

## PAC Workshop Descriptions:

Please use this section of your manual to organize your training workshop materials.

**Note:** You may choose to use shorter segments for your workshops – select the Objective(s) that match the segment you choose to use, and make sure your end-of-course Learner surveys match the material you covered during your session.

### **Workshop A: “Normal Aging/Not Normal Aging”**

This workshop helps learners understand and recognize the differences in ‘normal’ and ‘not normal’ aging. The workshop emphasizes the value of matching helping behaviors to the person’s needs and retained abilities to promote a sense of control and self-direction, and addresses typical issues that occur throughout the progression of dementia.

### **Workshop B: “Positive Physical Approach™ (PPA™) and Hand-under-Hand® (HuH®)”**

This workshop focuses on Positive Approach to Care’s care partnering techniques, including Positive Physical Approach (PPA) and Hand-under-Hand (HuH). These newly learned skills enable care partners to shift from simply "dealing with the behaviors" to creating a positive and caring environment.

### **Workshop C: “Teepa’s GEMS®; Using Skills that Make a Difference”**

The GEMS workshop offers an overview of Teepa Snow’s dementia classification model (developed from the basic structure of Allen Cognitive Disability Levels). The GEMS model compares different states of being and ability to the characteristics of precious jewels. This dignified metaphor defines normal aging as well as the many appearances, behavioral changes, skill sets and needs of those living with the effects of neurocognitive failure (dementia) or other brain changes. They should be considered indicators and a guide toward understanding an individual's current state of ability and brain function. Understanding them will lead to an adjustment of expectations, modification of cues and support, and more accurate communication and 'hands-on' care behaviors to better meet ever-changing needs. The GEMS advocate that people living with dementia, when done with rather than done to, and provided with the just right care and setting, can still shine.

# Workshop Resources:

All 3 Workshops are available on [www.teepasnow.com](http://www.teepasnow.com).

## PowerPoint Slides:

The complete **Normal Aging/ Not Normal** Aging slide deck is available on [www.teepasnow.com](http://www.teepasnow.com). It follows the Workshop A outline, which is also available on the site. Also on [www.teepasnow.com](http://www.teepasnow.com) is a full PowerPoint Slide deck which includes over 100 slides.

## Continuing Education Units (CEs):

The application guide and supplemental information, including Teepa's bio, CV, and course outline with objectives, can all be found on [www.teepasnow.com](http://www.teepasnow.com).

## Certification and Recertification Information:

You guessed it, these items are available on [www.teepasnow.com](http://www.teepasnow.com)

## Cards, Manipulatives, and Products:

All items that you wish to purchase may be purchased through the PAC Care Store on the site [www.teepasnow.com](http://www.teepasnow.com).

# Planning Your First Workshop:

Congratulations! You have successfully completed the steps outlined below!

- ✓ Training curriculum and tests
- ✓ Classroom training
- ✓ Reviewed PPA™ and Hand-under-Hand® skills with PAC Mentor

Now it's time for you to work with your PAC Mentor to prepare and facilitate your first workshop:

## Step 1: Determine your topic and length of workshop:

- We recommend using the “**Normal Aging / Not Normal Aging**” workshop outline in Tab 7 of this manual. This workshop can be from 30 minutes to 2 hours in length, depending on the material you would like to cover.
- Based on the material you plan to cover in your workshop, define the training objectives and what parts to include on the feedback survey (page 4 of this document).

## Step 2: Create a training plan incorporating the five Adult Experiential Learning Cycle steps found on the following two pages, preparing questions for your learners. Remember to consider different learning styles:

- Identify your learning style and review with your Mentor. How will this impact your training?

## Step 3: Schedule and record at least one full AELC of your training workshop:

- Collect at least three participant feedback surveys. Remember to define the training objectives based on the material you plan to cover in your workshop.
- Coordinate with your PAC Mentor to submit your workshop video clip (under 20 mins).
- Send three participant feedback surveys to your PAC Mentor.
- Review your workshop recording and feedback forms with your PAC Mentor.

# Planning Your First Workshop:

**Learning Objective:** Describe what Learners should know, understand, or be able to do at the end of the course that they couldn't do before.

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**Experiencing examples:**

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**Sharing questions:**

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**Processing examples:**

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**Connecting examples:**

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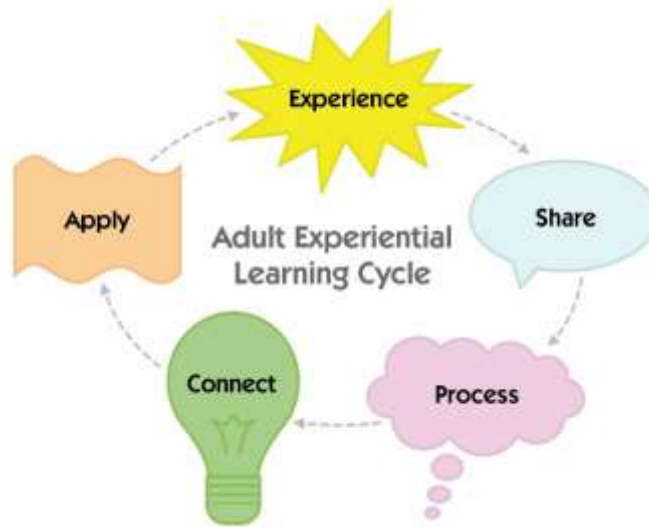
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**Applying examples:**

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## Adult Experiential Learning



**How are you addressing multiple intelligences?**

**Referring to your learning objective from the previous page, describe ways you will address each type of learner through the use of the Adult Experiential Learning Cycle:**

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**Visual Spatial = Picture Smart:**

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**Existential = Big Picture Smart:**

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**Kinesthetic = Body or Action Smart:**

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**Intrapersonal = Me Smart:**

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**Interpersonal = People Smart:**

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**Logistical Mathematical = Puzzle or Number Smart:**

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**Verbal Linguistic = Word Smart:**

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**Naturalistic = Pattern or Nature Smart:**

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**Musical Rhythmic = Musically Smart:**

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# PAC AELC Example:

## EXAMPLE

### Using the Adult Experiential Learning Cycle

Objective: By the end of the session, the learners will be able to \_\_\_\_\_

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Experience: \_\_\_\_\_

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Share: \_\_\_\_\_

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Process: \_\_\_\_\_

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Connect: \_\_\_\_\_

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Apply: \_\_\_\_\_

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