

AGE

Recognition Awards 2018 | 2019



Congratulations
ALZHEIMER SOCIETY
WINDSOR-ESSEX COUNTY

With Distinction
in the category of Community Care



Dementia education for care providers, developed and distributed
by Advanced Gerontological Education (AGE) Inc.

GPA Alzheimer Society

WINDSOR-ESSEX COUNTY



"The Alzheimer Society of Windsor-Essex County (ASWE) has integrated GPA into all of our client programs. As a leader in the care and support of persons living with dementia, it is critical to us that we follow the best practices in the field. GPA is one of those best practices."

— Rosemary Fiss, Director of Programs



ASWE's GPA Certified Coaches (from left) Andrew Berthiaume, Rose Russell, Rosemary Fiss and Carrie Toth

ASWE provides programs and services to those in the community living with dementia such as *First Link*, *First Link Care Navigation*, education and support services, public education, caregiver support groups, adult day programs and in-home respite. Beyond these programs and services, a variety of additional wellness programs are in place to support the person living with the disease and their care partners. Want to learn more? Visit www.alzheimerwindsor.com

4

of GPA Certified Coaches on site. Coaches represent different areas within the organization and each brings a different clinical/personal perspective to the role.

18

of ASWE staff participating in GPA Basics in 2018.

285

of community members participating in GPA Basics in 2018. *NOTE: ASWE GPA Certified Coaches (CCs) facilitate GPA Basics sessions across Windsor-Essex County for organizations that do not have their own in-house GPA CCs.*

2

ASWE commits to having all new employees trained in GPA within *two months* of their start date.

2

All staff receive a full-day GPA Basics session to refresh their knowledge and skills every *two years!*



GPA implementation supports government health & safety initiatives as well as ASWE's continuing education plans for staff.



ASWE Team with their AGE Recognition Award

GPA.

Impact in the care setting

How has GPA been integrated into client programs at ASWE?

Client Support Staff who work within the Adult Day Programs and the In-Home Respite Program at ASWE use GPA principles on a daily basis. *“Applying the concepts of personhood, person-centred care, effective communication, validation, brain and behaviour, all contribute to offering quality care to our clients,”* says GPA Certified Coach Rosemary Fiss. ASWE’s Education and Support Coordinators also use GPA principles when working with care partners to assist them in choosing more effective communication strategies to support persons living with dementia.

Engaging Magdalena ... a story of GPA in action in the care setting.

At the time of this story, Magdalena (*name changed*) was a new client in the Adult Day Program at ASWE. She had been living in long-term care where her responsive behaviours had escalated. Magdalena was extremely anxious and she expressed that anxiety through pacing. Her attention span was limited and she had great difficulty participating in activities. The Behavioural Supports Ontario (BSO) Team got involved to find solutions. In keeping with GPA tenets, they included family — Magdalena’s sister — in developing a care plan. As the behaviours continued, however, Magdalena’s sister chose an alternative route. She left her job and moved Magdalena into her home. Although her sister’s behaviours in LTC were severe, they greatly subsided when she moved in with her sister and began attending ASWE’S adult day program.

In recent months, staff noticed Magdalena was again retreating and spending more and more time alone. She expressed increased anxiety and did not want to participate as much in activities. She was repeating herself a lot and became very agitated and angry around lunchtime, always hurrying with her food and making herself ill. The team consulted her sister who was seeing the same behaviour at home. The sister said the time of year was a difficult one for Magdalena (a former mail delivery person), she is affected seasonally by the weather).

Staff began to spend more time with Magdalena one-on-one, while providing more choices in activities. Lunchtime was a behavioural trigger, so she was offered a quieter table away from others where she could eat with a staff member. She began to eat more slowly and her anxiety noticeably decreased. Magdalena was also encouraged by staff to bring in old photographs. Through sharing the photographs, she has started to speak more and has begun sharing memories. Magdalena’s communications with other clients in the day program have also improved. Staff also worked with Magdalena’s sister to implement a more controlled diet in order to find out which foods were upsetting her. Fruit seemed a particular trigger, so that is now limited.

“Magdalena still has a lot of anxiety, so staff communicate with her often to help reduce it. It is important that she knows that she is still part of things and that we are all thinking about her,” says Rosemary.

GPA teaches

Persons living with dementia have the same needs as any other person. Like all of us, Magdalena needs to:

- ✓ Feel competent
- ✓ Have a sense of belonging
- ✓ Feel hopeful



Practicing GPA escort techniques at a GPA Basics session



A special moment during a day program with a client