



Recognition Awards 2018 | 2019



Congratulations

ACTIONMARGUERITE

With distinction
in the category of long-term care



Gentle
Persuasive
Approaches

Dementia education for care providers from
Advanced Gerontological Education (AGE) Inc.



Facilitating a GPA Certified Coach Workshop

Proud GPA Certified Coaches with the AGE Recognition Award for GPA Leadership Excellence

Practising a GPA escort technique

GPA

Actionmarguerite

Service & Compassion

2018

GPA
implemented at
Actionmarguerite

285

staff
participated
in GPA (2018)

16

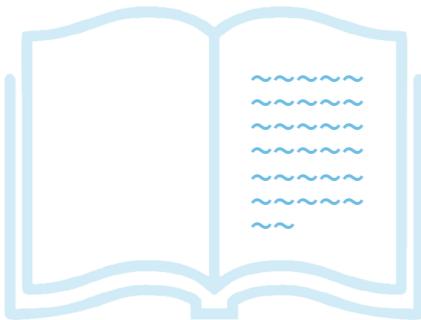
GPA
Certified
Coaches
on staff



Positive changes in care
since GPA was implemented

- ▷ Person-centred terminology & language are becoming part of workplace culture, including charting.
- ▷ Decrease in task-oriented methods by staff.
- ▷ Gentle redirection techniques proving successful for residents expressing responsive behaviours.
- ▷ Overall improvement in staff/resident interactions and a significant decrease in malignant interactions (e.g., infantizing, outpacing, imposing, labelling of residents by staff).
- ▷ Improvements in care through the introduction of doll therapy, folding and dishwashing stations and an in-unit “office” (see Ben’s Story, over).

GPA: IMPACT IN THE CARE SETTING



BEN'S STORY

How well do we know Ben?

Ben (*name changed*) is 80 years old and his home is the Special Needs Behavioural Unit at Actionmarguerite. Ben lives with Alzheimer's disease, severe cognitive impairment, anxiety and depression. He was originally part of the organization's respite program where he had a 1:1 companion 16 hours a day due to verbal and physical outbursts.

When Ben first arrived on the unit, he regularly expressed responsive/reactive behaviour. He would pace the hallways and get involved in physical altercations with other residents. Loud noises, including those from other residents, were a behavioural trigger. He would often ask for his wife and look for ways to leave the unit. When staff responses to his questions were not what he wanted to hear, he would get upset. Something had to be done to help Ben.

Collaborating on a plan

During a series of team meetings, unit staff worked with nursing staff, a recreational worker, social worker, health care aides, the unit manager and Ben's doctor to develop a care plan. Their first GPA goal? Get to know Ben better!

Staff wanted to align their interventions with who Ben is as a person, *not* the disease. They involved his family to learn more about his history and began incorporating elements of what they learned into Ben's daily activities. Social engagement and validation are important to Ben. He enjoys music, dancing, writing and conversing. For a great many years, he worked in retail and loved having an office. The plan for Ben began to unfold ...

Knowledge into practice

A small area of the nursing unit was converted into office space, complete with a personalized nameplate for Ben. His desk is stocked with pens, paper, colouring books, crayons, blocks and large-print playing cards. Now he is often happily absorbed in card matching games while listening to music on a CD player. On days when he is reluctant to wash or dress, staff remind him that he must be up and ready for the office. Staff are always close by to monitor his mood and behaviour and modify their interventions accordingly.

The Outcome?

Ben no longer has a 1:1 companion and takes a minimum of psychoactive medication. Josée Fournier, Director of Dementia Care and Resident Experience at Actionmarguerite, is thrilled with the outcome:

"Since integrating office space for Ben, we have seen incredible changes in his relationships with staff, other residents and family. He has less responsive/reactive behaviours and is less protective about his space. He is more engaged and has conversations about his "work" with staff and residents. Recreation staff have noticed Ben showing interest in activities like dolls and pet therapies and he participates more easily

in activities that involve other residents. Ben's wife shared with us that there is a huge improvement in his mood. He is happier and now has more good days than bad days."



Actionmarguerite was the first long-term care organization in Manitoba to implement GPA.

GPA teaches

- ✓ All behaviour has meaning.
- ✓ What we, as care providers, experience as disruptive or aggressive behaviour must be reframed to be interpreted and understood as responsive behaviours by the person to exert control or to protect or defend oneself.
- ✓ To understand behaviour we must know the person behind the illness. This was top of mind for the team at Actionmarguerite when they developed a plan to help Ben adjust to his new home. That plan included learning more about Ben from his family. (*See story at left.*)
- ✓ To provide excellent care, we must know the person's remaining strengths as well as the nature of their deficits.



Interested in GPA for your staff? Visit www.ageinc.ca or send us an email at info@ageinc.ca