

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON



COURSE OUTLINE

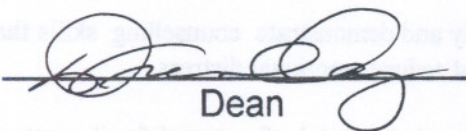
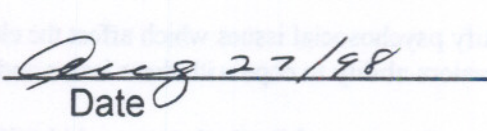
Course Title: Counselling the Elderly

Code No.: GER214                      Semester: 3

Program: Community Gerontology Program

Author: Nancy McClelland

Date: Sept, 1998                      Previous Outline Date: Sept/95

Approved:                         
Dean    Date

Total Credits: 3                      Prerequisite(s): HSC103  
Length of Course: 15 Weeks                      Total Credit Hours: 45

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For additional information, please contact Donna Tremblay, Dean, School of Health Sciences, Human  
Sciences and Teacher Education, (705) 759-2554, Ext. 690.

**I. PHILOSOPHY/GOALS:**

This course focuses on gaining awareness of the students' personal attitudes, beliefs, ethics and communication skills when working with seniors. It reviews effective communication techniques and blocks to communication with individuals with functional and dysfunctional communication patterns. This is an opportunity to practice observational skills related to continuous assessment of the senior and their life situation. Students will be encouraged to utilize family and follow up services in their counselling. Knowledge of crisis intervention techniques and appropriate referral services will be used. The assessment process that workers use, the problem solving skills required and the case management necessary for human service workers will be highlighted.

**II. LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

1. Discuss the significance of communication to our well being and its use as a therapeutic intervention.
2. Identify functional and dysfunctional communication patterns.
3. Demonstrate effective communication techniques including alternate forms of communication with seniors who have lost their verbal ability.
4. Demonstrate intervention techniques from major models of therapy including validation therapy, reminiscence therapy, bibliotherapy, family systems, grief, crisis intervention, etc.
5. Identify psychosocial issues which affect the elderly and demonstrate counselling skills that enhance the seniors ability to cope with these issues and that reduce emotional distress.
6. Discuss the scope of family therapy and identify functional and dysfunctional family patterns.
7. Identify and explain the multiple internal and external factors impacting on families/support systems that need to be considered in the counselling situation.
8. Discuss the barriers to effective communication that are more specific to the aged population including cognitive decline, psychiatric conditions, effects of medications and sensory impairment.
9. Demonstrate the process of counselling, assess the motivational level of the older adult and proceed according to the seniors needs.
10. Identify components of how case management is handled, caseloads identification, priority setting, time parameters, joint contract goals, termination, budget constraints referrals, etc.
11. Make appropriate referrals to community based resources based on assessment of need and knowledge of agency skill/expertise.

## COURSE TITLE

CODE

## III. TOPICS:

Part A

1. Personal Attitudes and Beliefs on Aging: Self Awareness
2. Establishing the Helping Relationship
3. Observation Skills and Assessment
4. Communication Process: Maximize Its Use
5. Barriers to Communication
6. Therapeutic Listening Skills
7. Blocks to Communication
8. The Helping Team

Part B

1. Crisis Intervention
2. Therapies and Practices for Counselling Older Adults
  - Validation
  - Reality Orientation
  - Family
  - Grief
  - Bibliotherapy
  - Other

## IV. LEARNING ACTIVITIES:

## PART A

SEE STUDY GUIDE "WORKING WITH THE ELDERLY" AND COMPLETE UNITS 1 - 10.

## Unit I - Personal Attitudes and Beliefs on Aging: Self Awareness

- Section A: Attitudes - Process of Development and Communication
- Section B: Attitudes Toward the Elderly
- Section C: Understanding Yourself as an Aging Adult
- Section D: Facts on Aging
- Section E: Strategies to Change Our Attitudes

## Unit II - Establishing The Helping Relationship

- Section A: What is a Relationship?
- Section B: Stages of a Helping Relationship
- Section C: Establishing the Helping Relationship
- Section D: Looking at Your Own Needs of Being a Helper
- Section E: Characteristics of a Helping Relationship
- Section F: Perils of Being a Helper
- Section G: The Steps in a Helping Relationship

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**IV. LEARNING ACTIVITIES:****Unit III - Observation Skills and Assessment**

- Section A: Observations and Perceptions
- Section B: Objective Versus Subjective Observations
- Section C: Using Your Senses

**Unit IV - Communication Process: Maximizing Its Use**

- Section A: Communication Model
- Section B: The Communication Process
- Section C: Verbal Communication
- Section D: Pitfalls to Verbal Communication
- Section E: Non-Verbal Communication
- Section F: Pitfalls to Non-Verbal Communication
- Section G: Attending Skills

**Unit V - Barriers to Communication**

- Section A: Common Personal Barriers to Communication
- Section B: Reducing Barriers
- Section C: Environmental Barriers that Reduce Effective Communication
- Section D: Physical Changes Associated with Aging that Affect the Communication Process
- Section E: Language as a Barrier to the Communication Process
- Section F: Ethnic and Cultural Differences may cause Barriers to Communication

**Unit VI - Therapeutic Listening Skills**

- Section A: Importance of Listening
- Section B: Active Listening

**Unit VII - Therapeutic Communication Skills**

- Section A: Identifying Communication Skills
- Section B: Process Recordings

**Unit VIII - Blocks to Communication****Unit IX - Ethical Issues in Working with the Elderly**

- Section A: Ethics
- Section B: Codes of Conduct/Ethics
- Section C: Clients Rights and Your Role as a Client Advocate
- Section D: Ethical Issues

**Unit X - The Helping Team**

- Section A: The Members of the Helping Team and the Team's Role
- Section B: Problem Solving Process or Cycle
- Section C: Your Role and Input on the Helping Team
- Section D: Reporting, Recording and Referring

**IV. LEARNING ACTIVITIES:****PART B****SEE STUDY GUIDE "CRISIS INTERVENTION AND THERAPIES".**

- recognize the individuality of the older client the identify the role of the worker in a multidisciplinary team and understand the underlying principles of the systems theory
- differentiate among the various methods of counselling and crisis intervention strategies as they relate to the aging process:
  - validation
  - reality orientation
  - family therapy
  - grief therapy
  - biblio therapy
  - other
- evaluate oneself in relation to helping skills
- give and receive feedback for personal growth and development

**V. EVALUATION PROCESS/GRADING SYSTEM:**

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher in with the first two weeks of class.

**VI. REQUIRED RESOURCES/TEXTS/MATERIALS:****Counselling Older Adults**

Part A: Study Guide - Working with the Elderly N. McClelland, Sault College 1995.

Part B: Study Guide - Crisis Intervention N. McClelland, Sault College 1995.

**Supplemental Readings Package - see teacher in class.**

***Additional Resource Materials Available In The College Library***

Reference: Counselling

Videos: Louise Tandy March - @99 - Sault College Media Services

**VII. SPECIAL NOTES:**

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Course Modification

The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.

**VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.