



Module 1 Worksheet "MEET CLARA JONES"

1. **(Screen 3 and Screen 4)** You just met Mrs. Clara Jones. Now think about a person you actually care for. List 3 ways to learn about his or her family, likes and dislikes, hobbies and interests, food preferences, and previous career:
 - a)
 - b)
 - c)

2. **(Screen 5 and Screen 14-Video 1)** In your own words, what is "person-centered care"?

3. **(Screen 5-Critical Concept Pop-up)** True or False?
When you learn something about the person living with dementia, apply it in your caregiving. This will make their time with you more meaningful.
 - a) True
 - b) False

4. **(Screen 6)** You are both a caregiver and a team member. List 2 ways that you can help make activities more person-centered.
 - a)
 - b)

5. **(Screen 6 and Screen 14-Video 2)** List 2 ways to communicate effectively with people you care for:

a)

b)

6. **(Screen 7-Critical Concept Pop-up)** In your own words, define:

a) "Dignity" -

b) "Respect" -

c) "Choice" -

7. **(Screen 7)** Multiple Choice:

Treating the person with _____ is always the right way to respond!

a) Love, respect, and kindness

b) Dignity, respect, and choice

c) Approval, understanding, and humor

8. **(Screen 8)** The letters in CARES® stand for:

C = _____

A = _____

R = _____

E = _____

S = _____

9. **(Screen 8 and Screen 11)** List 3 ways to share information about the person with others on the care team:
- a)
 - b)
 - c)
10. **(Screen 12 and Screen 14-Video 4)** What are 3 things you can do to decrease your stress level?
- a)
 - b)
 - c)
11. **(Screen 14-Video 3)** What impact does person-centered care have on families, loved ones, and other care team members?

Module 2 Worksheet

“INTRODUCTION TO DEMENTIA”

1. **(Screen 6)** Alzheimer’s disease is a “terminal disease.” If you do not die from or of something else first, you will eventually die from Alzheimer’s disease.

a) True b) False
2. **(Screen 6)** Almost _____% of people over the age of 85 are at risk of developing Alzheimer’s disease.
3. **(Screen 6 and Screen 6-Critical Concept Pop-up)** List at least 3 additional facts about dementia not listed above.

a)

b)

c)
4. **(Screen 9)** List and describe the 7 basic “thinking abilities” that can be affected by dementia.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____
5. **(Screen 9-Motor Skills Video)** List at least 2 examples of a loss of motor skills for a person living with dementia.

a)

b)

6. **(Screen 9-Language Video)** When a person has trouble using language or remembering the right words, you can focus less on words and more on:



7. **(Screen 11-Critical Concept Pop-up)** Define the following:

a) “Dementia” –

b) “Alzheimer’s Disease (AD)” –

c) “Mild Cognitive Impairment (MCI)” –

8. **(Screen 11-Critical Concept Pop-up and Screen 16-Critical Concept Pop-up)**

True or False:

- Dementia is a general term that describes a group of symptoms.
 - a) True
 - b) False
- Race/ethnicity is the greatest risk factor for developing Alzheimer’s disease.
 - a) True
 - b) False
- Currently, there is no treatment that will prevent, stop, or reverse Alzheimer’s disease. But, there are some types of *dementia* that can be reversed.
 - a) True
 - b) False
- Men have a higher risk of developing Alzheimer’s than women.
 - a) True
 - b) False
- Other risk factors of Alzheimer’s disease include family history, genetics, and diet and lifestyle.
 - a) True
 - b) False
- Men have a higher risk of developing Alzheimer’s than women.
 - a) True
 - b) False
- Other risk factors of Alzheimer’s disease include family history, genetics, and diet and lifestyle.
 - a) True
 - b) False

9. **(Screen 11-Critical Concept Pop-up)** Alzheimer's disease is the most common form of dementia. It accounts for _____% to _____% of all dementia cases.

