ALZHEIMER'S DISEASE AND OTHER MAJOR NEUROCOGNITIVE DISORDERS

Behavioural and Psychological Symptoms of Dementia (BPSD)

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Behavioural and Psychological Symptoms of Dementia (BPSD)

AUTHORS
Claire Bonin, MSc, Nursing Consultant
Valérie Fortier and Caroline St-Laurent, Clinical Nurses

REVISION
Dr. Jean-Robert Maltais, GeroPsychiatrist

GRAPHIC DESIGN
Service des communications | Direction des ressources humaines, des communications et des affaires juridiques

SPECIAL THANKS | ENGLISH CONTENT VALIDATION PROCESS
Claire Webster, Certified Alzheimer Care Consultant
Founder, Caregiver Crosswalk Inc.
www.carecrosswalk.com

Carmen Desjardins, BSc Nursing, Head of Service
Dementia program with psychiatric comorbidity
Douglas Mental Health University Institute – CIUSSS de l’Ouest-de-l’Île-de-Montréal

Éric Maubert, LLB MSc, Project Coordinator
Centre of Excellence on Longevity - RUIS McGill

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Introduction

It is now understood that the majority of people diagnosed with Alzheimer’s disease or a dementia related illness will most likely experience behavioural issues and/or psychological symptoms during the evolution of the disease. Referred to as behavioural and psychological symptoms of dementia (BPSD), these manifestations can occur in various forms ranging from irritability to hallucinations, and are, in most part, associated with cognitive decline. BPSD causes a great deal of discomfort for the affected person and results in incomprehension and distress on the part of their loved ones and caregivers. The use of non-pharmacological, pharmacological, and adapted environmental approaches may assist in preventing or reducing the occurrence of these symptoms.

Within the framework of the Ministerial Initiative on Alzheimer’s Disease and Other Major Neurocognitive Disorders, the BPSD component of the CIUSSS de l’Estrie – CHUS wanted to improve and facilitate BPSD management, in particular by creating 19 checklists pertaining to 5 themes and bringing together the basic information required. Drawing heavily on the practice guidelines of the pharmacological and non-pharmacological approaches, each checklist provides information in the form of summaries, clinical examples and images illustrating the particular theme.

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THE 5 THEMES

RECOMMENDED APPROACHES FOR PEOPLE WITH COGNITIVE IMPAIRMENTS
1. Basic approaches | People with cognitive impairments
2. Evolution of symptoms associated with cognitive impairment
3. Adapted environment

GUIDE FOR ASSESSING THE BEHAVIOURAL AND PSYCHOLOGICAL SYMPTOMS OF DEMENTIA (BPSD)
1. BPSD assessment process
2. Pharmacological interventions for BPSD | Basic guidelines
3. Use of a PRN medication for BPSD and progress note for PRN use
4. Assessment of orthostatic hypotension (OH)

RESISTANCE TO PERSONAL HYGIENE CARE
1. Main causes of resistance to personal hygiene care
2. History of personal hygiene care
3. Observation checklist during hygiene care
4. Specific approaches to hygiene care
5. Care sequence based on different parts of the body
6. Sponge bath

INTERVENING DURING A SEVERE REACTION
1. Triggers
2. Signs of escalation and interventions
3. Intervening after a severe reaction

BEHAVIOURS ASSOCIATED WITH FRONTOTEMPORAL DISORDER | PREVENTIVE APPROACHES
1. Behaviours associated with frontotemporal disorder
2. Recommended preventive approaches
For each theme, training sessions ranging from 90 minutes to 3 hours were developed for the primary care providers. When possible, the content takes into account the clinical situation and integrates the various checklists associated with the theme.

These checklists provide help and support to family and/or professional care providers who are looking after the patient on a daily basis. They can be used:

› as a supplement to training or to support general clinical practice or specific situations;
› to understand a specific problem or to improve interventions on a daily basis.

We are grateful to everyone who contributed directly or indirectly to the creation and production of these clinical tools, in particular, Johanne Bédard, Administrative Officer, and the staff of Service des communications de la Direction des ressources humaines, des communications et des affaires juridiques du CIUSSS de l’Estrie – CHUS.

