



SEIU 775  
BENEFITS GROUP

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Learner Handbook

# LUPUS



## **About SEIU 775 Benefits Group**

The SEIU 775 Benefits Group trains and develops professional long-term care workers to deliver high-quality care and support to older adults and people with disabilities. The SEIU 775 Benefits Group also negotiates and purchases high-quality health care benefits for long-term care workers in Washington and Montana.

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### **SEIU 775 BENEFITS GROUP**

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# Lupus

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# Course Agenda

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This table shows the agenda for the course.

Agenda Item	Time (min)
Introduction and Welcome	2
Preassessment	15
Lesson 1: Signs and Symptoms of Lupus	33
What Is Lupus?	
Signs and Symptoms of Lupus	
Lupus Flares and Remission	
Health Complications Associated With Lupus	
Lesson 2: Support to Follow Medical Treatment Plans	30
Medical Treatment Plans for Lupus	
Prepare for Medical Appointments	
Follow Medication Schedules	
<i>Break</i>	10
Lesson 3: Lupus Lifestyle Adjustments	40
Lupus Lifestyle Adjustments	
Understand Lupus Flares and Triggers	
Reduce Stress	
Follow a Healthy Diet and Approved Exercise	
Limit UV Exposure	
Prevent Infection and Illness	
Avoid Injury	

Agenda Item	Time (min)
Lesson 4: Managing Symptoms of Lupus	30
Manage Whole Body Symptoms	
Manage Joint and Muscle Symptoms	
Manage Skin and Face Symptoms	
Report Signs of Depression	
Postassessment	15
Lesson 5: Lupus Resources	5
Lupus Resources	
<b>Total: 3 hrs</b>	<b>180</b>

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# Course Overview

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## Description

In this course, you will learn about the signs and symptoms of lupus. You will also learn how to support a client with lupus to follow their medical treatment, make lifestyle adjustments to prevent flares, and manage their lupus symptoms. Lastly, you will learn about the available resources that may help a client with lupus.

This course takes three hours to complete.

## Learning Objectives

By the end of this course, you will be able to do the following:

- Describe the signs and symptoms of lupus.
- Model supporting a client with following their medical treatment for lupus.
- Model supporting a client with lupus to make lifestyle adjustments that can prevent flares.
- Model collaborating with a client to manage their lupus symptoms.
- Describe available resources to help a client who has lupus.

# Lesson 1: Signs and Symptoms of Lupus

## Warm-Up Activity: What Is Lupus?

*Instructions: Read the question. Write your response in the space provided. Then, discuss your answer in your small group.*

What is lupus?

Notes:

## Describing Lupus



### **Systemic Lupus Erythematosus (SLE)**

The most common form of lupus. An autoimmune disease that causes inflammation, pain, and damage throughout many different body systems.



## Knowledge Check: Describe Lupus

*Instructions: Read and answer the question.*

Lupus can be described as:

- a. A disease that attacks the healthy cells in the body
- b. An autoimmune disease
- c. A disease that attacks all the cells in the body
- d. A disease that causes inflammation to many different organ systems in the body

## Knowledge Check: What Is an Autoimmune Disease?

*Instructions: Read and answer the question.*




What is an autoimmune disease?

- a. A disease that attacks the healthy cells in the body by mistake
- b. A disease that attacks all the cells in the body
- c. A disease that causes cells in the body to remain healthy
- d. A disease that causes no harm to the body

## Video: Living With Lupus

Notes:

## Common Signs and Symptoms of Lupus

		
<b>Whole Body Symptoms</b>	<b>Joint and Muscle Symptoms</b>	<b>Skin and Face Symptoms</b>
<ul style="list-style-type: none"><li>• Fatigue</li><li>• General discomfort</li><li>• Low-grade fever</li><li>• Headaches</li><li>• Breathing problems</li><li>• Nausea</li><li>• Photosensitivity</li></ul>	<ul style="list-style-type: none"><li>• Joint pain, stiffness, swelling</li><li>• Muscle pain and weakness</li><li>• Numbing of fingers and toes to cold or stress</li></ul>	<ul style="list-style-type: none"><li>• Sores, ulcers, bleeding</li><li>• Facial rash or red scaly skin</li><li>• Hair loss</li><li>• Calcium deposits</li><li>• Red spots, patches, nodules</li><li>• Red or dry eyes</li></ul>

