

## Module 6. Working with a Consumer Who Is Depressed

### Goals

The goals of this module are to prepare participants to:

- Work with consumers who may be depressed, and
- Apply a person-centered approach to solving problems.

### Time

3.25 hours (including 30 minutes break and warm-up or closing)

Activities	Methods	Time
6.1 Introduction to a Consumer Who Is Depressed	Interactive presentation, large-group exercise, pairs work, discussion	35 minutes
6.2 Changes in How People Feel and Relate to Others as They Age	Large-group exercise, pairs work, role play, discussion	45 minutes
6.3 Understanding Depression	Interactive presentation, small-group work, discussion	45 minutes
6.4 Exploring Options to Solve Problems	Interactive presentation, large-group exercise, discussion	40minutes

### Supplies

- Flip chart, markers, and tape
- Paper and pencils
- Index cards
- Rocking chair
- Cane, shawl, hat, or robe as “props” for playing Mrs. Jackson
- *Instructor’s Guide 6.1: Mrs. Bertha Jackson*
- *Instructor’s Guide 6.2: Understanding Mrs. Jackson*
- *Instructor’s Guide 6.3: How Would You Help Mrs. Jackson?*
- *Instructor’s Guide 6.4: The Exploring Options Worksheet – Helen and Bertha Jackson*

### Handouts

- Handout 6.1 Understanding Mrs. Jackson
- Handout 6.2 Mrs. Jackson’s Care Plan
- Handout 6.3 Quiz about Aging
- Handout 6.4 Understanding Depression
- Handout 6.5 How Would You Help Mrs. Jackson?
- Handout 6.6 Exploring Options to Solve Problems
- Handout 6.7 Key Issues for Solving Problems

**Advance Preparation**

Review all the training instructions and materials for this module.

Copy all handouts for participants.

***Activity 6.1: Introduction to a Consumer Who Is Depressed***

Prepare flip chart page with the Learning Agenda for Modules 17 (step 1).

Prepare a flip chart page for Observe, Record, Report (step 9).

Using the sample care plan provided or one from a local assisted living facility, fill it in for Bertha Jackson, indicating the services to be provided.

***Activity 6.2: Changes in How People Feel and Relate to Others as They Age***

Study Mrs. Jackson's profile in order to role-play her character.

Bring props to use to become Mrs. Jackson—e.g., hat, cane, smock.

***Activity 6.3: Understanding Depression***

Prepare a flip chart page with the definition of depression (step 2).

Obtain information about community resources to deal with depression and prepare a flip chart page or pamphlets to hand out to participants.

***Activity 6.4: Exploring Options to Solve Problems***

Prepare a flip chart page with the steps to the “Exploring Options” approach to problem-solving (step 3).

Review *Instructor's Guide*: “The Exploring Options Worksheet – Helen and Bertha Jackson.”

## ACTIVITY 6.1 Introduction to a Consumer Who Is Depressed

35 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Identify personal changes, gains, and losses of the profiled consumer.
- Describe the role of the direct-care worker in assisted living.

### **Key Content**

- ❖ Participants will be introduced to the fifth consumer, a resident in an assisted living facility. They will be learning about the environment of assisted living, the needs of this particular consumer, and the work of a direct-care worker in that setting.
- ❖ Life at any age is filled with change, and change involves both gains and losses. Learning about what consumers are experiencing can help direct-care workers to support the “gains,” even though they can’t restore the “losses.” For the consumer, sometimes having someone who listens and asks questions is comforting in itself.

### **Activity Steps**

#### ***Interactive presentation (15 minutes)***

1. Explain that the fourth consumer profile describes Mrs. Bertha Jackson, who is a resident of an assisted living facility, with her own bathroom and kitchenette. Post the flip chart with the Learning Agenda for Module 17 and review. Note that, as before, participants will use and build on what they have already learned from the previous consumer profiles.



LEARNING AGENDA  
MODULE 17

- Consumers' needs and role of a worker in assisted living
- Psychological and social changes of aging
- Depression and aging
- Exploring options to solve problems

2. Ask participants to review what they remember from Module 2 about assisted living. Ask: *What is different about consumers and the role of the direct-care worker in assisted living as opposed to the other settings we have studied?*
3. Explain that, as before, you will read Mrs. Jackson's story aloud. Ask participants to listen carefully because there are lots of details. Ask them to imagine that this is their first day at the assisted living facility, and Mrs. Jackson has invited them in to her unit. (Not all of you! – pretend you're on your own.) While she talks to you, imagine her in the rocking chair that she brought from her old home. Ask participants to imagine what she looks like and what her unit looks like with its own bathroom and kitchenette.
4. Sit in a chair (use a rocking chair if you have one) and read *Instructor's Guide*: "Mrs. Bertha Jackson" out loud to participants.

