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# THE UNIQUE ROLE OF OCCUPATIONAL THERAPY IN MEMORY CAFÉS FOR PEOPLE WITH DEMENTIA AND THEIR CAREGIVERS:

STRATEGIES FOR OCCUPATIONAL THERAPY PRACTITIONERS

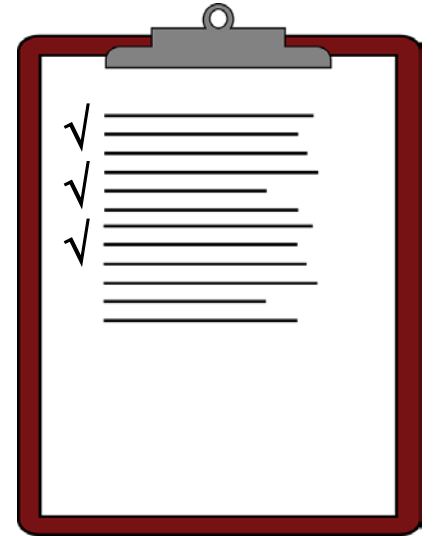


Created by Amy Early (2019) in defense of her OTD final project



# AGENDA

- Project background
- Theoretical basis
- Project Development and Implementation
- Project Evaluation
- Conclusions
- Questions



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# BACKGROUND

- Alzheimer's Disease and Related Dementias (ADRD)
- Memory Cafés
- Project Aims
- Theoretical Basis



# BACKGROUND: ADRD



- Increasing numbers of older adults with Alzheimer's disease or a related dementia (Alzheimer's Association, 2018; Prince et al., 2016)
- Treatments focus on decreasing risk of cognitive decline, slowing progression post-onset, and improving quality of life
  - Social participation (Iwasa et al., 2012)
  - Engagement in leisure and everyday activities (Akbaraly et al., 2009)
  - Exercise (Rakesh et al., 2017)
- Strong evidence for community-level services (Cooper et al., 2010)



# BACKGROUND: MEMORY CAFÉS

- Community service that provides a safe, stigma-free place that promotes active participation and social engagement for persons with memory concerns, mild cognitive impairment, or ADRD and their caregivers
- Offer opportunity to engage in a range of activities such as:
  - Physical activity
  - Guided social conversations
  - Creative activities
  - Singing or music activities
- Many benefits for participants and for the surrounding community



# BACKGROUND: MEMORY CAFÉS



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# NEED FOR THIS PROJECT

- Over 500 memory cafés in the U.S.
- Goals align with priorities of occupational therapy practitioners
- In a review of 10 cafés, only 1 involved an occupational therapy practitioner (Kiddle, Drew, Crabbe, & Wigmore, 2015)
- **Memory cafés are an emerging area of practice**