## **Whole Class Activity: Identifying Common Signs and Symptoms of Lupus**

*Instructions: Read the scenario. Then, answer the question.*

### **Mrs. Miriam's Scenario**

You start caring for a new client, Mrs. Miriam, this week. Before arriving at her home, you review her care plan. She has a medical history of high blood pressure and lupus. On your first day of caring for Mrs. Miriam, you go for an early morning walk together. After returning from the walk, you notice Mrs. Miriam's feet are swollen. She says she has a headache, nausea, and pain in her muscles.

Which signs and symptoms of lupus is Mrs. Miriam experiencing?

- a. Headache
- b. Swollen feet
- c. Nausea
- d. Muscle pain

## **The Variability of Lupus**

### **Lupus Flares**

#### **Discussion: Common Symptoms of a Lupus Flare**

Notes:

## **Lupus Triggers**

### **Knowledge Check: What Is a Flare?**

*Instructions: Read and answer the question.*

What is a flare?

- a. A period when symptoms temporarily improve
- b. A period when symptoms temporarily worsen
- c. A period when symptoms improve and then worsen
- d. A period when symptoms greatly improve

### **Knowledge Check: Flares Associated With Lupus**

*Instructions: Read and answer the question.*

Select the best descriptions of a possible flare associated with lupus.

- a. Yanine has a fever and symptoms of a cold.
- b. Rita has a headache.
- c. Mrs. Ahmed feels a lot more pain in her joints and muscles.
- d. Mrs. Lino feels tired.

## Video: Lupus Remission

Notes:

## Knowledge Check: What Is Remission?

*Instructions: Read and answer the question.*

What is remission?

- a. A period when the client feels better
- b. A period when the client's symptoms temporarily worsen
- c. A period when symptoms improve and then worsen
- d. A period when the client feels better and their symptoms improve

## Discussion: Common Health Complications Associated With Lupus

Notes:

## Discussion: Lupus and Mental Well-Being

Notes:

## **Lesson 2: Support to Follow Medical Treatment Plans**

### **Video: Treatment and Plans**

Notes:

### **Discussion: Following Medical Treatment Plans for Lupus**

Notes:

## Knowledge Check: Medical Treatment and Goals

*Instructions: Read and answer the question.*

Which is an example(s) of a medical treatment and goal for a client living with lupus?

- a. Samantha takes medications to treat her lupus symptoms when they occur.
- b. Samir takes medications to manage diabetes.
- c. Mrs. Linarez takes medications because her rheumatologist asked her to take them.
- d. Imani takes medications to reduce other complications.

## Whole Class Activity: Follow Medical Treatment Plans

*Instructions: Read the scenario. Then, answer the question.*

### Mrs. Aniyah's Scenario

You care for Mrs. Aniyah, a client who was diagnosed with lupus a few years ago. Usually, she follows her medical treatment plans. However, you have noticed that Mrs. Aniyah is not consistently taking the medicine that treats her lupus.

Why is it important for Mrs. Aniyah to follow her medication treatment plans for lupus?

- a. Following the medication treatment plans will decrease hospitalizations.
- b. Following the medication treatment plans reduces the need to take more medication.
- c. Following the medication treatment plans increases visits to the emergency room.
- d. Following the medication treatment plans could decrease flares.



