PAPER

Technology for Health

Purpose The past decade has witnessed a rapid development in the use of information and communication technologies to reach and deliver interventions to dementia caregivers remotely[1]. The choice of using self-directed learning (SDL) versus instructor-directed learning in the delivery of online training courses has gained increasing attention from both engagement and adherence perspectives[2,3]. The lack of free time available to caregivers would argue for SDL to enhance motivation and engagement, given the caregiver could access the educational content at any available time. On the other hand, dementia caregivers, who typically have lower general and digital literacy, may have difficulty adhering to the SDL training intervention on their own. We assessed the perceived feasibility of an SDL intervention program for Chinese dementia caregivers, including family caregivers who provide support in the home, and staff in long-term care facilities. **Method** We conducted a formative evaluation with (n = 12) managers and administrators of senior care facilities in urban China to collect their input on feasibility of utilizing the SDL online course that was developed with an engagement design (*Figure 1*) to improve caregiving and self-care skills among ethnic Chinese dementia caregivers in the US. **Results & Discussion** The interviewees were generally positive about the SDL program in terms of its overall usability at both home and long-term care facilities in China and suggested that the SDL intervention program be implemented by incorporating a regularly scheduled (e.g., biweekly or monthly) discussion facilitated by an instructor from a long-term care facility or a home care agency in order to optimize adherence and course completion rates.

References
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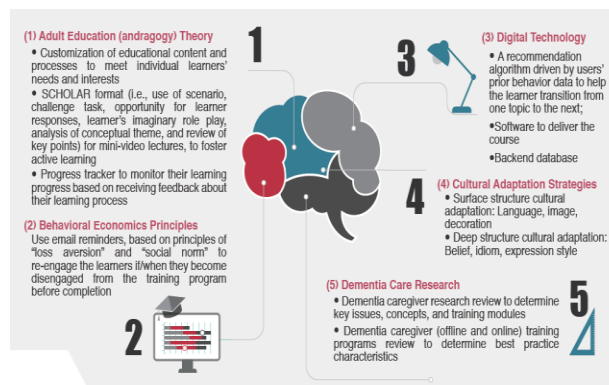
Figure 1. Features of the Engagement Design of the SDL Online Program for Chinese Caregivers