# PROJECT AIM

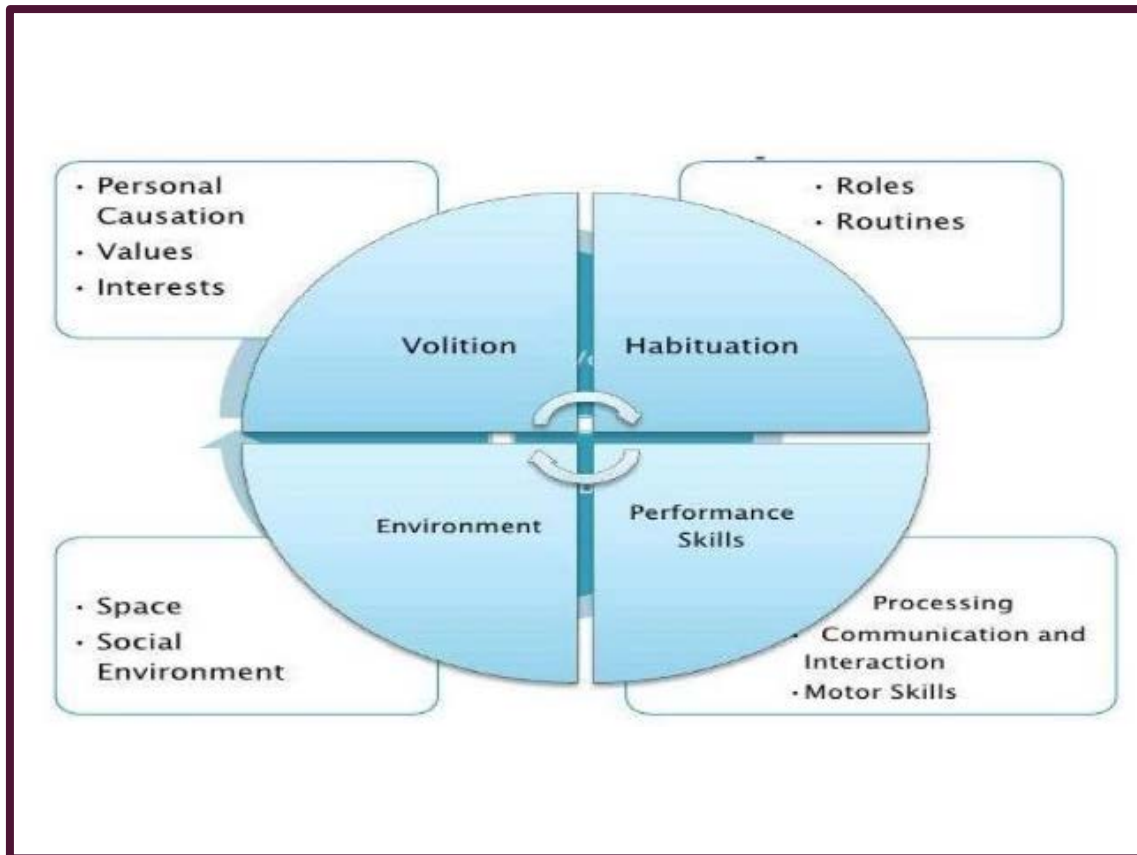
**To educate OT practitioners on memory cafés as an emerging area of practice and enhance their involvement in memory cafés through the following activities:**

1. Creation of learning materials in the form of a manual with specific, evidence-based strategies for OT practitioner involvement in memory cafés
2. Development and facilitation of a workshop for OT practitioners and OT students based on these strategies





# THEORETICAL BASIS



- Model of Human Occupation – created in 1980 by Kielhofner & Burke
  - 4 components (see figure)
  - Interaction of components determines engagement
- Three components highlighted for project:
  - Interests
  - Roles
  - Environment



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# DEVELOPMENT & IMPLEMENTATION

- Methods for Manual and Workshop Development
- Manual Contents
- Workshop Implementation
- Workshop Contents



