

SafeAssign Originality Report

DNP 2019

[View Originality Report - Old Design](#)

Duncan Hayse

Total Score:  Medium risk 30 %

Submission UUID: 8bbcba0b-e31c-00b6-d5c0-13380d799595

Total Num...	Highest M...	Average M...	Submitted ...	Average W...
1	30 %	30 %	08/2...	15,7...
	Garcia-Priestl...		8:23 AM CDT	Highest: Garci...



Attachment 1

30 %

Word Count: 15,794
Garcia-Priestly-1.pdf

Internet (8)

20 %

④

alz

①

alz

⑤

h...

⑩

alz

⑧

p...

⑪

h...

⑥

c...

⑦

h...

Global database (10)

6 %

⑬

S...

⑰

S...

⑮

S...

⑱

S...

⑰

S...

⑳

S...

㉑

S...

㉒

S...

㉑

S...

⑫

S...

Institutional database (2)

3 %

②

My_i

③

My_i

Scholarly journals & publications (2)

0 %

⑨

P...

⑭

P...

Top sources (3)

4

a/z

1

a/z

13

S...

Excluded sources (0)

1

① Implementing a Cognitive Impairment Care Planning Toolkit
to Enhance Dementia Care: A Quality Improvement Project

by

Raquel Garcia-Priestly

APPROVED BY DNP PROJECT ADVISOR / CLINICAL MENTOR:

Dr. Danielle Gunter, PhD, RN, CPN

2

ACKNOWLEDGEMENTS

② Foremost, I would like to thank my project advisor Dr.

Danielle Gunter PhD, RN, CPN

for her assistance during this project. Without her guidance and
patience this project would have

been something different than what my initial desire was in help-
ing this special population. I

would also like to thank Dr. Denise Canchola, DNP, PMHCNS, BC
for her persistence in

pushing this project forward, and Arturo E. Freyre III, LPCS, RN for
his valuable time. All have

helped in making this project successful, for “alone we can do so
little; together we can do so

Source Matches (264)

①	alz	68%
Student paper	Original source	
Implementing a Cognitive Impairment Care Planning Toolkit to Enhance Dementia Care:	COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT	

②	<i>My paper</i>	100%
Student paper	Original source	
LIST OF TABLES	LIST OF TABLES	
.....	
.....	
.....	
.....	
.....6 LIST OF6 LIST OF	
FIGURES	FIGURES	
.....	
.....	
.....	
.....	
.....77	

②	<i>My paper</i>	69%
Student paper	Original source	
Foremost, I would like to thank my project advisor Dr.	I would first like to extend my appreciation and thank my DNP project advisor Dr	

①	<i>alz</i>	100%
Student paper	Original source	
TABLE OF CONTENTS	TABLE OF CONTENTS	

<div>2My paper100%</div>	
Student paper	Original source
STATEMENT OF THE PROBLEM	STATEMENT OF THE PROBLEM
.....
.....
.....10 Back-ground and Sig-nificance10 Back-ground and Sig-nificance
.....
.....
.....
.....1111

<div>3My paper84%</div>	
Student paper	Original source
Organization's Readiness for Change	Organization's Readiness for Change
.....	
.....	
.....1	
7	

<div>2My paper100%</div>	
Student paper	Original source
Needs Assess-ment	Needs Assess-ment
.....
.....
.....
.....
15	15

<div>2My paper100%</div>	
Student paper	Original source
PROJECT IDEN-TIFICATION	PROJECT IDEN-TIFICATION
.....
.....
.....
.....1818

<div> <div>2</div> <div>My paper</div> <div>100%</div> </div>	
<div>Student paper</div> <div>SUMMARY AND STRENGTH OF THE EVIDENCE</div> <div>.....</div> <div>.....</div> <div>.....19</div>	<div>Original source</div> <div>SUMMARY AND STRENGTH OF THE EVIDENCE</div> <div>.....</div> <div>.....</div> <div>.....19</div>

<div> <div>2</div> <div>My paper</div> <div>66%</div> </div>	
<div>Student paper</div> <div>Organizational Barriers and Facilitators</div> <div>.....</div> <div>.....</div> <div>.....35</div>	<div>Original source</div> <div>Barriers and Facilitators</div>

<div> <div>1</div> <div>alz</div> <div>87%</div> </div>	
<div>Student paper</div> <div>Caregiver Identification and Needs Assessment</div> <div>.....</div> <div>.....</div> <div>.....26</div>	<div>Original source</div> <div>Caregiver identification and needs assessment</div>

<div> <div>3</div> <div>My paper</div> <div>79%</div> </div>	
<div>Student paper</div> <div>Implications for Practice</div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....43</div>	<div>Original source</div> <div>Implications for Practice</div>

2	My paper	62%
Student paper	Original source	
Appendix A Letter of Support	Appendix C Letter of Support.....	
.....5141	

1	alz	73%
Student paper	Original source	
Appendix D KATZ Index of Independence in Activities of Daily Living	Katz Index of Independence in Activities of Daily Living	
.....5	Lawton-Brody Instrumental Activities of Daily Living Scale (IADL) 18	
8 Appendix E Lawton-Brody Instrumental Activities of Daily Living		
.....59		

4	alz	77%
Student paper	Original source	
Appendix C Dementia Severity Rating Scale (DSRS)	DEMENTIA SEVERITY RATING SCALE (DSRS)	
.....5		
3		

1	alz	72%
Student paper	Original source	
Appendix J Neuropsychiatric Inventory Questionnaire (NPI-Q)	The Neuropsychiatric Inventory Questionnaire (NPI-Q) 26	
.....64		

② <i>My paper</i> 100%	
Student paper LIST OF TABLES	Original source LIST OF TABLES

② <i>My paper</i> 100%	
Student paper LIST OF FIGURES	Original source LIST OF FIGURES

⑤ <i>hhs</i> 68%	
Student paper have Alzheimer's disease and related dementias (ADRD).	Original source Alzheimer's Disease and Related Dementias Affinity Group

① <i>alz</i> 63%	
Student paper Cognitive Impairment Care Planning Toolkit in an outpatient mental health clinic to enhance	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT

③ <i>My paper</i> 100%	
Student paper Implications for practice:	Original source Implications for Practice

① <i>alz</i> 68%	
Student paper Implementing a Cognitive Impairment Care Planning Toolkit to Enhance Dementia Care:	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT

② <i>My paper</i> 100%	
Student paper Statement of the Problem	Original source Statement of the problem

③ <i>My paper</i> 70%	
Student paper Terum et al., 2017;	Original source (DeSantis et al., 2017)

② <i>My paper</i> 100%	
Student paper Background and Significance	Original source Background and Significance

⑥ <i>chestervetclinic</i> 67%	
Student paper • Stage of cognitive impairment	Original source cognitive impairment, including

⑤ <i>hhs</i> 100%	
Student paper Department of Health and Human Services,	Original source Department of Health and Human Services

