

# ANNUAL REPORT

2017 | 2018



The business of being social

**AGE**

Advanced Gerontological  
Education

AGE is a not-for-profit social enterprise with a mission to enhance the care of older adults with dementia in Canada





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# MESSAGE from the Board Chair & the Executive Director

In our 3-year Strategic Plan (2016 – 2018), enhancing AGE’s profile as a social enterprise was made a strategic priority. It’s a decision that will have positive and far-reaching effects on our desire to be innovative and successful. (Learn more by reading “AGE as a Social Enterprise,” pg. 5). As we move into the last year of the Plan, ‘the business of being social’ seemed an appropriate theme for this year’s Annual Report.

AGE’s business is carried out in a very social sphere. From networking to knowledge sharing, motivating and mentoring, everything we do helps build relationships that further our mission of enhancing the care of older adults by learning together.

Dementia care is complex. Every day those interacting with older adults face situations of risk. One in five individuals caring for persons living with dementia reported feelings of distress, anger or depression. Nursing aides identified resident-related factors (cognitive impairment and not wanting care) as the main cause of combative behaviour and reported having no control over these factors. However, research and evaluations of our main product, Gentle Persuasive Approaches (GPA) in Dementia Care, show that when point-of-care workers are equipped with appropriate knowledge and skills their confidence increases and the outcomes for those in their care are positive.

So how has AGE been working to spread dementia care knowledge and skills? Last year we were building for growth. This year, that growth continued (see “Timeline of Achievements,” pp. 17 & 18). Here are a few of the year’s highlights ...

Perhaps the biggest news is that GPA is going to China. AGE signed a Memorandum of Understanding with Guanghua International Education Association (GIEA), a leading proponent of international nursing education in Beijing

(www.ghiedu.org). Over the next year, we will work with GIEA to begin disseminating GPA in China.

Here at home, GPA was expanded into Alberta, Manitoba and will soon be in Nunavut. Nationally, we trained 5 new GPA Master Coaches and certified 388 new GPA Certified Coaches, bringing the total number of active GPA Certified Coaches to 1,072.

New products, as well as enhancements to existing products, have been a major part of our growth. We also delivered a Policy Brief to the Ontario government, promoting the value of the GPA curriculum for front-line health care staff.

The upcoming pages are a snapshot of our journey over the past year. As you will see, much has happened and still more is planned.



Henrietta Van hulle  
Chair, AGE Board of Directors  
RN, BN, MHSM, COHN(C),  
CRSP, CDMP

Patti Boucher  
AGE Executive Director  
RN, BHSc(N), MHSM,  
COHN(C), CRSP, CDMP

# Q & A with LEADERSHIP



## Henrietta Van hulle | Board Chair

**Q** How has the Board supported AGE's commitment to be an innovative and successful social enterprise?

**A** The Board listens to the AGE Executive Director, staff and the GPA National Advisory Committee on the need for new products (e.g., the new bathing curriculum) and investing in technology that creates efficiencies as we move more into service delivery on a digital platform (e.g., GPA eLearning).

The Board also has confidence in the knowledge, skills and expertise of the AGE team, as well as its GPA Certified Coaches, Master Coaches and stakeholders. We use this expertise to make strategic decisions that will allow AGE to continue to innovate and grow. Recently, we invited GPA Master Coaches to become voting Members of AGE, thereby enhancing their ability to inform AGE's future and participate in our growth.

**Q** How is AGE working as an agent for social change?

**A** The move to digital learning and the creation of videos allows us to expand our mission to wider audiences. There are multiple care-giving interactions that occur in a variety of settings as adults age. With rates of dementia increasing, more and more people will require the skills to ensure their loved ones and clients receive the best possible dementia care. AGE works hard to meet those needs.

We believe that all persons have value and that this should be reflected in the way care — both formal and informal — is provided and interactions occur. Our website, social presence, social interactions and our GPA Leadership Excellence in Person-Centred Care Award program are all designed to promote and support exceptional care for older adults.

## Patti Boucher | Executive Director

**Q** What unique opportunities have come AGE's way as a result of being a social enterprise?

**A** As a social enterprise, AGE has been able to reinvest profits to continue building internal capacity to meet the increasing operating demands of our market growth. This past year, we implemented a new Enterprise Resource Planning Financial system. This equips us with the required system for managing sales in an international market, while also building-in operational efficiencies.

In keeping with our mission, we are reinvesting in new products such as the GPA Therapeutic Bathing curriculum; Integrated GPA (iGPA), a blended learning experience (eLearning plus classroom) and GPA eLearning in French. Our social mission is to change practice — advancing person-centred care. By continuing to give Coaches the tools and resources to enhance their capabilities to support and mentor, we are creating a framework for sustainable practice change.

**Q** How do AGE's partners and stakeholders benefit from AGE's role as a social enterprise?

**A** AGE is mission driven. We are passionate about making a difference in the lives of older adults and their care providers, so access to our programs and affordability remain key. We have built up a considerable capacity for training new GPA Certified Coaches and Master Coaches to ensure GPA accessibility nationally. We continue to invest in Coaches through education opportunities (e.g., webinars and newsletters) and new tools and resources to assist them in integrating GPA into both formal care plans and everyday care.

Despite considerable increases in venue, catering and Master Coach travel costs, we have maintained GPA Certified Coach Workshop pricing since 2014. In its inaugural year, we are offering Integrated GPA free of charge to stakeholders. We have also adjusted our GPA eLearning pricing to provide significant discounts for bulk purchases. We will continue to strive to keep all of AGE's products and services affordable.

# MESSAGE de la Présidente du conseil d'administration et la directrice administrative

Dans notre plan stratégique de 3 ans (de 2016 à 2018), améliorer le profil de l'AGE en tant qu'une entreprise était devenue une priorité stratégique. C'est une décision qui aura des effets positifs de grande ampleur sur notre intention d'être novateur et de réussir. (Apprenez davantage en lisant « L'AGE en tant qu'une entreprise à vocation sociale, » à la page 1). Alors que nous entamons la dernière année de ce Plan, il semble convenable de nommer le thème du rapport annuel de cette année « Le commerce d'être social. »

Les affaires de l'AGE sont menées dans un milieu très social. Le réseautage, le partage des connaissances, la motivation et le mentorat, tout ce que nous faisons aide à créer des relations qui servent notre mission d'améliorer le soin des aînés en apprenant ensemble.

Les soins aux personnes atteintes de la démence sont complexes. Chaque jour, les personnes qui interagissent avec des aînés font face à des situations dangereuses. Une personne sur cinq qui fournit des soins aux personnes atteintes de démence a indiqué des sentiments de détresse, de colère ou de dépression. Les aides-infirmières ont identifié des facteurs liés aux résidents (déficience cognitive et ne pas vouloir recevoir des soins) en tant que la cause principale de comportement combatif et elles ont indiqué qu'elles n'ont aucun contrôle des facteurs. Cependant, la recherche et les évaluations de notre produit principal, le curriculum d'Approches Douces et Persuasives (ADP) des soins aux personnes atteintes de la démence, révèlent que lorsque les travailleurs aux points d'intervention sont équipés avec les bonnes connaissances et compétences, leur confiance augmente et les résultats sont très positifs pour les personnes dont ils prennent soin.

