



AGE

Advanced Gerontological
Education

Caring for the care provider

Annual Report

2018 – 2019

dementia & responsive behaviour

"... all behaviour has meaning. Responsive behaviours are often a form of communication of an unmet need for an older adult living with dementia, complex mental illness, substance abuse and/or other neurological disorder. These behaviours are often a result of changes in the brain affecting memory, judgement, orientation and mood."

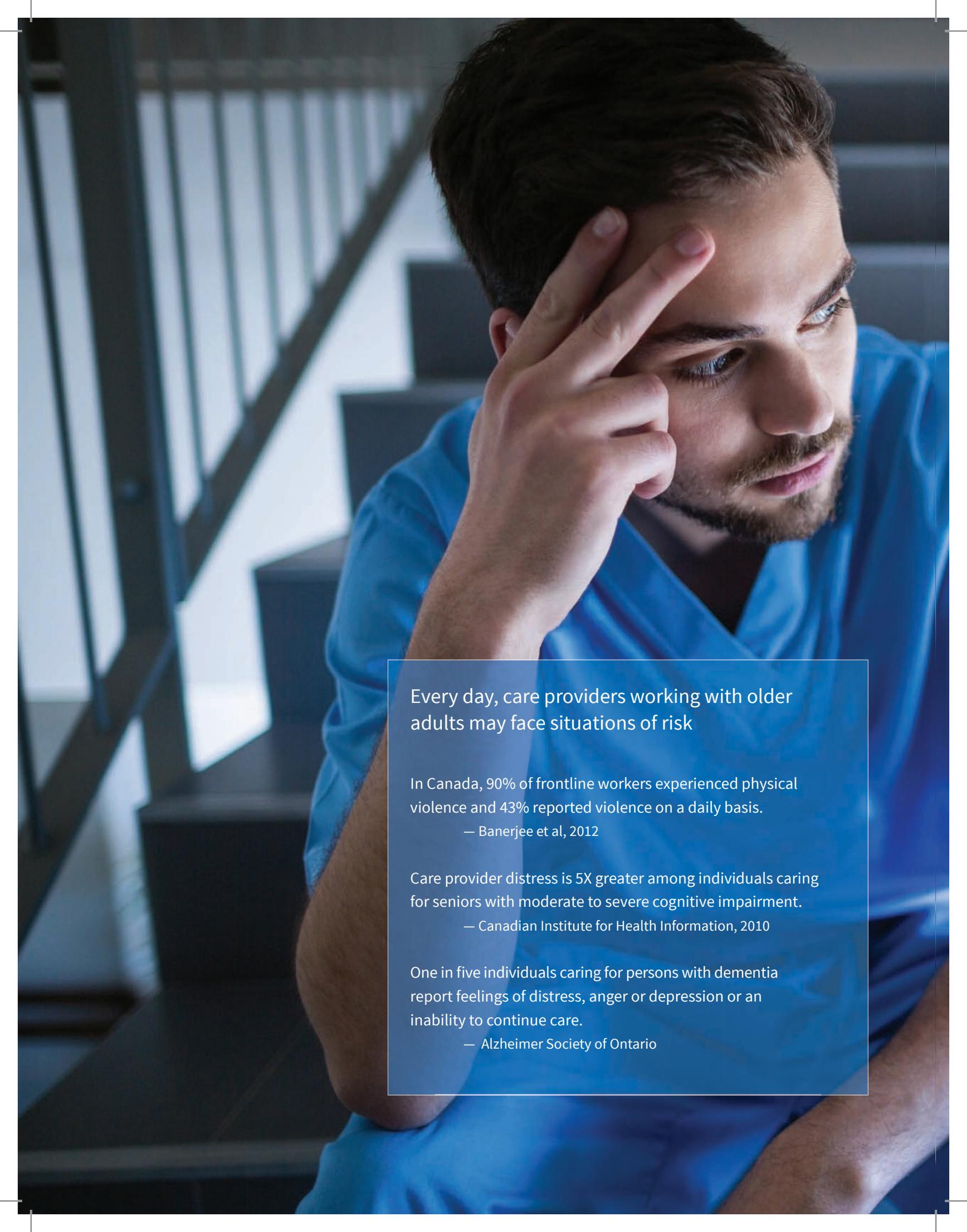
— Behavioural Supports Ontario (BSO)

AGE's mission of enhancing the care of older adults is rooted in caring for their care providers. We do this through education. Gentle Persuasive Approaches (GPA™), our evidence-based curriculum, equips those working at the point of care with the knowledge, skills and confidence to respectfully and safely support persons living with dementia and expressing responsive behaviours. GPA principles are also applicable for persons with delirium, developmental disabilities, stroke-related changes and other acquired brain injuries.

education



Caring for the care provider



Every day, care providers working with older adults may face situations of risk

In Canada, 90% of frontline workers experienced physical violence and 43% reported violence on a daily basis.

— Banerjee et al, 2012

Care provider distress is 5X greater among individuals caring for seniors with moderate to severe cognitive impairment.

— Canadian Institute for Health Information, 2010

One in five individuals caring for persons with dementia report feelings of distress, anger or depression or an inability to continue care.

— Alzheimer Society of Ontario

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Why is the need for dementia education so important & so urgent?

Message from the Executive Director & the Board Chair

AGE's mission of *enhancing the care of older adults by learning together* is rooted in caring for their care providers. This means equipping those working at the point of care with the appropriate knowledge and skills through Gentle Persuasive Approaches (GPA™), our dementia care curriculum. Without such knowledge and skills, care providers are at significant risk of harm. In 2019, more than half a million Canadians are living with dementia. By 2031, that number will rise to 937,000 — a 66% increase. At some point, many will express responsive behaviour. Caring for the care provider through education is such an important and urgent concern that we chose it as our theme for this year's AGE Annual Report.

Currently, healthcare workers in acute care are seeing a significant increase in the number of older adults admitted to hospital — many of them are living with dementia and will express responsive behaviour. Most acute care staff still do not have education and training in dementia care, leaving them ill-equipped to safely interact with these patients. A report by the Canadian Federation of Nurses Unions (CFNU) highlights factors that are impacting violence toward staff: inappropriate admissions of patients into facilities that are ill-equipped to deal with persons' acuity/complexity, inadequate communication protocols/practices with respect to violence risks and lack of violence prevention training.¹

In long-term care, multiple co-morbidities and acuity levels associated with chronic illnesses mean that individuals diagnosed with dementia are more likely to have a concurrent medical illness, symptoms of which can be expressed as responsive behaviour.

Why is GPA a vital element in a comprehensive culture of person-centred care?

While social models of dementia care are essential for person-centred care delivery, even in organizations that

have successfully implemented other social/relational/activities-based dementia care programs, AGE's dementia care curriculum provides *specific* knowledge and skills that help *safeguard* care providers working with persons who express responsive behaviours, regardless of their etiology. As an educational intervention, GPA is a vital element in a comprehensive culture of person-centred care.

Take a moment to read the wonderful testimonials to the value of GPA on page 25 of this report. Visit our website (www.ageinc.ca) to read stories of GPA in action in care settings across Canada. The research section of our website provides information on the evidence behind our curriculum, as well as evaluations of the program.

The facts, figures, testimonials and beautiful images in this report tell the story of AGE's journey over the past fiscal year. They speak to our progress in meeting our mission and to our inherent responsibility as a social enterprise to make the world a better place. We hope you enjoy the pages that follow.



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



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

¹Reichert, C. Project Team: Doer, E, Oxana, G, Advisory committee CFNU Occupational Health and Safety Network. A Discussion Paper. Enough is Enough. Putting A Stop To Violence in the Health Care Sector. June 2017. The Canadian Federation of Nurses Unions (CFNU).

Pourquoi l'éducation au sujet de la démence est-elle une priorité urgente?

Message de la directrice administrative et de la présidente du conseil d'administration

La mission de l'AGE d'améliorer le soin des aînés en apprenant ensemble se trouve au sein des soins de leurs fournisseurs de soins. Ceci signifie de leur donner des connaissances et des compétences de soins aux personnes atteintes de la démence. Sans avoir de telles connaissances et compétences, ils présentent des risques élevés de maux. En 2019, plus de 500 000 Canadiens vivent avec la démence. D'ici 2031, ce chiffre augmentera à 937 000 — une incroyable augmentation de 66 %. À un moment donné, la plupart de ces personnes éprouveront un comportement réactif. Prendre soin du fournisseur de soins par l'entremise de l'éducation est une préoccupation tellement urgente que nous l'avons choisie en tant que notre thème pour le rapport annuel de cette année.