① <i>alz</i> 66%	
Student paper • Medication review and reconciliation	Original source • Medication reconciliation and review for high-risk medications

①	<i>alz</i>	100%
Student paper	Original source	
• Caregiver identification and needs assessment	Caregiver identification and needs assessment	

③	<i>My paper</i>	100%
Student paper	Original source	
Organization's Readiness for Change	Organization's Readiness for Change	

①	alz	67%
Student paper	Original source	
The Alzheimer's Association Expert Task Force (2017) has published a care planning	Alzheimer's Association Expert Task Force	

①	<i>alz</i>	64%
Student paper it requires a written care plan (Alzheimer's As- sociation Ex- pert Task Force, 2017).	Original source Alzheimer's As- sociation Ex- pert Task Force	

②	<i>My paper</i>	70%
Student paper	Original source	
Molony et al., (2018).	(Boulton et al., 2018	

①	<i>alz</i>	64%
Student paper terminology (CPT) code 99483 (Alzheimer's Association Expert Task Force, 2016).	Original source Alzheimer's Association Expert Task Force	

3	<i>My paper</i>	63%
Student paper	Original source	
The objectives of this evidence-based quality improvement project were to:	The objectives for this evidenced-based project were to	

2	<i>My paper</i>	76%
Student paper	Original source	
Department of Health	Department of Health and Human	

2	<i>My paper</i>	82%
Student paper care (Fazio et al., 2018). Summary and Strength of the Evidence	Original source (Boulton et al., 2018 Summary and Strength of Evidence	

1	alz	65%
Student paper assessing each domain contained in the AA Cognitive Impairment Care Planning Toolkit	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT	

7	<i>hhs</i>	100%
Student paper	Original source	
The U.S.	The U.S	

2	<i>My paper</i>	70%
Student paper	Original source	
Molony et al., 2018).	(Boulton et al., 2018	

②	<i>My paper</i>	70%
Student paper	Original source	
Fazio et al., 2018;	(Boulton et al., 2018	

①	<i>alz</i>	73%
Student paper in the geriatric population (Alzheimer's As- sociation Ex- pert Task Force, 2017;	Original source Alzheimer's As- sociation Ex- pert Task Force	

③	<i>My paper</i>	74%
Student paper time (Feliciano et al., 2013).	Original source et al., 2013)	

④	alz	68%
Student paper	Original source	
The Dementia Severity Rating Scale (DSRS) is valid and reliable tool that effectively	DEMENTIA SEVERITY RATING SCALE (DSRS)	

③	<i>My paper</i>	63%
Student paper	Original source	
visuospatial skills (Feliciano et al., 2013;	et al., 2013)	

②	<i>My paper</i>	70%
Student paper	Original source	
Scales et al., 2018;	(Boulton et al., 2018	

③	<i>My paper</i>	64%
Student paper executive func- tion (Feliciano et al., 2013).	Original source et al., 2013)	

① <i>alz</i> 68%	
Student paper The Neuropsychiatric Inventory Questionnaire (NPI-Q) is a quick, valid and reliable	Original source The Neuropsychiatric Inventory Questionnaire (NPI-Q) 26

① <i>alz</i> 66%	
Student paper Medication Review and Reconciliation	Original source • Medication reconciliation and review for high-risk medications

③ <i>My paper</i> 82%	
Student paper et al., 2017).	Original source (DeSantis et al., 2017)

② <i>My paper</i> 70%	
Student paper Molony et al., 2018).	Original source (Boulton et al., 2018)

⑧ <i>psychiatrienet</i> 82%	
Student paper In a meta-analysis by	Original source a meta-analysis

② <i>My paper</i> 70%	
Student paper Molony et al., 2018).	Original source (Boulton et al., 2018)

①	<i>alz</i>	67%
Student paper adults, how- ever, the Cognitive Impairment Care Planning Toolkit (2017) contains a safety	Original source COGNITIVE IM- PAIRMENT CARE PLAN- NING TOOLKIT	

②	<i>My paper</i>	100%
Student paper et al., 2014;	Original source e et al., 2014)	

③	<i>My paper</i>	76%
Student paper	Original source	
Odenheimer et al., 2013; Terum et al., 2017).	et al., 2013) (DeSantis et al., 2017)	

③	<i>My paper</i>	70%
Student paper	Original source	
Wiener et al., (2016).	(D'Andres et al., 2016)	

⑧	<i>psychiatrienet</i>	64%
Student paper	Original source	
In a systematic review of previously published	a systematic review	

①	<i>alz</i>	100%
Student paper	Original source	
Caregiver Identification and Needs Assessment	Caregiver identification and needs assessment	

①	<i>alz</i>	65%
Student paper	Original source	
My Stress Thermometer is a quick and easy	My Stress Thermometer	

①	<i>alz</i>	62%
Student paper	Original source	
Expert Task Force, 2017).	Alzheimer's Association Expert Task Force	

③	<i>My paper</i>	70%
Student paper	Original source	
Terum et al., 2017;	(DeSantis et al., 2017)	

①	<i>alz</i>	80%
Student paper	Original source	
The Cognitive Impairment Care Planning Toolkit contains a caregiver	COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT	

9	<i>ProQuest document</i>	70%
Student paper Robinson et al., 2010).	Original source Kim et al., 2010	

①	<i>alz</i>	68%
Student paper and willingness to provide care (Alzheimer's Association Expert Task Force, 2017).	Original source Alzheimer's Association Expert Task Force	

②	<i>My paper</i>	70%
Student paper (Molony et al., 2018).	Original source (Boulton et al., 2018)	

②	<i>My paper</i>	70%
Student paper	Original source	
Molony et al., 2018;	(Boulton et al., 2018	

<div> <div>9</div> <div>ProQuest document</div> <div>70%</div> </div>	
Student paper Robinson et al., 2010).	Original source Kim et al., 2010

<div> <div>3</div> <div>My paper</div> <div>67%</div> </div>	
Student paper submitted to the University of the Incarnate Word Institutional Review Board (IRB), and was	Original source This project was referred to the University of The Incarnate Word Institutional Review

<div> <div>1</div> <div>alz</div> <div>63%</div> </div>	
Student paper assessment protocol such as the AA Cognitive Impairment Care Planning Toolkit in a mental	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT

<div> <div>1</div> <div>alz</div> <div>90%</div> </div>	
Student paper Caregiver needs assessment My Stress Thermometer	Original source Caregiver identification and needs assessment My Stress Thermometer

<div> <div>1</div> <div>alz</div> <div>67%</div> </div>	
Student paper screening instruments recommended by the AA Cognitive Impairment Care Planning Toolkit	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT

<div> <div>2</div> <div>My paper</div> <div>63%</div> </div>	
Student paper The charts of each identified patient	Original source Following each visit, patient charts

<div> <div>2</div> <div><i>My paper</i></div> <div>79%</div> </div>	
Student paper	Original source
Organizational Barriers and Facilitators	Barriers and Facilitators

