



*Developing Top-Notch CNAs, One Inservice at a Time*

*A Disease Process Module: **Understanding Alzheimer's Disease***

## **INSTRUCTIONS FOR THE SUPERVISOR**

### **Step One:**

- Make a copy of the Instructions for the Learner page. Return your original to the sheet protector. Add the following information to the copy:
  1. The name (or position) of the person to whom the aides should direct questions.
  2. The name (or position) of the person to whom the aides should turn in their quizzes.
  3. The date by which the quiz page should be turned in.
  4. The name (or position) of the person who will initial the aides' Inservice Club Membership Cards.
- Use this copy as your "master" as you make up the inservice packets.

### **Step Two:**

- Have the following copied for each learner:
  1. The **Instructions for the Learner** page.
  2. The **11 Page** Inservice newsletter.
  3. The **Quiz** page.

### **Step Three:**

#### ***For Self-Study Use***

- Distribute as desired—in employee mailboxes; folded in paychecks, etc.
- You may want to post the Quiz Answer Sheet in a prominent spot.

#### ***For Group Use***

- Read over the Suggested Participatory Activities, the Suggested Teaching Tips and the Suggested Discussion Questions.
- Select the activities you want to use during your inservice hour.



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## SUGGESTED PARTICIPATORY ACTIVITIES

### ACTIVITY # 1: SAFETY CHECK

- Give your staff about 5 minutes to look around the room and write down anything they notice that might be unsafe for Alzheimer's clients. For example, is there an unlocked window? Sharp edges on a table? Small items that might cause choking?
- Ask for their observations and write all of them down on a board, flip chart or overhead transparency.
- Discuss ways to make an environment safer for Alzheimer's clients.

### ACTIVITY # 2: WHAT IF?

Describe what your reactions and what actions you would take for the following situations.

- *An Alzheimer's client accused you of stealing money from her, and you were unable to convince her otherwise.*
- *Your home health client decided he was going to drive himself to the grocery store. He already had the keys and was heading to the car.*
- *Your Alzheimer's client grabbed you and touched you in a sexual manner.*

### ACTIVITY #3: MEMORIZE THIS! — A TEAM-BUILDING ACTIVITY

*This game requires participants to follow directions, focus and use memory skills! Talk about how easy it is to forget—even without a brain disease!*

- This activity can be performed with individuals or in teams if you have a larger group.
- The first person starts by performing a small task (Ex. Clap hands three times). Tell the group that the sillier the action - the easier it will be to remember! This will make the game wild and fun!
- The next person repeats the first task, then adds on one of her own (Ex. Clap hands three times, stick out tongue).
- Continue this pattern, with each person performing and adding a new task to the mix.
- If a participant can't perform the tasks in the correct order, she is "out". Keep playing until there is one winner left, if possible.
- Consider giving a small prize to the winner or to the last 3 standing.



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## SUGGESTED TEACHING TIPS

### TEACHING TIPS

- Make an overhead of the Quiz Answer Sheet.
- Take advantage of this inservice time to go over your workplace policies on handling aggressive behavior and wandering.
- Take some time to allow participants to discuss their reaction to:
  - The "What Excites You" box on page 3.
  - The "Think about It" box on page 4.
  - The "Talk about it" box on page 7.
  - The "Get Out" box on page 9.
- If possible, invite one or two family caregivers to the session to talk about what it feels like to have a spouse, parent or other loved one suffer with Alzheimer's disease. Encourage your group to ask questions and get feedback on what caregivers need most from them.
- During the meeting, serve healthy snacks and drinks and encourage participants to discuss how lifestyle choices can prevent Alzheimer's disease.

### RESOURCES

*The following resources were used in developing this inservice. You might want to check them out for further information:*

- The Alzheimer's Disease Education and Referral (ADEAR) Center at [www.nia.nih.gov/alzheimers](http://www.nia.nih.gov/alzheimers)
- The Fisher Center for Alzheimer's Research Foundation at [www.alzinfo.org](http://www.alzinfo.org)
- Family Caregiver Alliance at [www.caregiver.org](http://www.caregiver.org)
- Alzheimer's Association at [www.alz.org](http://www.alz.org)
- Yale New Haven Health System at <http://yalenewhavenhealth.org>
- [When the Doctor Says "Alzheimer's"](#) by Betty Weiss, 2004.

### PLEASE NOTE:

*Your staff may enjoy the following related In the Know inservices:*

- Client Safety Tips
- Home Care Safety Tips
- Understanding Depression
- Dealing with Family Members
- Emotional Losses in the Elderly
- Talking About Death
- The Normal Aging Process
- Meal Time Tips
- The Importance of Activity for the Elderly

*If your In the Know library doesn't include these titles, they are available for purchase by calling our toll-free number:*

**877-809-5515**





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## **SUGGESTED DISCUSSION QUESTIONS**

### **DISCUSSION QUESTION #1**

What factors put people at risk for developing Alzheimer's Disease?

ANSWER: **Age**—The risk of developing AD doubles every 5 years after the age of 65.

**Family history/Genetics**—Individuals with a parent or sibling with AD are more likely to develop it themselves.

**Lifestyle**—People who eat a poor diet, have sedentary lifestyle, or have poor control of heart disease, diabetes or obesity are at increased risk of developing AD.