The staff of the BPSD Component of the Ministerial Initiative on Alzheimer’s Disease and Other Major Neurocognitive Disorders consists of:

**BPSD CLINICAL NURSE SPECIALISTS**
Caroline St-Laurent, Clinical Nurse
Valérie Fortier, Clinical Nurse

**GEROPSYCHIATRY PRACTITIONERS**
Claire Bonin, MSc, Nursing Consultant
Dr. Jean-Robert Maltais, Geropsychiatrist
Dr. Jean-François Trudel, Psychiatrist

**PROJECT LEADERS**
Anne-Marie Simard, MSc, Clinical Nurse
Christine Giguère, MSc
RECOMMENDED APPROACHES FOR PEOPLE WITH COGNITIVE IMPAIRMENTS

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<tr>
<td>1.</td>
<td>Basic Approaches</td>
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<tr>
<td>2.</td>
<td>Evolution of Symptoms Associated with Cognitive Impairment</td>
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<tr>
<td>3.</td>
<td>Adapted Environment</td>
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### Daily Approach

1. Establish and maintain contact with the person through verbal and nonverbal communication (eye contact, voice, and touch).
2. Smile and have a relaxed expression when approaching the person.
3. Respect the person’s personal space when approaching them.
4. Move slowly and avoid abrupt, quick gestures.
5. Start the conversation by calling the person by their name and introducing yourself.
6. Use a soft, reassuring tone of voice.
7. Speak slowly and clearly.
8. Use positive, simple, short, and concrete sentences.
9. Use gestures and demonstrations to make yourself understood.
10. Give one instruction at a time and wait for a response or reaction.
11. Ask simple questions that require a short answer (yes or no).
12. Refrain from using childlike language.
13. Avoid excessive demands that cause the person to feel anxiety, frustration, or feelings of failure.
14. Refrain from confronting or arguing with the person.
**For an Optimal Approach...**

1. Knowing the person’s life story is essential.
2. The person’s routine must be respected (e.g., allow them to sleep in and letting them do what they are able to).
3. A calm environment is reassuring. Refrain from turning the television on during meals. Alternate between activities and periods of rest.
4. Encourage comforting routines, such as a bedtime ritual.
5. Repetitive occupational activities connected to the person’s past can arouse their interest. Looking at photo albums or catalogues, listening to old time music, as well as folding towels or baby clothes are examples of activities that can be done with the person.
6. Outdoor physical exercise, such as walking, promotes relaxation.
7. Offering them substantial, high-protein snacks throughout the day ensures that the person receives the required nutrients and promotes a feeling of well-being.

**Additional Approaches**

DIVERSION consists of redirecting the attention or focus of a person with intrusive or anxious thoughts by proposing a meaningful, repetitive activity or by talking to them about happy events from their past.

Example:
Talk to the person about their work on the farm, sing or walk with them, or allow them to wash their face during personal hygiene.

VALIDATION consists of recognizing the person’s emotions and life experience and in letting the person express them, rather than striving, at all costs, to make them aware of the current reality.

Example:
When faced with a person who wants to see their mother who passed away several years ago, listen to them, encourage them to talk about the situation, and notice if doing so reassures them.

**These interventions are recommended for use with people with moderate to severe cognitive impairments. It is important to observe how the person responds when such interventions are used.**
Evolution of Symptoms Associated with Cognitive Impairment

Symptoms may be present or absent and vary in intensity depending on the dementia type and evolution. As a result, the person may exhibit the behaviours described below.

**Impaired Attention**
- The person has more difficulty concentrating and completing tasks.
- They are more easily distracted by external stimuli.
- They tire more easily.

Provide a calm environment.
Attract their attention before speaking.
Offer periods of rest.

**Impaired Orientation**

**TIME**
The person has more difficulty remembering the date, season and time of day.

**PLACE**
The person becomes disoriented in less familiar surroundings and then has difficulty orienting themselves in known surroundings, such as the nursing home or their room.

**PEOPLE**
The person no longer recognizes less familiar people. The person will also experience difficulty recognizing friends and relatives.

In order to assist in orienting the person, use a calendar or photo on the door to their room. Try to maintain a consistency of staff.

**Impaired Memory**
- The person increasingly has difficulty remembering, misplaces belongings, or doesn’t remember recent visits by relatives.
- They remember past events more clearly than recent ones.

Refer to events in the person’s past more often and refrain from confronting them with their memory loss.
Evolution of Symptoms Associated with Cognitive Impairment

**Impaired Verbal Communication**

**ORAL AND WRITTEN COMMUNICATION**
They have increasing difficulty expressing themselves. They use short and incomplete sentences. They may also use confusing or made-up words or even stop communicating completely.

**Give them time to express themselves and provide multiple responses.**

**ORAL AND WRITTEN COMPREHENSION**
The person’s ability to understand complex and multiple instructions gradually diminishes.

