

MHSC109 Caring for Adults and Older Adults

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

This unit will enable the participants to understand the process of growing into an adult and ageing. It will focus on the changes that will have an impact on the physical, intellectual, emotional and social wellbeing of a person. The module will focus on the physical needs that an older adult will encounter including dietary requirements, mobility support, intellectual stimuli, emotional help, and social input. It will also include needs that an adult may have including dietary and exercise routine, together with psychological, emotional and social support especially with today's high expectations that one may encounter. A part of the module will be dedicated to different therapies needed while caring for the adult and older adult including creative therapy activities. The course participants will be presented with a number of case studies to practice different practices, therapies and needs. Prevention of pressure sores which are so commonly found in the older adult will also be tackled. Participants will also learn how to support adults and older adults through quality care, by creating a SMART plan to meet the daily needs of a particular individual. The pedagogy of how to teach students with such content will also be covered.

By the end of this module, the learner will be able to:

Competences

- Conduct a research-based approach to critically evaluate the changes which are evident in the adult and older adult.
- Monitor the physical, intellectual, emotional and social needs of adults and older adults.
- Prepare a research-based health plan including short term and long term SMART goals.
- Develop a plan based on research to meet the needs of an adult, as per given scenario, relating to SMART targets and promoting a healthy lifestyle.
- Develop a plan based on research to meet the needs of an older adult, as per given scenario, relating to SMART targets and activities of daily living.
- Devise creative therapy activities that can be used while caring for adults and older adults.
- Assess the physical, social, emotional and intellectual needs of an adult as per case scenarios.
- Assess the physical, social, emotional and intellectual needs of an older adult as per case scenarios.

Knowledge

- Identify the changes that occur in adulthood.
- Identify between normal ageing and accelerated ageing.
- Explain factors that accelerate the aging process:
 - Overeating, stress, high blood pressure, smoking and alcoholism, obesity, loneliness, sedentary lifestyle.
- Describe the key developmental aspects of adults and their needs.
- Describe the key developmental aspects of older adults, in relation to theory-based research.

Physical development:

 - Outward appearance: wrinkles, hair loss, posture change, oral health (the theory of free radicals, the theory of programmed ageing).

- Composition of the body: menopause/andropause, brittle bones, decreased vision, difficulty in hearing with high pitched sounds, stiffness of joints, organs in general decrease in size and weight, loss of muscle mass. (Gene/ Biological Clock Theory).
 - *Intellectual Development*: Complex problem, exploring new hobbies, focusing on specific directions, good judgement to deal with problems, make compromises, question regulations, question establishments, lifelong learning.
 - *Emotional Development*: Appreciation of meaningful relations, high intensity emotions decrease, looking for contentment, looking for security, mature expression of love, integrity vs despair, loneliness, fear of death (Erikson's theory of psychosocial development).
 - *Social Development*: Voluntary work, independence, relationships, social interaction, social network, organizing/ participating in family activities, finding new hobbies (Erikson's theory of psychosocial development).
- f. Identify physical, intellectual, emotional and social needs of older adults.
 - *Physical*: balanced diet, exercise, warmth, safety, rest, oral hygiene;
 - *Intellectual*: communication, learning, problem solving, creativity, exploration;
 - *Emotional*: love, affection, to feel valued, security, support;
 - *Social*: family, friends, colleagues, community, participate in leisure activities.
 - g. Outline the activities of daily living (Roper and Logan Model) which meet the needs of an older adult.
 - Maintaining a safe environment, communicating, breathing, eating, drinking, eliminating, personal cleansing, dressing, controlling body temperature, mobilizing, working and playing, expressing sexuality, sleeping, dying.
 - h. Describe the effects of life factors and events which influence adults and older adults.
 - Socio-economic factors:
 - Physical factors
 - Lifestyle factors
 - Health factors
 - i. Identify the positive and negative social aspects of an elderly person living alone, living within the family and living in a residential home.
 - j. Describe the components of a healthy lifestyle.
 - Physical fitness, a balanced diet, intellectual stimulation, emotional and social wellbeing.
 - k. Discuss the dietary requirements supported by literature for both adults and older adults.
 - l. Discuss the activities of daily living to the components of a healthy lifestyle.
 - m. Define the term SMART targets.
 - n. Outline creative activities and therapies which will help in maintaining and promoting wellbeing in an older adult.
 - o. Describe the components of a healthy lifestyle.
 - p. Relate the activities of daily living to the components of a healthy lifestyle.

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Demonstrate knowledge and understanding of the key aspect developmental aspects of adults.
- b. Demonstrate knowledge and understanding of the key aspect developments aspects of older adults.
- c. Demonstrate an understanding of the needs of older adults.
- d. Demonstrate an understanding of support and care to older adults.
- e. Demonstrate an understanding of optimal nutrition for both adults and older adults.

- f. Demonstrate an understanding of the term SMART targets for the older adult.
- g. Demonstrate an understanding of creative therapy plans for the older adult
- h. Communicate effectively with a patient to acquire all the necessary details/ needs.
- i. Disseminate knowledge related to the physical development, nutrition, skills, emotional/social change of older adults.
- j. Critically analyze the effects of life factors and life events on adults and older adults.
- k. Critically analyze the activities of daily living in relation to a given scenario.
- l. Evaluate the needs of an adult from a given case scenario.
- m. Evaluate the needs of an older adult from a given case scenario.
- n. Evaluate one's own health plan to see whether it genuinely meets the needs of an older adult.
- o. Critically analyze the ability to deliver the knowledge and skills of care for the adult and the older adult, to students.

Assessment Methods

This module will be assessed through: Portfolio and Assignment

Suggested Readings

Core Reading List

1. Bernstein, K. M. (2017). *Nutrition Across Life Stages* . Jones & Bartlett Learning.
2. Canas, M. G. (2006). *Old Age Old Age* . Rebo Productions.
3. Winkler, M. B. (2018). *Healthy Ageing and Aged Care* . Oxford University Press.
4. Moen K, Ormstad H. (2017) [Physical function of elderly patients with multimorbidity upon acute hospital admission versus 3 weeks post-discharge.](#)
5. Arai H, Ouchi Y, Yokode M, (2012) *Toward the realization of a better aged society: messages from gerontology and geriatrics.*

Supplementary Reading List

- 1) The Theory of Free Radicals: <https://www.youtube.com/watch?v=Unzlfafzqi8>
- 2) Maslow's Hierarchy of Needs: https://www.youtube.com/watch?v=O-4ithG_07Q
- 3) Erikson's Theory of Psychosocial Development:
<https://www.youtube.com/watch?v=aYCBdZLCDBQ>
- 4) Levison's Seasons of Life Theory: <https://www.youtube.com/watch?v=9jBz7dWPuAc>