

cares[®]
Serious Mental Illness[®]
HEALTHCARE INTERACTIVE

Serious Mental Illness
**Online Training for
Direct Care Workers in
Long-Term Care Facilities**

Presenter: **John Hobday, M.A.**
HealthCare Interactive


**Statement of
Conflict of Interest**

HealthCare Interactive markets and sells the
CARES[®] Serious Mental Illness Online Training Program.

John Hobday is CEO of HealthCare Interactive.

Today's Presentation


Introduction
Serious Mental Illness Landscape
Federal Funding for SMI Online Training
Grant Aims and Accomplishments
Completion of CARES[®] Serious Mental Illness



Introduction

- 1988: B.A. in Programming & M.A. in Education
- 1996: First Alz. Project - Department of Veterans Affairs
- 1997: HealthCare Interactive, Inc. Established
- 1999: University of Minnesota Projects
- 2000: My Grandma Theresa's Decline (and Death in 2004)
- 2006: CARES' Online Training Launched (and expanded)
- 2020: CARES' Serious Mental Illness' Completed

John's Grandmother




John Hobday
CEO & Founder of HealthCare Interactive

SMI Landscape

- Caring for older adults with Serious Mental Illness (SMI) is a problem facing every long-term care facility in the country.
- Certified Nursing Assistants (CNAs) and other direct care workers are not prepared to provide effective care for this underserved group.
- Approximately 12%-15% of U.S. citizens 65 and older have an SMI.
- More than 10% of them reside in long-term care.
- There is a myth that those with SMI cannot be treated successfully.
- Behavioral interventions such as sensory distraction, behavior therapy, and structured activities are effective, but most CNAs do not possess these skills.
- CNAs need advanced skills to provide increasingly complex SMI care, yet very little exists to help improve and expand their training.

Federal Funding



Funding Agency: National Institute of Mental Health
Grant #: R43 MH093017
Title: Impact of Online SMI Training Module for Certified Nursing Assistants in Long Term Care
Dates: 2011-2014
Principal Investigators: John Hobday, M.A. and Victor Molinari, PhD
Submitting Organization: HealthCare Interactive, Inc.
Collaborating Organization: University of South Florida School of Aging Studies
Publication: Molinari, V., Hobday, J., Roker, R., Kunik, M., Kane, R.A., Kaas, M., Mehrotra, C., Williams, C., Robbins, J.C., & Dobbs, D. (2016). Impact of Serious Mental Illness online training for certified nursing assistants in long term care. Gerontology and Geriatrics Education. doi:10.1080/02701960.2016.1188811

Overall Project Objectives

This project was undertaken in order to address the care of people in long-term care living with serious mental illness (SMI).

Objective 1: To **provide adequate care for residents** by CNAs and other direct-care workers in long-term care facilities

Objective 2: To **impact and change SMI care nationwide** by creating a “best-practices intervention” of care concepts and strategic methods.

Challenges Faced

CNAs and other direct-care workers are faced with challenges for which they are not prepared to help residents including:

- Outbursts associated with SMI
- Increased care needs
- Disruptive and aggressive behavioral expression
- Frequent cognitive and functional decline in addition to SMI
- Psychiatric hospitalizations
- Discharge from the facility
- Higher mortality rates

(Harvey, 2005; Molinari, Merritt, Mills, Chiriboga, Conboy, Hyer & Becker, 2008; Mosher-Ashley, Turner & O'Neill, 1991)

CNA Skill Development

CNAs need advanced skills to provide increasingly complex SMI care; yet little attention has been paid to improving and expanding their training.

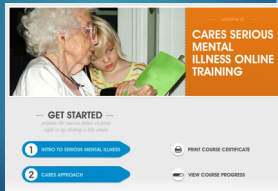
Despite the demonstrated need for educating CNAs in long-term care settings with effective approaches, there currently exists **no standardized, cost-effective, nationally available, training solution** offering clear strategies for NHCs and staff members to implement with residents with SMI.

Phase I Grant Aims

- Aim 1: Develop a 4-module, Internet-based Serious Mental Illness (SMI) online training program
- Aim 2: Conduct a quantitative/qualitative research evaluation (n=40) to determine knowledge gain and program satisfaction
- Aim 3: Analyze and publish the research findings

Aim 1 Accomplished

Develop a 2-module, Internet-based Serious Mental Illness (SMI) prototype online training program.



