



Champlain
Dementia Network

20
22

Intergenerational Dementia Companion

PROGRAM TOOLKIT

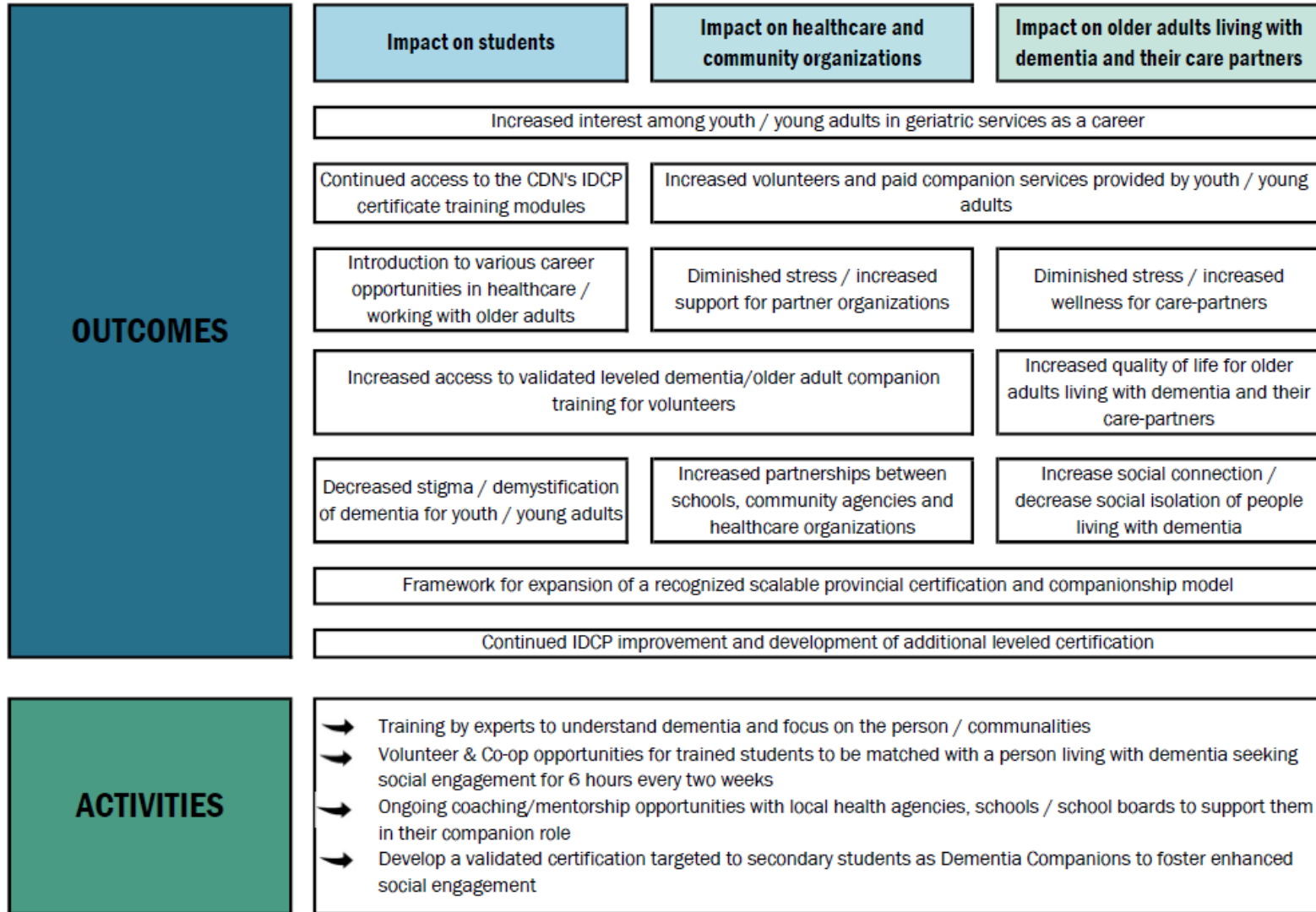


Contents

- CDN IDCP Logic Model 3*
- CDN IDCP Project Workplan Template 4*
- The CDN’s Dementia Companions Program: Training Curriculum..... 6*
- Intergenerational Dementia Companions Program Overview.....11*
- Volunteer Coaching Sessions Draft Agenda & Guide13*
- The CDN’s IDCP Matching Process Map14*
- IDCP Student Evaluation Examples Orientation16*

