

Unit 7



Body Systems and Common Conditions with Aging



- Introduction** People age differently, some changes are the result of internal processes, due to the aging process itself. Thus, these changes, although unwanted, are considered normal and are sometimes called natural aging. These changes occur in everyone who becomes an elderly person, and such universality is part of the definition of natural aging.
- Cultural bias** The aging process is not the same for all human beings or at all historical times, the concept of old age is relative to time, period and context in which one lives and develops.

Module 7.1 Basic physical and psychosocial changes

Name of the activity Active discussion and resolution of cases on aging changes



Objectives and Learning Outcomes The learner will understand how aging works in the key systems of the body and normal functions.
Understand the key physical changes associated with aging.
Understand the key psychosocial changes associated with aging.
Understand the common conditions associated with the key systems of the body.



Suggested duration 4 hours

No. of participants Up to 20



Materials needed Projector, computer, video, power point, cards, paper, pens



- Competences**
- follows clear instructions regarding the care provided for common conditions in elderly people
- Knowledge**
- is able to explain the basic physical and psychosocial changes associated with aging
 - is able to explain the difference between a healthy way of aging and an unhealthy aging
- Skills**
- is able to identify the basic physical and psychosocial changes associated with the aging of an elderly person
 - is able to adjust caregiving to address a range of physical and psychosocial changes that occur with the aging process

Guidelines for evaluation In a continuous assessment, students will demonstrate their knowledge of the aging process by performing various tasks of analysis and further synthesis of the information, resolution of cases and debates to internalize individual and group learning through participation.

Keywords Biological age, chronological age, active aging, normal aging, pathological aging, memory, physical activity, participation and social relations

References White paper on active aging
Author: José María Vicente López
Institute for the Elderly and Social Services (IMSERSO)
<http://envejecimiento.csic.es/documentos/documentos/imserso-libroblancoenvejeactivo-01.pdf>



Description of Activity 7.1



Introduction Aging involves a series of physical, metabolic, mental and functional transformations that occur over time, and that lead to a decrease in the ability to adapt to changes in the environment.

In addition we must add the changes of different lifestyles and different cultures. Despite all these changes, students will learn to determine if the aging of the person is natural or pathological. One of the challenges of this unit is to learn about the differences in the way in which the societies of the world care for their elderly and to understand what means active or successful ageing.

Basic physical and psychosocial changes Learners will study through a powerpoint presentation and pictures all the biological changes structural and functional in the elderly. The relation between biological and psychosocial changes will also be explained. At the end, the learners are divided into groups of 4 participants and will make a visual mural where the biological and functional changes are reflected.

B) Visual Mural: Biological and functional changes
Each group will expose its mural to the rest of the participants to generate a directed debate where each participant can contribute his/her knowledge or give her/his opinion.

(Un)healthy form of aging Participants will be explained what is normal aging and pathological aging so that they can internalize the difference and determine what type of aging process is the one of a care service user. It will be proposed to solve four cases in which the learners individually must decide whether the exposed cases correspond to normal or pathological aging. It will be shared with the other participants to stimulate group learning.

Care needs This section will discuss active or successful aging, giving guidelines to improve the activity of the elderly person both cognitively, physically and socially.
Each participant must make a small list of activities that can be done with the elderly: memory, physical activity and participation

At the end of the activity the lists will be put together as a "brainstorm" that serve to have general care resources and open discussion will be conducted to find out what activity older people could practice based on their general condition.

Reflect on work experience

Learners will be asked to think about how and about what they have learned about aging and the types of aging through their work experience, and they will be invited to discuss any problems they have had at workplace when caring for an elderly person due to lack of knowledge in aging.

Your own notes:

Module 7.2 Process of ageing in different cultural contexts

Name of the activity Analysis of ageing in different cultural contexts



Objectives and learning results Learners will be able to identify prejudices and stereotypes that are assigned to the elderly both in the host country and in other countries. The group of learners will be able to reflect on the different prejudices suffered by our elderly people developing the value of tolerance.



