



# Public Health and Dementia – Part 2: Implementing Public Health Strategies for Dementia

## INSTRUCTOR GUIDE



Emory Centers  
for Public Health  
Training and  
Technical Assistance



The mark "CDC" is owned by the US Dept. of Health and Human Services and is used with permission. Use of this logo is not an endorsement by HHS or CDC of any particular product, service, or enterprise.

The Healthy Brain Initiative and the development and dissemination of this module is supported by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$14,229,665 with 100% funded by CDC/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CDC/HHS, or the U.S. Government.

## WHAT IS INCLUDED IN THE INSTRUCTOR'S GUIDE?

- **How to Use the Public Health and Dementia Part 2 Module Instructor Guide:** Provides guidance on how to use the Instructor Guide.
- **About the Public Health and Dementia Part 2 Module:** Provides a brief overview of the Public Health and Dementia Part 2 module and how it fits within the larger public health curriculum on addressing dementia.
  - **Learning Objectives:** Lists 3 learning objectives for a participant completing this module.
- **Competencies:** Lists competencies met by this module from [AGHE/GSA](#); [CEPH](#); [Council on Linkages/ASPPH](#); and [PHAB](#).
- **Participant Engagement Options:** Includes supplementary resources that are designed to increase participant engagement and enhance understanding of the concepts covered in this module.
  - **Discussion Questions:** Provides questions to be used before participants complete the module and questions that can be used after participants complete the module.
  - **Learning Activities:** Provides interactive, application-based activities participants can use to apply and integrate knowledge from the module into their life or public health work.
  - **Sample Test Questions:** Provides multiple choice and true/false questions that can be used to assess knowledge based on the content in the module.
  - **Video Resources:** Links to select videos that are used throughout the module. Additional discussion questions for each video are also provided.
  - **Graphic Resources:** Provides copies of select graphics that are used in the module. Additional discussion questions and activities for each graphic are also provided.
  - **Additional Readings and Resources:** Provides a list of additional resources that can be used for supplementary activities or reading by participants.
- **Appendix A - Reflection Questions and Action Plan:** Provides a copy of the questions for reflection and building an action plan used in the module included for possible learning activities.
- **Appendix B - Sample Test Questions:** Provides a copy of the sample test questions without correct answers included for ease of printing.

### HOW TO USE THE MATERIALS

- This module is part of a larger curriculum and is designed to be taken after completing *Public Health and Dementia Part 1 – Understanding the Public Health Impact of Dementia*. For learners that are new to this topic, we recommend starting with Part 1 before returning to this course for Part 2.
- Participants can use the module at their own independent pace, without any supplementary work or guidance from an instructor, presenter, or trainer. The module can also be used as a base for training, assignments, group projects or class discussion. In addition to the module content, this guide has supplementary materials to support activities used in a class setting.
- This document is a flexible guide that instructors can adapt to fit their needs.
- The module itself will take approximately 60 minutes to complete. If including the supplementary materials, time will vary depending on participant engagement, instructor style and the activities included.
- Discussion questions, learning activities, sample test questions, video resources with questions, graphic resources and additional reading and resources are also included in this guide. These may be modified or removed at the discretion of the instructor. Questions may also be used for other activities such as small group discussion or individual writing assignments. Many of the questions will directly reference specific sections in the module, so participants may benefit from having discussion questions or learning activities prior to beginning the module.
- Module content can be downloaded as a PDF from the module to be used as a reference.
- All materials are 508 compliant. (Note: if changes are made to the supplementary materials, it is recommended that changes continue to follow 508 compliance guidelines. For more information on 508 compliance, visit the Department of Health and Human Services website: <https://www.hhs.gov/web/section-508/index.html>)

## ABOUT THE PUBLIC HEALTH AND DEMENTIA PART 2 MODULE

This 60-minute course, *Public Health and Dementia Part 2 – Implementing Public Health Strategies for Dementia*, is designed for public health professionals, educators and students. This course is part of the larger curriculum, *A Public Health Approach to Dementia*, and is designed to be taken after completing *Public Health and Dementia Part 1 – Understanding the Public Health Impact of Dementia*. If you are new to this topic, we recommend starting with Part 1 to learn more about the public health impacts of dementia before returning to this course for Part 2. The courses in this curriculum were developed by the Alzheimer's Association® and Emory Centers for Public Health Training and Technical Assistance with support from the Centers for Disease Control and Prevention (CDC).

