

Dementia Friendly @ Work for Health Care Training Webinar

Jen Rooney

Good morning, and thank you all for coming to our webinar to help us, to help us become trainers. You are going to be the people that go out throughout the state. And work with the dental practices and medical clinics around the state of Minnesota to deliver training so that they can be better prepared to assist people who have dementia, or dementia-related illness, and their caregivers, because that's also a really big concern. And as we have found in the preparation for all this, it is really a gift that you're giving because the people in the dental practice, in the medical clinic often have a lot of anxiety around how do I interact with these folks? How do I make it a better experience? So not only are we improving the experience for the patient and the caregiver, but also for the staff. It really seems to be something considered a gift to them. I am Jen Rooney, and I am the head of ACT on Alzheimer's here in Minnesota. And to my left on the screen, in the top corner, I would think of all of your screens, is my colleague and friend Colleen Fritsch. And Colleen used to work here at what, at the time, was the Metropolitan Area Agency on Aging. And since retiring has become the most active volunteer we have ever had and does this incredible job of educating people all around the state about dementia. And how to make every community more dementia friendly.

Jen Rooney

So just to give you a rough background, most of you know a lot of this, so I'm going to keep it concise. The Dementia-Friendly at Work for Health Care Training was developed as a larger dementia-friendly health care practices initiative and it is led by the University of Minnesota and Trellis, where I work, in collaboration with the Minnesota Dental Association. And the goal of the project is to increase the number of dementia-friendly health care practices in Minnesota by offering information to clinical and non-clinical staff on Alzheimer's disease and dementia, ways to effectively communicate with and support cognitively impaired patients, tips for creating a dementia-friendly clinic environment, and practical case studies. It is initially being rolled out to dental clinics statewide with the intention that it can seamlessly be extended to health clinics in the future. And we've already got health clinics chomping at the bit to get in on this. So it's great. The root of this new curriculum is the Dementia Friends and Dementia-Friendly at Work curricula, which have been adapted for health care settings.

Jen Rooney

So. What I think I'm going to do is Colleen, if you could share your screen with everybody and so they can see how it looks when we go into this. I think most of you know this, but to get here, can you go all the way back, Colleen, to under Community

Resources, well or you can just, Yeah. So when you go to Act on Alz dot org, yep. This is probably when you've turned on your computer and you go to Act on Alz dot org, this is where you're going to go to talk about these trainings. You got to do community resources and Dementia-Friendly at Work for Health Care and the health care is for both dental clinics, and medical clinics.

Jen Rooney

Okay, and then once you get there. This screen pops up. Okay, and this is kind of, in my opinion, the exciting part for everybody because this same portal works for the dental practices and for you, the trainer. So, if you—if you know of a dental clinic or a medical clinic that wants a training, you can have them go here to this page. And then you see where it says 'request a training.' And if Colleen clicks that button, that is where somebody who would like you or me or Colleen or a trainer to come out. And this is what they have to fill out. So, anything with the asterisks is what we have to have them do. And at the very top, is type of health care. Colleen will go in there for us. So this is where you click 'Medical' or 'Dental'. Okay. And yes, it isn't like a huge deal, but it actually ends up at the end to be important because we have different certificates that people from those clinics need if they want to submit for continuing education. So that's why that's so important.

Jen Rooney

As she is showing you, there is a lot of stuff on here, but, as I said, the things with the asterisks are the most important. And when they fill this out, and they're going to tell us, oh, we prefer mornings and we prefer Tuesdays or whatever it is. They will submit this and it comes here to the act to the ACT portal, okay? And then I'm going to be the lucky person who has your names and the names of all the trainers also in the same system on a database. And I will make the match. Because it's a dental clinic in International Falls, and I know that's where Nancy Lee lives. So, hey, Nancy, I'm going to reach out to you, and I will send you an email saying we have a request of a clinic in your area, please reach out to and then you will have their contact information like here's the person you should call, here's what they're telling. Right.

