**Guided Lecture Notes, Chapter 9, Caring for People With Dementia**

Learning Objective 1. Explain the difference between dementia and delirium. (Refer to **PowerPoint slides 2 to 4**.)

### Define dementia. Describe the experience of a person with dementia.

### Define delirium. Explain that while delirium is a state of confusion that can be relieved by addressing the underlying cause, dementia is a state of confusion that is permanent.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Describe the three major stages of dementia. (Refer to **PowerPoint slides 5 and 6**.)

### Discuss the phases of dementia.

### Identify the patient behavior in each of the three phases: mild, moderate, and severe.

### Discuss the nursing care needs of the three phases: mild, moderate, and severe.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Describe four major causes of dementia. (Refer to **PowerPoint slides 7 to 17**.)

### Discuss the prevalence of Alzheimer disease in the United States.

### Describe Dr. Alzheimer work in discovering the abnormal proteins that form in the brains of people with Alzheimer disease, plaques, and tangles.

### Explain the progressive stages of Alzheimer disease.

### Discuss vascular dementia.

### Mention to students that dementia has in the past also been called such terms as organic brain syndrome, cerebral vascular disease, or cerebral insufficiency and they may still see or hear these terms mentioned in the health care setting.

### Describe the cause of vascular dementia.

### List the conditions that put a person at a risk for developing vascular dementia.

### Describe what can be done to slow the progression of vascular dementia.

### Discuss Lewy body dementia.

### Describe the cause of Lewy body dementia.

### Describe the effects of Lewy body dementia.

### Discuss frontotemporal dementia.

### Describe the cause and effects of frontotemporal dementia.

### List the conditions that put a person at a risk for developing frontotemporal dementia.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4.List and define the “4 As” of dementia: amnesia, aphasia, agnosia, and apraxia. (Refer to **PowerPoint slides 18 to 21**.)

### Define and describe characteristics of amnesia.

### Define and describe characteristics of aphasia.

### Define and describe characteristics of agnosia.

### Define and describe characteristics of apraxia.

### Discuss various techniques which can be incorporated into a person’s daily care who is experiencing the “4 As.”

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Describe behaviors that are common in people with dementia. (Refer to **PowerPoint slides 22 to 34**.)

### Explain each of the following typical behaviors and describe the actions that are within a nursing assistant’s scope of practice for managing these behaviors. Explain that, as the dementia progresses, the person loses the ability to communicate effectively, and these behaviors may be the person’s primary means of communicating. - Wandering - Pacing - Repetition - Rummaging - Delusions - Hallucinations - Agitation - Catastrophic reactions - Sundowning - Inappropriate sexual behavior

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Describe strategies for managing difficult behaviors in people with dementia. (Refer to **PowerPoint slides 35 to 39**.)

### When caring for a person with dementia who is demonstrating a particular behavior, a nursing assistant needs to be observant. Discuss how finding answers to the questions “what,” “who,” “when,” and “where” can help the nursing assistant answer the most important question of all: “why?”

### Discuss why techniques used in the past, such as reality orientation, are not effective for a person with dementia.

### Explain that validation therapy emphasizes acknowledging a person’s reality. This helps to minimize agitation and protect the feelings of the person with dementia. Explain why validation therapy helps the caregiver to understand what the person with dementia is experiencing.

### Give examples of a dialog between a nursing assistant and a resident with dementia, one using reality orientation and the other using validation therapy. Be sure students see the effect of one communication technique versus the other on the person.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. List special considerations to keep in mind while helping a person with dementia with activities of daily living (ADLs), such as bathing, eating, and toileting. (Refer to **PowerPoint slides 40 to 48**.)

### Explain that, for a person with dementia, a routine activity like bathing or getting dressed can be very frightening and frustrating. What would it be like not to be able to remember how to get dressed? List five general strategies for helping a person with dementia with ADLs.

### Discuss why bath time can be a very frightening time for a person with dementia.

### Discuss how a nursing assistant can help reduce the person’s anxiety when assisting them with bathing.

### Discuss how a nursing assistant can help a person with dementia with dressing. Students have already learned that allowing a person to choose their own clothing is of primary importance when assisting with dressing. How can the nursing assistant ensure that this goal is met when caring for a person with dementia?

### Explain how a nursing assistant can help a person with dementia with eating. Explain that in some facilities, a feeding syringe may be used to feed a person with advanced dementia. Explain the advantages of a feeding syringe over a feeding tube. Caution that in many facilities, using a feeding syringe is beyond the scope of practice for a nursing assistant.

### Explain how a nursing assistant can help a person with dementia with elimination.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Describe special care measures to take to help maintain quality of life for a person with dementia. (Refer to **PowerPoint slides 49 to 56**.)

### List two common approaches to meeting the emotional needs of a person with dementia.

### Explain that in reminiscence therapy, the person with dementia is encouraged to remember and share experiences from their past with others.

### Explain that people with dementia can get bored too, and that activity therapy helps to alleviate boredom. Explain that activities may be planned for a group of residents or for just one resident.

### Explain the benefits of how music therapy (especially music to which the person can best relate) is helpful in calming a person.

### Explain the benefits of pet therapy, either as a local resident pet at the facility or a special therapy animal which may be brought in on a regular schedule, which can help to calm the people with dementia.

### Explain that when planning an activity, the nursing assistant must choose an activity that relates to the interests and abilities of the person or people who will be participating in it.

### Explain the care and potential risks for a person with late-stage dementia.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9. Describe the effects of caring for a person with dementia on the caregiver, and strategies for coping. (Refer to **PowerPoint slides 57 to 62**.)

### Discuss the effects of caring for the person with dementia on the caregiver. Discuss the kinds of situations that a caregiver may come across when caring for people with dementia.

### Emphasize that, although it is normal for a nursing assistant to become frustrated or angry with the behaviors shown by a person with dementia, it is NEVER acceptable to act on those feelings by striking or otherwise harming the person with dementia. Remind students of the risk factors for abuse that they learned in Chapter 4 and the strategies for preventing emotional “burnout” that they learned in Chapter 3.

### Have learners refer to learning activities located at the end of the chapter.