

Culture Change Toolkit: First Meetings Materials

1. Introductions:
 - Team (who is around the table)
 - a. See Activity I: [Introduce Your Partner](#)
 - b. See Activity II: [What brings you through the door?](#)
 - c. See Sample I: [Icebreaker Ideas](#)
 - Project (overview of project)
 - a. See Handout I: [Letter to Participants](#)
 - b. See Handout II: [Logic Models \(original and adapted\)](#)
 - c. See Handout III: [Traditional versus Appreciative Illustrations](#)
 - d. See Handout IV: [AI Journey \(arrows tool\)](#)
2. Mapping the Community
 - a. Who is included, who is missing? How can we be more inclusive about who is around the table?
 - b. See Activity III: [Mapping our Community](#)
3. Reflect on personal and group expectations for the coalition
 - a. See Activity IV: [Determining Expectations](#)
 - b. See Sample II: [Personal and Group Expectations](#)
4. Creating a safe and secure environment (guidelines for working together)
 - a. See Activity V: [Creating a Safe and Secure Environment](#)
 - b. See Sample III: [Guidelines for Working Together](#)
5. Develop the principles guiding this project
 - a. See Activity VI: [Determining the Values Guiding our Partnership](#)
 - b. See Sample IV: [Values Guiding our Partnership](#)
6. Explore the experience of being included and excluded
 - a. See Activity VII: [Investigating Inclusion – Challenging Assumptions about People with Dementia](#)
 - b. See Sample V: [The WIRL](#)
7. Appreciative Inquiry Workshop
 - a. See Handout V: [Overview of AI](#)
 - b. See Activity VIII: [Mini AI Interviews](#)

Activity I: Introduce Your Partner

Purpose:

The purpose of this activity is to familiarize members of the team with one another

Objectives:

1. To encourage active listening skills
2. To learn more about members of the team

Instructions:

1. Break the group into pairs (have them pick a partner that they do not know, or do not know well).
2. Have each pair interview one another for about 10 minutes. If you like, you can prepare questions ahead of time or provide general guidelines for the interview. E.g., Name, occupation, hobbies, favorite sport/food/movie, etc.
3. After the 10 minute interviews, have each person introduce their partner to the group.

Activity II: What brings you through the door?

Purpose:

The purpose of this activity is to explore what it is that bring members to the meetings, either, what brought them to the first meeting, or what keeps them coming back.

Preparation:

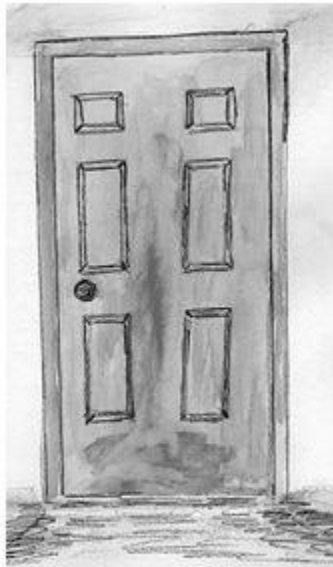
- Print out and photocopy the image of a door (provided below) (print out one copy per group member)
- Cut the images to fit on a cue card and paste on one side of the cue card.

Materials Needed:

- Cue cards
- Pens/markers

Instructions:

1. Handout the cue cards and ask members to write down what bring them through the door, meaning, why is it that they are part of the CCC.
2. The group can decide if they feel comfortable sharing their responses with the group.



What brings you through the door?

Activity III: Mapping our Community

Purpose:

To “map out” all of the individuals, organizations, or groups who are connected to your culture change coalition site(s).

Objectives:

1. To get a sense of who is at the table and who is missing from the coalition
2. To understand the organizational structure of the group/community/home, etc.
3. To better understand the meaning of acronyms and organizational language

Materials Needed:

- Post-its
- Flip chart paper or white board
- Markers (dry erase or regular, as required)
- Camera to take picture of final map (if using white board).

Instructions:

Option 1:

1. Hand out several Post-its to each CCC member.
2. Ask members to write down every person, agency, group, or organization connected to the culture change site that they can think of.
3. Encourage each member to place their Post-it on the flip-chart/white board. As each member places their Post-its on the board, use the markers to draw connections between the people, organizations, or agencies as they are added.