**Give them short, simple instructions. Combine the instruction with a descriptive gesture.**

**Praxis Disorders**

[Difficulty or inability to perform simple tasks; no motor involvement]
The person has difficulty using utensils and eventually resorts to eating with their fingers. They have difficulty putting on and buttoning their shirt.

**Encourage them to try. If that doesn’t work, provide more help.**

**Impaired Judgement**
The person has difficulty or is unable to make decisions.
They are decreasingly able to initiate tasks, plan, organize, and make appropriate decisions given the situation.

**Help the person if they have limitations while allowing them to do what they can.**

**Gnostic Disorders**

(Inability to recognize objects, shapes, or formerly familiar faces)
The person no longer recognizes common items such as eating utensils or a comb. They can mistake the television remote control for a telephone or might even perceive a shiny floor as being a puddle of water.

**Provide them with the correct item and reduce stimuli in the environment that could be misinterpreted.**

REFERENCES


AUTHORS: Claire Bonin, MSc, Nursing Consultant, Valérie Fortier and Caroline St-Laurent, Clinical Nurses

GRAPHIC DESIGN: Service des communications

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Adapted Environment

Having an environment adapted to the person with cognitive impairment fosters their integration into the living surroundings and enables them to live with dignity. The following recommendations are complementary to the basic approach. They do, however, require a regular care provider and the family’s participation.

**Decrease or Increase Stimuli in the Environment**
- Use small rooms for rest periods or significant activities.
- Lower lighting and reduce ambient noise, especially during stimulating activities (hygiene, meals, leisure activities) and at the end of the day.
- Turn off the television during meals.

**Recreate the Living Environment**
- Select small units with layouts similar to that at home.
- Provide well-lit, indoor and outdoor walking areas (e.g., landscaped gardens), and ensure that spaces are uncluttered.
- Reduce reflections by refraining from waxing floors.
- Install time and place reference points such as:
  - Display photos that illustrate rooms (e.g., a bathroom).
  - Leave a nightlight on in the bathroom and the door open so that the person can better orient themselves.
  - Add decorative elements representing the season (e.g., a bouquet of lilacs in the spring).
  - Prepare meals in the unit to create the odours of home.
**Personalize Their Room**

- Put up orientation indicators:
  - Place a personalized item or a photo that the person recognizes on the door to their room. An old photo is sometimes more meaningful for a person with significant memory disorders.
  - Hang a calendar showing the month and day in a visible place.
  - Display newspapers in accessible and visible places.
- Decorate the person’s room with meaningful personal items (e.g., their bedspread, chair, an album containing photos they recognize, etc.).

**Implement Discreet Security Measures As Needed**

- Ensure that the person wears a Safely Home bracelet or carries identification.
- Conceal locks by painting them or installing them in hard to reach locations such as at the top of doors.
- Camouflage exits with a curtain, wall covering, or something similar.

**Simplify Meals**

- Reduce the number of items on the table.
- Use a solid coloured tablecloth and dishes with contrasting colours.
- Personalize meals which correspond to the person’s capabilities. Serve one dish at a time, use containers that are easy to handle, and provide appropriate utensils that allow the person to eat by themselves.

- Install alarm systems that signal when a door is opened.
- Lock up any items that could be dangerous for the person.
- Arrange drawers containing items that the person can use without restriction.
GUIDE FOR ASSESSING
THE BEHAVIOURAL AND PSYCHOLOGICAL
SYMPTOMS OF DEMENTIA (BPSD)

1. BPSD Assessment Process
2. Pharmacological Interventions for BPSD | Basic Guidelines
3. Use of PRN medication for BPSD and Progress Note for PRN Use
4. Assessment of Orthostatic Hypotension (OH)
## BPSD Assessment Process

**Description of the BPSD**

- What does the person do?
- Since when does the person do it?
- When does the person do it?
- Where does the person do it?
- How often does the person repeat these gestures or behaviours?

