

Module 8: Special Considerations

Objectives

- Describe the "4 As" of dementia.
- Discuss behaviors associated with dementia and how you might manage them in the workplace.
- Identify ways to care for a person with dementia.
- Describe the effects of caring for a person with dementia on the caregiver and ideas for your personal self-care.
- Discuss the difference between physical therapy, occupational therapy, and speech-language therapists.
- Identify methods of communicating with Consumers with developmental disabilities.
- Identify methods of caring for Consumers with mental illness.
- Describe some ways to help meet the emotional needs of Consumers with cancer.
- Describe some ways to help meet the emotional needs of Consumers with HIV/AIDs.
- Describe some complications that can arise following surgery and how you can help manage them.
- Discuss the different needs of a school-age child versus an adolescent.

Key Terms

- TEDs
- NPOs
- Ambulation
- Dementia
- Alzheimer's Disease
- Sundowning
- Elimination
- PT/OT/Speech
- Protection of Rights

Content

!!! REMINDER !!!	
<ul style="list-style-type: none"> • ALWAYS FOLLOW YOUR FACILITY'S POLICIES AND PROCEDURES. • ALWAYS FOLLOW THE CONSUMER'S CARE PLAN. • NEVER WORK OUTSIDE YOUR JOB DESCRIPTION OR SCOPE OF TRAINING. • NEVER PERFORM MEDICAL/CLINICAL PROCEDURES OR INTERPRET MEDICAL CONDITIONS OR RESULTS. • REPORT OBSERVATIONS TO SUPERVISOR UNLESS INSTRUCTED OTHERWISE. 	
REFERENCE TEXTBOOK: UNIT 2: CHAPTER 9 – CARING FOR PEOPLE WITH DEMENTIA	
TEXTBOOK SECTION	NOTES
Dementia	
• What Will You Learn?*	
• What is Dementia?*	Include: <ul style="list-style-type: none"> • Box 9-1: Stage of Dementia*
• Tell the Nurse!*	
• Alzheimer's Disease*	
• Vascular Dementia*	This may include Consumers who have had strokes or traumatic brain injuries (TBIs).

• Helping Hands and a Caring Heart: Focus on Humanistic Health Care*	
• Frontotemporal Dementia*	This may include Consumers who have had strokes or TBIs.
• The "4 As" of Dementia*	
• Amnesia*	
• Short-Term Memory Loss*	
• Long-Term Memory Loss*	Disregard the following sentence from the textbook, it is never appropriate to lie to a Consumer. <ul style="list-style-type: none"> • DISREGARD: "Instead of telling Mrs. Pyne the truth, which is likely to cause her significant emotional distress, you could respond by suggesting that she have a little snack in the dining room while she waits because her father is going to be late." • Instead consider using redirection without the lie.
• Aphasia*	
• Expressive Aphasia*	
• Receptive Aphasia*	
• Agnosia*	
• Difficulty Recognizing Objects*	
• Difficulty Recognizing People*	
• Apraxia*	
• Behaviors Associated with Dementia*	
• Wandering*	
• Pacing*	
• Repetition*	
• Rummaging*	
• Delusions and Hallucinations*	
• Agitation*	
• Catastrophic Reactions*	
• Sundowning*	
• Inappropriate Sexual Behaviors*	PSSs should be aware that Consumers are allowed to masturbate. Facility policy and the Consumer's care plan should help the PSS know where it is acceptable for the Consumer to do this.
• Managing Difficult Behaviors*	NOTE: It is not within the PSSs Scope of Training to medically determine the cause of the behavior.