<div> <div>6</div> <div><i>chestervetclinic</i></div> <div>67%</div> </div>	
Student paper	Original source
Since 6 (55%)	6:345-55

<div> <div>2</div> <div><i>My paper</i></div> <div>65%</div> </div>	
Student paper	Original source
only medical record	electronic medical record

<div> <div>2</div> <div><i>My paper</i></div> <div>70%</div> </div>	
Student paper	Original source
Scales et al., 2018;	(Boulton et al., 2018)

<div> <div>2</div> <div><i>My paper</i></div> <div>65%</div> </div>	
Student paper	Original source
See Table 2.	Table 2 summarizes the

<div> <div>3</div> <div><i>My paper</i></div> <div>70%</div> </div>	
Student paper	Original source
Terum et al., 2017).	(DeSantis et al., 2017)

<div> <div>3</div> <div><i>My paper</i></div> <div>64%</div> </div>	
Student paper	Original source
One patient that lived in an	The one patient that

<div> <div>3</div> <div><i>My paper</i></div> <div>100%</div> </div>	
Student paper	Original source
Implications for Practice	Implications for Practice

1	alz	75%
Student paper	Original source	
Implementing the AA Cognitive Impairment Care Planning Toolkit organization-	COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT	

10	alz	100%
Student paper	Original source	
What is dementia.	What Is Dementia	

1	alz	100%
Student paper	Original source	
Cognitive assessment and care planning services:	Cognitive Assessment and Care Planning Services	

1	alz	100%
Student paper	Original source	
Alzheimer's Association Expert Task Force.	Alzheimer's Association Expert Task Force	

1	alz	93%
Student paper	Original source	
Association expert task force recommendations and tools for implementation.	Alzheimer's Association Expert Task Force Recommendations and Tools for Implementation	

1	alz	100%
Student paper	Original source	
Cognitive impairment care planning toolkit.	COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT	

10	alz	68%
Student paper	Original source	
Alzheimer's Association Expert Taskforce.	The Alzheimer's Association Expert Taskforce recommendations and tools for implementation	

6	<i>chestervetclinic</i>	68%
Student paper for individuals with cognitive impairment.	Original source adults with cog- nitive impair- ment	

1	alz	74%
Student paper	Original source	
Alzheimer's association's expert task force consensus statement on the CMS proposed billing code for assessment and care planning	Alzheimer's Association Expert Task Force Alzheimer's Association Expert Task Force Consensus Statement on CMS Proposed Billing Code for the Assessment and Care Planning for Individuals with Cognitive Impairment	

1	alz	90%
Student paper	Original source	
http://act.alz.org/site/Doc-Server/Taskforce_Consensus_Statement_FINAL.pdf?docID=51	http://act.alz.org/site/Doc-Server/Taskforce_Consensus_Statement_FINAL	

<div>1</div> <div><i>alz</i></div> <div>100%</div>	
<div>Student paper</div> <div>Family Care-giver Alliance.</div>	<div>Original source</div> <div>Family Care-giver Alliance</div>

5 <i>hhs</i> 66%	
Student paper Association de- mentia care practice recom- mendations.	Original sourc e VA Dementia Care Recom- mendations

3 <i>My paper</i> 65%	
Student paper https://doi.org/	Original sourc e https://doi.org/10.1186/bcr455

11 <i>hhs</i> 64%	
Student paper patients with cognitive im- pairment or de- mentia.	Original sourc e Documentation of a Health Care Partner for Patients with Dementia or Mild Cogni- tive Impairment

12 <i>Student paper</i> 73%	
Student paper 10.1097/WAD.0 00000000000000 31	Original sourc e 10.1097/wad.0 b013e3182263 edc

8 <i>psychiatrienet</i> 67%	
Student paper a single blind, randomized, controlled trial.	Original sourc e a randomized controlled field trial

1 <i>alz</i> 73%	
Student paper assessment and care plan- ning.	Original sourc e Cognitive As- sessment and Care Planning Services

1	alz	72%
Student paper	Original source	
Utility of the neuropsychiatric inventory questionnaire (NPI-Q) in the assessment of a	The Neuropsychiatric Inventory Questionnaire (NPI-Q) 26	

9	ProQuest document	93%
Student paper	Original source	
Toward human resource management inter-professional health practice: Linking organizational culture, group identity and individual autonomy.	(2012), "Toward Human Resource Management in Inter-Professional Health Practice Linking Organizational Culture, Group Identity and Individual Autonomy."	

13	Student paper	65%
Student paper	Original source	
into dementia care:	(2003) Dementia Care	

9	ProQuest document	82%
Student paper	Original source	
https://doi.org/10.1002/hpm.2098	doi:10.1002/hpm.2098	

3	My paper	66%
Student paper	Original source	
https://doi.org/10.1080/13607860902845533	https://doi.org/10.1186/bcr455	

8	<i>psychiatrienet</i>	100%
Student paper	Original source	
A systematic review.	a systematic review	

5	<i>hhs</i>	71%
Student paper	Original source	
The Gerontological Society of America Workgroup.	Gerontological Society of America Report	

13	<i>Student paper</i>	87%
Student paper	Original source	
The International Journal of Geriatric Psychiatry, 32,	International Journal of Geriatric Psychiatry	

1	alz	66%
Student paper	Original source	
The Workgroup on Alzheimer's Disease and Other Dementias.	Do you understand Alzheimer's disease and other dementias	

8	<i>psychiatrienet</i>	66%
Student paper	Original source	
https://doi.org/10.1002/gps.4704	DOI 10.1002/gps.2508	

1	alz	62%
Student paper treatment of patients with Alzheimer's dis- ease and other dementias.	Original source Do you under- stand Alzheimer's dis- ease and other dementias	

5 hhs 82%	
Student paper Basics of Alzheimer's disease and dementia.	Original source Dementia and Alzheimer's Disease

5 hhs 100%	
Student paper Washington, D.C.:	Original source Washington, D.C

5 hhs 69%	
Student paper https://www.nia.nih.gov/health/what-dementia	Original source https://www.nia.nih.gov/alzheimers/alzheimers-and-dementia-resources-professionals

14 ProQuest document 100%	
Student paper World Health Organization.	Original source World Health Organization

5 hhs 66%	
Student paper Examining models of	Original source Examining Models of Dementia Care

2 My paper 100%	
Student paper Letter of Support	Original source Letter of Support

1	alz	92%
Student paper	Original source	
List all medications Name of caregiver who assists with or oversees medication management:	List all current medications Name of caregiver who assists with or oversees medication management	

4	alz	100%
Student paper	Original source	
How much contact do you have with the participant?	How much contact do you have with the participant	

4	alz	100%
Student paper	Original source	
Dementia Severity Rating Scale (DSRS)	DEMENTIA SEVERITY RATING SCALE (DSRS)	

3	<i>My paper</i>	66%
Student paper	Original source	
Less than 1 day per week 1 day/week 2 days/week 3-4 days/week 5 or more days per week Relationship to participant	Week 1 week 2 week 3 week 4 week 5	