Option 2:

1. Divide the larger group into teams of 3-5 people (or size appropriate small groups).
2. Hand out a piece of flip chart paper and drawing materials to each small group.
3. Ask members to create a conceptual drawing that represents their culture change coalition site and the people, agencies, groups, and organizations that connect to it.
4. Gather as a large group and share your “maps.”

Activity IV: Determining Expectations

Purpose:

The purpose of this activity is for the group to explore their personal and group expectations for the coalition.

Preparation:

-On a piece of chart paper or the whiteboard create a table titled "Expectations" with two columns: "Personal" and "Group"

Materials Needed:

- Post-it notes (allow for several Post-its per person)
- Pens/markers
- Chart paper or whiteboard
- Instructions for participants (modify this document as appropriate for the audience)

Instructions:

1. Individually, all members (including facilitators) will reflect on the following three questions and write their responses on separate Post-it notes (note that each person will likely have several different responses):
 - What do you hope to gain from your involvement in the culture change coalition?
 - What do you hope to achieve as a group?
 - What difference will the culture change coalition make in your life?
2. Have members post their notes under the appropriate column (i.e., "Personal" or "Group")
3. As a group, discuss the responses.
4. Facilitators will record these suggestions and distribute them in the subsequent meeting minutes.

Activity V: Creating a Safe and Secure Environment

Purpose:

To identify what you need to feel safe in order to fully participate in this group.

Objectives:

- To ensure that the group feels safe sharing their perspectives openly and honestly without the fear of judgment
- To challenge our understandings in a respectful way

Preparation:

-On a piece of chart paper or the whiteboard create a table titled "Expectations" with two columns: "Personal" and "Group"

Materials Needed:

- Post-it notes (allow for several Post-its per person)
- Pens/markers
- Chart paper or whiteboard
- Instructions for participants (modify this document as appropriate for the audience)

Instructions:

1. Individually, all members (including facilitators) will reflect on the following questions and write their responses on separate Post-it notes (note that each person will likely have several different responses):
 - What do you need from your fellow culture change coalition members in order to fully participate in the coalition?
 - What do you need to feel safe and supported in this partnership?
2. Have members post their notes on the whiteboard or chart paper
3. As a group, organize the notes into similar categories (e.g., use of language, support from leaders)
4. Facilitators will record these suggestions and distribute them in the subsequent meeting minutes.

Activity VI: Determining the Values Guiding our Partnership

Purpose:

To develop the principles guiding your Culture Change Coalition.

Materials Needed:

-Copies of the group's expectations and safety/security needs (drawn from Activity II and III)

Instructions:

1. As a group, review the notes from Activity II – Determining Expectations and Activity III - Creating a Safe and Secure Environment.
2. Drawing from the findings of those activities, come to a consensus on the principles that will guide your work and interactions as a Culture Change Coalition.
 - a. You may need to consider how you will come to consensus in decision-making, both for this exercise and as you continue your work as a coalition. For example, does everyone need to agree for consensus or does majority rule?
3. Your principles will all look different – they should be true and authentic for the group that you work with. Some examples might be:
 - Cooperation between agencies is key
 - We need to build trust with persons with dementia throughout this process
 - Listen to each other without judgment
 - All ways of knowing and learning are valued
4. Facilitators will record these suggestions and distribute them in the subsequent meeting minutes. You may also consider printing and laminating a larger copy that you can bring in your meeting kit and refer to regularly.

Activity VII: Investigating Inclusion – Challenging Assumptions about People with Dementia

Purpose:

To use the words of persons with dementia to reflect on the impact of being included and excluded.

Objectives:

- To challenge assumptions about the ability of people with dementia to have a voice, to contribute, and to be meaningfully involved in decision-making

Advanced Preparation

- Print out each quote (provided in the quotes summary sheet on the next page) onto a cue card (or use pre-made cue cards, if available).