**Causes (cont.)**

- Depressive symptoms
- Side effects of medication
- Pain/discomfort
- Failure to meet basic physical needs (hunger, thirst, fatigue, constipation, etc.)
- Sensory problems (vision, hearing)
- Non-adapted approach and environment
- Sensory deprivation or overload
- Recent changes (medication, living environment, death, etc.)
- Other:

**INFORMATION NEEDED**

- Obtain the information from reliable sources.
- Ideally, observe the person in their living environment.
**Non-pharmacological approaches must be directly related to the causes, in addition to being personalized according to the individual’s life history.**

**Impact of BPSD**

(Risks, safety, exhaustion)

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**WHAT IS HELPING**

**WHAT IS NOT HELPING**

**Life History**

Previous Habits and Activities of Daily Living

**Sleep**

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**Diet**

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**Hygiene**

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**Interests | Passions | Leisure activities**

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**Work | Achievements**

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**Personality**

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**Important events**

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### Pharmacological Interventions for BPSD | Basic Guidelines

**Not recommended as the first choice or ineffective if:**
- Inappropriate bathroom or dressing habits
- Screaming (not related to pain or depression)
- Repetitive speech
- Inappropriate verbal or social behaviour
- Wandering, running away
- Repetitive behaviours (opening drawers, constantly asking for their cigarette)
- Increased oral habits (putting random objects in their mouth, excessive eating)
- Resistance to care (hygiene, dressing, taking medication)
- Hoarding rituals
- Living in the past (remembering past events and acting out accordingly)
- Anxiety related to tasks beyond their cognitive capacity

**Recommended as possibly effective in the event of:**
- Severe agitation
- Physical aggression
- Significant anxiety
- Inappropriate or serious sexual behaviours
- Significant depressive symptoms
- Sleep disorders
- Intrusive psychotic symptoms

**Important:**
- Medication must be used in combination with a non-pharmacological approach.

**Remember to**
- Try medications one at a time.
- Use the lowest effective dose.
- Monitor treatment effectiveness and side effects.
- If possible, discontinue the medication.

**Important:**
- Symptoms of BPSD must be eliminated before prescribing medication.
Use of PRN Medication for BPSD and Progress Note for PRN Use

**ADMINISTERING A PRN MEDICATION**
- Temporary, short-term measure (2 weeks), except where noted.
- Daily use to be avoided in order to preserve the properties of the PRN medication.
- If a PRN medication is used on a regular basis, question the medication profile.

*PRN comes from the Latin “pro re nata,” meaning “as needed.” Therefore, a PRN medication must be administered as needed.*
Note in the User’s File When Administering a PRN Medication

BPSD Present

Describe the person's reactions and possible causes of the BPSD:

- Repetitive speech, pacing
- Altered physical condition
- Noisy environment during care delivery

Describe the non-pharmacological interventions attempted:

- Diversion, validation
- Adaptation of the environment
- Presence, listening
- Activity

Record the PRN medication:

- Dosage
- Time administered
- Surveillance every 30 minutes
- Therapeutic response obtained [efficiency, symptoms observed and timing]

Advise the physician if:

- PRN medication administered frequently and regularly
- No effect obtained after PRN-medication administration
- Indications of delirium present

Example of a progress note:

Upon returning to the unit after taking part in a group activity, the resident's speech was repetitive and he said that he had to leave for work.

He got angry and raised his voice when another resident approached him.

He moved the armchairs around.

He remained agitated despite attempted interventions: attention, diversion, snack offered, and walking accompanied in the corridor.

Condition unchanged an hour later.

16:30: Ativan 0.5 mg PRN medication given and non-pharmacological interventions maintained.

17:15: Resident calmer and smiling. Remained calm throughout the meal and evening.

Attention offered every 30 minutes.
Assessment of Orthostatic Hypotension (OH)

Certain medications (e.g., antipsychotics, antidepressants, antihypertensive drugs, vasodilators, diuretics, etc.) can cause orthostatic hypotension (OH), that is, a sudden drop in blood pressure when a person changes position. Therefore, OH should be assessed prior to the intervention and during dose adjustment.

**Procedure**

1. Have the person remain still for 5 minutes, lying down, before starting the assessment.
2. Watch for any signs and symptoms during position changes and record them.
3. 1st blood-pressure (BP) and pulse readings to be taken when the person has been in a still position, lying down for 5 minutes.
4. 2nd BP and pulse readings taken 1 minute after having the person stand up.
5. 3rd BP and pulse readings taken 3 minutes after the position change.

In certain situations when the person’s collaboration is limited, BP can be taken in the sitting and standing positions.

**Signs and Symptoms**

- Dizziness
- Scotomata (spots in the visual field)
- Weakness
- Fatigue
- Loss of balance or falls
- Nausea
- Syncope (sudden, brief loss of consciousness)
- Altered state of consciousness
- Convulsions
- Other ____________________________

**Criteria Indicative of OH**

- Fall in systolic BP (SBP) of at least 20 mm Hg or a fall in diastolic BP of at least 10 mm Hg with position change.
- Presence of signs and symptoms (see possible “Signs and Symptoms”).

