



SEIU 775
BENEFITS GROUP

Learner Handbook

STROKE



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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Stroke

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Course Overview

Description

In this course, you will learn about the effects of stroke. You will also learn best practices to support a client experiencing the cognitive, emotional, behavioral, and physical effects of stroke. Lastly, you will learn how to respond to the signs and symptoms of stroke and how to collaborate with a client to follow the lifestyle changes that can prevent stroke.

This course takes 3 hours to complete.

Learning Objectives

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

- Describe the effects of stroke
- Model how to support a client who is experiencing physical effects of stroke
- Model how to support a client who is experiencing cognitive, emotional, and behavioral effects of stroke
- Model how to collaborate with a client to implement lifestyle changes that can prevent stroke
- Model how to respond to signs and symptoms of a stroke

Course Agenda

This table shows the agenda for the course.

Agenda Item	Time (min)
Preassessment	15
Introduction and Welcome	4
Lesson 1: The Effects of Stroke	30
What Is a Stroke?	
The Physical, Cognitive, Emotional, and Behavioral Impairments Associated With Stroke	
Stroke Recovery	
Lesson 2: The Physical Effects of Stroke	45
Paralysis Support	
Support a Client's Affected Side	
Balance and Sensory Support Techniques	
Support a Client With Managing Their Pain	
One-Sided Neglect Support Techniques	
Report Concerns Related to Spasticity	
Bowel and Bladder Difficulties Support Techniques	
Report Signs of Dysphagia	
Support a Client With Vision Problems	
<i>Break</i>	10
Lesson 3: The Cognitive, Emotional, and Behavioral Effects of Stroke	20
Communicate With Clients Experiencing Cognitive Problems	

Agenda Item	Time (min)
Collaborate With Clients Experiencing Memory Loss	
The Physical, Cognitive, Emotional, and Behavioral Impairments Associated With Stroke	
Support Clients Experiencing Difficulty With Complex Mental Activities	
Support Clients Experiencing Mood and Personality Changes	
Lesson 4: Lifestyle Changes That Can Prevent Stroke	25
The Importance of Stroke Prevention	
Achieving Blood Pressure Control	
Encouraging Heart-Healthy Foods and Weight	
Support a Client Who Is Quitting Smoking	
Lesson 5: Respond to Signs of Stroke	19
The Importance of Knowing the Signs of Stroke	
Other Possible Signs of Stroke	
Respond to Symptoms of TIA	
Postassessment	15
Total: 3 hrs	180

Welcome and Course Introduction

Honor Code Statement

Benefits Group aims to improve the lives of long-term-care workers and their clients with high-quality training and career development. We hold learners, instructors, and staff to high standards of academic conduct and integrity. This is what we expect from you:

- Honesty
- Trust
- Respect
- Fairness
- Responsibility
- Professionalism

Lesson 1: The Effects of Stroke

Warm-Up Activity: What Is a Stroke?

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

1. What is a stroke?
2. What are the symptoms of stroke?

Notes:

Video: Antonio's Story

Notes:

Knowledge Check: Describe Stroke

Instructions: Read and answer the question.

Stroke can be described as:

- a. A medical event that provides blood supply to the brain
- b. A serious medical event that happens when blood supply to part of the brain is blocked or when a blood vessel in the brain bursts
- c. A disorder that causes a person to feel tingling in their hands
- d. A medical even that requires a check-up visit at the doctor's office

The Types of Strokes

Ischemic Stroke	
Hemorrhagic Stroke	
Transient Ischemic Attack (TIA)	
Cryptogenic Stroke	
Brain Stem Stroke	

Discussion: The Impairments of Stroke

Notes:

Knowledge Check: The Different Types of Stroke

Instructions: Read and answer the question.

Which type of stroke is the most common and causes a brain bleed?

- a. Cryptogenic stroke
- b. Hemorrhagic stroke
- c. Ischemic stroke
- d. TIA

Knowledge Check: The Impairments Associated With Stroke

Instructions: Read the scenario and answer the question.