***Large-group exercise (5 minutes)***

5. Ask participants for their first impressions about Mrs. Jackson and how her life has changed in the past five to ten years. Write their responses on a flip chart page.



MRS. BERTHA JACKSON

***Pairs work (5 minutes)***

6. Ask participants to form pairs with the person sitting next to them. Distribute Handout 6.1, “Understanding Mrs. Bertha Jackson.” Ask each pair to think about the flip chart page with life changes for Mrs. Jackson and consider which ones would feel like “improvements” in her life and which ones would feel like “losses.” If they remember other changes, they can add those, too. Ask them to work quickly, since they only have 5 minutes.

***Discussion (10 minutes)***

7. Ask participants to share what they discussed in their pairs about what they see as Mrs. Jackson’s recent gains and losses.
8. Note that for Mrs. Jackson there have been actually as many gains as losses. However, even changes that might seem “good” can be very stressful and involve loss —e.g., moving from a large house that is hard to keep up to a small assisted living apartment. Note that direct-care workers are in a position to provide comfort to people in these situations, sometimes just by listening and being there.

⇒ **Teaching Tip**

See *Instructor’s Guide*: “Understanding Mrs. Jackson” for key points that you want participants to note about the gains and losses for Mrs. Jackson.

9. Distribute Handout 6.2, “Mrs. Jackson’s Care Plan.” Note that different organizations may have different formats for their care plans, but the content should be the same. Ask participants to find their instructions for assisting Mrs. Jackson. Note that, as before, they will be thinking throughout this module and the next about what to observe, record, and report. Post the flip chart page for future discussions.



**OBSERVE, RECORD, REPORT**

## ACTIVITY 6.2 Changes in How People Feel and Relate to Others as They Age

45 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Describe common feelings and ways people cope emotionally as they age.
- Describe how people's social relationships change as they age.

### **Key Content**

- ❖ When people look at their life's path, they easily see that changes occur over time, both socially and psychologically. Friendships are strengthened, sometimes weakened—they come and sometimes they go. Family members are added; some age and pass away.
- ❖ How people interact with others is even subject to change. Psychologically, people mature and, through life's experiences, may become better able to cope with stress as they age. These experiences, both joyful ones and sorrowful ones, shape how people deal with what comes up on a daily basis.
- ❖ Physical changes of aging can also impact people's emotional well-being.

### **Activity Steps**

#### ***Pairs and large-group exercise (20 minutes)***

1. To introduce the topic of psychological and social aging, note that, when we age, a lot of things change. Earlier in the training, participants learned about what happens to the physical body as we age. Now they will consider the psychological and social aspects of aging.
2. Explain that this activity uses a learning game. The game is like a quiz, but there will be no grades. The purpose is to assess what everyone already knows and what more there is to learn about changes of aging.
3. Ask participants to stay in their pairs from the previous activity. Distribute one blank sheet of paper to each pair and ask them to write the numbers 1 to 9 lengthwise down the page. Explain that you will read a statement, and they will work as a team to decide if the statement is "True" or "False." Then one of them will write "True" or

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“False” on the sheet next to the number of the statement. There are nine statements total. Afterwards they will take turns answering the questions in the large group and finding out what the correct answers are.

4. Read the statements from Handout 14.3, “Quiz about Aging.”
5. Once you’ve read all the statements, select one pair at random. Read the first statement and ask the pair what their answer was. Let them know if they were right or wrong, going over the additional information provided on the handout.

### ⇒ Teaching Tips

- Having a small “prize” of some sort, to be given out if the pair gets the answer right, would be fun—e.g., candy, pencils, crackers, something funny related to the training.
- The idea is to “reward” participants for getting the right answer. However, at the end of the exercise, give a prize to the ones who got the answer wrong, too, as a reward for effort.

6. Move to the next pair and read the next statement. Ask for their answer, let them know if it’s correct, and provide additional information from the handout. Continue like this until all the statements have been read and correctly answered.
7. Distribute Handout 14.3, “Quiz about Aging,” to participants. Give “prizes” to any of the pairs that did not get their answers right in the large group, letting them know everyone deserves something for the effort.

### ***Pairs work (5 minutes)***

8. Explain to participants that in this next activity you will be role-playing Mrs. Jackson, and they will be asking you—i.e., Mrs. Jackson—questions to get to know her better, as if they were going to be her direct-care worker. This is their chance to ask “Mrs. Jackson” about her psychological and social well-being and how the changes and losses they discussed earlier have affected her.
9. Ask participants to work in the same pairs again. Distribute three index cards to each pair. Ask participants to write down on each index card at least one open-ended question about the changes, achievements, and losses they identified in the first activity. Ask participants to write clearly.