DRAFT

Intergenerational Dementia Companion Program Logic Model



CDN IDCP Project Workplan Template

	TASK	TASK DETAILS	LEAD(S)	SUPPORTS	START	END	PROGRESS
PREPARE	Task 1.0	Identify additional key partners	Project Team Lead	Project Team			
	Task 1.1	Draft Terms of Reference	Project Team				
	Task 1.2	Project Coordinator Recruitment / hiring / orientation processes	Lead organization	Project Team			
	Task 1.3	Develop and implement a Partnership Implementation Plan with School Board	Project Team	School Board Lead			
	Task 1.4	Develop a communications plan	Program Coordinator	Lived Experience Lead			
	Task 1.5	Determine different models/approaches for student engagement	Project Team	Project Team			
	Task 1.6	Develop timelines and implementation steps with High Schools	School Board Lead	Program Coordinator			
	Task 1.7	Review liability / risk components for students (reach out to local school boards for existing student experiential learning documentation)	School Board Lead	Project Team			
	Task 1.8	Brainstorm delivery options during COVID (scenario planning organization)	Project Team	Program Coordinator			
DEVELOP	Task 2.0	Review CDN IDCP Curriculum and onboard to use Thinkific	Project Team	Program Coordinator			
	Task 2.1	Determine additional training topics / learning objectives (if any)	Hospital Lead	Project Team			
	Task 2.2	Validate modified training with Project Team (optional)	Hospital Lead	Project Team			
	Task 2.3	Update CDN Curriculum outline to include additional topics (optional)	Program Coordinator	Project Team			
	Task 2.5	Finalize modified curriculum and identify lead trainers (optional)	Project Team	Program Coordinator			
	Task 2.6	Identify additional Training delivery approach (online learning portal, in-person, hybrid, etc.)	Program Coordinator	Project Team			
	Task 2.7	Set up virtual meeting platform (i.e. Zoom, Microsoft Teams, etc.) for training/coaching sessions	Program Coordinator				
	Task 2.8	Identify Host Healthcare Organizations	Program Coordinator	Project Team			
	Task 2.9	Prepare information for onboarding host placement organizations	Program Coordinator				
	Task 2.10	Develop volunteer recruitment strategy	Program Coordinator	Project Team			
	Task 2.11	Establish volunteer recruitment requirements / process	Program Coordinator	Volunteer Coordinator			
	Task 2.12	Research high schools near local organizations for initial reach outs	Program Coordinator				
	Task 2.13	Create project backgrounder	Program Coordinator	Project Team			
	Task 2.14	Determine social media platforms for promotion/engagement (i.e. TikTok/Instagram/Twitter for students & LinkedIn/Facebook/Twitter for Host Orgs)	Program Coordinator	Project Team			
	Task 2.15	Create promotional materials for students / families	Program Coordinator	Lived Experience Lead			
	Task 2.16	Create promotional materials for schools / school staff	Program Coordinator	School Board Lead			
	Task 2.17	Create promotional materials for healthcare organizations	Program Coordinator	Host Leads			
	Task 2.18	Develop model of peer support (e.g. Frequency, mode, attendees)	Program Coordinator	Project Team			