Suggested duration 4 hours

No. of participants No more than 20



Materials needed Projector, computer, video, power point, cards, paints, cards, paper, pens

- Knowledge**
- is able to identify prejudices and stereotypes of aging that may be different in another cultural setting
 - Understands different perspectives on aging according to different cultures



- Skills**
- is able to reflect on his/her own cultural prejudices and stereotypes against the elderly people
 - shows respect for the experience and opinions of the elderly people

- Competences**
- reflects his/her own cultural perspective and experiences in comparison to the cultural elements of the client

Keywords Prejudices, stereotypes, myths, age, social age

Description of Activity 7.2



Introduction The older age has been valued in two ways, one positive and the other negative. Both visions represent myths and stereotypes about aging that make it difficult to age well and limit proper integration of the elderly in society.

Furthermore, the elderly has been surrounded by beliefs, prejudices and stereotypes that relate this stage of the life to losses, functional disability, diseases and cognitive problems, which often have nothing to do with reality. This creates a negative image of this group in society and also has a very negative influence on the psychological experience of the elderly persons in their aging process.

We must banish the distorted and prejudiced vision that is maintained about this stage of life and contemplate it as the moment to learn a new role.

Ageing prejudices and stereotypes The participants will talk about the prejudices and stereotypes that accompany older people, dealing with "ageism" as the third great form of discrimination in our society, after racism and sexism. As an activity, it will be proposed that each student make a list of the positive and negative characteristics of aging in their country of origin.

Experiencing aging in another cultural environment Participants will be invited to reflect and discuss how different cultures have their own beliefs about older people. Each participant will explain to the group at least one difference that they find between the way of aging in their country of origin and in the host country. When all the participants have transmitted the difference found to the group, a debate will be opened to find out which of the presented findings were most surprising to the group. This activity aims to implement tolerance as a fundamental value in addition to the transmission of the different cultural aspects on ageing.

Reflect on work experience A video or photos of elderly persons will be displayed to invite students to reflect on their own prejudices. In a round table each participant can explain if they have identified any prejudice in their thinking or attitude.

Your own
notes:

Key messages to carry out



Hand out to the participants the list of activities that can be carried out with the elderly person, elaborated in module 7.1

What I do
<input type="checkbox"/> I am respectful to the culture of the care service user (e.g. religion, values, gastronomy, politics ...)
<input type="checkbox"/> I show respect to the person's age, gender, sexual orientation, origin, religion, marital status, disability and number of dependents.
<input type="checkbox"/> I adapt the speed of my talk to the needs of the person
<input type="checkbox"/> I look at the person while speaking, to help him/her to understand me better.
<input type="checkbox"/> I ask about the activities that the person wants to do
<input type="checkbox"/> I ask about what the person does not like and change it, if possible, in the daily care plan's actively listen
<input type="checkbox"/> I exchange opinions with the client, family members and colleagues
<input type="checkbox"/> I talk about the traditions and customs of my country with the care service user and exchange experience
<input type="checkbox"/> I smile when I meet the elderly/family members and I say goodbye to the everyone

What I don't do
<input type="checkbox"/> I do not take into account my tastes preferences when performing any type of activity
<input type="checkbox"/> I do not speak in my language so that the elderly does not understand me
<input type="checkbox"/> I do not criticize the customs, values, religion or personal tastes of the elderly
<input type="checkbox"/> I do not discard the opinions and options of the person
<input type="checkbox"/> I do not apply personal prejudices while caring for the individual

A photograph showing a caregiver's hands assisting an elderly person's hands. The elderly person is holding a yellow and blue ball. The caregiver is wearing a light-colored sweater. The background is blurred, showing a wooden chair and a blue fabric.

Unit 8

Principles of Daily Care Activities in Adult Care

Unit 8

Principles of Daily Care Activities in Adult Care



Principles of daily life activities

The activities of daily life (ADL) are a set of tasks or behaviours that a person performs on a daily basis and that allow her or him to live autonomously and integrate into her/his environment and fulfil her/his role or roles in society.

They range from activities that are more fundamental for survival such as food, to some more complex tasks of personal self-care and vital independence, such as shopping, cooking or using the telephone. Likewise all activities related to leisure and free time.