Actuellement, les travailleurs de la santé en soins actifs remarquent une augmentation considérable du nombre d'aînés admis à l'hôpital — plusieurs d'eux vivent avec la démence. La plupart des employés en soins actifs n'ont pas encore de l'éducation et de la formation en soins en matière de la démence, ce qui fait en sorte qu'ils n'ont pas ce dont ils ont besoin pour interagir en sécurité avec ces patients. Un rapport de la Fédération canadienne des syndicats d'infirmières/infirmiers (FCSI) souligne les facteurs qui affectent la violence envers les employés : des admissions inappropriées des patients dans des emplacements qui n'ont pas ce dont ils ont besoin pour s'occuper de l'acuité/la complexité des personnes, des protocoles/pratiques de communication inadéquats en matière des risques de violence et du manque de formation sur la prévention de la violence.¹

En soins de longue durée, les comorbidités multiples et les niveaux d'acuité associés aux maladies chroniques signifient qu'il est plus probable que les personnes atteintes de la démence auront une maladie concomitante, dont les symptômes peuvent être exprimés en tant qu'un comportement réactif.

L'ADP est un élément essentiel d'une culture compréhensive de soins axés sur la personne

Bien que les modèles sociaux des soins aux personnes atteintes de la démence soient essentiels pour la prestation de soins axés sur la personne, même dans des organisations qui ont réussi à mettre en œuvre d'autres programmes

sociaux/relationnels/de des soins aux personnes atteintes de la démence basés sur des activités, le curriculum des soins aux personnes atteintes de la démence de l'AGE offre une connaissance et des compétences très spécifiques qui aident à protéger les fournisseurs de soins qui travaillent avec des personnes qui éprouvent des comportements réactifs, peu importe leur étiologie.

En tant qu'une intervention pédagogique, Approches Douces et Persuasives (ADP), notre curriculum en matière de la démence, est un élément essentiel d'une culture compréhensive de soins axés sur la personne. Prenez un instant pour lire les formidables témoignages au sujet de l'ADP à la page 25 de ce rapport. Visitez notre site Web à www.ageinc.ca pour lire des histoires de vie réelle de l'ADP en action au sein d'établissements de soins à l'échelle du Canada. La section de la recherche de notre site Web offre une vaste gamme de renseignements intéressants et pertinents.

Les faits, les figures, les témoignages et les belles photos dans ce rapport sont l'histoire de notre parcours au cours de l'an dernier. Ils parlent au sujet de notre progrès en matière de répondre à notre mission et la responsabilité inhérente dans notre rôle en tant qu'une entreprise sociale pour faire en sorte que le monde soit une meilleure place. Nous espérons que vous aimerez le dossier de notre parcours de cette année.



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

The future

“The most reliable way to predict the future is to create it.” — Abraham Lincoln

Patti Boucher | AGE Executive Director
Reflections on growth

I recently retired from my role as AGE's Executive Director so crafting this message is a touch bittersweet. Over the summer I reflected on AGE's growth and success.

I was passionate about AGE and its main product, Gentle Persuasive Approaches (GPA), long before I assumed the position of its Executive Director in 2014. As Vice President of Prevention Services with the Ontario Safety Association for Community and Health, I promoted GPA at provincial health and community workplaces as a key component in a workplace violence prevention strategy. In 2004, I negotiated a partnership for AGE, which was then known as the Continuing Gerontological Education Cooperative (CGEC). Fast-forward to 2019 and AGE is a thriving not-for-profit social enterprise and a leader in educational services to support and enhance the care of older adults.

During my tenure with AGE, the majority of my time was spent building a robust business infrastructure to serve the organization into the future. We introduced GPA to six new provinces/territories (AB, BC, MAN, NB, Yukon and Nunavut) and I negotiated numerous partnerships and relationships with provincial and national associations that positioned AGE strategically. Uppermost in my mind and that of the Board, was promoting AGE as a not-for-profit social enterprise. It was an important endeavour for the brand and one in which we have been very successful. Growing the AGE team, implementing standard processes and efficiencies and guiding the reinvestment of revenue into new products and services such as our new blended learning program called Integrated GPA (iGPA), our GPA Therapeutic Bathing Curriculum, new research consulting service and of course, GPA 4th Edition, have all been top priorities.

I will continue to champion AGE at every opportunity.

Henrietta Van hulle | AGE Board Chair
Building on a strong foundation

As Patti Boucher retires, the Board would like to thank her for significant contributions to AGE's growth and success over the past five years. Patti came to us with decades of commitment to safe person-centred care. Already a stalwart and vocal champion of GPA, as Executive Director she focused her own energies and created wonderful synergies with others in the sector, to expand the reach and impact of AGE's programs. She championed the value of GPA as a critical component of a workplace violence prevention program, giving staff at the point of care the knowledge, skills and confidence to interact *safely* with persons expressing responsive behaviours.

Under Patti's stewardship, AGE has grown to be an international organization. In 2016, she implemented our first 3-year Strategic Plan (2016 – 2018). The results have led to increased revenue, new delivery channels to support growth, expanded relationships to position AGE strategically for the future and a robust business infrastructure. We have also made important strides in AGE's mandate for renewal — to be a successful and innovative social enterprise. Thank you, Patti, for your dedication and hard work. We wish you the best in your retirement.

We also welcome April Morganti, AGE's new Executive Director. April is also passionate about improving the lives of the more vulnerable members of society. She brings her experience in the private and not-for-profit sectors, with a focus on stakeholder engagement that included ministry-funded organizations, government and healthcare to our AGE team. Her skills in adult education, team building and communication will ensure that AGE continues to be a leading innovator in educational services to support the care of older adults.

L'avenir

« La façon la plus fiable de prédire l'avenir, c'est de l'inventer. » — Abraham Lincoln

Patti Boucher | Directrice administrative
Réflexions au sujet de la croissance

J'ai récemment pris ma retraite de mon rôle en tant que Directrice administrative de l'AGE donc, rédiger ce message est un peu doux-amer. Au cours de l'été, j'ai songé à la croissance et au succès de l'AGE.

J'étais enthousiaste au sujet de l'AGE et de son produit principal, Approches Douces et Persuasives (ADP), bien avant que j'ai assumé le poste de sa Directrice administrative en 2014. En tant que Vice-présidente des services de prévention à l'Ontario Safety Association for Community and Health, j'ai promu l'ADP aux milieux de travail provinciaux de santé et de communauté en tant qu'une stratégie de prévention de la violence au travail. En 2004, j'ai négocié un partenariat pour l'AGE qui s'appelait à ce moment-là Continuing Gerontological Education Cooperative (CGEC). Avançons rapidement à 2019 et l'AGE est une entreprise sociale nationale florissante à but non lucratif et un chef de file en services pédagogiques pour soutenir et améliorer les soins des aînés.

Lors de mon mandat chez l'AGE, j'ai passé la majorité de mon temps à créer une infrastructure commerciale robuste pour servir l'organisation dans l'avenir. Nous avons introduit l'ADP à six nouvelles provinces/territoires (AB, C.-B., MAN, N.-B., Yukon et Nunavut) et j'ai négocié plusieurs partenariats et relations avec des associations provinciales et nationales qui ont stratégiquement positionné l'AGE. Ce à quoi j'ai le plus pensé (et ce à quoi le conseil d'administration a le plus pensé) était de promouvoir l'AGE en tant qu'une entreprise sociale à but non lucratif. C'était un effort important pour la marque et l'un où, je suis fière de dire, nous avons très bien réussi. Les principales priorités étaient de faire croître l'équipe de l'AGE, de mettre en œuvre des processus et des rendements standard et de guider le réinvestissement du revenu dans de nouveaux produits et services tels que l'ADP intégré (iADP), notre nouveau programme d'apprentissage mixte, un Curriculum des bains thérapeutiques, un service de recherche et de consultation et, bien sûr, la 4^e édition de notre curriculum d'Approches Douces et Persuasives (ADP®).