⇒ **Teaching Tips**

- Participants may need to be refreshed about open-ended questions. To do this, ask “*Who remembers what an open-ended question does and why we ask them?*” It is important to highlight that open-ended questions show interest in the person and help the direct-care worker to learn more about the consumer so that it is easier to provide assistance. You may wish to ask for or give one or two examples.
- It may also be helpful to tell the group that this is a friendly, relaxed conversation with Mrs. Jackson, and the questions will be used to engage her in a conversation, using the communication skills learned earlier.

**Role play (15 minutes)**

10. After about 5 minutes collect the index cards. Explain that you will now leave the room and, when you return, you will be in character, role-playing Mrs. Jackson. Explain that Mrs. Jackson will have the question cards and will re-distribute them when she comes back in. It will be their job to ask the questions and start a conversation with Mrs. Jackson.

⇒ **Teaching Tips**

- Once you leave the room, sort the cards to pull out the most appropriate ones and get yourself acquainted with the subject areas the participants chose. Also bring extra cards with you to write additional questions if there are too few appropriate questions from participants. Make sure you include:  
*How does having shortness of breath affect your life?*  
*How does feeling weaker and having less energy affect your life?*
- Other questions may include:  
*What have been the hardest changes you’ve had to deal with as you’ve aged?*  
*How are you feeling about moving into this home?*  
*What would help you be happier?*  
*What changes really excited you in your life?*  
*How do you spend your days?*  
*What foods and activities here are the best? What are the worst?*  
*What would you like to see happening here that isn’t already*



*happening?*

- Use props (e.g., hat, cane, shawl, or robe) to help you identify with Mrs. Jackson and to help participants think of you in a different role.

11. When you enter the room as Mrs. Jackson, have the index cards in hand and play up the character by walking slowly and showing shortness of breath. Say to the group, “Your teacher asked me to hand these cards out to you.” Distribute the cards slowly, making it visible that you’re having a hard time getting to everyone. Find a seat. If any participants offer assistance to “Mrs. Jackson,” accept it and thank the participant.
12. As you sit, take a few moments to catch your breath. Then explain to participants that their teacher asked you to come to class to chat. State that from your understanding, they’ve prepared some questions based on an earlier conversation. Tell them that you have about 10 minutes before you have to head to lunch so the time is all theirs.

⇒ **Teaching Tips**

- If participants are shy to ask questions or engage in conversation, you can prompt them but *stay in character*. When the participants begin asking questions, be as open and honest as you’d like. Keep in mind that you want to convey that you are depressed without actually coming out and saying it directly.
- Make sure the topics of shortness of breath, personal loss, weakness, and low energy are covered. Be sure to explain how working with you may be different because of these circumstances and your feelings about life.
- Offer some hope to participants in terms of making you feel better. For example, you may want to say “It feels good just talking with you. I haven’t had the chance to talk with people like this lately”; or “Thinking about my losses does make me a bit sad, but you should know that all of the bad stuff doesn’t hit me all at once. I have good days, too.”
- You could even offer to work with the participants in planning some activities. It is important to offer avenues of hope while conveying you are depressed. You *don’t* want to paint the picture that a direct-care worker has no impact on someone who may have depression or that depression is only treatable by medication.

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13. After about 10 minutes, when “Mrs. Jackson” sees it’s time to leave to get to lunch, get up and walk out still in character. Come back in as the instructor, saying something like—“I hope you were able to learn a little more about Mrs. Jackson. I met her earlier and she was a very kind woman.”

***Discussion (5 minutes)***

14. Debrief by asking participants: *What did you learn from Mrs. Jackson about aging? How do you feel about working with her?*

⇒ **Teaching Tip**

Keep this discussion brief. Participants will be discussing depression in more detail in the next session, focusing on specific ways to help her cope with depression. In this discussion we want participants to quickly reflect on their own personal reaction—and to help reinforce the signs of hope that Mrs. Jackson mentioned.

## ACTIVITY 6.3 Understanding Depression

45 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Identify major symptoms experienced by a person who is depressed.
- Describe how to respond appropriately to a consumer who is depressed.

### **Key Content**

- ❖ Depression is the most common mental disorder in later life. It is often under-reported and misdiagnosed.
- ❖ Depression is a mood disorder that makes people feel sad, hopeless, irritable, or worthless. All people feel these things sometimes; depression is when these feelings don't go away.
- ❖ Signs of depression include weight loss or gain; disturbed sleep; not finding pleasure in activities once enjoyed; lack of interest in sex; feelings of guilt.
- ❖ Depression has a significant impact on one's quality of life and it can affect the body's ability to fight disease. Because of its prevalence in the aging population, we will be looking specifically at depression and how it often relates to the social changes that occur as we age.