*Public Health and Dementia Part 2* provides a brief refresher on the role of public health in addressing dementia across the life course, explores the Healthy Brain Initiative (HBI) Road Map, and guides participants in applying public health actions and strategies from the HBI Road Map to their own communities and work. Public health examples and interactive experiences are included to support and assess understanding. This guide contains supplementary materials to support activities conducted in addition to the module itself. The module contains the following five sections with 13 subsections and addresses three learning objectives. Topics include:

### Topics:

#### 1. Module Introduction

- a. Module Instructions
- b. Introduction
- c. Learning Objectives

#### 2. Refresher

- a. Public Health Approach to Dementia

#### 3. Healthy Brain Initiative (HBI) Road Map

- a. Introduction to the HBI Road Map
- b. How to Use the HBI Road Map
- c. The Life Course Approach
- d. The Four HBI Road Map Domains and Outcomes
- e. HBI Road Map Actions

#### 4. Make Your Action Plan

- a. Build Your Own Action Plan

### 5. Conclusion

- a. Conclusion
- b. Resources
- c. References

### Learning Objectives

1. Recognize the elements of the HBI Road Map and how they connect to the life course.
2. Describe public health strategies that can be used to support communities, people living with dementia and caregivers.
3. Design and develop a tailored action plan for implementing actions from the HBI Road Map within a community.

## COMPETENCIES

The Public Health and Dementia Part 2 module promotes basic learning that supports the development of certain competencies and aligns with public health accreditation standards.

### **Academy for Gerontology in Higher Education (AGHE, through GSA):**

---

- I.1.4: Interpret the gerontological frameworks in relationship to aspects and problems of aging persons, their families, their environment and communities.
- I.4.2: Assess the impact of inequality on individual and group life opportunities throughout the lifespan/course impacting late-life outcomes.
- I.6.2: Identify gaps in research regarding both aging-related problems and successes in order to promote continued knowledge building.
- II.1.3: Assess and reflect on one's work in order to continuously learn and improve outcomes for older persons.
- II.2.3: Respect cultural values and diversity.
- II.4.4: Involve the older person, their family and caregivers as members of the interprofessional care team in planning and service decisions.
- II.4.5: Provide the following groups information and education in order to build a collaborative aging network:
  - Key persons in the community (e.g., police officers, firefighters, mail carriers, local service providers and others).
  - Aging workforce professionals and personnel (e.g., paid and unpaid; full- and part-time) in the field of aging.
- III.7.2: Analyze policy to address key issues and methods to improve the quality of life of older persons and their caregivers/families.
- III.8.2: Use research methods to evaluate and inform services, programs and policies to improve the quality of life of older persons.

### Council on Education for Public Health (CEPH) Foundational Competencies:

---

- 4: Interpret results of data analysis for public health research, policy, or practice.
  - 7: Assess population needs, assets and capacities that affect communities' health.
  - 8: Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
  - 13: Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes.
  - 15: Evaluate policies for their impact on public health and health equity.
  - 20: Describe the importance of cultural competence in communicating public health content.
- 

### Council on Linkages Between Academia and Public Health Practice (supported by ASPPH):

- 1.1: Describes factors that affect the health of a community.
  - 1.8.1: Explains the importance of assessing community health status.
  - 4.1: Applies principles of ethics, diversity, equity, inclusion, and justice.
  - 4.3.2: Describes how diversity influences policies, programs, services, and the health of a community.
  - 4.6.4: Contributes to implementation of strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce.
  - 5.1: Describes conditions, systems, and policies affecting community health and resilience.
  - 5.4.1: Explains the importance of collaborating with community members and organizations to identify and address community health and resilience needs.
  - 6.1: Describes systems, policies, and events impacting public health.
  - 7.8.1: Contributes to development of work plans.
  - 8.1.4: Describes the ways public health, healthcare, and other organizations can work together or individually to impact the health of a community.
- 

### Public Health Re-accreditation Standards (PHAB):

- 3.2: Use health communication strategies to support prevention, health, and well-being.
- 8.2: Build a competent public health workforce and leadership that practices cultural humility.



