The purpose of three-hour ADRD training is to provide direct care staff with the skills, techniques and strategies that will enable them to care for residents with ADRD on a daily basis. The three-hour training should include activities or exercises that allow participants to practice the skills and strategies they are learning. After completing the 3-hour ADRD training, participants should be able to:

✓ Identify other conditions that may result in symptoms that mimic ADRD;
✓ Understand what is currently known about the causes of ADRD and how it is diagnosed;
✓ Understand how the disease progresses and its symptoms, behaviors and challenges associated with each stage;
✓ Identify and manage behaviors common to patients or participants with ADRD;
✓ Provide personal care to patients or participants with ADRD guided by the principles of independence and dignity;
✓ Identify strategies for assisting the caregiver with ADLs of ADRD patients or participants;
✓ Help patients or participants with ADRD participate in group and individual activities that are positive and rewarding for the patients or participants; identify and employ stress management techniques and activities;
✓ Understand the impact of ADRD on family members and implement strategies for involving family members in the program;
✓ Create an environment that is safe, secure and supportive for both the patients or participants and the staff; and
✓ Identify common ethical conflicts that may arise when caring for patients or participants with ADRD.

Sample content of three-hour curriculum could include:

**Behavior Management**
Challenging behaviors associated with AD; Identification of causes
Problem-solving approach to challenging behaviors
Strategies and techniques for dealing with challenging behaviors
Alternatives to physical and chemical restraints

**Assistance with Activities of Daily Living (ADLs) for residents with Alzheimer’s Disease**
Strategies for success in beginning, middle and late stages
Examples illustrating for success for the following:
Dressing
Grooming
Eating
Bathing
Toileting and incontinence
Activities for residents with AD
Group activities
Individual activities

Stress management for the care giver
Causes of stress for the care giver
Strategies and techniques for managing stress

Family Issues
Issues and concerns of family members of residents with AD in early, middle, and late stages
The grief process- how it relates to the multiple, ongoing losses associated with AD
Strategies for assisting family members to be involved with residents and the dementia care program
Identify local community resources/support services

Maintaining a therapeutic environment for residents with Alzheimer’s disease
Philosophy of care
Physical environment (indoor and outdoor)
Security
Safety
Schedules and routines
Staff as part of the environment

Ethical issues and residents with Alzheimer’s disease
Ethical principles incorporated into approaches to care
Autonomy
Beneficence
Justice
Case Studies that illustrate conflicts

Format and Didactic approach to training
Are there time formats laid out in the curriculum?
Do the time formats seem reasonable to achieve the learning objectives?

Does the curriculum provide the method used to convey materials?
Does the teaching method appear to achieve the learning objectives?
Is there a table of contents that orients learner and trainer?