Trainer Certification Course

Course Description

This is a two-day course designed for individuals who wish to learn to train others in Teepa Snow's Positive Approach® to Care (PAC) philosophy, providing dementia related awareness, knowledge, and skill development in a classroom, community, or support group setting. This workshop helps build on the awareness and knowledge gained from the seven hours of video instruction (titled “Seeing it from the Other Side”) that is to be completed prior to the workshop. Mental health professionals, caregivers, and therapists will work to apply their understanding of dementia and what is left and retained in the brain.

The PAC philosophy and care partnering techniques including PPA™ and HuH® serve as the foundation for PAC Trainer Certification. Classroom training includes an in-depth look into the Adult Experiential Learning Model (5 Step Learning Cycle), various learning styles (e.g., Visual, Auditory, Kinesthetic), and the use of effective facilitation techniques to equip the trainer with skills needed to effectively engage adult learners. Specifically, course participants will engage in the successful completion of seven skill areas. First, participants will be able to demonstrate knowledge of dementia and its symptoms. Second, participants will demonstrate knowledge of Positive Approach® to Care techniques to be used to optimize care for those living with dementia. These skills include: PPA™, use of Visual-Verbal-then Touch cueing, and the HuH® technique to guide and assist. Third, participants will learn how to apply the Adult Experiential Learning Model to learning objectives in training. This skill is one of the more complex skills and key to successful learning in a training session. In the fourth skill, participants will display the belief that people with dementia are doing the best they can. This will be evidenced by the fact that their words are person-first language and express their answers to questions in the form of exploration with the learner to identify “unmet needs” in what is commonly referred to as “behaviors” in dementia. Fifth, participants will display the belief that caregivers and mental health professionals are responsible for changing their behavior to improve the care with people living with dementia. The participants demonstrate this belief in their focus of curiosity as a care partner or trainer to figure out how caregivers and professionals may have, without intending to, caused a particular situation with a person living with dementia. The sixth skill involves the participants demonstrating their ability to engage learners in their own learning in training. Specifically, the use of a question-driven approach to problem solving will be modeled and taught to mental health professionals, therapists, and caregivers such that their learners can figure out potential solutions in a classroom setting. Lastly, the seventh skill, participants will demonstrate the organizational skills necessary in preparing for a training session and enthusiasm for content and teaching during a session. This will include planning the objectives, managing technology, arranging logistics, and preparing the room and participants.

Following this training, participants work with a PAC Mentor to complete certification, given the complexity of the skills they will be developing. This requires timely follow-up and completion of multiple steps within an 8-week
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period. Participants will complete several phone consults with a PAC Mentor to further develop and demonstrate newly learned skills.

Teepa Snow developed an ability-based model for understanding states of dementia: the GEMS® characteristics to help therapists, mental health professionals, and other caregivers identify and focus on abilities retained versus abilities lost. Mental health professionals and caregivers will use this tool to revise care plans and expectations as declining abilities of the PLwD impact the relationship. 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. Professionals will apply observational skills to improve recognition of behavioral changes and select appropriate and effective interventions when behavioral challenges occur. The session is highly interactive and will provide learners with hands-on skill building for immediate application in daily care provision or therapeutic practices. Physical interaction skills as well as verbal behaviors that can help manage challenging situations are included in the workshop. Teepa believes that all individuals, whatever their state of being, in the right setting and with the right care, can shine!
Learning Objectives

By the completion of the session, mental health professionals, therapists, and caregivers will be able to:

1. Demonstrate accurately the use of PAC Language and PAC Skills to be used to optimize care for those with dementia and when training, including the Positive Physical Approach™, use of Visual-Verbal-then Touch cueing, basic GEMS® identification, and the Hand-under-Hand® technique to guide and assist
2. Apply the Adult Experiential Learning Model to learning objectives in training
3. Demonstrate the belief that PLWD are doing the best they can
4. Demonstrate the belief that caregivers, therapists, and mental health professionals are responsible for changing their behavior to improve the care with people living with dementia
5. Identify that learners can be differently involved in learning during and after sessions, based on their personality traits, and learning styles.
6. Demonstrate the organizational skills necessary to prepare a training session
7. Demonstrate the appropriate enthusiasm for content and teaching during session

