



GPA

Gentle Persuasive Approaches
in Dementia Care



160,000 staff trained

www.ageinc.ca

The Gentle Persuasive Approaches curriculum is case-based, interactive, and practical. It re-frames challenging behaviour to be interpreted as self-protective or responsive behaviour occurring as a result of unmet needs, encouraging staff to assess the meaning behind the behaviour and work alongside the person with dementia.

A third-party evaluation of the curriculum was completed in 2009 at an Ontario hospital.

Results showed:

- Physical aggression rates declined 50% 3 months post-GPA training
- 90% of respondents stated that the training helped them learn strategies to respond to responsive behaviour

Delivering an innovative, quality care program to interdisciplinary staff across multiple health care sectors.

Many front-line staff in health care have little or no training in the management of responsive behaviours associated with dementias. Staff consistently report feeling vulnerable and at risk of injury if they have not been trained in respectful, non-violent, self-protection techniques. GPA curriculum addresses these needs and is designed for delivery to interdisciplinary groups from all departments within various care settings, including health care aides, dietary aides, as well as housekeeping staff.

GPA is targeted to all staff and departments in care organizations who are working with older adults. Involvement in this curriculum will provide staff with valuable education and the opportunity to develop skills to effectively manage responsive behaviours staff experience as highly catastrophic. The overall goal of the GPA curriculum is to educate staff on how to use a person-centred, compassionate and gentle persuasive approach and to respond respectfully, with confidence and skill to responsive behaviours associated with dementia.



Gentle
Persuasive
Approaches



"I think all healthcare professionals should take this course."

- GPA Basics Participant



"GPA has provided me the tools to enhance the lives of the people I work with."

- GPA Certified Coach

Course Delivery

The course is delivered as a 7½ hour, one-day workshop, involving multiple educational strategies to meet the various learning styles of front-line staff. Course content is implemented via role plays, focus groups, didactic mini-lectures, experiential exercises, case studies, and video clips. It is the intent of the curriculum to be delivered by GPA Certified Coaches so that participants can continue to be coached in their application of key competencies at the point-of-care. The project's interdisciplinary curriculum development team designed this literature-based product and evaluated its effectiveness by measuring impact on participants' self-perceived competency, knowledge acquisition and clinical application.

In Module 1, gain understanding that each person with dementia is a unique human being who is capable of interacting with the outside world.

Overview of the principles of person-centred care, and the meaning behind responsive, self-protective behaviours exhibited by persons with dementia.

Module 2 explores a holistic perspective in order to explain the relationship between the disease process and the person's behavioural response.

Introduction to the impact of dementia on the brain. Discussion centres on the A's of dementia (anosognosia, amnesia, aphasia, agnosia, apraxia, altered perception, attentional deficits, and apathy), the relationship of each of these to responsive behaviours in dementia, and care implications.

In Module 3, apply emotional, environmental, and interpersonal communication strategies that diffuse responsive behaviours.

Overview of emotional, environmental and interpersonal aspects of communication strategies that assist front-line staff to respond effectively to escalating behaviours.

Module 4 focuses on the suitable and respectful protective techniques to use in response to catastrophic behaviour.

Overview of physical intervention principles that when respectfully used in the clinical setting can assist staff to de-escalate the person with dementia, particularly when the behavioural profile includes physical acting-out. Staff learn how to protect themselves. They also learn respectful escort techniques, both individual and team versions that can be used to manage catastrophic behaviours. Staff have an opportunity to apply the techniques in role play situations.



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AGE

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