Cultural bias

Migrant Care Workers come from different countries, where the activities of daily life might be different. Especially food, hygiene and personal self-care are often performed differently in each socio-cultural context. Care workers should be aware of these differences to best adapt the daily care activities to the background of the elderly person.

Module 8.1 Care plan, a Daily care activity

Activity Name Associate the activities of daily life with a care plan



Objectives and Learning outcomes

to develop knowledge and skills of the Principles of Daily Care Activities in Adult Care for the correct monitoring of the individualized care plan and adapting the activities of daily living.



Suggested Duration

4 hours



No of Participants

Up to 20

Materials needed

Computer, Projector, Handouts, Paper and Pens, Video, Guest Speaker, Flip Chart, Relevant examples of care plan

Competences

- shows responsibility to ask about the individual care plan of the elderly person and to follow this plan
- takes responsibility to regularly review, understand and follow the care plan for each individual care service user



Knowledge

- is able to explain the use of an individual care plan
- is able to illustrate activities in the personal hygiene of the elderly person

- is able to explain the basic standard procedures required to carry out adult personal care safely

Skills

- is able to follow and work with a care plan while giving care to the elderly
- is able to assist adult personal care and personal hygiene safely

Guidelines for Assessment

In a continuous evaluation the students will be able to establish the daily life activities of a case, which would be included in the individualized plan of the elderly person

Other evaluation criteria that will be evaluated:

Successful completion of set task meeting each learning outcome

Demonstrate active participation

Demonstrate communication abilities including use of appropriate terminology

Demonstrate awareness of intercultural issues

Keywords

Activities of Daily Living (ADL); Care Plan; individualized plan of care (IPOC); Instrumental Activities of Daily Living (IADLs)

References

Title: Assessment of Activities of Daily Living, Self-Care, and Independence

Author: Mlinac, Michelle E.; Feng, Michelle C.

Publication: Archives of Clinical Neuropsychology

Publisher: Oxford University Press Date: 2016-08-30

<https://academic.oup.com/acn/article/31/6/506/1727834>

Salud y calidad de vida en las personas mayores

<https://dialnet.unirioja.es/descarga/articulo/743587.pdf>

Plan de atención individualizada PAI

http://www.oizpe.com/caracteristicas-oizpe-egoitza.asp?id_menu=8

Video explicativo de la higiene de la persona encamada

<https://www.youtube.com/watch?v=mEp1J1lv2dg>

Decálogo para mejorar la seguridad de los mayores en casa

<https://www.geriatricarea.com/2016/02/23/decalogo-para-mejorar-la-seguridad-de-los-mayores-en-casa/>

Libro Blanco de la Dependencia

Author: Instituto de Mayors y Servicios Sociales (IMSERSO) Spain.

Editor: Ministry of Labour and Social Affairs, Secretary of State for Social Services, Family and Disability, Institute of Seniors and Social Services (IMSERSO)

Year: 2005



Description of the Activity 8.1



Introduction	<p>Explain that most professional care workers have a care plan in order to fill the day with productively and meaningful activities. The care worker should ask for this care plan, understand the activities and the related goals. Use an example of a care plan to illustrate it.</p>
Care plan	<p>Form pairs and hand out different care plans (home care settings, nursing homes, residencies etc.). Ask participants to identify the issues that are addressed through each activity. Ask them to find other activities that would address the same issues.</p>
Daily activities	<p>The basic activities of daily life are activities oriented towards the care of one's own body. Ask participants to set up a list of activities of daily life which are body oriented. Share this list in plenary and then reorganize this list to the tasks which could be delegated to others. Which of these tasks could be part of a care plan? And finally, point out the advanced activities of daily life, such as games, hobbies, entertainment.</p> <p>Explain that, for an elder person, being able to maintain the activities of entertainment that she or he always liked to do, can be very important. In groups, ask participants to set up a list with different activities of entertainment. Share this list and discuss it in plenary, probably this discussion will reveal different taste, habits and even cultural practice of participants.</p>
Personal Hygiene	<p>Form pairs around different topics related to personal hygiene (e.g. washing hairs, brushing teeth, washing intimate zone etc.). Ask participants to set up a list of the different tasks that should be done in this topic. After this, have a look at the list in plenary and discuss. Together, bring the tasks into the right order. Add some general recommendations as temperature of the water, respect habits etc.</p> <p>Activity 2:</p> <p>Show a video in which a care worker is performing tasks of personal hygiene. Ask participants to note down the different tasks they see and bring them into the right order.</p>
Safety in personal care	<p>Present the participants different simple adaptations that could be made to avoid accidents at home. Each participant should think about their own home or the home of a person they are caring for. Which aspects could be changed? Who should make these changes?</p> <p>ASSOCIATION ACTIVITY: to associate the activities of daily living with a care plan</p> <p>Show a video in which a care worker is performing tasks of daily living and hand out a care plan. Ask participants to associate the activities in the video with the care plan.</p>