### **Activity Steps**

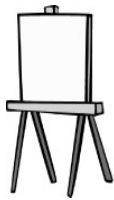
#### **⇒ Teaching Tips**

- Many studies suggest that 5 to 17 percent of the general population will experience major depressive disorder at some point in their lives. The U.S. National Institute of Mental Health has found that 10 percent of adults in the US experience some form of depression in any one-year period.
- Given these statistics, it is possible that one or more participants in your class may have experienced or are currently experiencing a form of depression. Be sensitive to possible issues that might come up for

individual participants. Offering information about local resources (at the end of the session) may be helpful to participants in working with the consumers they will be serving, but also for themselves and their family members.

***Interactive presentation (15 minutes)***

1. Note that Mrs. Jackson seems to be suffering from depression. Ask: “From meeting Mrs. Jackson, what might make you think that she is depressed?” Affirm all appropriate responses.
2. Post the prepared flip chart page on depression and review the information. Note that these are common feelings and symptoms that most of us will experience at some point in our lives. The difference with depression is that the feelings and symptoms persist over a period of time without relief.



**DEPRESSION: A MOOD DISORDER**

Feeling sad, hopeless,  
irritable, or worthless

**Signs:**

- ✓ Weight loss (or gain)
- ✓ Disturbed sleep
- ✓ Lack of pleasure in activities you once enjoyed,
- ✓ Constipation
- ✓ Lack of interest in sex
- ✓ Feelings of guilt

3. Distribute Handout 6.4, “Understanding Depression.” Present the additional symptoms by asking participants to take turns reading the quotes and, then, linking them with symptoms of depression. Present the information on the second page of the handout before moving on.

***Small-group work (10 minutes)***

4. Note that Mrs. Jackson has, in fact, been diagnosed with depression and has already begun treatment. Some of the ways to help someone who is coping with depression is to provide opportunities to lessen the feelings associated with depression—like feeling helpless, worthless, restless, and sad. We will now consider their role as direct-care workers in supporting Mrs. Jackson’s treatment.

5. Divide participants into four small groups. Distribute Handout 6.5, “How Would You Help Mrs. Jackson?” Assign one scenario to each group and ask them to answer the questions for their scenario. Note that they will have about 10 minutes to do this, after which they will present their ideas to the large group. Remind them to consider using the communication skills that they have learned so far—listening, paraphrasing, and asking open-ended questions.

⇒ **Teaching Tips**

- You can choose to substitute your own scenarios for the ones provided and create new handouts or post the scenarios on flip chart pages.
- There should be no more than four people in the small groups. If you have more than 16 participants, have more than one group discuss each scenario.

**Discussion (20 minutes)**

6. Ask each group to read their scenario aloud and present their suggestions. Ask if other participants have questions or comments. If not covered, explore with participants how they could use paraphrasing and asking open-ended questions to help Mrs. Jackson.

⇒ **Teaching Tips**

- The *Instructor’s Guide*: “How can a direct-care worker help Mrs. Jackson?” gives suggestions for responses to each scenario.
- As an alternative to discussing the scenarios, you may choose to role-play them. Allowing participants to simulate a potential situation in the classroom setting will help prepare them for the actual experience.

7. Note the seriousness of a consumer saying, “I just want to die.” Although it is perhaps a common feeling, it is important to ensure the consumer’s safety and report the comment to a supervisor, so that, if necessary, further assessment and action can be taken. (If participants will be working in consumer-directed settings, where the consumer is the supervisor, you may want to discuss other people whom the worker can consult—for example, telling someone in the consumer’s family or the consumer’s doctor.)

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8. Wrap up this discussion by stating that not all elderly consumers become depressed and not all younger consumers are immune to depression. Also, participants may know family or friends who show signs of depression. Provide information about community resources to help deal with depression.

## ACTIVITY 6.4 Exploring Options to Solve Problems

40 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Describe how to explore options in order to solve problems.
- List some of the key issues to consider in problem-solving.
- Explain why it is important to consider more than one person's perspective in problem-solving.
- Explain why it is important to consider more than one option to solving a problem.

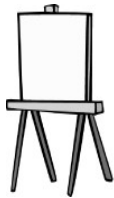
### **Key Content**

- ❖ In long-term care, difficulties arise daily, if not hourly, for direct-care workers. Workers are challenged by the demands of their job, by meeting consumers' needs, and by the busy pace that comes along with the work. Sometimes these are simply unexpected situations to adjust to in the moment; other times they are problems that need to be addressed in order to support the health and well-being of direct-care workers as well as consumers.
- ❖ There are many approaches to problem-solving, but it is important for direct-care workers to use an approach that reflects the commitment to person-centered services on which this curriculum is based.
- ❖ The “exploring options” approach to problem-solving is based on the principle of respecting the viewpoints and needs of everyone affected by the problem. The process involves identifying the key issues for each person involved in the situation, identifying more than one possible solution to the problem (options), and considering which option (or combination of options) addresses the key issues best.
- ❖ Identifying more than one option for solving a problem allows a person to consider the relative benefits of each option and choose the one that is most likely to succeed. In addition, it provides a “back-up plan” in case the first option does not work as hoped.