Je continuerai de soutenir l'AGE et l'ADP à chaque occasion.

Henrietta Van hulle | Présidente du conseil d'administration
S'appuyer sur une solide fondation

Alors que Patti Boucher prend sa retraite, le conseil d'administration souhaite la remercier pour les contributions considérables à la croissance et au succès de l'AGE au cours des cinq dernières années. Patti s'est jointe à nous avec des décennies d'engagement aux soins sécuritaires axés sur la personne. Déjà une défenseuse vaillante et vocale de l'ADP, en tant que Directrice administrative, elle a ciblé ses propres énergies et créé de formidables synergies avec d'autres personnes dans le secteur, pour agrandir la portée et l'impact des programmes de l'AGE. Elle a défendu la valeur de l'ADP en tant qu'une composante essentielle d'un programme de prévention de la violence au travail en donnant aux employés au point d'intervention la connaissance, les compétences et la confiance pour interagir d'une façon sécuritaire avec les personnes qui éprouvent des comportements réactifs.

Sous la direction de Patti, l'AGE est devenue une organisation internationale. En 2016, elle a mis en œuvre notre premier Plan stratégique de 3 ans (2016 à 2018). Les résultats ont engendré un plus grand revenu, de nouveaux modes de prestation pour soutenir la croissance, de plus grandes relations pour stratégiquement positionner l'AGE pour l'avenir, ils ont assuré une robuste infrastructure commerciale et ils ont fait des avancements importants du mandat de l'AGE pour le renouvellement — afin d'être une entreprise sociale réussie et innovante. Merci, Patti, de votre engagement et dur labeur. Meilleurs vœux dans votre retraite.

Nous souhaitons maintenant la bienvenue à April Morganti, la nouvelle Directrice administrative de l'AGE. April est aussi enthousiaste au sujet d'améliorer la vie des membres les plus vulnérables de la société. Elle apporte son expérience dans les secteurs privés et à but non lucratif, en misant l'engagement des parties prenantes qui ont inclus des organisations financées par le ministère, des organisations gouvernementales et des organisations des soins de santé à notre équipe de l'AGE. Ses compétences en éducation des adultes, en formation d'une équipe et en communication assureront que l'AGE continue d'être un chef de file en services pédagogiques pour soutenir les soins des aînés.

The world of AGE Inc.

Then and now

AGE is a national not-for-profit social enterprise. From a small cooperative back in 1997, we have grown to be the leading innovator in educational programs to support older adults living with dementia.

About dementia

Changes in the brain affect the way a person sees, hears and interprets situations. Often the person has trouble communicating their needs. Behavioural and psychological symptoms of dementia can include extreme agitation, psychosis (e.g., delusions and hallucinations) and physical aggression.
(learn more at right).

Person-centred language

Responsive behaviour is a term that is usually preferred by persons living with dementia to describe how their actions, words and gestures are a response to something important in their personal, social or physical environment — often an unmet need.

Gentle Persuasive Approaches (GPA)

Our evidence-based dementia curriculum (GPA) equips staff with the knowledge, skills and confidence to support persons living with dementia and responsive behaviours, including more highly escalated behaviours that may require gentle, respectful physical redirection or temporary body containment strategies.

GPA's positive impact

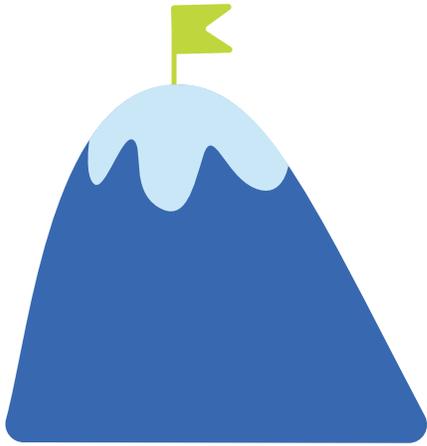
GPA positively influences staff confidence and ability to discover the meaning behind responsive behaviours and work safely with persons living with dementia to satisfy unmet needs. Visit our website (www.ageinc.ca) to learn more about our research and our program evaluations.

Building a culture of person-centred care

AGE works collaboratively with like-minded partners, stakeholders and clinical experts in dementia to deliver its educational programs.

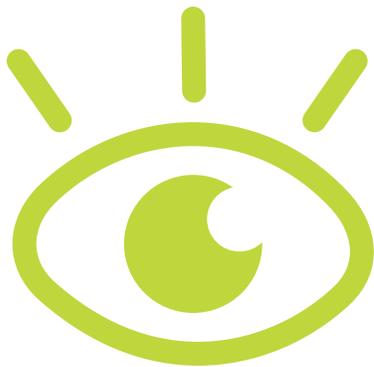
To date, more than 1,500 organizations have embedded GPA philosophy and practice into their workplace.





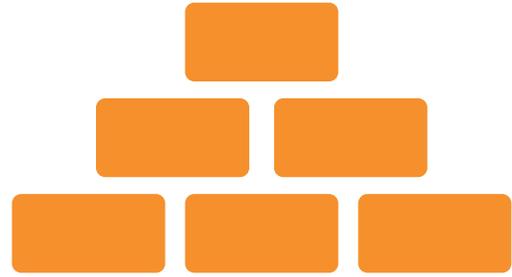
mission

Enhancing the care of older adults by learning together.



vision

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



principles

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

Support collaboration among disciplines, service sectors and educational settings.

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

Quality assurance & coach support

Changing the culture of care requires champions at the point of care

“GPA Certified Coaches (CCs) are champions of person-centred care. They are agents of practice change, selected by their organizations to coach and support staff to apply GPA principles and strategies beyond the classroom setting at the point of care.”

— Michele Bliss
AGE Clinical Education Specialist

Celebrating coach certification, Vancouver Coastal Health, B.C.

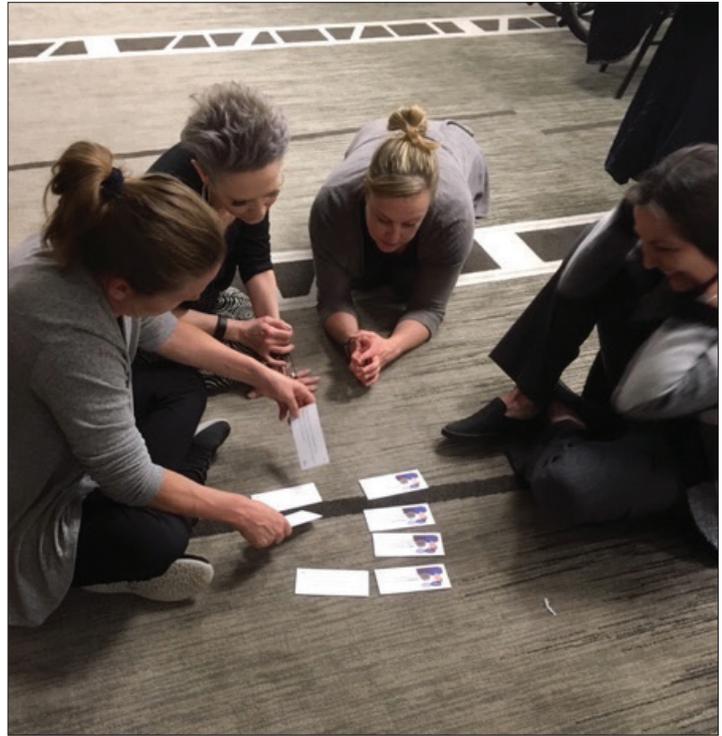




Practising GPA Personal Space exercise, Halton Healthcare, Ontario



Musical interlude during a coach workshop in Rankin Inlet, Nunavut



Small-group learning at a coach workshop in Calgary, Alberta

The year 2018 — 2019 saw the total number of active GPA Certified Coaches (CCs) eclipse 2,000 across Canada for the first time!

Sustainability

AGE recognizes coaches as the key to the continued application and sustainability of knowledge and skills learned in GPA. Through their creativity, passion and dedication, participants of GPA sessions are able to transfer their knowledge to their practice.