Jen Rooney

And if that doesn't work for you, if by some chance there's a reason people don't want to or can't make it work, absolutely get back to me and we can reschedule you know with some other trainer. But that's the whole kind of concept. It's like kind of like you know, a dating site where I've got people who want training and people who like to give trainings and I have to figure out who goes with who. And obviously, geographically makes the most sense. Because of this, most people thus far, and Colleen can speak to this, have preferred in-person training. That has been the greatest request, but we can, and will also do virtual training. And so, if you aren't comfortable doing in person because of, you know, the pandemic or how you're feeling about germs or exposure, that's another thing that comes into all of this. But right now, most people like learning together and most of these practices take

COVID-19 more seriously than the general public ever has, because this is how they go to work every day.

Jen Rooney

If Colleen goes back now, which she already did because she knows my mind, then this part, actually right underneath requested training, is the part where it says 'Advanced Training for Clinical Providers.' This is not what we're doing. We're doing the basics. But if we want to know about the advanced training for clinical providers, this is where we get that information. And basically that means the dentist, the hygienist, the doctors, the nurses, okay? And that's a much more in-depth. What we're talking about is a much more basic one hour to 90-minute presentation. If you go under to become a trainer—which I think many of you already have—Okay. This is being a leader for you. And that's how you look through it. And most of you have done that or you probably wouldn't be here. So we're grateful for you. Then, because of our inability to safely do trainings all around the state to get everybody together, we decided the best way to do this is to record it. Trainings for you to see. So the first one posted here is my friend Colleen Fritsch, and this is her giving the training session. For you to see how it flows. She does this without using a PowerPoint, okay? The one below that is our colleague Michelle Barclay delivering the exact same training, but she uses a PowerPoint.

Jen Rooney

So we want people to be able to see both versions to see what fits more, more with their style. We ask that you watch both of those before moving forward. Colleen, if you could scroll down. Then it is here, this very moment, to participate in the training webinar. And after today, hopefully you'll understand the computer, what you need to do, a process to make all of these, the dating system of trainers and clinics, come together. And then finally, after we're done today and you've done all those other things, we like you to read through the certification, if you would click on that, Colleen.

Jen Rooney

Basically, the only rules or requirements we want everybody to know going in advance is that you're going to tell us you have done all those things. That you understand that we don't want people editing the curriculum. It is absolutely appropriate to put your own personal experiences or examples, I should say, in there. But we don't want people wiping out any of the curriculum because they don't like it or it isn't as interesting. This is kind of what we've been committed to do, specifically working with all those entities that help fund this. And then secondly, we want you to know that people aren't to make money by doing this. If somebody wants to reimburse you for gas or something, you can talk about that with them. But just know that this is not, if you do this, you're doing this out of the goodness of your heart. And we greatly appreciate it.

Jen Rooney

So you can fill this out. And when you hit that, I have completed training, that's when you pop into my list of possible trainers to whom I can assign a clinic. Does that make sense to everybody? Are there any questions around that?

Unnamed Speaker

Jen,

Jen Rooney

Yes.

Unnamed Speaker

So the basic training versus the advanced training. Can the dentists and the hygienists take the basic training?

Jen Rooney

Yes and thank you for that question that is great. So yes, our basic training is for everyone in the practice. Okay. And I personally think it really is important to have everybody go through that same training. Because that receptionist hands that patient off to the hygienist and the hygienist works with the dentist and they all work with the caregiver and they all work with the accountant who sends the, you know who, asks people to pay their bills. It is so nice and important to have everybody at that table because they're all part of that same experience with, with the patient and or caregiver. And Colleen will kind of go into I think some of that more when we talk about the actual process of training, but there are different case studies at the end where we can do one case study for everybody who's part of the basic and then, even at the end of the basic training, we do have another case study that is more clinically focused, if that's what they want to do. But yes, very good question and thank you. Does anybody else have a question before I pass it on to Colleen? Most importantly, just know that you can always reach out to us. Okay. And I'm now going to hand it to Colleen.

Colleen Fritsch

Thanks, Jen. So first of all, I hope you all know, and if not, I'm telling you now, that a brand new trainer's guide was uploaded, I think like Thursday of last week. And so, if you do not have that trainer's guide in front of you, please reach out to Jen and she will email you the most up-to-date trainer's guide. Or once you certify as a trainer.