Emilia's Scenario

Emilia, a client you care for, had a stroke nine months ago. She has been able to mostly recover. While most of the effects of stroke have gone away, she still has a tough time remembering certain details about her life and engaging in conversation with others.

Which impairments associated with stroke is Emilia experiencing?

- a. Behavioral
- b. Cognitive
- c. Emotional
- d. Physical

Discussion: Paralysis After a Stroke

Notes:

Discussion: Cognitive Effects After a Stroke

Notes:

Discussion: Emotional Changes After a Stroke

Notes:

Video: Impairments Associated With Stroke

Notes:

Partner Activity: Describe Impairments Associated With Stroke

Instructions: Read the scenario and answer the question. Then, discuss your answer in your small group.

Mrs. Osmund's Scenario

Mrs. Osmund, a client you care for, had a stroke about a year ago. After the stroke, she lost her ability to feel touch and pain. She also has a tough time understanding what others say to her and frequently has difficulty remembering details of her day. Her appetite has not changed, and she still enjoys watching her favorite show in the afternoons.

Which effects associated with stroke is Mrs. Osmund experiencing?

- a. No change to her appetite
- b. Loss of her ability to feel touch and pain
- c. Still enjoys watching her favorite tv show
- d. Has a tough time understanding what others say
- e. Has difficulty remembering details of her day



Neuroplasticity

The brain's ability to change. Brain damage cannot be reversed. However, the brain can rewire or reorganize itself by making new connections in healthy areas after an injury.

Discussion: Support a Client With Stroke Recovery

Notes:

Partner Activity: Explain Stroke Recovery

Instructions: Read the scenario and answer the question. Then, discuss your answer in your small group.

Mr. Espinoza's Scenario

Mr. Espinoza, a client you care for, is recovering from a recent stroke. As part of his stroke recovery plan, he meets with a physical therapist a couple of times during the week. The physical therapist would like Mr. Espinoza to do some of the same exercises at home too. However, Mr. Espinoza does not always do the exercises while at home.

What can you say to Mr. Espinoza to encourage him to do his recommended exercises at home?

- a. "Mr. Espinoza, if you do not do your recommended exercises, you will not recover at all."
- b. "Mr. Espinoza, would you like to do your recommended exercises? The exercises will help you strengthen some of your essential functions."
- c. "Mr. Espinoza, you need to do your exercises every single day to ensure you get better quickly."
- d. "Mr. Espinoza, it is OK if you do not do your recommended exercises daily. As long as you do some of the exercises, you will recover."

Lesson 2: The Physical Effects of Stroke

Discussion: Support a Client With Paralysis

Notes:

Video: Paralysis Support

Notes:

Discussion: Provide Support for a Client With Paralysis

Notes:

Discussion: Support a Client's Affected Side

Instructions: Read the questions. Write your responses in the space provided.

1. What are some ways you can provide support for a client's affected side after a stroke?
2. What are some signs of skin breakdown you can look for when caring for the client's skin?

Notes:

Partner Activity: Support a Client's Affected Side

Instructions: Read the scenario and answer the question. Then, discuss your answer in your small group.

Mr. Ravil's Scenario

You care for a client, Mr. Ravil. Mr. Ravil is experiencing one-sided paralysis after his stroke and has difficulty getting to and using the restroom. Although he has a cane and walker, he always asks you to assist him to the restroom without it.

In what ways can you support Mr. Ravil with his one-sided paralysis?

- a. Always assist Mr. Ravil with walking into the bathroom.
- b. Tell Mr. Ravil you cannot assist him with walking into the restroom.
- c. Encourage Mr. Ravil to use his assistive devices to walk around his home.
- d. Observe Mr. Ravil walk to the bathroom without his assistive devices.

Discussion: Balance Problems After a Stroke

Notes:

Whole Class Activity: Support a Client Experiencing Balance Problems

Instructions: Read the scenario and answer the question.