The job of the AGE Clinical Education Specialist is to ensure coaches have what they need to be successful in their roles. Supporting more than 2,000 coaches across Canada can only be done with the assistance of a great Customer Support Team

Enhancing the care of older adults by learning together

at AGE. Over the past year, Daniela, Anne, Elena and Maria assisted hundreds of coaches with their inquiries.

Coach resources

In January 2019, AGE launched the revised Coach database, including adjusted maintenance hours requirements. Modifications to our Quality Assurance, Coach Maintenance and Tracking system reflect the role of the coach as integral to supporting the transfer, translation and application of knowledge at the point of care. AGE strives to support coaches to stay current and confident with GPA material and recognize the organization's investment in coach certification.

The new system accepts up to 20 hours of 'Informal Coaching', encouraging coaches to engage in

team-based discussions to apply GPA knowledge and strategies at the point of care. This change recognizes that the coach role extends beyond the classroom setting.

Another highlight of the past year was the January 2019 launch of the revised *GPA Master Coach Guide*, including mentorship processes for new Master Coaches. The guide ensures that GPA Certified Coach Workshops are facilitated with consistency across Canada. The workshop outline promotes the ultimate objectives of developing GPA CCs' confidence and familiarity with the coach materials that are accessible to them.

Ongoing resources for coaches include webinars and the quarterly *GPA Coach Approach* newsletters, in which coaches share their practice stories, successes and strategies to integrate GPA into organizational systems.

Products & services

Supporting learning through products and services that are clinically relevant and use appropriate evaluation mechanisms

“As an organization, we adopted GPA as a standard of training for all staff because 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 they are communicating with our clients.”

— Christopher Rawn-Kane,
CEO, Alzheimer Society of Peel, Ontario



AGE Educational Videos. Frames (*below*) are from our upcoming GPA Therapeutic Bathing video series



(*above*) Clip from our series about engaging the family in care planning.
(*below*) Care huddle — developing an individual patient care plan.

(*above and below*) Clips on using GPA strategies during a shower-bath experience for a person living with dementia.

Enhancing the care of older adults by learning together

Integrated GPA (iGPA)

In 2019, we launched a blended learning initiative that is called Integrated GPA (iGPA). It is made up of eLearning followed by a GPA Coach-facilitated interactive classroom session. Blended learning has been shown to enhance student achievement, motivation and satisfaction when compared to online or classroom instruction alone. With iGPA, theoretical concepts are delivered electronically at the students' own pace, allowing valuable in-person classroom time to be dedicated to group discussions, role-playing demonstrations and the essential opportunity to practise GPA's physical techniques while receiving constructive feedback.

GPA Certified Coaches have online access to a number of resources that ensure successful facilitation of the classroom session. These include the *iGPA Certified Coach Tutorial*, which assists in planning and preparing for the session and the *iGPA Classroom Session Certified Coach Guide*, a comprehensive resource with specific coaching guidelines.

GPA Therapeutic Bathing Curriculum

We have made significant progress on our Therapeutic Bathing curriculum. In 2018, we completed filming and editing of six scenario-based video vignettes. These videos provide story-based examples of how to apply GPA principles when bathing persons living with dementia who express

responsive behaviours. Information was collated from our literature review on bathing best competencies and standards of care to form the content and structure of the first GPA Therapeutic Bathing eLearning module. Content for the remaining five modules will be developed over the coming year.

GPA 4th Edition

The curriculum revision process for updating to the 4th edition of GPA was initiated this year, ensuring that all content represents the latest research evidence as well as recommended approaches to person-centred dementia care.

Preliminary changes have been implemented, including inserting updated research references and revisions to language to be in keeping with the Person-Centred Language Guidelines developed by the Alzheimer Society of Ontario and Behavioural Supports Ontario's Person-Centred Language Initiative.

We also began identifying potential replacement video clips that could be used to update older ones. Video testimonials were filmed, capturing the perspectives of Dr. Tricia Woo (Associate Professor of Medicine at McMaster University and Geriatrician at St. Peter's Hospital) and the lived experiences of Phyllis Fehr, retired nurse and advocate as a person living with dementia, along with her daughter, Candice Pugh, a health care provider and GPA Certified Coach. Their invaluable perceptions will be embedded within the GPA 4th Edition and other AGE curricula.

Collaborative Products

Behavioural Education & Training Support Inventory (BETSI) Launch

Our AGE Executive Director, Patti Boucher, chaired a committee that developed a revised Behavioural Education & Training Support Inventory (BETSI) tool. The tool informs leadership decisions on how to provide staff members with appropriate education that prepares them to care for older adults expressing responsive behaviours in various contexts. The updated BETSI was released in March 2019 and includes representations of four of AGE's dementia curricula.

Behavioural Supports Ontario Dementia Observation System (BSO-DOS®) Working Group

AGE Research & Development Chair, Lori Schindel Martin, co-chaired an inter-professional working group building a new standardized version of the DOS. The tool, piloted in eight healthcare organizations across Ontario, records direct observation of responsive behaviour. In addition, it was used to record responsive behaviour episodes evident in one-minute intervals from de-identified video clips. AGE provided data analysis support to the research team in this multi-modal sensor study. We will be acknowledged as a contributor in its publication.

The new standardized BSO-DOS® shows promise as a research tool to measure patient outcomes in future projects.

Research & development

Supporting the integration of service education and research

In 2018 — 2019, AGE's focus has been on creating and disseminating a body of evidence demonstrating the effectiveness of GPA eLearning with a variety of learners. In addition, we have been communicating our progress in developing a curriculum addressing knowledge gaps in best practices for bathing persons with dementia.



AGE presented at the Guanghua International Education Association (GIEA) Conference in China

AGE assisted Thompson Rivers University, B.C., in implementing and evaluating GPA. 53 Health Care Assistant students completed GPA eLearning, followed by an interactive classroom session one month later. Relative to baseline, students showed significant improvements in self-efficacy, competence and knowledge about dementia care immediately after completing their GPA eLearning. These improvements were sustained when measured again 12 weeks later. The students provided qualitative written and verbal responses describing how, after GPA, they had a newfound awareness of their responsibility as caregivers in identifying unmet needs or triggers for responsive behaviours. They were able to name specific techniques they might use when a person with dementia is upset or agitated. During their clinical placements and at the 12-week post-GPA time point students said that GPA helped prepare them for caring for people with dementia. They described specific scenarios in which they had applied GPA techniques with good outcomes.

AGE has also been developing manuscripts describing similar findings from our evaluations of GPA eLearning with 1) interdisciplinary postsecondary nursing, medicine and occupational and physical therapy students, funded by the Retired Teachers of Ontario Foundation (RTOF); and 2) acute care staff on five in-patient medicine units at London Health Sciences Centre, Ontario, as part of a broader *Acute Care for the Elderly* (ACE) Collaborative quality improvement project, funded by the Canadian Foundation for Healthcare Improvement. These manuscripts will be submitted to peer-reviewed scientific journals for publication.

AGE also developed eight podcasts on the RTOF findings, in collaboration with Ryerson University's Centre for Communicating Knowledge (CCK) to disseminate these results to members of the RTOF and the public, including professional health care students. Dissemination will help support broad uptake of GPA eLearning and our blended learning curriculum (iGPA) and encourage implementation of these programs in Canadian colleges and universities.

Finally, we presented the curriculum design process for our GPA Bathing curriculum at a national conference (additional details on next page). Our aim was to build awareness of this new educational intervention and communicate how it addresses a need for care providers who bathe persons living with dementia who express responsive behaviour.



We were part of a delegation visiting a long-term care facility in China



AGE presents at local, regional, national and international conferences

Conference presentations

*Bathing in the Dementia
Context: Addressing Best
Practice Knowledge Gaps*

Schindel Martin, L.,
Julian, P., Briand, J.
Oral presentation at the
Conference of the Canadian
Association on Gerontology,
Vancouver, B.C.
October 2018.

*GPA Curriculum Design
Project: Meeting Bathing
Best Practice
Knowledge Gaps*

Schindel Martin, L.,
Briand, J., Bliss, M.,
McCoy, B., Penko, M.,
Hewitt-Colborne, D.,
Turner, L., Humphrey, J.,
Montemuro, M., Palial, R.,
Boucher, P.
Oral presentation at the
Conference of the
Canadian Association on
Gerontology, Vancouver,
B.C. October 2018.