Aim 2 Accomplished

Conduct a quantitative/qualitative research evaluation (n=40) to determine knowledge gain and program satisfaction.

Sample Characteristics of Study Participants:

- 40 CNAs (20 employed at NHs and 20 employed at ALFs)
- Mean age of the CNAs was 35.92 (SD = 12.69)
- 90% were female and 10% were male
- 52% White, 42% Black/African American, and 17% identified as Hispanic
- 97.5% had at least a high school degree
- 48% were married; 52% not married
- Mean number years of CNA employment was 6.25 (SD = 6.04)
- 82.5% of the CNAs indicated they had received prior online training
- 90% of CNAs owned a personal computer; 97% had high-speed internet access

Aim 2 Accomplished

Conduct a quantitative/qualitative research evaluation (n=40) to determine knowledge gain and program satisfaction.

20-Item Pre-Post Knowledge Exam – Sample Questions

- Which of the following is most likely affected by serious mental illness (SMI)?
- How common is SMI in nursing homes?
- A good way for a nurse assistant to care for residents with SMI is:
- The major categories of SMI are:
- If a resident has loss of appetite, does not want to get out of bed, and does not want to participate in activities, what form of SMI would he or she most likely be living with?
- Which of the following is an SMI with a "thought disorder" and a "mood component"?
- One difference between residents with SMI and residents with dementia is:

Aim 2 Accomplished

Conduct a quantitative/qualitative research evaluation (n=40) to determine knowledge gain and program satisfaction.

14-Item Likert-scale Satisfaction Survey - Sample Statements

- This Internet-based training program was an interesting way to learn compared to learning in a classroom or by reading.
- The information presented in this training program was easy to understand and follow.
- The graphics, sound, and video in this presentation made the training more interesting than other training programs I have participated in.
- I am more confident about my skills in helping and caring for people with serious mental illness (SMI) after completing this training program.
- The information provided in the training program will help me better communicate with family members and other professional caregivers.

Aim 2 Accomplished

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Aim 3 Accomplished

Analyze and publish the research findings.

Module 1:

- Pretest scores ranged from 17% to 92% correct, M = 67.7, (SD = 15.6)
- Posttest scores ranged from 42% to 100% correct, M = 79.6 (SD = 12.2)
- A paired-samples t-test was calculated to compare mean pretest to posttest score

Finding:
A significant increase from pretest to posttest was found, $t(39) = -5.52, p < .001$.

Aim 3 Accomplished

Analyze and publish the research findings.

Module 2:

- Pretest scores ranged from 30% to 100% correct, M = 78.5 (SD = 17.02)
- Posttest scores ranged from 20% to 100%, M = 86.5 (SD = 17.76)
- A paired-samples t-test was calculated to compare mean pretest to posttest score

Finding:
A significant increase from pretest to posttest was found, $t(39) = 3.36, p < .01$.

Aim 3

Table 3. Likert-type Scale Statements related to Aspects of Serious Mental Illness Online Training.

Statement	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
This Internet-based training program was an interesting way to learn compared to learning in a classroom or by reading.	15 (38%)	25 (63%)			
The information presented in this training program was easy to understand and follow.	16 (40%)	23 (58%)		1 (3%)	
The graphics, sound, and video in this presentation made the training more interesting than other training programs I have participated in.	15 (38%)	21 (53%)	3 (8%)		1 (3%)
I am more confident about my skills in helping and caring for people with serious mental illness (SMI) after completing this training program.	16 (40%)	24 (60%)			
I would recommend this program to other CNAs.	18 (45%)	21 (53%)		1 (3%)	
I would recommend this program to other professional caregivers (nurses, social workers, home health aides, etc.).	17 (43%)	23 (58%)			
I would recommend this program to the families of people with serious mental illness.	22 (55%)	17 (43%)	1 (3%)		
The videos gave me new ideas on how to interact with someone with serious mental illness.	17 (43%)	20 (50%)	2 (5%)	1 (3%)	
It was easy for me to fit the training program into my schedule.	12 (30%)	19 (48%)	6 (15%)	2 (5%)	1 (3%)
As I completed this program, it was important to be able to go back and review sections of the program as often as I wanted.	18 (45%)	21 (53%)		1 (3%)	
I preferred learning with this Internet-based training program as opposed to sitting in a classroom.	14 (35%)	20 (50%)	4 (10%)	2 (5%)	
I have a better understanding of the behavior that is associated with serious mental illness after completing the training program.	16 (40%)	24 (60%)			
I am more confident and comfortable in communicating with someone with serious mental illness after completing this training program.	15 (38%)	25 (63%)			
The information provided in the training program will help me better communicate with family members and other professional caregivers.	13 (33%)	27 (68%)			