Instructional methodology

( X) Lecture            ( X ) Case Presentation            ( X ) Other (Specify) Interactive Exercises Interactive Exercises, role play, problem solving

( X ) Audio/Visual       ( X ) Discussion Groups       ( ) On-line Presentation

The workshop includes methods, strategies, and materials to provide a multimodal approach to learning. This includes the Adult Experiential Learning Cycle, team problem-solving, and visual, verbal, and kinesthetic experiences based on Gardner's multiple intelligences and from material derived with permission to use by Teepa Snow, Positive Approach, LLC. Specifically, the methods include a combination of lecture, discussion, role-play, group interaction, case discussion, and problem solving among learners to actively engage learners in the content. Video training, handouts, power point presentations, and role-playing may be used throughout the session. The workshop facilitator is a Positive Approach® to Care Mentor/Trainer and is qualified to facilitate workshops and train others in the PAC philosophy.
## Schedule of Content Hours: Overview

<table>
<thead>
<tr>
<th>Session Name</th>
<th>Start Time</th>
<th>End Time</th>
<th>Content Hours</th>
<th>Session Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC Skills and Positive Physical Approach</td>
<td>8:45am</td>
<td>10:45am</td>
<td>2.00</td>
<td>Demonstrate accurately the use of PAC Language and PAC Skills to be used to optimize care for those with dementia and when training, including the Positive Physical Approach™</td>
</tr>
<tr>
<td>What is Brain Change and how do we adapt?</td>
<td>11:00am</td>
<td>12:30pm</td>
<td>1.50</td>
<td>In this session, learners will review what is Brain Change and the reasons behind issues in care. Learners will demonstrate the belief that People Living with Dementia are doing the best they can, and that caregivers are responsible for changing their behavior in order to improve care.</td>
</tr>
<tr>
<td>GEMS® State Awareness and Identification</td>
<td>1:15pm</td>
<td>2:45pm</td>
<td>1.50</td>
<td>Review of and demonstration of basic GEMS® identification</td>
</tr>
<tr>
<td>Cueing for Communication and Hand-Under-Hand</td>
<td>3:00pm</td>
<td>5:00pm</td>
<td>2.00</td>
<td>Using Visual-Verbal then Touch Cueing along with Hand-under-Hand® technique to guide and assist</td>
</tr>
<tr>
<td>The Adult Experiential Learning Cycle</td>
<td>8:45am</td>
<td>10:45am</td>
<td>2.00</td>
<td>Application of the Adult Experiential Learning Cycle (AELC) to learning objectives in PAC training.</td>
</tr>
<tr>
<td>The Adult Experiential Learning Cycle (continued)</td>
<td>11:00am</td>
<td>12:30pm</td>
<td>1.50</td>
<td>This session will continue building on the use of the AELC and attendees will learn how to construct AELCs around the learning objectives that comprise the PAC Workshops.</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>1:15pm</td>
<td>2:45pm</td>
<td>1.50</td>
<td>This session covers how learners can be differently involved in learning during and after sessions, based on their personality traits, and learning styles, and how being aware of our own preferred learning styles can help inform the way we train others.</td>
</tr>
<tr>
<td>Organizing a PAC Workshop</td>
<td>3:00pm</td>
<td>5:00pm</td>
<td>2.00</td>
<td>In this session learners will go over how to organize their workshops based on content, keeping in mind different learning styles, use of AV, role play, and other training tools.</td>
</tr>
</tbody>
</table>

Total Content Hours – 14
References

Below is the list of peer-reviewed citations that 1) are either used to support the curriculum and materials on which PAC presents, or 2) are a direct examination of our program and content.


Chorba, C., Ricci, E., Bear, T., & Edmunds, H. (July 2015). *Positive Approach to Care: Asbury Heights*. The Evaluation Institute, Department of Behavioral and Community Health Services, Graduate School of Public Health, University of Pittsburgh.[1]


[1] For the sake of disclosure, the author and primary contact of this white paper, Dr. Beth Nolan, left her faculty position to join PAC as an employee at the end of 2014. However, she did so following the design and execution of the study, recusing herself from any data analysis or reporting. Her colleagues at the Evaluation Institute took up this data, conducted the analysis, and completed the
report. Further, the primary author on this report, Courtney Chorba, subsequently also joined PAC in 2017.