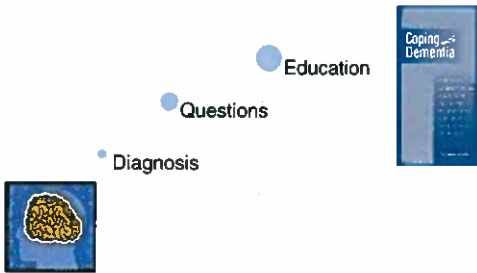


Coping With Dementia: An Educational Approach for the Patient, Family and Caregivers

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The Journey Ahead



Where Are We Going?

- Program Evolution
 - 1980's = Diagnostics & 1 Review Session
 - Late 1990's = "Coping with Dementia"
 - Highly structured
 - Less testing, more education
 - Mid 2000's = Current Protocol
 - More individualized
 - Maintenance format
 - Focus on functionality & patient/family goals

Where Are We Going?

- Program Philosophy
 - We **ARE** going to talk about the "Elephant in the room"
 - Empower the patient
 - Educate the family
 - Encourage independence



Where Are We Going?

- Who?
 - Patients with confirmed or suspected diagnosis of dementia or MCI
 - Family/Caregivers
- What?
 - Dr. referral
- When?
 - Any stage in the disease process within the mild to moderate level
 - The earlier the better
- How long?
 - Medicare maintenance guidelines
 - Average LOS 5-6 weekly sessions

Mapping the Course

- Documented Goals
 - Long-term: Maximize effective communication through education of strategies and techniques to use within the home and community environments.
 - Short-term:
 - Evaluate the patient's speech, language and cognitive skills in order to establish baseline ability and address the needs of this patient and family on a more individualized basis.
 - Educate the patient and family on the communicative changes commonly associated with dementia.
 - Educate the patient and family on communicative strategies and techniques in order to maximize the patient's strengths and compensate for the weaknesses.
 - Provide community resources concerning other professionals and/or organizations that are involved in the care of this population.

Mapping the Course

- Information Gathering
 - "Why are you here?"
 - Changes in communication, memory, and daily functioning
 - "Is there a specified diagnosis?"
 - Define "DEMENTIA"
 - "What do you hope to accomplish while you are here?"
 - Rehabilitation versus coping



Mapping the Course

- Informal and Formal Evaluation
- Binder
 - Welcome Letter
 - Journal/Questions
 - Goals
 - Communication
 - Information about Dementia
 - Patient & Caregiver Tips
 - Resources & Ideas
 - Suggestions



Mapping the Course

- | | |
|--|--|
| <ul style="list-style-type: none">● Early Stage<ul style="list-style-type: none">● 80/20● Strategies and compensations● Real-time practice● Education directed to patient and family● Giving the "why" | <ul style="list-style-type: none">● Mid/Lower Stage<ul style="list-style-type: none">● 20/80● Education directed to family and patient as able● Primarily compensations● Giving the "why" |
|--|--|



Family-Only Session
Allowable Under Medicare Guidelines

Mapping the Course

- Home Goals
 - For the patient and/or family to implement
 - Strategy or compensation to practice
 - Written out in layman's terms
 - Success with goals discussed every session
 - Modified as needed
- Journal
- Questions



Packing for the Trip

- Strategies
 - Active participation
 - Work from what they already use/do
 - Keep it simple
 - Practice in sessions and at home
 - Preemptive teaching
- Compensations
 - Passive participation
 - Family/Caregiver responsibility
 - Trial and error
 - Keep it simple
 - Practice at home and in sessions as able

Is technology appropriate?

Packing for the Trip

- Calendars/Planners
- Sticky Note Pads
- Recording Devices
- Dry Erase Boards
- Alarms and/or Timers
- Organizational Tools
- Environmental Aides
- Note Taking/Lists
- Routine









Packing for the Trip

- Communication
 - Verbal
 - Nonverbal
- Safety
 - Identification
 - Being left alone
 - Wandering
 - Access to hazardous items
 - Falls
- Medications
 - Over/under-dosage
 - Dispensing
 - Storage
- Finances
 - Bill paying
 - Access to funds

Packing for the Trip

- Personal Hygiene
 - Showering
 - Toileting
 - Grooming
 - Clothing
- Nutrition
 - Over/under-eating
 - Food monitoring
 - Shopping
 - Meal preparation
- Daily Routine
 - Chores
 - Activities
 - Appointments
 - Events
 - "Things to do"
- Driving
 - Assessment
 - Navigation
 - Maintenance

Maneuvering Through Detours

- Focus on coping versus rehabilitation
- Direct and indirect modeling
- Preemptive without focus on "doom" of future
- Use situations within the session to demonstrate effective management
 - Communication
 - Memory
 - Cognitive



Maneuvering Through Detours

- Helping the caregiver transition from observer to active helper
- Help them understand "just enough" help versus taking over
- Emerge through use of weekly goals
- Practice in the session by having them be the "clinician" during tasks that illustrate how they can help the patient
- Teach how to problem solve
 - Who? What? Where? When? Why?
- Be the detective



Are We There Yet?

- How to determine when discharge is appropriate
 - Patient/Family driven decision
 - "Lull" in the conversation
 - Functional management of needs at this point
- Ability to reinstate POC as the disease progresses