Marion's Scenario

Marion, a client you care for, recently had a stroke. Ever since his stroke, Marion has balance problems and has a tough time navigating around his home. You have noticed that the hallway and living room are cluttered with some loose cords on the floor. You have also noticed Marion walking around the coffee table in the living room.

How can you best support Marion with his balance problems?

- a. Tell Marion he needs to clean up the clutter around his home
- b. Remove any clutter or cords around Marion's home
- c. Ask Marion if you can work together to arrange furniture to make things safer for you both
- d. Tell Marion to call the case manager and ask if it is OK to remove clutter around his home

Whole Class Activity: Support a Client Experiencing Sensory Difficulties

Instructions: Read the scenario and answer the question.

Ridwana's Scenario

Ridwana, a client you care for, has a medical history of stroke noted in her care plan. After her stroke, Ridwana started to experience sensory disturbances in her hands and is unable to feel hot or cold temperatures. Ridwana loves to go on a daily walk early in the morning. However, she lives in Chicago where winters are very cold.

How can you best support Ridwana with her sensory problems?

- a. Accompany Ridwana on her walks in the morning
- b. Check Ridwana's care plan to see if it is OK for her to go on a walk early in the morning
- c. Encourage Ridwana to wear gloves when she goes on her morning walks
- d. Tell Ridwana it is cold outside and she needs to put on her coat

Knowledge Check: Support a Client With Managing Pain

Instructions: Read and answer the question.

In what ways can you support a client with managing their pain after a stroke?

- a. Remind the client to take their prescribed medication
- b. Help the client do their recommended exercises
- c. Tell the client to call their physical therapist if they experience pain
- d. Tell the client to do their recommended exercises while you observe them from a distance

Discussion: One-Sided Neglect

Notes:

Video: Support a Client With One-Sided Neglect

Notes:

Whole Class Activity: Provide Support For a Client Who Is Experiencing One-Sided Neglect

Instructions: Read the scenario and answer the question.

Mr. Lino's Scenario

Mr. Lino has one-sided neglect. He has a lack of awareness on his left side. Mr. Lino is resting on his bed today. He asked you to sit near him so that you can both talk for a while.

How can you provide support for Mr. Lino?

- a. Approach Mr. Lino's neglected side by putting a chair next to the bed on that side
- b. Stand near the doorway of the bedroom and ask Mr. Lino if there is anything you can do to help him today
- c. Hold Mr. Lino's hand on the side that is neglected
- d. Ask Mr. Lino to turn his head in your direction while you speak to him

What Is Spasticity?



Spasticity

A condition that causes some muscles to contract for long periods of time.

Whole Class Activity: Report Spasticity

Instructions: Read the scenario and answer the question.

Giacomina's Scenario

Giacomina recently had a stroke. Her arm and hand are affected by spasticity. Her ability to hold and use objects has improved a bit since she works with a physical therapist every week. Giacomina usually needs minimal assistance when she makes a cup of coffee in the morning. Recently, you noticed Giacomina needs a lot more assistance to dress herself and to pick up the coffee pot in the morning.

Which concerns related to spasticity should you report?

- a. Giacomina's improvement since she started working with a physical therapist
- b. Giacomina's minimal assistance when she makes a cup of coffee in the morning
- c. Giacomina's increased need for assistance when she dresses herself
- d. Giacomina's increased need for assistance when picking up the coffee pot in the morning

Bowel and Bladder Difficulties



Incontinence

When a person is unable to control their bowel and bladder muscles.

Notes:

Bowel and Bladder Support

Strategy	Strategy Description	Caregiver Role
Timed Voiding		
Urgency Control		
Pelvic Floor Muscle Training		
Medications		

Partner Activity: Support a Client With Bowel and Bladder Difficulties

Instructions: Read the scenario and answer the question. Then, discuss your answer in your small group.