*Gentle Persuasive
Approaches
in Dementia Care:
Applications in Dental Care*

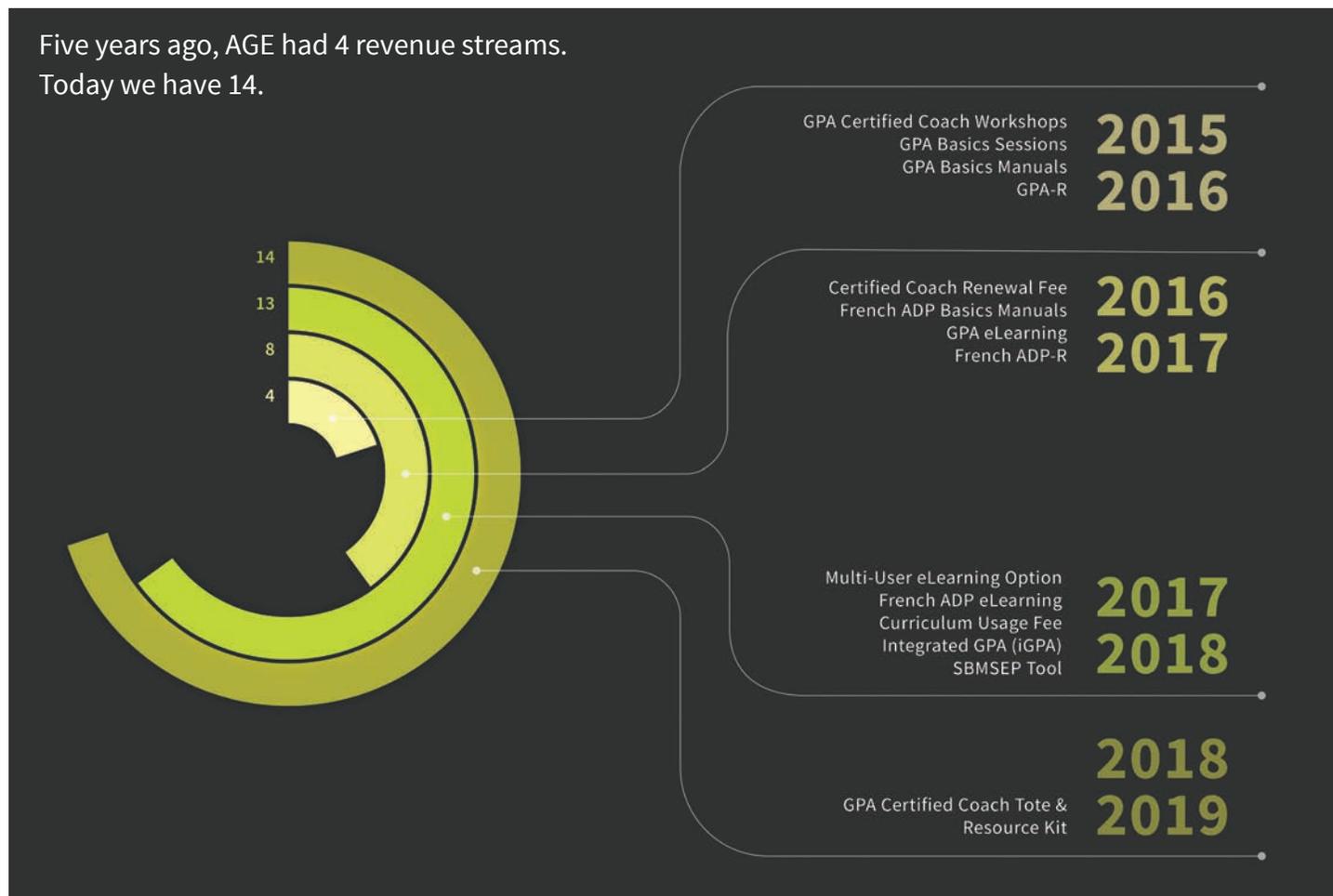
Bliss, M.
Oral presentation
at the Ontario Dental
Hygienists' Association
Provincial Conference,
Hamilton, Ontario.
September 2018.

*An Introduction to AGE
and Gentle Persuasive
Approaches*

McCoy, B.
Oral presentation
at the Guanghai
International Education
Association,
Tianjin, China.
November 2018.
(see photos, left)

Update from operations

Increasing revenue & diversifying revenue streams to support growth



“We aim to know and understand our customers so that we can create marketing they can relate to, including showcasing and sharing real-life GPA success stories. Their success is our success!”

— Paula DiLoreto
AGE Operations and Logistics Manager

Our goal is to meet and anticipate the needs of our customers so that we can continue to develop products and services that perfectly fit their needs.

One of our strategic priorities has been to increase revenue streams (see chart above) to support AGE's growth and sustainability. Over the past year, we have launched new products and programs focused on customers, coaches and curriculum delivery.

In 2018, we launched a multi-user eLearning system, a curriculum usage fee and a blended learning program called Integrated GPA (iGPA). In 2019, we realized increased revenues from each of these new revenue streams.

We also created complementary products, including reintroducing the popular GPA Certified Coach Tote and adding valuable curriculum delivery resources to make it an essential Coach Kit, including a copy of the Individualized Behaviour Escalation Prevention Plan (IBEPP) Guide tool. The IBEPP helps teams identify and share information to recognize, prevent and defuse responsive behaviours by individualizing GPA approaches for each person's needs.

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AGE communicates regularly with our coaches and customers to offer person-centred care ideas and curriculum delivery access solutions.

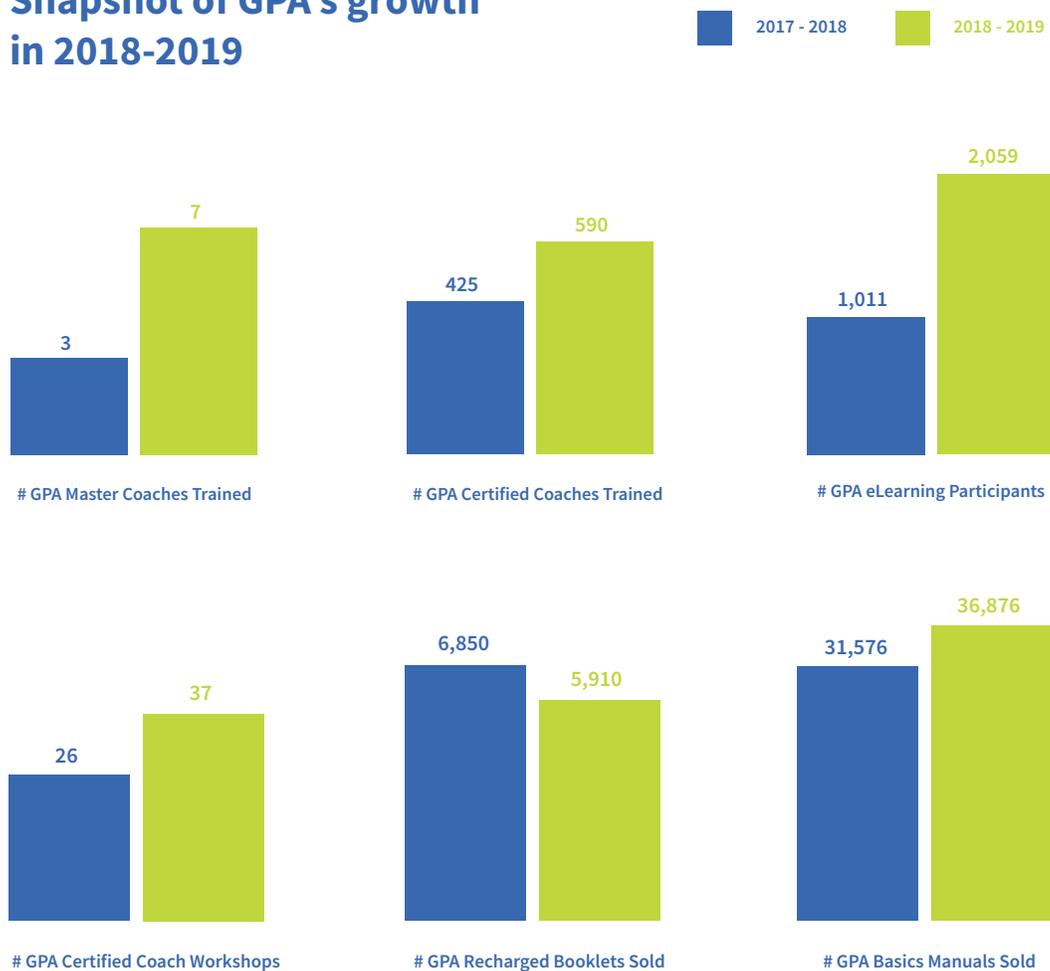
In 2018 – 2019 the AGE team:

- Executed a direct-mail campaign to program leads in Canadian Nursing programs and Personal Support Worker programs across Canada to promote our blended learning initiative, Integrated GPA (iGPA);
- Continued to foster connections with coaches through essential webinar content and quarterly newsletters;
- Engaged coaches and worked diligently to show them that they are valued. We shared their success

stories, highlighting both individual and organizational successes. Through our AGE Recognition Program, we shared their stories of frontline experiences at the point of care.

