


Implementing Dementia Capable, Person-Centered Programs Utilizing a Planned Organizational Change Process

Guides:
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Pioneer Network Conference




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Objectives

Participants will:

1. Identify key change process concepts
2. Describe the five stages of the Planned Organizational Change Process
3. Demonstrate how to utilize this process to successfully implement a Dementia Capable, Person-Centered Care Model and Training Program



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Memory Care is Complex

How to Facilitate Functional and QOL Potential?

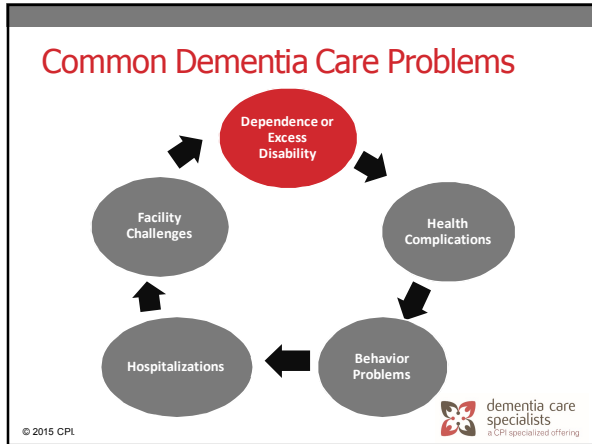
Cognitive Level

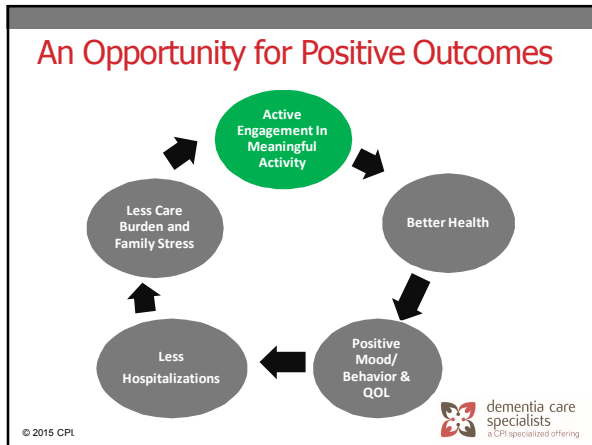
Mood or Behavior What is Possible? Medical


Sensory Physical



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- ### About our Memory Care Model
- Philosophy-What we believe
 - Core Principles-Keys for success
 - Goals of Care-How we identify success
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Our Philosophy



The potential to thrive originates from knowing the individual and providing all this person needs to flourish.


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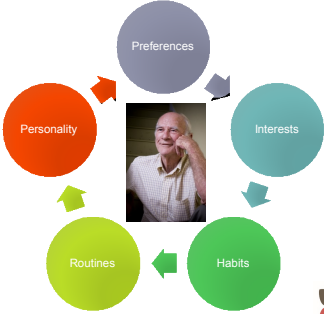
**Core Principle:
Person-Centered Care**

1. Get to know and honor the person
2. Care and routines revolve around the individual's wants and needs
 - > Discover choices and preferences, habits and routines
 - > Flows into care and day to day operations
 - > Provide opportunities for choice and control


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**Core Principle:
Shift Focus on *the Person-Not the Disease***



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Our Philosophy



**A person's
emotional and functional potential
are cultivated by a world adapted for their
special needs at each stage of the journey.**

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Core Principle: Dementia Capable Care


Understand and apply **dementia stage information**.

Resident Specific Application:

1. Understand level of independence/care possible
2. Compensate/Adapt for success
 - ✓ Adapt approach- Gain trust, agreement and understanding
 - ✓ **Adapt activity – Just right challenge**
 - ✓ Adapt environment- To support, not disable

Organization Application:

1. Staffing model
2. Programs
3. Dementia Capable Environment & Spaces

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**Underlying Philosophy: Potential is Facilitated by
Looking through the Lens of Abilities**



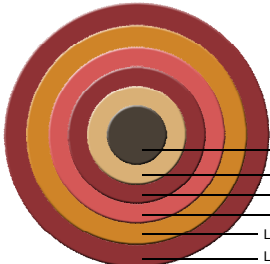
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Shift Focus on Remaining *Abilities*


CAN'T DO	CAN DO
Wanderer	Walk
Rummager	Fine motor; focus attention
Confused	Strong long-term memory
Agitated	Able to express self
Can't do anything anymore	Abilities always remain
Suffering	Potential to LIVE with dementia

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Cognitive Levels/Dementia Stages




- Level 1: End Stage Dementia
- Level 2: Late Stage Dementia
- Level 3: Middle Stage Dementia
- Level 4: Early Stage Dementia
- Level 5: Mild Cognitive Impairment
- Level 6: No Cognitive Limitations


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Consider This


- ✓ Expectations?
- ✓ Approach?
- ✓ Learning and attention ability?
- ✓ Possible to live alone?