## **Activity Steps**

### ***Interactive presentation (20 minutes)***

1. Explain that in this next activity, participants will consider how to deal with problems in a work situation. There are many approaches to problem-solving. To help learn about some of the different ways participants approach problem-solving, the group will start with a case scenario. Post the flip chart page, “Bertha Jackson and Helen, her direct-care worker.” Ask participants to read along with you while you read the scenario out loud.



#### **BERTHA JACKSON AND HELEN, HER DIRECT-CARE WORKER**

Helen is on the morning shift at the assisted living facility where Bertha Jackson lives. She and Bertha get along great. Helen’s supervisor is worried that Bertha hasn’t been seen at breakfast for a week. When Helen asks her about it, Bertha says she makes her own breakfast. Helen looks to see what food Bertha has in the cupboard and finds dozens of half-eaten candy bars covered with ants.

2. Ask participants: *What would you do if you were the direct-care worker in this situation and why?* Keep the discussion brief; encourage different solutions; and do not comment on the validity of anyone’s ideas.

#### **⇒ Teaching Tip**

This discussion is almost like brainstorming—anyone’s idea of a solution is acceptable and the more the better! The point of this discussion is to assess how participants currently approach problem-solving and to demonstrate that there can be more than one possible solution.



3. Thank everyone for their ideas. Now explain that using this same problem, you will demonstrate the “Exploring Options” approach to problem solving. This approach is based on the principle of respecting the viewpoints and needs of everyone affected by the problem. The process involves identifying more than one possible solution to the problem (options) and considering which option (or combination of options) best meets everyone’s needs. Post the prepared flip chart and briefly explain each step. Note that participants will get a handout with this same information later on.



### EXPLORING OPTIONS TO SOLVE PROBLEMS

- Clearly state the problem
- List who is involved
- List the key issues for each person involved in this situation
- Brainstorm options to address each of the key issues
- Think about what will happen as a result of choosing each option
- Choose the option that best addresses the key issues

4. Explain that we are going to use this approach to look again at the situation with Helen and Mrs. Jackson. Ask:
  - *What is the problem?* [Mrs. Jackson is probably not getting good nutrition for breakfast; the uneaten candies are attracting ants; ant-infestation goes against the building code]
  - *Who is involved in or affected by this situation?* [Answers: Mrs. Jackson, Helen, Helen’s supervisor, building maintenance, the assisted living facility’s reputation]
5. Distribute Handout 6.7, “Key Issues for Solving Problems.” Make two columns on a flip chart page and write the heading “Key Issues” over the left column. Read through the handout, briefly explain each issue, and ask participants to identify which of these issues would apply to this situation. Write their responses in the left column. Note that, depending on the situation, some issues will be more important than others and some may not even be relevant.



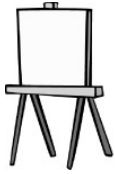
### KEY ISSUES

#### ⇒ **Teaching Tips**

- For the discussions that follow, the *Instructor's Guide*, "Exploring Options Worksheet – Helen and Mrs. Jackson" gives a sample of ideas that fit this case scenario. These are not necessarily the "right" responses. Be open to other ideas from participants and use the *Instructor's Guide* to help you ask questions that will make sure key issues are addressed during the discussions.
- For example, in this step, it is sometimes difficult to see beyond one's own individual perspective. You may need to ask questions that bring out Mrs. Jackson's rights. You may also need to ask questions that help participants see that the organization that is providing services to the consumer is almost always "affected" by the situation, if only because whatever happens can be a reflection on the whole facility. The facility is legally responsible for the well-being of its residents

#### ***Large-group exercise (5 minutes)***

6. Write "Options" at the top of the right column on the flip chart page. Remind participants that options are possible solutions to the problem. Ask the group to brainstorm options that address each of the key issues they listed. The goal is to come up with as many options as possible, including at least one for each issue. Write the ideas on the flip chart page.



<u>KEY ISSUES</u>	<u>OPTIONS</u>

⇒ **Teaching Tips**

- Encourage participants to be creative and think outside the box. Sometimes, thinking of ideas that are not realistic allows people to see possibilities that were not obvious.
- If participants *really* think outside the box, they may come up with some silly and potentially dangerous options. However, keep the tone light and note the options—they will be able to eliminate unrealistic options in the next step. But do make sure there is a good selection of realistic ones.

**Discussion (15 minutes)**

7. After participants have suggested at least six options, explain that in order to select the best option for solving the problem, they need to consider what is likely to happen as a result of each option. Then they will determine which option (or combination of options) best meets the needs of everyone involved.
8. Ask participants:
  - *What would be the impact (both positive and negative) of each option on each of the key issues we listed?*

Explain that if any of the options have a positive impact on two or more of the key issues, you will put a check mark next to those options.