## Discussion: Prepare for Medical Appointments

Example of what you could say to a client:

*“Mrs. Jacinda, you have a medical appointment next week. Would you like to take some time to prepare for the appointment? That way, you can remember to address any concerns you have. It would also give your doctor information that would be helpful to your treatment.”*

Example of what you could say to a client if they decline:

*“OK. Would it be all right if I check in with you about this some other time?”*

Notes:

## Whole Class Activity: Collaborate to Prepare for Medical Appointments

*Instructions: Read the scenario. Then, answer the question.*

### Imani's Scenario

Imani is a client who was recently diagnosed with lupus. Since being diagnosed, she has to attend many medical appointments. However, Imani feels anxious when she starts to plan for her medical appointments and has difficulty organizing information. She asks you to help her prepare for her upcoming appointments.

What strategies can you use to help Imani prepare for her medical appointments?

- Help Imani make a list of her current medications.
- Encourage Imani to write down any medication side effects.
- Tell Imani you cannot assist her with preparing because it is not listed in the care plan.
- Encourage Imani to take notes about the medications' effectiveness.

## Follow Medication Schedules

Example of what you could say to a client:

*"Mrs. Jacinda, can we work together to create a system so I can help you remember when to take your medication?"*

Example of what you could say to a client if they decline:

*"OK. Would it be all right if I check in with you about this some other time?"*

Example of the steps to follow if the client agrees:

1. Ask about the client's preferences. For example, you might say, "Mrs. Jacinda, what is the best way for me to help you remember when to take your medication?"
2. If the client is unsure, make suggestions. For example, you might say, "There are different ways to remember to take medication. Would you like to hear a few methods?"
3. If yes, suggest various strategies.

Notes:

## Discussion: Follow Medication Schedule Strategies

Notes:

## Lesson 3: Lupus Lifestyle Adjustments

### Video: Lifestyle Adjustments

Notes:

### Knowledge Check: Lifestyle Adjustments That Improve Quality of Life

*Instructions: Read and answer the question.*

Which lifestyle adjustments can improve quality of life for a client with lupus?

- a. Reducing stress
- b. Following a healthy diet
- c. Smoking
- d. Minimizing exposure to UV light

### Lupus Flare Triggers

## Discussion: Collaborate With a Client to Understand Triggers

Example of what you could say to a client:

*“Mrs. Jacinda, what do you think about working together to better understand what is triggering your flares?”*

Example of what you could say to a client if they decline:

*“OK. Would it be all right if I check in with you about this some other time?”*

Example of the steps to follow if the client agrees:

1. Ask about the client’s preferences. For example, you might say, “Mrs. Jacinda, what is the best way for me to try to understand what may be causing a flare?”
2. If the client is unsure, make suggestions. For example, you might say, “There are different ways to do this. Would you like to hear a few?”

Notes:

## **Whole Class Activity: Best Practices to Understand Lupus Triggers**

*Instructions: Read the scenario. Then, answer the question.*

### **Tracy's Scenario**

Tracy is a client who was recently diagnosed with lupus. She is trying to learn and understand the triggers that cause her flares. Tracy wants to work together to track her triggers using a method that does not involve technology.

Which is the best strategy to suggest for Tracy to track her lupus triggers?

- a. A smartphone app
- b. A lupus diary
- c. A calendar
- d. An online tracking system

## **Discussion: The Importance of Quitting Smoking**

Notes:

## **Knowledge Check: The Importance of Quitting Smoking**

*Instructions: Read and answer the question.*

What are the best reasons for a client with lupus to quit smoking cigarettes?

- a. Smoking cigarettes complicates and accelerates the symptoms of lupus.
- b. Smoking cigarettes helps to decrease blood pressure.
- c. Smoking cigarettes can lower the effectiveness of medications used to treat lupus.
- d. Smoking cigarettes causes lupus skin disease to be more active.

## **Reducing Stress**

### **Discussion: Ways to Avoid Stress**

Notes:

## **Whole Class Activity: Collaborate to Reduce Stress**

*Instructions: Read the scenario. Then, answer the question.*

### **Mrs. Sam's Scenario**

Mrs. Sam, a client you care for, has difficulty finding ways to reduce her stress in the evenings. She asks to work together to find a way to reduce her stress.

Which best practices can you suggest that may help Mrs. Sam reduce her stress in the evening?

