



Defensive Behaviours – Practice Process – Form - 1



Do not forget the practice process is dynamic, recurring, and iterative.

Move to a previous or a following stage and repeat stages if needed.

FOC Practice Process STAGES	Steps and Targets	
1st STAGE : CONCEPTS		
1- Ideas/Opinions		
What do I think? What are my ideas, beliefs, assumptions or views about the situation?		<ul style="list-style-type: none"> - What are my thoughts about people living with Alzheimer's? - And about those who show defensive behaviours? - What about my own capacity to take care of the person? Do I need to ask for support right away? From whom?
What do you think? What do the person and others think/say about the situation?		<ul style="list-style-type: none"> - What does the person think/say about the situation? What is his/her understanding? - What does the family think/say? - What do the carers think/say? - What is said about the needs of the person or others?
2- Tacit Knowledge		
Have I dealt with something similar?		<ul style="list-style-type: none"> - Who was the person concerned? - What did I do previously? And how? - Who helped me? Who was involved? - What was/has been useful?
3- Facts		
What do I know? What can I learn in the person's file? Assessment - ANAMNESIS		<ul style="list-style-type: none"> - Alzheimer's disease stage - Physical and mental health problems - Regular and as needed medication: effectiveness & side effects, intake & administration, risks & benefits - Functional autonomy: instrumental activities of daily living & activities of daily living - Communicational abilities - Sensory deficits: auditory & visual - Life history – Recent events - Family - Habits & preferences, culture, beliefs & values - Interests, social activities & leisure occupations - Skin integrity - Nutrition and hydration - Rest and sleep - Restraints and limitations
What do I know? What can I observe? Assessment - BEHAVIOURS • Describe • Decode • Define the risk level		<ul style="list-style-type: none"> - What are the person's behaviours and means of communication with other people? - What are his/her feelings? - Are there any risks? Which one(s)? From whom? - How can I describe the behaviours? Are they verbal, vocal or physical? Is there an escalation phenomenon? How are the defensive behaviours? How often do they occur? When? With whom? What are the other behaviours shown? - How can I measure the frequency and intensity of the defensive behaviours? Is there an inventory or a scale?
What do I know? What can I see? Assessment - PHYSICAL EXAM Search for: 1. Contributing factors 2. Compromised Physical, psychosocial, and relational needs		INSPECTION <input type="checkbox"/> Level of consciousness <input type="checkbox"/> Attention <input type="checkbox"/> Appearance <input type="checkbox"/> Mood <input type="checkbox"/> Speech <input type="checkbox"/> Perceptions <input type="checkbox"/> Delusion <input type="checkbox"/> Cognition <input type="checkbox"/> What can I observe on the body? PALPATION - PERCUSSION - AUSCULTATION Depending on symptoms and health condition
What do I know? What can I see? Assessment - OTHERS: family, carers, residents Search for: 1. Contributing factors 2. Compromised Physical, psychosocial, and relational needs 3. Risks		<ul style="list-style-type: none"> - What are the behaviours and means of communication of other people involved? - What are their feelings and compromised needs? - What do they think about the situation? What is their understanding? - Are there any risks? Which one(s)? To whom?
What do I know? What can I see? Assessment - Environment Search for contributing factors		<ul style="list-style-type: none"> - How is the environment? Noise, luminosity, heat, odour, layout & decoration, atmosphere, activities, occupants & people in the unit, comings & goings, spatial markers, access, limitations and restrictions.

Defensive Behaviours – Practice Process – Form - 2

2nd STAGE : WORKING HYPOTHESIS

What do I understand? How should I express my assessment findings? What is my initial understanding of the physical, psychosocial and relational needs? What are the person's problems?		How can I formulate my assessment findings, my main problem or need? What are the contributing factors related to: - Person? - Others? - Environment? What do I need to evaluate more completely? What do I need to describe more precisely? Do I have to complete the first stage: facts?
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3rd STAGE : FOC FRAMEWORK