- AGE actively pursued nationwide expansion:
 - We certified 590 new GPA coaches;
 - We held inaugural GPA CC Workshops in the province of Manitoba and the territory of Nunavut;
 - For the first time in our history, out-of-province workshops outnumbered Ontario workshops;
 - We continued developing and enhancing our dementia curricula by initiating plans for GPA 4th edition.

Snapshot of GPA's growth in 2018-2019



Highlights of our year

QUARTER 1 (Apr/May/June 2018)

Trained 3 new GPA Master Coaches
Certified 123 new GPA Coaches

Implemented GPA National Advisory Committee (NAC) Membership Recruitment Strategy.

AGE Executive Director invited to be Co-Chair of the BSO Communication & Knowledge Transfer Committee.

Partnered with National Association of Career Colleges (NACC) to offer GPA to its allied healthcare student.

Returned to Alberta to expand capacity: GPA Certified Coach Workshop (Bethany Care).

Established new partnership with Mohawk College (GPA eLearning).

Signed an MOU with the Alzheimer Society of Durham Region.

Signed an MOU with Guanghua International Education Association, China.

Held an inaugural GPA Certified Coach Workshop in Manitoba (Actionmarguerite).

Updated our mass email system to enhance functionality, creativity and message reach.

Hired Racquel Simpson (summer student) to assist with GPA Therapeutic Bathing Curriculum & GPA 4th Edition.

Filmed six video vignettes for the new GPA Therapeutic Bathing Curriculum.

QUARTER 2 (July/Aug/Sept 2018)

Certified 39 new GPA Coaches

Updated NetSuite financial system to automate/streamline the GPA eLearning order process.

Coordinated a series of GPA Certified Coach workshops with Fraser Health Authority in BC, representing their major investment in training 90 GPA CCs for the region.

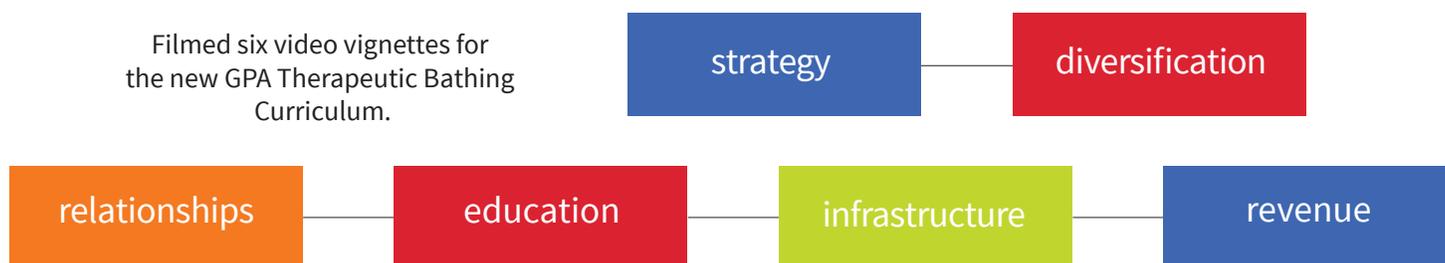
Presented a GPA Certified Coach Webinar: *"Building a Behaviour Support Resource Team."*

Presented at the Ontario Dental Hygienists' Association Provincial Conference: *"Gentle Persuasive Approaches in Dementia Care: Applications in Dental Care."*

Presented a webinar for GPA Master Coaches: *"Becoming a Member of AGE."*

Presented an AGE and GPA webinar for the Ontario Association of Residents' Councils (OARC).

Letter to His Worship, John Tory, Mayor of Toronto advocating for the value and importance of GPA as a critical component of a workplace violence prevention program.



QUARTER 3 (Oct/Nov/Dec 2018)

**Trained 2 new GPA Master Coaches
Certified 212 new GPA Coaches**

Presented an AGE Webinar for SAFE Work Manitoba.

Held an inaugural GPA Certified Coach Workshop in Nunavut (Rankin Inlet).

Submitted two abstracts for the Canadian Gerontological Nursing Association Conference (CGNA).

Advanced training for staff in Microsoft Excel.

GPA National Advisory Committee (NAC) approved preparation & maintenance hours for GPA CCs who will teach Integrated GPA (iGPA).

Reviewed GPA 4th Edition Video Clips (updating from GPA 3rd edition).

Launched GPA Certified Coach Resource Kit.

Hired Maria Gomes as AGE Customer Support & Financial Assistant.

Presented at the Guanghua International Education Association, Tianjin, China.

Letter to The Honourable Doug Ford, Premier of the Province of Ontario, advocating for GPA, as well as for continuing government support for all of the good work being done in the dementia context across the province.

QUARTER 4 (Jan/Feb/Mar 2019)

**Trained 2 new GPA Master Coaches
Certified 216 new GPA Coaches**

Launched Integrated GPA (iGPA), our blended learning program.

Presented an AGE webinar for new members of the GPA National Advisory Committee (NAC).

Participated in a NetSuite Pro Bono program to better understand the system's ability to enhance marketing/social media.

Completed Retired Teachers of Ontario Foundation (RTOF) research report on GPA eLearning outcomes.

Completed the Thompson Rivers University research report.

AGE and GPA featured in *Dementia Connections* magazine.

NetSuite expert contracted to provide enhanced staff learning on the new financial system.

collaboration

policy

evidence

influence

innovation

renewal

impact

Meet the AGE Board of Directors

Implementing policies, processes & plans to support growth



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 Chair of the AGE Research & Development Committee, a national initiative focused 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 Certified 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 Director of Audit Governance and Reporting for Scotiabank. He has over a decade of experience at the director level with Scotiabank in multiple fields such as communications and reporting, business planning, strategy development, customer experience design and marketing. He also has 20 years of combined experience in performance consulting and employee training, including many years as an instructional designer in health-care insurance. Julian is also a registered assessor of adult learning (South Africa), licensed for Facet5 personality testing and completed his 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.

Meet the GPA National Advisory Committee (NAC)

Contributing to the delivery of GPA, knowledge transfer, coach support, mentoring and the quality assurance process

Listed alphabetically by first name:

■ Angèle Bénard, RSW

Angèle is the National Director of Family Services and Community Development for the Huntington Society of Canada (HSC). As Director of the Northern Ontario Resource Centre with the HSC, Angèle was certified as a GPA Coach, facilitating sessions for social services students, long-term care staff and the HSC national team of social workers. Angèle was involved in revising the francophone GPA program, *Approches Douces et Persuasives (ADP)*.

■ Bob Spicer, BA, MA

For the past 17 years, Bob 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 and rehabilitation settings. He is a GPA Master Coach in Northern Ontario.

■ Charles Gagné, BA, MA, MBA

Charles is the Chief Executive Officer/Directeur général of Actionmarguerite. The organization provides care and services to personal care home clients, supportive housing clients and day-center clients in Winnipeg, Manitoba.

■ Craig Smith, BSCH, RSW, MSW

Craig is an Elder Mediator and Geriatric Assessor for the Champlain CCAC. He is a GPA Master Coach in Eastern Ontario and Co-Chair of the GPA National Advisory Committee.