	Task 2.19	Draft evaluation plan (key action steps and data collection approaches)	Program Coordinator	Project Team
	Task 2.20	Create volunteer check-ins	Program Coordinator	
	Task 2.21	Create Host surveys	Program Coordinator	
	Task 2.22	Prepare surveys for families / people living with dementia	Program Coordinator	
	Task 2.23	Establish process for Vulnerable Sector Checks management	Program Coordinator	
LAUNCH	Task 2.20	Create process for tracking co-op interview and matching process for students	Program Coordinator	
	Task 3.0	Engage / promote program with host organizations	Hospital/LTC leads	Program Coordinator
	Task 3.1	Onboard / set-up Host Organizations - work with identified Lead Contact	Program Coordinator	Host Org. lead
	Task 3.2	Gather site specific training / documentation requirements	Program Coordinator	Host Org. lead
	Task 3.3	Engage / Promote Program with schools	School Board Lead	Program Coordinator
	Task 3.4	Onboard / set-up school(s) - work with identified Lead Contact	Program Coordinator	School Lead
	Task 3.5	Finalize healthcare partner matches for high schools & create master list	Program Coordinator	
	Task 3.6	Onboard / set-up high school(s)	School Board Lead	Program Coordinator
	Task 3.7	Recruit volunteers (registration, intake survey, training set up etc.)	Program Coordinator	School Lead
	Task 3.8	Provide ongoing communication/support during training	Program Coordinator	
	Task 3.9	Gather resumes for student placements and provide list available host organizations	Program Coordinator	
	Task 3.10	Interview co-op students / gather availability and organization preferences	Program Coordinator	
	Task 3.11	Consult co-op teacher/host organization to determine best companion match	Program Coordinator	Host Org/School Lead
	Task 3.12	Contact organizations to match students / set up "Meet & Greet"	Program Coordinator	Host Org. lead
	Task 3.13	Confirm fit between host organization and student	Program Coordinator	Host Org/School Lead
	Task 3.14	Provide volunteers with next steps and documentation requirements	Program Coordinator	School Lead
	Task 3.15	Collect all required documents & provide partners with necessary copies	Program Coordinator	Host Org/School Lead
Task 3.16	Schedule and facilitate regular coaching sessions to provide support and mentorship to volunteers in their matches	Program Coordinator	Host Org/School Lead	
EVALUATE	Task 4.0	Provide Students with Surveys (at registration, midpoint and placement end)	Program Coordinator	School Lead contact
	Task 4.1	Provide school lead & host organization with survey	Program Coordinator	Host Org/School Lead
	Task 4.2	Survey / interview people living with dementia / care partners	Program Coordinator	
	Task 4.3	Prepare evaluation summaries and program reports	Program Coordinator	Project Team

The CDN's Dementia Companions Program: Training Curriculum

WHO IS THIS FOR?

The Champlain Dementia Network originally developed this approach for high school student volunteers being matched as Companions to people living with dementia. The curriculum was reviewed by all partners, across the continuum of care, who participate in the CDN Education & Training Collaborative.

The original approach has been updated so that the training is appropriate for any volunteer who interacts with people with dementia. We have evolved this training to be appropriate for volunteers across multiple settings: communities, private homes, retirement homes or in long-term care homes. Volunteers who take this training may become companions who are matched 1:1 with a person with dementia, or they may be taking on different roles in a variety of settings where this skill-building in relationships, and understanding dementia, will be of benefit.

We would further encourage organizations to utilize this training and approach as one component of training for staff who map to the "LEVEL 1" (Novice) on the CDN Mapping Competencies Framework.

Companionship is about¹ being with each other in a way that is meaningful to each person, rather than defining a set of specific activities, and we have modelled our approach on Dr. Alan Wolfelt's 11 Tenets of Companionship:

Companioning is about

honoring the spirit

listening with the heart

bearing witness to the struggles of others

walking alongside

discovering the gifts of sacred silence

respecting disorder and confusion

learning from others

curiosity

Companioning is not about

focusing on the intellect

analyzing with the head

judging or directing these struggles

leading or being led

filling up every moment with words

imposing order and logic

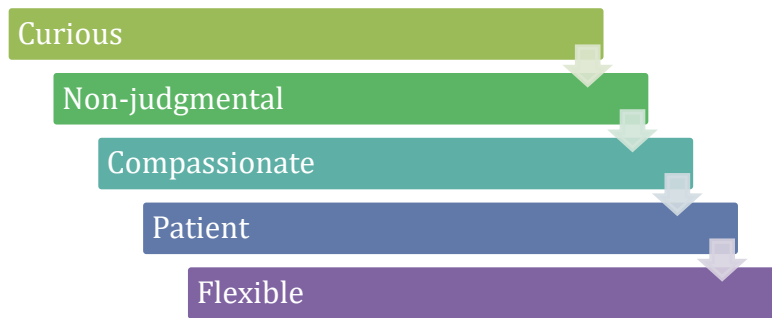
teaching them.

expertise

¹ 11 Tenets of Companioning the Grieving, Dr. Alan Wolfelt:

<https://static1.squarespace.com/static/5126aabee4b0633b1266f555/t/5925e658f5e2313305a4282c/1495656024162/TENETS+OF+COMPANIONING.pdf>

Volunteers do not need to have any experience as we provide training together with regular check-ins with volunteers individually and as a group. The ideal companion would be:



For organizations who host volunteers who are designated as Companions, the Champlain Dementia Network provides ongoing support through a coaching / mutual support group for volunteers.