Donc, comment est-ce que l'AGE a travaillé pour répandre la connaissance et les compétences en matière des soins aux personnes atteintes de la démence? L'année dernière, c'était « Établir un fondement pour la croissance ». Cette année, cette croissance a continué (voir « Échéancier et réalisations, » pages 17 et 18) et voici quelques-uns des points saillants. La plus grande nouvelle est peut-être que l'ADP va en Chine.

L'AGE a signé un protocole d'entente avec Guanghai International Education Association (GIEA), un principal promoteur de l'enseignement infirmier international à Beijing ([www.ghiedu.org](http://www.ghiedu.org)). Au cours de l'année prochaine, nous travaillerons avec GIEA pour commencer à disséminer l'ADP en Chine. Au Canada, le modèle de soins axés sur la personne de l'ADP s'est étendu en Alberta, au Manitoba et au Nunavut, le territoire le plus au nord du Canada. Au niveau national, nous avons formé 5 nouveaux formateurs maîtres de l'ADP et certifié 388 nouveaux formateurs de l'ADP, ce qui a élevé le nombre total de champions actifs de l'ADP à 1,072. De nouveaux produits et des améliorations des produits actuels ont fait partie de notre croissance. Nous avons aussi fourni une note de politique sur la formation en matière de la démence au gouvernement de l'Ontario — une réponse à son mandat de protéger les fournisseurs des soins de santé sur les premières lignes de l'Ontario de la violence au travail.

Les pages suivantes sont un aperçu de notre parcours au cours de l'année dernière. Comme vous le constaterez, beaucoup de choses se sont passées et il y en a encore plus de choses qui sont planifiées.



Présidente du conseil d'administration,  
Henrietta Van hulle  
RN, BN, MHSM, COHN(C),  
CRSP, CDMP

Directrice administrative,  
Patti Boucher  
RN, BHSc(N), MHSM, COHN(C),  
CRSP, CDMP

# Des questions et réponses auprès de la DIRECTION



## Henrietta Van hulle | Présidente

**Q** Comment est-ce que le conseil d'administration a soutenu l'engagement de l'AGE à être une entreprise à vocation sociale innovante et couronnée de succès?

**R** Le conseil d'administration écoute à la Directrice administrative de l'AGE, aux employés et employées de l'AGE et au Comité consultatif national de l'ADP en matière du besoin de nouveaux produits (p. ex. : le nouveau programme de bains) et de l'investissement dans la technologie qui crée des efficacités alors que nous entamons la prestation du service sur une plateforme numérique (p. ex. : l'apprentissage en ligne de l'ADP).

Le conseil d'administration a aussi de la confiance dans les connaissances et l'expertise de l'équipe de l'AGE, ainsi que ses formateurs certifiés ADP, ses formateurs maîtres et ses parties prenantes. Nous utilisons cette expertise pour prendre des décisions stratégiques qui permettent à l'AGE de continuer d'innover et de croître. Récemment, nous avons invité des formateurs maîtres de l'ADP à devenir des membres votants de l'AGE, en augmentant leur capacité d'informer le futur de l'AGE et participant à notre croissance.

**Q** Comment est-ce que l'AGE travaille en tant qu'un agent pour un changement social?

**R** L'avancement à l'apprentissage numérique et la création de vidéos nous permettent d'élargir notre mission à de plus vastes audiences. Il y a de nombreuses interactions de prestations de soins qui se produisent dans divers établissements à mesure que les adultes vieillissent. Étant donné que les taux de démence augmentent, de plus en plus de personnes exigeront les compétences pour assurer que leurs proches et leurs clients reçoivent le meilleur soin que possible aux personnes atteintes de la démence. L'AGE travaille fort pour répondre à ces besoins.

Nous croyons que tout le monde est important et que ceci devrait être reflété dans la façon dont le soin (formel et informel) est fourni et dont les interactions se produisent. Notre site Web, la présence sociale et le programme de prix d'excellence en matière de direction de l'ADP en soins axés sur la personne sont conçus pour promouvoir et soutenir les soins exceptionnels des aînés.

## Patti Boucher | Directrice administrative

**Q** Quelles occasions uniques se sont présentées à l'AGE parce qu'elle est une entreprise à vocation sociale?

**R** En tant qu'une entreprise à vocation sociale, l'AGE a pu réinvestir des profits afin de continuer de créer une capacité interne pour répondre à l'augmentation des demandes d'exploitation de notre croissance du marché. L'année dernière, nous avons mis en œuvre un nouveau système financier de planification des ressources de l'entreprise qui nous équipe avec le système requis pour gérer les ventes dans un marché international, tout en créant des efficacités opérationnelles.

Conformément à notre mission, nous investissons dans de nouveaux produits tels que les bains de l'ADP (un programme de bains thérapeutiques), l'ADP intégré (l'apprentissage mixte) et l'apprentissage en ligne de l'ADP en français. Notre mission sociale est de changer les pratiques — avancer les soins axés sur la personne par l'entremise d'Approches Douces et Persuasives. En continuant de soutenir les formateurs certifiés ADP, nos Champions de l'ADP, avec les outils et les ressources pour améliorer leurs capacités de soutenir et de guider, nous créons un cadre pour un changement durable des pratiques.

**Q** Comment est-ce que les partenaires/les parties prenantes bénéficient de l'AGE en tant qu'une entreprise à vocation sociale?

**R** L'AGE est axée sur sa mission! Nous sommes déterminés de faire une différence dans la vie des aînés et de leurs fournisseurs de soins.

Nous avons créé une capacité considérable pour la formation de nouveaux formateurs certifiés ADP et des formateurs maîtres pour assurer l'accessibilité. Nous continuons d'investir dans nos formateurs par l'entremise d'occasions de formation (des webinaires et des bulletins), ainsi que de nouveaux outils novateurs et des ressources utiles pour les aider avec l'intégration de l'ADP dans les soins quotidiens et les plans formels de soins.

Garder les programmes abordables est une grande priorité. Malgré des augmentations considérables des coûts des lieux, de la restauration et des voyages des formateurs maîtres, nous avons maintenu le prix de l'atelier des formateurs certifiés ADP depuis 2014. Dans son année inaugurale, nous offrons l'ADP intégré sans frais aux parties prenantes. Nous avons aussi ajusté notre prix de l'apprentissage en ligne de l'ADP pour fournir des rabais considérables pour les achats organisationnels en gros. Nous continuerons de nous efforcer à assurer que le prix de nos produits et services demeure abordable.