**Date of results ____________________________

**Time ____________________________

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<th>Pulse</th>
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<td>1st READING</td>
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<td>2nd READING</td>
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<td>3rd READING</td>
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**Symptoms:**

- Before treatment
- Dose adjustment period
RESISTANCE TO PERSONAL HYGIENE CARE

1. Main Causes of Resistance to Personal Hygiene Care
2. History of Personal Hygiene Care
3. Observation Checklist during Hygiene Care
4. Specific Approaches to Hygiene Care
5. Care Sequence Based on Different Parts of the Body
6. Sponge Bath
Main Causes of Resistance to Personal Hygiene Care

**Cognitive Losses**
- Impaired understanding and communication
- Impaired memory and orientation (e.g., the person has the impression they have already performed their hygiene)
- Difficulties related to initiative, planning, organization, and decision-making (IPD) (e.g., the person is not aware of their disabilities; they fail to bring the products required for hygiene)

**Failure to Meet Basic Physical Needs**
- Pain and discomfort
- Fatigue and lack of sleep
- Urge to urinate
- Hunger
- Modesty and embarrassment

**Past Habits Not Considered**
- Frequency (e.g., twice a week instead of twice a day)
- Type of hygiene care (e.g., sink, shower, or bathtub)
Main Causes of Resistance to Personal Hygiene Care

**Ageing and Thermoregulation**
- As they get older, people generally become more sensitive to cold.

**Unadapted Physical Environment**
- Room too cold
- Uncomfortable equipment (e.g., poorly adjusted bench, wet lift-seat belt, etc.)
- Unsuitable atmosphere:
  - Very noisy
  - Overly bright lighting
  - Physical setting not like a bathroom in appearance

**Care Providers Use Unadapted Approach**
- Approach too abrupt
- Not familiar enough with the person’s capabilities and disabilities
- Inappropriate equipment and preparation (e.g., running the bath water after bringing the person into the bathroom)
- Inappropriate technique (e.g., starting hygiene care by washing the person’s hair)
- Improper use of medication (e.g., giving an anxiolytic instead of an analgesic to a person who is resisting due to pain)
RESISTANCE TO PERSONAL HYGIENE CARE

History of Personal Hygiene Care
To be completed with the family caregiver

Becoming familiar with the personal hygiene history of the individual with dementia may reduce the negative reaction towards hygiene care and make it easier to gain their cooperation. This information will help you to prepare a hygiene care program adapted to the person’s preferences and past practices.

**What motivated the person to bathe or shower?**
[Check off more than one box, if appropriate.]
- Personal hygiene
- Relaxation
- Sleep aid
- Pain control
- Other ________________

**At what time of day did they perform their personal hygiene?**
[Check off more than one box, if appropriate.]
- In the morning
- Before bedtime
- At no particular time
- Other ___________________

**How often did they perform their hygiene care?**
- Less than once a week
- 1 to 2 times a week
- 3 to 4 times a week
- Daily
- More than once a day

**What were their hygiene care preferences?**
- Bathtub
- Shower
- Sink

Have there been any changes to this in recent years?
- Yes  No

Comments ____________________________
__________________________________________________________________________

**Did they enjoy performing their hygiene care?**
- Liked it very much
- Yes
- Not particularly
- Disliked it
Under what conditions did they like performing their hygiene care?

- [ ] Music
- [ ] Subdued lighting
- [ ] Candlelight
- [ ] Other __________________________

Describe the person’s current capacity to take part in hygiene care.

- [ ] No help required
- [ ] Requires significant guidance when bathing or dressing
- [ ] Requires help for more than half of the task
- [ ] Totally dependent

Are there any other specifics that could have an impact on obtaining the person’s cooperation for hygiene care?

For example, fear of water, rapid hygiene, etc.

- [ ] Yes  [ ] No

If so, describe them briefly __________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Make a list of useful suggestions for the person’s hygiene and personal care.

For example; special products, strategies used, specific procedures, water or room temperature, etc.

Useful suggestions: __________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Completed by: __________________________
Relationship: __________________________
Date: __________________________
Observation Checklist during Hygiene Care
To be completed by the care provider.

First name: ___________________  Surname: ___________________

Name of the practitioner performing the care: ___________________

Observe the following elements at each step:

- Environmental surroundings.
- The person’s reactions (e.g., indications of pain, modesty, discomfort, agitation, anxiety, fear).
- What the person says.
- Triggers that may agitate or calm the person.
- The care provider’s approach: what they say, what they do or do not do.

