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Fostering compassionate care for persons with alzheimer's disease living in nursing facilities

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This study examined the impact of the implementation of a Compassionate Care curriculum on the quality of care provided by Certified Nursing Assistants (CNAs) to residents with Alzheimer's Disease (AD). The study used Kirkpatrick's evaluation model to assess the reactions, learning, and behavior change of CNAs exposed to the curriculum, and the impact of the curriculum on the stress levels of residents with AD. The study included an experimental and control nursing facility with the experimental group (EG=48) exposed to the new curriculum and the control group (CG=51) exposed to the current curriculum. A convenient sample of 25 residents with AD from the experimental facility and 27 from the control facility participated. Two hypotheses were tested - H1)After completion of the compassionate care curriculum, CNAs will show a significantly higher increase in knowledge, caregiving self-efficacy, caregiving satisfaction and a significantly higher reduction in feelings of affiliate stigma than the CNAs who completed the current standard curriculum; H2)Differences in change in CNAs knowledge, confidence, satisfaction and affiliate stigma will have a differential effect on the 12-week agitation and salivary cortisol trajectories of residents with AD in the experimental and control facilities. A two-way mixed method MANOVA was used to test H1, and cross-classified hierarchal linear modeling was used to test H2. H1 showed significantly higher scores on all indicators for the EG. H2 showed that agitation and salivary cortisol levels were reduced significantly more for the residents in the EG. CNA knowledge and self-efficacy increases contributed the most to these changes.

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