# AGE as a SOCIAL ENTERPRISE

*AGE develops dementia education programs grounded in a person-centred approach to care. Our Gentle Persuasive Approaches (GPA) curriculum equips point-of-care providers with the skills, knowledge and confidence to interact respectfully, effectively and safely with persons living with dementia, experiencing responsive behaviours.*

A social enterprise is an organization that uses a 'for-profit' business model to achieve specific social objectives. These objectives *must* be the business's primary purpose. Not all social enterprises are not-for-profit and not all not-for-profits are social enterprises. What they all have in common is a fundamental desire to make the world a better place. As a not-for-profit *and* a social enterprise, AGE has a foot in both worlds. What does this mean? Why does it matter? And how is it helping AGE achieve some very important objectives in its mission of enhancing the care of older adults?

From the beginning, the AGE Board referred to us as a social enterprise (SE). In 2016, in our 3-year Strategic Plan, enhancing AGE's profile as a social enterprise was made a strategic priority. We defined the role collectively and entered it into our Governing Policies, with a mandate to be successful and innovative.

Why did defining our social identity matter? Defining ourselves keeps us on track, always ensuring that our social mission drives our business objectives. Since AGE does not receive government funding, we rely on our programs to generate revenue. To stay true to the SE model, each step we take must

further our objectives and every program we create must meet a need that serves the greater good. Any profits are reinvested in ways that advance our mission. We also have a social obligation to keep programs accessible and affordable. This is by no means a solo proposition, it relies on five social P's: *People, Partnership, Personhood, Practice and Progress.*

The right partnerships are key. They must embrace networking, knowledge sharing, peer learning, mentoring and practice, all of which move us closer to collective social action for change. We surround ourselves with people and organizations who also believe that a person-centred approach to care ensures the best care. The concept of 'personhood' — understanding the unique human being behind the disease — is the foundation of our approach.

AGE's programs are evidence-based and grounded in best practices. Since practice and progress go hand in hand, they are designed from a theoretical framework that promotes sustainability and evaluated and updated on a four- to five-year cycle.

Social enterprise aligns favourably with corporate social responsibility for positive change. By engaging in continuous learning, relationship building, innovating, adapting and incorporating new dementia research into fresh editions of our curricula, we cultivate the person-centred approach to care that we believe is needed in the dementia context.

Everyone benefits from person-centred care — persons living with dementia, those who care for them, those who love them and those who will be diagnosed with the disease in the future.



# The business of being social



*"The great acts of love are done by those who are habitually performing small acts of kindness." — Victor Hugo*



# About AGE Inc.

We've come a long way from our beginnings in 1997 as the Continuing Gerontological Education Cooperative (CGEC). In 2010, we incorporated as Advanced Gerontological Education Inc., with the very appropriate acronym A G E. Today, we are a leader in dementia education programs.



## Meeting the need for dementia education

Worldwide, the statistics on dementia project a significant increase in persons living with the disease. Already, 25,000 new cases are diagnosed each year in Canada. By 2031, almost a million Canadians will be living with the disease. One of the greatest challenges in caring for persons with dementia is a care provider's ability to cope effectively and safely with responsive behaviours. Without proper dementia education, care staff report feeling unprepared, helpless, vulnerable and at risk of injury.

## Taking care of the care provider

Currently being updated to its 4th edition, our main product, Gentle Persuasive Approaches (GPA®), is an innovative, practical dementia care curriculum. GPA equips care providers with the knowledge, skills and confidence to apply a respectful, person-centred approach when interacting with older adults. It's an approach that also ensures the caregiver's own safety.



## The importance of sustainability

All of AGE's products and services are evidence based and clinically relevant, guided by best practices and evaluated and updated regularly. They are skills that are immediately useful. Over the long term, sustaining GPA principles and practice in the care setting is essential for successful outcomes. Annual GPA Recharged sessions, as well as in-house support and mentoring by GPA Certified Coaches, are helping to pave the way for program sustainability and a future that is deeply rooted in person-centred care.



## Outreach and advocacy

AGE works collaboratively with partners, stakeholders and other experts in the dementia field to enhance the care of older adults, here in Canada and well beyond our borders.



## Mission

Enhancing the care of older adults by learning together

## Vision

AGE is a leading innovator in educational services to support the care of older adults

## Guiding Principles

Promote an environment that supports integration of service, education and research.

Support collaboration among disciplines, service sectors and educational settings.

Develop programs and resources that are consumer driven, clinically relevant, use adult learning principles and appropriate evaluation mechanisms.

## Strategic Priorities

**1 Financial**  
Increase revenue and diversify our revenue streams to support sustainability and growth.

**2 Stakeholders**  
Build valuable relationships to position GPA strategically in the marketplace and for AGE to be influential in policy setting.

**3 Internal**  
Strengthen our infrastructure to contribute to organizational health and sustainability.

**4 Renewal**  
Strengthen our commitment to be a successful and innovative social enterprise.

# QUALITY Assurance & Coach SUPPORT



*"Each one of us can make a difference. Together, we make change."* — Barbara Mikulski



Last year saw continued advancements within the GPA Certified Coach (CC) Quality Assurance framework. Guided by the GPA National Advisory Committee, categories of renewal guidelines were implemented to assist Coaches who fell short of the required coaching hours by their renewal date. AGE recognizes that people are the heart of what we do and why we do it. Supporting GPA Certified Coaches to maintain their certification while ensuring quality and currency is integral to the continued implementation and sustainability of GPA at the point of care.

Over the past year, AGE invested in supporting Certified Coaches by developing new GPA CC resources, including:

- Quarterly 'Coach Approach' newsletters featuring stories and images from Coaches across Canada who generously share strategies for GPA implementation and sustainability, including creative ways to engage in informal coaching at the point of care;
- Quarterly Webinars featuring content specific to the role of a GPA CC. Aligned with the QA program, reviewing the webinars counts towards GPA Coaching hours. This strategy respects the value of GPA CC time, provides an incentive to engage in continued learning and supports Coach maintenance and the sustainability of the organization's investment;
- Launch of the Individualized Behavioural Escalation Prevention Plan (IBEPP) Certified Coach Tool, a GPA content-based tool to guide discussions during informal coaching moments.

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*"GPA Certified Coaches are special people. No matter what province I am in there is an association that feels like home. I continue to be inspired by the many Coaches who are genuinely passionate about making a difference in the lives of older adults. Thank you, Coaches, for all you do!"*

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Michele Bliss  
AGE Clinical Education Specialist

# PRODUCTS & SERVICES

## A FORMAL TOOL TO MEASURE THE EFFECTIVENESS OF GPA WITHIN AN ORGANIZATION

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This year, AGE formalized and packaged the **Self-Perceived Behavioural Management Self-Efficacy Profile (SBMSEP)** to equip researchers and organizations with a tool to standardize the evaluation approach for implementing GPA. A User Manual was developed for use by students and clinical researchers. To date, the manual has been distributed to Kim Krutz, a doctoral level graduate student at Boise State University, Idaho, as well as to organizations who are conducting their own in-house evaluations of GPA.

