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Modular Learning: Validation Training for Personnel Working in Care Facilities

Many care facilities have the mission to maintain respectful, home-like residences for older adults. The caregivers who work in their memory care units need to be trained to work 'person-centered' specialized in working with people who have various forms of dementia.

This form of modular learning offers care facilities and their staff high quality Validation training *within their facilities*. This training goes beyond cognitive learning and aims to change the behavior of caregivers and other staff members by shifting the way they view the people they work with and integrating new, automatic behaviors.



- Each 2-day module is self-contained, meaning participants gain new skills with each module and could possibly stop after each one.

- If a person completes all modules successfully, and demonstrates consistent practice of skills learned in between each module, he or she will be eligible for Level 1 Worker certification.

- It is possible for there to be one year in between each module. It is important that practical work with clients be continuous

throughout the process. (Continuous practice means at least one Validation session with at least one client each week). Intersession or supervision makes this process more effective and is recommended.

- After each module, participants should be able to clearly describe the extent and limitations of their training.
- Participants are evaluated at the end of each module; successful evaluation leads to the award of an official VTI document and entry to the next module.

The Modular Learning package course includes: a detailed curriculum, videos, participant materials, PowerPoints, diplomas and forms. The price is \$500 for Certified Validation Teachers and \$1,000 for AVO's.

For more information or to purchase, contact Jana Stoddard at jana@vfvalidation.org.



Module 1 - Two days

Learning Outcomes

Participants can

- Identify people who will benefit most from Validation.
- Build a personal history of each client that is based on Validation principles; i.e. know that facts are less important than discovering emotions that are frequently expressed, unfulfilled needs and unresolved life events, as well as identifying the preferred sense and frequently used symbols.
- Understand the possible meanings behind the behavior of maloriented and disoriented people.
- Begin to demonstrate empathy with other people.
- Approach clients with an appropriate distance/nearness, on eye level, match voice tone and build trust.
- Explore the world of the client without asking 'why'.
- Feel more competent when communicating with residents.

Module 2 - Two days

Before starting Module 2

Participants must

- Be able to describe what Validation is
- Demonstrate that he/she can use the validation basic attitude
- Describe the population that responds best to Validation
 - Potential participants complete a registration form that includes these questions:
 - How have you used the skills you learned in Module 1 in your daily work?
 - What is Validation to you?
 - With whom do you use Validation techniques?

In addition, each potential participant either sends a video of a communication moment with a client or does a role play with the teacher of Module 2 to determine his/her level of skills.

Learning Outcomes

Participants can

- Correctly use the Validation techniques: rephrasing, use the key word, ask open questions.
- Consequently center themselves before approaching a client and during a session.
- Use anchored touching and know when not to use this technique.
- Show empathy instead of reacting out of personal feelings.

After this module

Participants are expected to start validating clients on a weekly basis and integrate Validation in their daily work. Supervision/intervision should be offered to participants every 5-6 weeks.

Module 3 - Two days

Before starting Module 3

Participants must

- Demonstrate that they can accurately use some of the verbal techniques and the validating attitude with maloriented or disoriented people by video or live demonstration.
- Show that they have experience using the biography/history form and session summary forms by submitting at least 1 history form and 6 session summaries for consecutive, weekly sessions.

Learning Outcomes

Participants can

- validate clients in phase 1 and 2
- demonstrate at least 15 weeks of weekly validation sessions
- integrate feedback on their work in supervision sessions

After this module

- Participants are expected to start validating clients on a weekly basis and integrate Validation in their daily work.
- Supervision/intervision should be offered to participants every 5-6 weeks.

Module 4 - Two days

Before starting Module 4

Participants must

- Demonstrate that they can accurately use verbal techniques and the validating attitude with maloriented and time confused people by video or live demonstration.
- Show that they have experience using the biography/history form and session summary forms by submitting at least 1 history form and 6 session summaries for consecutive, weekly sessions.

Learning Outcomes

Participants can

- validate clients in phase 3 and 4
- demonstrate at least 11 weeks of weekly validation sessions
- integrate feedback on their work in supervision sessions

After this module

- Participants are expected to start validation clients on a weekly basis and integrate Validation in their daily work.
- Supervision/intervision should be offered every 5-6 weeks.

At this point, participants may choose to take the written and practical tests for certification. There should be at least one day of written test preparation. This can be done in person or using a combination of written materials, online exercises and webinar.