

# Pause for Prevention

## Module 6: Infection Prevention in Memory Care

For persons with impaired memory, safety measures such as hand hygiene, masking, transmission-based precautions and physical distancing can increase stress in an already challenged population. To reduce fear and anxiety, and promote infection prevention practices, it is important to approach care using structure and routine.



Take **P-R-I-D-E** in the care you provide:

**P = Provide** opportunities for in-room activities (if in isolation) or in small groups that allow for spacing (if physical distancing is necessary).

Persons with memory impairment benefit from mental stimulation. Activities can also promote independence and a positive self-image. Allow for visitation with family and/or friends following current CMS and CDC guidelines to maintain safety.

**R = Remind** persons in your care to perform hand hygiene routinely. Model expected behaviors (i.e., hand hygiene, keeping face masks in place, washing hands, covering a cough or sneeze, etc.). Validate appropriate behavior.

**I = Investigate** changes in behavior that indicate a change in health. Knowing the normal (baseline) condition will help in recognizing change. [INTERACT's "Stop and Watch"](#) tool is a great resource for identifying change in health.

**D = Discuss** details (preferences in food, drink, bathing schedules, etc.). Meeting persons "where they are" related to their strengths and weaknesses and understanding their preferences (actively listening) will go a long way toward gaining confidence and establishing routines.

**E = Establish** routines to assist recall related to activities of daily living. Get creative – use a calendar or graphics to assist with recall related to hand hygiene, etc.



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## Module 6: Guide for Leader

### Supplies

Several copies of the Pause for Prevention Module 6 flyer

Flash cards

White glue (simple school glue)

### Preparation

- Print and prepare enough flash cards for each table/group to have a set.

**NOTE: The flash cards will need to be printed, cut and glued (folding on center line) prior to the activity.** Another option is to print each flash card's content in WORD on presentation-weight paper and select "Print on both sides."

- Gather staff in an area where the lesson can be carried out without disruption.

### Instructions for Leader:

- Provide each table/group with a set of flash cards.
- Review the Module 6 Flyer: Infection Prevention in Memory Care.
- Allow discussion and input based on personal experience with persons who have memory impairment.
  - Team members should be mindful not to identify specific individuals during the discussion.

### Additional Resources:

- [CMS and Visitation](#)
- [Stop and Watch](#)
- [Dementia Isolation Toolkit](#)

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## Module 6: Infection Prevention in Memory Care

<b>WHAT IS THE ACRONYM FOR HOW CARE IS PROVIDED TO PERSONS WITH MEMORY IMPAIRMENT, AND WHAT ARE THE WORDS THAT MAKE THE ACRONYM?</b>	PRIDE! Provide, Remind, Investigate, Discuss, Establish
<b>WHAT CAN HEALTHCARE WORKERS PROVIDE TO PROMOTE MENTAL STIMULATION FOR PERSONS WITH MEMORY IMPAIRMENT?</b>	Activities, in small groups or staggered. Visitation.
<b>WHAT INFECTION PREVENTION ACTIONS SHOULD PERSONS WITH MEMORY IMPAIRMENT BE REMINDED TO DO?</b>	Hand hygiene (and other hygiene: bathing, brushing teeth, etc.), keeping masks in place, physical distancing, covering a cough or sneeze, etc.
<b>WHAT GENERAL CHANGES IN THE STATUS OF THE PERSON BEING CARED FOR SHOULD BE INVESTIGATED?</b>	Any changes in behavior that potentially indicate a change in health.
<b>WHAT TOOL CAN BE USED TO ASSIST WITH IDENTIFYING CAUSES FOR CHANGES IN BEHAVIOR?</b>	Stop and Watch
<b>NAME 3 THINGS TO STOP AND WATCH FOR THAT MIGHT INDICATE A CHANGE IN HEALTH.</b>	REFER TO STOP AND WATCH GRAPHIC: Seems different (in general), talks/communicates less, overall needs more help, participates in activities less, eats less, no bowel movement in 3 days or diarrhea, drinks less, weight change, agitated or nervous, tired, weak, confused or drowsy, change in skin color/condition, needs help with walking, transferring, toileting.
<b>WHAT DETAILS SHOULD BE DISCUSSED AND COORDINATED TO ASSIST WITH A SMOOTH TRANSITION TO A NEW ENVIRONMENT?</b>	Habits, schedules, cherished possessions (familiar objects).
<b>WHAT CAN BE DONE TO ASSIST WITH RECALL-RELATED ACTIVITIES OF DAILY LIVING?</b>	Establish <b>routines</b> to assist with recall related to activities of daily living.