Colleen Fritsch

Then I'm going now to my dashboard. So I have logged in as a trainer and this is my dashboard page. And for those of you that, that are going to be new to this website, I just want you to be assured that this is very intuitive. And by the way, all of these—my upcoming Dementia Friends, Friendly at Work for Health Care Trainings—are all fictitious. Those are all ones that we've made up in order to practice with this website

and make sure it does what I say it's going to do. But so then once you certify that you've watched the videos, attended the webinar, and agree that you're not going to deviate from the materials except for personal stories, and you're not going to make money off of giving these presentations, then this is the page that you will then log into. So you'll get login instructions. And the very first thing that you'll get is the brand new trainer's guide.

Colleen Fritsch

Also a link to the participant guide. To the PowerPoint slides. And to a blank certificate of completion. And if I don't come back to that certificate of completion later, please remind me to. Because I want to talk to you a little bit about the two ways that that can be used. And then here are the case studies. So there are dental all staff. There's a dental clinic, all staff. and a dental clinic clinical staff case study. And then, also, like Jen said, this will roll out to medical as well. So there's the medical all staff case study and the medical clinical staff. But then there is also the expert tips. So. You and I are not experts on how to run these things, but you know what? The University of Minnesota and the Minnesota Dental Association are, and so they have created expert tips. So what I would do is I'd go in and do the case study and then I'd carry a copy of the expert tips along with me so that the team would go through the case study during the appropriate time if they were doing case studies, and then I'd leave the expert tips with the office manager or whoever my contact was at the clinic.

Colleen Fritsch

And then the last of these materials is a training flyer. That is more something Jen and the Minnesota Dental Association will use in recruiting clinics. So I don't know that you will need to worry about that. And then the Act on Alzheimer's working to become dementia-friendly sign. Like the one you see behind me. If you want to print that out, either on an 18 by 24 piece of paper if you have that capacity or if you want to have it mounted on foam core like I have. That's where you find the template for that. So that is on your dashboard page as well as this area over here that says 'Start a Dementia-Friendly at Work Health care Session.' And for those of you that have printed out the 'New Session Guide,' I'm walking through pages three through five or six, I think, of the guide. So let's just pretend. So Jen has now sent you the information that ABC Dental is looking for a dental presentation. You've said, 'Yes, I can handle that one.' And you reach out to the clinic.

Colleen Fritsch

And then you just go in here. What's the length of the training? It's either going to be a 60-minute or a 90-minute. And if it's a 90-minute training, then they get 1.5 CEUs. If it's a 60-minute training, they only get one CEU. So although they are not linked here, please understand that you cannot do a 60-minute training and give them 1.5 CEUs. That doesn't make sense. I'm hoping it does because I'm guessing that many of you are in the CEU land already. So. And then you put in the, whether it's a

medical or a dental. And again, that applies to the certificates. And here you will just enter in all of the information that Jen has given you from the email she sent. But coming down here, it says additional information. And that's probably the most important blank for you to fill out. This is going to be all that when you're talking to that person on the phone, you want to listen to all of the things they tell you about their clinic. Yep, we've got a location for you, Colleen. We've got a lunchroom in the basement and you'll present down there. Yep, Colleen, we're on the third floor, third door from the left. We have a free clinic, Colleen, and most of our patients are very low income and a racially diverse a group Somali, African-American, and Native American. All of that information that you're getting from that conversation that you have with that person. You're probably not going to do the training for a month, maybe two months afterwards. And you're not going to remember all of that. So just fill in whatever you can there. Because some of it will inform your presentation, especially when you talk about the statistical impacts of Alzheimer's and dementia. You're going to want to be able to remember that information. When you talk about the percentage of people over the age of 65 who will one day develop dementia, it's going to be helpful for you to know that 30% of their clients are age 65 and older, and it'll help you with that section.

Colleen Fritsch

All right. So then you would save this. I'm not going to because I've got enough saved already. All right. Everybody with me to this point? And because I'm screen sharing, I cannot see all your faces, so you're going to have to shout out to me if you want me to stop or if you have a question on what I'm showing you. All right, so now I've gone to. I've filled this in for We're All Smiles Dental Clinic. And I hope I'm doing this right. I'm not going to do this right. Let's do Happy Faces Dental. So I'm just going to put in their name here. Jen, I'm trying to get to the page they need to get to email the URL to the office manager. How do I do that? I'm going back to my desk. You're on mute, Jen.