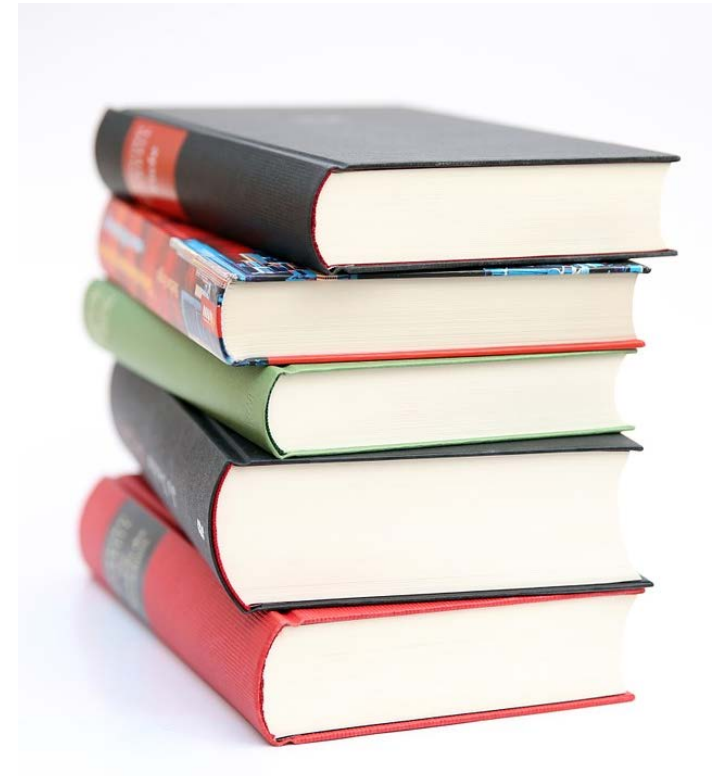
# METHODS

- Development of manual contents
  - 5 preparation phases
  - Founded in Sackett, Rosenberg, Muir Gray, Haynes, & Richardson's (1996) philosophy of evidence-based practice in healthcare
- Manual and workshop objectives:
  - Articulate the unique value occupational therapy practitioners can contribute to memory café programs
  - Understand how MOHO informs occupational therapy's involvement in memory cafés
  - Articulate specific examples of occupational therapy-informed recommendations related to interests, roles, and the environment for memory cafés



# PHASE I

- Scoping review of the literature on:
  - Memory cafés
  - Occupational therapy evaluation and treatment techniques for persons with memory impairments
  - Public health recommendations for ADRD prevention and disease prognosis
  - Participatory approaches to working with persons with ADRD



## PHASE 2

- Semi-structured phone interviews with practicing clinicians
  - Snowball sampling
  - 8 interviews, 60-minutes each
  - Variety of clinical settings and years of experience
  - Focus on interviewee's perception of OT's unique value for persons with ADRD, treatment recommendations, and specific examples to inform case studies



# PHASES 3-4

- Phase 3: Continuing education activities
  - Related to occupational therapy interventions for persons with ADRD
  - Based on recommendations from interviewees
  - Books, webinars, AOTA sessions
- Phase 4: Clinical observations



# PHASE 5



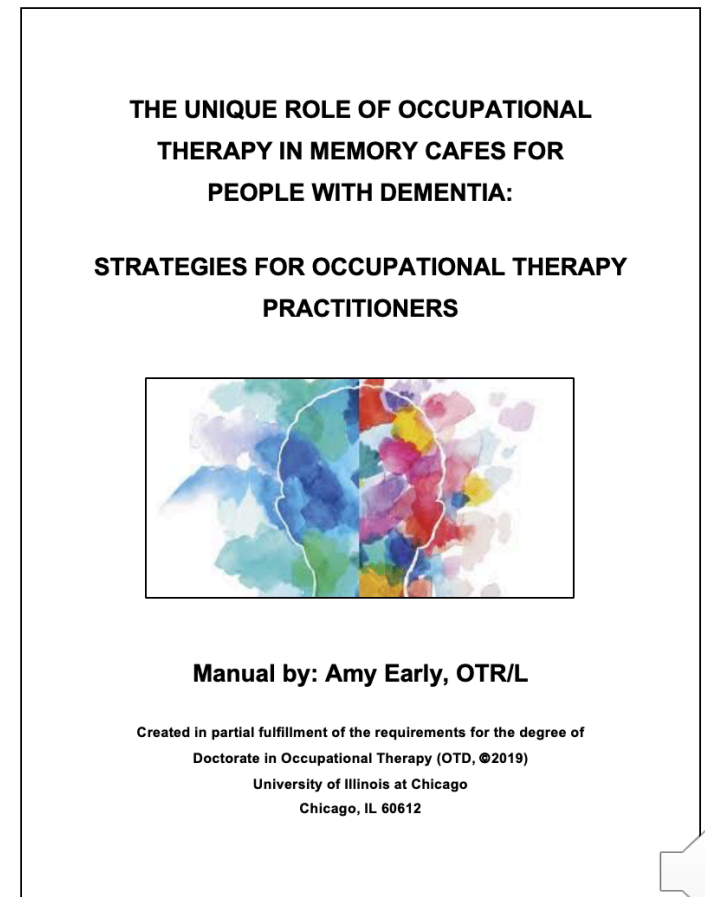
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- Memory café-related activities
  - 2 semi-structured phone interviews
  - 3 observations at memory cafés in the Chicagoland area (Evanston, Berwyn, Loyola/Northwestern)
  - Monthly memory café volunteer (Oak Park Township Senior Services Center)
  - Memory café planning committee member and administrative lead