AGE encourages individuals who use the SBMSEP tool to provide us with a written summary report of their findings. Ms. Krutz will provide her summary by Spring, 2019.

## GPA BLENDED LEARNING: THE BEST OF BOTH WORLDS IN DEMENTIA CARE EDUCATION

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The Thompson Rivers University (TRU) GPA eLearning Evaluation Study in AGE's Research Portfolio led to a consolidation of both **GPA eLearning** and a classroom session (taught by a GPA Certified Coach) into a formalized AGE product called **Integrated GPA (iGPA)**. iGPA addresses a gap in existing curricula for educating students and staff. It is an example of *blended learning*, considered an important alternative to offering only traditional classroom learning or eLearning since it combines the best of both teaching-learning methods.

iGPA is an alternative, equivalent means to completing the GPA Basics Workshop (full-day session), helping to address the time constraints and competing demands with which care providers and organizations struggle. The program will be in a test phase for the current year.

## USING GPA STRATEGIES & TECHNIQUES IN THERAPEUTIC BATHING ... A NEW CURRICULUM

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Bathing persons living with dementia and experiencing responsive behaviour can be stressful both for the person and their care provider. This past year, AGE began work on a **GPA Therapeutic Bathing Curriculum**.

The AGE Bathing Committee created 6 detailed storyboards illustrating recognized best practices for providing personal care to persons living with dementia and experiencing responsive behavior during bathing. All content was reviewed against research literature and best practice evidence, then summarized. The goal is to demonstrate, through storytelling, how to incorporate GPA strategies and techniques into bathing care to minimize stressors and facilitate a positive bathing experience for both the person and the care provider. Each storyboard contains approximately 40 to 45 pages of script, foundational content, video scenes and informative tips.

Main characters (represented by professional actors) living with dementia in their own unique way are the foci across the storyboards which present the tub bath, shower bath, modified towel bath, sink bath and bathing in stages, as different bathing options. Video planning and script-reading meetings were held with Double Barrel, a Hamilton-based video company.

All storyboards were reviewed for clinical accuracy during six formal focus groups. 2 storyboard reviews were assigned to each focus group made up of diverse stakeholders across health care settings and representing multiple disciplinary lenses. Their feedback was incorporated.

Bathing scenarios were filmed; all remaining content will be delivered to learners using other innovative knowledge-transfer methods. Filming took place at the *Institute for Applied Health Sciences* at McMaster University. Blocking (rehearsing), filming and preliminary editing is now complete and consolidated clips are under review by AGE representatives for accuracy, relevance and potential educational impact. Next steps will include embedding final edits of the video clips into the GPA 4th Edition curriculum and eLearning materials.



Jennifer Briand  
AGE Product Development  
Specialist



Lori Schindel Martin  
Chair, AGE Research &  
Development Committee



## GPA eLEARNING. DEMENTIA EDUCATION, ANYWHERE, ANYTIME.

GPA eLearning is a condensed online version of GPA Basics education that allows participants to learn independently at a place and time most convenient to them. After extensive evaluation of outcomes, GPA eLearning was extended beyond its original research component and is now available to any formal care provider working with an older adult with dementia. The following testimonials are from post-secondary health care students who participated in GPA eLearning. Outcomes show that through their learning, students grew in knowledge and confidence.

*“ I learned different techniques that I can use in de-escalating behavioural issues ... I also learned why older adults with dementia act the way they do and how I could more effectively communicate with them, make them feel valued and respected and relate to them for better, more meaningful care.”*

*“ The most important thing I learned was that all of the behaviours exhibited by someone with dementia have meaning ... there are underlying concepts that I have to pay attention to in order to understand.”*

*“ I have a lot more confidence now ... a better perspective about the disease and the person.”*

*“ I learned ways to get out of a dangerous situation ... and how important it is to really listen to the client and validate what they are saying, and to know about their past, because it will help in understanding why they act in a certain ways and will help me create a better care plan.”*

*“ I learned that persons with dementia are not trying to be difficult with their behaviours but are instead sending out a message that I have to decipher to accommodate.”*

# RESEARCH & DEVELOPMENT

AGE Research Studies | 2017 – 2018

This past year, AGE led several research and evaluation studies of GPA. In these studies, health care students encountered people living with dementia during clinical placements and required curricular opportunities to learn how to work with those who experience responsive behaviours. These studies evaluated the effectiveness of a novel hybrid version of a dementia-specific education intervention, Gentle Persuasive Approaches (GPA), with the enrolled students. The curriculum involved a 3-hour online eLearning course followed by a 3-hour classroom session, led by one (or more) GPA-Certified Coaches, wherein principles of person-centred care were applied, using case study activities and role-playing. The findings of the studies revealed that students gain knowledge, competence and self-confidence in responsive behaviour management using an eLearning approach, prior to participating in a classroom-based workshop to reinforce core materials.

The GPA content used for these studies forms the basis of what is identified as *blended learning*, a product we call Integrated GPA (*iGPA*); additional details on pg. 11.

AGE research studies over the past year have included:

- Pilot Study of an Innovative Online Dementia Education Intervention for Multi-Disciplinary Post-Secondary Health Care Students in Ontario. Funded by the Retired Teachers of Ontario Foundation (RTOF). (Findings were analyzed and disseminated.);
- School Board Personal Support Worker (PSW) Program Pilot funded by The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA). (Findings were analyzed and disseminated.);
- Thompson Rivers University (TRU) GPA eLearning Evaluation. (Gathering of data has begun. Findings to be analyzed in the Fall of 2018.)



## Where has AGE been this year?



AGE Booth, 19<sup>th</sup> Biennial CGNA Conference

Poster, 32<sup>nd</sup> ADI, Japan



Poster, CFN Annual Conference

ORCA Spring Road Show



Extencicare (SGP Group) Road Show

Poster, 9<sup>th</sup> Annual CCD

## CONFERENCES

(*Bold text represents AGE staff or current/past AGE Board members; underlined names are conference presenters.*)

32<sup>ND</sup> INTERNATIONAL CONFERENCE OF ALZHEIMER'S DISEASE INTERNATIONAL (ADI). KYOTO, JAPAN. April 2017. Poster. (See photo, left.)

**Schindel Martin, L., Newman, K.,** Romaniuk, D., Purdy, N., Kenmir, A., Verkuyl, M., Hughes, M., Wiesenthal, S., **McLelland, V., Boucher, P.,** Freeman, C., Julian, P. *Evaluation of an online dementia-specific education intervention in a baccalaureate collaborative nursing degree program.*

CANADIAN FRAILTY NETWORK (CFN) ANNUAL CONFERENCE. TORONTO, ONTARIO. April 2017. Poster. (See photo, left.)

Julian, P., Schindel Martin, L., McLelland, V., Ryan, D., Lee, J., **Cowan, D.,** Wilding, L. *Online dementia education for emergency department staff: Participant voices support the need.*

19<sup>TH</sup> BIENNIAL CONFERENCE, CDN. GERONTOLOGICAL NURSING ASSOCIATION (CGNA). OTTAWA, ONTARIO. May 2017. (See photo, left.)