9. Ask participants to consider the checked options and determine which one (or which combination) comes closest to meeting the needs of everyone involved in this situation—the consumer, the direct-care worker, and the organization. Write “Plan A” in the margin next to that option (or options). Ask what the next best option would be (a.k.a. “Plan B”)? Ask:
  - *Why would you want to have a “Plan B?”*

⇒ **Teaching Tip**

- Sometimes one option creates a situation in which the interests of the consumer, the direct-care worker, and/or the organization are in conflict. For example, in the case of Mrs. Jackson, one option would be to allow her to keep eating candy for breakfast. This respects the consumer's right to choose *but* it may place her long-term health in jeopardy.
- Sometimes direct-care workers get involved in solving problems that are not really their own. There may not be a “problem” for Helen in this situation. Being clear about who has the problem and why can help direct-care workers to pull back, remain calm, and be more effective in supporting the consumer, when needed.

10. Ask: *How is this approach different from the one we started with?* [more emphasis on Mrs. Jackson's perspective, needs, and rights; less emphasis on what she “should” do; more compromise to meet the needs of all the parties involved]
11. Note that participants will have a chance to practice this approach to problem-solving in the next module. Distribute Handout 6.6, “Exploring Options to Solve Problems.”

## **Instructor's Guide, Activity 6.1**

### **Mrs. Bertha Jackson**

I'm sure feeling tired today. Oh well, where do I start? I guess with my name – it's Bertha Jackson and I'm 80 years old. I was born down in Georgia and most of my family still lives there. My husband Lance and I came up North soon after we got married. I was just 18 years old, and I missed my family so bad! Even though there were six of us kids, I always knew I was my mother's favorite. Do you know she lived until she was 105 years old? They say that means I'll live long, too, but I don't think my body is as strong as hers was – nowadays I don't even know if I want to live that long.

But what else can I tell you? My husband worked for the post office. His friends always joked about post office workers going crazy, but he liked it there. I worked, too. First, I was a maid and cook, and then I was a teacher's aide for over 30 years! We wanted children so bad but I guess it wasn't meant to be. But I have lots of nieces and nephews and quite a few grand nieces and nephews, too. I used to love to have them visit and take them places. In fact, two of my nieces lived with us when they moved up here. But after they got married, they moved out.

One of my nieces, Janice, still lives up here. In fact, she's the one who found this place for me to live. She was worried about me living in my house all alone after Lance died. I guess it was too much for me – especially with my heart condition. They call it congestive heart failure – I call it getting old! Anyway, I couldn't even climb the stairs anymore without getting all out of breath, and Janice said I looked like I was losing weight. They cook all the meals here but it's not like my home cooking. So I just pick at the food to be polite. I still miss my house and my neighbors and friends. I could go back and visit, but I have to take two buses to get there or ask my niece to drive me. And most times, I'm just too tired.

My niece comes to see me when she can but the visits are always too short. And I used to get out to church – this old gentleman from the church would pick me up, Mr. Turner—but lately I just haven't felt up to it. I used to like to crochet, but I hardly see right anymore. They do have activities here, but they don't really interest me. So, I pretty much just stay in my room and think about the old days when I'd go back home to see my family—those great barbecues, Christmas, and the big card games that went on into the early morning hours. Or I just watch TV—nothing special, whatever's on. Like I said, my life's not too interesting these days but even doing nothing makes me tired. Like now, I think I'll go lie down.

## **Instructor's Guide, Activity 6.1 Understanding Mrs. Jackson**

**What has Mrs. Jackson gained over the past few years? How has her life gotten better?**

- Great nieces and nephews
- Friends and neighbors from her old neighborhood
- A “demi-daughter” in her niece who shows concern and love
- A lot of fond memories of her years passed, and some experiences that have been learning lessons
- She has achieved 85 years of living (think of all the things she’s seen and done)
- Some knowledge of the bus system in town
- A personal chef and communal living environment where activities are offered
- An appreciation of flavor and good food

**What has Mrs. Jackson lost over the past few years? How have her mind and body gotten worse? What are some things she can’t do anymore?**

- Family members have died: her sisters and her husband
- Ability to get around quickly
- Her interest in crocheting, her soap operas,
- Her long-time home
- She’s lost weight

### **Instructor's Guide, Activity 6.3**

#### **How Would You Help Mrs. Jackson?**

You walk into Mrs. Jackson's apartment. You notice that she didn't pick up her newspaper or mail over the weekend. When you ask about it, she says, "I just didn't have the energy to read."

##### **What would you say or do?**

*Suggested Response: I hear that you have no energy. Maybe I can read the newspaper for you, or help you with your mail. Would you like that?*

Mrs. Jackson says, "It must be nice outside. I can't get out anymore. I'm not too steady on my feet, and I'm scared to go alone."