# MANUAL DEVELOPED

- 5 phases resulted in the creation of the manual
- Title: *The Unique Role of Occupational Therapy in Memory Cafés for People with Dementia: Strategies for Occupational Therapy Practitioners*
- Introduction, 5 chapters, 2 appendices
- 70 pages total





# MANUAL CONTENTS

- I. Introduction**
- II. Chapter 1: What is a Memory Café?**
- III. Chapter 2: The Occupational Therapy Practitioner's Role**
- IV. Chapter 3: Strategies for Incorporating Interests into Memory Cafés**
- V. Chapter 4: Strategies for Incorporating Roles into Memory Cafés**
- VI. Chapter 5: Strategies to Address Environmental Factors within Memory Cafés**
- VII. Appendix A: Additional Resources**
- VIII. Appendix B: Resources for Conducting a Memory Café Program Evaluation**



# WORKSHOP IMPLEMENTATION

- **3-hour continuing education workshop**
  - Lecture, small group discussion, case study, and large group discussion components
- **Target population** – OT practitioners and OT students interested in memory café involvement & current memory café staff
- **Recruitment** – active recruitment model
- **IRB Approval** – determined not human subject research
- **Materials** – PowerPoint slides, case study handout, pre- and post-assessments, presenter evaluation form, manual order form, refreshments



# WORKSHOP CONTENTS

- I. Introduction (30 min)**
- II. What is a Memory Café? (45 min)**
- III. What are OT Practitioners' Roles with Persons with Dementia? (30 min)**
- IV. Break (10 min)**
- V. Strategies for Incorporating Participants' Interests into Memory Cafés (35 min)**
- VI. Strategies for Incorporating Participants' Roles into Memory Cafés (20 min)**
- VII. Strategies to Address Environmental Aspects of Memory Cafés (25 min)**
- VIII. Conclusion (5 min)**



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# EVALUATION

- Evaluation Logic Model and Tools
- Workshop Outputs
- Quantitative Results
- Qualitative Results and Participant Feedback
- Dissemination Plan



# WORKSHOP EVALUATION

**Objectives**

**Input**

**Activities**

**Output**

**Outcomes**

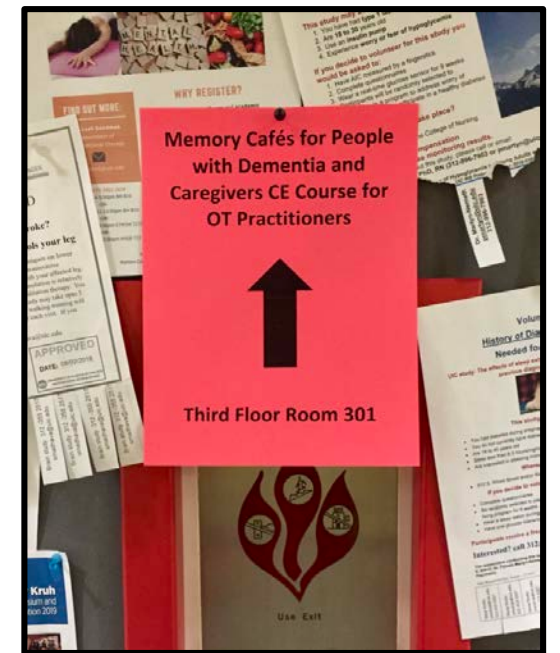
Literature  
review

pleted



# WORKSHOP EVALUATION

- Evaluation surveys administered pre- and post-workshop
- Contents of evaluation surveys:
  - Three 7-point Likert scale questions
  - Eight 5-point Likert scale questions about perceived benefits of memory cafés for participants and interest in memory cafés
  - Overall satisfaction with and quality of the presenter and workshop
  - Two pre-workshop and six post-workshop qualitative questions



