Course Title: Alzheimer's Disease & Related Disorders: (ADRD): Handle with Care -- Three hour training (#P1116)

Total Number of Contact Hours: 3

Intended Level of Learner: Introductory

Purpose/Goal: This course offers the healthcare professional a review of Alzheimer's disease progression and strategies for care and management of individuals with Alzheimer’s disease or related Disorders.

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<th>Objectives</th>
<th>Content</th>
<th>Resources</th>
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<td>Create an environment in which AD residents feel secure</td>
<td>Creating the Right Environment for AD Residents: --Environment --Staff Interaction/Approach --Security --Goals and Recommendations</td>
<td>Course Material Learning Scenario Test Questions</td>
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<tr>
<td>Describe the stages of AD and how it progresses</td>
<td>Disease Progression and Characteristics of ADRD Associated with Each Stage: --Stages of ADRD</td>
<td>Course Material Learning Scenario Test Questions</td>
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<td>Describe how ADRD affects communication skills</td>
<td>Communicating Effectively with Patients with ADRD: --Effective Communication Techniques --Communication Cards May Help</td>
<td>Course Material Learning Scenario Test Questions</td>
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</table>
| Identify challenging behaviors associated with ADRD | Behavior Identification and Management Symptoms and behaviors associated with each stage:  
--The Sources of Problem Behaviors  
--Medical / Physical Stress Factors  
--Emotional Stress Factors  
--Environmental Stress Factors  
--Psychosocial Stress Factors  
--Solutions for Managing Problem Behavior  
--Tips for Soothing Agitated Behavior  
--Tips for Calming Aggressive Behavior  
--Tips for tracking wanderers  
--Interventions for Sundowner's Syndrome or "Sundowning"  
--Remember the 5 "R's" of Managing catastrophic reactions  
--Behavior Profile  
--Tune-in to Your Residents to Prevent Problem Behaviors  
--Steps to Resolving Problem Behaviors  
--Set the Stage for Success  
--Intervention Communication Skills Review  
--Coping with Resistant Behavior  
--Restraints and Alternatives  
--Use of Restraints under OBRA | Course Material Learning Scenario Test Questions |
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<td>Employ general strategies for promoting independence in the beginning, middle, and late stages of ADRD</td>
<td>Applying the principles of independence and dignity, while assisting with Activities of Daily Living (ADLs): --Philosophy of Care --Modifying Daily Activities --ADL Assistance in Stages of ADRD --Communication Skills Review for Modifying Daily Tasks --Dressed for Success: Personal Care Strategies</td>
<td>Learning Activity Test Questions</td>
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<td>Identify issues and concerns of family members and patients with AD in early, middle, and late stages</td>
<td>Developing strategies and skills for working with families and caregivers: --Family Support Groups --Costs of Care: Time, Dollars, Feelings --Family Members: Part of the Care Team --Tips for Visiting Family Members --Helpful Strategies for Healthcare Workers Collaborating with Family --Keep the Family Involved --Grief, Bereavement, and Mourning --Share Support Resources with Family Members --Stress Management for Professional Caregivers</td>
<td>Learning Exercises Test Questions</td>
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<tr>
<td>Describe key features required to make activities for memory-impaired residents</td>
<td>Key Features of Activities for Memory-Impaired Residents: --Normalization</td>
<td>Learning Activity Test Questions</td>
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| List some “best practices” advice for organizing reminiscing activities with memory-impaired residents. | Reminiscing Activities with the Memory Impaired:  
--Benefits of Reminiscing Activities  
--Reminiscing in Groups  
--Guidelines for Reminiscing with Residents  
--Reminiscing Questions  
--Reminiscing “Theme Kits” | Course Material  
Learning Activity  
Test Questions |
|---|---|---|
| Apply clear ethical principles to the decision-making processes. | Aspects of ethics and related concepts:  
--Ethics Defined  
--What Ethics Isn't  
--Moral Principles  
--Universality  
--Values & Beliefs  
--Scenarios | Course Material  
Learning Activity  
Test Questions |