Cultural Bias In all different steps concerning daily activities and personal hygiene, have a look on possible differences due to different cultural backgrounds, lifestyle and economic level.

The trainer should provide examples, discuss cultural differences and ask an external expert to join.

The care plan can also be modified with hints for such cultural specifications where applicable. This can be done with an example as group work in training and can also be the start of a group discussion

Your own
notes:

Module 8.2 Dignity and respect in daily care activities



Activity Name DIRECTED DEBATE on the importance of working with dignity and respect in the care of the elderly.

Objectives and Learning outcomes The objective is to develop knowledge and skills of the Principles of Daily Care Activities prioritizing the respect and dignity of the elderly



Suggested Duration 2 hours

No of Participants Up to 20



Materials needed PowerPoint, Computer, Projector, Speakers, Handouts, Paper and Pens, Video, Guest Speaker, Flip Chart

Competences

- can identify and report on activities in the care plan that affects negatively the dignity of the elderly person
- respects the care receivers' personal preferences in the care activities if possible



Knowledge

- is able to explain the importance of working with dignity and respect towards the elderly person

Skills

- is able to carry out daily care activities with dignity and respect towards the elderly person

Guidelines for Assessment In a continuous evaluation the learners will be able to participate in a debate about dignity and respect in working with elderly people

Other evaluation criteria that will be evaluated:

Demonstrate active participation

Demonstrate communication abilities including use of appropriate terminology

Demonstrate awareness of intercultural issues

Keywords Professional deontology, ethical principles, dignity, privacy, abuse prevention,



References Libro blanco del envejecimiento activo
El reto de la nueva ciudadanía. Nuevos relatos y nuevas políticas para distintas personas mayores
Dr. D. Joan Subirats Humet
Instituto de Gobierno y Políticas Públicas Universidad Autónoma de Barcelona
“Trayecto formativo: Cuidado y atención de personas mayores”, Organización Internacional del Trabajo 2015
Moya BA, Barbero GJ. “Malos tratos a personas mayores: Guía de actuación” Ed. Ministerio de Trabajo y Asuntos Sociales; Madrid 2005.

Description of Activity 8.2



Introduction Providing a "good treatment" is a key indicator of the human and professional quality of our interventions.

In a direct debate each learner will have to participate and present their point of view on the importance of the following aspects.

Dignity in older age 1. This activity is to make participants to reflect about their own perception of the older age and the elderly person followed by a reflection on their role as a care worker.

Prepare different photos of elderly persons. Hand out these images to pairs and ask them to write down a word that describes what they see. In plenary discuss the words written down and identify the similarities and differences in perception of the elderly person.

It could be helpful to prepare some questions to support this reflection, e.g. What do you think that the person in the photo is feeling? What is he/she doing? Describe a day of this person.

In the next step, ask participants to imagine how they would imagine themselves being old. How would they like to be treated? What kind of activities would they like to do?

Finish this activity by explaining the importance of understanding that aging is not a process exclusively biological, but also social and cultural factors are involved. The characteristics that a given society or culture assign to old age affect the way in which the elderly go through this stage of life. If people participate in the group from other countries, propose that they give illustrative examples of perceptions or dominant conceptions of old age in their places of origin.

Respectful attitude Ask participants to list these statements according to the importance they would give them. Ask to explain them.