SUPPORTING VOLUNTEERS

The goals of our approach includes:

- Increase volunteer comfort and confidence with how to be a companion, and interact with people living with dementia: training and supports are not designed to be heavy in background reading content, but rather emphasize group facilitated and interactive sessions (note that videos of sessions are available online, where there are time constraints to providing live sessions for each module);
- Provide basic information and skill-building, that are applicable in any volunteer role interacting with older adults;
- Demystifying dementia / building empathy;
- Ensuring there are ongoing coaching/learning supports (this type of support can be directly provided via the CDN, through our member organizations, or through combination of approaches – the most important principle is that volunteers have access to regular touch bases with staff, and have opportunities to mutually support and learn from each other)
- Ensure we reflect differences across settings where people volunteer, to ensure they receive the appropriate training and support i.e. some settings will have much more support than others

ORIENTATION CHECKLIST

- ✓ Vulnerable sector check
- ✓ Completion of additional volunteer requirements that are organization-specific, and role-specific
- ✓ Confirmation of full vaccination status
- ✓ Two references
- ✓ Registration with Thinkific (online learning system)
- ✓ Completion of Dementia Companion Certificate training (see below)
- ✓ Organization-specific training depending on placement

SUPPORTING VOLUNTEERS POST-TRAINING

- Creation of weekly group check-ins to share experiences, challenges and successes (can stretch to bi-weekly, monthly depending on needs)
- Utilize these check-ins to identify training gaps as well
- Bring in mentors who have experience in this field (e.g. from university Revera program)

TRAINING CURRICULUM

Each of the following modules includes: brief online independent learning (through Thinkific), online discussion board topic or other interactive activity (quizzes, scenarios, reflection question) on Thinkific, group learning (live or taped).

NOTE: all materials / approaches are periodically updated

TRAINING THEME	TRAINING CONTENT	TRAINING TIME
<p>Module 1: What is Dementia / Experience of Dementia (90 min)</p>	<p>Objective: Students gain understanding of, and empathy for, people’s experiences with dementia and what the impact of a companion can be</p> <p>Asynchronous learning:</p> <ul style="list-style-type: none"> • DSORC videos • Understanding Dementia • What does being diagnosed with Dementia mean • Brain Changes • Person-Centred Care <p>The Dementia Society website (click the section Changed Behaviors and then Understand Behavior Changes): https://dementiahelp.ca/understanding-dementia/resources-factsheets</p> <p>Additional resources (optional): Love Lives Here Video Dementia Dialogue podcast - features people living with dementia and their care partners sharing their experiences:</p> <p>Asynchronous interactive activity on Thinkific: baseline survey (attitudes towards older people and dementia, what they hope to get out of this experience, career paths)</p> <p>Synchronous learning:</p> <ul style="list-style-type: none"> • Presentation by families and/or people living with dementia – not so much a focus on what is dementia, but more focused on what they think is important for students to understand about a) the experience of dementia and b) why companionship is important (available live and taped) 	<p>Independent learning: 45 min Group learning: 45 min</p>
<p>Module 2: Understanding the Role (50 min)</p>	<p>Objective: Describing and exploring the role of a companion. Provide an overview of how to engage with people, and finding the right fit for each person. How to engage with families to learn about the person and what might work best</p> <p>Asynchronous learning:</p> <ul style="list-style-type: none"> • Review Dementia Companion description • Asynchronous interactive activity on Thinkific: Survey about companioning <p>Synchronous learning:</p> <ul style="list-style-type: none"> • Interactive session on companioning (available live and taped) 	<p>Independent learning: 5 min Group learning: 45 min</p>