## PARTICIPANT ENGAGEMENT OPTIONS

These supplementary resources are designed to increase participant engagement and enhance understanding of the concepts covered in this module. These include discussion questions, learning activities, graphics, additional readings and a list of video resources. It is recommended that the instructor review these resources to determine which of these additional materials would be useful in illustrating the concepts covered in the module.

### DISCUSSION QUESTIONS

The following discussion questions may be useful for engaging learners before or after module completion:

- Before completing the module:
  - Can you name any organizations or individuals involved in Alzheimer's or dementia research, care or prevention?
  - How might direct services to people living with Alzheimer's and dementia be different from public health work addressing Alzheimer's and dementia?
  - Which public health professionals are involved in Alzheimer's or dementia work?
  - Are Alzheimer's and dementia public health issues?
  - How do federal initiatives contribute to public health efforts around dementia?
  - What factors do you believe can help protect your brain health throughout your life?
  - Imagine you work in a health department. What initiatives could you lead to improve brain health for your community?
- After completing the module:
  - Imagine you work in a health department. What would you tell a colleague who doesn't think that dementia should be a public health topic?
  - Why is public health action across the three levels of prevention important?
  - How is the HBI Road Map a helpful tool for public health professionals?
  - How can public health work address multiple domains of the HBI Road Map?
  - Which of the four HBI Road Map domains are most interesting to you?
  - What do you need to learn about your community's strengths or challenges to better address dementia from a public health approach?
  - When creating a dementia action plan, how can you include the voices of the groups disproportionately affected by dementia?



### LEARNING ACTIVITIES

The following activities may be used or adapted to enhance learning about brain health and dementia:

- Review the Public Health and Dementia Part 2 module in a live group setting, and have learners complete their own dementia action plan guided by the module. Refer to [Appendix A](#) for a worksheet that includes all of the questions from the module that help guide creating an action plan.
- Take a look at your surroundings, whether it's your home, workplace, or school. Identify factors that could support individuals living with dementia and their caregivers. Consider aspects that might not be supportive. What changes would be necessary to enhance support for these individuals?
- Create a diagram or picture to explain the interactions between the three levels of prevention and the public health opportunity for impact across the life course. Provide one example of an action public health can take at each level of prevention.
- Think of a movie or book where you have seen dementia portrayed. How does that portrayal align or not align with what you have learned about public health and dementia? What message(s) would you want to ensure others take away from learning about public health and dementia?
- Draft potential next steps for the person you saw in the module (Avery) who is working in the health department and is interested in brain health and dementia. Think about what actions she may take next to begin a coalition, what organizations could be involved and what other resources she needs to get started.
- Review case studies in the HBI Road Map (page 43) highlighting a sampling of recent efforts by state and local health departments to implement Road Map actions. Then ask the following discussion questions:
  - **California:** Increasing Impact through State and Local Health Department Partnerships (page 44)
    - ▶ What role did partnerships play in the outcomes achieved by California Healthy Brain Initiative?
    - ▶ In what ways does California Healthy Brain Initiative's focus on prevention and risk reduction for Alzheimer's disease and other dementias align with broader public health goals?

- **Minnesota:** Engaging Community Health Workers Around the Importance of Brain Health at Every Age (page 47)
  - ▶ What did you learn about this unique partnership?
  - ▶ What are the potential long-term benefits of integrating oral health education and dementia care training for community health workers and how might these benefits extend to the broader community and health care system?
- **Texas:** Using State BRFSS Data to Drive Grants and Programs (pages 50-51)
  - ▶ How do the data from the Behavioral Risk Factor Surveillance System (BRFSS) Cognitive Decline and Caregiver Modules enhance the ability of the Texas State Department of Health Services to address brain health as a public health issue?
  - ▶ In what ways can the findings of this data be used for future public health action in the state for other chronic diseases?

## SAMPLE TEST QUESTIONS

Below are sample test questions that can be used to supplement the learning module. The correct answer and explanation are included below each question. The sample test questions without answers are provided in [Appendix B](#) for ease of printing.