4	alz	100%
Student paper	Original source	
Do you live with the participant?	Do you live with the participant	

4	alz	88%
<p>Student paper</p> <p>Self Spouse Sib- ling Child Other Family Friend Other _____ In each section, please circle the number that most closely applies to the partici- pant. This is a general form, so no one de- scription may be exactly right -- please circle the answer that seems to apply most of the time. Please cir- cle only one number per section, and be sure to answer all questions.</p>	<p>Original source</p> <p>In each section, please circle the number that most closely applies to the partici- pant is a gen- eral form, so no one description may be exactly right -- please circle the an- swer that seems to apply most of the time Please cir- cle only one number per section, and be sure to answer all questions</p>	

4	alz	100%
<p>Student paper</p> <p>0 Normal mem- ory. 1 Occasion- ally forgets things that they were told re- cently. Does not cause many problems. 2 Mild consistent forgetfulness.</p>	<p>Original source</p> <p>0 Normal mem- ory 1 Occasion- ally forgets things that they were told re- cently Does not cause many problems 2 Mild consistent forgetfulness</p>	

4	alz	100%
<p>Student paper</p> <p>Remembers re- cent events but often forgets parts. 3 Moder- ate memory loss. Worse for recent events. May not re- member some- thing you</p>	<p>Original source</p> <p>Remembers re- cent events but often forgets parts 3 Moder- ate memory loss Worse for recent events May not re- member some- thing you</p>	

4	a/z	100%
<p>Student paper</p> <p>just told them.</p> <p>Causes problems with everyday activities. 4 Substantial memory loss. Quickly forgets recent or newly-learned things.</p>	<p>Original source</p> <p>just told them</p> <p>Causes problems with everyday activities 4 Substantial memory loss Quickly forgets recent or newly-learned things</p>	

4	a/z	97%
<p>Student paper</p> <p>remember things that they have known for a long time. 5 Does not remember basic facts like the day of the week, when last meal was eaten or what the next meal will be. 6 Does not remember even the most basic things.</p>	<p>Original source</p> <p>remember things that they have known for a long time 5 Does not remember basic facts like the day of the week, when last meal was eaten or what the next meal will be 6 Does not remember even the most basic things</p>	

4	alz	100%
Student paper	Original source	
SPEECH AND LANGUAGE 0 Normal ability to talk and to understand others. 1 Sometimes cannot find a word, but able to carry on conversations. 2 Often forgets words.	SPEECH AND LANGUAGE 0 Normal ability to talk and to understand others 1 Sometimes cannot find a word, but able to carry on conversations 2 Often forgets words	

4	alz	100%
Student paper	Original source	
May use the wrong word in its place. Some trouble expressing thoughts and giving answers. 3 Usually answers questions using sentences but rarely starts a conversation.	May use the wrong word in its place Some trouble expressing thoughts and giving answers 3 Usually answers questions using sentences but rarely starts a conversation	

4	alz	99%
Student paper	Original source	
4 Answers questions, but responses are often hard to understand or don't make sense. Usually able to follow simple instructions. 5 Speech often does not make sense. Can not answer questions or follow instructions.	4 Answers questions, but responses are often hard to understand or don't make sense. Usually able to follow simple instructions 5 Speech often does not make sense Can not answer questions or follow instructions	

4	alz	100%
Student paper	Original source	
6 Does not respond most of the time. RECOGNITION OF FAMILY MEMBERS 0 Normal - recognizes people and generally knows who they are. 1 Usually recognizes grandchildren, cousins or relatives who are not seen frequently	6 Does not respond most of the time RECOGNITION OF FAMILY MEMBERS 0 Normal - recognizes people and generally knows who they are 1 Usually recognizes grandchildren, cousins or relatives who are not seen frequently	

4 alz 100%	
Student paper but may not recall how they are related. 2 Usually does not recognize family members who are not seen frequently.	Original source but may not recall how they are related 2 Usually does not recognize family members who are not seen frequently

4 alz 100%	
Student paper May not recognize their children, brothers, or sisters who are not seen on a regular basis. 4 Frequently does not recognize spouse or caregiver. 5 No recognition or awareness of the presence of others.	Original source May not recognize their children, brothers, or sisters who are not seen on a regular basis 4 Frequently does not recognize spouse or caregiver 5 No recognition or awareness of the presence of others

4 alz 100%	
Student paper confused about how family members such as grandchildren, nieces, or nephews are related to them. 3 Sometimes does not recognize close family members or others who they see	Original source confused about how family members such as grandchildren, nieces, or nephews are related to them 3 Sometimes does not recognize close family members or others who they see

4 alz 95%	
Student paper	Original source
ORIENTATION TO TIME 0 Normal awareness of time of day and day of week. 1 Some confusion about what time it is or what day of the week, but not severe enough to interfere with everyday activities.	ORIENTATION TO TIME 0 Normal awareness of time of day and day of week 1 Some confusion about what time it is or what day of the week, but not severe enough to interfere with everyday activities

4 alz 100%	
Student paper	Original source
2 Frequently confused about time of day. 3 Almost always confused about the time of day. 4 Seems completely unaware of time.	2 Frequently confused about time of day 3 Almost always confused about the time of day 4 Seems completely unaware of time

4 alz 100%	
Student paper	Original source
ORIENTATION TO PLACE 0 Normal awareness of where they are even in new places. 1 Sometimes disoriented in new places. 2 Frequently disoriented in new places.	ORIENTATION TO PLACE 0 Normal awareness of where they are even in new places 1 Sometimes disoriented in new places 2 Frequently disoriented in new places

4 alz 98%	
Student paper	Original source
3 Usually disoriented, even in familiar places. May forget that they are already at home.	3 Usually disoriented, even in familiar places May forget that they are already at
4 Almost always confused about place.	4 Almost always confused about place
ABILITY TO MAKE DECISIONS	ABILITY TO MAKE DECISIONS

4 alz 100%	
Student paper	Original source
0 Normal - as able to make decisions as before. 1 Only some difficulty making decisions that arise in day-to-day life. 2 Moderate difficulty. Gets confused when things get complicated or plans change.	0 Normal - as able to make decisions as before 1 Only some difficulty making decisions that arise in day-to-day life 2 Moderate difficulty Gets confused when things get complicated or plans change

4 alz 100%	
Student paper	Original source
3 Rarely makes any important decisions. Gets confused easily.	3 Rarely makes any important decisions Gets confused easily
4 Not able to understand what is happening most of the time. SOCIAL AND COMMUNITY ACTIVITY	4 Not able to understand what is happening most of the time SOCIAL AND COMMUNITY ACTIVITY

4 alz 100%	
Student paper	Original source
2 Can still take part in community activities without help. May appear normal to people who don't know them. 3 Often has trouble dealing with people outside the home without help from caregiver.	2 Can still take part in community activities without help May appear normal to people who don't know them 3 Often has trouble dealing with people outside the home without help from caregiver