Greet the elderly person kindly
 Ask for the personal wishes and interests of the person
 We must introduce ourselves properly to the elderly person
 We will address the older person by name
 We will explain to the elderly person the activities and care that we are going to perform
 We will be interested in making our coexistence pleasant
 We will offer an environment of comfort, privacy and security
 We will explain all the actions that we will carry out for her/his care and listen to the opinion of the elderly person, modifying what is necessary for the well-being of the person.
 We will clear the doubts that are presented to us with the care of the elderly with their doctor or social worker

Ask each participant to set up their own list they could use at the workplace.



Cultural Bias When we talk about "good treatment" this is relative to specific people, knowing that each one has needs, but also a culture, a system of values and a sensitivity that sets it apart from others. The perception of older age could be very different in each society and it is important to reflect our own cultural understanding of older age. That's why we'll have to adapt our relationship style and behaviour to what the person establishes as desirable and enforceable, so that we can really provide that "good treatment" they deserve.

Your own notes:

Module 8.3 Nutrition and Hydration in adult care

Activity Name DAILY FOOD AND HYDRATION PLAN:
schedule and menu

Objectives and Learning outcomes The objective is to develop knowledge and skills of the Principles of Daily Care Activities in Adult Care applied to nutrition and hydration



Suggested Duration 3 hours



No of Participants Up to 20

Materials needed PowerPoint, Computer, Projector, Speakers, Handouts, Paper and Pens, Video, Guest Speaker, Flip Chart



Competences • Shows responsibility to maintain the diet of the elderly person

Knowledge • is able to list the different nutrients and hydration needs for a healthy diet of elderly persons

Skills • Is able to follow the agreed upon diet of the elderly person

Guidelines for Assessment **LANGUAGE COURSE:**
You find linguistic support to train vocabulary of foods, diets, ways of cooking, eating Aids etc. in the LANGUAGE COURSE under *Modul 2 – Activities at home*

EVALUATION

In a continuous evaluation the learners will be able to plan a daily food and a daily hydration plan.

Other evaluation criteria that will be evaluated:

Demonstrate active participation

Demonstrate communication abilities including use of appropriate terminology

Demonstrate awareness of intercultural issues

Keywords Diet, menu, eating aids, intake, jellies



Description of Activity 8.3



Introduction Make a brief introduction explaining that elderly people need a diet, that suits their digestive and nutritional needs, is adapted to the type of activity that they perform and their general state of health. Comment that nutrition directly influences on health and prevents numerous frequent diseases in the elderly. Also point out that, in addition to attending to nutritional needs, it is important to take into account the particularities and customs in the food, which originated in cultural differences or beliefs.

Explain to the participants, that among the tasks assigned to the care of the elderly, the care worker is usually asked to collaborate, somehow, in maintaining the diet of the elderly person, this might range from buying food, to its preparation and administration. If the expectation is that the care worker cooks, it is important that he or she knows about the tastes and habits of the elderly person and the diet to be followed.

- Guidelines for cooking** 1. Hand out a guideline with important rules to follow when cooking related to hygiene e.g.
- wash your hands thoroughly with soap and water before starting to cook
 - Keep your nails short and clean
 - use a clean spoon to test the preparation
 - avoid the risk of cross contamination by always using clean utensils to manipulate each product related to ways of cooking
 - vegetables should be steamed or cooked with little water
 - vegetables and fruits should be washed before use
- Diet and menus** 2. Explain the general guidelines in nutrition, pointing out the differences of nutrition for younger persons and elderly persons. To showcase, hand out different daily menus and a description of the diet of the elderly person. In groups, learners will have to check if the menu corresponds to the diet.
- Eating Aids** 3. Hand out a list of technical eating aids that elderly people can use to facilitate and make more pleasant the implicit tasks in the preparation of food and / or in the act of eating. You may also hand out a guideline with some instructions on how to create favourable conditions for eating
- Role of Care worker** 4. Discuss the role of the care worker concerning the nutrition of the elderly person. Hand out different cases to pairs in which the care worker has to resolve a situation; e.g. the elderly person doesn't want to eat; eats very little; has difficulties to eat because of pains in the mouth; wants to eat food which is not part of the diet; Ask participants to present in plenary their solutions and discuss it.
- Reflecting job experience** 5. Ask people who have previous experience if they remember situations in relation with the food that could have caused some conflict or disagreement with the elderly person or the employer. Suggest that they discuss how they resolved it.

