



# Teaching Nursing Home Interactive Performance Improvement Curriculum to meet Clinical Decision- Making needs in Long-Term Care

## **Long-Term Care Learner's Guide for Educational Resources**

### **Depression in Dementia**

Developed by

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***September 1, 2006***

**Supported by the**

**State of Florida's Agency for Health Care Administration**

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# Background

There is increasing recognition of the severe consequences of depression in long term care residents with dementia. Most health care providers are unprepared to recognize and to manage the complexity of depression in dementia. Educational resources are needed to address this growing problem. This manual describes competencies, learning objectives, and learning outcomes for a DVD-based curriculum on depression in dementia for nurses working in nursing home settings.

This manual was created as a guide for clinical educators who will facilitate learning activities for nurses. The manual includes learning, assessment, and evaluation tools.

# Resource Description

This DVD-based curriculum was created by *GerIU*, the Online Geriatrics University, at the Stein Gerontological Institute. Expertise was provided by faculty members from the University of Miami School of Nursing and Health Studies and the University of South Florida, including Drs. Christine Williams and Victor Molinari. The leadership, staff, and residents at the Miami Jewish Home and Hospital for the Aged have provided invaluable support and guidance for this curriculum.

The curriculum is designed to improve recognition and management of depression co-occurring with dementia in nursing homes. The curriculum is directed principally at long-term care nurses (LPNs and RNs), helping them to achieve three competencies:

- (1) Recognize depression in residents with dementia;
- (2) Manage depression in dementia; and
- (3) Communicate effectively regarding depression in dementia.

The DVD contains multimedia content for a blended-learning curriculum consisting of five separate one-hour “lessons.” The DVD’s **five multimedia modules** can be viewed continuously (initial viewing by individuals) or intermittently by making module and scene selection in any desired sequence that supports the curriculum as outlined in the instructor and user guides. This module and scene-selection process is the same as that used on commercial DVD movies.

# Depression in Dementia

## OUTLINE OF MODULE CONTENT

### Module 1

#### “Create Awareness: Prevalence, Significance, Consequences”

##### Outline

- 1A. Prevalence
- 1B. Significance of depression in dementia (D/D)
- 1C. Quality-of-life issues for residents with D/D
- 1D. Decreased activity levels
- 1E. Risk of complications
- 1F. Behavior associated with D/D

### MODULE 2

#### “Define the Problem”

##### Outline

- 2A. Diagnosis of depression
- 2B. Other symptoms may be present
- 2C. Causes of depression in dementia
- 2D. Need for evaluation
- 2E. Effect on everyday behaviors
- 2F. Changes in brain functioning
- 2G. Cultural influences

### MODULE 3

#### “Assessment”

##### Outline

- 3A. To assess your resident for depression in dementia, use all available information
- 3B. Assessing the depressed resident
- 3C. Cultural factors
- 3D. Using the Minimum Data Set (MDS)
- 3E. MDS mood items (verbal)

- 3F. MDS mood items (nonverbal)
- 3G. Recognizing risk related to situational factors
- 3H. Identifying threats to resident safety posed by suicidal ideation
- 3I. Reporting

## **MODULE 4**

### **“Planning, Intervention, Evaluation”**

- 4A. Managing depression in dementia
- 4B. Options to improve mood
- 4C. Antidepressant medications; most appropriate treatment for depression
- 4D. Nonpharmacological approaches
- 4E. Care of the resident with the interdisciplinary team

## **MODULE 5**

### **“Communication”**

- 5A. To ensure that depression is recognized and treated appropriately, the nurse must
  - describe resident behavior related to mood, and
  - use appropriate terminology when communicating about depression in dementia
- 5B. This module includes contrasting case examples of ineffective and effective dialog with discussion questions to illustrate the principles of effective communication.
- 5C. Documentation; communicating with the interdisciplinary team about depression in dementia
- 5D. Nurse communication with depressed resident
- 5E. Effective communication
- 5F. Communicating with the family about depression in dementia

# Purpose, Goals, and Objectives

## **Purpose**

The purpose of this educational resource is to educate the learner about recognition and management of depression co-occurring with dementia in nursing homes. The curriculum is directed principally at long-term care nurses (LPNs and RNs), helping them to achieve three competencies:

- (1) Recognize depression in residents with dementia;
- (2) Manage depression in dementia; and
- (3) Communicate effectively regarding depression in dementia.