1. What are the two frameworks used in the HBI Road Map? Select two.

- A. Life course approach
- B. Social ecological model
- C. Four HBI Road Map domains
- D. Mobilizing for Action through Planning and Partnerships (MAPP)

*The correct answers are A and C. The life course approach and the four HBI Road Map domains are covered in the module to explain how public health can take action on brain health, dementia and caregiving.*

2. Fill in the blank: Risk reduction, or primary prevention, \_\_\_\_\_.

- A. Works to promote brain health throughout a person's life.
- B. Is only effective for young children.
- C. Cannot change the number of people currently projected to be living with dementia in 2050.

*The correct answer is A. Risk reduction, or primary prevention, works to promote brain health throughout a person's life. If certain risk factors for dementia in the population are reduced by 15% each year, there will be an estimated 1.2 million fewer people living with Alzheimer's disease in 2050 than currently projected.*

3. Fill in the blank: Early detection and diagnosis, or secondary prevention, \_\_\_\_\_.

- A. Is not important, since getting an earlier diagnosis does not impact quality of care or decision-making abilities.
- B. Aims to identify dementia in the earliest stages, before the onset of more severe symptoms.
- C. Works to build access with health care providers for certain groups of people, but not all groups.

*The correct answer is B. Early detection and diagnosis, or secondary prevention, aims to identify dementia in the earliest stages and can improve the quality of care a person receives and their ability to make important decisions about their care. Public health can help build relationships to ensure equitable access to detection and diagnostic services for all people.*

## SAMPLE TEST QUESTIONS [CONTINUED]

4. Fill in the blank: Safety and quality of care, or tertiary prevention, \_\_\_\_\_.
- A. Involves supporting people in managing dementia after a diagnosis to minimize the negative impacts on a person's health and quality of life.
  - B. Is not a part of public health's role, since it is more about direct service.
  - C. Focuses only on caregivers.

*The correct answer is A. Safety and quality of care, or tertiary prevention, involves supporting people in managing dementia after a diagnosis. Public health can coordinate action to address safety and quality of care for both people living with dementia and their caregivers, enhancing safety and quality of care through policy mechanisms including regulations and internal policies and guidance.*

5. Which of the following is not one of the four domains of the HBI Road Map?
- A. Engage and Educate the Public
  - B. Strengthen Partnerships and Policies
  - C. Address Health Disparities
  - D. Build a Diverse and Skilled Workforce
  - E. Measure, Evaluate and Utilize Data

*The correct answer is C. Though addressing health disparities is not one of the four domains, equity is embedded in every aspect of the HBI Road Map.*

6. True or False: Each of the domains has specific actions outlined in the HBI Road Map.

*The correct answer is True. The HBI Road Map offers a list of 24 actions that fall under the four domains and nine outcomes. These actions provide ways for public health departments and their partners to advance brain health among those they serve and represent.*

7. True or False: Each public health action, like creating a coalition, aligns only with a single HBI Road Map domain.

*The correct answer is False. Public health actions frequently impact many areas of health and the HBI Road Map shows how one activity may work across multiple domains.*

## SAMPLE TEST QUESTIONS [CONTINUED]

8. Review HBI Road Map action, P-1: *Convene and leverage diverse and inclusive multi-sector coalitions to establish supportive, equitable policies within communities, workplaces and health care settings across the life of brain health.* To which level(s) of prevention care can this action relate? Select all that apply.

- A. Primary Prevention - Risk Reduction
- B. Secondary Prevention - Early Detection
- C. Tertiary Prevention - Safety and Quality of Care

*The correct answers are A, B and C. A coalition has the potential to address all three points of prevention throughout the lifespan depending on the partners and activities implemented.*

9. Review HBI Road Map action, W-2: *Train current and future public health professionals about risk factors for cognitive decline and dementia and ways to integrate this information with other chronic disease prevention strategies.* To which level(s) of prevention can this action relate? Select all that apply.

- A. Primary Prevention - Risk Reduction
- B. Secondary Prevention - Early Detection
- C. Tertiary Prevention - Safety and Quality of Care

*The correct answer is A. Training current and future public health professionals about risk factors works to promote brain health throughout a person's life.*

10. Review HBI Road Map action, E-1: *Engage diverse audiences to develop culturally responsive messaging about brain health, cognitive decline, healthy aging and caregiving.* To which level(s) of prevention can this action relate? Select all that apply.