■ Debbie Hewitt Colborne, RN, MScN, GNC(C)

As a Project Advisor at the Behavioural Supports Ontario (BSO) Coordinating Office, Debbie's work is centred on activities that support and advance the BSO initiative. She leads quality improvement efforts related to the care of older adults at the North Bay Regional Health Centre.

■ Denise Paradis, OHS Dip

Denise is Executive Director of the New Brunswick Continuing Care Safety Association/directrice générale de l'Association de la sécurité des soins continus du Nouveau-Brunswick. She has been a crucial support in implementing and sustaining GPA/ADP in New Brunswick.

■ Geneviève Laferrière, BComm, 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 works with organizations across the GTA to optimize francophone services for seniors.

■ Janet Aucoin, RSW, MSW

Janet works as a Challenging Behaviour Resource Consultant for Northern Zone in the Nova Scotia Health Authority. She is a GPA Master Coach candidate in Halifax.

■ Jennifer Lyle, BSc, MHA

Jennifer is Executive Director of SafeCare BC, the workplace health and safety association for the continuing care sector in the province. She is also a practising Kinesiologist and a published author. From 2008 to 2009, she worked on the Vancouver Coastal Health Authority (VCH)/Simon Fraser University: Special Care Unit Research Project, co-authoring a report evaluating the design and policies of 26 special care units in the VCH region.

■ Lisa Wauchope, BSc, M.Ed(c), PGDip

Lisa is a facilitator with the Centre for Inter-professional Education at the University of Toronto and a GPA Master Coach in the GTA. She is currently working on curriculum development for our GPA Therapeutic Bathing program and GPA 4th edition. Lisa is a Co-Chair of the GPA National Advisory Committee.

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

Maureen is an Assistant Clinical Professor at the School of Nursing at McMaster University. She has been involved with GPA since its inception and is currently a GPA Master Coach in Hamilton, Ontario.

■ Monica Bretzlaff, BA, TRS

Monica is Manager Behavioural Supports Ontario (Provincial and North East) Regional Aboriginal Mental Health Services, Seniors' Mental Health Integrated Service and Seniors' Mental Health – Regional Consultation Service.

■ **Paul Fieldhouse, BA (Hon), BSW, MSW, RSW**

Paul is the Provincial Manager of Behavioral Health – Continuing Care with the Nova Scotia Health Authority. Paul was certified as a GPA coach in 2014 and oversees the Challenging Behaviour Resource Consulting (CBRC) Program. Most of the CBRCs are GPA CCs, with one GPA Master Coach.

■ **Saleema Dhalla, BA, MSc**

Saleema has designed and executed systems at the provincial level and national levels to reduce workplace injuries and improve employee well-being. She 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.

■ **Tracey Leslie, B.Rec, CGN**

Tracey is a Certified Eden Associate (CEA) and Dementia Care Practitioner (DCP), trained in DementiAbility Methods

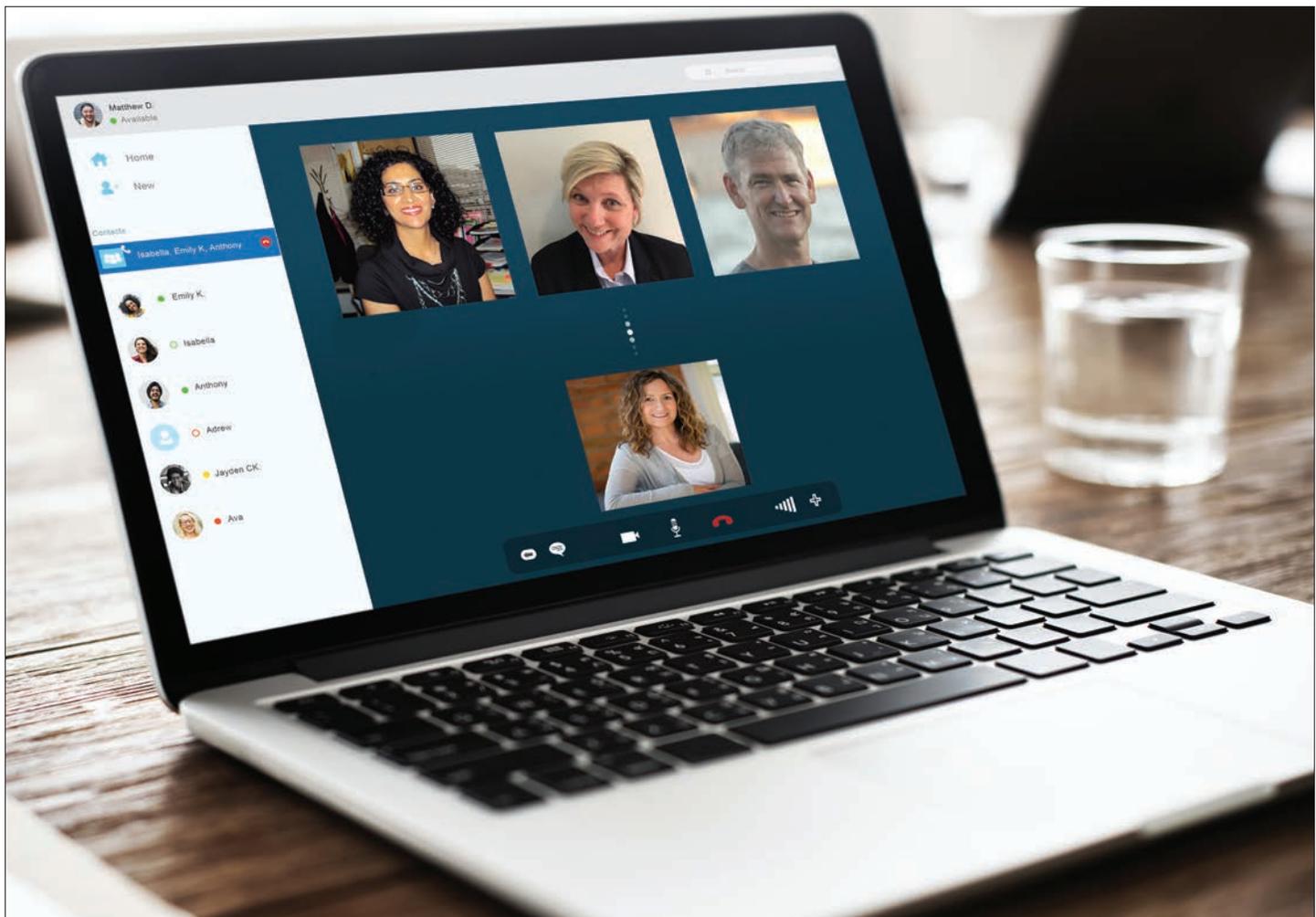
the Montessori Way and a GPA Certified Coach. Tracy is currently the Manager of Recreation Therapy and Volunteer Services at Retirement Concepts/Seniors Village, a large campus of care in Nanaimo, British Columbia.

■ **Tracy Danylyshen-Laycock, BSPE, MSW, RSW, Ph.D**

Tracy is the Behavioural Consultant for the 30 long-term care homes in Saskatoon Health Region. She is one of five GPA Master Coaches in Saskatchewan and was instrumental in the initial implementation of GPA in the province.

■ **Vivian White, RN, BN, GNC(C)**

Vivian is Regional Education Coordinator for Western Health in Stephenville, Newfoundland. She is also a GPA Master Coach in that province.



NAC members reside across Canada, so AGE uses online meeting technology to provide a more immersive and engaging meeting experience

Enhancing the care of older adults by learning together

GPA National Advisory Committee Report

People on a journey to help people



AGE is once again grateful for the very generous contribution of time, expertise and passion of the volunteer members of the GPA National Advisory Committee. This past year saw transition of representation around the table, saying farewell to longstanding members and collaborators Maureen Montemuro and Bob Spicer, valuable participants since the committee's inception. Bob and Maureen, thank you for your countless hours, guidance and wisdom over the years!

Exciting things took place this past fiscal year, including the addition of members from Manitoba and New Brunswick, reinforcing AGE's commitment to francophone representation moving forward.

We also began using ZOOM meeting technology to enhance the face-to-face experience of the group. Seeing everyone on screen through the webcam adds a personal touch and reinforces that we are all people on a journey to help people.