INFANT




TODDLER




TEEN-AGER




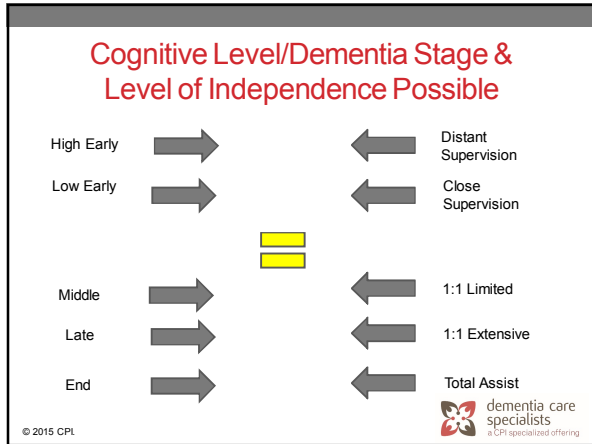
ADULT

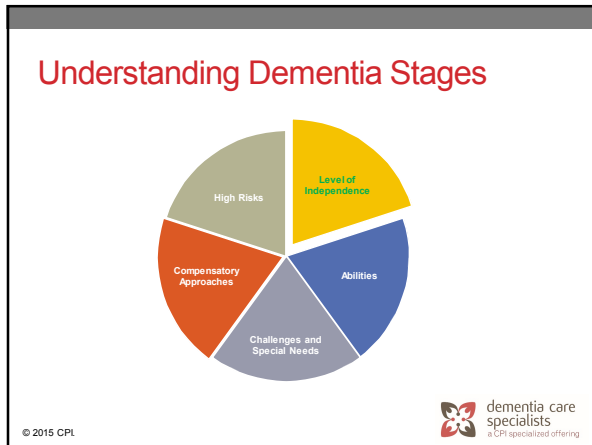


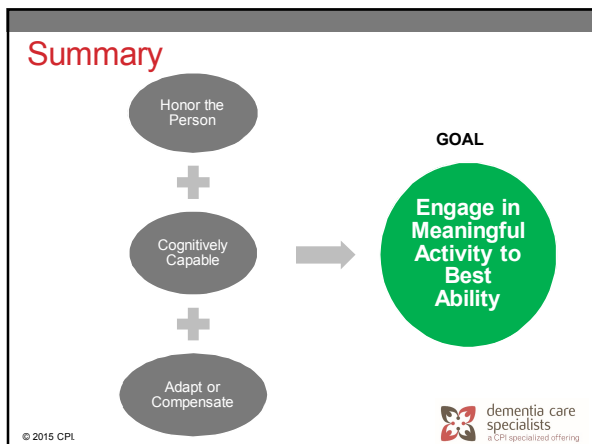
ELDER

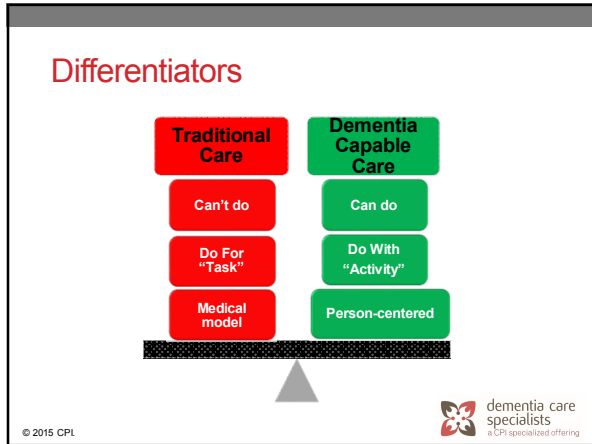


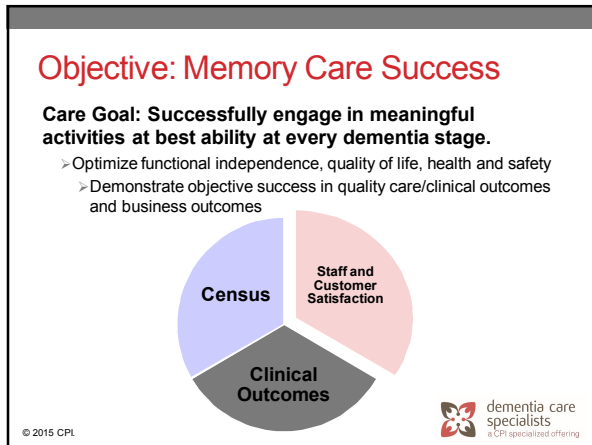
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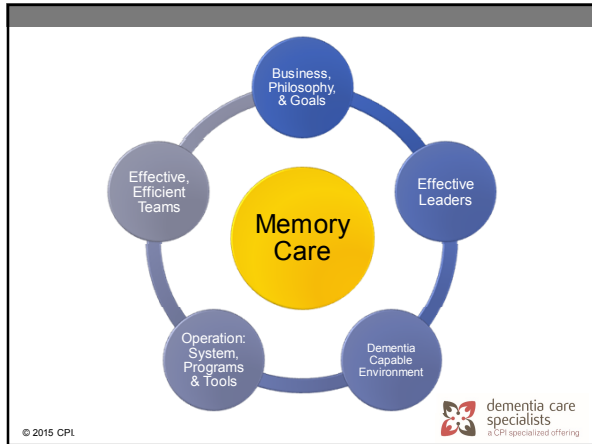




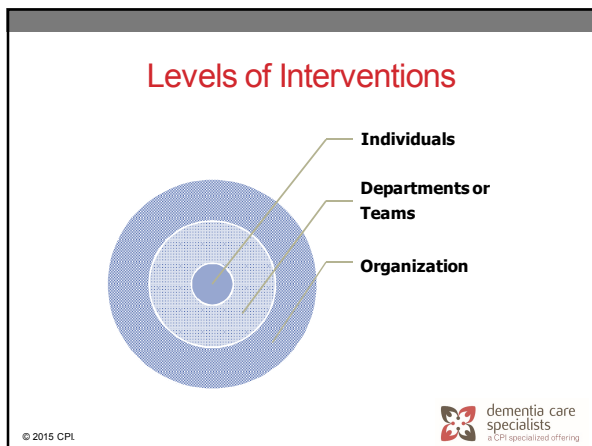


Anybody can say they are delivering person-centered, abilities-focused memory care but doing it is the hard part.
~ Kim Warchol

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Promoting Individual Performance


1. Individual must know **what** to do.
2. Individual must know **how** to do it.
3. Individual must **believe** they can do it (confidence).




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Promoting Individual Performance


4. Individual must **want** to do it.
5. The Individual must **see others** doing it (Bandura's Social Learning Theory).
6. The individual must receive acknowledgement and rewards when they are meeting and exceeding expectations.




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Promoting Individual Performance


7. The individual must be **held accountable** when they are not meeting expectations.
8. Individual must have the **resources** to do it.
 - Time, tools, equipment, space, information, technology, staff, funding and systems to perform their job.



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Levels of Intervention


Level	Focus of Intervention	Processes
Individuals	Knowledge Attitudes Skills Practices Behaviors	Awareness Building Orientation Training Mentoring Coaching Counseling Performance Reviews

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Promoting Team Performance





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Organizing and Leading Effective Teams

1. Select Leadership Team Members Strategically
2. Identify Common Purpose and Goals
3. Discuss Roles and Responsibilities
4. Define Ways of Working
5. Prepare and Implement Plans
6. Monitor and Assess Progress



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Promoting Organizational Performance



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Promoting Organizational Performance



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Crucial Components for Memory Care Success

- **Prepare the Business**
 - Stakeholder education and brainstorm meetings, market analysis, business and strategy decisions, set philosophy and goals
- **Prepare and Support the Operation**

Example: Warchol Best Abilities Care Model™ Memory Care Program, Tools and System
- **Prepare and Support the Teams**


Example: Dementia Capable Care Ongoing Dementia Training/Staff Development Program