Mrs. Hernandez's Scenario

After her stroke, Mrs. Hernandez was diagnosed with bowel and bladder difficulties. At times, Mrs. Hernandez has a sudden and uncontrollable urge to use the bathroom. She has asked you to help her find a strategy that could improve her bowel and bladder function.

How can you provide bowel and bladder support for Mrs. Hernandez?

- a. Suggest a schedule for bathroom breaks
- b. Call Mrs. Hernandez's doctor to learn about how you can best support her
- c. Follow the instructions on Mrs. Hernandez's care plan
- d. Try running water in the sink if Mrs. Hernandez has trouble urinating

Report Signs of Dysphagia

- Frequent coughing and sputtering
- An abnormally husky voice
- The need to clear the throat frequently
- Food and saliva escaping the client's mouth or nose when they try to eat

Whole Class Activity: The Signs of Dysphagia

Instructions: Read the scenario and answer the question.

Mr. Baraz's Scenario

Mr. Baraz, a client you care for, has a medical history of stroke. Mr. Baraz enjoys prepping and eating his lunch daily. He usually eats his food very quickly so that he can go meet his friends at the park in the afternoons. Today, Mr. Baraz is eating slowly. He is having a tough time swallowing his food. You also notice some of the food is escaping from his mouth as he is trying to eat.

Mr. Baraz may be experiencing dysphagia. Which signs should you report?

- a. Mr. Baraz usually eats his lunch very quickly*
- b. Mr. Baraz is having a tough time swallowing his food*
- c. Mr. Baraz is eating slowly*
- d. The food is escaping Mr. Baraz's mouth as he is trying to eat*

Discussion: Vision Changes After a Stroke

Notes:

Knowledge Check: Support a Client With Vision Changes

Instructions: Read the scenario and answer the question.

Yameliz's Scenario

This week you start caring for a new client, Yameliz. Yameliz's vision was affected after her stroke. Although she cannot regain her vision, she works with a rehabilitation center to do vision exercises.

Which best practices can you use to support Yameliz with her vision problems?

- a. Walk toward Yameliz without letting her know that you are doing so
- b. Make sure the walkways in Yameliz's home are free of tripping hazards
- c. Let Yameliz know when you enter the room
- d. Leave the doors fully opened in Yameliz's home

Lesson 3: The Cognitive, Emotional, and Behavioral Effects of Stroke

Discussion: Communicate With a Client Experiencing Cognitive Effects of Stroke

Notes:

Whole Class Activity: Communicate With a Client With Cognitive Effects of Stroke

Instructions: Read the scenario and answer the question.

Ritu's Scenario

Ritu, a client you have cared for a long time, recently had a stroke. Before Ritu had the stroke, you would engage in a lot of conversation. However, Ritu's ability to communicate was affected by the stroke.

Which best practices can you use to communicate with Ritu?

- a. Talk to Ritu just like you did before she had the stroke
- b. Pretend you understand what Ritu is saying to you
- c. Tell Ritu you do not understand what she is saying
- d. Make gestures or point to objects

Video: Memory Loss After a Stroke

Notes:

Whole Class Activity: Collaborate With a Client With Memory Loss

Instructions: Read the scenario and answer the question.

Mr. Rodriguez's Scenario

Mr. Rodriguez has a tough time remembering which tasks and events he needs to do and attend throughout the week.

How can you best support Mr. Rodriguez with remembering his tasks and events?

- a. Say, "Mr. Rodriguez, remember it is important for you to attend your doctor's appointments."
- b. Say, "Mr. Rodriguez, would you like to write down that you have fed Belle, your cat?"
- c. Say, "Mr. Rodriguez, I can remind you of your tasks on a daily basis."
- d. Say, "Mr. Rodriguez, you have a doctor's appointment later this week. Would you like to write it on the calendar?"

Discussion: Difficulty With Complex Mental Activities

Notes:

Discussion: Thinking Problems After a Stroke

Notes:

Discussion: Mood Changes After a Stroke

Notes:

Lesson 4: The Lifestyle Changes That Can Prevent Stroke

Knowledge Check: Explain the Importance of Stroke Prevention

Instructions: Read the statement. Then, choose True or False.

