

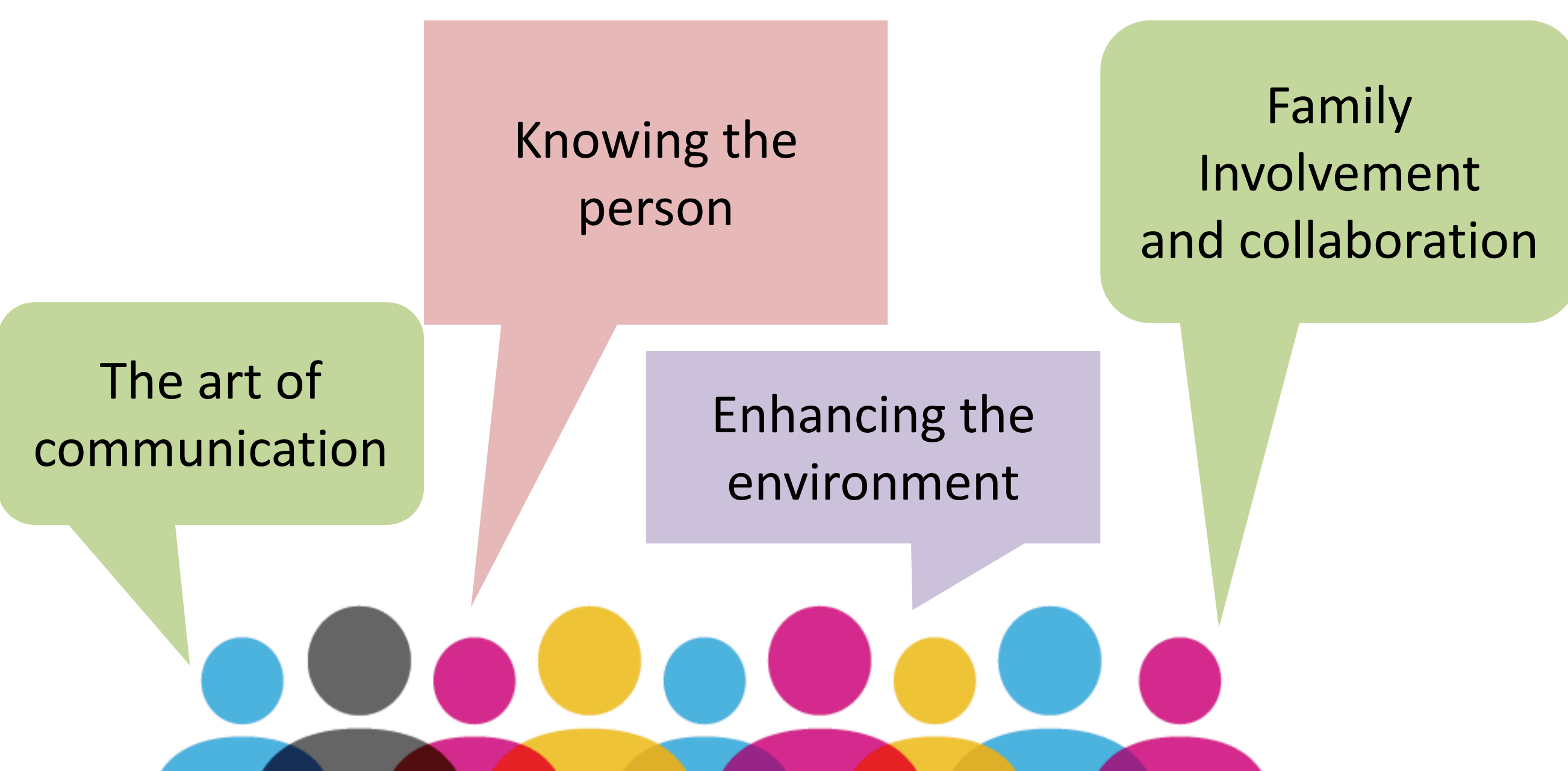
Informing the GPA Bathing Curriculum: Integration of Evidence and Stakeholder Feedback

Stakeholder Feedback

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Background

Bathing represents one of the most challenging activities of daily living (ADLs) in persons living with dementia (PLWD) requiring assistance from caregivers. A person-centered approach, embedded in the principles of the gentle persuasive approach (GPA), conceptualizes bathing as a pleasant experience and results in decreased responsive behaviors. GPA bathing curriculum, currently in development by AGE Inc., integrates strategies informed by the person-centered approach into six storyboards to facilitate a therapeutic bathing experience for PLWD