- a. Practice meditation.
- b. Do deep breathing exercises.
- c. Listen to music.
- d. Create a restful sleep environment.
- e. Go outside and lie in the sun.

## **Lupus and a Healthy Diet**

Notes:



## Lupus and Exercise

Notes:

### **Discussion: Collaborate With a Client to Follow an Approved Exercise Plan**

*Instructions: Read the question. Write your response in the space provided.*

What best practices can you and the client use to safely follow the client's exercise program?

Notes:

## **Whole Class Activity: Follow a Healthy Diet Plan**

*Instructions: Read the scenario. Then, answer the question.*

### **Mar's Scenario**

Mar, a client you care for, needs to incorporate more anti-inflammatory foods rich in omega-3 into her diet.

Which anti-inflammatory foods rich in omega-3 can you and Mar add to her diet?

- a. Beef
- b. Fish
- c. Chicken
- d. Flaxseeds

## **Knowledge Check: Follow an Approved Exercise Plan**

*Instructions: Read the scenario. Then, answer the question.*

### **Vincentia's Scenario**

Vincentia, a client you care for, was given an approved exercise plan by the care team. However, she has difficulty figuring out how to incorporate the exercise plan into her schedule.

How can you collaborate with Vincentia to ensure she incorporates exercise in her schedule?

- a. Ask the care team about schedule options.
- b. Collaborate to find a day and time for exercise.
- c. Tell Vincentia you will verbally remind her to exercise.
- d. Encourage Vincentia to remember to exercise.

## Minimizing Exposure to UV Light

### Discussion: Collaborate to Minimize Exposure to UV Light

Notes:

### Knowledge Check: What Is Photosensitivity?

*Instructions: Read and answer the question.*

What is photosensitivity?

- a. An autoimmune disease
- b. Sensitivity to UV rays from sunlight and other light sources
- c. Rays that cause inflammation to internal organs
- d. Sensitivity when walking outside

### Whole Class Activity: Minimize Exposure to UV Light

*Instructions: Read the scenario. Then, answer the question.*

#### Desi's Scenario

Desi, a client you care for who was diagnosed with lupus, enjoys being outside. She loves nature and going on walks every day. However, Desi needs to find out how to enjoy being outside while minimizing her UV exposure.

Which best practice can you suggest to help Desi minimize her UV exposure while also letting her enjoy being outside?

- a. Make no suggestions. Desi should be OK with going on a walk during the day.
- b. Encourage Desi to wear protective clothing.
- c. Encourage Desi to avoid going outside during peak hours when the sun's rays are most intense.
- d. Encourage Desi to apply 70 SPF broad-spectrum sunscreen.

## Discussion: Prevent Illness and Infection

Notes:

### Whole Class Activity: Collaborate to Prevent Infection

*Instructions: Read the scenario. Then, answer the question.*

#### Jazmin's Scenario

Jazmin is a client who is living with lupus. She experiences frequent infections.

In what ways can you collaborate with Jazmin to help prevent infections?

- a. Ask Jazmin to keep a list of things that could cause an infection.
- b. Encourage Jazmin to thoroughly wash her hands.
- c. Support Jazmin in maintaining distance from anyone who has a contagious illness.
- d. Remind Jazmin to avoid items that collect germs.

## Discussion: Avoiding Injuries

Notes:

## **Lesson 4: Managing Symptoms of Lupus**

### **Addressing Symptoms of Lupus**

Notes:

### **Video: Whole-Body Symptoms**

Notes:

## **Knowledge Check: The Importance of Addressing Lupus Symptoms**

*Instructions: Read the scenario. Then, answer the question.*

### **Mrs. Lily's Scenario**

You have cared for Mrs. Lily for a couple of years and know her lupus flares and triggers. Mrs. Lily experiences a low-grade fever every few weeks. However, this week, her low-grade fever happens daily.

Why is it important to address the change in frequency of Mrs. Lily's low-grade fever ?