- A. Primary Prevention - Risk Reduction
- B. Secondary Prevention - Early Detection
- C. Tertiary Prevention - Safety and Quality of Care

*The correct answers are A, B and C. Culturally responsive messaging has the potential to address all three points of prevention throughout the lifespan depending on messages relayed.*

## VIDEO RESOURCES

Included below are videos used throughout the *Public Health and Dementia – Part 2: Implementing Public Health Strategies for Dementia* module. Consider playing them in your learning environment and using them for discussion or reflection among the learners. Suggested discussion questions are included below each video title/link.

### 1. [Alzheimer's and Dementia: A Public Health Issue](#)

- a. What did you learn from this video?
- b. When does a health problem become a population health problem?
- c. What are ways this video could be used to support public health action to address dementia?

### 2. [Healthy Brain Initiative Road Map, 2023-2027](#)

- a. What did you learn from this video?
- b. What is the Healthy Brain Initiative Road Map?
- c. What are ways this video could be used to support public health action to address dementia?

### 3. [Implementing the HBI Road Map: Chandra Wilson](#)

- a. What did you learn from this video?
- b. How do the traditional ways of living that Chandra describes relate to public health?
- c. What are ways this video could be used to support public health action to address dementia?

### 4. [Implementing the HBI Road Map: Elizabeth Head](#)

- a. What did you learn from this video?
- b. How does the life course approach relate to brain health and public health?
- c. What are ways this video could be used to support public health action to address dementia?

### 5. [Implementing the HBI Road Map: Jennifer Craig](#)

- a. What did you learn from this video?
- b. Why are partnerships so crucial to public health action?
- c. What are ways this video could be used to support public health action to address dementia?

### 6. Implementing the HBI Road Map: Marci Getz

- a. What did you learn from this video?
- b. How are health equity and data related?
- c. What are ways this video could be used to support public health action to address dementia?

### 7. Implementing the HBI Road Map: Kina White

- a. What did you learn from this video?
- b. Why is health equity important to public health action?
- c. What are ways this video could be used to support public health action to address dementia?

### 8. Implementing the HBI Road Map: Shiann Moraida

- a. What did you learn from this video?
- b. What are some key strategies mentioned for outreach in this video?
- c. What are ways this video could be used to support public health action to address dementia?

### 9. Implementing the HBI Road Map: Ed DeMott

- a. What did you learn from this video?
- b. Why is the life course approach important to reducing the risk of chronic diseases?
- c. What are ways this video could be used to support public health action to address dementia?



## GRAPHIC RESOURCES

Included below are graphics used in the module. They can be used as a basis for discussion or activities in your learning environment. Possible answers are shown in italics, where appropriate, but answers are not exhaustive or comprehensive. Graphics may be copied and inserted into a PowerPoint.



### Questions:

1. What is surprising to you about this graphic?
2. Why is this graphic important for public health professionals addressing dementia?
  - a. It is important to understand that the HBI Road Map Series has been updated over the past 20 years to remain current, actionable and relevant to the public health community.*