**Your own
notes:**

Module 8.4 Cultural aspect on hygiene and nutrition of elderly persons

Activity Name COMPARATIVE TABLE BETWEEN CULTURAL DIFFERENCES in the activities of daily life of the elderly between the host country and the country of origin



Objectives and Learning outcomes The objective is to develop knowledge and skills of the Principles of Daily Care Activities in Adult Care taking into account and understanding cultural differences



Suggested Duration 1 hour



No of Participants Up to 20

Materials needed PowerPoint, Computer, Projector, Speakers, Handouts, Paper and Pens, Video, Guest Speaker, Flip Chart,

Competences

- is able to adapt the care plan to the habits in aspects of hygiene and cooking of the elderly person
- is able to adapt his/her caring regarding to hygiene and nutrition to the culture of the client where possible



Knowledge

- is able to explain in which aspects hygiene and cooking can vary in different contexts
- knows about cultural elements regarding hygiene and nutrition which are important for the client or asks for them

Skills

- is able to identify own habits in hygiene and nutrition which are different to the one of the elderly care user
- implements all activities of hygiene and nutrition according to the clients norms where possible (e.g. washing)

Guidelines for Assessment In a continuous evaluation the learners will be able to identify the differences between the activities of daily life carried out by the elderly in the receiving country and in the country of origin. Nevertheless, differences can also be found WITHIN the individuals country depending on the individual education, family habits and routines, class and social standing and many more

Other evaluation criteria that will be evaluated:

Successful completion of set task meeting each learning outcome

Demonstrate active participation

Demonstrate communication abilities including use of appropriate terminology

Keywords Gastronomy, food culture, hygiene habits, hygiene plan

Description of the activity 8.4

Comparative list To prepare the participants for such a list it can be a good task to prepare a variety of meals proposed by the care workers and practice what may be different and what can be common requests in hydration and nutrition topics by clients.

Activities like hand-washing may differ and should be exercised. The table could be implemented as a group work and be a first entry point for a discussion. The task could also involve every participant to present an own “typical” aspect of hygiene and nutrition which may be new to the others.

In addition to following a proper diet, the country and province may determine a way to cook, not forgetting to take into account the personal tastes of the eldest person

Regarding personal and individual preferences, it can also be important to take religious aspects like specific preparation activities or graces into account.

The care workers should know about possible differences in meal preparation, cooking habits etc. Instead of assuming certain differences in meals, cooking habits etc. the participants should be obliged to ask the clients about their individual habits etc.

Key messages to carry out



Hand out to each participant:

- A copy of a standard Care Plan to fill in and to use at the workplace
- A guideline sheet how to set a seminal menu
- Guidelines for Hygiene control, including for cooking a meal
- List of respectful attitudes collected by participants

What I do
<input type="checkbox"/> I greet the older person kindly
<input type="checkbox"/> I introduce myself properly to the elderly person
<input type="checkbox"/> I call the elderly person by name
<input type="checkbox"/> I explain to the elderly person the activities and care before I am going to perform them
<input type="checkbox"/> I provide a comfortable environment so that the coexistence is pleasant
<input type="checkbox"/> I listen to the opinion of the elderly person, modifying what is necessary for the person's well-being.
<input type="checkbox"/> I motivate the person to carry out activities
<input type="checkbox"/> I consult the doubts that arise in the care of the elderly with their doctor, family or social worker
<input type="checkbox"/> I wash vegetables and fruits before cooking or serving.
<input type="checkbox"/> I keep food properly
<input type="checkbox"/> I perform the steps of personal hygiene properly

What I don't do
<input type="checkbox"/> I don't discard the opinions and options of the person
<input type="checkbox"/> I don't apply personal prejudices while caring for the individual
<input type="checkbox"/> I don't talk to anyone about the personal or intimate aspects of the elderly person

A photograph showing a person in a beige sweater sitting in a chair. Their right hand is holding a yellow and blue ball. Another person's hand is resting on their left arm. The background is slightly blurred, showing a wooden chair and a blue object.

Unit 9

Applying for a Job as a Care Worker