

AGE

Recognition Awards 2018 | 2019



Congratulations

PROVIDENCE HEALTH CARE

St. Vincent's: Brock Fahrni

With distinction in the
category of long-term care



Gentle
Persuasive
Approaches

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



How you want to be treated.

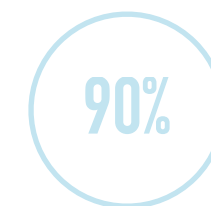


Providence Health Care has been providing compassionate care to the people of BC and beyond for the past 125 years, serving vulnerable populations across a continuum of care (primary, secondary, tertiary, quaternary). It operates two acute care hospitals, five long-term care residences, an assisted living residence, rehabilitation centre, seven community dialysis units, a hospice, addictions clinic and a youth health clinic.

St. Vincent's: Brock Fahrni long-term care residence is on the grounds of B.C Women's Hospital on Vancouver's west side. Many of its 148 residents are armed forces veterans. Brock Fahrni has a staff of 150. [Learn more about St. Vincent's: Brock Fahrni.](#)



GPA
implemented



Staff participation
in GPA
(Jan. - Dec. 2018)



GPA Certified
Coaches
on site

IMPACT OF GPA AT THE POINT OF CARE

“One way we know that GPA education is translating into practice is by the collection of stories that our care teams share!” — Kimberley, GPA Certified Coach at St. Vincent’s: Brock Fahrni (see ‘Storytelling for Success’, below)



‘HOME FOR US’

Kimberley (see quote above) spoke to us about the organization’s culture change strategy called *Home for Us*. Its goal is to give residents the feeling of home, not simply a place to stay. “We are on a journey of improving care for the people we serve through collaboration between the care team, the residents and their families. Education that philosophically aligns and is evidence-based [like GPA] is one of the pieces that support this foundation for change.”

THE HEALING POWER OF HUDDLES

Brock Fahrni GPA huddles are when individual care plans for residents are developed, like the one for Mary Elizabeth (name changed).



The message in Mary Elizabeth’s behaviour

Resident Mary Elizabeth would get upset in the morning when staff woke her for morning care. After discussing this with her family, the team learned that she had never been a ‘morning person,’ so they adjusted her schedule, including her breakfast time. This simple, but important change made a world of difference. Staff deciphered her behavioural message by including her family in a care plan. Mary Elizabeth now starts her day the way she likes in her new home.

INFORMAL COACHING FOR POSITIVE OUTCOMES

GPA Certified Coaches at Brock Fahrni provide informal ‘refreshers’ to reinforce GPA concepts such as ‘every behaviour has meaning’, de-escalation strategies that include ‘STOP and GO’, Validation Therapy (as in Michael’s story, above right); and regular reminders



to use tools such as the *Behavioural Escalation Scale* (found in the GPA Basics manual) as a guide to preventing and defusing responsive behaviours. Coaches regularly use case-based examples from care to bring GPA principles and strategies to life.

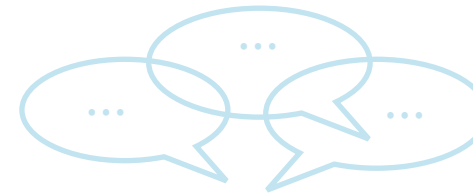
Validating Michael’s concerns

Michael (name changed) became agitated and verbally responsive one morning when he could not find a suit for a meeting that, in his mind, he was attending. His care aides reminded him that he didn’t have a suit. He insisted he wanted to go home and get one and became angry when he couldn’t leave. Staff used Validation Therapy to help de-escalate the situation and they found Michael a suit. He was so pleased and thanked staff for helping him. Although Michael eventually forgot about the meeting, at the time it was a very real event to him. (See more on Validation Therapy, right.)

WE SPEAK GPA

Kimberley and the team believe that a common language is crucial to success in care.

Kimberley tell us that “most of our regular permanent care team members have taken GPA Basics and so there is a common language that is shared between us in relation to how people living with dementia may express themselves and how we — as care partners — can better understand and respond to these expressions.” As care providers, it is always our job to decipher the message those in our care send us through their behaviour.



LEADING BY EXAMPLE



Originally, staff attended GPA Basics education on their off time at Brock Fahrni and Providence Health paid for the program. After members of the leadership team attended GPA, they decided that Brock Fahrni residents would be well served if all staff (full time, part time, occasional and allied team members) took GPA.

STORYTELLING FOR SUCCESS

At Brock Fahrni, GPA storyboards (photo, top right) are posted on the communication boards for all to see. They celebrate meaningful moments in care, including GPA successes.



GPA success stories are posted on all communication boards

GPA teaches

Self-reflection often helps in understanding others better. If you arrived in care, like Mary Elizabeth in the story at left, what would you want care providers to know? For example ...

- ✓ Preferred wake and sleep times
- ✓ Preferences in personal care
- ✓ Personal style
- ✓ Need for control

Validation Therapy

Each of us experiences the world differently by virtue of how our brain is functioning at any given time. Our experience is our reality.

The experience of a person living with dementia, like Michael in the story at left, is absolutely real for them. Michael’s care team took the time to look at the world through his eyes because in the moment, he was unable to see it through theirs.



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