- a. Addressing the change will help Mrs. Lily be more aware of her overall symptoms.
- b. Addressing the change will help Mrs. Lily get the flare under control more quickly.
- c. Addressing the change will help you understand why there is an increase in frequency.
- d. Addressing the change could avoid organ damage.

## **Whole Class Activity: Collaborate With a Client to Manage Symptoms**

*Instructions: Read the scenario. Then, answer the question.*

A low-grade fever is one of the whole-body symptoms of lupus that Mrs. Lily experiences.

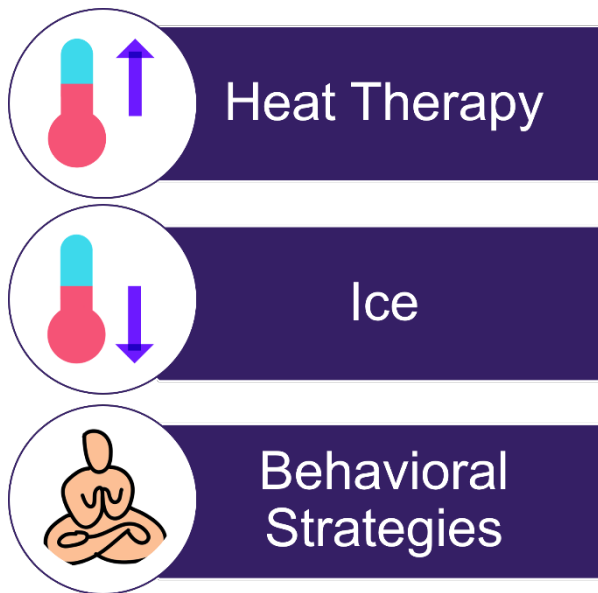
How should you collaborate with Mrs. Lily to help manage this symptom?

- a. Ask Mrs. Lily if it is OK to take her temperature twice daily.
- b. Tell Mrs. Lily she needs to track her symptoms daily.
- c. Report the symptom to the care team.
- d. Ask Mrs. Lily if it is OK to work together to keep a record of her low-grade fever.



## Joint and Muscle Pain

Notes:



## **Whole Class Activity: Collaborate With a Client to Manage Joint and Muscle Pain**

*Instructions: Read the scenario. Then, answer the question.*

### **Violeta's Scenario**

Violeta, a client you care for, experiences muscle pain in her legs. Her prescribed medication relieves some of the pain, but she needs additional pain management support. She asks you to help her find a strategy to manage her muscle pain.

Which strategy could you suggest to Violeta that could help with managing her muscle pain?

- a. Go for a walk outside.
- b. Take a break and relax on the couch.
- c. Participate in a guided imagery exercise.
- d. Call the care team.

### **Discussion: Manage Skin and Face Symptoms**

Notes:

## **Partner Activity: Collaborate With a Client to Manage Skin and Face Symptoms**

*Instructions: Read the scenario. Then, answer the question.*

### **Mrs. Jagna's Scenario**

Mrs. Jagna experiences lupus skin symptoms on her face. The symptoms are mild at times. However, when you arrive to care for her today, you notice the patches on her face are very red and scaly. As she touches her face, Mrs. Jagna says her symptoms are bothering her more than usual.

Which best practice could you suggest to Mrs. Jagna to help her manage the symptoms?

- a. Tell her it is all OK, and the symptoms will go away soon.
- b. Remind her not to touch the red and scaly patches on her face.
- c. Encourage her to only touch her face to measure her level of pain.
- d. Remind her to pat her face dry after she takes a shower.

## **Discussion: Report Signs of Depression**

Notes:

## **Knowledge Check: Identify Signs and Symptoms of Depression**

*Instructions: Read and answer the question.*

What are the signs and symptoms of depression?

- a. Sadness
- b. Insomnia
- c. Decisiveness
- d. Lack of energy
- e. Ability to concentrate
- f. Feelings of guilt
- g. Lowered self-esteem

## **Whole Class Activity: Which Signs of Depression to Report**

*Instructions: Read and answer the question.*

Miriam was recently diagnosed with lupus. She experiences many lupus-related whole-body symptoms and is learning how to manage them. Miriam is focused on tracking all of her symptoms in her lupus diary. You and Miriam review the notes in her lupus diary together.