4 alz 100%	
Student paper	Original source
0 Normal - acts the same with people as before 1 Only mild problems that are not really important, but clearly acts differently from	0 Normal - acts the same with people as before 1 Only mild problems that are not really important, but clearly acts differently from

<div>4alz100%</div>	
Student paper Usually can participate in quiet home activities with friends. The problem is clear to anyone who sees them. 4 No longer takes part in any real way in activities at home involving other people.	Original source Usually can participate in quiet home activities with friends The problem is clear to anyone who sees them 4 No longer takes part in any real way in activities at home involving other people

<div>4alz100%</div>	
Student paper HOME ACTIVITIES AND RESPONSIBILITIES	Original source HOME ACTIVITIES AND RESPONSIBILITIES

<div>4alz100%</div>	
Student paper No decline in ability to do things around the house. 1 Some problems with home activities. May have more trouble with money management (paying bills) and fixing things.	Original source No decline in ability to do things around the house 1 Some problems with home activities May have more trouble with money management (paying bills) and fixing things

<div>4alz100%</div>	
Student paper only deal with the primary caregiver. 5 Little or no response even to primary caregiver.	Original source only deal with the primary caregiver 5 Little or no response even to primary caregiver

<div>4</div> <div>alz</div> <div>100%</div>	
Student paper Can still go to a store, cook or clean. Still watches TV or reads a newspaper with interest and understanding. 2 Makes mistakes with easy tasks like going to a store, cooking or cleaning.	Original source Can still go to a store, cook or clean Still watches TV or reads a newspaper with interest and understanding 2 Makes mistakes with easy tasks like going to a store, cooking or cleaning

<div>4</div> <div>alz</div> <div>100%</div>	
Student paper 3 Not able to shop, cook or clean without a lot of help. Does not understand the newspaper or the TV. Cannot follow a conversation.	Original source 3 Not able to shop, cook or clean without a lot of help Does not understand the newspaper or the TV Cannot follow a conversation

<div>4</div> <div>alz</div> <div>100%</div>	
Student paper interest in the newspaper, TV or radio. Often can't follow a long conversation on a	Original source interest in the newspaper, TV or radio Often can't follow a long conversation on a

<div>4</div> <div>alz</div> <div>100%</div>	
Student paper 4 No longer does any home-based activities. PERSONAL CARE - CLEANLINESS	Original source 4 No longer does any home-based activities PERSONAL CARE - CLEANLINESS

4 <i>alz</i> 100%	
Student paper Takes care of self as well as they used to. 1 Sometimes forgets to wash, shave, comb hair, or may dress in wrong type of	Original source Takes care of self as well as they used to 1 Sometimes forgets to wash, shave, comb hair, or may dress in wrong type of

4 <i>alz</i> 99%	
Student paper 0 Normal, does not need help in eating food that is served to them. 1 May need help cutting food or have trouble with some foods, but basically able to eat by	Original source 0 Normal, does not need help in eating food that is served to them 1 May need help cutting food or have trouble with some foods, but basically able to eat

4 <i>alz</i> 100%	
Student paper Not as neat as they used to be. 2 Requires help with dressing, washing and personal grooming. 3 Totally dependent on help for personal care.	Original source Not as neat as they used to be 2 Requires help with dressing, washing and personal grooming 3 Totally dependent on help for personal care

4 <i>alz</i> 92%	
Student paper 2 Generally able to feed themselves but may require some help. May lose interest during	Original source 2 Generally able to feed themselves but may require some help May lose interest

4 <i>alz</i> 100%	
Student paper	Original source
3 Needs to be fed. May have trouble swallowing.	3 Needs to be fed May have trouble swallowing

4 <i>alz</i> 100%	
Student paper	Original source
1 Rarely fails to control urination (generally less than one accident per month). 2 Occasional failure to control urination (about once a week or less). 3 Frequently fails to control urination (more than once a week). 4 Generally fails to control urination and frequently can not control bowels.	1 Rarely fails to control urination (generally less than one accident per month) 2 Occasional failure to control urination (about once a week or less) 3 Frequently fails to control urination (more than once a week) 4 Generally fails to control urination and frequently can not control bowels

4 <i>alz</i> 100%	
Student paper	Original source
CONTROL OF URINATION AND BOWELS 0 Normal - does not have problems controlling urination or bowels except for physical	CONTROL OF URINATION AND BOWELS 0 Normal - does not have problems controlling urination or bowels except for physical

<div>4alz100%</div>	
Student paper	Original source
ABILITY TO GET FROM PLACE TO PLACE 0 Normal, able to get around on their own. (May have physical problems that require a cane or walker).	ABILITY TO GET FROM PLACE TO PLACE 0 Normal, able to get around on their own (May have physical problems that require a cane or walker)

<div>4alz100%</div>	
Student paper	Original source
Able to walk places alone. 2 Cannot drive or take public transportation alone, even in familiar places.	Able to walk places alone 2 Cannot drive or take public transportation alone, even in familiar places

<div>4alz100%</div>	
Student paper	Original source
1 Sometimes gets confused when driving or taking public transportation, especially in	1 Sometimes gets confused when driving or taking public transportation, especially in

<div>4alz100%</div>	
Student paper	Original source
alone outside for short distances. Might get lost if walking too far from home. 3 Cannot be left outside alone. Can get around the house without getting lost or	alone outside for short distances Might get lost if walking too far from home 3 Cannot be left outside alone Can get around the house without getting lost or

4 <i>alz</i> 100%	
Student paper	Original source
4 Gets confused and needs help finding their way around the house. 5 Almost always in a bed or chair. May be able to walk a few steps with help, but lacks sense of direction.	4 Gets confused and needs help finding their way around the house 5 Almost always in a bed or chair May be able to walk a few steps with help, but lacks sense of direction

4 <i>alz</i> 70%	
Student paper	Original source
Christopher M Clark, Alzheimer's Disease Core Center Department of Neurology, University of Pennsylvania, Philadelphia, Pennsylvania, USA	Department of Neurology, University of Pennsylvania, Philadelphia, Pennsylvania, USA

4 <i>alz</i> 97%	
Student paper	Original source
6 Always in bed. Unable to sit or stand. INTERPRETATION Add up the points for all sections.	6 Always in bed Unable to sit or stand Add up the points for all sections

1 <i>alz</i> 100%	
Student paper	Original source
KATZ Index of Independence in Activities of Daily Living Katz Index of Independence in Activities of Daily Living Activities Points (1 or 0) Independence (1 Point)	Katz Index of Independence in Activities of Daily Living Katz Index of Independence in Activities of Daily Living Activities Points (1 or 0) Independence (1 Point)

1 <i>alz</i> 100%	
Student paper NO supervision, direction or personal assistance. Dependence (0 Points) WITH supervision, direction, personal assistance or total care.	Original source NO supervision, direction or personal assistance Dependence (0 Points) WITH supervision, direction, personal assistance or total care

