

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



COURSE OUTLINE

Course Title: ADL, Therapies & Practices  
Code No.: GER226 Semester: 4  
Program: Community Gerontology  
Author: Nancy McClelland  
Date: January, 1999 Previous Outline Date: 09/95

Approved: Rose Jan 5/99  
for Dean Date

Total Credits: 3 Prerequisite(s): NONE  
Length of Course: 15 WEEKS Total Credit Hours: 45

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

**I. COURSE DESCRIPTION:**

This course helps the student assess seniors' abilities and limitations and promote independence of activities of daily living, and effective interaction within a variety of living environments. Students will learn what adaptations and aids can assist in ADL required for the comfort, safety and security needs of the senior as well as who is the most appropriate personnel/community resources. Remotivation therapy and other practices will be applied to specific seniors' situations.

**II. LEARNING OUTCOMES:**

*Upon successful completion of this course the student will:*

1. develop and utilize tools used to help with a bio-psycho-social assessment of ADL, abilities and limitations, in the older adult.
2. identify purpose and components of ADL program that promote independence.
3. examine and explore adaptations and aids to assist in ADL training.
4. review teaching and learning techniques required to assist seniors to use assistive devices.
5. discuss interventions for problems associated with cognitive decline. eg: wandering, aggression, memory loss, sense of isolation, changes in self perception and changes in feelings of self esteem.
6. identify basic principles and practices of prescribed drug use and their effect on the elderly.
7. display empathy for the stress experiences by the family unit in meeting the needs of the cognitively impaired.
8. define remotivation therapy, discuss how individuals respond to it and the role it serves in working with the older adult.
9. develop a compendium of community resources (local, provincial, national) to assist the senior with ADL.

**III. TOPICS: (Approximate Time Frames Optional)**

1. Activities of Daily Living
  - a) instrumental ADL
  - b) ADL assessment tools
  - c) ADL programs
  - d) adaptations/aids to assist with ADL
  - e) resources for assistance with ADL

**III. TOPICS: (Approximate Time Frames Optional)**

2. Cognitive Decline
  - a) loneliness
  - b) assessment of cognitive decline
  - c) delirium, confusional states, A.D., dementia
  - d) gerontology workers' role in working with these clients.
  
3. Therapies and Practices
  - a) prescription drugs
  - b) O.T.C.
  - c) therapeutic techniques

**IV. LEARNING ACTIVITIES:**

**Topic/Unit - Activities of Daily Living**

**Learning Activities:**

1. Explain the concept of ADL under the following groupings:
  - a) ADL
    - bathing/hygiene
    - dressing/grooming
    - mobility/transfer
    - toileting
    - feeding
  
  - b) Instrumental ADL
    - using the phone
    - taking medication
    - safety outside the home
    - driving a vehicle
    - doing housework
    - preparing food
    - managing money
    - going shopping

**IV. LEARNING ACTIVITIES:**

**Topic/Unit - Activities of Daily Living**

**Learning Activities:**

- 2.a) Review a variety of assessment tools used to determine the ADL of older adults.
  - Physical Assessment Tools
  - eg: fancapes
  - Functional Assessment
  - Katz
  - Barthel
  - Instrumental ADL
  - Mental Assessment
  - mini mental status tests
  - Integrated Assessment
  - multidimensional functional assessment (OARS)
  - Others
  - PACE
  - CARE
- 2.b) Discuss the role that culture plays in a person's degree of dependence/independence.
3. Demonstrate ability in assessing an older adult's ADL, their abilities, limitations
  - a) sensory, motor, personal functions
  - b) energy and motivation level
4. Develop and/or utilize tools used to help with a bio-psycho-social assessment of ADL.
5. Identify purpose/components of ADL programs that promote independence.
  - a) Continuing education/retraining
  - b) activation
  - c) pain management
6. Demonstrate ability to report, clearly, concisely and accurately, about ADL assessment.

**IV. LEARNING ACTIVITIES:**

**Topic/Unit - Activities of Daily Living**

**Learning Activities:**

**7.a) Examine adaptations and aids to assist in ADL training for the house:**

for the home

- extension arm lamps
- needle threaders
- large print/non-glare books
- large print playing cards
- adapted games
- talking books
- soap holders
- bathroom grab bars
- velcro fastenings for clothes
- zipped shoes
- adapted lacing techniques
- book holders
- magnetic weights
- wheelchair adaptations
- telephone holders
- toilet seat

for the older adult

- hearing aids
- suction cup for dentures
- straw stabilizers
- extended handles
- plate guard

for the worker

- pitch voice in mid range

- 7.b) Develop a compendium of resources (local, provincial, national) to assist the senior with ADL)**
- 8. Review teaching and learning techniques required to assist seniors to use assistive devices.**
- 9. Demonstrate ability to assess the old adult's need for an adaptive device and acceptance to use or refuse the aid.**

**IV. LEARNING ACTIVITIES:**

**Topic/Unit - Activities of Daily Living**

**Resources:**

C.M.H.C., Maintaining Seniors' Independence - A Guide to Home Adaptations, 1989

C.M.H.C., Maintaining Senior's Independence Through Home Adaptations - A Self-Assessment Guide & Video, 1991