Colleen Fritsch

All right, let me try it this way. I'm going to go to, I wanna go to We're All Smiles, which is 1637. Let's see if this gets me there. There are no people registered. Click on a training session below to add registrants. Okay, so now I'm going to go to We're All Smiles. And see this URL up here at the top, act on alz dot org/dementia/dash-friends-work-dash-training-session-1637.

Colleen Fritsch

That's the URL then that you would copy and paste into an email. All right, so you've just had this conversation with Jonah, the office manager at We're All Smiles Dental. And you've gone in and you've entered all of this information. And now you get to the register for training session 1637. You copy this URL. Go to an email. Send an email to Jonah, whom you've just spoken with. And send it, you know, the email you're going to send is going to say, 'Jonah, I'm so looking forward to our training on

January 1st. at 3 a.m., whatever, whatever. Here is the link for you to enter your participant names.' And so now Jonah is going to follow this link. And enter the names and email addresses of all of the staff that will be attending your training.

Colleen Fritsch

For those of you that are copiously wondering how you're ever going to remember all this. It's in the trainer's guide, so I want you to be comfortable with that. I just want to show you what it is so you don't need to enter the names and email addresses of everyone who's going to attend. And you can even assure Jonah that, instead of giving you every individual participant's email address, if they just want to use the basic, you know, info at we're all smiles dot com email address, that's just fine. You do not need the identifier for each individual person.

Colleen Fritsch

All right, so now Jonah's going to take on all that work of registering everyone who's attending. Let me show you how that then comes back to be handy for you. What's that? I'm sorry. Is some Is someone talking to me?

Colleen Fritsch

Okay, so I'm going to assume someone is not talking to me. So now, it's coming up on time for me to go do my happy face dental and I need to see who's attending.

Colleen Fritsch

And look who's attending my session. I got James Taylor, Patty Page, Connie Francis, Dionne Warwick. I'm pretty excited. So here they all are. And now I can tell who's coming. And here's the button for the sign-in sheet. I better stop because I'm getting way ahead of myself. All right, so we're done with page three of the trainer's guide. And now I'm moving on to one week prior.

Colleen Fritsch

So we're going to forget that I got ahead of myself. And we're going to go back to one week prior. A week prior, you reach out to the clinic and you email them the participant guide, and you email them the case study. Couple of things I want to say about that. First of all, it's absolutely fair for you to ask them to do the printing of all of the handouts for this because you're not charging them for the session. And so that takes away some of the financial burden for you. And they, you know, they're an office setting. They have a copier and a printer and can make all of that happen. Secondly, one thing you do not want to do is try and email it to them directly from the website. That's not going to work because remember you had to log in and enter your password for this website. So if you email it to them, it's going to ask them to log in and enter their password. So what I did is I went through and I saved all of these documents under guides and case studies to my hard drive.

Colleen Fritsch

And so now, a week ahead of time, I'm going to go to my hard drive and email them the participant guide and I'm going to email them the dental all staff case study. And by email them, I mean email Jonah, my clinic contact. So I'm going to send him the materials for him to print out and have ready. And then I'm also going to, going to verify the attendance. I'm going to say, by the way, Jonah, it looks like we've got seven people registered. I'm looking forward to this. And while you're at it, and you're printing things, print that one kind one copy of the case study expert tips so that you just have it ready to bring along with you.

Colleen Fritsch

You're going to then go back to Happy Face Dental. And down here, it says sign-in sheet. I knew I'd get there eventually. And there's your sign-in sheet for the people who have registered. You simply take that with you the day of the training. And that's going to be where they verify their names. Just a little caveat. There are oftentimes misspellings. And so people, as they see it, you'll notice I deliberately misspelt 'Mama Cass.' So that when she gets there, may she rest in peace, she can correct the spelling of her name. And then I can fix that after the session when I go back. To the, to my training. All right, if you're doing this virtually, obviously you will email all of this material to the clinic contact. Jonah, in my case, will then send it out to all of the participants.

Colleen Fritsch

It is very rare that you will do one personally because, quite honestly, the clinical staff don't each have their own computer. The, the clinicians and the clinical staff use the computers that are in each room. But they don't have a personal login to that. And so, and they also don't have the capability for everybody in the office to have their own computer. So the only way virtual works is if they're all in one room and you are the only one attending virtually. So just a caveat of all of the sessions that I've done, I've only done one that was virtual and that was because we asked them to do it virtually so that we could test the model and they were gracious enough to agree.