<p>Module 3: Communication Skills (75 min)</p>	<p>Objective: building awareness of how we communicate, understanding the person’s perspective, and strategies that can be helpful in communication</p> <p>Asynchronous learning:</p> <ul style="list-style-type: none"> • Person-centred language – BSO PDF • Supporting Someone with Dementia: Verbal and Non-Verbal Communication: <ul style="list-style-type: none"> • How to support Residents living with Dementia The Ontario Centres for Learning, Research, and Innovation in Long-Term Care (6 mins) • iGerCare 10 Tips to Communicate • Validation Therapy (go along with what seniors and students can learn that). PDF. Naomi Field (Social worker). • Wrap up Activity <p>Interactive session: Brief presentation from a team member / designate (ideally PRC) with primary emphasis on Q&A, group activities and role – playing (see Alzheimer Ontario 2003 manual) – available live and taped</p> <p>Asynchronous online activity: Check-in quiz</p>	<p>Independent learning: 30 min</p> <p>Group learning: 45 min</p>
<p>Module 4: Relationship Building (60 min)</p>	<p>Objective: Assist students in understanding how to build relationships: conversation, activities, engaging</p> <p>Asynchronous learning: Caregiver Strategy: Social Engagement PGLO ALZeducate online modules Explore to learn more about different areas:</p> <p>Interactive session builds on materials drawn from:</p> <ul style="list-style-type: none"> • 2003 Alzheimer Ontario Training material (highlight components from Meaningful Activities section) • Dementiability strategies • Engagement across different settings <p>Wrap-up Activity Asynchronous online activity: Check-in quiz</p>	<p>Independent learning: 15 minutes</p> <p>Group learning: 45 minutes</p>
<p>Module 5: Navigating the Relationship (45 min)</p>	<p>Objectives: Students will understand when to seek help in their companioning role and how to practice self-care</p> <p>Synchronous learning: Modelled on Modules 3-6 of Tara Cohen’s training materials</p> <ul style="list-style-type: none"> • Understanding emotional regulation and how this fits within the role – how to manage different scenarios that come up • Grieving a loss of a person with dementia, anticipatory grief of caregivers (particularly in LTC); grief the person with dementia can be experiencing earlier in their diagnosis (isolation etc.) • Need to consider the impact of sense of loss that those living with dementia face when they loss a companion, such as when a student is done their 40 hours or co-op placement. It is important to think about next steps transition for the loss of a companion • Consider the concept of self-care and how students can practice this and how they can get assistance <p>Available live and taped Wrap-up Activity</p>	<p>Group learning: 45 min</p>

IDCP CURRICULUM REFERENCES

Dementia Society Dementia videos: <https://www.youtube.com/playlist?list=PLqiA3A3X-xLkFFu6UCqftlhbbYIZNvcC>

Research Institute for Aging - Understanding Dementia PDF: https://clri-ltc.ca/files/2020/05/UnderstandingDementia_Final.pdf

Dementia Society What does it mean to be diagnosed with dementia Factsheet: <https://dementiahelp.ca/wp-content/uploads/2022/04/Diagnosed-with-Dementia-What-Does-It-Mean.pdf>

Teepa Snow's Brain Changes Video: <https://www.youtube.com/watch?v=mkRvK26bkTQ>

Teepa Snow's Person-Centred Care Webpage: <https://teepasnow.com/blog/why-person-centered-care-techniques-are-the-compound-interest-of-dementia-care/>

The Dementia Society website (click the section Changed Behaviors and then Understand Behavior Changes): <https://dementiahelp.ca/understanding-dementia/resources-factsheets>

Love Lives Here Video: <https://www.youtube.com/watch?v=MogyKUGPsr0>

Dementia Dialogue podcast: <https://www.dementiadialogue.ca/>

CLRI How to support Residents living with Dementia Video: <https://clri-ltc.ca/resource/how-to-support-residents-living-with-dementia/>

iGeriCare 10 Tips to Communicate: <https://www.dementiacarers.ca/wp-content/uploads/2018/11/SHS-10-Tips-When-Talking-with-Someone-with-Dementia-PRINT.pdf>

Naomi Field Validation Therapy PDF: https://vfvalidation.org/wp-content/uploads/2015/07/Workshop_day1_handouts.pdf

PGLO Caregiver Strategy: Social Engagement: <https://rgps.on.ca/caregiving-strategies/social-engagement/>

ALZeducate online modules: <http://www.alzeducate.ca/course/index.php?categoryi>

Intergenerational Dementia Companions Program Overview

The Intergenerational Program incorporates training and certification of high school students in the companionship role, matching them with people living with dementia in a variety of settings, and providing ongoing support to these matches. The project is structured to enable different levels of engagement: students can choose to complete the certification only, participate as volunteers, or participate as a full co-op student.