Materials Needed:

- Cue cards with quotes printed on them
- Copy of all quotes for each participant
- Notepads and pens for groups to record reflections

Instructions:

1. Divide participants into small groups
2. Hand out approximately 3 cue cards (with quotes on them) to each group
3. All group members (including facilitators) are encouraged to read the quotes on the cue cards that were provided to them.
4. The group will work together to respond to the following questions:
 - Upon reflecting on these quotes, what assumptions exist around persons with dementia?
 - How might these quotes influence how we interact with our partners?
 - What can we take from these quotes to help us in our Discovery Phase?
 - How do these quotes influence what you think about our Discovery process?
5. Join together as a larger group and share your quotes and reflections

Summary of Quotes

Quote 1:

“Several years ago I answered a little advertisement in a newsletter that was looking for people with early-stage memory loss to sit on a committee. This was my first contact with the Murray Alzheimer Research and Education Program (MAREP), at the University of Waterloo... I have formed such a great working relationship – a partnership – with MAREP. It is one that has been built over time to become one of TRUST and STRENGTH. Sherry and all of the staff have allowed my voice to be heard at a time when others have chosen not to validate my comments or for that fact even listen. It is difficult to be heard now when so many people think that I have nothing left to contribute, but guess what, they are mistaken.” (MAREP partner with dementia, Hounam, 2006, p. 10)

Quote 2:

“But what is so much more important for me is...is still having control over my life no matter how little that control is. That’s what is important to me. And that is why I continue on”. (Person with dementia, I’m Still Here Guide)

Quote 3:

“The person that has the disease [is] sometimes treated like they’re not here anymore....I think that’s very bad because we definitely are still here. And we might not have all our capabilities up there as we used to have, but I think some people treat people with Alzheimer’s disease like they’re not around with the program anymore and I don’t think that that’s totally true. We might not have great days all the time but sometimes we do, and I think that should be encouraged and try and make people more aware of what goes on with people with Alzheimer’s instead of just saying ‘oh they’ve got Alzheimer’s, so I guess they’re not with the program anymore, don’t want to talk to them.’ A lot of people I know will just walk by me or go the other direction if they see me now because they think I’m not the same person, which I’m not but I’m still here and I can still talk you know. (MAREP partner with dementia)

Quote 4:

“Well, I’m not hard to please...it interests me if you know, people pay attention to you...to stir things up a bit and enjoy a laugh and like the people that you are working with. It’s a change that we need. We can’t sit around all the time.” (Person with dementia, I’m Still Here Guide)

Quote 5:

“Learning that I can learn even with my dementia was so important. Now I belong to a support group online. It has made all the different to me. I am not so alone.” (Person with dementia, I’m Still Here Guide)

Quote 6:

“Such characterisations stigmatise us as being unable to be trusted, unable to be involved in our own life’s decisions, in our day-to-day living. When should I take a bath? Can I be trusted to spend time alone with my grand-daughter? Can I, should I drive, handle my own money, be trusted to answer the door? We are told we must now resign ourselves to allowing others to take care of us... We are told by many professionals, and even our own loved ones, sign away all our rights... We are expected to trust professionals who have not experienced our cognitive environment, and who were trained by others who have not experienced our cognitive environment. We are expected to trust them to do what is best

for us. They believe they know not only what is best, but that they know *all* there is to know about how best to take care of us. This mind set, this set of assumptions about people like you and me who are living with the symptoms of dementia, this mind set is simply wrong! It's destructive to me and others like me; it's destructive to caregivers, to families, to communities, and to the fabric of nations." (Taylor, 2008, pp. 30-31)

Quote 7:

"The more I know, the more empowered I feel...The more information that I have, the more confidence [I have]. It reduces the anxiety that I might feel." (Person with Dementia, A Changing Melody Toolkit)

Quote 8:

"As a committee member for the Changing Melody Forum, it has given me an opportunity to contribute experiences from my journey thus far and to advocate for my peers and myself in a social setting with a sense of belonging to promote my personal growth and learning with respect, dignity and well-being." (Person with dementia, A Changing Melody Toolkit).

Quote 9:

"I'm usually very optimistic but this really threw me for a loop...So, now that I've got all that straight I'm just far more optimistic. I've got plans. Get on with life; yes, and really spike it up...I'm not laying down anymore...I have to fill up my life...I still have a son here that needs lots of help yet, not willing to not be here for him either" (Person with dementia, I'm Still Here Guide).

Quote 10:

"One of the important things is, is being open about your circumstances, and asking for help and having said [that] both of those things...are extremely difficult to do...so... you've got to trust and understand the people you're being open with and asking for help because I have seen too many cases where they overreact and they're too quick to take your control away from you...where automatically when you get diagnosed with Alzheimer's people think that you're not capable of, of being on your own." (de Witt, 2006; de Witt, Ploeg, & Black, 2009, p. 279.