Which of Miriam's notes are possible signs and symptoms of depression that you should report?

- a. Joint and muscle stiffness and pain
- b. Red and scaly patches around the face
- c. Frequent crying
- d. Mouth ulcers
- e. Anxiety
- f. Extreme fatigue
- g. Feelings of guilt and regret

## Lesson 5: Lupus Resources

# Lupus Resources

### Resources

The resources below are available for clients who have lupus.

Resource	Contact Information
American College of Rheumatology, Lupus Patient and Caregiver Education Information	<p>This resource is designed to help people with lupus and caregivers find information about the disease, common medications used to treat it, resources for assistance, and healthcare professionals who can help.</p> <p><a href="https://www.rheumatology.org/I-Am-A/Patient-Caregiver">https://www.rheumatology.org/I-Am-A/Patient-Caregiver</a></p>
Lupus Foundation of America, Pacific Northwest	<p>This resource is designed to help people with lupus and caregivers find information about the disease, common medications used to treat it, resources for assistance, and healthcare professionals who can help.</p> <p><a href="https://www.rheumatology.org/I-Am-A/Patient-Caregiver">https://www.rheumatology.org/I-Am-A/Patient-Caregiver</a></p>
The Lupus Initiative	<p>The Lupus Initiative® (TLI) is an awareness and education program that reduces lupus-related health disparities among disproportionately affected populations. By providing various complimentary tools and resources to healthcare providers, medical educators, and patients, TLI is committed to improving the overall outcomes and lives of people living with lupus.</p> <p><a href="https://thelupusinitiative.org">https://thelupusinitiative.org</a></p>

LupusConnect	<p>LupusConnect is an online community where people living with lupus and their loved ones can connect with others to share experiences, find support, and talk about coping with daily challenges.</p> <p><a href="https://www.lupus.org/resources/lupusconnect">https://www.lupus.org/resources/lupusconnect</a></p>
Lupus Research Alliance	<p>The Lupus Research Alliance provides valuable resources to people with lupus and researchers. This page allows users to find specific information using an easy search feature.</p> <p><a href="https://www.lupusresearch.org/understanding-lupus/resource-center/">https://www.lupusresearch.org/understanding-lupus/resource-center/</a></p>
Lupus Impact Tracker	<p>The Lupus Research Alliance provides valuable resources to people with lupus and researchers. This page allows users to find specific information using an easy search feature.</p> <p><a href="https://www.lupusresearch.org/understanding-lupus/resource-center/">https://www.lupusresearch.org/understanding-lupus/resource-center/</a></p>
Lupus Progress Diary	<p>Lupus UK offers a downloadable lupus diary and wellness tracker. Space is provided to write down any concerns or questions to address at medical appointments.</p> <p><a href="https://www.lupusuk.org.uk/wp-content/uploads/2020/09/Progress-Diary-2020.pdf">https://www.lupusuk.org.uk/wp-content/uploads/2020/09/Progress-Diary-2020.pdf</a></p>

# Course Key Terms

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Key Terms	Definitions
<b>Autoimmune disease</b>	A condition in which the body's immune system attacks and destroys healthy body tissue by mistake.
<b>Flare</b>	The sudden worsening of a disease or symptoms.
<b>Photosensitivity</b>	Sensitivity to ultraviolet (UV) rays from sunlight and other light sources, such as indoor fluorescent light.
<b>Remission</b>	The period during which a client feels better and their symptoms have improved.
<b>Rheumatologist</b>	A doctor who specializes in musculoskeletal disease and system autoimmune conditions.
<b>Systemic</b>	The entire body is affected, not just a single organ or body part.
<b>Systemic lupus erythematosus</b>	An autoimmune disease that causes inflammation, pain, and damage throughout many different body systems.

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