1 <i>alz</i> 100%	
Student paper (1 POINT) Bathes self completely or needs help in bathing only a single part of the body such as the back, genital area or disabled extremity. (0 POINTS) Need help with bathing more than one part of the body, getting in or out of the tub or shower. Requires total bathing	Original source (1 POINT) Bathes self completely or needs help in bathing only a single part of the body such as the back, genital area or disabled extremity (0 POINTS) Need help with bathing more than one part of the body, getting in or out of the tub or shower Requires total bathing

1 alz 100%	
Student paper (1 POINT) Get clothes from closets and drawers and puts on clothes and outer garments complete with fasteners. May have help tying shoes. (0 POINTS) Needs help with dressing self or needs to be completely dressed.	Original source (1 POINT) Get clothes from closets and drawers and puts on clothes and outer garments complete with fasteners May have help tying shoes (0 POINTS) Needs help with dressing self or needs to be completely dressed

1 alz 100%	
Student paper (1 POINT) Goes to toilet, gets on and off, arranges clothes, cleans genital area without help. (0 POINTS) Needs help transferring to the toilet, cleaning self or uses bedpan or commode.	Original source (1 POINT) Goes to toilet, gets on and off, arranges clothes, cleans genital area without help (0 POINTS) Needs help transferring to the toilet, cleaning self or uses bedpan or commode

<div> <div>1</div> <div>alz</div> <div>100%</div> </div>	
<p>Student paper</p> <p>(1 POINT) Moves in and out of bed or chair unassisted. Mechanical transfer aids are acceptable (0 POINTS) Needs help in moving from bed to chair or requires a complete transfer.</p>	<p>Original source</p> <p>(1 POINT) Moves in and out of bed or chair unassisted Mechanical transfer aids are acceptable (0 POINTS) Needs help in moving from bed to chair or requires a complete transfer</p>

<div> <div>1</div> <div>alz</div> <div>100%</div> </div>	
<p>Student paper</p> <p>(1 POINT) Gets food from plate into mouth without help. Preparation of food may be done by another person. (0 POINTS) Needs partial or total help with feeding or requires parenteral feeding.</p>	<p>Original source</p> <p>(1 POINT) Gets food from plate into mouth without help Preparation of food may be done by another person (0 POINTS) Needs partial or total help with feeding or requires parenteral feeding</p>

<div> <div>1</div> <div>alz</div> <div>100%</div> </div>	
<p>Student paper</p> <p>(1 POINT) Exercises complete self control over urination and defecation. (0 POINTS) Is partially or totally incontinent of bowel or bladder</p>	<p>Original source</p> <p>(1 POINT) Exercises complete self control over urination and defecation (0 POINTS) Is partially or totally incontinent of bowel or bladder</p>

<div> <div>1</div> <div>alz</div> <div>100%</div> </div>	
<p>Student paper</p> <p>6 = High (patient independent) 0 = Low (patient very dependent)</p>	<p>Original source</p> <p>6 = High (patient independent) 0 = Low (patient very dependent)</p>

15	<i>Student paper</i>	91%
Student paper	Original source	
Lawton-Brody Instrumental Activities of Daily Living Scale	The Lawton In- strumental Ac- tivities of Daily Living Scale	

<div>1</div> <div><i>a/z</i></div> <div>100%</div>	
<div>Student paper</div> <div>Ability to Use Telephone E.</div>	<div>Original source</div> <div>Ability to Use Telephone E</div>

<div>1</div> <div>alz</div>	87%
<div>Student paper</div> <div>INSTRUMENTAL ACTIVITIES OF DAILY LIVING SCALE (I.A.D.L.) Scoring: For each category, circle the item description that most closely re- sembles the client's highest functional level (either 0 or 1).</div>	<div>Original source</div> <div>LAWTON - BRODY INSTRU- MENTAL ACTIV- ITIES OF DAILY LIVING SCALE (I.A.D.L.) For each category, circle the item description that most closely re- sembles the client's highest functional level (either 0 or 1)</div>

①	<i>alz</i>	73%
Student paper	Original source	
Operates telephone on own initiative-looks up and dials numbers, etc.	Operates telephone on own initiative-looks	

<div>16</div> <div><i>Student paper</i></div>	100%
<div>Student paper</div> <div>Dials a few well-known numbers 3. Answers telephone but does not dial 4.</div>	<div>Original source</div> <div>Dials a few well-known numbers 3 Answers telephone but does not dial 4</div>

①	alz	65%
Student paper	Original source	
Does not use telephone at all	Does not use telephone at all	

①	alz	100%
Student paper	Original source	
Launders small items-rinses stockings, etc.	Launders small items-rinses stockings, etc	

①	<i>a/z</i>	100%
Student paper	Original source	
1 1 0	1 1 0	

①	alz	100%
Student paper	Original source	
All laundry must be done by others 1 1 0	All laundry must be done by others 1 1 0	

17	Student paper	100%
Student paper	Original source	
Does personal laundry completely 2.	Does personal laundry completely 2	

①	<i>al/z</i>	100%
Student paper	Original source	
Mode of Transportation	Mode of Transportation	

18 Student paper 92%	
Student paper Takes care of all shopping needs independently 2.	Original source Takes care of all shopping needs independently (1) 2

1 alz 100%	
Student paper Completely unable to shop	Original source Completely unable to shop

17 Student paper 100%	
Student paper Shops independently for small purchases 3.	Original source Shops independently for small purchases 3

16 Student paper 63%	
Student paper 0 0 0	Original source 0 1 0

18 Student paper 92%	
Student paper Needs to be accompanied on any shopping trip 4.	Original source Needs to be accompanied on any shopping trip (0) 4

15 Student paper 100%	
Student paper Travels independently on public transportation or drives own car	Original source Travels independently on public transportation or drives own car

17 Student paper 100%	
Student paper Arranges own travel via taxi, but does not otherwise use public transportation	Original source Arranges own travel via taxi, but does not otherwise use public transportation

1 alz 100%	
Student paper Does not travel at all	Original source Does not travel at all

17 Student paper 100%	
Student paper Travels on public transportation when accompanied by another	Original source Travels on public transportation when accompanied by another

1 alz 100%	
Student paper Food Preparation G. Responsibility for Own Medications	Original source Food Preparation G Responsibility for Own Medications

17 Student paper 100%	
Student paper Travel limited to taxi or automobile with assistance of another	Original source Travel limited to taxi or automobile with assistance of another

15 Student paper 100%	
Student paper Plans, prepares and serves adequate meals independently	Original source Plans, prepares, and serves adequate meals independently

18	Student paper	93%
Student paper	Original source	
Prepares adequate meals if supplied with ingredients 3.	Prepares adequate meals if supplied with ingredients (0) 3	

1	alz	100%
Student paper	Original source	
Needs to have meals prepared and served	Needs to have meals prepared and served	

19	<i>Student paper</i>	85%
Student paper	Original source	
Heats, serves and prepares meals, or prepares meals,	Heats and serves prepared meals or prepares meals	