Aim 3 Accomplished

Analyze and publish the research findings.

Open-Ended Qualitative Responses

Positive aspects of training program

"I enjoyed hearing the individual speakers. The videos allowed me to see and hear things from both a medical /teacher perspective as well as from an individual that has been affected by SMI. I thought that breaking down "SMI" into individual diseases such as Schizophrenia, Bipolar Disorder, Schizoaffective Disorder and Major Depression was important. It allows us to understand as caregivers that they are not the same and while some symptoms may be similar, they may have variations as well, and all of this should be considered when approaching and working with a person on a daily basis."

Aim 3 Accomplished

Analyze and publish the research findings.

Open-Ended Qualitative Responses

Negative aspects of training program

- "Hard to navigate and understand how to navigate between web pages. Much of the text was too repetitive."
- "Put it all on one website."
- "I felt as though some of the questions on the test were not covered clearly enough in the information provided in the modules."

Aim 3 Accomplished

Analyze and publish the research findings.

Open-Ended Qualitative Responses

Ways the program will be helpful to CNAs caring for someone with SMI

- "The videos helped me to understand what people with mental illness go through daily."
- "I know that building trust and therapeutic communication is the key in dealing with SMI. I feel like I would have a better approach and understanding in the future."
- "I will be able to take the steps learned and apply them to my daily activities."
- "Learn to be (sic) patient and take care of myself, leave when it gets stressful."

Aim 3 Accomplished

Analyze and publish the research findings.

Open-Ended Qualitative Responses

Advice to improve training program

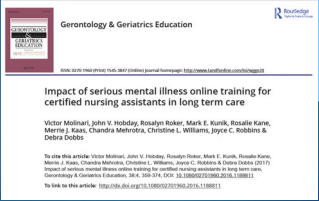
- "I would suggest more videos because I feel like when you see someone speaking about their individual experience you connect with the situation a little better."
- "I would also recommend more questions throughout the module. I found those questions to be like little brain teasers while going through the modules. When I missed one of the answers I tried to go back and find it in the material I had read previously to make sure I understood it correctly."
- "In dealing with real life situations, I feel that a course on how to redirect violence would greatly help. Even though understanding triggers, i.e., as CNAs [sic] are still sometimes caught in the crossfire of a violent episode. It would be nice to have true training on how to redirect the violence."

Aim 3 Accomplished

Analyze and publish the research findings.

Grant Completed 2014

Article Published 2016



Gerontology & Geriatrics Education

Impact of serious mental illness online training for certified nursing assistants in long term care

Victor Molinari, John V. Hobday, Rosalyn Baker, Mark E. Kunik, Rosalie Kane, Marlene J. Rask, Chandra Mehrotra, Christine L. Williams, Joyce C. Robbins & Debra Dobbs

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CARES® SMI Final Version



cares Serious Mental Illness™ Online Training Program

View the Site Map

Module 1 Introduction to Serious Mental Illness

- Learning Objectives
- Introduction to SMI Care
- What is Serious Mental Illness?
- Types of Serious Mental Illness

Module 2 Understanding Serious Mental Illness

- Learning Objectives
- The Relationship Between SMI and Substance Use and Abuse
- Understanding SMI and Making a Difference

Module 3 Living with Serious Mental Illness

- Learning Objectives
- Living with Serious Mental Illness
- Responsibilities, Addressing the Quality of Life
- Managing a Serious Mental Illness and Recovery

Module 4 The CARES® Approach

- Learning Objectives
- Recovery and the CARES® Approach
- Consent, Privacy, Research, Release of Information
- Take Care of Yourself!