Colleen Fritsch

All right. So now we're at the day of training and I'm gonna stop my share just so you don't have to keep looking at that for that long. So then the day of the training. I like to arrive 20 minutes early, and I would recommend you arrive 20 minutes early. Because of the planning activity involved in this. As you're walking in, take note of where you're walking in. Did you come through one door and walk right into the reception? Did you come through one door? Go to an elevator, go up a flight of stairs. Whatever. Did you come through to a main lobby, have to go through the ambulance bays in order to get to the public health clinic, in order to get to the public dental office, whatever it was, all of those steps. Just keep in the back of your mind. Notice the signage. Notice the reflective surfaces. Just take some time as you're walking in to pay attention to the environment so that, when you get to that part of the training, you've got some background that is specific to their site.

Colleen Fritsch

All right, so you've arrived about 20 minutes. You're going to arrange the room the best you can. Most often, I was giving this presentation while the clinic staff ate their lunch. Okay, that's fine. Often, I think three or four times, I gave this presentation while the clinic staff sat in their lobby while their dental office was closed over lunch. Keep in mind, if that's going to be the case, you need to ask the office to make sure that everyone has a clipboard because they're going to need to be doing some writing during this presentation.

Colleen Fritsch

And so. It's just helpful. It doesn't work if they're writing on the back of a magazine, you know what I'm saying? So if they could provide a clipboard, that is great. I did not, I did not take a lot of time scanning the office. I didn't want them to think I was an inspector. But I did as they took me to the meeting room. Or if I was going to meet in the lobby, I'd request to go use the restroom. And again, I just take notice of the way the exam rooms were set up, right? It becomes an added part of the conversation when you're doing the presentation. Needless to say, if there's not an exam room near you, you can use hypotheticals when you're doing the presentation. It just helps if you've paid attention and you've learned what's going on. If possible, ask them to set up a table where people can sign in, and where you can put handouts about the Senior LinkAge Line or the Alzheimer's Association or any other dementia resource that you might be aware of. For instance, if you're with one of the area agencies on aging, you may know of some information that would be important for them to have.

Colleen Fritsch

Just be careful not to empower them to overwhelm their clients. People with Alzheimer's or dementia, if you hand them a list of 30 resources, you know what—they're already overwhelmed enough and they'll just throw it out. But if you have specific resources that can be helpful in addition to the Senior LinkAge Line and the Alzheimer's Association, put that on the check-in table, as well as the sign-in sheet. I very seldom was in a room large enough to have a check-in table. I asked, but there really wasn't a room large enough. And so I would simply pass the sign-in sheet around and ask people to check off their name and check their spellings.

Colleen Fritsch

All right, and then place materials on each participant's place. And then talk to them about the certificates. Tell them that at the conclusion of the training, you're going to send the, you're going within two days of the conclusion of the training, you're going to send your office clinic contact, in my case, Jonah, a link to the certificates of CEU. All right. And then after the training, you're going to go back to the website. You're going to verify everybody's spelling. There's a button there to click if you need to edit anybody's name. You're going to click which people attended and delete any people who did not attend. And then go back and email that URL now. I better go there so I

can show you where it says 'dental certificates.' Just be sure.

Colleen Fritsch

So now, if I come back here, it says 'dental training certificates' down here on the bottom. I'm not sure you can see that, so let me raise it up. So here's where I got my sign-in sheet. And here's where I get my dental training certificates. And then this is the URL now that you're going to copy and paste and send to your clinic contact. And it has, that link, gives him access to all of the CEUs for everyone who attended.