Stroke prevention reduces the client's risk of severe disability and death.

- a. True
- b. False

Discussion: Common Risk Factors of Stroke

Notes:

Knowledge Check: Risk Factors of Stroke

Instructions: Read the scenario and answer the question.

Mrs. Maya's Scenario

Mrs. Maya has a medical history of stroke. On the weekends, she enjoys meeting her friends for dinner and multiple alcoholic drinks. She also likes to go for a run on Sunday mornings.

What is the common stroke risk factor for Mrs. Maya?

- a. Eating dinner on the weekends
- b. Going for a run on Sunday morning
- c. Consuming multiple alcoholic drinks
- d. Meeting her friends on the weekend

Discussion: Collaborate With Clients to Control Blood Pressure

Notes:

Whole Class Activity: Encourage a Client to Achieve Blood Pressure Control

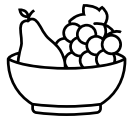
Instructions: Read the scenario and answer the question.

The client you care for might have to check their blood pressure regularly. They might also have to track their results in a log or diary to monitor their progress.

Which would be the most appropriate question you could encourage the client to ask their healthcare team?

- a. Should I stop taking my medications if I experience sides effects?
- b. What side effects do I need to be aware of?
- c. How often should I get my blood pressure checked?
- d. How can I attain my blood pressure goal?

Heart Healthy Foods



General Diet Guidelines

- Eat five cups or more of fruits and vegetables every day.
- Eat fiber
- Reduce salt
- Reduce consumption of processed foods and refined carbohydrates
- Eat healthy fats
- Limit alcohol

Healthy Weight



Healthy Weight Guidelines

- Encourage the client to watch their foods portions.
- Encourage the client to eat foods high in fiber and low in fat.
- Encourage the client to be active.

Whole Class Activity: Encourage a Client to Eat Heart-Healthy Foods

Instructions: Read the scenario and answer the question.

Miranda's Scenario

Miranda, a client you recently started caring for, has a medical history of stroke and high blood pressure. Her cholesterol is also high. Miranda does not always make the healthiest food choices and enjoys ordering out to eat a few times a week. However, she knows that by eating healthier foods, she can decrease her risk of having another stroke. Miranda has asked you to help her incorporate healthier food choices into her meal plans.

How can you encourage Miranda to eat heart-healthy foods?

- a. Tell Miranda she should completely stop ordering food from her favorite restaurants
- b. Encourage Miranda to read food labels
- c. Suggest that Miranda try filling at least half of her plate with fruits and vegetables at every meal
- d. Encourage Miranda to eat fish, olive oil, and avocados

Whole Class Activity: Encourage a Client to Maintain a Healthy Weight

Instructions: Read the scenario and answer the question.

Mr. Ahmed's Scenario

Mr. Ahmed, a client you care for, has a history of stroke and is currently at an unhealthy weight. Mr. Ahmed likes to eat a muffin with every meal. Once he is finished eating his first muffin, he serves himself a second muffin.

How can you encourage Mr. Ahmed to maintain a healthy weight?

- a. Tell Mr. Ahmed he should not be eating so many muffins because they are high in sugar
- b. Encourage Mr. Ahmed to watch his food portion sizes
- c. Encourage Mr. Ahmed to replace the muffin with a side of fruit or vegetables
- d. Tell Mr. Ahmed he should consider removing one meal daily to help him lose weight

Discussion: Support a Client Who Is Quitting Smoking

Notes:

Whole Class Activity: Ways to Support a Client Who Is Quitting Smoking

Instructions: Read the scenario and answer the question.