Oral Papers:

1. **Schindel Martin, L., Julian, P., McLelland, V., Bliss, M., Boucher, P.** *Responsive behaviour related to bathing in the dementia context: A literature review of evidence-based best practice interventions.*

2. **Schindel Martin, L.,** Julian, P., **McLelland, V., Boucher, P.** *Sexual Expression and Dementia: Shelter or Shadow?*

3. **Schindel Martin, L., McLelland, V., Boucher, P.** *An educational intervention to build staff capacity to provide person-centred dementia care for residents experiencing responsive behaviour: Outcomes within long-term care homes from two Canadian provinces.*

4. **Boucher, P., Schindel Martin, L., Bliss, M., McLelland, V.** *Evidence-based dementia education: Advancing best practice using a not-for-profit social enterprise model.*

5. **Schindel Martin, L.,** Newman, K., Romaniuk, D., Purdy, N., **McLelland, V.,** Freeman, C., Julian, P. *Using GPA Education to Influence Nursing Students' Perceptions of Responsive Behaviour in Dementia.*

6. **McKellar, L., Crandall, J.,** Beker, L., Brymer, C., Coatsworth-Puspoky, R., Dasgupta, M., Lawson, S., Schlegel, K., **Schindel Martin, L.,** Shu, K., Olawoore, M., Vasudev, A. *Implementing a standardized, coordinated, and sustainable process to respond to the needs of patients 65+ with responsive behaviours: A quality improvement initiative.*

7. Schlegel, K., Beker, L., Brymer, C., Coatsworth-Puspoky, R., Crandall, J., Lawson, S., McKellar, L., Olawoore, M., Vasudev, A., **Schindel Martin, L.** *The implementation of a Gentle Persuasive Approach elearning curriculum among medical unit staff members in a large academic teaching hospital: A program evaluation.*

(19<sup>th</sup> Biennial Conference, CGNA, cont'd. ...)

Poster Presentations:

1. Julian, P., Schindel Martin, L., McLelland, V., Wilding, L., Ryan, D.P., Lee, J., **Cowan, D.** *Bridge the gap: Participant voices support the need for an online dementia education for emergency department staff.*

2. **McLelland, V., Schindel Martin, L.,** Wilding, L., Julian, P., Ryan, D.P., Lee, J., **Cowan, D.** *Effects of a dementia educational intervention for emergency departments on staff knowledge, confidence, and self-efficacy in providing person-centred care.*

46<sup>TH</sup> ANNUAL SCIENTIFIC AND EDUCATION MEETING OF THE CANADIAN ASSOCIATION ON GERONTOLOGY (CAG). WINNIPEG, MANITOBA. October 2017.

1. **Schindel Martin, L., Woo, T., Cowan, D., McLelland, V.,** Miller, P., Newman, K., Rose, D., Ashbourne, J., Ashley, M., Julian, P., McNee, M., Vieira Zamora, F., **Bliss, M., Boucher, P.** *Evaluating the eLearning format of the Gentle Persuasive Approaches dementia education curriculum with interprofessional post-secondary health care students.*

2. **Schindel Martin, L., McLelland, V.,** Cooper, R., Mayer, K., Wauchope, L., **Briand, J., Boucher, P.** *Evaluating a hybrid eLearning format of the Gentle Persuasive Approaches dementia education curriculum with two Ontario school board PSW programs.*

3. **Schindel Martin, L., McLelland, V., Bliss, M., Briand, J., Boucher, P.** *Responsive behaviour in dementia: Perceptions across care sectors.*

9<sup>TH</sup> ANNUAL CANADIAN CONFERENCE ON DEMENTIA (CCD). TORONTO, ONTARIO. November 2017. Poster. (See photo, left.)

**Schindel Martin, L., Woo, P., Cowan, D., McLelland, V.,** Newman, K., Rose, D., Miller, P., Ashbourne, J., Ashley, M., Julian, P., McNee, M., Vieira Zamora, F. *Responsive Behaviour: Meeting the learning needs of inter-professional post-secondary health care students. (Poster was selected as one of only five to be presented as an Oral Paper from all conference abstract submissions.)*

## SPEAKING ENGAGEMENTS

1. Ontario Retirement Communities Association (ORCA) Spring Road Show. Speakers: Patti Boucher, Michele Bliss. Five Ontario locations, Spring 2017. (See photo, left.)

2. Extendicare (SGP Group) Road Show. Speaker: Michele Bliss. Locations in BC, AB, SK, ON, Spring 2017. (See photo, left.)

3. St. Joseph's Health Centre, Toronto. Speaker: Michele Bliss.

4. Sunnybrook Hospital, Toronto. Speaker: Paula DiLoreto.

5. BC Residential Care Initiative Learning Series. *Dementia Behaviour Management.* Speaker: Patti Boucher. Fall 2017.



*"Storytelling is the most powerful way of putting ideas into the world."* — Robert McKee

The Growth of GPA			
Product / Service	2017 — 2018		To Date
GPA Certified Coach Training Workshops (Ontario)	14 (Ontario)	12 (Outside Ontario)	216
GPA Certified Coaches Trained	425		3,489
GPA Certified Master Coaches Trained	3		69
GPA Basics Manuals Sold	30,791 (English)	785 (French)	322,265
GPA-Recharged Booklets Sold	6,850 (English)	50 (French)	47,220
GPA eLearning	384 Individuals	627 (a new multi-user option for large organizations and institutions)	1,925

# OPERATIONS Report

The accomplishments of the past year have been another successful display of the AGE Strategic Plan objectives in action, with a solid focus on strengthening our commitment to be a successful and innovative social enterprise. AGE furthered our social mission by adopting new technology-driven delivery formats; taking the GPA eLearning program accessibility to a multi-user format and establishing annual licensing agreements with several organizations and post-secondary educational institutions.

We made great strides in enhancing our GPA Certified Coach and customer connectivity and implementing major Coach Database enhancements to keep up with rapidly advancing information technology. We created a new GPA presentation format to accommodate the phase-out of video player software and the creation of an alternative format which is accessible to all GPA Coaches with more current software.

We also launched a new financial system which merges our webstore with the AGE accounting system. This investment allows the integration of several functions of our internal database, removing several duplicate tasks. The new webstore shopping cart directly links to invoicing. All of these enhancements promote integrated management of AGE's core business processes and its sales and customer tracking features.

We granted access to the WordPress environment, which allows us to modify many of our back-end webpages and regularly update our front-end content independently, on the fly.

Internally, we completed the AGE Operations Policy and Procedure Manual, ensuring that

all of AGE's business practices and systems are thoroughly documented.

After successfully rebranding AGE last year, we continue to update and create new marketing collateral to make discovery of information about GPA education easier to locate and access on our website and distribute to all of our stakeholders.