##### **What would you say or do?**

*Suggested response: I hear that it may be scary to walk outside alone. I was going to go to the grocery market on the corner-- a block away. Would you like to join me for the walk? I'd like the company.*

Mrs. Jackson is just staring at the TV. She hasn't had lunch yet today. In her pantry, you see the ingredients for her favorite snack – a peanut butter and banana sandwich.

##### **To get Mrs. Jackson interested in cooking, what would you say?**

*Suggested Response: I know the food in the dining hall wasn't your style today, but I am concerned you aren't eating enough. I see you have bread, bananas and peanut butter. Would you like to cut up the bananas while I prepare the bread for a sandwich?*

You are visiting Mrs. Jackson one afternoon. Usually, she is neatly dressed. But now her hair is a mess, and she is still in her night clothes. She says, "I just want to die. There is no sense in living. I'm a burden."

##### **What would you say or do?**

*Suggested response: I enjoy working with you. You brighten my day... You are not a burden to be with. What can we do together, right now, that might make you feel better?*

### Instructor's Guide, Activity 6.4 Exploring Options Worksheet– Helen and Bertha Jackson

<b>Key Issues: List the ones that fit this situation</b>	<b>Options: List at least one possible solution for each key issue</b>
<p>Consumer safety</p> <p>Infection control</p> <p>Consumer care</p> <p>Role of the caregiver</p> <p>Organizational policy</p>	<ul style="list-style-type: none"> <li>• Talk with Bertha about health consequences of not eating a good breakfast regularly</li> <li>• Talk with Bertha about not leaving food exposed, where ants can get to it</li> <li>• Check with housekeeping staff about cleaning Bertha's cupboard</li> <li>• Encourage Bertha to participate at breakfast and offer to accompany her initially</li> <li>• Document and report observations to supervisor (role of care-giver AND organizational policy)</li> </ul> <p>ALL OF THESE OPTIONS CAN BE DONE AS "PLAN A."</p>



## **Module 6 Handouts**

### **Working with a Consumer Who Is Depressed**

#### **Activity 6.1: Introduction to a Consumer Who Is Depressed**

##### **Handout 6.1**

##### **Understanding Mrs. Jackson**

##### **Handout 6.2**

##### **Mrs. Jackson's Care Plan**

#### **Activity 6.2: Changes in How People Feel and Relate to Others as They Age**

##### **Handout 6.3**

##### **Quiz about Aging**

#### **Activity 6.3: Understanding Depression**

##### **Handout 6.4**

##### **Understanding Depression**

##### **Handout 6.5**

##### **How Would You Help Mrs. Jackson?**

#### **Activity 6.4: Exploring Options to Solve Problems**

##### **Handout 6.6**

##### **Exploring Options to Solve Problems**

##### **Handout 6.7**

##### **Key Issues for Solving Problems**

## **Handout 6.1—Understanding Mrs. Jackson**

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**Work with a partner. Answer these questions together.**

What has Mrs. Jackson gained over the past few years? How has her life gotten better?

What has Mrs. Jackson lost over the past few years? How have her mind and body gotten worse? What are some things she can't do anymore?

## Handout 6.2—Mrs. Jackson’s Care Plan

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### Plan of Care

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**Patients name:** Bertha Jackson **Gender:**  
Female **Age:** 80  
**Apartment Number:** 310  
**Ethnicity:** African American  
**Primary Diagnosis:** Congestive Heart Failure  
**Secondary Diagnosis:** Depression  
**Allergies:** NKA  
**Cognitive Status:** Alert and oriented x 3

**Level of assistance:** Mrs. Jackson requires moderate to minimum assistance for most activities. Assistance is required due to her decreased endurance

**Therapy:** No prescribed therapies

### Activities of Daily Living

Bathing: 3 x week

ADL: Daily. Mrs. Jackson requires stand-by assistance for all ADL activities

Ambulation: Moderate Assistance. Mrs. Jackson should be encouraged to walk to all activity with multiple opportunities to rest

Eating: Independent – Needs to be encouraged to eat

### Activities:

Mrs. Jackson should attend a minimum of one activity per day

### Psycho/social status

Depression.

Medication as directed

1 x week meet with MSW

### Outcome

- Mrs. Jackson will participate in a minimum of one activity provided at the Assisted Living Program.
- Mrs. Jackson will have no active signs of depression.

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## Handout 6.3—Quiz about Aging

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**How much do you know about older people? Take this quiz and find out.**

1. There are more older women than older men.

**True**

- More than half the people over age 65 are women. In fact, 58 out of every 100 people over age 65 are women.
- Almost 7 out of every 10 people over age 85 are women. In fact, 69 out of every 100 people aged 85 and older are women.

2. Most older men are married. Most older women are widows or not married.

**True.** In 2003, more than 3 out of 4 men aged 65 to 74 were married. Only half – 2 out of 4 – women in this age group were married.