Colleen Fritsch

Now, some people like the receptionist may not need the actual CEU and they really don't want a CEU, although why I don't care, but perhaps people don't want a CEU. They just simply want a certificate of completion. So then you would have downloaded this certificate of completion to your hard drive as well and send this link to Jonah or your clinic contact. I said earlier that this can be used two ways. The number one way it can go, you know, Betty Boop didn't want a CEU. So now Betty Boop has a certificate of completion and you don't have to fill that out. Jonah can do that. But the other thing that can happen here is they can click in and this is fillable and they can put in. Happy Faces Certificate of completion. Happy Faces has successfully completed the Act on Alzheimer's Dementia-Friendly at Work for Health Care Training. And if they want to post that, they can. If they want to post that to their social media page to acknowledge that they are a Dementia-Friendly at Work for Health Care dental clinic, they can do that. And so it's just a lovely little way to end the, to kind of tie a bow around it for the clinic and also gives you that opportunity to say thank you. It was wonderful. Here's the link to the CEUs. And for those who don't want it, or if you'd like it for your clinic in general, here's the certificate of completion.

Colleen Fritsch

All right, that was a whole lot. And before I go on to actually break down the session in general, I want to open it up to any questions about the website.

Jen Rooney

Colleen, I'm wondering, if you would mind showing them. So what sometimes happens is Jonah filled out all that information, right? And that all came out on the sign-in sheet. And then you realize that the names on that sign-in sheet go into those certificates. So Patty Page is a dentist and wants comma DDS added behind her name on that certificate. You talked about editing, but could you show them how to edit the list?

Colleen Fritsch

Yes.

Jen Rooney

Thank you.

Colleen Fritsch

Okay, so if I go back up to my 1624. A couple of things. First of all, up here is 'Edit the Session'. I can't imagine you're going to want to do that, but you can. Add participants. So if they hired someone three days before you arrived and that new hire is there in the office, you can add participants.

Colleen Fritsch

Or if Mama Cass, number one. It's thinking. There we go. If Mama Cass number one wants her name spelled correctly, and is that the correct way to do that, Jen?

Jen Rooney

No periods and no spaces.

Colleen Fritsch

Of course not. Fine. It's okay. But we'll all learn.

Jen Rooney

And that's why we asked them to do it. Originally, Jonah should put it in the way that Jonah and the practice would like to see it on the certificate. I just want people to know how, in case there is a misspelling or an addition to be made. It shouldn't happen all the time, but I don't want you to be stopped at that point. So thanks for showing that.

Colleen Fritsch

Sure. And I feel better leaving this site knowing Mama Cass's name is spelled correctly. I know my age is showing. It's okay. I don't mind being old. Thank you. All right, any other questions on the website? Otherwise, I want to just quickly move into an overview of the session and the one change that we made in the curriculum after we got through with phase one. We made one change. So, those of you who were trained earlier might just want a heads up on that.

Colleen Fritsch

Okay. It starts with the welcome and, as the curriculum states, you tell them why you're there—why you're interested in dementia-friendly at work—and then you say, 'I know that some of you might have a personal background in Dementia-Friendly at Work and all of that is in the guide.' And some of you might just be here because your employer told you to. So now I've given them my buy-in and I've accepted whatever reason it is that brings them there. So it's the beginning attempt to try and get us in the we're all in this together.

Colleen Fritsch

The next section is the definition of what's the difference between Alzheimer's and dementia. And it says in the curriculum, be prepared for the wrong answer. Oh yeah,

be prepared for the wrong answer. I had a person who happens to be a dentist say, 'Dementia is a disease that affects people's brains. Alzheimer's is normal aging.' And so now I've just had the person who owns the clinic give the exact wrong answer. So just be prepared for that and be, yep, I have heard that. And that's almost right. And then I give the difference between, but you've got to, once you ask that question, you have to be prepared for whatever comes at you.

Colleen Fritsch

The facts that the section of the facts and details of the Alzheimer's Association is your attempt to take that next step. To making this to getting them involved. So when we do the next step, it says one out of 10 people over the age of 65 are currently living with Alzheimer's or dementia. And then do the math for them. When I spoke with Jonah before I came here, he explained to me that 30% of your clients are currently age 65 and older. That means, and then just do, and so on page 12 of your guide, you'll see that there are blanks. So you can pencil in each one you're going to. So, if it's 30%, you'll pencil in the...I should have that in front of me. That, that if they're seeing, Wait a minute. I don't want to guess because you're going to think I don't know my math. So, if it's 30%, then 15 people.

