

Dates of training		Date completed	
Trainer(s)		Researcher	

Journeying through Dementia: Training Delivery checklist

Scale: 0=None of the time; 1= Some of the time; 2=Most of the time; 3= All of the time OR ✓ equals a score of 3, a X equals a score of 0

TRAINER					
Domain	Criteria	Scale	Independent Score	Agreed Score	Comment/Evidence
Trainer	1. The trainer is the same for all training	✓ or X			
	2. The trainer is an author or skilled in the JtD intervention	✓ or X			
	3. Did the trainer model a range of group work skills:				
	<ul style="list-style-type: none"> • teaching • peer sharing • interactive activities • active experimentation (Testing things out) 	✓ or X ✓ or X ✓ or X ✓ or X			
Materials	4. PowerPoint presentations and training materials directly relate to the goals of the training	0 - 3			
	5. Provides handouts and materials to all trainees	✓ or X			
Tailoring	6. Does the trainer elicit information about skills levels/previous experience	0 - 3			
	7. Training is tailored in response to the observed needs of the trainees, and feedback from the trainees during the sessions	0 - 3			
Content	8. Discuss dementia and its impact	✓ or X			
	9. Discuss the evidence for JtD	✓ or X			
	10. The goals of the training are covered	✓ or X			
	11. Examples of topics are covered from the manual	✓ or X			
	12. Mandatory themes are covered:				
	<ul style="list-style-type: none"> • A celebration of achievements • Activity and health • Endings 	✓ or X ✓ or X ✓ or X			
	13. Individual sessions				
	<ul style="list-style-type: none"> • Purpose • Goal setting • Participant relationship with supporter • How the participant & supporter work together on the programme 	✓ or X ✓ or X ✓ or X ✓ or X			
14. Discuss supporter attended sessions and relationship dynamics	✓ or X				

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Scale: 0= **None** of the trainees; 1= **Some** of the trainees; 2=**Most** of the trainees; 3= **All** of the trainees

TRAINEEES					
Domain	Criteria	Scale	Independent Score	Agreed Score	Comment
Understanding	15. Identify and understand the ideas that are key to JtD inc: <ul style="list-style-type: none"> Enabling group members to do things for themselves Transferring skills from the safety of the group to their wider lives 	0 - 3 0 - 3			
	16. Discuss the content of the manual and how to apply it	0 - 3			
Self - awareness	17. Share their prior expertise, hopes and expectations of the training	0 - 3			
	18. Share their own perceptions of dementia and how this may impact on delivering the intervention	0 - 3			
	19. Reflect on and share their own facilitation style and skills	0 - 3			
Skill acquisition	20. Use the JtD manual to practice planning sessions	0 - 3			
	21. Identify how to locate and access community resources	0 - 3			
	22. Discuss strategies for peer support	0 - 3			
	23. Take part in and contribute to potential scenarios	0 - 3			
Group work	24. Understand and demonstrate a range of group work skills (didactic teaching, peer sharing, interactive activities, active experimentation etc)	0 - 3			
	25. Understand and demonstrate how to manage group dynamics	0 - 3			
	26. Demonstrate how to tailor the intervention to the needs and choices of group members	0 - 3			
Individual sessions	27. Explore the value of 1:1 sessions and potential activities to use in these	0 - 3			
Group outings	28. Explore the value of outings and how to help group members to plan them	0 - 3			
Reflection & evaluation	29. Explore reflective practice through feedback within the training and the group	0 - 3			
Supervision	30. Discuss the value and principles of supervision	0 - 3			

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Goals

By the end of the two day training programme participants will be able to:

- Critically discuss the wider context of the intervention in relation to living with dementia and its impact
- Describe the underpinning evidence base for the JtD intervention
- Identify the philosophy and features of the JtD intervention
- Understand how their own perceptions and pre-conceptions of older people can impact on the intervention and how it could be delivered
- Discuss potential themes that may be included within the JtD intervention
- Use the JtD manual to rehearse and practice the planning of sessions within these themes
- Reflect on the role of community resources within the JtD intervention and to identify potential resources on which they can draw
- Demonstrate how they might respond to specific scenarios that could potentially arise within the course of the intervention and demonstrate problem solving skills that reflect the ethos of JtD to meet the needs of individuals participating in the intervention
- Describe the value of group-work within the JtD intervention and the ingredients of the group sessions (didactic teaching, peer sharing, active experimentation)
- Articulate potential ways to address issues that may arise in relation to group dynamics during the course of the intervention
- Show understanding of the value of individual sessions and potential activities that may be included within these
- Identify ways to document and record what has occurred in sessions and ways of reflecting on this