The curriculum's 12 learning objectives are addressed in relationship to these three core competencies.

## **Learning Objectives for Competency 1: Recognize Depression in Residents with Dementia**

1. Discuss the prevalence and significance of depression in dementia in the nursing home population.
2. Identify the relationship of mood to quality of life in dementia.
3. Define common mood-related terminology.
4. Describe the impact of depression in dementia on resident well-being, caregiver stress and burden, and cost of care.
5. Describe similarities and differences between depression in late life and depression in dementia.
6. Compare the presentation of depression in late life to the presentation of depression in dementia.

## **Learning Objectives for Competency 2: Manage Depression in Dementia**

7. Discuss data collection, reporting, documenting risk for and symptoms of depression.
8. Identify behavior indicating positive/negative affect and mood.
9. In collaboration with interdisciplinary team, implement nursing actions to achieve short- and long-term goals.

## **Learning Objectives for Competency 3: Communicate Effectively regarding Depression in Dementia**

10. Communicate regarding mood and depression with interdisciplinary team.
11. Communicate with resident to motivate and to build self-esteem.
12. Communicate with family to obtain information and assess for potential problems.

## **Evaluation of Learning**

There are test questions for each of the five modules. You will be requested to take a pre- and post-test related to each module. The test questions are guided by the learning objectives for each module.

## **Evaluation of DVD-based Curriculum**

Learners should complete the “Feedback Form for the *Depression in Dementia* DVD,” (Appendix I) which is available on the DVD and at <http://ltc.geri.u.org>.

Additionally, you will be asked to complete an Impact Evaluation. This tool will be provided to you by the facilitator/educator. The questions are on a post-card. Your feedback is very valuable, so please do complete the post-card and see that it is returned to TNH.

## Intended Audience(s)

The workshop is intended for licensed practical nurses, registered nurses and nursing students. Students and professionals from other health-care disciplines who have some knowledge or experience with dementia will find much of the content to be relevant to their work. The content is **not** intended for those in non-clinical roles. This is a program focusing on the **basics** of recognition and management of depression in residents with dementia.

## Prerequisites

Learners are expected to have completed introductory training on dementia or have basic knowledge about the care of residents with dementia.

## Glossary of Terms

**Affect:** emotional tone or feeling attached to a thought, including outward manifestations such as facial expressions, posture, gestures

**Positive affect:** pleasure and enthusiasm

**Negative affect:** upset or distress

**Blunted affect:** severely reduced expression of feelings

**Flat affect:** absence of emotional expressiveness or reaction to situations

**Agitation:** emotional disturbance with motor restlessness

**Anhedonia:** inability to feel pleasure

**Anxiety:** reaction to internal danger (e.g., impact on self-image caused by memory loss)

**Apathy:** lack of emotion, feeling, or interest

**Depression:** an illness characterized by persistent sad mood, loss of interest in activities once enjoyed, feelings of gloom and inadequacy

**Emotion:** intense short feeling states (few seconds to minutes) in reaction to a situation

**Fear:** reaction to external danger (e.g., hurricane)

**Hopelessness:** despair, the feeling that everything is wrong and nothing will turn out well

**Helplessness:** lack of independence, feeling weak and powerless

**Low energy:** fatigue, weariness

**Lability:** rapidly changing emotions, uncontrolled moods

**Mood:** enduring overall feeling or state that may be pleasant or unpleasant

**Mood-congruent delusions:** delusions consistent with depression (e.g., thinking that one is being poisoned)

**Pessimism (negativity):** expecting the worst or focusing on the worst side of a situation

**Psychomotor retardation:** slowing of motor and speech activity

**Self-deprecation:** undervaluing yourself or your abilities

**Self-esteem:** how much you value yourself

**Social isolation:** withdrawal from social situations

**Somatic complaints:** bodily concerns and complaints of physical illness

**Tearfulness:** sadness expressed by crying

## Instruments and Supporting Materials

This Learner's Guide contains a Peer Feedback Form, provided in Appendix 1 at the end of the module.