## GRAPHIC RESOURCES [CONTINUED]

### RISK REDUCTION | Primary Prevention



### EARLY DETECTION AND DIAGNOSIS | Secondary Prevention



### SAFETY AND QUALITY OF CARE | Tertiary Prevention



Healthy Cognitive Functioning

Pre-Symptomatic  
Brain Changes

Mild Cognitive  
Impairment

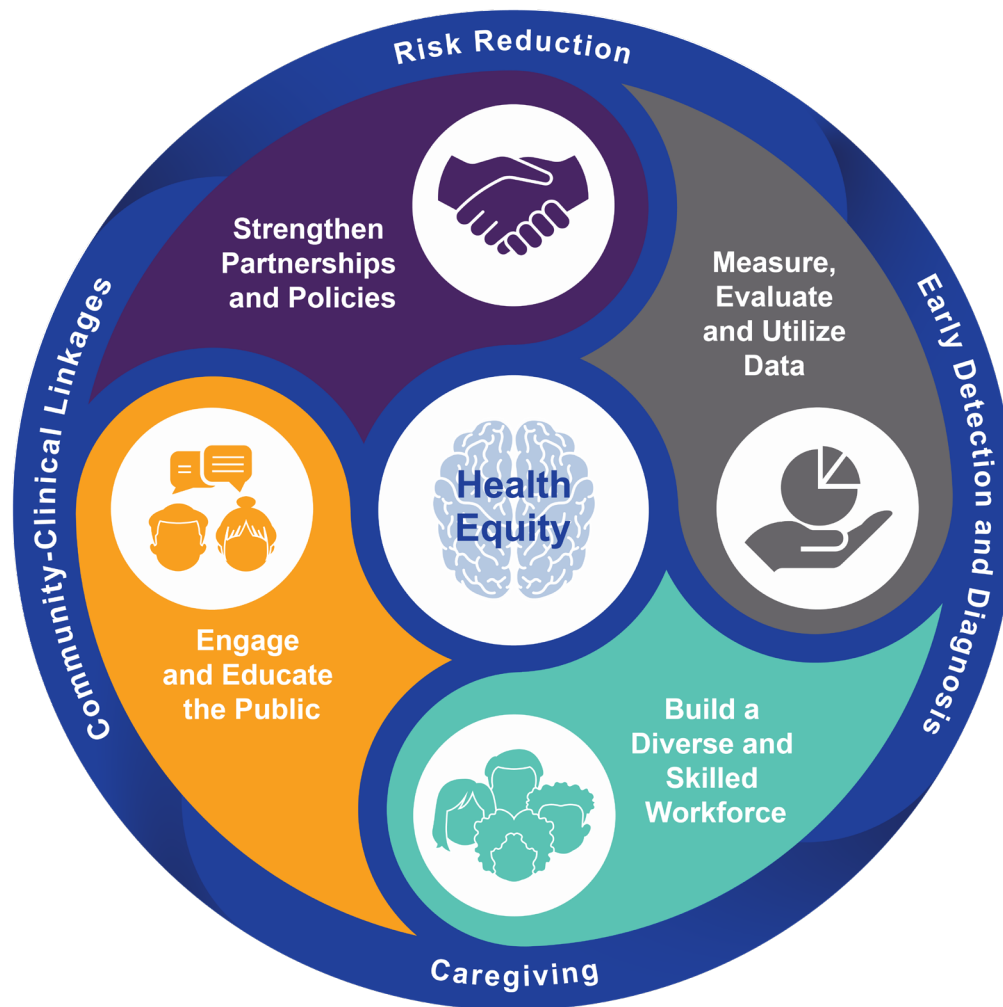
Mild  
Dementia

Moderate  
Dementia

Severe  
Dementia

### Questions:

1. What stands out to you about this graphic?
2. Summarize the meaning of this graphic in a few sentences.
  - a. Public health action at the three prevention levels can be used at different stages along the dementia continuum to impact the population.
3. Why is this graphic important for public health professionals addressing dementia?
  - a. It is important to understand that public health has a role to play along the entire dementia continuum and at the different prevention levels.



### Questions:

1. Summarize the meaning of this graphic in a few sentences.
  - a. The framework of the HBI Road Map consists of four domains. The framework is centered on the principles of health equity and surrounded by the areas of practice across the life course. The wheel depicts the interconnectedness of these elements showing the essential nature of each in a successful strategy to improve brain health.
2. Why is this graphic important for public health professionals addressing dementia?
  - a. It provides a framework for public health professionals to focus their efforts both across the lifespan and in the four key domains.

## ADDITIONAL READING AND RESOURCES

### Stay informed

- [Sign up](#) for the Alzheimer's Association Public Health eNews
- [Sign up](#) for CDC's Healthy Aging for Older Adults Newsletter

### Research your state

Find dementia data and learn about public health actions and initiatives in your state. Share what you learn with others.

- Alzheimer's Association [State Overview Pages](#)
- [BRFSS and Other Data Resources](#)
- See if your [state has a dementia plan](#)

### Identify partnership and collaboration opportunities with community organizations

Consider a variety of organizations, such as:

- Volunteer organizations
- Faith communities
- Art organizations
- Educational organizations
- [Local Area Agency on Aging or state office of aging services](#)

### Monitor policy

Monitor policies and actions that will impact people living with dementia and their caregivers, including the refinancing of long-term services and support and changes to training and payment models.