Activity VIII: Mini AI Activities

Purpose:

To engage participants with the Appreciative Inquiry Discovery process

Objectives:

- To introduce participants to the concept of the Discovery phase
- To practice interviewing skills
- To begin reflecting on possible Discovery questions for your CCC

Materials Needed:

- Copies of the practice Discovery questions for each person
- Notepads
- Pens or pencils
- Flip chart or whiteboard
- Whiteboard or regular markers

Instructions:

1. Have the group divide into pairs.
2. Have the pairs interview each other, taking turns. The first interviewer will ask the first 3 questions from the list below and the second interviewer will use the last 3 questions. Note that these questions may be adapted to make them more appropriate for the context of your particular CCC:
 - What gives life to [organization] when it is at its best?
 - What would you describe as a great moment at [organization]?
 - What was happening?
 - What were you feeling?
 - What made it a great moment?
 - What were others doing that contributed to this moment?
 - What do you value most about [organization]?
 - Tell me about a time when you felt that your voice and opinions were really being heard by [organization]?
 - How do people at [organization] make life positive for you?
 - If you had three wishes for [organization], what would they be?
3. Return to the group and identify key themes that emerged from the interviews.

4. Reflect on the experience by considering the following questions:

- What was your experience during the interview like?
- What did you like about the experience? What would you do differently?
- How might this information help us as a group in guiding our Discovery process?
- What questions might we change or add to our Discovery interview?

Handout I: Letter to Participants

Culture Change Coalition (CCC) Participation Information

Thank you for joining the Culture Change Coalition at ___(site)__. This letter provides you with some information about the project and your participation in the Coalition.

What is the goal of this project?

The goal of this project is to change the culture within LTC and community care settings to better reflect a relationship-centred/partnership approach. The focus is on improving the care experience and support for persons living with Alzheimer's disease or a related dementia (ADRD), their family members, and staff working in those settings.

What does the CCC do?

- CCC members will use an Appreciative Inquiry approach to collectively identify, and build upon, the strengths of ___(site)__.
- CCC members will make all decisions related to the change process and will collectively determine specific strategies to use throughout the Appreciative Inquiry process.
- The CCC is operating from an '*authentic partnership*' approach which:
 - recognises the capacity all citizens have to empower ourselves and others;
 - promotes equality and social justice;
 - views knowledge as an important vehicle for change;
 - values and incorporates lived experiences; and
 - uses critical reflection and dialogue.

What will be expected of me?

- You will be asked to participate in a 2 hour meeting once a month.
- Minutes will be taken at meetings and shared with the CCC so members can read them and follow through on action items.
- You may be asked to carry out duties or actions such as recruit participants for a survey or facilitate an interview.
- This is a five year project. A commitment to participate for at least a year is appreciated.

What else should I know?

- You may be asked to provide feedback about your experience with the CCC.
- We are interested in documenting the CCC process, so all CCC meetings will be audio recorded and the researchers will log events and interactions.
- You may also be asked to participate in an interview or a focus group in order to further understand your experience with participating in the CCC. If and when you are asked to participate, you will be provided with information ahead of time to enable you to make an informed decision about whether or not you would like to participate.
- All of the information we gather is for research purposes only and will only be shared with members of the research team.

- Your name will not be attached to any data or ideas that stem from this project unless you provide consent.
- You will be asked to respect the confidentiality and privacy of all persons involved in the CCC.