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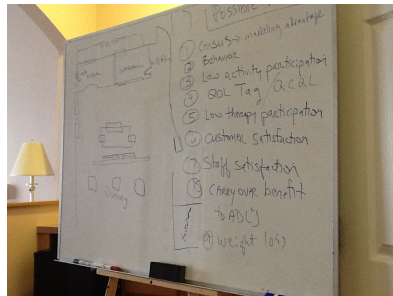



Prepare the Business: Early Memory Care Business Decisions



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Preparing the Business: Stakeholders Brainstorm Goals




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Prepare the Business: Acuity Based Pricing Strategy

Cognitive Level / LOC = Time = Rate

Cognitive Level Drives Level of Care (LOC)

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Example Level of Care Categories

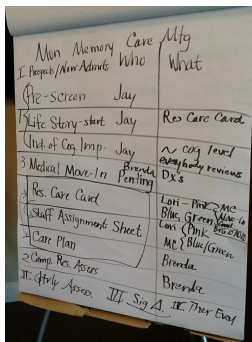
Cognitive Level	Level of Independence/Level of Care	Rate Change
High Early Stage	Distant Supervision	Base rate/rent
Low Early Stage	Close Supervision	+ \$ _____
Middle Stage	1:1 Limited (or extensive)	+ \$ _____
Late Stage	1:1 Extensive	+ \$ _____
End Stage	Total	+ \$ _____

Note: When determining Level of Care (LOC) factors in addition to Cognitive Level are considered.



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Preparing the Operation: Process and Tools

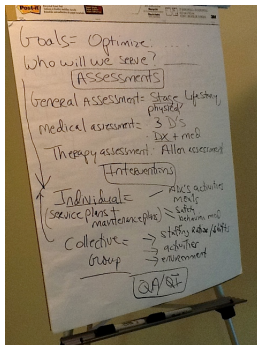


Who will do what, when?



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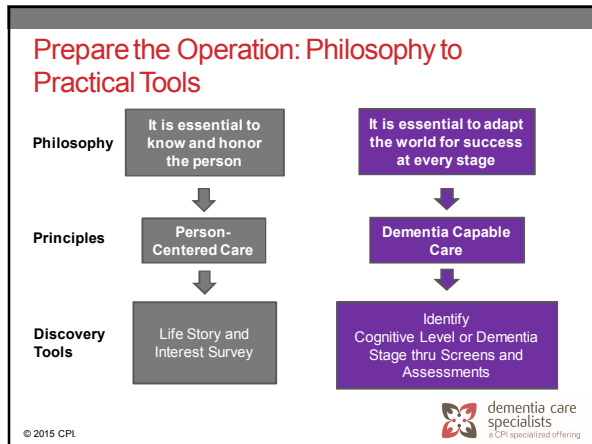
Preparing the Operation: Process and Flow

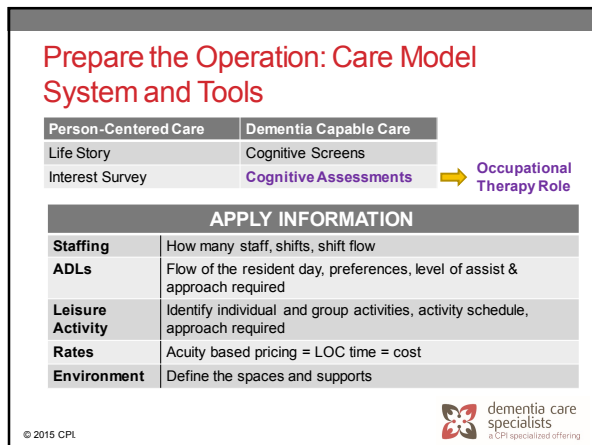


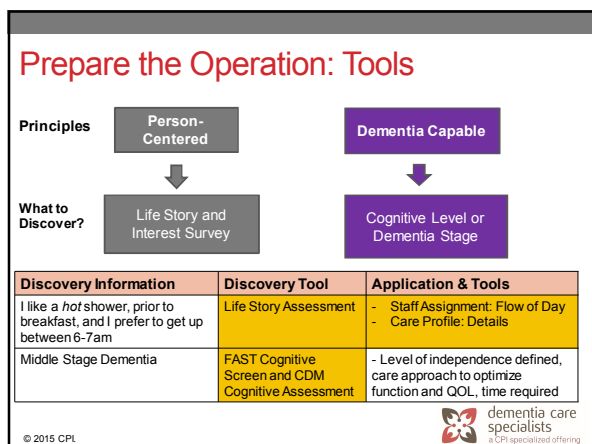
Flow of the Entire Operation - Goals through Quality Assurance