3. Most older people live alone if they don't live in nursing homes or institutions.

**False**

- Most older people live with their husband, wife, or a family member.
- Older men are more likely to live with a spouse than older women are.
- Older women are 2 times as likely as older men to live alone.

## Handout 6.3—Quiz about Aging

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4. Families no longer take care of older relatives.

**False**

- Families give as much care to older people as they ever did.
- The main family caregiver is still a middle-aged woman. She's likely to work outside the home.

5. Most people aged 65 and older have at least one health problem that doesn't go away.

**True.** These problems include diabetes, arthritis, and high blood pressure.

6. Most older people say they are healthy.

**True.** About 3 out of 4 people aged 65 and older say their health is good or excellent.

7. Older people can't learn.

**False**

- Many older people are busy learning new things.
- Many older people find new ways to be active. They volunteer, take classes, fight for causes, and go online.

8. Most older people are set in their ways and can't change.

**False.** Older people can and do change! In fact, they can be very creative.

9. You should treat older people like children.

**False.** Older people are adults. Even if they can't do as much as they used to, they still should be treated with respect.

## **Handout 6.4—Understanding Depression**

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### **Depression is more than just the blues.**

Depressed people may feel sad, hopeless, grumpy, guilty, and worthless. We all have these feelings now and then. But, when you're depressed, these feelings do not go away.

### **Depression can lead to other problems.**

#### **Depressed people may:**

- Gain or lose weight
- Have trouble sleeping
- Lose interest in activities and hobbies they used to enjoy
- Have hard bowel movements – constipation
- Drink too much or take drugs

### **Read what these depressed people have to say about what they are going through.**

#### **Maria – Low appetite**

“I just don't feel like eating. I'll nibble here and there. Still, I haven't been hungry for about a month.”

#### **Omar – Increased appetite**

“I want to eat all the time.”

#### **Sara – Feels restless**

“I just can't sit still.”

#### **Christiana – Loss of energy**

“I have no energy to do anything.”

## **Handout 6.4—Understanding Depression**

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### **Parvati – Trouble concentrating**

“I can’t think straight.”

### **Ron – Loss of memory**

“I keep forgetting things lately.”

### **Carla – Suicidal thoughts**

“I have no future. I just want to die.”

**Some of the people you care for in your job will be depressed.**

### **Here are some challenges you may face:**

- Depressed people may be less willing to take medicines, do activities, and get counseling.
- Older people with depression are more likely to try to kill themselves than younger people with depression.
- Depression can make it easier to get sick.

### **The good news:**

- Some older people get depressed. But many do not.
- Depression can be treated. The best treatment is a mixture of taking medicine and talking with a counselor.

## **Handout 6.5—How Would You Help Mrs. Jackson?**

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**Imagine you are caring for Mrs. Jackson. What would you say or do in each of these situations?**

### Situation A

You walk into Mrs. Jackson's apartment. You notice that she didn't pick up her newspaper or mail over the weekend. When you ask her about it, she says, "I just didn't have the energy to read."

**What would you say or do?**

### Situation B

Mrs. Jackson says, "It must be nice outside. I can't get out anymore. I'm not too steady on my feet, and I'm scared to go out alone."

**What would you say or do?**



## **Handout 6.5—How Would You Help Mrs. Jackson?**

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### Situation C

Mrs. Jackson is just staring at the TV. She hasn't had lunch yet today. In her pantry, you see the ingredients for her favorite snack – a peanut butter and banana sandwich.

**To get Mrs. Jackson interested in cooking, what would you say?**

### Situation D

You are visiting Mrs. Jackson one afternoon. Usually, she is neatly dressed. But now her hair is a mess, and she is still in her night clothes. She says, "I just want to die. There is no sense in living. I'm a burden."

**What would you say or do?**

## **Handout 6.6—Exploring Options to Solve Problems**

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**How do you choose the best way to solve a problem?  
Follow these steps to explore options:**

1. Be clear about what is the problem.
2. List which people are involved.
3. List key issues for each person involved.
4. Talk with others and come up with different ways to deal with each of these key issues (options).
5. Think about what will happen as a result of each of these options.
6. Choose the option that best deals with the key issues. Also choose a back-up plan.

## Handout 6.7—Key Issues for Solving Problems

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There are many issues to think about when you choose the best way to solve a problem. Here are some key issues to consider:

Key Issues	Examples
Consumer safety	Prevent choking. Report unsafe living conditions
Keeping germs from spreading	Follow standard precautions. Keep living space clean.
Consumer care	Take care of body. Take care of feelings.
Consumer rights	Respect right to privacy. Respect right to choose. Respect right to free speech.
Cultural respect	Respect values. Respect religion.
Role of caregiver	Stay within job description. Meet consumer's needs.
Caregiver safety	Report abuse of caregiver. Report unsafe space. Report broken equipment.
Company rules	Follow care plans. Follow rules about days off. Follow health and safety rules.