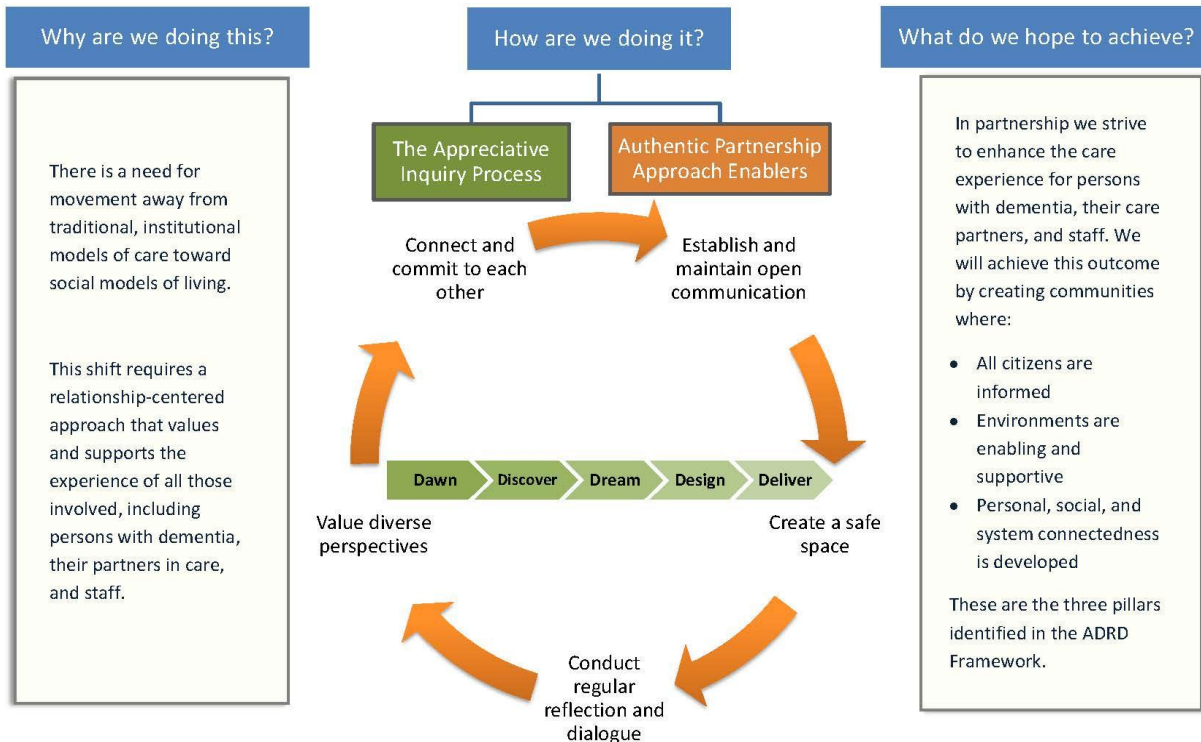
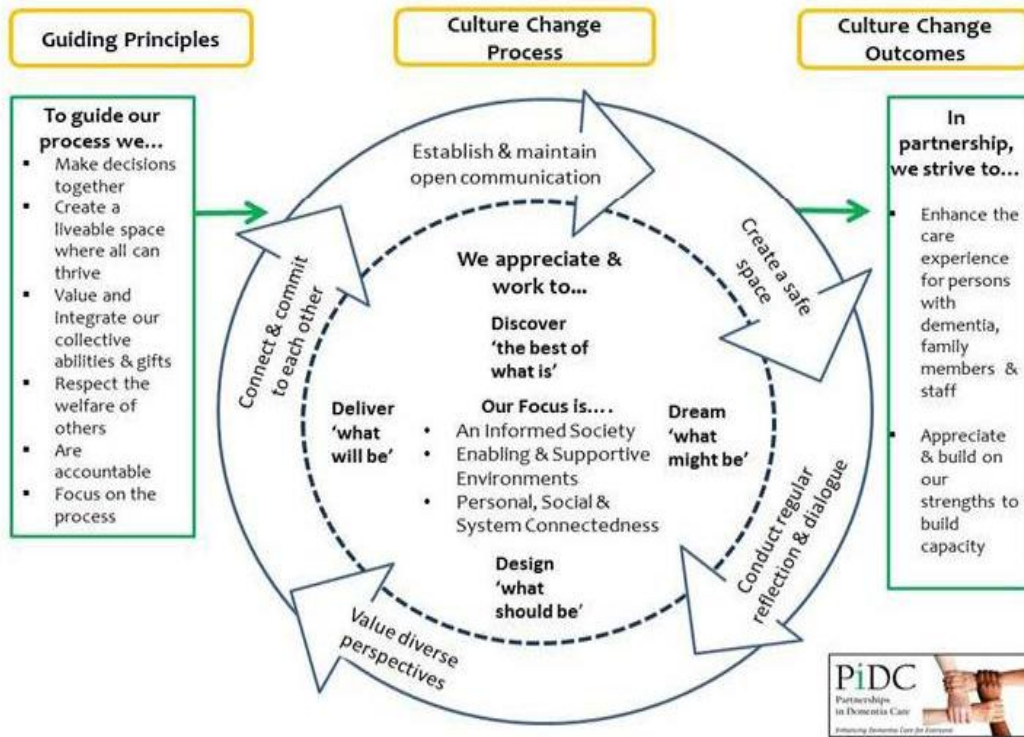
If you have any questions about the project, please do not hesitate to contact Dr. Sherry Dupuis, Director of MAREP at (519) 888-4567, Ext. 36188 or at sldupuis@uwaterloo.ca. This study has been reviewed by and received ethics clearance through the Office of Research Ethics at the University of Waterloo. The decision to participate in the CCC is yours and you can choose to leave the partnership at anytime by letting the CCC champion know. If you have any questions or concerns regarding your participation in this project, please contact Dr. Susan Sykes, Director, Office of Research ethics at (519) 888-4567, Ext. 36005, or by email at ssykes@uwaterloo.ca.