KEY ELEMENTS:

- **Certification:** An 8-hour asynchronous and synchronous training curriculum will provide focused information and interactive sessions to enhance students' understanding of dementia, the role of the companion, and the structure of the healthcare system/different settings they will work in as companions. The primary goal of the training is to help students focus on the person, rather than the dementia, and how they build relationships and make connections that are meaningful to both the student and person with dementia. Students will receive a certificate following completion.
- **Matching:** Students will be matched as companions to people living with dementia in community service settings, retirement, and long-term care homes. All students will receive additional training from the organizations that match them as companions.
- **Co-op placements:** Will provide a range of experiences that can be tailored to student interest and knowledge: completion of the certification is essential, as is providing regular companionship, but additional roles within the project and through the healthcare (Host) organizations could include, for example, marketing and social media, event planning, job shadowing, and evaluation / quality improvement. Placements will be available in settings where students will have access to staff on-site including long term care homes, retirement homes, and community service settings such as Adult Day Programs and groups taking place in outdoor public spaces. Placements will also be available that incorporate virtual companionship.
- **Continuous improvement and stakeholder input:** Orientation sessions, together with mid-point and end-point evaluation and input sessions, will be provided to co-op students, co-op teachers, and host organizations.
- **Student support and coaching:** Bi-weekly coaching and support sessions led by our Program Coordinator, with additional support provided by partner healthcare organizations, together with university students in healthcare fields with experience in volunteering with people living with dementia.
- **COVID 19 Considerations:** Students must be fully vaccinated and meet all health and safety requirements of host organizations including completing basic Infection Prevention and Control Training (IPAC) training. The IDC Program has been structured to be flexible and responsive to changing conditions including training and matching opportunities that can be provided online or in-person.

VALUE PROPOSITION:

Dementia is growing at an exponential rate in our community, this is happening at a time when it has become more and more difficult to attract and people to work in geriatric care. People living with dementia, and their caregivers, often refer to the “social death” that can precede actual death. The IDC Program:

- Takes direct aim at social isolation by empowering students through training and support to play a vital role as companions to people living with dementia.
- Mutual benefit to both the student and person living with dementia
- Increases students’ level of comfort and knowledge with dementia
- Targets students at a crucial time of their lives to expose them to a wide variety of careers, with a particular focus on geriatric care services and community supports
- Integrates direct contact with local healthcare leaders through interactive training sessions, and ongoing support groups will incorporate university leaders and students who are working/training in geriatric healthcare settings
- Provides an innovative approach to fostering deep partnerships between the education and healthcare systems

Role of the School / School Board – Co-op Placements:

- Board / Co-op teachers to assist in promoting and recruiting students to the project
- Provide relevant policies & procedures (consent, liability, etc.) for co-op students and ensured they implemented / adhered to
- Coordinate with Project Coordinator and hosting healthcare organizations
- Participate in orientation, mid-point and end-point sessions to share input / suggestions

Role of “host” Healthcare Organizations – Co-op Placements:

- Confirm number of co-op placements they can host
- As time allows, participate in interactive training sessions as requested by the Project Coordinator (e.g., describe/discuss different healthcare settings)
- Ensure students are provided with required organizational volunteer training
- Identify clients and/or residents for matching with a student and facilitate the matching process, in concert with the Project Coordinator
- Provide opportunities for students to their companion match for up to six hours every other week, beginning upon completion of training through to the end of semester
- Bring forward and issues to the attention of the Project Coordinator and/or co-op teacher as appropriate

Role of the Project Team Lead and Project Coordinator – Overall Project:

- Create a Project Team to oversee implementation and evaluation of the project
- Hire and supervise a Project Coordinator to oversee all aspects of operationalization
- Facilitate and enable partnerships with the local School Board staff
- Develop and implement the training curriculum for the Dementia Companions certificate
- Recruit healthcare organizations to host students in a variety of formats (volunteers, co-op placements) and facilitate linkages with local school board(s) as needed
- Facilitate matches between people living with dementia identified by organizations/ students
- Develop and implement an ongoing model of coaching and support for students
- Lead project evaluation activities across students, school boards, and health care partner