Relationship established

Do I make sure that these five components are present? <input type="checkbox"/> Trust <input type="checkbox"/> Focus <input type="checkbox"/> Anticipate <input type="checkbox"/> Know <input type="checkbox"/> Evaluate		What kind of relationship do I have established? - with the person? - with the family? What kind of relationship has the person established with: - the other carers? - the other residents?
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Who are the significant family members (living and dead)?	<p style="text-align: center;">Genogram Ecomap</p>	- What kind of relationship is there between the person and the family members? - What do I know about the family structural, developmental, and functional categories? - What are the historical differences related to family members' roles, relations & tasks: past, recent, and present? - What can I understand and explain with a genogram and an ecomap?
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Integration of care

Based on my clinical assessment, which needs are compromised? - Psychosocial - Physical - Relational		<p>Psychosocial Needs:</p> <input type="checkbox"/> Communication <input type="checkbox"/> Being involved & informed <input type="checkbox"/> Privacy <input type="checkbox"/> Dignity <input type="checkbox"/> Respect <input type="checkbox"/> Education & information <input type="checkbox"/> Emotional wellbeing <input type="checkbox"/> Having values & beliefs considered and respected <p>Physical Needs:</p> <input type="checkbox"/> Personal cleansing and dressing <input type="checkbox"/> Rest & sleep <input type="checkbox"/> Toileting <input type="checkbox"/> Comfort <input type="checkbox"/> Eating and drinking <input type="checkbox"/> Medication management <input type="checkbox"/> Mobility <input type="checkbox"/> Safety <p>Relational Needs:</p> <input type="checkbox"/> Active Listening <input type="checkbox"/> Being empathetic <input type="checkbox"/> Engaging with the person <input type="checkbox"/> Being compassionate <input type="checkbox"/> Being present <input type="checkbox"/> Supporting and involving families <input type="checkbox"/> Helping the person to cope <input type="checkbox"/> Working with the person to set goals <input type="checkbox"/> Helping the person to stay calm <p>Are there compromised needs in others? Which ones?</p> <input type="checkbox"/> Family members <input type="checkbox"/> Other residents
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Who are the significant family members (living and dead)?		<input type="checkbox"/> Person <input type="checkbox"/> Family <input type="checkbox"/> Formal Carers <input type="checkbox"/> Other residents <input type="checkbox"/> Others:
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Context of care






What about the context of care? - Physical environment - Caregivers abilities and organization		Describe the environmental key features and sensory stimuli: see the environmental contributing factors previously identified (Stage 1). Do the caregivers need to receive training? Do they need to change work organization & schedules? Has the debriefing been completed? Do the carers need to receive support?
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What about the context of care? - Policy level - System level		<p>Describe the policy level issues:</p> <input type="checkbox"/> Financial <input type="checkbox"/> Quality & Safety <input type="checkbox"/> Governance <input type="checkbox"/> Regulation & Accreditation <p>Describe the system level issues:</p> <input type="checkbox"/> Resources <input type="checkbox"/> Culture <input type="checkbox"/> Leadership <input type="checkbox"/> Evaluation & Feedback
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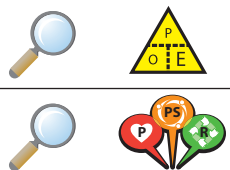
What should be targeted with the intervention?		<p>Environment</p> <input type="checkbox"/> Physical <input type="checkbox"/> Organizational <input type="checkbox"/> Policy Level <input type="checkbox"/> System Level Who should I inform? Who can support my care process? Who must support the person, the family members, and the carers?
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Defensive Behaviours – Practice Process – Form - 3