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*"One of the highlights of the past years was the launch of the AGE Recognition Program, which provided us an opportunity to spotlight the positive impact of GPA at the point of care. We showcased GPA successes through stories told to us by organizations coast to coast who have implemented GPA. And we re-told these stories everywhere — on our website, on social media and in all of our conversations about the value, importance and effectiveness of Gentle Persuasive Approaches."*

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Paula DiLoreto  
AGE Operations and Logistics Manager

# Timeline of ACHIEVEMENTS

## Q1

April, May, June | 2017

1. Launch of the AGE Recognition program;
2. 9<sup>th</sup> Annual Geriatric Skills Day (evaluation funded by Retired Teachers of Ontario Foundation [RTOF]);
3. AGE presents 7 oral papers and 2 posters at 19<sup>th</sup> Biennial Conference of Canadian Gerontological Nursing Association (CGNA), *see page 14*;
4. AGE presents poster at 32<sup>nd</sup> International Conference of Alzheimer's Disease (ADI), Japan, *see page 14*;
5. AGE presents poster at Canadian Frailty Network Conference, *see page 14*;
6. New partnership and MOU with New Brunswick Continuing Care Safety Association (NBCCSA);
7. Inaugural Bilingual | New Brunswick GPA CC Workshop;
8. GPA Post eLearning Workshop evaluation (leads to Integrated GPA);
9. AGE speaks at Ontario Retirement Communities Association (ORCA) Road Show, *see page 14*;
10. AGE speaks at Extencicare (SGP Group) Road Show in four national locations, *see page 14*;
11. AGE presents at St. Joseph's Health Centre, Toronto;
12. GPA CC Webinar: "GPA: A Critical Component of a Workplace Violence Prevention Plan."
13. GPA CC "Coach Approach" Newsletter. Issue 2.
14. AGE Blog: "Are we ready? What does the growing prevalence of dementia mean for employers?"
15. AGE ED Interviewed for St. Peter's Hospital newsletter.

*(photo)* Group learning activities at a GPA CC Workshop

## Q2

July, August, September | 2017

1. Multi-disciplinary committee struck for development of storyboards for the GPA Bathing Curriculum;
2. Translation of GPA eLearning into French;
3. AGE participates on Chartwell Retirement Residence's Dementia Committee;
4. AGE collaborates with Behavioural Supports Ontario (BSO) on the Behavioural Education Training Supports Inventory (BETSI) tool;
5. Launch of the first AGE Integrated Marketing Plan;
6. GPA CC Webinar: "Older LGBTQ Adults: Considerations for Care";
7. GPA CC Coach Approach Newsletter. Issue 3;
8. AGE Blog: "Most of us dream frequently, but organizations must dream too";

*(photo)* A little music adds to the atmosphere when caregivers get together in Nunavut



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# Timeline of ACHIEVEMENTS

## Q3

October, November, December | 2017

1. Inaugural GPA Certified Coach Workshop in Edmonton, Alberta;
2. Self-Perceived Behavioural Management Self-Efficacy Profile (SPBMSP) mixed-methods outcome measure finalized for distribution;
3. Renewal of MOUs for delivery of GPA by Conestoga College, SafeCare BC and ProMask Fit;
4. AGE presents at the 46<sup>th</sup> Annual Scientific and Education Meeting of the Canadian Association on Gerontology (CAG), *see page 14*;
5. AGE presents poster at the 9<sup>th</sup> Annual Canadian Conference on Dementia (CCD). Toronto, Ontario *see page 14*;
6. Launch of first AGE Social Media Calendar;
7. Staff Professional Development Day seminar;
8. GPA CC Webinar: "Working with Families: Building Effective, Honest Relations";
9. GPA CC Coach Approach Newsletter. Issue 4;
10. AGE Blog: "Is all of the publicity around violence in our health and community care environments raising a red flag for health care students?"

(photo) Workshop discussion of characteristics of a compassionate dementia care worker

## Q4

January, February, March | 2018

1. New AGE financial system goes 'live';
2. Launch of the "Individualized Behavioural Escalation Prevention Plan" (IBEPP) tool;
3. AGE signs MOU with Guanghua International Education Association (GIEA) to begin discussions on disseminating GPA to nurses in China;
4. New GPA Certified Coach Package made available;
5. Development of six storyboards for the GPA Therapeutic Bathing Curriculum videos;
6. AGE article is published in *Home & Long Term Care News*: "7 Things You Need to Know: Supporting Persons with Responsive Behaviours";
7. Launch of AGE Speakers Bureau on website;
8. GPA CC Webinar: "Informal Coaching Using the IBEPP Tool";
9. GPA CC "Coach Approach" Newsletter. Issue 5;
10. AGE Blog: "AGE as a social enterprise: The business of being social."
11. 394% increase in AGE followers on Twitter over last year.

(photo) GPA CC Webinar: "Working with Families: Building Effective, Honest Relations"

Genuine  
Kindness  
Mindful  
Patient  
Like the people  
Gentle  
Caring  
Present  
Humble  
Curious  
Innovative  
Flexible  
Humourous  
\*Laugh\*





# AGE BOARD of Directors



Chair. Henrietta Van hulle | RN, BN, MHSM, COHN(C), CRSP, CDMP

Henrietta is the Executive Director for Health and Community Services with Public Services Health and Safety Association (PSHSA). She has over 25 years of experience in health care and occupational health and safety. Henrietta has a Bachelors degree in Nursing, a Masters of Health Service Management, a Canadian Registered Safety Professional designation and she is also a Certified Occupational Health Nurse, Infection Control Practitioner and Internationally Certified Disability Management Practitioner. Henrietta regularly speaks on the subject of workplace violence prevention, bullying, disability management and healthy work environments.



Vice Chair. John W. Currie | BA, ITSM

John has successfully managed the delivery of IT services and solutions in the public and private sectors for more than 18 years. He achieved EXIN certification for IT Service Management from Loyalist College. As a member of COACH (Canada's Health Informatics Association) and a founding Board member of the Society of Information Management (Toronto Chapter), John was Managing Director for The IT Agency and worked for the Ontario Safety Association for Community and Healthcare as the Chief Information Officer. He also held a senior level position with Symantec Corporation, a global security software company.



Secretary. Lori Schindel Martin | RN, PhD

Lori is Associate Director, SRC and an Associate Professor at Ryerson University, Daphne Cockwell School of Nursing. Her research focuses on the health care needs of seniors living with cognitive impairments. Lori teaches in the undergraduate and graduate programs. She is also Chair of the Gentle Persuasive Approaches (GPA®) Advisory Committee, a national initiative that focuses on the development/evaluation of educational objects designed to enhance the practice of frontline staff working with frail older adults in long-term care.



Director. Marilyn Valenti | CMA

Marilyn obtained her Certificate Management Accountant (CMA) designation in 1989 and has over thirty years of experience working in the accounting and operations department of a Burlington manufacturing firm. In 2010, Marilyn joined Foto Source Canada Inc. to head up the finance department. Today, Marilyn holds the position of Director of Finance for Foto Source Canada Inc.