Colleen Fritsch

Then the clinician, the dental hygienist, is seeing roughly 15 people a week over the age of 65, so chances are one to two are living with Alzheimer's or dementia, whether diagnosed or undiagnosed, and if you're the receptionist, you're probably seeing 50 a day. Which means that you're seeing 75 people each week that are age 65 and older. So, probably six to seven. And now you've tailored it to that clinic and it begins to get real. This isn't something that happens to some people, some of the time, and if it ever happens. These are people that are coming into their office every week. And so now it's gotten real.

Colleen Fritsch

When you do the 10 early signs and symptoms, that's, that's a lot of talking. So I'm just going to encourage you to add a personal story in there and don't make it, don't make it a personal story where you start crying, but a lovely story, maybe with a little humor in it, just to kind of break up all of that talking about the 10 steps. And then at the end of that you, you say, 'Does any of this ring a bell with incidences that you've seen here in your clinic?' And again, you're giving them the opportunity to process. You're also, by the way, breaking out of the lecture syndrome. And then you'll start to hear the stories. Well, you know, we have people that, you know, they just don't remember their appointment and it doesn't matter how often. Or we have people who just don't know how to get into the dental chair. How can you not get into the dental chair? And by the way, I challenge that when I hear that.

Colleen Fritsch

When they say that to me, I say, 'You guys see that dental chair all day, every day.'

That dental chair makes sense to you. But that's weird. It's all one color. It's on three different levels. And people are just supposed to know. I mean, never mind people with vision problems. That dental chair is weird. And so then I just tell them. As you walk into the room with a person—whether you know they have Alzheimer's or dementia or not—simply pat the part of the chair where they're supposed to sit. Just sit right here and put your feet up. And guide them to which direction they put their feet up and give them a little bit of help. But I don't let them get by with making fun of people who don't understand that chair. And even in a medical practice, the same thing is true with that weird examining table and how do you hop up on that thing? Anyway, I challenge that and hopefully it brings a little humor to the, to the presentation as well. When I do communication tips on the bottom of page 17 of your handout, I say, wait a minute, let me get to page 17. Thank you. All right.

Colleen Fritsch

So at the bottom of page 17, it says, 'This means we've talked now about the 20 seconds.' We've talked about how having Alzheimer's or dementia might be like sitting in a room full of people who are fluent speaking Spanish and you haven't spoken Spanish since you were in high school. And so we've talked about that although communication is still important to them, communication becomes more difficult.' And at the bottom of page 17, it says, 'This means that patients will increasingly rely on your tone of voice, facial expressions, and body language, just as much, if not more, than the actual words you use.' And then I pause and I look at them and I say, 'This is probably the single most important thing I'm going to say to you today. So please allow me to repeat that.' And I hold my manual up in front of me and I read that sentence again. Number one, it has broken up the cadence. But number two, it gets their attention as you begin to move into those case studies.

Colleen Fritsch

The planning activity is a real simple planning activity. What are the steps a new person needs to take coming to your office for the first time, they need to take from the time they walk in the front door to the time they sit down and wait to be called for their appointment? And oftentimes when I give them, I'll give you three or four minutes in order to come up with that list. They're like, 'Why do I need three minutes? You check in at the front desk and you sit down.' But the fact that we've given them three to four minutes lets them know, 'Oh, gee, there must be more going on.' And then they begin to take a look at their practices.

Colleen Fritsch

There are amazing things that I have learned about this. First of all, in the urban and suburban clinics, most of the dental appointment new patient information is available online and the person needs to go online and fill out that information. People with cognitive impairment usually aren't able to complete that and need to complete it in person. Whether it's rural or urban or suburban, you're just not going to believe this. There are five forms that new clients need to fill out. And that number was the same

at every clinic I went to.

Colleen Fritsch

And so we talk about you need, they need to fill out that form and to which I'll say, 'Oh, all right.' So they stand there at the reception desk and fill out the form. Well, no—we give them the clipboard and they need to go to sit down and fill it out. Oh, all right, so they, they're providing their own pen? Well, no, we give them. So, and so I just coached them through all that process. Oh, they don't need to give you their insurance provider? Well, yeah, we'll need that. So then they need to get the wallet out of their pocket, open the wallet. Okay, so I challenge their steps that they know so well. That they've never taken a look at from the point of view of the person who is new to the clinic.

Colleen Fritsch

And so then we debrief just like we usually do. I do cheat. And as I'm doing that, I always ask if one of those forms includes their emergency contact. And then I come back to that when we do the case study. But I always ask that question and then bring it back at the case study.