**BEFORE HYGIENE CARE**

<table>
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<tr>
<th>Observations</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>› Care start time</td>
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<tr>
<td>› Interventions performed prior to care (take the person to the bathroom,</td>
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<tr>
<td>rest period, etc.)</td>
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<tr>
<td>› Person’s mood before approaching them</td>
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<tr>
<td>› How the person is approached (words and gestures used)</td>
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<tr>
<td>› Person’s reaction to the request</td>
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<td>› Calming or analgesic medication given beforehand</td>
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<td>□ Yes □ No</td>
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<tr>
<td>› Required material prepared before care provided (toiletries and clothing)</td>
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<td>□ Yes □ No</td>
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<tr>
<td>› Room temperature adjusted</td>
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<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>› Type of hygiene observed</td>
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<tr>
<td>□ Partial washing</td>
<td></td>
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<tr>
<td>□ Full bath in the bathtub</td>
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<tr>
<td>□ Shower</td>
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<td>□ Other ______________________</td>
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### Observation Checklist during Hygiene Care

#### DURING HYGIENE CARE

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<td>&gt; Regular staff □ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>&gt; Physical environment (noise, lighting, room temperature, location, etc.)</td>
<td></td>
</tr>
<tr>
<td>&gt; Number of care providers</td>
<td></td>
</tr>
<tr>
<td>&gt; Care sequence used (refer to the Sequence of Care according to Body Part checklist)</td>
<td></td>
</tr>
<tr>
<td>&gt; Areas of body covered and at what moment when care was administrated</td>
<td></td>
</tr>
<tr>
<td>&gt; Verbal and nonverbal communication of care providers (rhythm, reassuring words)</td>
<td></td>
</tr>
<tr>
<td>&gt; Interventions performed according to abilities and disabilities (cognitive and functional)</td>
<td></td>
</tr>
<tr>
<td>&gt; Interventions (helpful or not helpful) during agitation</td>
<td></td>
</tr>
<tr>
<td>&gt; Care completed in full or in segments (hair care, nail trimming, oral hygiene)</td>
<td></td>
</tr>
<tr>
<td>&gt; Use of data related to the personal hygiene history □ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>&gt; Duration of the intervention</td>
<td></td>
</tr>
</tbody>
</table>

#### AFTER HYGIENE CARE

<table>
<thead>
<tr>
<th>Observations</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Reaction of the person while dressing</td>
<td></td>
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<tr>
<td>&gt; Sign of affection used</td>
<td></td>
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<tr>
<td>&gt; Location to which the person is directed</td>
<td></td>
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<tr>
<td>&gt; Rest period offered □ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>&gt; Practitioners’ comments related to the care provided (level of difficulty, comparison with other hygiene, effectiveness of interventions attempted)</td>
<td></td>
</tr>
</tbody>
</table>

Observed by: ___________________________  Date: _______________
Specific Approaches to Hygiene Care

BEFORE HYGIENE CARE

- Prepare all of the necessary material before going to get the person. Refrain from running water in their presence. In the case of some people, however, it may be more appropriate to involve them in the preparation.

- Ensure that the environment is comfortable (e.g., warm room, towel on the bath chair, etc.).

- Ensure that their basic needs are met (e.g., bring the person to the bathroom, offer them a snack, check if they have pain).

- If possible, provide hygiene care after a period of rest.

- Take into account the person’s past habits (e.g., rituals, frequency, preference of bath, shower, or sink, etc.).

- Be flexible (e.g., postpone care until later, if needed, as trying again 10 minutes later can sometimes work. Provide hair and nail care at another time).

- Take note of the specific guidelines regarding the person in the work plan before starting.
### DURING HYGIENE CARE

- [ ] Allow the person time to do whatever they can do.
- [ ] Cover the person’s shoulders and thighs with a towel during hygiene care.
- [ ] Follow a familiar routine and be consistent in the way of doing things.
- [ ] Begin the care with the least painful and the least intimate parts of the body.
- [ ] Give simple instructions, one step at a time, and accompany your words with a gesture (e.g., “Pick up the washcloth,” or “Wash your face”).
- [ ] Use diversion with themes that are meaningful to the person.
- [ ] Focus on the person’s reactions throughout the task. Adjust according to their pace.
- [ ] Stop the task in progress if the person is agitated. Reassure the person and start again when they have calmed down.
- [ ] Regularly encourage the person and use reassuring words (e.g., “It’s okay,” “I’m almost done,” “You help me a lot”).