15	Student paper	100%
Student paper	Original source	
Is responsible for taking medication in correct dosages at correct time	Is responsible for taking medication in correct dosages at correct time	

17	Student paper	82%
Student paper or prepares meals but does not maintain adequate diet 4.	Original source prepares meals, or pre- pares meals but does not maintain ade- quate diet	

17	Student paper	100%
Student paper	Original source	
Takes responsibility if medication is prepared in advance in separate dosage	Takes responsibility if medication is prepared in advance in separate dosage	

①	<i>alz</i>	100%
Student paper	Original source	
Is not capable of dispensing own medication	Is not capable of dispensing own medication	

①⑥	<i>Student paper</i>	94%
Student paper	Original source	
Performs light daily tasks such as dish washing, bed making	Performs light daily tasks such as dish- 1 washing, bed making	

①	<i>a/z</i>	100%
Student paper	Original source	
Ability to Handle Finances	Ability to Handle Finances	

21	Student paper	100%
Student paper	Original source	
Performs light daily tasks but cannot maintain acceptable level of cleanliness	Performs light daily tasks, but cannot maintain acceptable level of cleanliness	

20	Student paper	100%
Student paper	Original source	
Maintains house alone or with occasional assistance (eg "heavy work domestic help")	Maintains house alone or with occasional assistance (eg "heavy work domestic help")	

22	<i>Student paper</i>	92%
Student paper	Original source	
Needs help with all home maintenance tasks 5.	Needs help with all home maintenance tasks.....1 5	

<div>1</div> <div><i>alz</i></div> <div>100%</div>	
Student paper	Original source
Does not participate in any housekeeping tasks	Does not participate in any housekeeping tasks

<div>17</div> <div><i>Student paper</i></div> <div>100%</div>	
Student paper	Original source
Manages day-to-day purchases, but needs help with banking, major purchases, etc.	Manages day-to-day purchases, but needs help with banking, major purchases, etc

<div>17</div> <div><i>Student paper</i></div> <div>100%</div>	
Student paper	Original source
Manages financial matters independently (budgets, writes checks, pays rent, bills, goes to bank), collects and keeps track of income	Manages financial matters independently (budgets, writes checks, pays rent, bills, goes to bank), collects and keeps track of income

<div>1</div> <div><i>alz</i></div> <div>100%</div>	
Student paper	Original source
Incapable of handling money	Incapable of handling money

①	alz	96%
Student paper	Original source	
Total Score_____		
_ A summary score ranges from 0 (low function, dependent) to 8 (high function, independent) for women and 0 through 5 for men to avoid potential gender bias.	A summary score ranges from 0 (low function, dependent) to 8 (high function, independent) for women and 0 through 5 for men to avoid potential gender bias	

①	alz	100%
Student paper	Original source	
Feeling tense, nervous, anxious, restless, or unable to sleep because your mind is troubled all the time.	Feeling tense, nervous, anxious, restless, or unable to sleep because your mind is troubled all the time.*	

①	alz	100%
Student paper	Original source	
Please mark your current stress level on the thermometer:	Please mark your current stress level on the thermometer	

①	alz	100%
Student paper	Original source	
My Stress Thermometer My Stress Thermometer	My Stress Thermometer My Stress Thermometer	

1	alz	100%
Student paper	Original source	
Elo A-L, Leppänen A, Jahkola A. Scand J Work Environ Health 2003;29(6):444—451.	Elo A-L, Leppänen A, Jahkola A Scand J Work Environ Health 2003;29(6):444–451	

1	<i>a/z</i>	74%
Student paper	Original source	
Do you know where you can obtain	Do you know where you can obtain additional information about the disease	

1	alz	69%
Student paper	Original source	
Patient Health Questionnaire (PHQ-9)	Patient Health Questionnaire-2 (PHQ-2)	

1	alz	74%
Student paper	Original source	
Are you able and willing to provide	Are you able and willing to provide care and/or assistance	

1	alz	68%
Student paper	Original source	
Do you understand Alzheimer's	Do you understand Alzheimer's disease and other dementias	

1	alz	77%
Student paper	Original source	
Do you know where you can receive	Do you know where you can receive support as a caregiver	

<div> <div>1</div> <div>alz</div> <div>90%</div> </div>	
Student paper	Original source
Neuropsychiatric Inventory Questionnaire (NPI-Q)	The Neuropsychiatric Inventory Questionnaire (NPI-Q) 26

<div> <div>13</div> <div>Student paper</div> <div>100%</div> </div>	
Student paper	Original source
Does the patient act as if he or she hears voices? Does he or she talk to people who are not there?	Does the patient act as if he or she hears voices Does he or she talk to people who are not there

<div> <div>13</div> <div>Student paper</div> <div>100%</div> </div>	
Student paper	Original source
Does the patient believe that others are stealing from him or her, or planning to harm him or her in some way?	Does the patient believe that others are stealing from him or her, or planning to harm him or her in some way

<div> <div>1</div> <div>alz</div> <div>74%</div> </div>	
Student paper	Original source
1 0 3b. 1 2 3	1 1 0 1 2 3 DISTRESS

<div> <div>1</div> <div>alz</div> <div>84%</div> </div>	
Student paper	Original source
1 2 3	1 2 3 DISTRESS

<div> <div>13</div> <div>Student paper</div> <div>100%</div> </div>	
Student paper	Original source
AGITATION OR AGGRESSION: Is the patient stubborn and resistive to help from others?	AGITATION OR AGGRESSION Is the patient stubborn and resistive to help from others

①	<i>a/z</i>	74%
Student paper	Original source	
1 0 4b. 1 2 3	1 1 0 1 2 3 DISTRESS	

13	Student paper	100%
Student paper	Original source	
Does the patient become upset when separated from you? Does he or she have any other signs of nervousness, such as shortness of breath, sighing, being unable to relax, or feeling excessively tense?	Does the patient become upset when separated from you Does he or she have any other signs of nervousness, such as shortness of breath, sighing, being unable to relax, or feeling excessively tense	

13	Student paper	100%
Student paper	Original source	
DEPRESSION OR DYSPHORIA: Does the pa- tient act as if he or she is sad or in low spirits? Does he or she cry?	DEPRESSION OR DYSPHORIA Does the pa- tient act as if he or she is sad or in low spirits Does he or she cry	

①	<i>a/z</i>	74%
Student paper	Original source	
1 0 6b. 1 2 3	1 1 0 1 2 3 DISTRESS	

①	<i>a/z</i>	84%
Student paper	Original source	
1 2 3	1 2 3 DISTRESS	

13 Student paper 87%	
Student paper Please ask the following questions based upon changes. Indicate "yes" only if the symptom has been present in the past month; otherwise, indicate "no". For each item marked "yes", rate the SEVERITY of the symptom (how it affects the patient):	Original source _____ _____. Please ask the following questions based upon changes only if the symptom has been present in the past month otherwise, indicate "no" Rate the SEVERITY of the symptom (how it affects the patient)

