



Implementation Toolkit

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Introduction

About Changing Talk (CHAT) and CHAT: Online Training (CHATO)

What is CHAT?

The Changing Talk (CHAT) communication training program is an educational program designed to increase staff awareness of the importance of effective communication to older adults, with and without cognitive impairment, and encouraging the use of evidence-based communication strategies, both verbal and nonverbal, during care for older adults in nursing homes and other care settings. The length of CHAT is 3, 1-hour trainings. CHAT was developed by Kristine Williams RN, PhD, a professor at the University of Kansas School of Nursing and her research team with support from multiple grants from the National Institute of Health. Please see <http://www.kumc.edu/chato> for more information.

Who is the audience for CHAT?

The intended audience for this course is staff at nursing home facilities, independent and assistive living, and health care settings in the community. This includes registered nurses, nursing assistants, nursing home dietitians, direct care professionals, other administration and support employees. Additionally, our research has demonstrated that others who work in direct contact with residents (housekeepers, facilities) also benefit from the training.

What is CHATO?

Changing Talk: Online Training (CHATO) is the original CHAT training modified to an online module format. Over the course of the CHAT research it became apparent an online training would be cost effective and increase access to a wider audience. The CHATO training has been shown to be as effective as the CHAT classroom-based training for staff outcomes. We are currently testing reductions in BPSD and psychotropic medications rates.

What is covered in CHATO?

The first module covers the importance, benefits, and components of effective communication in care of older adults. The second module covers communication barriers and challenges, and effective and ineffective communication strategies. Elderspeak (babytalk) communication and its negative effects is discussed, and alternatives are identified. The last module focuses on effective communication strategies and person-centered communication. Learning and practice activities were designed to provide opportunities to apply the knowledge and skills presented in the course. A virtual discussion forum is available to share experiences and reflect with others. Please download the Training Overview for more information: <http://www.kumc.edu/chato>

Why is CHATO important?

CHATO decreases staff elderspeak, which in turn, reduces resident resistiveness to care behaviors and the need for psychotropic medication. CHATO also increases person-centered communication practices which can lead to higher resident and staff satisfaction and reduced turnover.

Research Timeline

The projected timeline for CHATO is three months with one month for orientation, team development, and planning. In month two, staff should complete the three modules (suggested one per week). Staff recognition and follow up should take place in month three. However, this is just a guide. Your timeline may vary. We look forward to working with you and your staff. Thank you for participating.

The CHATO Training Startup Checklist

We have identified key steps in implementing CHATO which are marked with **BOLD** text and suggested strategies for implementation are also included. Please use this checklist to identify how best to implement CHATO at your facility.

Planning for CHATO Training

- Schedule introductory meeting of the CHATO Research Team with your Leadership.**
 - Identify CHATO Implementation Team and Champions.
 - Take Administrator and Implementation Lead Surveys sent via email.
 - Overview of CHATO for Team and Champions (CHATO research team can present or provide educational materials. See Additional Resources).
 - CHATO Implementation Team and Champions takes CHATO Training.
 - Inform stakeholder groups (resident, staff, and family councils; advisory board; industry and professional groups; newsletter and web page, etc.). See suggested materials in toolkit.
- Plan details for all staff to complete CHATO training (three online modules over three weeks) including (time, computers, staffing, etc.).**
 - Plan when and where to use staff discussions to reinforce learning:
 - CHATO Virtual Discussion Board (led by CHATO Research Team and/or your supervisory staff and champions).
 - One-on-One Staff Discussion with Champion or Supervisor.
 - Brief 10-15 minute discussion during staff meetings.
 - Group Staff Discussion or Learning Circles - specifically scheduled to discuss CHATO content (See Training Overview in Additional Resources for discussion questions).
 - Plan rewards and recognition to acknowledge training completion.
 - Hang posters in hallways or staff areas about the CHATO program.
- Provide CHATO link to staff.**
 - Plan to remind staff weekly to taking the CHATO training via email, text, discussion, etc.
 - Look for participation and completion rates from the CHATO Research Team.

Each Week During CHATO Training

- Remind staff to complete one module each week (See Communication Plan).**
 - Supervisors/champions model skills and coach staff in CHATO communication skills.
 - Supervisors/champions ask staff how they are incorporating CHATO skills in their work with residents.
 - Target staff members who use elderspeak or other types of ineffective communication and work with them directly to change their communication behavior.
 - Complete staff onsite discussion(s).
 - Acknowledge/Reward staff completing modules and using CHATO skills.