### AFTER HYGIENE CARE

- [ ] Always complete hygiene care with an encouraging word or gesture (e.g., thank the person, offer them a snack or a coffee, etc.).
- [ ] Offer the person a period of rest after hygiene care.
- [ ] If necessary, identify the problem elements and inform the practitioner in charge.
- [ ] Share the positive interventions with the whole team.

### IN OTHER WORDS, I PERSONALIZE THEIR CARE!
The following is a way to personalize hygiene care in order to reduce the risk of aggressive and severe reactions from the person:

1. Hands
2. Forearms
3. Arms
4. Neck
5. Feet
6. Calves
7. Thighs
8. Shoulders
9. Torso
10. Genitals
11. Face
12. Hair

Depending on the situation, it may be best to start with the person’s feet.

If the person is able to take part, offer to let them wash their face at the beginning of care.

It may be better to provide hair and nail care at another time.
**RESISTANCE TO PERSONAL HYGIENE CARE**

**Sponge Bath**

**Preparation of Materials**

› Place the folded towels and washcloths in the plastic bag in the order shown.
› Fill the pitcher with hot water [temperature of about 108°F or 42°C] and add 20 mL of no-rinse soap.
› Pour the soapy water on each of the towels and washcloths in the plastic bag.
› Mix the towels so they are uniformly moistened.
› Place the plastic bag in an insulated bag.

**Order for placing the folded linen in the plastic bag**

| 1 washcloth | Face |
| 3 washcloths | Buttocks |
| 1 towel | Back |
| 2 washcloths | Genitals |
| 2 to 3 towels | Torso, armpits, arms, hands |
| 2 towels | Legs |

**Also Required**

- 1 pitcher of hot water (108°F or 42°C) and 20 mL of no-rinse soap
- 2 heated flannel blankets
- 1 insulated bag
**STEP 2**

**Hygiene**

- The person should be kept warm and covered during the entire bathing process.
- Wash the person by massaging them with your fingertips.
- Wash one part of the body at a time, paying attention to the person’s emotional reactions.
- Cover the person’s entire body with the first flannel blanket and then remove the person’s clothing (except for incontinence briefs).
- Raise the flannel blanket covering the legs up to the incontinence briefs. This leaves the person’s feet and legs uncovered.
- Cover their feet and legs with the warm towels.
- Gently massage the person’s toes, feet, and legs. Bend the person’s knees to give you access to the back of their legs.
- Remove the warm towels covering their feet and legs, and quickly cover their lower limbs with the flannel blanket.
- Cover and massage their torso and arms with the towels provided for this purpose. Place the second flannel blanket over the person’s upper body once the massage has been completed.
- Leave the blanket in place and remove their incontinence briefs. Use the two washcloths to wash their genitals.
- Turn the person on their side, put the last towel on their back, and wash with a massaging motion.
- Use the three washcloths to wash the buttocks area. Put on a clean pair of incontinence briefs. Reposition the person on their back in a comfortable position.
- Wash their face with the last washcloth.

**STEP 3**

**Rest Period**

- Keep the person covered so that they stay comfortably warm and let them rest. Dress them afterwards.

**STEP 4**

**Hair Care**

- Provide hair care at another time if the person is agitated.
- Use the no-rinse shampoo with a washcloth to wash their hair.
- Rinse with another washcloth.

REFERENCES


AUTHORS: Claire Benin, MSc, Nursing Consultant, Valérie Fortier and Caroline St-Laurent, Clinical Nurses

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INTERVENING DURING
A SEVERE REACTION

1. Triggers
2. Signs of Escalation and Interventions
3. Intervening after a Severe Reaction
## Physical and Emotional State
- Cognitive impairments
- Pain
- Discomfort (hunger, thirst, urination, feeling cold, constipation, etc.)
- Fatigue
- Sensory disorders (visual, auditory)
- Boredom, mistrust, anxiety
- Basic personality
- Medication (side effects, added medication, sudden cessation)
- Changes in health condition, delirium

## Physical and Personal Environment
- Too much stimuli
  (crowded corridors, loud talking, rushing comings and goings, agitated shift change, other residents shouting, etc.)
- Unadapted environment
  (no wandering areas, little intimate space, no familiar objects or reference points, etc.)
- Lack of staff stability

## Tasks
- Too complex
- Too long
- Different from past habits
- Triggers of old fears

## Communication
- Basic approach not applied
  (voice too loud, speech too fast, vocabulary too complex, etc.)
**Signs of Escalation and Interventions**

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**SEVERE REACTION**

Immediate Intervention
(Important to intervene as soon as the first signs of escalation appear)

- Remove the trigger element.
- Reduce stimuli
  (remain calm, speak in a low voice, give short instructions, reduce noise, etc.).
- Create a diversion
  (get the person moving or promote movement, change their ideas, etc.).
- Put a distance of ± 1 m (3 feet) between yourself and the person.