### **DISCUSSION QUESTION #2**

- Ask the group if anyone has had a family member or close friend with Alzheimer's Disease. Ask if they would discuss how it felt to watch someone they love change and decline over time. Discuss the disease from the perspective of the family.
- Nancy Reagan referred to AD as "The Long Goodbye," which is what her daughter titled the book she later wrote about her father, Ronald Reagan. Ask those who have experience with AD in the family if "the long goodbye" is a good description of watching a loved on suffer with AD, Why or why not?
- If no one has personal experience with AD, ask why they think Nancy Reagan may have called it "The Long Goodbye."

### **HERE ARE MORE QUESTIONS THAT MAY SPUR SOME INTERESTING DISCUSSION:**

- What is your most treasured memory? How would you feel if you knew you were going to lose that memory?
- If you could find out now that you were going to develop Alzheimer's disease at age 70, would you want to know? Why or why not?
- Do you think that people should be allowed to continue driving a car after being diagnosed with Alzheimer's disease—even if they are in the early stage? Why or why not?



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## QUIZ ANSWER KEY

- 1. True**  
Alzheimer's is a progressive, degenerative disease for which there is no cure. There are medications to help slow the progression of symptoms, but they are not a cure.
- 2. False**  
Plaques and tangles **INTERRUPT** neurons from sending and receiving messages.
- 3. False**  
Researchers are looking at genetics, lifestyle choices and the normal aging process as possible causes of Alzheimer's disease.
- 4. Fill in the Blank**  
The only way to diagnose Alzheimer's disease for sure is by performing an **AUTOPSY** after the person has died.
- 5. B. Middle stage.**  
This is the stage when symptoms really begin to worsen.
- 6. True**  
Wandering is a common symptom in most AD clients. It's best to be prepared and put safety measures in place in advance of a dangerous wandering episode.
- 7. True**  
Clients with AD benefit when you keep a predictable routine, limit choices, and avoid sudden changes.
- 8. False**  
If your client becomes agitated and will not stop pacing, you should try to find out what is agitating her and see if there is a way you can eliminate the irritant (it may be a loud television, hunger, the need to urinate or any number of other things).
- 9. True**  
Speaking to your AD clients from behind may startle and frighten them. You should approach AD clients from the front and speak directly to them.
- 10. False**  
Drowsiness and anxiety are side effects of antidepressant medications. See page 5 for side effects of AD meds or ask the nurse about specific medications your client is taking.



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A Complete Civility Training Program: **The Real Healthcare Reform**

## AND ALSO FROM IN THE KNOW...

### CIVILITY TRAINING PROGRAM PACKAGES

How Many	Your Cost*
12	\$182.26
24	\$271.77
50	\$449.00
100	\$742.00
150	\$898.50
300	\$1,497.00

### WHAT YOU'LL GET:

- A copy of *The REAL Healthcare Reform* for each of your learners
- The Companion Instructor's Manual
- Engaging classroom activities and discussion questions
- Convenient PowerPoint presentations
- Tips for improving participation and keeping yourself organized
- A CD with master PDF copies of all the handouts and presentations
- SIX HOURS of inservice credit for your CNAs

\* Plus shipping

### ARE YOU READY TO DELIVER A COMPREHENSIVE CIVILITY TRAINING PROGRAM WITHIN YOUR WORKPLACE?

Did you know the Joint Commission recommends that all accredited healthcare organizations be responsible for handling and preventing incivility in the workplace?

***Civility training in the healthcare workplace is more than just a course in professional conduct—although professional conduct is the goal!*** Civility training teaches:

- Self-awareness
- Personal and professional integrity
- Communication skills
- A sense of ownership in the workplace
- Personal empowerment to solve problems with energy, creativity and enthusiasm

Based on the bestselling book "The Real Healthcare Reform," our Civility Training Program is unique because it immerses learners in the material in a fun and engaging way. **The program is written for all healthcare employees, clinical and non-clinical, and will benefit everyone in your organization.**

### GET STARTED TODAY!

Choose the package that fits the number of learners you wish to reach, then call us toll free at **877-809-5515** to place your order!







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## EVALUATION

**Employee Name** \_\_\_\_\_

**Date** \_\_\_\_\_  **Self-Study Inservice**       **Group-Study Inservice**

1. Put a checkmark in the box that best describes how you feel about each learning objective.

LEARNING OBJECTIVE	I am able to do this.	I might be able to do this.	I can't do this.	I'm not sure.
<i>Describe what is happening inside the brain of someone with Alzheimer's disease.</i>				
<i>Discuss the common side effects of AD medications and demonstrate proper protocol in reporting side effects when observed.</i>				
<i>List the 3 stages of Alzheimer's disease and describe the symptoms associated with each stage.</i>				
<i>Describe at least 3 ways to meet each of the following needs of the Alzheimer's client: personal care needs, nutritional needs, and emotional needs.</i>				
<i>Demonstrate at least 3 effective strategies for communicating with Alzheimer's clients.</i>				

2. Did you learn anything new that will help you in your job?  Yes       No

If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

3. If you have questions about the inservice information that did not get answered, note them here:

\_\_\_\_\_

4. Other comments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_