# WORKSHOP OUTPUTS



- 19 participants
  - 18 females, 1 male
  - 3 OT program faculty
  - 7 occupational therapy master's students
  - 4 practicing clinicians
  - 3 licensed OTD students
  - 2 community agency staff members
- Ran approximately 20 minutes past end-time
- 7 participants ordered a copy of the manual



# QUANTITATIVE RESULTS

**Table 3.** *Self-rated pre- and post-workshop scores from participants (N=19)*

Question	Pre-Workshop	Post-Workshop	Average Change
Understanding of OT's role in memory cafés	2.79	6.05	3.26
Confidence in ability to contribute	3.21	5.68	2.47
Interest in contributing to a memory café	5.22	6.21	0.94





# QUANTITATIVE RESULTS CONTINUED

- **Post-workshop:**
  - All agreed/strongly agreed that memory cafés are an engaging and beneficial service
  - 17 attendees reported knowing what skills they could offer a memory café
  - 17 participants agreed/strongly agreed that more OT practitioners should be involved in memory cafés
  - 17 participants agreed/strongly agreed that they could provide recommendations to a memory café and that they were excited about future involvement
  - 2 participants changed their mind about wanting to volunteer at a memory café post-workshop



# QUALITATIVE RESULTS

**Table 4.** *What is your current knowledge about memory cafés?*

<b>Pre-workshop</b>	<b>Post-workshop</b>
“I do not have much prior knowledge about memory cafés”	“Memory cafés provide activities for persons with memory challenges and their caregivers in a judgment-free zone.”
“Just the description above.”	”Memory cafés provide an opportunity for developmentally-appropriate leisure and social participation for persons with memory changes.”



# QUALITATIVE RESULTS CONTINUED

- **Briefly explain contributions OT practitioners can make to a memory café:**
  - “Performing skilled activity analysis and environmental set-up as well as gaining insight into participants’ interests.”
  - “Reaching individuals and family members at their point of need with a focus on strengths and abilities, engaging in roles, socialization, sensory-cognitive stimulation, safety/prevention, education, and consultation. Skilled OT!”
  - “Help identify practical recommendations regarding safety, environmental demands, and activity grading; provide education/training strategies regarding how to work with those who have memory changes.”
- 78% identified setting or location where they planned to apply strategies learned during workshop



# PARTICIPANT FEEDBACK

## ■ **Best part of the workshop:**

- “The variety (i.e., case studies, discussions, and lecture) helped me to better understand the topic”
- “Diverse backgrounds” of participants and “The great opportunities to learn from each other”
- “Networking”
- “Clear ties between theory/occupation-based treatment and ideas provided for OT’s role in memory cafés”
- “Concrete examples of strategies to implement for OTs working in memory cafés”

## ■ **Suggestions for improvement:**

- “More time for discussion”
- Hands-on experiences of memory cafés
- “Guest speaker of a person with memory concerns that attended a memory café”



# PARTICIPANT FEEDBACK CONTINUED



- **Remaining questions:**
  - More information on logistics - “Where are memory cafés located and what are the logistics of starting/maintaining one in a new area [staffing, sustainability]?”
  - “How are memory cafés funded? How does OT time get reimbursed?”
  - Information on nearby memory cafés and how to get involved
- **Additional content incorporated into manual in response to feedback**



# OTHER CONTRIBUTIONS OF THE PROJECT

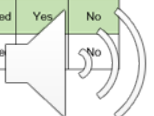
- 8 case studies were developed for this project
- The manual's appendices include additional resources:
  - Comprehensive program evaluation of memory cafés
  - Adapted Interest Checklist

INTEREST CHECKLIST

Activity	What has been your level of interest						Do you currently participate in this activity?		Would you like to pursue this in the future?	
	In the past ten years			In the past year			Yes	No	Yes	No
	Strong	Some	No	Strong	Some	No				
Gardening/Yardwork										
Sewing/needle work										
Playing card										
Foreign languages										
Church activities										
Radio										
Walking										
Car repair										
Writing										
Dancing										
Golf										
Football										
Listening to popular music										
Puzzles										
Holiday Activities										
Pets/livestock										
Movies										
Listening to classical music										
Speeches/lectures										
Swimming										
Bowling										
Tennis										
Mending										
Checkers/Chess										
Barbecues										
Reading										
Traveling										
Parties										
Wrestling										
Housecleaning										
Model building										
Television										
Concerts										
Pottery										

