



# ***Promotores Alzheimer's*** **Curriculum**

## Overview

**The Promotores Alzheimer's Curriculum** is a complete training course for preparing community health workers, or *promotores*, to educate their community about Alzheimer's Disease. It is designed as a two-day training but can also be used over many shorter sessions or meetings. It may require some content changes depending on which Hispanic group population will receive this training (Mexicans, Puerto Ricans, Dominicans, etc.). The Curriculum is divided into seven units (clicking on the Unit Name below will take you to the associated Unit):

1. Orientation
2. Understanding Alzheimer's Disease
3. Speaking in Your Community
4. Preparing for an Outreach Visit
5. Additional Roles for the Promotor
6. The Power of Cultural Communication, and How to Involve the Hispanic Media on a Smaller Scale
7. Data, Evaluation Tools, and Instruments

## Training Goals

At the end of this training, *promotores* will be able to:

- Develop a strong understanding of Alzheimer's in their community.
- Explain how *promotores* can be involved in the education, recruitment, and support of Latinos as part of LAMDA's Alzheimer's Awareness Program.
- Provide a primary care referral list to the community for follow-up.
- Increase access to home and community- based care services.
- Assist families to better understand available services and options.
- Educate individuals to obtain medical treatment and social services and make legal and financial decisions that can improve their quality of life.
- Involve the Hispanic media in messaging.

# Unit 1: Orientation

Total Time Needed: 1 hour

**Explain:** The goal of this training is to learn what a *promotor* needs to know to mobilize the community to eliminate the stigma and fears associated with dementia. *Promotores* can help reduce the burden of care including: isolation, depression, anxiety, etc.

*Promotores* play an important role in developing LAMDA's Alzheimer's Awareness program. *Promotores* have the power to have a big influence on the health of the community through sharing information, motivating others, and caring enough to make sure that the Latino population is receiving medical treatment, social services, and assistance in making legal and financial decisions that can improve their quality of life.

This unit is divided into three parts: Roles, Responsibilities and Skills

1. The **role** of the *promotor* is to educate the Latino community about:

- What Alzheimer's disease is
- How to obtain medical treatment
- What the early signs of Alzheimer's Disease are
- The importance of early detection for a better quality of life

The role of an educator includes **explaining complicated** medical terms in a way that will be understood by Latino community members, including:

- Keeping the community informed of **WHAT** services are available, **WHERE** to go for services, **WHEN** they are available, **HOW** to get there and how much they cost.
- Providing a link between Latino community and health care providers.
- Visiting individuals who could be at risk for Alzheimer's and encouraging them to learn more about clinical trials.

## 2. Responsibilities of the *promotor* include:

- Educating the community about Alzheimer's Disease.
- Mobilizing the community to help them access services.
- Recruiting individuals to participate in clinical trials.
- Educating the community to make legal and financial decisions.
- Keeping records of work.
- Following-up with families who need further care.

## 3. Being selected to be a *promotor* is a big honor; it is also a big responsibility that requires specific **skills**. To be effective in your work, you need to be able to:

- Be of service to the community for at least two years.
- Read and write in English and Spanish.
- Participate in trainings and other community meetings.
- Participate in health fairs
- Be familiar with the churches, community clinics, community-based organizations, and families in the area/neighborhood/community.
- Keep updated information on available health facilities and services including location, distance and how to get there.
- Maintain information on health issues of the individuals in the community confidential.
- Provide support to families that need Caregiving-related assistance.

# Goals

By the end of **UNIT 1** participants will be able demonstrate their ability to:

- Identify the overall goals of the training
- Openly share their concerns and expectations
- Describe the commitments, responsibilities, and roles of the *promotor* as related to Alzheimer's Disease.

# Unit 2: Understanding Alzheimer's Disease

Total Time Needed: 3 hours

**Explain:** It is important for participants to share all the information that supports these six key messages.

This unit is divided into 6 parts:

1. Alzheimer's Facts
2. Signs and Symptoms
3. Risk factors
4. Screening and Diagnosis
5. Treatment and Drugs
6. Clinical Trials

## Goals

By the end of this unit participants will be able demonstrate their ability to:

- Talk about what Alzheimer's is and the **difference** between Alzheimer's and Dementia. Describe the stages of the disease.
- Describe Alzheimer's Signs and Symptoms, and how the background (culture, religion, etc.) of an individual could interfere with early detection.
- Describe how Alzheimer's Disease is diagnosed.
- Identify the resources for Caregivers in their community.
- Identify who is at-risk.
- Talk about clinical trials.
- Talk about Alzheimer's treatment and drugs.
- Describe the role that the Spanish Memory Screening plays as an educational tool.

# Unit 3: Speaking in Your Community About Alzheimer's

Total Time Needed: 3 hours

**Explain:** Good communication skills are very important if you want to be a *Promotor*. This unit will show you why this is true and give you a chance to practice your skills in a safe and supportive place. You will need to become confident in communicating to groups as well as one-on-one with community members.