Text, Chapters 4, 8, 9, 11

**Topic/Unit - Cognitive Decline**

**Learning Activities:**

1. Identify major factors contributing to loneliness and depression in older adults.
2. Describe behaviours indicating depression in older adults.
3. Compare several types of depression and determine interventions or treatment needed to assist the older adult who is depressed.
4. Differentiate mental health from mental illness in older adults.
5. Comprehend the domains used to assess (Text, p. 617+), cognitive disorder in older adults.
6. Discuss treatable and untreatable cognitive disorders in older adults.
  - a) delirium
  - b) confusional state
  - c) AD
7. Identify and explain interventions aimed at promoting mental health in older adults.
  - a) functional dementia scale
  - b) mini mental status test
  - c) communication with the confused older client

**Resources:**

Text, Chapters 18, 21

**IV. LEARNING ACTIVITIES:**

**Topic/Unit – Therapies & Practices**

**Learning Activities:**

1. Discuss some of the following therapies in gero psychiatric disorders:
  - a) Pet Therapy
  - b) Somato Therapies
  - c) Reality Orientation (covered in GER214)
  - d) Validation Therapy (covered in GER214)
  - e) Group Projects
  - f) Remotivation Therapy
  - g) Psychotherapy (Brief Psychotherapy)
  - h) Psychodrama
  - i) Life Review
  - j) Crisis Intervention
  - k) Group Psychotherapy
  - l) Memory Enhancement
  - m) Reminiscence (covered in GER214)
  - n) Grief Therapy
  - o) Peer Counselling
  - p) Self-Help Programs
  - q) Resocialization
  - r) Others
  
2. Discuss the gerontology worker's role in assisting with therapies and interventions for older adults who are in cognitive decline.
  - a) Define Remotivation Therapy
    - how may individuals respond to this therapy?
    - apathy, compliance, withdrawal, aggression
    - who should initiate therapy? maintain it? discontinue it?
    - how is program with therapy measured?
    - determine your level of expertise, when to contribute and how much
  
3. Discuss the need to display empathy for the stress experienced by the family unit in meeting the needs of the cognitively impaired.
  
4. Identify basic principles and practices of prescribed drug use and their effect on the older adult.
  
5. Identify commonly used classifications of drugs, their action and excretions.

**IV. LEARNING ACTIVITIES:**

**Topic/Unit – Therapies & Practices**

**Learning Activities:**

6. Identify factors that contribute to a complete description of a drug:
  - a) generic name
  - b) trade name
  - c) classification
  - d) contra-indications/precautions
  - e) side effects
  - f) adverse/toxic effects
  - g) dosage and frequency
7.
  - a) Demonstrate ability to encourage older adults to take an active role in discovering the total information about their drugs.  
- questions to doctor/pharmacist
  - b) Distinguish between O.T.C. and prescription drugs.
  - c) Describe existing drug legislation (F.D.A.)
8. Identify mechanisms for accurate administration of drugs by the older adult.
9. Demonstrate ability to find and utilize information from a drug reference book.
10. Discuss circumstances under which older adults abuse prescriptions and over the counter medications (O.T.C.) eg: "This drug isn't working after 2 days, so I'll stop taking it".
11. Develop ability to recognize signs of adverse toxic effects and misuse of drugs and what appropriate action to follow up.
12. Review health teaching on medication use. eg: importance of taking meds as prescribed, completing prescriptions, refrain from drug swapping.
13. Discuss signs of drug allergy and overdose and how to intervene in an emergency.
14. Review commonly used drugs by older adults.
15. Review how meds are covered under Ontario's Health Plan (which drugs are included and which aren't included)
16. Discuss drug holidays and the effect on older adults.
17. Examine the pharmacist's role in drug education.



**IV. LEARNING ACTIVITIES:****Topic/Unit – Therapies & Practices****Learning Activities:**

18. Identify barriers to older adults taking prescription meds or O.T.C. drugs. eg: container lids, size of print on labels, metric measurement, jargon used on label.

**Resources:**

C.M.H.C., At Home with Alzheimers Disease, 1990

Text, Chapter 22

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Ebersale & Hess (1998). Toward Healthy Aging. (4th ed.). C.V. Mosby Co.

***The following booklets will be provided in class:***

C.M.H.C., Maintaining Senior's Independence Through Home Adaptations - A Self Assessment Guide, 1991

C.M.H.C., Maintaining Senior's Independence - A Guide to Home Adaptations, 1989

C.M.H.C., At Home with Alzheimer's Disease, 1994

Ministry of Citizenship - Office of Senior's Issues, Loneliness and the Older Adult by D. Sutton, 1991

Psych-social Assessment Tool

***Additional Resource Materials Available in the College Library:******Booklets***

C.M.H.C., Housing Choices for Canadians with Disabilities, 1992

A.R.F., The Older Adult & Sleeping Pills, Tranquillizers & Pain Medications, 1995

A.R.F., The Older Adult & Alcohol, 1995

**VI. EVALUATION PROCESS/GRADING SYSTEM:** (includes assignments, attendance requirements, etc.)

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 within the first two weeks of class.

**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.