	<p>Report any changes in behavior to your supervisor.</p> <p>Include:</p> <ul style="list-style-type: none"> • Box 9-2: Situations That Can Cause Dementia-Related Behaviors* • Table 9-1: Reality Orientation Versus Validation Therapy* <p>Challenging Behavior</p> <p>Sometimes, a Consumer’s behavior may not be predictable or seem appropriate to you. These behaviors can be difficult to deal with. At times, you may not know what certain behaviors mean or why the Consumer is behaving that way. Seek the help and guidance of your supervisor and refer to the Consumer’s care plan.</p> <p>Annoying Behaviors</p> <p>Provocative, repetitive, nuisance behaviors exhibited by a Consumer that can be difficult and time-consuming. These types of behaviors usually do not compromise safety or threaten injury. Some examples might be:</p> <ul style="list-style-type: none"> • Provoking other Consumers to create a reaction. • Asking staff the same question over and over. • Engaging in behaviors that demand staff attention. • Complaining of imaginary illnesses or discomforts. • Breaking rules repeatedly for effect. • Repeatedly telling lengthy stories of personal misfortune. • Making repetitive gestures or noises. <p>Aggressive Behaviors</p> <p>Aggressive behaviors are those in which the Consumer is experiencing such internal discomfort that they are out of control. These behaviors are sometimes called a crisis or “melt down”. There are many types of aggressive behavior. No matter what type it is or what it is called, aggressive behavior can be potentially dangerous and serious. Examples include:</p> <ul style="list-style-type: none"> • A Consumer may become abusive to himself and bite his arm until it bleeds. • A Consumer may throw furniture or other items.
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	<ul style="list-style-type: none"> • A Consumer may stand, scream, and then run away. • A Consumer may be using a weapon such as a knife or piece of broken glass in a threatening manner. <p>The reason for such actions may be unknown to the staff. However, some common purposes of this type of behavior are to:</p> <ul style="list-style-type: none"> • Draw attention to the Consumer. • Engage staff and others in interaction. • Cause staff to do something they otherwise would not do. • Gain sympathy. • Test the impact of the Consumer’s behavior. • Add interest to situations that seem meaningless. • Provide self-stimulation. • Respond to an inner stimulus or feeling. • Be a symptom of an underlying medical disorder. <p>Interventions</p> <p>How staff members react can determine the length and severity of the outcome. Your thoughtful response can have a large impact. Your facility will provide any specialty training you may need to work with their Consumer population.</p>
Caring for a Person with Dementia*	<p>Include:</p> <ul style="list-style-type: none"> • Guidelines Box 9-1: Guidelines for Caring for a Person with Dementia*
<ul style="list-style-type: none"> • Meeting the Physical Needs of a Person with Dementia* 	
<ul style="list-style-type: none"> • Assisting with Bathing* 	
<ul style="list-style-type: none"> • Assisting with Dressing* 	
<ul style="list-style-type: none"> • Assisting with Eating* 	Paragraph 1 only
<ul style="list-style-type: none"> • Assisting with Elimination* 	
<ul style="list-style-type: none"> • Meeting the Emotional Needs of a Person with Dementia* 	<p>Several approaches that may be within the Consumer’s care plan are listed below and further details can be found in the textbook under the following headings:</p> <ul style="list-style-type: none"> • Reminiscence Therapy • Activity Therapy • Music Therapy • Pet Therapy

• Caring for the Person with Late-Stage Dementia*	
• Effects on the Caregiver of Caring for the Person with Dementia*	It is very important for the PSS to remember self-care.
What Did You Learn?*	Questions 1, 2, 3, 5, 6, 7, 8, 9, 10 only
REFERENCE TEXTBOOK: UNIT 7: CHAPTER 38 – CARING FOR PEOPLE WITH REHABILITATION NEEDS	
TEXTBOOK SECTION	NOTES
Caring for Consumers with Rehabilitation Needs	
• What Will You Learn?*	
• Types of Rehabilitation*	
• Physical Therapy*	
• Occupational Therapy*	
• Speech-Language Pathology*	
• Emotional Rehabilitation*	Your facility will train you on additional steps you must take if a Consumer talks about, or mentions, that they are thinking of committing suicide.
• Tell the Nurse!*	
REFERENCE TEXTBOOK: UNIT 7: CHAPTER 39 – CARING FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES	
TEXTBOOK SECTION	NOTES
Caring for Consumers with Developmental Disabilities	
• What Will You Learn?*	
• What is a Developmental Disability?*	Include: <ul style="list-style-type: none"> • Box 39-1: Common Causes of Developmental Disabilities*
• Protection of Rights*	
• Types of Developmental Disabilities*	
• Intellectual Disabilities*	Paragraph 1 through bullets only
• Down Syndrome*	
• Autism*	
• Cerebral Palsy*	
• Fragile X Syndrome*	
• Fetal Alcohol Syndrome*	
• Spina Bifida*	
• Communicating with a Person with a Developmental Disability*	
• Tell the Nurse!*	