Volunteer Coaching Sessions Draft Agenda & Guide

Companion Volunteer Check-in Facilitator Agenda

Introduction: Overall purpose of these check-ins (which we will offer on a bi-weekly basis)

- Mutual support and learning (this is an opportunity for students to share how their placements or volunteer matches are going, anything related to the placement they are finding challenging, to share successes)
- Reflect on the impact the match is having on them and self-care strategies (perhaps picking up on some of the things they covered in training)
- Identify what additional support would be helpful (this can include bringing in speakers for the check-ins to do quick trainings on specific items). Essentially, it picks up on some elements of clinical supervision, but it isn't clinical supervision.
- The coordinator's role is supportive, working with them to problem solve, ID their needs, celebrate their successes etc.

Check-in: does anyone have anything that's important to cover in the meeting (in addition to the points below); this is a good time to ask people to give one or two adjectives to summarize how they're feeling coming into the meeting. It's a good icebreaker for newer groups, but also gives you a better sense as a facilitator on where people are at.

Project updates from the coordinator - 5 minutes (e.g., You might want to speak briefly about the social media planning, current numbers of students and matches)

Roundtable updates: students take a few minutes to talk about their match, any challenges, successes - ideally this ends up as an interactive discussion - the coordinator's role is to be a careful listener, ask clarifying questions or questions to extend the detail they're providing to try and get them to really reflect on their experiences

Learning and support: this is your tricky role as a facilitator- you have to try and turn around the informal go around in #3 and pull out what you've heard, and what some 'go forward options' might be. For example, you might have heard an issue raised in #3 such as, I am having trouble connecting with client X. So, you can ID this theme of connection and take a few routes to try and draw out some problem solving with the group - you might ask the others if they have had some successes in this area, to share what they found worked. You could go back to some teaching from the training. You could ask if people are interested in having a staff person come in to do an 'in-service' (could even be 15-20 minutes about some specific examples of what you can try / how to approach.

Summary of next steps (if any) and wrap-up (you can always ask them to give an adjective or two / or do the emojis thing as a check-in for how they're leaving the meeting) - this can also be an opportunity to let them know that we are going to try this format for a few weeks, but we can and will make adjustments if we think a different kind of agenda format would work better

Take brief bullet notes of any key points of discussion and on how they are coming in / leaving the meeting.

The CDN's IDCP Matching Process Map

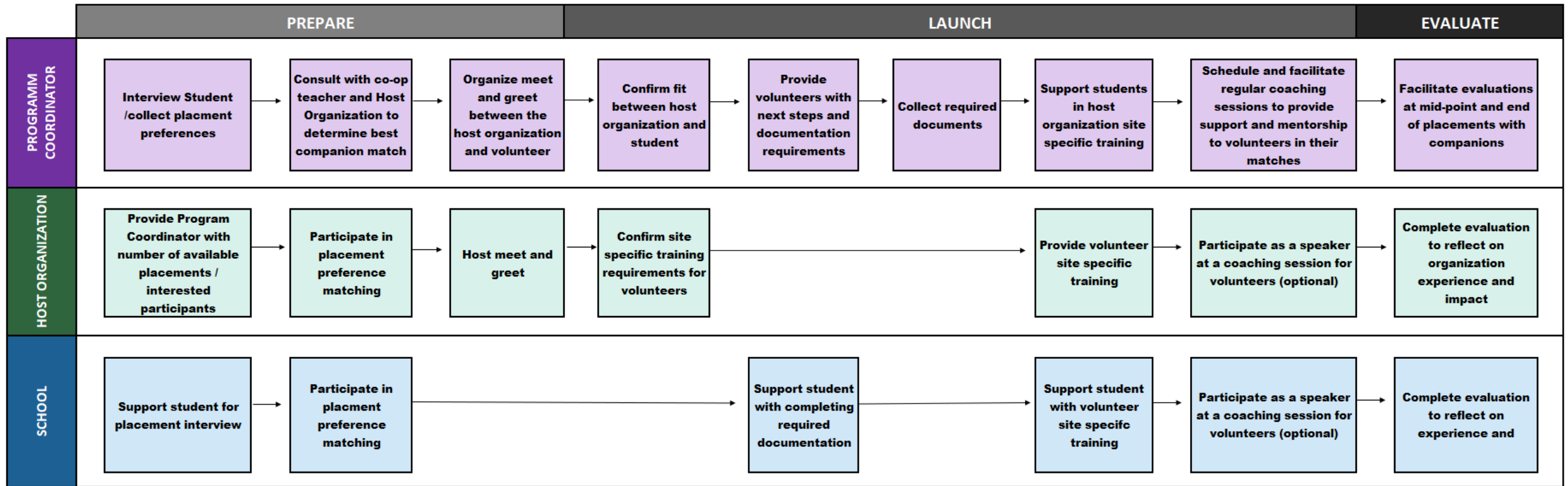
Matching companions is a team effort between the Program Coordinator, school, student, and host organization. The companionship relationship relies on the injection of properly trained students geared towards social connectedness with people living with dementia to reduce isolation and increase engagement of younger generations. The match will be based on the needs and interests of the person living with dementia, the students interests and knowledge, location, availability, travel ability, ethnic background, and language(s) spoken. The focus of the companion relationship should be on social connectedness rather than care and stimulate older adults with dementia in activities of mutual interest.

