

Worksheet for Three-hour NH / Hospice / ADC Curriculum

Training Guidelines for the Special Care of Nursing Home Residents with Alzheimer's Disease or Related Disorders (incorporated from reference in Rule 58A-5.0191, FAC, pursuant to s 400.4178, FS)

The purpose of three-hour ADRD training is to provide **direct care staff** with the skills, techniques and strategies that will enable them to care for residents with ADRD on a daily basis. The three-hour training should include activities or exercises that allow participants to practice the skills and strategies they are learning. After completing the 3-hour ADRD training, participants should be able to:

- ✓ Identify other conditions that may result in symptoms that mimic ADRD;
- ✓ Understand what is currently known about the causes of ADRD and how it is diagnosed;
- ✓ Understand how the disease progresses and its symptoms, behaviors and challenges associated with each stage;
- ✓ Identify and manage behaviors common to patients or participants with ADRD;
- ✓ Provide personal care to patients or participants with ADRD guided by the principles of independence and dignity;
- ✓ Identify strategies for assisting the caregiver with ADLs of ADRD patients or participants;
- ✓ Help patients or participants with ADRD participate in group and individual activities that are positive and rewarding for the patients or participants; identify and employ stress management techniques and activities;
- ✓ Understand the impact of ADRD on family members and implement strategies for involving family members in the program;
- ✓ Create an environment that is safe, secure and supportive for both the patients or participants and the staff; and
- ✓ Identify common ethical conflicts that may arise when caring for patients or participants with ADRD.

Sample content of three-hour curriculum could include:

Behavior Management

Challenging behaviors associated with AD; Identification of causes
Problem-solving approach to challenging behaviors
Strategies and techniques for dealing with challenging behaviors
Alternatives to physical and chemical restraints

Assistance with Activities of Daily Living (ADLs) for residents with Alzheimer's Disease

Strategies for success in beginning, middle and late stages
Examples illustrating for success for the following:
Dressing
Grooming
Eating
Bathing
Toileting and incontinence

Activities for residents with AD

Group activities

Individual activities

Stress management for the care giver

Causes of stress for the care giver

Strategies and techniques for managing stress

Family Issues

Issues and concerns of family members of residents with AD in early, middle, and late stages

The grief process- how it relates to the multiple, ongoing losses associated with AD

Strategies for assisting family members to be involved with residents and the dementia care program

Identify local community resources/support services

Maintaining a therapeutic environment for residents with Alzheimer's disease

Philosophy of care

Physical environment (indoor and outdoor)

Security

Safety

Schedules and routines

Staff as part of the environment

Ethical issues and residents with Alzheimer's disease

Ethical principles incorporated into approaches to care

Autonomy

Beneficence

Justice

Case Studies that illustrate conflicts

Format and Didactic approach to training

Are there time formats laid out in the curriculum?

Do the time formats seem reasonable to achieve the learning objectives?

Does the curriculum provide the method used to convey materials?

Does the teaching method appear to achieve the learning objectives?

Is there a table of contents that orients learner and trainer?