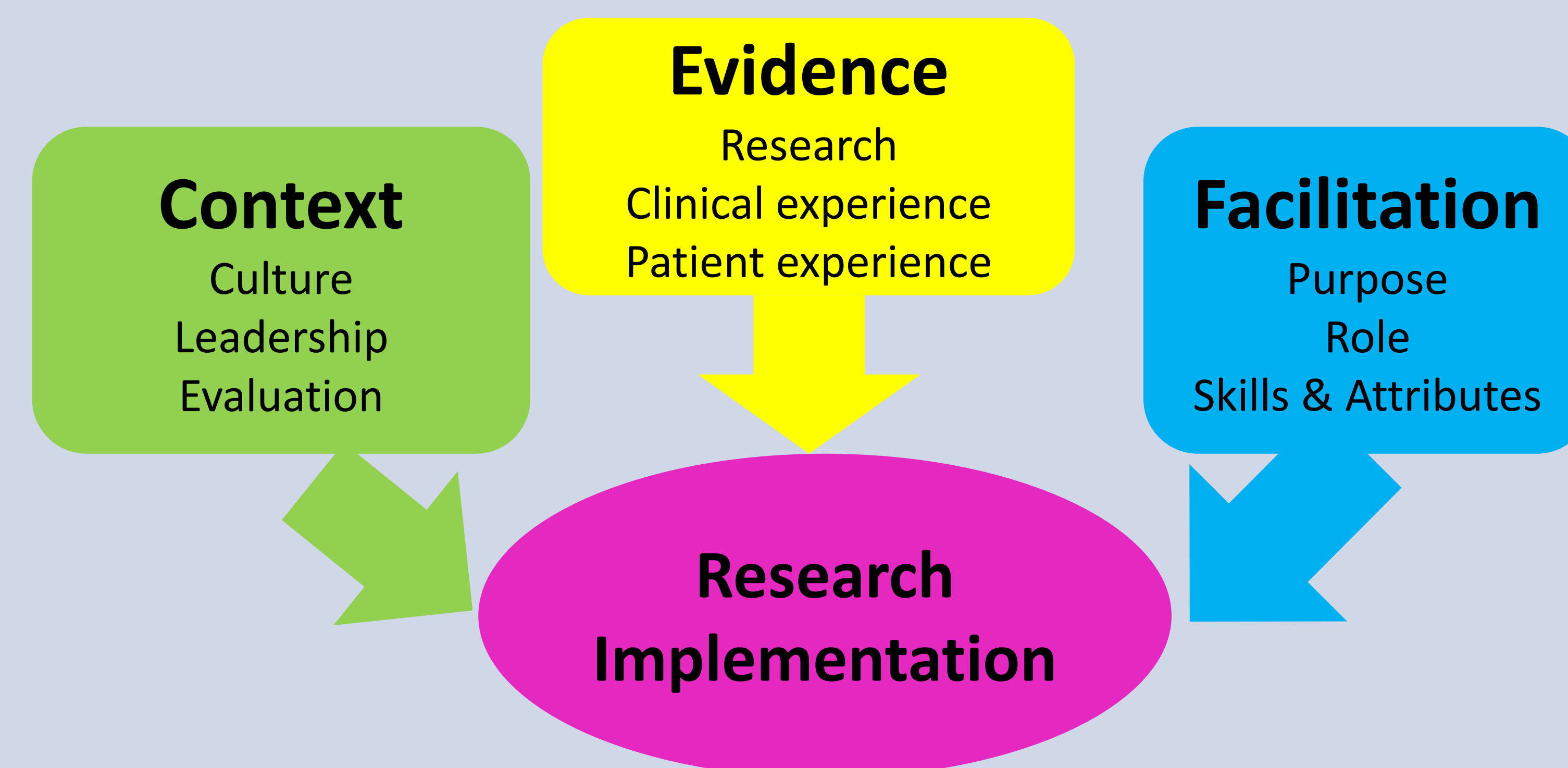
Purpose

The purpose of this project was to augment the GPA bathing curriculum by embedding scholarly literature and focus group feedback from key stakeholders into content of the six storyboards.

Credits

Preceptors: Dr. Lori Schindel Martin and Jennifer Briand
Professor: Dr. Sherry Espin.
Special acknowledgements: AGE Inc. Bathing Committee and Focus Group Members

Process



PARIHS Framework for Research Implementation (Kitson et al., 1998)



The PARIHS framework guided the refinement of this project. Literature pertaining to bathing PLWD from health care providers' (HCP) perspective was carefully examined. Four focus groups comprising of HCPs from different clinical backgrounds were formed using a Doodle Poll (n=4, n=6). Each member received one or two storyboards and a feedback worksheet a week prior to the session date. The content, strategies and applicability of the storyboards was discussed during each focus group session. The AGE Inc. Bathing committee were also asked to review the storyboard and provide feedback. The cumulative feedback was analyzed and incorporated into the storyboards.

Results

Feedback garnered from key stakeholders revealed that the storyboards provide step by step details of the bathing process using a person-centered approach. The storyboards offer evidence based, creative and innovative strategies that can be used to facilitate a therapeutic bathing experience. In addition, the "pop-ups", foundational content and GPA strategies embedded in the storyboards ensure the applicability of the content to various practice settings.

Conclusion

The process of integrating evidence-based best practices and feedback from key stakeholders resulted in enhancement of the therapeutic GPA bathing curriculum. The project highlights the knowledge translation process APNs engage in for successful implementation of evidence into practice.

The following information summarizes the pertinent aspects of the storyboard, required for efficient filming of this video.

Scene:	Notes
Format:	
Location:	
Actors:	
Shot:	
Props:	
Actors Script:	
Thought bubble:	POP-UP Creative Options
Narrator: "It is helpful to engage the family ... aspects of care provision."	
Sam: "Thank you for joining us Linda...."	
Integration with Foundational Content	POP-UP Did You Know
Engage the family early on to learn about the person.	

Video 1: Female shower at Long Term Care Facility