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**Signs of Escalation** (examples)
(variable between people)

- Speaking louder or faster
- Walking briskly, pacing
- Clenching of teeth or fists
- Frowning
- Making more requests
- Flushed face
- Anxiousness
- Verbally expressing their resistance

---

**Catastrophic Reaction** (examples)

Agitation | Aggressiveness

- Cursing, shouting loudly, threatening
- Pushing
- Throwing objects
- Striking things or people

Anxiety | Sadness

- Crying
- Expressing discomfort
- Wanting to leave

---

**REFERENCE**


AUTHORS: Claire Bonin, MSc, Nursing Consultant, Valérie Fortier and Caroline St-Laurent, Clinical Nurses

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Intervening after a Severe Reaction

Make sure the person and other residents are calm and safe.

Allow the person time to recover. The time needed varies from one person to the next.

Avoid rehashing the situation unless the person brings it up. If that happens, refrain from making them feel guilty.

Make sure the emotional distress has diminished before the staff goes off shift.

Come together as a team to discuss the situation and the following points:

› In what context did the severe reaction occur? Signs of escalation? Trigger components?
› What interventions were more or less helpful in defusing the escalation?
› If there are indicators of escalation, have they been identified and are known?
› Should a similar situation occur, what interventions should be implemented?
1. Behaviours Associated with Frontotemporal Disorder

2. Recommended Preventive Approaches
Behaviours Associated with Frontotemporal Disorder

Depending on the type and evolution of the disease, frontal lobe lesions may or may not be present and vary in intensity.

Some behaviours are indicative of frontal dysfunction. Here are some examples.

**Decreased Attention**

The person:

› Has increasing difficulty doing two things at the same time.
› Has increasing difficulty managing to complete the ongoing activity.
› Is more easily distracted by noise or movement.

An impairment of attention usually leads to greater fatigue.

**Decreased Initiative**

The person:

› Tends to be inactive and less spontaneous.
› Needs supervision to initiate a task.

Example:
During activities, the person will need to be stimulated and invited to participate.

These signs can sometimes be perceived as lack of motivation or indifference.

**Disorganization**

The person:

› Experiences difficulty planning and organizing an activity.

Example:
At bath time, the person does not bring the necessary products and fails to wash certain areas of the body. At mealtime, they are unable to complete a recipe.
Inadequate Decision Making

The person:
› Makes decisions that are not very appropriate or inappropriate given the situation.

Example:
They give away large amounts of money to a stranger despite the fact that it should have been used for their living expenses.

Disinhibition/Impulsivity

The person:
› Sometimes displays an inability to control what they think, say, and even some of the things they do. Certain behaviours can be observed in this case, such as:
   • Impulsive actions
   • Familiarity
   • Lack of empathy for others
   • Comments of a coarse or sexual nature
   • Lack of modesty
   • Verbal irritability

Unable to Recognize Their Limitations (Anosognosia)

The person:
› Displays difficulty in perceiving and taking into account their errors and limitations.

Example:
Convinced that they are able to do so, the person wants to go back to living at home, despite their functional and cognitive disabilities.

Tactile Behaviors

The person:
› Feels the need to touch, examine, or pick up objects within reach or placed in front of them.

Rigidity/Perseveration

The person:
› Is unable to change their habits or ideas.

Example:
They may tend to constantly repeat the same words and gestures.
Recommended Preventive Approaches

- Decrease sensory stimulation and have a calm approach (e.g., dim the lights, turn off the television during meals, etc.).
- Use simple sentences and concrete words, with no puns or double meanings.
- Promote physical activity (e.g., walking outdoors).
- Propose simple, repetitive activities related to the past (e.g., folding towels, sanding a piece of wood, etc.).
- Offer frequent substantial protein snacks.
- Offer two choices to prevent refusal and opposition.
- Avoid confrontation, argumentation, and long explanations.
- Avoid using “NO” and “NOT.” These words increase the risk of confrontation (e.g., “Yes, I will give you your cigarette at 2 o’clock”).
- Adopt a more flexible routine (e.g., come back later if the person refuses).
- Choose your battles. Ask yourself if there is a security risk. If not, accept the different behaviour.

All of these approaches are complements to the basic guidelines.