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Prepare the Teams: Inform, Inspire, Train

Leadership to
Front-Line

Dementia Training
and Care
Model/Memory Care
Program Training

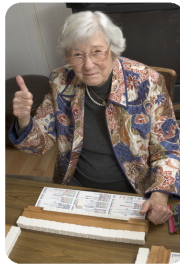
Inspire and secure
buy-in at each step



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Mission

Enable those living with
Alzheimer's/dementia to fulfill their
potential at every stage of dementia by
providing (a) dementia capable care
partners, (b) a system of support, and (c)
environmental supports.



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Organizational Structures and Systems

Organizational structures promotes and supports Dementia Capable Care approaches.

- ✓ Administrative structures, organization charts and job descriptions
- ✓ Orientation, training, and professional development programs.
- ✓ Administrative and evaluation policies, procedures and processes.
- ✓ Budgeting, financing, and resource allocation.
- ✓ Information and IT systems.



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Climate and Culture


- **Climate** – The atmosphere of the organization.
 - When you walk into the facility what does it look like, feel like, sound like, smell like?
- **Culture** - The expected, accepted and supported ways of behaving?
 - How do staff and residents look, act, interact and respond?



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Implementing Dementia Capable Care Model



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Planned Organizational Change Process


	Initial Assessment	Preinitiation	Initiation	Implementation	Institutionalization
Purpose	Assess the Situation	Secure Buy-In and Approval	Prepare the Organization for Change	Launch & Manage the Change	Make the Change Permanent
Desired Outcomes	Create a Compelling Vision	Present a Unifying Strategic Plan & Secure Approval	Prepare People, Processes, Systems and Structures for Change	Successful Implementation and Ongoing Support	Achieve & Sustain Desired Results

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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (First Stage)

STAGE	Initial Assessment
PURPOSE	Assess the Situation
STRATEGIES	<ul style="list-style-type: none"> • Visioning Exercises • Organizational Scan • Stakeholder Analysis • Force Field Analysis • Communication Strategy • Front-End Analysis
DESIRED OUTCOMES	Create a Compelling Vision




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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (First Stage)

STAGE	Initial Assessment
OUR STRATEGIES	<ul style="list-style-type: none"> • Met with owner to identify philosophy, vision, strategy and business model. • Completed internal and external market analysis. • Established business model, goals and plan.
What We Learned	<ul style="list-style-type: none"> • This worked and the internal and external market analysis was critical. • Owner needed education on different MC business models and what is required to operate and support. • We didn't set enough objective goals to support quality assurance and improvement later.




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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Second Stage)

STAGE	Preinitiation
PURPOSE	Secure Buy-In and Approval
STRATEGIES	<ul style="list-style-type: none"> • Informal Discussions or Forums • Formal Meetings • Formal Presentations • Written Reports • Formal Proposals
DESIRED OUTCOMES	Present a Unifying Strategic Plan and Secure Approval



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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Second Stage)

STAGE	Preinitiation
OUR STRATEGIES	<ul style="list-style-type: none"> Continue presentations to other stakeholders such as COO and ED's.
What We Learned	<ul style="list-style-type: none"> We didn't spend enough time getting buy-in from staff and discussing the WIIFM.

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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Third Stage)

STAGE	Initiation
PURPOSE	Prepare the Organization for Change
STRATEGIES	<ul style="list-style-type: none"> Secure and Organize Resources Introduce Change to Key Stakeholders Prepare Training Plans Clarify Roles and Responsibilities Prepare and Align IT and Information Systems
DESIRED OUTCOMES	Prepare People, Processes, Systems and Structures for Change

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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Third Stage)

STAGE	Initiation
OUR STRATEGIES	<ul style="list-style-type: none"> As-is, to-be on system, tools, job descriptions, role. Prepared Alzheimer's Disclosure document and all procedures, criteria, HR elements, documentation and tools. Interviewed existing and new staff introducing the program Discussed initial training plan. Trained leaders.
What We Learned	<ul style="list-style-type: none"> We prepared to system and tools very well. We prepared strong org chart and positions/roles. We didn't spend enough time defining ongoing training plan and WIIFM and reward system

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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Fourth Stage)