- [Alzheimer's Advocacy Across the Nation](#)
- [National Alliance for Caregiving Policy Initiatives](#)
- [Leading Age: Advocacy Efforts](#)
- Locally:
  - Your local state legislative database
  - The branch of government that oversees long-term care in your state
  - Your long-term care council

### Learn about ways you can support people living with dementia and their caregivers

Learn about ways to support them in [different everyday scenarios](#) developed by the International Association for Indigenous Aging using the [Dementia Friends](#) model. While this interaction is built for use by tribal and urban communities, it is relevant to many communities.

### Expand your learning by volunteering or getting involved with local organizations

If you're not in a place to implement these strategies directly in your work, volunteering with community partners will continue your learning and give you a unique perspective to bring to your future work.

- Find [community partners](#) in your area, including your local Area Agency on Aging or state office of aging services
- Search for your [local chapter](#) of the Alzheimer's Association
- Volunteer or work with a community to build a [Dementia Friendly Community](#)
- Get involved in or help your university become an [Age Friendly University](#)
- Join a student organization of your university or college's center on aging, your state gerontology society or the national [Gerontological Society of America](#)

## RESOURCES

### CDC Resources

- [BOLD Infrastructure for Alzheimer's Act](#)
- [National Healthy Brain Initiative](#)

### Alzheimer's Association Resources

- [10 Early Signs and Symptoms of Alzheimer's and Dementia](#)
- [10 Healthy Habits for Your Brain](#)
- [10 hábitos saludables para su cerebro](#)
- [Additional course modules](#)
  - [\*Health Equity in Dementia - Using a Public Health Lens to Advance Health Equity in Alzheimer's and Other Dementia\*](#)
  - [\*Public Health and Dementia Caregiving\*](#)
- [Alzheimer's: A Public Health Issue Infographic](#)
- [Alzheimer's Association Public Health Approach to Dementia](#)
- [Alzheimer's Association Public Health Topics](#)
- [HBI Road Map for American Indian and Alaska Native Peoples](#)
- [HBI Road Map for State and Local Public Health](#)
  - [Implementation Guide](#)
  - [Evaluation Tool](#)
- [Topic-Specific Issue Maps](#)
- [State Overviews](#)
- [Types of Dementia](#)

### Other

- [A Practical Guide: Communicating Brain Health Messages with Latino and African American Communities](#)
- [Alzheimer's Disease and Down Syndrome Overview](#)
- [Diverse Elders Training](#)
- International Association for Indigenous Aging (IA2)
  - [Brain Health Resource Library](#)
  - [Dementia Friends](#) for American Indian and Alaska Native Communities
- National Alzheimer's and Dementia Resource Center [Guide to Billing Codes for Dementia Services](#)
- [NAPA - National Alzheimer's Project Act](#)
- [National Center on Elder Abuse](#)
- [National Task Group on Intellectual Disabilities and Dementia Practices](#)
- [Title VI](#) Serving Tribal Elders Across the United States

### Funding Statement

The Healthy Brain Initiative and the development and dissemination of this curriculum is supported by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$14,229,665 with 100% funded by CDC/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CDC/HHS, or the U.S. Government.



## APPENDIX A: REFLECTION QUESTIONS AND ACTION PLAN

### Learner Reflection Questions

1. Describe your community. For example, who lives there, who are the major employers, what are the key community resources? What are the most pressing public health concerns? How does dementia affect the entire population?
2. Consider your community's strengths and challenges. Which challenge would you prioritize? What prevention level does this challenge fit in — primary prevention and risk reduction, secondary prevention and early detection and diagnosis, or tertiary prevention and safety and quality of care?
3. Consider what change you want to achieve in your community. To do so, which domain and outcome would you focus on first?

### Create Your Action Plan

1. The prevention levels across the life course are included below. Recall the challenges and strengths you identified within your community. Which prevention level do your interests align with?
  - a. *Primary Prevention - Risk Reduction*
  - b. *Secondary Prevention - Early Detection and Diagnosis*
  - c. *Tertiary Prevention - Safety and Quality of Care*
2. Recall the change you are hoping to achieve in your community. Which HBI Road Map domain best fits with that change? Select one of the four Road Map domains.
  - a. *Strengthen Partnerships and Policies*
  - b. *Measure, Evaluate and Utilize Data*
  - c. *Build a Diverse and Skilled Workforce*
  - d. *Engage and Educate the Public*
3. Refer to the HBI Road Map Appendix D on page 68 to determine which actions are aligned with the prevention level and the domain you chose. Write the action below.