10. **(Screen 12)** List the 3 main stages of Alzheimer's disease (not including normal thinking or end stage).

a) _____

b) _____

c) _____

11. **(Screen 16-Critical Concept Pop-up)** List 3 conditions that can cause dementia-like symptoms (and can be treated).

a) _____

b) _____

c) _____

Module 3 Worksheet

“UNDERSTANDING BEHAVIOR AS COMMUNICATION”

1. **(Screen 2, Screen 3, and the Screen 12 Text, Video, and Info Pop-ups)** Describe “dementia-related behavior” in your own words

2. **(Screen 3 and Screen 15-CARES Tip Pop-up)** People living with dementia can do repetitive things like follow you around, tap their fork for 20 minutes, or ask the same question over and over. You should do what you can to stop these behaviors.
 - a) True
 - b) False

3. **(Screen 6-CARES Tip Pop-up)** List 3 things you can learn from family members that can help you understand the behavior of the person living with dementia:
 - a)

 - b)

 - c)

4. **(Screen 7-Pop-up Videos and Screen 13-Scenarios Pop-up Feedback)** Mr. Silverstein is living with dementia and is often confused, scared, and overwhelmed. Describe an effective, appropriate approach you could take with him.

5. **(Screen 13 and Screen 14)** Multiple Choice:
When it comes to communicating with people living with dementia who are **beyond** the early stage of the disease:
 - a) Speak to the person as little as possible. Your words will only confuse him or her.
 - b) Repeat yourself until the person does what you ask.
 - c) Teach the person simple routines. Actions are remembered even if the person forgets the words.
 - d) Adjust your facial expressions, tone of voice, and general attitude. This will help put the person at ease. It will also help you connect with him or her.

6. **(Screen 15)** By changing your approach or the environment, you can more easily guide or change the behavior of people living with dementia when necessary.

a) True

b) False

7. **(Screen 16-Critical Concept Pop-up)** The person living with Alzheimer's changes across the stages of the disease. Select all answers that apply:

a) You may need to change the environment.

b) You may need to communicate with the person in a different way.

c) Continue to focus on the person's strengths.

d) Help them continue to be involved with as many daily care activities as possible.

8. **(Screen 17)** The risk of elder abuse increases when someone is living with dementia. List the 7 different forms of elder abuse. Include at least one sign or symptom of each form.

a)

b)

c)

d)

e)

f)

g)

Module 4 Worksheet

“THE CARES® APPROACH”

1. **(Screen 2, Screen 3, Screen 7, and Screen 17)** In this program, you learned the CARES® Approach. Select all answers that apply:
 - a) It is a person-centered approach to care, which helps you care for people living with dementia in a sensitive, thoughtful, and respectful way.
 - b) It can be used at any time and in any situation with someone living with dementia.
 - c) It can be used at any stage of the disease.
 - d) It can be used by anyone who cares for, works with, or lives with someone with dementia including you, other family members, and professional staff members.

2. **(Screen 4-“C” Pop-up Video and Screen 5-“C” Pop-up Info)** List 2 ways to connect with a person living with dementia.
 - a)

 - b)

3. **(Screen 4-“A” and “R” Pop-up Videos)** List 2 benefits of assessing behavior when interacting with someone living with dementia.
 - a)

 - b)

4. **(Screen 4-“R” Pop-up Video and Screen 15-CARES® Reminder Card and CARES Tip Pop-up)** List 2 ways to respond appropriately to a person living with dementia.
 - a)

 - b)

5. **(Screen 4-“S” Pop-up Video and Screen 5-“S” Pop-up Info)** List 2 ways to “share with others” about the person living with dementia.
 - a)

 - b)

6. **(Screen 8-Key #2 Pop-up)** List the 6 steps to the Positive Physical Approach:
- a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____
7. **(Screen 8-Pop-up Topics/Keys)** List 5 other keys to success with CARES®:
- a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
8. **(Screen 13-CARES® Tip Pop-up)** You are using the CARES® Approach. Once you have made a connection with the person, do everything you can to maintain that connection.
- a) True
 - b) False
9. **(Screen 16-Assessment Process Pop-up)** When should a care plan be updated?
- a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
 - f) _____

10. **(Screen 16-Assessment Process Pop-up)** The assessment process gathers information from:
- a) _____
 - b) _____
 - c) _____
 - d) _____

11. **(Screen 16)** The team is creating a care plan for Ms. Bette Dunn. It should be comprehensive, so it can be used throughout the remainder of her life without being updated.

- a) True
- b) False

12. **(Screen 16-Life History Pop-up/Feedback)** In your own words, answer the following question:

A person's life history is useful for care planning. Which step of the CARES® Approach is the life history information most like? Why?

13. **(Screen 16-Advance Planning Pop-up)** A person's care plan should focus on dignity, respect, and choice throughout all stages of Alzheimer's disease.

- a) True
- b) False

14. **(Screen 16-Communication Pop-up)** Like the CARES® Approach, the assessment and care planning process is a team approach. The team should include as many members as possible. Team members could include:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____