13 Student paper 100%	
Student paper 1 = Mild (noticeable, but not a significant change) 2 = Moderate (significant, but not a dramatic change) 3 = Severe (very marked or prominent;	Original source 1 = Mild (noticeable, but not a significant change) 2 = Moderate (significant, but not a dramatic change) 3 = Severe (very marked or prominent

1 a/z 100%	
Student paper Yes No Severity	Original source Yes No SEVERITY

<div> <div>13</div> <div>Student paper</div> <div>87%</div> </div>	
<p>Student paper</p> <p>Please ask the following questions based upon changes. Indicate "yes" only if the symptom has been present in the past month; otherwise, indicate "no". For each item marked "yes", rate the SEVERITY of the symptom (how it affects the patient):</p>	<p>Original source</p> <p>_____</p> <p>_____ Please ask the following questions based upon changes only if the symptom has been present in the past month otherwise, indicate "no" Rate the SEVERITY of the symptom (how it affects the patient)</p>

<div> <div>13</div> <div>Student paper</div> <div>83%</div> </div>	
<p>Student paper</p> <p>1 = Mild (noticeable, but not a significant change) 2 = Moderate (significant, but not a dramatic change)</p>	<p>Original source</p> <p>1 = Mild (noticeable, but not a significant change) 2 = Moderate (significant, but not a dramatic change) 3 = Severe (very marked or prominent)</p>

<div> <div>1</div> <div>al/z</div> <div>100%</div> </div>	
<p>Student paper</p> <p>Yes No Severity</p>	<p>Original source</p> <p>Yes No SEVERITY</p>

13 Student paper 100%	
Student paper ELATION OR EUPHORIA: Does the pa- tient appear to feel too good or act excessively happy?	Original sourc e ELATION OR EUPHORIA Does the pa- tient appear to feel too good or act excessively happy

13 Student paper 100%	
Student paper Does the pa- tient seem to act impulsively? For example, does the pa- tient talk to strangers as if he or she knows them, or does the pa- tient say things that may hurt people's feel- ings?	Original sourc e Does the pa- tient seem to act impulsively For example, does the pa- tient talk to strangers as if he or she knows them, or does the pa- tient say things that may hurt people's feel- ings

13 Student paper 100%	
Student paper APATHY OR IN- DIFFERENCE: Does the pa- tient seem less interested in his or her usual activities and in the activities and plans of others?	Original sourc e APATHY OR IN- DIFFERENCE Does the pa- tient seem less interested in his or her usual activities and in the activities and plans of others

13 Student paper 100%	
Student paper IRRITABILITY OR LABILITY: Is the patient impatient or cranky? Does he or she have difficulty coping with delays or waiting for planned activities?	Original source IRRITABILITY OR LABILITY Is the patient impatient or cranky Does he or she have difficulty coping with delays or waiting for planned activities

13 Student paper 100%	
Student paper Does the patient awaken you during the night, rise too early in the morning, or take excessive naps during the day?	Original source Does the patient awaken you during the night, rise too early in the morning, or take excessive naps during the day

13 Student paper 100%	
Student paper Does the patient engage in repetitive activities, such as pacing around the house, handling buttons, wrapping string, or doing other things repeatedly?	Original source Does the patient engage in repetitive activities, such as pacing around the house, handling buttons, wrapping string, or doing other things repeatedly

13 Student paper 100%	
Student paper APPETITE AND EATING: Has the patient lost or gained weight, or had a change in the food he or she likes?	Original source APPETITE AND EATING Has the patient lost or gained weight, or had a change in the food he or she likes

3 My paper 66%	
Student paper 1 1 2 1 1 2 1 1 2 1 1 2	Original source Week 1 Provider 1 Provider 2 Week 1 Provider 1 Provider 2 Week 1 Provider 1 Provider 2 Week 1 Provider 1 Provider 2

10 alz 80%	
Student paper Safety Assessment Checklist	Original source Safety Assessment Guide and Checklist

1 alz 83%	
Student paper Safety Assessment Checklist If the patient or caregiver answers yes to questions 1 and 3-7 or no to question 2.	Original source Safety Assessment Checklist If the patient or caregiver answers yes to questions 1 and 3-7 or no to question 2, refer to the Safety Assessment Guide for further evaluation

3 My paper 66%	
Student paper 1 1 2 1 1 2 1 1 2	Original source Week 1 Provider 1 Provider 2 Week 1 Provider 1 Provider 2 Week 1 Provider 1 Provider 2

① <i>alz</i> 88%	
Student paper friend or care-giver, as the patient's judgment, memory and decreased cognitive skills may impact insight into the illness and the ability to provide accurate reporting. Questions Yes No	Original source When working with patients living with dementia, it is recommended that you also consult with a family member, friend or care-giver, as the patient's judgment, memory and decreased cognitive skills may impact insight into the illness and the ability to provide accurate reporting Questions Yes No

① <i>alz</i> 100%	
Student paper Is the patient still driving?	Original source Is the patient still driving

① <i>alz</i> 100%	
Student paper Is the patient taking medications as prescribed?	Original source Is the patient taking medications as prescribed

① <i>alz</i> 100%	
Student paper Are there concerns about safety in the home?	Original source Are there concerns about safety in the home

① <i>alz</i> 100%	
Student paper Has the patient gotten lost in familiar places or wandered?	Original source Has the patient gotten lost in familiar places or wandered

① <i>alz</i> 100%	
Student paper Are firearms present in the home?	Original source Are firearms present in the home

① <i>alz</i> 100%	
Student paper End-of-Life Checklist	Original source END-OF-LIFE CHECKLIST

① <i>alz</i> 100%	
Student paper Has the patient experienced unsteadiness or sustained falls?	Original source Has the patient experienced unsteadiness or sustained falls

① <i>alz</i> 80%	
Student paper Decision Making Capacity	Original source Decision making capacity assessment

① <i>alz</i> 100%	
Student paper Does the patient live alone?	Original source Does the patient live alone

① <i>alz</i> 84%	
Student paper 1-800-272-3900	Original source 800.272.3900

5 <i>hhs</i> 63%	
Student paper http://www.alz.org/sanantonio http://www.alz.org/sanantonio	Original source http://www.alz.org/publichealth/curriculum.asp http://www.alz.org/publichealth/curriculum.asp

1 <i>alz</i> 68%	
Student paper Implementing a Cognitive Impairment Care Planning Toolkit to Enhance Dementia Care:	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT

2 <i>My paper</i> 100%	
Student paper University of the Incarnate Word The Athenaeum 12-2019	Original source University of the Incarnate Word The Athenaeum 12-2019

1 <i>alz</i> 89%	
Student paper The Cognitive Impairment Care Planning Toolkit con...	Original source COGNITIVE IMPAIRMENT CARE PLANNING TOOLKIT

4 <i>alz</i> 100%	
Student paper Do you live with the participant?	Original source Do you live with the participant