Thank you for your participation.

Dr. Sherry Dupuis

Director, Murray Alzheimer Research and Education Program (MAREP)

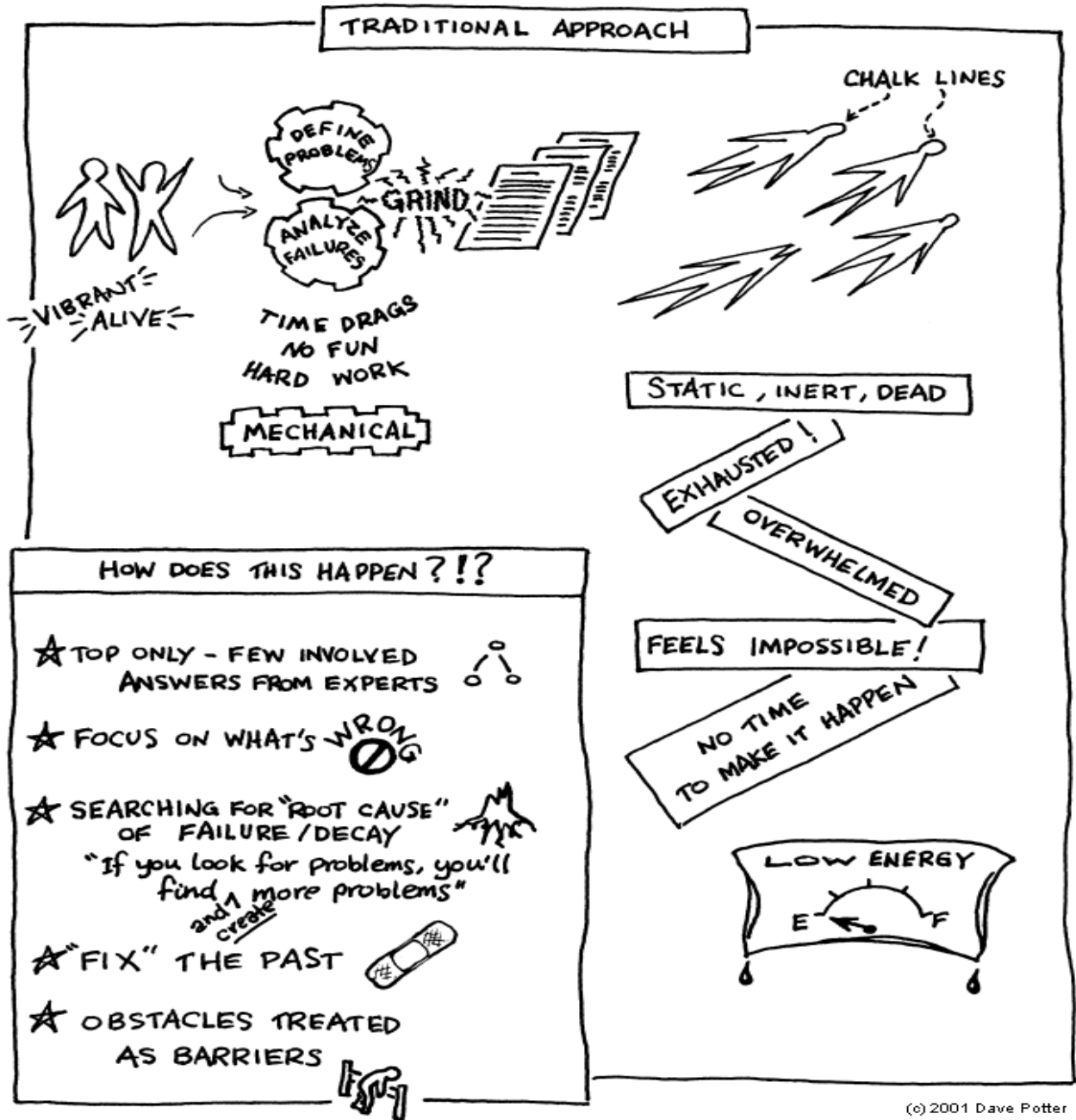
Handout II: Logic Models



Guiding principles adapted from the ADRD Framework and the Authentic Partnership approach:

- | | |
|--|--------------------------------------|
| (1) making decisions together | (4) respecting the welfare of others |
| (2) creating a livable space where all can thrive | (5) being accountable |
| (3) valuing and integrating our collective abilities and gifts | (6) focusing on the process |

Handout III: Traditional versus Appreciative Illustrations



APPRECIATIVE APPROACH

VIBRANT
ALIVE

SEARCH FOR WHAT WORKS
AMPLIFY WHAT GIVES
LIFE

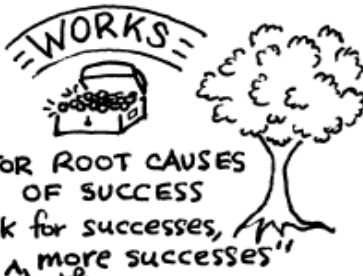
TIME FLIES
NEW POSSIBILITIES
UNEXPECTED CREATIVITY
ORGANIC, EMERGENT



HOW DOES THIS HAPPEN???

★ ALL (OR ALL LEVELS) INVOLVED
SOLUTIONS FROM WITHIN

★ FOCUS ON WHAT



★ SEARCH FOR ROOT CAUSES OF SUCCESS

"If you look for successes, you'll find more successes" and create

★ CREATE THE FUTURE

★ OBSTACLES TREATED AS RAMPS INTO NEW TERRITORY

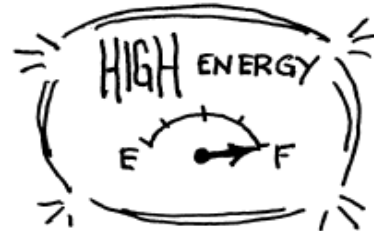


MORE ALIVE!

IN-SYNC

WHOLE GREATER THAN SUM OF PARTS

ENERGY CAN'T BE STOPPED



Handout IV: AI Journey

(Arrows Tool)

DAWN

LAYING THE FOUNDATION

PURPOSE

Establishing Culture Change Coalitions and developing skills and knowledge related to Appreciative Inquiry, Relationship-Centred Care, Authentic Partnerships, and the Alzheimer Disease and Related Dementias Planning Framework

RESULT

We are prepared to move forward with the first step of Appreciative Inquiry!

DISCOVERY

APPRECIATING THE BEST OF WHAT IS

PURPOSE

What needs to happen?

Gathering as many positive stories as possible and reflecting on positive highlights

RESULT

What will we end up with?

Participants will identify their 'positive core' or what is 'life giving' about their site/organization

DREAM

TO DETERMINE WHAT MIGHT BE?

PURPOSE

What needs to happen?

To share key themes emerging from stories and draft aspiration statements about 'what could be'

RESULT

what will we end up with?

Participants have created a set of aspiration statements which will help determine future actions

DESIGN

To IDENTIFY WHAT THE IDEAL SHOULD BE

PURPOSE

What needs to happen?

To identify actions for realizing the aspiration statements

RESULT

What will we end up with?

Participants have created and committed to actions that will realize the aspiration statements



DELIVERY/DESTINY
To EMPOWER AND IMPROVISE

PURPOSE

What needs to happen?

To identify how to sustain and support the actions

RESULT

What will we end up with?

Participants have identified the supports needed to sustain positive change and an 'Appreciative Eye' in their organization

Handout V: Overview of AI

What is Appreciative Inquiry?

- **Appreciative Inquiry (AI)** means to both ‘appreciate’ and ‘inquire’.
 - To ‘**appreciate**’ means to value and recognize the best in people, our strengths or the world around us. To ‘**inquire**’ refers to exploring and discovering new potential and possibilities.
- AI is different from other problem solving approaches because it focuses on strengths, rather than on ‘what’s wrong.’
- AI is a process that engages people at all levels of an organization to produce positive change.
- AI is based on the assumption that every organization has something that works right. The AI process seeks to discover what it is that gives life to an organization when it is most successful and connected to its members and community.
- AI begins by identifying what is positive about an organization and then uses these strengths to envision possibilities for the future.