## Relationship to Other Materials

This series of five modules titled "Depression in Dementia" is designed to follow the introductory DVD entitled "Dementia". An overview of the DVD "Dementia" can be found online at <http://ltc.geri.u.org>.

## Competencies to be Attained and Methods of Assessment

Competency-Based Learning Outcomes, Strategies and Assessments

Recognition

Module 1. Create Awareness:

Prevalence

Significance

Consequences

Module 2. Define the Problem

Module 3. Assessment

Module 4. Planning, Intervention, Evaluation

Module 5. Communication

You will be required to complete a pre- and post-tests of knowledge and attitude for each module. Additionally, the facilitator will utilize the case studies and other teaching tools to assess your understanding and synthesis of the information contained in the modules.

# Evaluation

Each learner will complete a peer feedback form contained at the end of this learner's guide. Alternately it can be completed on line at <http://ltc.geri.u.org>.

# List of References

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## Citation

**Williams, C., Molinari, V. Depression in Dementia: A DVD-Based Curriculum and Facilitator's Manual for Educational Resources. Miami, FL: Teaching Nursing Home, 2006.**

# Peer Feedback Form

## PEER FEEDBACK FORM FOR THE *DEPRESSION IN DEMENTIA* DVD CURRICULUM (Learner Version)

After viewing the materials on the accompanying DVD, please take a few minutes to provide us with your feedback. Your input will help us improve the prototype DVD and thus create a better training tool for helping nursing homes and their staff provide high-quality care for their residents with dementia.

### Background

1. Name: \_\_\_\_\_
2. Position: \_\_\_\_\_
3. Institution/Organization: \_\_\_\_\_
4. What methods does your facility use to provide training? (Mark all that apply.)
  - Lecture
  - Workshop or practicum
  - PowerPoint presentation
  - Videotape
  - DVD
  - Handout
  - Computer-based training
  - Web-based training
5. Your overall reaction to the training material?
  - Excellent
  - Good
  - Fair
  - Inadequate
  - Bad
6. How appropriate is the level of the content?
  - Much too advanced
  - Too advanced
  - Right level

- Too basic
- Much too basic

7. Do you feel the materials were effective at enabling you to meet the learning objectives specified?

- Very effective
- Effective
- Neither effective nor ineffective
- Ineffective
- Very ineffective

8. How easy or difficult is it to use the training material?

- Very easy
- Easy
- Neither easy nor difficult
- Difficult
- Very difficult

9. Did you have any technical problems when viewing the DVD multimedia content?

- Yes
- No

If yes, please specify \_\_\_\_\_

10. Please indicate which best describes your use of the material:

- I am using the material as part of self-directed learning to improve my care-providing skills.
- I am using the material to help teach others better care-providing skills.
- Other (please specify): \_\_\_\_\_

Please indicate whether you agree or disagree with the following statements:

11. The material provides a comprehensive overview of the topic

Module 1 *Create awareness*:  **agree**  **disagree**

Module 2 *Define the problem*:  **agree**  **disagree**

Module 3 *Assessment*:  **agree**  **disagree**

Module 4 *Planning, Intervention, Evaluation*:  **agree**  **disagree**

Module 5 *Communication*:  **agree**  **disagree**

12. The material meets the learners' needs related to depression in nursing home residents with dementia.

Module 1 *Create awareness*:  **agree**  **disagree**

Module 2 *Define the problem*:  **agree**  **disagree**

Module 3 *Assessment*:  **agree**  **disagree**

Module 4 *Planning, Intervention, Evaluation*:  **agree**  **disagree**

Module 5 *Communication*:

agree  disagree

13. Please rate the modules in order of effectiveness from 1 (least effective) to 5 most effective).

\_\_\_\_\_ Module 1 *Create awareness*:

\_\_\_\_\_ Module 2 *Define the problem*:

\_\_\_\_\_ Module 3 *Assessment*:

\_\_\_\_\_ Module 4 *Planning, Intervention, Evaluation*:

\_\_\_\_\_ Module 5 *Communication*:

14. Are there other learning tools that would be useful to include? \_\_\_\_\_  
\_\_\_\_\_

15. Do you have other comments about this training material? \_\_\_\_\_  
\_\_\_\_\_

Please circle the number that represents your response to the following:

**Module 1: “Create Awareness: Prevalence, Significance, Consequences”**

16. How well will Module 1 serve as an introduction to the depression dementia training for nurses?

poorly	1	2	3	4	5	very well
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Please comment:

17. How well will Module 1 prepare nurses to recognize the impact of depression in dementia on residents’ quality of life?

poorly	1	2	3	4	5	very well
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Please comment:

18. How well will Module 1 familiarize nurses with mood related terminology?

poorly	1	2	3	4	5	very well
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Please comment:

19. How well will Module 1 serve as a foundation for further nurses skill development and learning related to the care of persons with depression in dementia?

poorly	1	2	3	4	5	very well
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Please comment:

**Module 2: “Define the Problem”**

20. How well will Module 2 prepare nurses to recognize the symptoms of depression in dementia?

poorly	1	2	3	4	5	very well
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Please comment:

21. How well will Module 2 prepare nurses to identify depression in dementia in their residents?

poorly	1	2	3	4	5	very well
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Please comment:

22. How well will Module 2 educate nurses about the differences between dementia, depression in dementia and depression in the unimpaired resident?

poorly	1	2	3	4	5	very well
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Please comment:

23. How well will Module 2 prepare nurses to describe the influence of gender and cultural differences on depression?

Poorly	1	2	3	4	5	very well
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Please comment:

### Module 3: "Assessment"

24. How well will Module 3 prepare nurses to obtain information about mood from the resident, nursing assistants and family members?

Poorly	1	2	3	4	5	very well
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Please comment:

25. How well will Module 3 prepare nurses to report mood related behaviors to supervising RNs and other members of the disciplinary team?

Poorly	1	2	3	4	5	very well
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Please comment:

26. How well will Module 3 prepare nurses to document mood related behaviors?

Poorly	1	2	3	4	5	very well
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Please comment:

### Module 4: "Planning, Implementation, Evaluation"

27. How well will Module 4 prepare nurses to identify the actions and potential side effects of antidepressants?

Poorly	1	2	3	4	5	very well
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Please comment:

28. How well will Module 4 prepare nurses to describe the benefits of nonpharmacological approaches to depression in dementia?

Poorly	1	2	3	4	5	very well
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Please comment:

29. How well will Module 4 prepare nurses to advocate for pharmacological and nonpharmacological treatments for their residents with depression in dementia?

Poorly	1	2	3	4	5	very well
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Please comment:

**Module 5: “Communication”**

30. How well will Module 5 help nurses to adapt communication to the needs of persons with depression in dementia?

Poorly	1	2	3	4	5	very well
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Please comment:

31. How well will Module 5 educate nurses about one to one communication with the person with depression in dementia, including verbal and nonverbal communication?

Poorly	1	2	3	4	5	very well
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Please comment:

32. How well will Module 5 prepare nurses to use effective communication with other members of the interdisciplinary team?

Poorly	1	2	3	4	5	very well
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Please comment:

33. How well will Module 5 prepare nurses to use effective communication with family members?

Poorly	1	2	3	4	5	very well
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Please comment:

34. How well will Module 5 prepare nurses to communicate with depressed residents with challenging behaviors?

Poorly	1	2	3	4	5	very well
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Please comment:

35. What did you like best about the DVD-based curriculum on dementia?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

36. What didn't you like? What changes would you recommend for the DVD or the other materials?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please complete this questionnaire and fax it to (305) 762-1472 or mail it to:

TNH Program Administrator  
Stein Gerontological Institute  
5200 NE 2<sup>nd</sup> Ave  
Miami, FL 33137

Alternately, you may access the website, <http://ltc.geriu.org>, login, and complete the questionnaire online.