Director. Barb McCoy | RN, BA, GNC(c)

Barb is a Registered Nurse, Dementia Educator, Psychogeriatric Consultant and Co-Creator of the Gentle Persuasive Approaches (GPA®) curriculum. Barb is a Certified Gerontological Nurse through the Canadian Nurses Association and has worked in psychogeriatrics in hospital, community and long term care for the past 40 years, during which she coached Best Practice and/or evidence-informed practice. Barb is involved in applied research projects that improve quality of life for persons with dementia. She oversees all of the GPA curriculum revisions.



Director. Julian Quinton | BA, MBA, Dip. PTM

Julian is Scotiabank's Director of Insurance Planning and Communications for international insurance. He has over a decade of experience at senior manager and director levels focusing on international markets. Julian has specialized in the fields of sales and service design, business planning, strategy, marketing and communications. He also has 20 years experience in performance consulting and employee training, including as an instructional designer in healthcare insurance. Julian is a registered assessor of adult learning (South Africa), licensed for Facet5 personality testing with certification as an employee coach through Horn Consulting Toronto.



Director. Susan Wright | BA (Hons.), ACC

Susan is an executive coach and founder of Wright Momentum, a coaching/consulting business helping leaders and organizations manage change by thinking differently and collaborating more effectively. She has worked in the private, public and social sectors, leading change initiatives within complex healthcare organizations. She has been a Spokesperson for Kellogg's, Project Consultant for two non-profit organizations, Recreation Therapist in two teaching hospitals and is a faculty member at a community college. Susan is certified to administer the Emotional Intelligence Assessment: EQi Multi-Health Systems and LEADS 360: Canadian College of Health Leaders.



Director. Catherine Brookman | B.Sc., M.A., Ed.D.

Catherine is a gerontologist who specializes in the social, biological and psychology of the elderly. A health care consultant for over 25 years, she provides expertise in health care organizational management, program development and evaluation, research implementation and translation into better health care practices. She is a dynamic authority on Ontario's Personal Support Worker (PSW) occupation, her primary research interest. She is a past Board Member of the Ontario Community Support Association, the Public Health and Safety Association for Government Services and the Seniors' Health Knowledge Network.

# GPA National Advisory Committee REPORT

Stakeholders are key to the success of Gentle Persuasive Approaches (GPA). We are grateful to all the volunteer members of the National GPA Advisory Committee (NAC) who provide clinical and developmental expertise to further the GPA program. Through their generous contributions, AGE was able to make great strides in areas of GPA implementation and sustainability, as well as coach maintenance and quality assurance processes this past year.

The current mix of stakeholders includes two francophone members with a provincial and federal focus. All stakeholders represent multiple sectors within health care, as well as community and safety organizations across six provinces. Over the upcoming year, our targeted membership recruitment efforts will continue to strengthen our ability to respond to the diverse provincial, regional and sector-specific trends, issues and needs related to dementia care education.

Here are a few highlights of the Committee's accomplishments over the past year:

- Approved the GPA National Advisory Committee Charter, including a name change to reflect our national reach;
- Approved revisions to coach maintenance hours;
- Approved new guidelines for coaches who fall short of required hours by the time their renewal date comes up;

- Approved a 90-day grace period as a firm deadline for Certified Coach renewal;
- Approved five new GPA Master Coaches;
- Provided input on the Certified Coach Service Delivery model survey, as well as the development of the Individualized Behavioural Escalation Prevention Plan (IBEPP) Guide tool.

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*"As Chair of the GPA National Advisory Committee, I wish to celebrate the ongoing contributions of its members. Your generous offering of time, passion and expertise greatly contributes to the ongoing growth and development of the person-centred core values of the GPA program."*

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Craig Smith, GPA Master Coach  
& Chair of the GPA National Advisory Committee





*"In a gentle way, you can shake the world."* — Mahatma Gandhi

# GPA National Advisory Committee MEMBERS

## Angèle Bénard, RSW

Angèle is a bilingual social worker with experience in community mental health, teaching and clinical teams. She became Director of the Northern Ontario Resource Centre with the Huntington Society of Canada (HSC) in 2008. During this time, Angèle was certified as a GPA Coach, providing training to social services students, long-term care staff and the HSC national team of social workers. She is currently National Director of Family Services and Community Development for the HSC. Angèle was involved in revising the francophone GPA (Approches Douces et Persuasives) program.

## Bob Spicer, BA, MA

Bob obtained his MA in Recreation & Leisure Studies from the University of Waterloo, specializing in Therapeutic Recreation and Gerontology. He has more than 25 years experience in elder care, specializing in mental health and dementia. Bob taught full time at Lethbridge Community College. For the past 15 years, he has worked at the North Bay Regional Health Care Centre as a Psychogeriatric Resource Consultant, supporting care providers in long-term, community and continuing care as well as rehabilitation settings. Bob is a GPA Master Coach in Northern Ontario.

## Craig Smith, BSCH, RSW, MSW

Craig has worked in the field of seniors' mental health for the past seventeen years and is truly passionate about person-centred care. His career path reflects his commitment to the care of seniors living with memory loss. Craig worked for his local Alzheimer Society as Education Coordinator and for the Cornwall Community Hospital as a Psychogeriatric Resource Consultant. Currently, he is an Elder Mediator and Geriatric Assessor for the Champlain CCAC. Craig is a GPA Master Coach in Eastern Ontario.

## Geneviève Laferrière, B. Comm, Project Management Certificate

Geneviève is Project Coordinator at Le Réseau franco-santé du Sud de l'Ontario, the French Health Network of Central Southwestern Ontario. She has worked with Francophone minority communities at a regional, provincial and national level. Geneviève collaborates with organizations to promote increased access to French language health services in order to provide quality person-centred services. She currently works with organizations across the GTA to optimize francophone services for seniors.

## Janet Aucoin, RSW, MSW

Janet began her career at the point of care in Home Care and long-term care settings. She pursued post-secondary education and worked for five years in a university research setting before studying Social Work. She worked as a Clinical Social Worker and as part of the management team in a long-term care home. Currently, Janet works as a Challenging Behaviour Resource Consultant for Northern Zone in the Nova Scotia Health Authority. Janet is a GPA Master Coach candidate in Halifax, Nova Scotia.

### Lisa Wauchope, BSc, M.Ed, PGDip

Lisa has been a health care professional and educator for 20 years in home care and PSW education. She was a PSW Instructor and York District School Board (YRDSB) PSW Program Lead. Lisa is also the co-chair of the PSW committee for the Ontario Association for Continuing Education School Board Administrators (CESBA) and a facilitator with the Centre for Interprofessional Education at the University of Toronto. She is currently the Director of Care at Bookjane. Lisa is also a GPA Master Coach in the Greater Toronto Area of Ontario.

