. Extensive application, case studies, examples, and a written examination ensure that participants gain knowledge and are able to demonstrate skills introduced in the program.

## Day 1 – Training Content Outline

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed	
		ONLINE	CLASSROOM
<b>Introduction</b>	<p>Establish the learning expectations and guidelines for the training.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Shift thinking from what a person living with dementia can't do to what they can do.</li> </ul>	12 minutes	10 minutes
<b>Module 1: Person-Centered Care</b>	<p>Explore principles of person-centered care to ensure that all people, including those with dementia, remain active participants in life and to maintain their dignity, vitality, and individuality.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Understand and explain person-centered care.</li> <li>• Examine the Kitwood and Allen Models as key concepts in person-centered, dementia-capable care.</li> <li>• Apply the CPI Dementia Capable Care Model to person-centered, dementia capable care.</li> </ul>	22 minutes	15 minutes
<b>Module 2: Alzheimer's and Other Dementias</b>	<p>Learn the basics of Alzheimer's disease and other dementias and the resulting changes in a person's cognition, physical and motor abilities, perception, communication, feelings, and personality.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Define and describe dementia in general terms.</li> <li>• Define common forms of dementia.</li> <li>• Understand how dementia affects different parts of the brain.</li> </ul>	12 minutes	20 minutes
<b>Module 3: Promoting Best Ability to Function (BATF)</b>	<p>Explore care approaches to compensate for a person's cognitive and functional deficits or challenges to promote their best ability to function.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Describe the components of function.</li> <li>• Describe common changes in cognition related to dementia and the impact on function.</li> <li>• Understand the relationship of the Allen Cognitive Levels to a person's best ability to function.</li> <li>• Apply concepts from Allen's model to promote best ability to function.</li> </ul>	21 minutes	20 minutes

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed	
		ONLINE	CLASSROOM
<b>Module 4: Observing, Reporting, and Assessment</b>	<p>Recognize that skilled observation by all team members is an essential component of determining a person's Allen Cognitive Level.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Understand the relationship between a person's Allen Cognitive Level and level of function potential.</li> <li>• Identify the basics of Cognitive Screens and Assessment Tools.</li> <li>• Learn to observe and identify indicators of a person's cognitive level and the corresponding best ability to function.</li> </ul>	8 minutes	5 minutes
<b>Module 5: Early- and Middle-Stage Cognitive Levels</b>	<p>Explore the cognitive levels of individuals who are functioning at early- or middle-stage dementia and the recommended care approaches that reinforce person-centered care.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Using person-centered care, understand the use of compensatory care approaches.</li> <li>• Recognize mild cognitive impairment related to the Allen Model and CPI Dementia Capable Care Model.</li> <li>• Recognize early- and mid- stage dementia related to Allen Model and CPI Dementia Capable Care Model.</li> <li>• Examine the use of specific compensatory care approaches for different cognitive levels.</li> </ul>	25 minutes	20 minutes
<b>Module 6: Late- and End- Stage Cognitive Levels</b>	<p>Explore the specific cognitive levels of individuals who are functioning at late- or end-stage dementia and the recommended care approaches that reinforce person-centered care.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Describe late- and end-stage dementia related to the Allen Model and CPI Dementia Capable Care Model.</li> <li>• Examine the use of specific compensatory care approaches for different cognitive levels.</li> </ul>	11 minutes	10 minutes
<b>Module 7: Distress Behavior as Communication</b>	<p>Identify that as dementia progresses, the person becomes more reliant on nonverbal communication that includes expressing their needs through behavior.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Describe and understand how distress behavior is a form of communication.</li> <li>• Use the CPI Dementia Capable Care Model to reduce distress behaviors.</li> </ul>	13 minutes	15 minutes

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed	
		ONLINE	CLASSROOM
<b>Module 8: Supporting the Journey of Loved Ones</b>	<p>Recognize the significance of effective communication between care partners and families to create better experiences and outcomes. Consider every interaction with families and loved ones as an opportunity to learn about the person in your care and to educate and support family members.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Apply person-centered care, the cognitive levels and the CPI Dementia Capable Care Model to support and educate family members and loved ones.</li> </ul>	11 minutes	15 minutes
<b>Module 9: Introduction to Behavior Intervention</b>	<p>Examine the underlying causes for distress behaviors and use knowledge of the person and their cognitive level to determine appropriate intervention strategy.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Define crisis and distress behaviors.</li> <li>• Discuss how intervention in the moment can empower care partners to achieve better outcomes.</li> </ul>	12 minutes	10 minutes
<b>Module 10: Precipitating Factors and Effective Communication</b>	<p>Explore underlying causes of behavior. Practice communication strategies and observe how different approaches positively and/or negatively impact an individual's behavior.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Explore the concept of Precipitating Factors, recognizing the internal and external factors that can contribute to distress behavior.</li> <li>• Examine appropriate communication strategies for de-escalating behaviors.</li> <li>• Learn how the <i>Supportive Stance</i><sup>SM</sup> can be used to nonverbally communicate respect for the individual with dementia and maintain safety for you.</li> </ul>	18 minutes	20 minutes
<b>Module 11: The CPI Crisis Development Model<sup>SM</sup></b>	<p>Identify behavior using the CPI <i>Crisis Development Model</i> and apply staff approaches most effective in responding at each behavior level to prevent further escalation.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Use the CPI <i>Crisis Development Model</i> to identify behaviors that indicate an escalation of behavior.</li> <li>• Learn appropriate and effective staff approaches to crisis behavior.</li> <li>• Identify relevant examples of behavior and approaches aligned to the Allen Cognitive Levels and corresponding stages of dementia.</li> </ul>	12 minutes	15 minutes

