

Your Name: _____

Date: _____



Module 1 Worksheet: MAKING A CONNECTION

1. What does it mean to “make a connection” with people who have dementia?
2. Explain two benefits of speaking to someone with dementia in a positive, kind way.
 - a)
 - b)
3. List three examples of things to talk about with someone who has dementia to help build a connection.
 - a)
 - b)
 - c)
4. How would you adjust your approach as you connect with someone at each of the following stages of dementia?
 - Early Stage:

(#4 continued on next page)

CARES® Dementia Advanced Care™, Module 1 Worksheet (continued)

- Middle Stage:

- Late Stage:

5. It is not a good strategy to call someone with dementia “dear” or “honey” to make them more comfortable. What could you say instead?
6. You can almost always make a good connection with Mrs. Quintin, but today she is not even able to interact with you. List two reasons why this might be happening.
 - a)
 - b)
7. How long does it take to connect with a person with dementia?
8. List three times in a person’s day when you can easily make a meaningful connection with them.
 - a)
 - b)
 - c)
9. List at least two ways to share information about a person with other members of the care team.
 - a)
 - b)

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Module 2 Worksheet: EATING WELL

1. Why is it important to encourage people with dementia to eat on their own?

2. List two examples of how you can use “cues” at mealtimes to help someone with dementia remain independent.
 - a)
 - b)

3. It is important to be aware of the things that may affect a person’s ability or willingness to eat. List three of the most common:
 - a)
 - b)
 - c)

4. How can you help make mealtime pleasant for a person with dementia? List three ways.
 - a)
 - b)
 - c)

5. List two of the warning signs that a person with dementia is having trouble swallowing:
 - a)
 - b)

CARES® Dementia Advanced Care™, Module 2 Worksheet (continued)

6. Mrs. Peterson, a resident in the middle stage of Alzheimer's disease, is having trouble eating. She is rubbing her stomach, rocking back and forth, and staring at her plate. What may Mrs. Peterson be trying to communicate?
7. To increase appetite and promote good nutrition, serve many different foods—and a lot of each one—so the person with dementia eats more. **Circle the correct answer.**

True

False

8. For each of the following categories, list two things that can affect the ability or willingness of someone with dementia to eat.

- Physical or Health and Comfort Reasons:

- Environmental Causes:

- Problems with the Task:

- Communication Problems:

9. List two creative ways to make sure people with dementia get enough fluids during the day.

a)

b)

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Module 3 Worksheet: RECOGNIZING PAIN

1. List two verbal or physical signs to look for to recognize when a person with dementia is in pain, even if he or she cannot tell you in words.
 - a)

 - b)
2. Write down three ways you can help to ease pain or discomfort in someone you care for.
 - a)

 - b)

 - c)
3. Give an example of an instance where pain medication would be necessary.

4. What are two things you can do to help relieve a person's pain without giving them medication?
 - a)

 - b)

CARES® Dementia Advanced Care™, Module 3 Worksheet (continued)

5. What is “impaired pain perception”?

6. Joint pain is a common cause of discomfort during exercise activities for many elderly people. It is important to think about how pain might affect the ability of someone with dementia to do certain things. Give at least one example of specific causes of pain for each of the following categories.
 - Changes in Health and Comfort:

 - Environmental Causes:

 - Problems with a Task:

 - Communication Difficulties:

7. In your own words, write down the definition of “acute pain.”

8. In your own words, write down the definition of “chronic pain.”

9. What percentage of elders in long-term care facilities experience joint pain? _____ %

10. After you’ve visited with Mr. Marlon for a few minutes, you see that he is wincing with every movement. What are two possible reasons this could be happening?
 - a)

 - b)

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Module 4 Worksheet: MINIMIZING FALLS

1. Why is someone with dementia more at risk of falling?

2. What are three examples of what would be considered a fall?
 - a)
 - b)
 - c)

3. Describe three problems in the environment that increase the risks of falling for people with dementia.
 - a)
 - b)
 - c)

4. Give at least one specific cause of falling for each of the following categories.
 - Changes to the Eye or Visual System:

 - Changes to Joints or to Muscles:

 - Changes to Reflex Responses:

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Module 5 Worksheet: RETHINKING WANDERING

1. Define the term “wandering.”

2. List three reasons why someone with Alzheimer’s disease or a related dementia may be wandering.
 - a)

 - b)

 - c)

3. What are two positive aspects of wandering:
 - a)

 - b)

4. What are two negative aspects of wandering:
 - a)

 - b)

CARES® Dementia Advanced Care™, Module 5 Worksheet (continued)

5. Mrs. Jansen used to be a gardener. You notice that she continues to try to wander outside while repeating, "They need tending to." What is something you can do to help Mrs. Jansen?
6. What are two things you can do to prevent a person with dementia from getting lost?
- a)
- b)
7. The likelihood of wandering changes at each of the stages of Alzheimer's disease. Describe the wandering **behavior** that is common at each stage.
- Early Stage

 - Middle Stage

 - Late Stage
8. How can knowing the person with dementia help them to not wander?

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Module 6 Worksheet: MINIMIZING AND ELIMINATING RESTRAINTS

1. Define each of the following:
 - a. Physical restraint
 - b. Chemical restraint

2. List three examples of restraints:
 - a)
 - b)
 - c)

3. What are three good approaches to avoid using restraints on people with dementia?
 - a)
 - b)
 - c)

4. How can you involve family members so that restraints can be avoided?

CARES® Dementia Advanced Care™, Module 6 Worksheet (continued)

5. What is “the key” to minimizing the use of restraints?
6. What are three things you can do with people who have dementia to help eliminate or reduce the use of restraints:
- a)
 - b)
 - c)
7. You are in a staff meeting and your supervisor asks you to suggest three ways to help create a restraint-free environment. What suggestions might you have for the group?
- a)
 - b)
 - c)
8. Your organization has decided to stop using all restraints. This can lead to more falls, but that is okay, because the majority of the falls do not cause serious injury. **Circle the correct answer.**

True

False