4th STAGE : THEORIES

<p>- What explanations can help me to understand the defensive behaviours?</p> <p>- What are the causes? Have I gone through all the causes?</p> <p>- What about the compromised needs?</p>		<p>What about the compromised needs?</p> <p>- What are the contextual factors? <input type="checkbox"/> Neurological <input type="checkbox"/> Cognitive <input type="checkbox"/> General Health <input type="checkbox"/> Psychosocial</p> <p>- What are the proximal factors? <input type="checkbox"/> Personal <input type="checkbox"/> Social Environment <input type="checkbox"/> Physical Environment <input type="checkbox"/> Organizational Environment</p> <p>- What about the Boettcher's nine needs? <input type="checkbox"/> Territoriality <input type="checkbox"/> Communication <input type="checkbox"/> Self-Esteem <input type="checkbox"/> Safety/Security <input type="checkbox"/> Autonomy <input type="checkbox"/> Own Time <input type="checkbox"/> Personal Identity <input type="checkbox"/> Comfort <input type="checkbox"/> Cognitive Understanding</p>
<p>- What explanations can help me to support the person and the family members?</p>		<p>- Offering guidance, providing explanations on behaviours and needs, and sustaining development of the action plan</p> <p>- Sustaining the expression of feelings & losses as well as needs</p> <p>- Drawing the family genogram and ecomap and highlighting interactional patterns between family members, relationships with the family external environment as well as roles, activities and needs</p> <p>- With the genogram and ecomap: illustrating the changes through time and the links with the Retrogenesis experience</p>
<p>Based on my clinical assessment, which needs are compromised?</p> <p>- Psychosocial</p> <p>- Physical</p> <p>- Relational</p>		<p>- Targeting the compromised needs & the triggers and not the behaviours</p> <p>- Choosing preventive strategies and acting softly at the first signs of escalation</p> <p>- Individualising the ecobiopsychosocial interventions</p> <p>- Promoting the involvement of the person and his/her significant family members in developing, implementing, and evaluating the care plan.</p> <p>- Using gentle self-protective techniques if the person shows defensive behaviours</p> <p>- Using communication strategies: validation, diversion, reassurance</p>
		<p>- Six Senses for person, family, residents, staff, students</p> <p><input type="checkbox"/> Security <input type="checkbox"/> Continuity <input type="checkbox"/> Belonging <input type="checkbox"/> Purpose <input type="checkbox"/> Fulfilment <input type="checkbox"/> Significance</p>
<p>- What explanations can help me to plan care and activities?</p>		<p>- Rules and laws on professional and delegated activities</p> <p>- Ensuring 24/7 care by everyone involved</p> <p>- Ecobiopsychosocial and pharmacological interventions target compromised needs</p> <p>- Ecobiopsychosocial interventions are prioritized</p> <p>- Restraints are used as a last resort</p> <p>- Formal carers need nursing support and coaching</p> <p>- Interprofessional team is involved according to the person's needs</p>

5th STAGE : Clinical Reasoning Process

<p>What do I need to organize in the context of care before implementing the care plan?</p> <p>- What about the compromised needs?</p>		<p>- Is it necessary to provide materiel and human resources?</p> <p>- Is it necessary to provide training and coaching?</p> <p>For whom? <input type="checkbox"/> Person <input type="checkbox"/> Family <input type="checkbox"/> Carers <input type="checkbox"/> Others</p> <p>Is it necessary to change care and work organization?</p>
<p>What do I need to explain for the care delivery?</p>		<p>What information is needed to carry out the care? <input type="checkbox"/> the person? <input type="checkbox"/> the other? <input type="checkbox"/> the environment?</p> <p>How can I convey the information to all the caregivers involved? Do I have to write a care plan?</p> <p>What are my nursing directives regarding the clinical follow-up? And for the family members? Do I have to explain the care plan? Do we have to establish a planning for the activities?</p>
<p>What do I need to ensure needs are met?</p>		<p>- Following the interventions targeting the triggers are performed as planned for the person, the others and in the environment</p> <p>- Monitoring effects of the environmental improvements</p> <p>- Following-up and monitoring the physical, psychosocial, and relational needs</p> <p>- Thinking to the family members' needs</p> <p>- Monitoring person and family's satisfaction</p> <p>With the family members and carers: follow-up of: <input type="checkbox"/> Planned and carried out care and leisure activities <input type="checkbox"/> Difficulties and improvements</p> <p>Behavioural follow-up: description and measure health issues follow up For person, family, residents, staff and students, follow-up of: <input type="checkbox"/> Six Senses achievement</p>