This unit is divided into 3 parts:

1. Using effective communication skills
2. Managing misinformation and rumors
3. One-to-one education and support

## Goals

By the end of this unit, participants will be able to demonstrate their ability to:

- Communicate well.
- Provide accurate information.
- Understand how miscommunication happens and how to manage it.
- Understand how to support a Latino family who needs more information or help in planning.

# Unit 4: Preparing for an Outreach Visit

Total Time Needed: 3.5 hours

**Explain:** The goal of the *promotor* is to share correct and important information with his or her community. This unit focuses on the importance of **what we say** and **how we say it** .

This unit is divided into **3 parts** :

1. Talking to a Target Audience.
2. Creating an Outreach Visit Plan.
3. Community Outreach Visit – Start to Finish.

## Goals

By the end of this unit, participants will be able to demonstrate their ability to:

- Speak confidently in front of other people.
- Speak about Alzheimer's disease using the information learned.
- Adapt information based on who they are speaking with.
- Make an outreach visit plan.
- Get up in front of a group and give a talk.

# Unit 5: Additional Roles of the *Promotor*

Total Time Needed: 2.5 hours

**Explain:** As a *Promotor*, you will be involved in mobilizing your community for Alzheimer's awareness efforts. You will also keep track of whom you have visited and who may need further education or care.

This unit is divided into **two parts**:

1. Referral, Follow-up, and Recordkeeping
2. Mobilization and Recruitment

## Goals

By the end of this unit, participants will be able to demonstrate their ability to:

- Identify the relatives of a person who is suffering from Alzheimer's Disease.
- Explain ideas for mobilizing the community to support Alzheimer's awareness efforts.
- Keep records of their activities including:
  - Date, location, and the number of people present at outreach visits and community talks.
  - Name, and follow-up information for everyone recruited for the Alzheimer's Awareness program.

# Unit 6: The Power of Cultural Communication, and How to Involve the Hispanic Media on a Smaller Scale

Total Time Needed: 2 hours

**Explain:** This unit focuses on the importance of using cultural communication skills for promoting Alzheimer's awareness.

This unit is divided into **four parts:**

1. Culture, Religion and Traditions
2. Case Studies
3. Cultural Competency and Dementia
4. Hispanic media in your area

## Goals:

By the end of this unit, participants will be able to demonstrate their ability to:

- Identify barriers that prevent Latino families from recognizing the first signs of Alzheimer's Disease.
- Identify the local Hispanic media resources/talents to share Latino Caregiver stories.

# Unit 7: Data, Evaluation Tools, and Instruments

Total Time Needed: 1.5 hours

**Explain:** This unit focuses on recognizing different instruments and evaluation tools for collecting data.

This unit is divided into **five parts:**

1. Evaluation Tools
2. Instruments
3. Common Questions and Answers
4. List of Important Words:
  - a. Memory test
  - b. Alzheimer's
  - c. Clinical Trials
  - d. Support Group
  - e. Diagnoses
  - f. Stages
  - g. Privacy
5. Review Questions for Activities

## Goals:

By the end of this unit, participants will be able to demonstrate their ability to apply different evaluation tools by understanding the importance of cultural competence in their community.

Note: This Unit can also be used to review overall training content.

## Conclusions

While it is clear, that Hispanic Caregivers view Caregiving as an important and natural role within the family, it would be a mistake to assume that they do not need support in this role. The management of the person with dementia requires a comprehensive plan that includes a **partnership between doctors, *promotores*, and families.**

LAMDA's *Promotores* Alzheimer's Curriculum has been successful at increasing Caregiver knowledge, improving mood, reducing stress and depression levels, and delaying nursing home placement.

The Latino Alzheimer's & Memory Disorders Alliance (LAMDA) has learned that is **best to serve the community through the systems they trust.**

The following documents are also part of this curriculum clicking on the file name below will take you to the associated document:

- *Promotores* Job Description
- *Promotores* Contract
- *Promotores* Responsibilities
- *Promotores* Introduction Letter to Community organizations (Churches, clinics, schools, etc.)
- *Promotores* Script
- *Promotores* Code of Conduct and Ethics



L . A . M . D . A



**POR UNA MEJOR CALIDAD DE VIDA**

Latino Alzheimer's And Memory Disorders Alliance

Como Promotor(a) del Programa *Por Una Mejor Calidad de Vida* de La Alianza Latina del Alzheimer, es mi compromiso concientizar a nuestra comunidad sobre el impacto de la enfermedad de Alzheimer en la Familia Latina.

Hasta el día de hoy no existe cura, PERO podemos Mejorar Nuestra Calidad de Vida y la de Nuestra Familia.

Parte IMPORTANTE de la CONCIENTIZACION es informar y educar acerca de:

- **La enfermedad de Alzheimer: NO ES UN SIMPLE OLVIDO**
- **Las ETAPAS del Alzheimer y el trastorno progresivo**
- **EI ALTO RIESGO que existe en la comunidad Latina**
- **Los Cuidados para el CUIDADOR**
- **Informar sobre Recursos de Apoyo para el Cuidador**
  - **Asesoría Financiera**
  - **Beneficios de Salud**
  - **Grupos de Apoyo**
  - **Otros Programas de la organización LAMDA**