View Course Progress | Print Completion Certificate | View Certification Exam | Print Certification Certificate

The CARES® 5-Step Method as an Alternative to Antipsychotic Use

THE CARES® APPROACH

- C** - **Connect** with the Person
- A** - **Assess** Behavior
- R** - **Respond** Appropriately
- E** - **Evaluate** What Works
- S** - **Share** with Others

CARES® SMI Demo & Examples

Module 1 Introduction to Serious Mental Illness <ul style="list-style-type: none"> • Learning Objectives • Introduction to SMI Care • What is Serious Mental Illness? • Types of Serious Mental Illness 	Module 2 Understanding Serious Mental Illness <ul style="list-style-type: none"> • Learning Objectives • The Differences Between SMI and Dementia • Myth and Facts • Understanding SMI and Making a Difference
Module 3 Living with Serious Mental Illness <ul style="list-style-type: none"> • Learning Objectives • Living with Serious Mental Illness • Misperceptions, Advice, and Quality of Life • Managing a Serious Mental Illness and Recovery 	Module 4 The CARES® Approach <ul style="list-style-type: none"> • Learning Objectives • Recovery and the CARES® Approach • Connect, Assess, Respond, Evaluate, Share • Take Care of Yourself!

Thanks to People Living with SMI

- **Albert**, Crisis intervention trainer, grandfather, Diagnosed with schizoaffective disorder, schizophrenia, and major depression
- **Allen**, Support group coordinator and grandfather, Diagnosed with anxiety disorder
- **Brian**, Former Pilot, author, and NAMI speaker, Diagnosed with bipolar disorder
- **Christine**, Former Peace Corps Volunteer, Diagnosed with schizoaffective disorder
- **Danile**, Published poet and nanny, Diagnosed with depression and borderline personality disorder
- **Denila**, PhD, Spanish instructor and mother, Diagnosed with schizophrenia, bipolar, and PTSD
- **Jennifer**, Long-distance runner and author, Diagnosed with depression. Also has dystonia
- **Kimberley**, Peer recovery specialist, Diagnosed with bipolar disorder, depression, and PTSD
- **Lee**, Career in high-end retail, Diagnosed with borderline personality disorder and PTSD. Lives in a long-term care center
- **Louise**, Peer support specialist, facilitator, mother, NAMI volunteer, and former nurse, Diagnosed with bipolar disorder
- **Michelle**, Multilingual and Master's degree in agribusiness, Diagnosed with bipolar disorder. Also has multiple sclerosis
- **Mike**, Former boxer, Diagnosed with bipolar disorder, schizoaffective and borderline personality disorders. Lives in a long-term care center
- **Pete**, Artist, actor, and former athlete, Diagnosed with depression and bipolar disorder. Also has multiple sclerosis
- **Richard**, Leather artist who also served in the Navy, Diagnosed with schizoaffective disorder.

Thanks to the Expert Team

Individuals:


- Debra Dobbs, PhD, School of Aging Studies, University of South Florida, Tampa, FL
- Merrie Kaas, PhD, RN, University of Minnesota, School of Nursing, Minneapolis, MN
- Chandra Mehrotra, PhD, College of St. Scholastic, Duluth, MN
- Rosalyn Raker, PhD, School of Aging Studies, University of South Florida, Tampa, FL
- Victor Molinari, PhD, School of Aging Studies, University of South Florida, Tampa, FL
- Christine Williams, RN, DNSc, College of Nursing, Florida Atlantic University, Boca Raton, FL

Supporting Organizations:

- Benedictine Health Center, Minneapolis, MN
- LocationQ, Nashville, TN
- National Alliance on Mental Illness (NAMI) Minnesota, St. Paul, MN
- One Light Films, Minneapolis, MN
- University of Minnesota, School of Nursing, Minneapolis, MN
- University of South Florida School of Aging Studies, Tampa, FL

QUESTIONS AND ANSWERS

★ **Try SMI:**
www.hcinteractive.com/Login
 Product Key: JKX483
 (expires 7/31/2022)



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