Through previously established processes approved by the National Advisory Committee, the AGE team mentored and certified seven new GPA Master Coaches across Canada this year. With the addition of a new GPA curriculum format through Integrated GPA (iGPA), the committee also reviewed and approved the required coach preparation and tracking hours for coach maintenance.

“As Co-Chairs of the GPA National Advisory Committee, we take this opportunity to reflect on the incredible growth of GPA across Canada's provinces and territories. Thank you to our wonderful committee members who give so generously, passionately and collaboratively all year long! Nous nous réjouissons à faire avancer la formation ADP en 2020.”

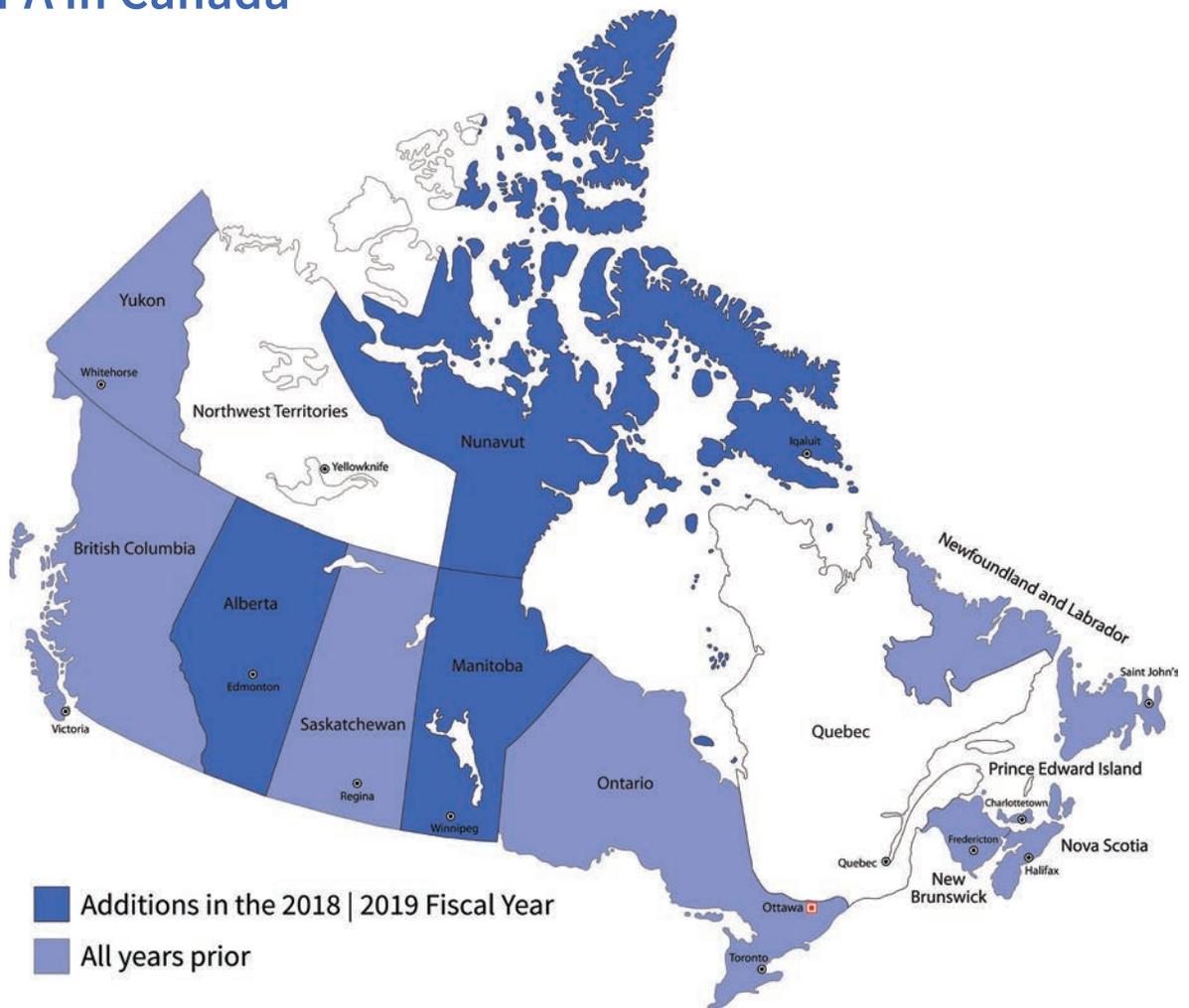


Craig Smith
Co-Chair



Lisa Wauchope
Co-Chair

GPA in Canada



Meet our 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



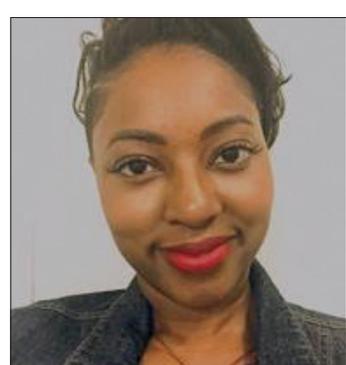
Anne Orsi
Bilingual Customer Service Assistant



Maria Gomes, Customer Support
and Financial Assistant



Elena Vukosa, Customer Service
Administrative Assistant



Racquel Simpson
Research Assistant

Our partners & stakeholders



Behavioural Supports Ontario
Soutien en cas de troubles du comportement en Ontario



Canadian Frailty Network | Réseau canadien des soins aux personnes fragilisées

GIG

GERIATRICS INTEREST GROUP



Hamilton Health Sciences



Association de sécurité des soins continus du Nouveau-Brunswick Inc.



THE RETIRED TEACHERS OF ONTARIO FOUNDATION
LA FONDATION DES ENSEIGNANTES ET ENSEIGNANTS RETRAITÉS DE L'ONTARIO



Réseau franco-santé du Sud de l'Ontario



Testimonials

Caring for the care provider

Why is GPA education so important for staff in long-term care and acute care?

“GPA is recognized in long-term care as the most effective training for staff to use in the long-term care environment with residents experiencing responsive behaviours.”

— Cindy Doris, Manager,
Quality Education, St. Joseph at
Fleming Long-Term Care Homes,
Peterborough, ON

“As the general health care approach for the frail elderly has evolved, the training tools and support of staff needed to change. GPA became the most immediate, impactful and hands-on resource that gave staff and residents positive results and practical solutions. Changing the culture will take time, GPA is a big leap taken to bring about that change.”

— Charles Gagné, Chief Executive Officer,
Actionmarguerite, Winnipeg, MB

“In a survey after the ‘Acute Care for Elders’ (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 Budgett, Safe Elder Care
Professional Practice Clinician,
Halton Healthcare, ON

How is GPA helping care providers engage with residents in community care?

“GPA Basics is a wonderful learning experience; it addresses many different situations with options for engagement that are safe for all.”

— K Quaid,
Peer Council Volunteer,
Thunder Bay, ON

“When I was hired, 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 clients ... we have now deemed GPA mandatory for all PSWs working for our program.”

— Diane Arsenault, Assisted Living Services,
VON Canada, CELHIN (Ontario)

“As a leader in the care and support of persons with dementia, it is critical to our organization that we follow the best practices in this field. GPA is one of those best practices.”

— Rosemary Fiss, Director of
Programs, Alzheimer Society of
Windsor-Essex County, ON

GPA gets high marks from students, educators & employers. Here's why ...

“I learned different techniques that I can use in de-escalating behaviours ... I have 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, which in turn gives them better and more meaningful care.”

— Healthcare student

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

— Anita Plunkett, Certified Adult
Education Instructor, Catholic District
School Board of Eastern Ontario,
PSW Program

“As part of our recruitment process, we seek out candidates that have their GPA certificates. We know that these individuals have the knowledge, abilities and skills to provide extraordinary care to persons living with dementia.”

— Lisa Wauchope,
Director of Senior Care,
Bookjane, ON



Building a universal culture of person-centred care

“Individually, we are one drop. Together, we are an ocean.”

— Ryunosuke Satoro



Caring for the care provider



AGE

Advanced Gerontological
Education



Gentle
Persuasive
Approaches



Approches
Douce et
Persuasives

Let's get social



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