



Guiding Principles behind AGE Research

Develop programs
and resources that are:

- Consumer-driven
- Clinically relevant
- Evidence based
- Designed using adult learning principles
- Effective & Sustainable



Research & Evaluation Service

AGE works with
organizations that
implement our Gentle
Persuasive Approaches
(GPA) education curriculum
to measure its success
within the organization.

Interested in working
collaboratively with us?

FOR MORE
INFORMATION
PLEASE CONTACT:

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Advanced Gerontological Education is a national not-for-profit social enterprise and a leader in evidence-based dementia education products and services. We are the developers of **Gentle Persuasive Approaches (GPA®) in Dementia Care**, now in its 3rd edition. To remain relevant, effective and sustainable, GPA is regularly evaluated in context, across settings, over time. Full details on all of the following studies available at www.ageinc.ca.

THE CHORD GPA EVALUATION PROJECT*

“An Education Intervention to Enhance Staff Self-Efficacy to Provide Dementia Care in an Acute Care Hospital in Canada: Non-Randomized Control Study. The study determined that GPA addressed the concerns expressed by acute care staff and provided needed knowledge and skills to manage dementia with more dignity, compassion and in a person centred fashion.”

GERIATRIC EMERGENCY MANAGEMENT (GEM) STUDY

“Managing Behaviours Associated with Dementia: Effects of an Educational Intervention,” Increasing numbers of people present to Emergency Departments with behavioural/psychological symptoms of dementia (BPSD). Not all ED staff have adequate training in their approach to these symptoms. Findings showed that GPA training bridged the knowledge gap and improved staff self-efficacy and competence in responses to dementia (BPSD).

REGINA QU'APPELLE HEALTH REGION: STAFF EDUCATION

“Implementing GPA at Urban and Rural Long-Term Care Facilities.” GPA was introduced to educate staff on using a person-centred, compassionate approach to respond respectfully and confidently to BPSD while enhancing care provider safety and quality of care. GPA participants showed significant increases in self-efficacy scores between pre- and post-intervention that were sustained at 6 – 8 weeks. Following GPA, their responses reflected person-centred language, included more examples of non-pharmacological interventions. Participants described care situations during which they had applied the appropriate (correct) body containment strategies with positive BPSD outcomes.

PILOT STUDY: GPA eLEARNING. NEW! Online Version of GPA Basics Curriculum

“Introducing Dementia Care Principles into a First-Year Collaborative Nursing Program.” (Ryerson University, George Brown and Centennial Colleges – 2014/2015 and 2015/2016. Study used mixed-method research design. Online measures pre- and post-intervention. Quantitative findings support that GPA resulted in a statistically significant enhancement in self-efficacy scores for Year 1 undergrad student volunteers. Embedding GPA into the curriculum had a high potential for enhanced learning and applied practice outcomes. GPA has now been embedded into the NSE12 course outline.

LONDON HEALTH SCIENCES

“Implementing GPA eLearning on 5 Participating In-Patient Medicine Units: A Quality Improvement Evaluation.” Quality Improvement evaluations from 3 points of time (pre-GPA training, immediately post-GPA training and 6-8 weeks onward) provide evidence that GPA eLearning was an effective educational strategy to increase staff self-efficacy, competence and knowledge and enhance patient care with BPSD on participating in-patient medicine units.

2016 AWARDS

Teresa Pellino Research
Writers Award
‘Best Paper’
Awarded by editors of
Orthopaedic Nursing

2016 INNOVATION

Online GPA eLearning
Key content from our
GPA Basics curriculum
adapted for students, or care
providers in remote areas
with limited access to GPA

2016 PUBLISHED*

The CHORD GPA
Evaluation Project
“*American Journal of
Alzheimer’s Disease
& Other Dementias*®”