## APPENDIX A: REFLECTION QUESTIONS AND ACTION PLAN [CONTINUED]

Focusing on the action you chose, build your plan by responding to the following questions.

4. Are there additional challenges you see? What are the strengths in your community to help address these challenges?
5. Who are your necessary partners? How can you invite them to the process? Who are the people most affected by this issue and are they involved in the process? If not, who should be included and how will you reach them?
6. What data can you access? Which data still needs to be collected or analyzed? Who can help provide those data?
7. An evaluation plan is important in order to measure and track progress. Look at the outcome your action is associated with. How will you track progress? How will you measure success? Who will you share the results with?
8. Thinking about how you will work together, list two initial steps you and your partners will take to implement this action.

Great job! You now have a start on an action plan to address brain health, dementia and caregiving in your community! This is a simplified version of a full action plan, but it is designed to help you think about how the public health approach can be used to address dementia in your community.

## APPENDIX B: SAMPLE TEST QUESTIONS

1. What are the two frameworks used in the HBI Road Map? Select two.
  - A. Life course approach
  - B. Social ecological model
  - C. Four HBI Road Map domains
  - D. Mobilizing for Action through Planning and Partnerships (MAPP)
2. Fill in the blank: Risk reduction, or primary prevention, \_\_\_\_\_.
  - A. Works to promote brain health throughout a person's life.
  - B. Is only effective for young children.
  - C. Cannot change the number of people currently projected to be living with dementia in 2050.
3. Fill in the blank: Early detection and diagnosis, or secondary prevention, \_\_\_\_\_.
  - A. Is not important, since getting an earlier diagnosis does not impact quality of care or decision-making abilities.
  - B. Aims to identify dementia in the earliest stages, before the onset of more severe symptoms.
  - C. Works to build access with health care providers for certain groups of people, but not all groups.
4. Fill in the blank: Safety and quality of care, or tertiary prevention, \_\_\_\_\_.
  - A. Involves supporting people in managing dementia after a diagnosis to minimize the negative impacts on a person's health and quality of life.
  - B. Is not a part of public health's role, since it is more about direct service.
  - C. Focuses only on caregivers.
5. Which of the following is not one of the four domains of the HBI Road Map?
  - A. Engage and Educate the Public
  - B. Strengthen Partnerships and Policies
  - C. Address Health Disparities
  - D. Build a Diverse and Skilled Workforce
  - E. Measure, Evaluate and Utilize Data
6. True or False: Each of the domains has specific actions outlined in the HBI Road Map.
7. True or False: Each public health action, like creating a coalition, aligns only with a single HBI Road Map domain.

## APPENDIX B: SAMPLE TEST QUESTIONS [CONTINUED]

8. Review HBI Road Map action, P-1: *Convene and leverage diverse and inclusive multi-sector coalitions to establish supportive, equitable policies within communities, workplaces and health care settings across the life of brain health.* To which level(s) of prevention care can this action relate? Select all that apply.
- A. Primary Prevention - Risk Reduction
  - B. Secondary Prevention - Early Detection
  - C. Tertiary Prevention - Safety and Quality of Care
9. Review HBI Road Map action, W-2: *Train current and future public health professionals about risk factors for cognitive decline and dementia and ways to integrate this information with other chronic disease prevention strategies.* To which level(s) of prevention can this action relate? Select all that apply.
- A. Primary Prevention - Risk Reduction
  - B. Secondary Prevention - Early Detection
  - C. Tertiary Prevention - Safety and Quality of Care
10. Review HBI Road Map action E-1: *Engage diverse audiences to develop culturally responsive messaging about brain health, cognitive decline, healthy aging and caregiving.* To which level(s) of prevention can this action relate? Select all that apply.
- A. Primary Prevention - Risk Reduction
  - B. Secondary Prevention - Early Detection
  - C. Tertiary Prevention - Safety and Quality of Care