• Meeting the Physical Needs of a Person with a Developmental Disability*	
• Assisting the Person with ADLs*	
What Did You Learn?*	Questions 1, 2, 3, 4, 5, 6, 7, 8, 9 only
REFERENCE TEXTBOOK: UNIT 7: CHAPTER 40 – CARING FOR PEOPLE WITH MENTAL ILLNESS	
TEXTBOOK SECTION	NOTES
Caring for Consumers with Mental Illness	
• What Will You Learn?*	
• Types of Mental Illness*	
• Anxiety Disorders*	
• Panic Disorder*	
• Obsessive-Compulsive Disorder*	
• Phobias*	
• Post-traumatic Stress Disorder (PTSD)*	
• Mood Disorders*	
• Depression*	
• Bipolar Disorder*	
• Schizophrenia*	
• Substance Abuse Disorders and Addiction*	
• Eating Disorders*	
• Anorexia Nervosa*	
• Bulimia Nervosa*	
• Binge-Eating Disorder*	
• Caring for a Person with Mental Illness*	
• Listening and Observing*	Remember only a licensed medical professional can assess and diagnose. The PSSs is responsible to observe and report but NEVER to assess/diagnose.
• Assisting with ADLs*	
• Concerns for Long-Term Care*	
• Tell the Nurse!*	
What Did You Learn?*	Questions 1, 2, 3, 4, 5, 6, 7 only
Matching*	Exclude 7 and 8
REFERENCE TEXTBOOK: UNIT 7: CHAPTER 41 – CARING FOR PEOPLE WITH CANCER	
TEXTBOOK SECTION	NOTES

Caring for Consumers with Cancer*	
• What is Cancer?*	
• Types of Cancer*	
• Warning Signs of Cancer*	
• Treatment of Cancer*	
• Helping Hands and a Caring Heart: Focus on Humanistic Health Care*	
• Meeting the Physical Needs of a Person with Cancer*	
• Managing Pain*	
• Managing Side Effects of Treatment*	
• Tell the Nurse!*	
• Meeting the Emotional Needs of a Person with Cancer*	
REFERENCE TEXTBOOK: UNIT 7: CHAPTER 42 – CARING FOR PEOPLE WITH HIV/AIDS	
TEXTBOOK SECTION	NOTES
Caring for Consumers with HIV/AIDS*	
• What Will You Learn?*	Background from Chapter 11: <i>Bloodborne and Airborne Pathogens</i> , p. 155: “The body then becomes unable to recognize and fight off infections, leading to the condition known as AIDS. People with AIDS do not die from the virus itself. They die from infections that the body is no longer able to fight. To date, there is no cure for AIDS and no vaccine for HIV.”
• What is AIDS?*	
• Tell the Nurse?*	
• Who is at Risk for HIV/AIDS?*	
• Protection of Rights*	
• Meeting the Physical Needs of a Person with AIDS*	
• Meeting the Emotional Needs of a Person with AIDS*	
• Helping Hands and a Caring Heart: Focus on Humanistic Health Care*	
What Did You Learn?*	Questions 1, 2, 3, 4, 5 only
REFERENCE TEXTBOOK: UNIT 8: CHAPTER 43 – CARING FOR SURGICAL PATIENTS	
TEXTBOOK SECTION	NOTES
Caring for Surgical Patients	
• Care of the Pre-Operative Patient*	

• Emotional Preparation*	Paragraph 1 only
• Helping Hands and a Caring Heart: Focus on Humanistic Health Care*	
• In the Days Leading Up to the Surgery*	
• The Evening Before the Surgery*	
• Care of the Post-Operative Patient*	Last two paragraphs only.
• Preventing Complications*	
• Respiratory Complications*	
• Cardiovascular Complications*	
• Anti-Embolism (TED) Stockings*	
• Tell the Nurse!*	
• Assisting with Positioning*	
• Assisting with Nutrition*	
• Assisting with Elimination*	
• Assisting with Hygiene*	
• Assisting with Walking (Ambulation)*	
What Did You Learn?*	Questions 2, 3, 4, 8 only
REFERENCE TEXTBOOK: UNIT 8: CHAPTER 45 – CARING FOR PEDIATRIC PATIENTS	
TEXTBOOK SECTION	NOTES
Caring for Children	“Although many of the procedures used to provide physical care to a child are very similar to those used with adults, it is very important to remember that children are not simply “little adults”. p. 821 Start with Paragraph 3 “Think also about the effect a child’s illness has on the family as a whole...”
• Caring for School Age Children*	
• Meeting the School-Age Child’s Physical Needs*	
• Meeting the School-Age Child’s Emotional Needs*	Paragraph 1 only
• Meeting the School-Age Child’s Need for Safety*	
• Caring for Adolescents*	
• Meeting the Adolescent’s Physical Needs*	
• Meeting the Adolescent’s Emotional Needs*	

• Meeting the Adolescent's Need for Safety*	
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