After CHATO Training

- Recognize and reward staff who completed all three CHATO training modules.**
 - Add CHATO to onboarding/orientation materials and policy (we can provide ongoing access)
 - Plan to provide our booster session in 3-6 months.
 - Publicize/announce completion of the training to stakeholders (resident, staff, and family councils; advisory board; industry and professional groups; newsletter and web page, etc.). See suggested materials in toolkit.
 - Supervisors and champions assess changes in communication and areas for continuing improvement.
- Closing Leadership Meeting with CHATO Research Team, surveys, and Interview.**

Detailed Implementation Strategies and Support

Prior to CHATO Training

Planning, Gaining Buy-in, and Engaging Staff

1. We would like to hold an initial meeting with Leadership at your nursing home to engage and inform administrative and supervisory staff and set timeline (see sample organizational timeline)
 - a. Include one of more direct care staff, Team Example: CHATO Nurse Coordinator, 4 CNAs/CMAs, Representatives from Activities, Housekeeping, and/or Dietary, and DON.
 - b. Use available resources for successful change and QI implementation. See **Additional Resources**.
2. Involve staff in planning and preparation.
 - a. Present PPT introducing project at staff meeting. See **Additional Resources**.
 - i. CHATO Research Team can provide remotely if desired.
 - b. Emphasize value to residents and NH (reduced BPSD and antipsychotic use), and staff (better relationships with residents, decreased RTC, reduced stress and time to complete care).
 - c. Link to your organizational values, culture change, and/or quality improvement initiatives.
 - d. Elicit staff input on barriers and way to overcome in order to implement.
 - e. Identify champion(s). See **Additional Resources** on who might be the best fit.
 - i. Provide time for champion to follow-up with other staff.
3. Inform stakeholder groups
 - a. Advisory board.
 - b. Family and Resident councils (CHATO research team can present or provide PPT).
 - c. Notice in newsletter and social media of upcoming participation. See **Communication Plan** for examples.
4. Provide resources and support for staff.
 - a. Online training capacity: Consider internet and computer needs for all staff.
 - b. Time to complete at work.
 - i. Onsite Time: Private and quiet computer station.
 - ii. Offsite Time: Provide paid time away from regularly scheduled work.
 - c. Consider replacement staffing to allow participation.
 - d. Identify nurse teams or direct care supervisors to provide modeling and coaching.

Communication Plan

The communication plan provides a variety of mediums to introduce and remind staff and stakeholders about the CHATO Training.

All of the resources can be found for download at: <http://www.kumc.edu/chato>

CHATO Introduction: PowerPoint Presentation for Staff

On the CHATO website, there is a PowerPoint presentation that introduces the CHATO training and research, the timeline, and gives an overview of implementation strategies. The CHATO research team can provide this to your staff remotely or you can use it to introduce the training to a variety of staff.

Newsletter/Social Media Announcements

There are announcements that can be used to introduce the CHATO training to a variety of stakeholders via newsletter, social media, or email. They can also be used as printed images and used as signs.

Posters

There are posters on the CHATO website for your use. These can be hung before or during each week of the training to remind staff to complete the modules and reinforce CHATO concepts. Suggested places to hang the posters include: Common areas such as hallways or dining areas, staff only areas such as breakrooms, and/or bathrooms.

Emails/Text Message Examples

Introduction

- Greetings! Over the next three weeks we will be participating in an online training, the evidence-based **Changing Talk Online (CHATO)**. CHATO educates staff about reducing elderspeak (infantilizing communication) and provides verbal and nonverbal communication strategies for residents with and without cognitive impairment. Reduction in elderspeak and an increase in person-centered communication results in reduced resident behavioral symptoms and need for psychotropic medication. We are excited to participate in the CHATO and improve the communication climate in our home. Look for an email from the CHATO research team in your inbox. It will have instructions and a link to the training.

In addition to the online training, we will be having onsite discussions about the training concepts and your experiences communicating with residents. These discussions will be held weekly with **(name of champion)** on **(time and location)**. We will also be providing **(rewards or incentives)** to all participants that complete all three modules by **(date)**. Please see **(name of implementation lead)** for more information. Thank you for participating in CHATO!

Weekly Reminders

- **Week 1:** Don't forget to start CHATO this week. The first module covers the importance, benefits, and components of effective communication. It will show you how to use effective verbal and nonverbal communication strategies through videos recorded in actual nursing homes. **(Attach Week 1 Poster to email)**.
- **Week 2:** Week 2 of CHATO! Look for common communication barriers and challenges, elderspeak and effective and ineffective communication strategies. See how stereotypes of older adults leads to elderspeak and sends negative messages. **(Attach Week 2 Poster to email)**.
- **Week 3:** Last week of CHATO training. Please try to catch up if you have missed any of the modules. You need to have all the modules completed by **(date)**. This week's module looks at common problems during communication, how to break the cycle, and characteristics of person-centered communication. The module is interactive, and you can practice your own communication skills! **(Attach Week 3 Poster to email)**.