STAGE	Implementation
PURPOSE	Launch and Manage the Change
STRATEGIES	<ul style="list-style-type: none"> Organize and Conduct Meetings Monitor and Adjust Training Efforts Provide Ongoing Coaching and Support Recognize and Reward Performance Assess and Evaluate Activities and Impact
DESIRED OUTCOMES	Successful Implementation and Ongoing Support

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Planned Organizational Change Process (Fourth Stage)

STAGE	Implementation
OUR STRATEGIES	<ul style="list-style-type: none"> Launch staff training Launch program Begin discussing formal QA and QI Informal monitoring
What We Learned	<ul style="list-style-type: none"> We primarily trained the leaders to implement the program and asked them to train staff. We should have spent more time training direct staff as consultants. This would also help leaders learn/grow We didn't create objective metrics to measure and monitor progress and impact.

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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Fifth Stage)

STAGE	Institutionalization
PURPOSE	Make the Change Permanent
STRATEGIES	<ul style="list-style-type: none"> Included in Institution's Mission Statement, Values Statement and Guiding Principles Established Formal Leadership Structures and Organizational Charts Job Descriptions and Performance Expectations Formal Orientation, Training and Ongoing Review Coaching Annual Evaluation and Performance Reviews Annual Budgets with Sufficient Funding
DESIRED OUTCOMES	Achieve and Sustaining Desired Results

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Adapted from Simons-Morton, Greene and Gottlieb, 1995

Planned Organizational Change Process (Fifth Stage)

STAGE	Institutionalization
OUR STRATEGIES	<ul style="list-style-type: none"> Not there yet
What We Learned	<ul style="list-style-type: none"> NOTE: We will be challenged because we haven't plan to integrate staff WIIFM into career ladder and PR process.

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Planned Organizational Change Process

STAGE	Initial Assessment	Preinitiation	Initiation	Implementation	Institutionalization
PURPOSE	Assess the Situation	Secure Key In and Approval	Prepare the Organization for Change	Launch & Manage the Change	Make the Change Permanent
STRATEGIES	<ul style="list-style-type: none"> •Winning Exercises •Organizational Scan •Stakeholder Analysis •Force Field Analysis •Communication Strategy •Front-End Analysis 	<ul style="list-style-type: none"> •Informal Discussions •Elevator Pitch •Formal Meetings •Written Reports •Formal Presentation •Formal Program Proposals 	<ul style="list-style-type: none"> •Resource/Program/Conduct •Introduce Change to Key Stakeholders •Prepare Training Plans •Clarify Roles/Responsibilities •Measure Milestones and Procedures •Align IT and Information Systems 	<ul style="list-style-type: none"> •Organize & Conduct Trainings •Monitor and Adjust Efforts •Provide Ongoing Support •Recognize and Reward Performance •Assess and Evaluate Activities & Impact 	<ul style="list-style-type: none"> •Institutional Commitment (Mission & Resources) •Program Leadership •Written Standards, Policies and Procedures •Organizational Charts and Job Descriptions •Annual Training, Evaluation, & Review
DESIRED OUTCOMES	Create a Compelling Vision	Present a Unifying Strategic Plan & Secure Approval	Prepare People, Processes, Systems and Structures for Change	Successful Implementation and Ongoing Support	Achieve & Sustain Desired Results

Adapted from Brager and Holloway, 1978

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Factors Influencing Successful Organizational Change

- Leadership – Skill, commitment, authority and stability
- Competing or Changing Priorities
- Size and Complexity of the Organization
- Resources
- Internal Politics

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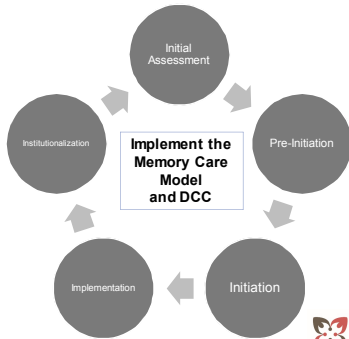
Summary

1. Successful implementation of a new initiative requires interventions at different levels within an organization.
2. Leadership Teams can utilize the *Planned Organizational Change Process* to guide their planning and implementation efforts.
3. The type and timing of the interventions selected will depend upon the organization and the supportive and resistive forces the Leadership Team encounters.
4. Change takes time, talent, expertise and commitment.

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A System for Success



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Initial Assessment and Pre-Initiation Phase: Vision, Core Decisions and Buy-In



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