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed	
		ONLINE	CLASSROOM
<b>Module 12: Responding to Crisis Behavior</b>	Learn the Observe, Stop, Evaluate, and Respond Method used to minimize distress behaviors. <i>Participants will:</i> <ul style="list-style-type: none"> <li>Apply knowledge of the CPI <i>Crisis Development Model</i><sup>SM</sup> and Allen Cognitive Levels to more deeply understand why a behavior is being communicated and how to respond to calm and de-escalate.</li> </ul>	14 minutes	15 minutes
<b>Module 13: Debriefing</b>	Explore a debriefing process to document important information about what happened to help identify causes of behavior with the goal of reducing or eliminating feelings of distress. <i>Participants will:</i> <ul style="list-style-type: none"> <li>Explore Tension Reduction, the final behavior level in the CPI <i>Crisis Development Model</i> and the appropriate staff response, Therapeutic Rapport.</li> <li>Practice debriefing and determining steps to prevent future incidents of distress behavior based on a team approach through group discussion.</li> </ul>	13 minutes	10 minutes
<b>Conclusion and Assessment</b>	Reflect on new learning and complete an action plan. <i>Participants will:</i> <ul style="list-style-type: none"> <li>Reflect on how to apply the skills learned when returning to work.</li> <li>Complete an online quiz prior to classroom training.</li> <li>Complete a classroom test and training evaluation.</li> </ul>	11 minutes	10 minutes
<b>Total Time</b>		<b>3.5 Hours</b>	<b>3.5 Hours</b>

# CPI Instructor Certification Program Components

The 10-hour CPI Instructor Certification Program includes:

**PART 1:** Participation in 3.5 hours of CPI *Dementia Capable Care*, 2<sup>nd</sup> Edition Training online.

**PART 2 (One Day):**

- Participation in 3.5 hours of CPI *Dementia Capable Care*, 2<sup>nd</sup> Edition classroom activities.
- Participation in 3 hours of Certified Instructor training that includes:
  - Preparing to teach the adult learner
  - Comprehensive Instructor training practicum
  - Managing the Certified Instructor role
  - Certified Instructor examination and recognition

Training components below are taught immediately following and in addition to the 3.5 hours of CPI *Dementia Capable Care*, 2<sup>nd</sup> Edition Training content.

## Train the Trainer

TRAINING COMPONENT	DESCRIPTION	TRAINING TIME
<b>Introduction</b>	Orients participants to becoming a CPI Certified Instructor <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Identify Instructor Association’s mission, terminology, and membership benefits and support.</li> <li>• Discuss the role of a Certified Instructor.</li> </ul>	5 minutes <ul style="list-style-type: none"> <li>• Discussion and Interactive Activity</li> </ul>
<b>Instructional Goals and Facilitation Strategies</b>	Develops awareness and understanding of effective methods for teaching the adult learner. <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Determine best practice for organizing training materials and maintaining program continuity and consistency.</li> <li>• Gain an understanding of CPI learning modalities (blended and classroom).</li> <li>• Learn principles and tips for training the adult learner.</li> <li>• Practice a variety of activity types and facilitation methods.</li> <li>• Become familiar with the CPI <i>Dementia Capable Care</i>, 2<sup>nd</sup> Edition Instructor Guide, Workbook, and Electronic Presentation.</li> </ul>	15 minutes <ul style="list-style-type: none"> <li>• Instructor-led discussion and exploratory activity</li> </ul>
<b>Purpose of Content</b>	Reviews each module of the program, looking at it through the lens of an Instructor and focusing on the purpose and objectives of each module. <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Understand the learning objectives of each module.</li> <li>• Understand the structure of the program and how to connect modules for ease of learning.</li> </ul>	15 minutes <ul style="list-style-type: none"> <li>• Instructor-led discussion and small-group experiential activity</li> </ul>