Mrs. Braxton's Scenario

Mrs. Braxton is a long-time smoker. She had a stroke a couple of years ago. Her healthcare team has encouraged her to quit smoking to reduce her risk of stroke. Mrs. Braxton has tried her best to quit smoking throughout the years, but has not been successful. Every time she sits still, she gets a craving for a cigarette. She is committed to quitting smoking and asked if you could help support her during this process.

How can you provide support for Mrs. Braxton?

- a. Tell Mrs. Braxton to try her best to resist the craving to smoke
- b. Encourage Mrs. Braxton to go for a walk around the neighborhood whenever she gets a craving to smoke
- c. Reassure Mrs. Braxton that she can smoke one cigarette as she works on quitting smoking
- d. Suggest you both work on a puzzle activity

Lesson 5: Respond to Signs of Stroke

The Importance of Knowing the Signs of Stroke

A client who had a stroke previously is at high risk of having another stroke. Being aware of the warning signs of stroke can make a difference between a client's recovery and disability.

Knowledge Check: Why Is It Important to Know the Signs of Stroke?

Instructions: Read the statement. Then, choose True or False.

Being aware of a client who is experiencing warning signs of a stroke can make a difference between recovery and disability.

- a. True
- b. False

Responding to Signs of a Stroke



Notes:

Knowledge Check: How to Respond to Signs of a Stroke

Instructions: Read the scenario and answer the question.

Charlene's Scenario

Charlene, a client you care for, is eating breakfast in the kitchen. You ask her if she likes her breakfast so far, but she just stares at you and does not answer. You notice one side of her face drooping.

How should you respond to Charlene's possible signs of a stroke?

- a. Ask Charlene to raise both hands
- b. Tell Charlene to stop eating and take a break
- c. Ask Charlene to repeat a simple sentence
- d. Call 9-1-1 immediately

Discussion: Other Possible Signs of Stroke

Notes:

Knowledge Check: Identify the Other Signs of Stroke

Instructions: Read and answer the question.

What are the other signs of a stroke?

- a. Facial droop
- b. Vomiting
- c. Sudden headache
- d. Blurred vision
- e. Slurred speech
- f. Sudden difficulty with balance

Discussion: Transient Ischemic Attack (TIA)

Notes:

Knowledge Check: Describe TIA

Instructions: Read and answer the question.

A TIA can be described as:

- a. Permanent brain damage
- b. A mini stroke
- c. Blockages that dissolve quickly
- d. A warning sign of a stroke in the future

Knowledge Check: Responding to Symptoms of TIA

Instructions: Read the scenario and answer the question.

Mr. Samir's Scenario

Mr. Samir, a client you care for, is eating breakfast near the dining room table. Suddenly, he starts to experience an intense headache and feels really dizzy. After a couple of minutes, Mr. Samir says he is starting to feel better.

What should you do in this situation?

- a. Observe Mr. Samir to ensure he is OK
- b. Contact Mr. Samir's doctor to make an appointment for the following day
- c. Ask Mr. Samir if he would like a glass of water
- d. Call 9-1-1 right away

Course Key Terms

Key Terms	Definitions
Cognitive	Related to the act of understanding, organizing, and remembering information.
Aphasia	A language impairment that affects a person's ability to produce and understand language. Aphasia is also known as dysphasia.
Dysphagia	Trouble swallowing.
Incontinence	When a person is unable to control bowel or bladder muscles. Incontinence can occur due to age, illness, paralysis, and certain diseases.
Neuroplasticity	The brain's ability to change. A brain can rewire or reorganize itself by making new connections after it has been injured. Neuroplasticity is also known as brain plasticity.
Paralysis	The loss of the ability to move some or all of your body.
Spasticity	Stiff or rigid muscles, also known as tightness or increased muscle tone.
Stroke	A life-threatening medical event in which blood supply to part of the brain is blocked. Stroke can also cause a blood vessel in the brain to burst and cause damage to the organ.
Transient Ischemic Attack (TIA)	A stroke-like episode that produces symptoms similar to stroke. The symptoms usually last only a few minutes. A TIA does not cause permanent damage to the brain.

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