Colleen Fritsch

So then we move on to the physical space. And now you're on a roll and you're getting to the end. And at the end of helping them examine their physical space for where is the signage? Is it on the door? Is it next to the door? And people have told me that that they don't understand why some people coming to the clinic push on the glass partition next to the front door rather than pushing on the front door. Well, that's where the sign is that says ABC Dental. So of course they're going to push on the glass. Anyway. So as we walk through their physical environment, then I invite them to take a look at the surfaces they've been at. I have to tell you, I went to one clinic. As I walked in, I was horrified. Not...surprised. The floor was those large carpet tiles that are like 18 inch by 18 inch carpet tiles and they were like forest fire stripes of orange and red and yellow, orange and red, but then the next tile the stripes went this way and then that way and then this way and I'm like, 'Oh my word.' So when I get to the part of the presentation on taking a look at your physical space. And by, you know, we've talked about visual changes and peripheral vision and all of that. And I said, 'Can we just take a look at your carpet tiles?' And the entire room started burst out laughing because it was the dentist had just remodeled and just installed all of this really modern, really not monochromatic—I mean, it was anyway. So we agreed that they would transition that tile as early as possible in order to make it more comfortable for people living with Alzheimer's or dementia.

Colleen Fritsch

All right, we walk them through the case study. The case study, by the way, when you're doing the entire clinic staff. The case study is brilliant. Because and, in case you don't know, I had exactly nothing to do with this. So if I say it's brilliant it's got

nothing to do with me. But it is an 85-year-old man who got lost coming to the clinic and he's here a week early. And it's a lovely case study because it allows for the expertise of the office manager, the receptionist, the hygienist, and the dentist. And they can all get involved in when you ask them to break out into small groups in order to do that case study. Then you finish up with local resources. In their handout is the contact information for the Alzheimer's Association and the Senior LinkAge Line. But again, if you know of a good targeted resource, lay that out for them.

Colleen Fritsch

And then there is the recap, the call to action, and the thank you. And this is where in the call to action, this is where we've added something new. After you're all done, the last thing you say is, I want to thank you for coming today and giving me your time and attention. Something to the effect of: 'My hope is that as you care for your next three or four clients that come into your clinic, whether they have Alzheimer's or dementia or not. While you're doing all of your normal procedures and all of your normal activity, if you would just put it in your back of your mind how might this feel to a person living with Alzheimer's or dementia, given what you know now? And if you could just begin to process that as you're doing your everyday procedures. Perhaps when you are dealing with someone with Alzheimer's or dementia, you'll be a little bit more prepared to deal with them.'

Colleen Fritsch

All right. So that's my walking you through. And then again, tell them that within the next two days, you're going to send the link to the CEUs to the clinic contact. Why two days? So that you've got time to take that sign-in sheet, go back to the website, make any edits, delete anyone who did not attend, make any title changes, or make any spelling changes, and then send that URL to your clinic contact. That's my overview of the session itself. Do you guys have any questions on the site or the session? All right then. Jen, I'll turn it back over to you.

Jen Rooney

Thank you, Colleen. That was wonderful. And this is why we all want to learn from you because those little insights that you can't put in a manual really do come through on a webinar like this. So thank you. So just a little review here of the things we've covered. You have access to all of this material once you come in and get, watch your videos now you can say yes you've been part of the webinar. And now your last step will be to look at, read through what you're agreeing to. As far as maintaining the fidelity of the curriculum, and your volunteer status, and then you click. And we are set. And when that happens, then you will have access to those trainer materials on your screen that Colleen showed you. I will also be emailing those of you in attendance with the new trainer guide. Those are the most important things before we quit recording. Does anybody have any questions? Because then I will go into the details of what's happening as far as our current time.

Unnamed Speaker

Jen, I was wondering, is there a way to review this information? It's been a while since I've been trained and to take a look at it again before you go out and just, you know. Reabsorb Colleen's really good expertise on doing this.

Jen Rooney

Yes, and that is why we are posting this very webinar on the site. That should happen, just like we said, we're giving it two days to get back to those dental practices. We're asking you to give us two days to get this recording up on our site. So yes, you will have access to that.