# Train the Trainer

TRAINING COMPONENT	DESCRIPTION	TRAINING TIME
<b>Facilitation Practice/ Practicum Assignment</b>	<p>Applies facilitation strategies to assigned content area.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate relevant facilitation techniques.</li> <li>• Practice customizing assigned content to work setting, using instructional guidance.</li> </ul>	<p>100 minutes</p> <ul style="list-style-type: none"> <li>• Peer teaching and feedback.</li> </ul>
<b>Program Quality Standards</b>	<p>Identifies benefits of membership in the CPI Instructor Association. Explores roles and responsibilities of the Certified Instructor.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Learn the components and requirements of the Instructor Excellence Renewal Process.</li> <li>• Understand the importance of training as an ongoing process.</li> <li>• Become familiar with the resources, processes, and procedures for initial and refresher training programs.</li> </ul>	15 minutes
<b>Certified Instructor Examination and Formal Recognition</b>	<p>Assesses comprehensive understanding of all program content.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Take the exam.</li> <li>• Receive recognition after successfully completing the course.</li> </ul>	30 minutes
<b>Total Time</b>		<b>3 Hours</b>



## Training Materials

After gaining your certification, you are eligible to teach, and you'll receive the following CPI training materials.

- **Participant Workbook:** Each training participant receives a *CPI Dementia Capable Care, 2<sup>nd</sup> Edition Participant Workbook* to help enhance learning, organize the participant's thoughts regarding concepts taught in the program, and serve as a valuable reference tool following the program.
  - **Instructor Guide:** Those who successfully complete the Instructor Certification Program receive a comprehensive *CPI Dementia Capable Care, 2<sup>nd</sup> Edition Instructor Guide* to assist them in facilitating thorough and effective staff training that is consistent with program quality standards, policies, and procedures.
  - **Instructor Kit:** All participants who successfully complete the Instructor Certification Program receive an Instructor Kit, which includes materials necessary to teach their first *CPI Dementia Capable Care, 2<sup>nd</sup> Edition Training*.
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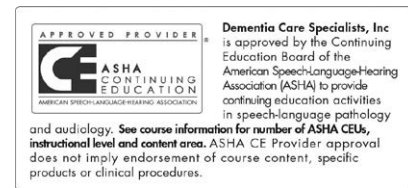
### Please note:

- Organizational and participant-specific needs will impact timing. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills and learning while improving performance.
- Policy/procedure and participant-specific needs should determine the program option delivered.
- You are strongly encouraged to maintain a record of each program you've facilitated and the names of the participants in those programs.

## ASHA CEU Statement

**Speech-Language-Pathologists:** Crisis Prevention Institute *Dementia Capable Care*, 2<sup>nd</sup> Edition Training is offered for 1.0 ASHA CEUs (Introductory Level, Acquired and Degenerative Language Disorders Area).

Please visit the ASHA website to view ASHA CEU eligibility criteria.



## AOTA CEU Statement

**Occupational Therapists and Occupational Therapy Assistants:** Dementia Care Specialists, a CPI Specialized Offering is an AOTA Approved Provider of professional development. Course approval ID# 0000001407. This Blended/Hybrid format is offered at 1.0 CEUs. Beginner level. OT Service Delivery and Foundational Knowledge categories. AOTA does not endorse specific course content, products, or clinical procedures.



## ASHA Disclosures Relative to Instructional Personnel

### Kim Warchol, OTR/L



#### Founder and President of Dementia Care Specialists (DCS)

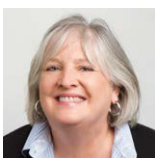
Kim is the founder and president of Dementia Care Specialists who developed the *Dementia Capable Care* training program. With more than 30 years of experience as an occupational therapist, Kim is a nationally recognized expert on designing solutions that educate and empower staff on providing person-centered, cognitive level appropriate care.

**Course(s) taught:** *Dementia Capable Care*, 2<sup>nd</sup> Edition

**Financial Disclosure(s):** Kim is a full-time, salaried Global Professional Instructor, Consultant and President of Dementia Care Specialists (DCS), at Crisis Prevention Institute.

**Non-Financial Disclosure(s):** Kim is a proponent of the Allen Cognitive Disabilities Model. She also co-authored *The Activity Planning Book*; no royalties are received. This product is a part of and sold within the DCS product line.

### Sharon R. Host, OT/L



#### Senior Consultant and Global Professional Instructor for Dementia Care Specialists (DCS)

Sharon specializes in geriatrics, with over 20 years of experience in the long-term care and home health settings, along with serving as a dementia care consultant to facilities nationwide.

**Course(s) taught:** *Dementia Capable Care*, 2<sup>nd</sup> Edition

**Financial Disclosure(s):** Sharon is a full-time, salaried Global Professional Instructor and Consultant for Dementia Care Specialists (DCS), at Crisis Prevention Institute.

**Non-Financial Disclosure(s):** Sharon is a volunteer member and proponent of the Allen Cognitive Network and the Allen Cognitive Disabilities Model.