During the CHATO Training

Staff Engagement

1. All staff should participate in order to change the climate of communication in your organization.
 - a. Encourage all staff who interact with residents (including dietary and housekeeping) to participate.
 - b. Administrative and supervisory staff should also participate.
2. Reward participation and improved communication at the group and individual level.
 - a. Hold a contest for neighborhoods and/or departments with highest participation.
 - i. Publicize/recognize winning neighborhood/unit with signs or in newsletter.
 - ii. With recognition – consider incentive such as pizza – post winner and recognize in staff meetings.
 - b. Individual recognition.
 - i. Champions or direct care supervisors can identify individual improvement.
 - ii. Provide praise, rewards, or public recognition (Example: Candy or Leaderboard Display).
3. Provide reminders to staff to complete the modules.
 - e. Post signs weekly. See **Communication Plan** for examples.
 - a. Include reminder in staff meetings.
 - f. Weekly emails/texts to remind staff. See **Communication Plan** for examples.
 - b. Post timeline for staff.
 - g. Post we are participating sign to inform residents and visitors. See **Communication Plan** for examples.
 - c. Get participation rates from CHATO Research Team and publicly recognize those who have completed training.
 - d. Update leadership administrative and supervisory staff on participation rates in regular meetings.
 - e. Have a Catch-Up Week (Additional Week 4) with reward to boost participation rates.

Role Modeling

Champions assist with implementation and model effective communication and other CHATO training concepts while working with residents. See **Additional Resources**.

Coaching

Champion or direct care supervisor provides supportive reinforcement and feedback (rather than punitive) to individual staff. See **Additional Resources**.

Discussion Types

1. CHATO Virtual Discussion Board:
 - a. Have champion or staff educator co-moderate with the researchers in the virtual discussion board for your nursing home.
2. One-on-One Coworker Discussions:
 - a. Plan to discuss training concepts and homework with a coworker on a weekly basis.
3. Staff Meeting Mini-Discussions:
 - a. Homework “take action” plans are included in the modules. Reinforce homework in staff meetings weekly if possible.
4. Onsite Group Discussions or Learning Circles:

- a. Hold group discussions lead by a champion or staff educator to allow time for staff to practice skills and share their experiences with CHATO training concepts.

Technical Assistance

1. Contact us for troubleshooting
 - a. Carissa Coleman, Project Director, ccoleman3@kumc.edu, 970-270-6839
 - b. Kristine Williams, Principle Investigator, kwilliams1@kumc.edu, 913-588-1673

After the CHATO Training

Maintain and Sustain

1. Recognize and reward completion of CHATO training.
 - a. Add to file for annual job evaluation.
 - b. Provide CEUs and certificates. See **Additional Resources**.
2. Reflection:
 - a. Have staff discussions of their experience and resident reactions, barriers and challenges to using the communication skills in practice.
 - b. Ask staff what would help them to implement and maintain the skills.
3. Add CHATO to onboarding/orientation of new staff.
4. Provide a booster session in 3-6 months. See **Additional Resources**.
5. Ongoing evaluation – How can your organization include the training concepts in regular benchmarks?
6. Publicize completion of the training.
 - a. Management.
 - b. Advisory board.
 - c. Resident and family councils.
 - d. Other stakeholders.
 - e. Newsletter and social media. See **Communication Plan**.

Additional Resources

CHATO Introduction: Presentation for Staff

- Under Resource Tab: <http://www.kumc.edu/chato>

CHATO Training Overview

- Under Resource Tab: <http://www.kumc.edu/chato>

Successful Change and QI implementation

- Nursing Home Toolkit: Promoting Positive Behavioral Health
<http://www.nursinghometoolkit.com/index.html>
- NurseLEAD Online Training: <https://www.leadingage.org/cfar/tools/nurselead-online-training-program>
- Barriers and Facilitators to Adopting Nursing Home Culture Change:
<https://www.mdedge.com/jcomjournal/article/150953/geriatrics/barriers-and-facilitators-adopting-nursing-home-culture-change>
- Implementing Change in Long-term Care:
https://www.nhqualitycampaign.org/files/Implementation_Manual_Part_1_Attachments_1_and_2.pdf

- The Contingencies of Organizational Learning in Long-Term Care: Factors That Affect Innovation Adoption: <https://pdfs.semanticscholar.org/e8bd/89813fd2afbaf4e5f711696fdb47cd7cc822.pdf>

Identifying Champions

- Characteristics of Quality Improvement Champions in Nursing Homes: A Systematic Review with Implications for Evidence-Based Practice: <https://www.ncbi.nlm.nih.gov/pubmed/29028282>
- The Role of the Champion in Primary Care Change Efforts: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3535479/pdf/nihms-419647.pdf>

Modeling and Coaching

- Coaching and Mentoring for Success: <https://ceufast.com/course/coaching-and-mentoring-for-success>
- Lead! Becoming an Effective Coach and Mentor to Your Nursing Staff: <https://www.amazon.com/Becoming-Effective-Coach-Mentor-Nursing/dp/160146780X>

Booster Session Presentation

- Contact Carissa Coleman: ccoleman3@kumc.edu,

Contact Hours Information:

- <https://www.midwestnurses.org/>

References and Research

- Under Research Tab: <http://www.kumc.edu/chato>