During the CDN's IDCP students could choose to participate as volunteers or complete a co-op placement as a companion in healthcare organizations. Participating organizations included long term care homes, retirement homes, and community service settings such as Adult Day Programs that could provide students with access to staff on-site. Placements incorporated virtual companionship in response to changing restrictions during COVID-19.

The Matching Process (See next page for Process Map visual):

- **Program Coordinator**
 - Interview students and collect placement preferences
 - Consult with co-op teacher and Host Organization to determine best companion match
 - Organize meet and greet between the host organization and volunteer
 - Confirm fit between host organization and student
 - Provide volunteers with next steps and documentation requirements
 - Collect required documents
 - Proof of vaccination
 - Police Records Check
 - Work Education Agreement (for co-op placement students)
 - Site-Specific documentation
 - Support students in host organization site specific training
 - Schedule and facilitate regular coaching sessions to provide support and mentorship to volunteers in their matches
 - Facilitate evaluations at mid-point and end of placements with companions
- **Host Organizations**
 - Provide Program Coordinator with number of available placements/interested participants
 - Confirm site specific training requirements for volunteers
 - Participate in placement preference matching
 - Host meet and greet
 - Provide volunteer site specific training
 - Share any issues/concerns with Program Coordinator
 - Participate as a speaker at a coaching session for volunteers (optional)
 - Complete evaluation to reflect on organization experience and impact
- **School**
 - Support student for placement interview
 - Participate in placement preference matching
 - Support student with completing required documentation
 - Support student with volunteer site specific training
 - Participate as a speaker at a coaching session for volunteers (optional)
 - Complete evaluation to reflect on experience and impact

Intergenerational Dementia Companion Matching Process Map



IDCP Student Evaluation Examples Orientation

- **Key questions for students:**
- Did we impact their attitudes and beliefs about people living with dementia?
- Did students benefit from the companionship themselves?
- Did we impact the career paths of students?

STUDENT : _____

DATE : _____

MEASURE: 1 2 3 4 5 6 7

Rate the following:

	STRONGLY DISAGREE	MODERATELY DISAGREE	SLIGHTLY DISAGREE	UNDECIDED	SLIGHTLY AGREE	MODERATELY AGREE	STRONGLY AGREE
I am interested in pursuing a career WORKING WITH OLDER ADULTS.							
I am interested in pursuing a career WORKING WITH PEOPLE LIVING WITH DEMENTIA.							
I am comfortable being around Older Adults							
I am comfortable being around People living with dementia.							
I am experienced spending time with Older Adults							
I am experienced spending time People living with dementia.							

Adapted from Revivre Project

Rate the following applied this co-op placement opportunity:

	STRONGLY DISAGREE	MODERATELY DISAGREE	SLIGHTLY DISAGREE	UNDECIDED	SLIGHTLY AGREE	MODERATELY AGREE	STRONGLY AGREE
Your interest in working with seniors							
Your interest in working with people living with dementia							
Your interest in working in long term care homes							
Your interest in working in community health settings							
Your interest in pursuing a career with people living with dementia							
Your sense of empathy							
Your sense of justice							
A change of perspective about seniors (impact on ageism)							
A sense of psychological well-being (development of a positive relationship, sense of purpose and of personal fulfillment)							
A positive impact on your mood							