Simplified Interest Checklist

Activity	How interested are you?			Do you want to try it?	
	Not at all interested	Some interest	Very interested	Yes	No
Gardening & yardwork	Not at all interested	Some interest	Very interested	Yes	No
Sewing/needle work	Not at all interested	Some interest	Very interested	Yes	No
Playing cards	Not at all interested	Some interest	Very interested	Yes	No
Religious activities	Not at all interested	Some interest	Very interested	Yes	No
Walking	Not at all interested	Some interest	Very interested	Yes	No
Car repair	Not at all interested	Some interest	Very interested	Yes	No
Writing	Not at all interested	Some interest	Very interested	Yes	No
Dancing	Not at all interested	Some interest	Very interested	Yes	No
Golf	Not at all interested	Some interest	Very interested	Yes	No
Football	Not at all interested	Some interest	Very interested	Yes	No
Listening to music	Not at all interested	Some interest	Very interested	Yes	No
Puzzles	Not at all interested	Some interest	Very interested	Yes	No
Holiday Activities	Not at all interested	Some interest	Very interested	Yes	No
Pets/Livestock	Not at all interested	Some interest	Very interested	Yes	No

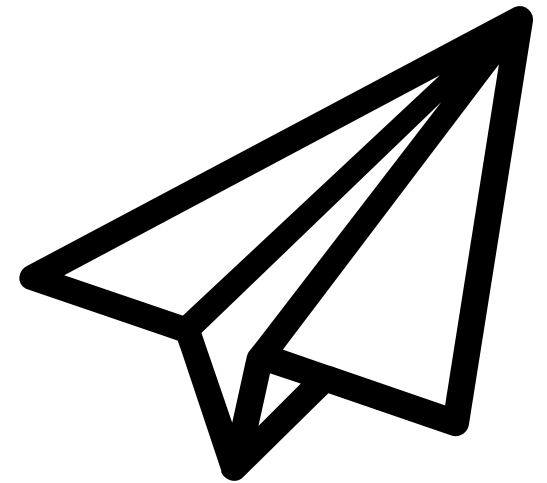


# DISSEMINATION PLAN

- Disseminate hard copies of approved manual to 7 attendees
- Submit presentation abstracts to the following professional conferences:
  - MOHO Institute (Chicago, 2019)
  - ILOTA Conference (Illinois, 2019)
  - AOTA Annual Conference (Boston, 2020)

**“ILOTA and AOTA need to experience this!”**

- OT Practice article
- Long-term impact:
  - Publish manual on AOTA website
  - Dissemination in other regions?



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# CONCLUSIONS

- Discussion
- Acknowledgements
- Questions





# DISCUSSION

- 5 phases of development for the manual and workshop were critical to informing the final project
- **Potential changes to workshop:**
  - Reduce number of slides
  - Reduce number of discussion questions
  - Expand into a 4-hour workshop
  - Consider creation of an activity demonstration
  - Invite a guest speaker from a memory café



# DISCUSSION CONTINUED



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- Workshop accomplished desired outcomes:
  - Increase understanding of memory cafés
  - Increase interest in memory cafés
  - Increase confidence to contribute to cafés
- High levels of engagement from all participants
- Connections between workshop attendees
- First step in addressing the lack of OT resources in this area
- More advocacy work remains to be done



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    - Dr. David Marquez
    - Dr. Heidi Fischer
  - **Community partners:**
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    - Staff and participants of the Loyola/Northwestern, Evanston, and Berwyn memory cafés
  - **Clinical partners:**
    - The occupational therapists who allowed me to interview them on their clinical experience and treatment ideas for people with ADRD during the project development phases
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# QUESTIONS