What does using an AI process achieve?

AI can benefit any organization, large or small, because it all involves all people at all levels. Some of the objectives AI can achieve include:

- Creating a common-ground vision and strategy for the future
- Uniting staff and management in new partnerships
- Creating new dialogue to foster shared meanings
- Building new relationships and teams to facilitate positive change

What are the steps in an AI process?

There are four steps, or stages, of an AI process:

Step	Description
1. Discovery	Identify what gives life and appreciate the best of what is
2. Dream	Identify what might be and envision new possibilities
3. Design	Identify actions that will support the new possibilities
4. Destiny	Identify how to empower and sustain our actions

Sample I: Icebreaker ideas

Appreciative Questions

- What's a great moment you had in your work or life last week?
- Tell us about a time when you were part of something successful (personal, work, program started, accredited)
- When was the last time you felt your opinion contributed towards a positive change”
- Appreciative Resolutions: What was something great that you did last year that you want to continue doing. What positive experience or interaction would you like to learn from for the New Year?
- Based on your experiences of speaking with people with dementia, what is the most important thing that people need to know?
- How can people with dementia and their family members contribute to these meetings?
- What brings you to these meetings? What do you get most from attending these meetings?

Other ideas:

- Have members write down on the comment sheet their reflections on the process thus far.
- Use activities as ice breakers

Sample II: Personal and Group Expectations

The achievements that we hope to accomplish during our time participating in the Culture Change Coalition are:

- To enhance the care experience for (CCC site)
 - to learn new methods (tools) to improve care and service for the residents
 - to improvement or reinforcement of successful care giving options
 - to bring forward to staff the positives and empower them to make change
 - to create a happier environment
 - to understanding the priorities for this particular group and site
 - to see increased staff morale
 - to become more tuned into dementia experience
 - to create more family involvement with care

- To enhance participation and involvement
 - to create an avenue for wider involvement
 - to enhance the space for our families to speak and communicate
 - to enable families to help each other through their challenges
 - to increased communication between staff, residents, and families

- To collectively improve quality of life for anyone with Alzheimer's disease or a related dementia
 - to contribute towards creating positive changes in long term care
 - to feel that I have made a different to all
 - to participate with others to result in improved care

Sample III: Guidelines for Working Together

To create a safe and secure environment we commit to the following:

- We commit to being honest, building trust, and ensuring integrity.
- We keep information shared at our meeting confidential.
- We are safe to share opinions, or ask questions, without being judged or put-down.
- We accept, value, and include all perspectives and opinions into decision making. We will be accountable to ensure perspectives are included.
- We see the different backgrounds and experiences of our members as an asset.
- We are open to new possibilities and think 'outside the box'. No idea is too small or too big.
- We commit to non-adversarial discussions.
- We support others in creating a safe and secure environment.
- We consider each individual's needs.

Sample IV: Values Guiding our Partnership

The way that we guide our culture change process, and our interactions with one another, are as follows:

- We respect confidentiality.
- We commit to the group.
- We ensure representation from all groups.
- We value all perspectives.
- We create avenues for participation (particularly with important decisions).
- We ensure open communication (minutes returned within a week).

Sample V: The WIRL

THE WIRL

WORKING TOGETHER

- Cooperation between agencies is key
- We need to build trust with persons with dementia throughout this process

INCLUDING AND RESPECTING

- Persons with dementia can participate in this process
- We need to ask, respect, and include persons with dementia
- We need to give the chance for persons with dementia to speak, instead of speaking for them
- We need to validate the experience of persons with dementia

RECOGNIZING AND KNOWING

- We need to know each client and their history
- We need to see each person as an individual
- We need to recognize that persons still have a life even if they have dementia (they are still a spouse, parent, citizen, etc.)

LEARNING AND SHARING

- We need more awareness and education about dementia
- We need to empower ourselves and others through education, especially persons with dementia and the wider community
- It is important for us to share our Discovery phase results with persons with dementia
- Persons with dementia need to understand this project, their role in it, and the outcomes of it