### Maureen Montemuro, BScN, MHSc, GNC(C)

Maureen has worked in nursing for 45 years in a variety of roles and sectors, including geriatrics, community health, mental health, program development and teaching. She retired in 2014 from her position as Clinical Nurse Specialist in Dementia Care on the Behavioural Health Program at St. Peter's Hospital in Hamilton and she remains an Assistant Clinical Professor at the School of Nursing at McMaster University. Maureen has been involved with GPA since its inception and is currently a GPA Master Coach in Hamilton, Ontario.

### Saleema Dhalla, BA, MSc

Saleema completed her Masters of Occupational and Environmental Hygiene at UBC. She began her career in the geochemical industry, implementing a safety program to account for a range of occupational exposures in order to improve worker safety. She has also designed and executed systems at the provincial and national levels to reduce workplace injuries and improve employee well-being. Saleema also led the development and execution of a province-wide initiative to improve and standardize the safety program at 300 B.C. locations, through which organizations gained COR certification, an occupational health and safety management system that goes beyond current legal requirements.

### Tracy Danylyshen-Laycock, B.S.P.E., M.S.W., R.S.W., Ph.D candidate

Tracy is the Behavioural Consultant for the 30 long-term care homes in the Saskatoon Health Region as well as a PhD Candidate in the Health Sciences Program through the College of Medicine at the University of Saskatchewan. Tracy is a GPA Master Coach in Saskatoon, Saskatchewan.

### Tracey Leslie, B.Rec, CGN

Tracey is a Certified Eden Associate (CEA) at Sherbrooke Community Center in Saskatoon and a Certified Dementia Practitioner (CDP). She has worked as a Recreation Therapist, Recreation Programmer and Manager of Services in adult day programs, acute, community and long-term care. Tracey was hired by Vancouver Island University to instruct the 2017 Activity Assistant program. She is the Manager of Recreation Therapy and Volunteer Services and a GPA Certified Coach at a large campus of care which includes independent/assisted living and complex care in Nanaimo, BC.

### Vivian White, RN, BN, GNC(C)

Vivian is a Registered Nurse with 35 years experience, primarily in long-term care. She possesses university-level certificates in Leadership from Memorial University, Adult Education from St. Francis Xavier University and Gerontology from Mount St. Vincent University. She also has National Certification in Gerontology from the Canadian Nurses Association of Canada. Vivian was involved in the 3<sup>rd</sup> edition revisions of the GPA program. Currently, she is the Regional Education Coordinator for Western Health in Stephenville, Newfoundland and a GPA Master Coach.

# The AGE TEAM



Patti Boucher  
Executive Director



Paula DiLoreto  
Operations and Logistics Manager



Michele Bliss  
Clinical Education Specialist



Min Liu  
Financial Analyst



Jennifer Briand  
Product Development Specialist



Daniela Busby  
Administrative Assistant



Victoria McLelland  
Research Coordinator



Joyce Turner-Gionet  
Communication & Marketing Coordinator



Anne Orsi  
Bilingual Customer Service Assistant



Maureen Hewins  
AGE Volunteer

# PARTNERSHIP & COLLABORATION



# TESTIMONIALS

*“As an organization, we adopted GPA as a standard of training for all staff ... it helps people understand the world that those affected by Alzheimer's disease or a dementia are living in. It gives staff a new sense of understanding that increases the success when communicating with our clients.”*

Christopher Rawn-Kane | CEO, Alzheimer Society Peel

*“Since we started training staff in person centered care and GPA, we noticed a decrease in the number of falls, a great increase in the number of residents participating in meaningful activities and we eliminated all restraints within the home.”*

Monika Berinde | Resource Nurse, Parkview Home

*“As part of our recruitment process, we seek out candidates that have their GPA certificate. We know that these individuals have the knowledge, abilities and skills to provide extraordinary care to persons with dementia. It is certainly a key criteria in our hiring process at Booklane.”*

Lisa Wauchope | Director of Senior Care, Booklane

*“Just today I had a staff member approach me on our lunch break to share excitedly that twice in the past week she tried GPA's 'doing nothing is having a plan' strategy and it really works! This staff member obtained her GPA training a number of years ago, but recently attended GPA Recharged.”*

Robin Stainton | Certified Adult Education Instructor, CDSB of Eastern Ontario, PSW Program



Participants practice a self-protection technique at a GPA education session

*“As an employer, GPA certification is a preferred requirement ... the profile of residents in long term care has become very different over the last few years, necessitating an understanding of working with dementia and responsive behaviours.”*

Cindy Doris  
Manager, Quality Education,  
St. Josephs at Fleming Long-Term Care

*“I think all agencies should teach their PSWs how to apply GPA.”*

Fleming College student

*“Of the nine certificate/ participation training that we include in our program, students identified GPA as one of the top two most valuable and applicable programs; Palliative Care being the other one.”*

Anita Plunkett, Certified Adult Education Instructor, CDSB of Eastern Ontario PSW Program

*“In a survey after the ACE Collaborative and following GPA training, staff were asked which behaviours were the most challenging when providing care. The results showed a decrease in 12 of 13 responsive behaviours originally listed as the most challenging.”*

Martha Budgell, Safe Elder Care Professional Practice Clinician, Oakville/ Trafalgar Memorial Hospital

*"GPA training is recognized in long-term care as the most effective training for staff to use in the LTC environment with residents exhibiting responsive behaviours."*

Cindy Doris, Manager,  
Quality Education, St. Josephs  
at Fleming Long Term Care



*"When I was hired in October of 2015, the first thing I did was meet with our PSWs to ask what education they would most like to have. They all wanted more information on dementia care and how to engage with clients. After researching the GPA program ... we have now deemed GPA mandatory for all PSWs working for our program."*

Dianne Rhude | Supervisor, Assisted Living Services, Victorian Order of Nurses

*I have had students contact me after graduating to tell me — with great pride — how their GPA training made a difference for someone in their care. Families often comment on how our students treat their loved ones with such dignity."*

Jill Corkery | PSW instructor, St. Louis Adult Learning & Continuing Education Centres

*"GPA training is a proud piece of our organizational culture — upon hire, new team members partake in a vibrant day of GPA training and the team repeats the training every 2 years. With the philosophy of our clients and their respective individual and unique needs at the centre of our direct care and as the basis for all organizational decision-making, the organization is grateful for the opportunity to be part of GPA, now and in the future."*

Sally Bennett Olczak | CEO, Alzheimer Society of Windsor-Essex County

*GPA language was incorporated into the policies and procedures which has promoted shared language, knowledge, and passion. As a result, ongoing GPA education has cultivated a strong, healthy, resilient team who not only see the person who is living with dementia, but who have the ability to support the person to live well."*

Rachel Lewis | Sun Pointe Village Administrator, Baptist Housing



# Advanced Gerontological Education

Enhancing the care of older adults by learning together



Located at St. Peter's Hospital  
88 Maplewood Avenue, Hamilton, Ontario L8M 1W9  
905 777 3837 ext. 12277  
info@ageinc.ca  
**www.ageinc.ca**