Ageing Well

WP3/ A1- Activity 2

Module C: Basic Foundations of Wellbeing/Monitor and Support the Elderly as They Engage in Wellbeing Practices

SEMwell

Lesson Plan 4: Overcoming Barriers to Well-Being

Overview of the module

This lesson focuses on identifying common barriers to well-being in elderly care and developing strategies to overcome these obstacles. Through the use of worksheets, group discussions, role-play, and personal reflection, caregivers will learn how to address challenges such as mobility issues, social isolation, and limited resources. The goal is to equip caregivers with the problem-solving skills necessary to foster a supportive environment where well-being is continuously promoted.

Lesson Plan 4: Overcoming Barriers to Well-Being

Objective:

To identify common barriers to well-being in elderly care and develop strategies to overcome them.

Duration: 60 minutes in total (including all activities)

Activities:

1. Worksheet Completion: Identifying Barriers and Solutions (25 minutes)

2. Role Play: Overcoming Barriers (20 minutes)

3. Individual Reflection (15 minutes)

Complete description of each activities: see Annex 7.4: Individual/ Small group activity sheets

Materials needed:

For Activity 1 (Worksheet Completion: Identifying Barriers and Solutions):

- ○ Worksheets listing common barriers ANNEX 4.1.

- ○ Whiteboard or flip chart with markers

- ○ Notebooks or papers and pens for the participants

For Activity 2 (Role Play: Overcoming Barriers):

- ○ Role-play scenarios (printed or displayed)

- ○ Whiteboard or flip chart with markers

- ○ Notebooks or papers and pens for the participants

For Activity 3 (Individual Reflection):

- ○ Notebooks or papers and pens for the participants

- ○ Whiteboard or flip chart with markers

Learning outcomes:

By the end of this lesson, participants will:

- ○ Identify and understand common barriers to elderly well-being.
- ○ Develop strategies for overcoming well-being challenges in caregiving situations.
- ○ Practice problem-solving techniques through role-playing.
- ○ Reflect on personal caregiving practices and identify areas for improvement.

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Activity 1: IDENTIFYING BARRIERS AND SOLUTIONS

WORKSHEET COMPLETION

ACTIVITY 1

Title of the activity: WORKSHEET COMPLETION: IDENTIFYING BARRIERS AND SOLUTIONS

Short description of the theoretical context of the activity (up to 150 words):
Identifying barriers to elderly well-being is the first step in addressing them. A structured worksheet helps caregivers systematically evaluate common obstacles, such as mobility issues or social isolation, and encourages them to think about solutions tailored to the individual's needs

Cultural Considerations When Addressing Barriers to Elderly Well-being

Cultural factors play a significant role in how barriers to elderly well-being are perceived and addressed. Caregivers must be sensitive to diverse cultural values, beliefs, and practices when identifying and tackling obstacles to well-being. For example, mobility limitations or social isolation may be experienced differently in collectivist cultures, where family support networks are central to care, compared to individualistic cultures, where elderly individuals may rely more on institutional services. Language barriers, cultural stigmas around ageing, and varying expectations of autonomy and independence should also be taken into account. By understanding the cultural context of elderly individuals, caregivers can tailor their interventions more effectively. This might involve seeking family collaboration, respecting cultural preferences in diet or daily routines, or offering solutions that align with the individual's cultural identity. Ultimately, a culturally sensitive approach ensures that solutions are not only practical but also respectful of the individual's personal and cultural background.

Aims and objectives of the activity:

- ○ Identify common barriers to elderly well-being.

- ○ Encourage systematic evaluation of caregiving challenges.

- ○ Develop a deeper understanding of obstacles in care.

- ○ Foster problem-solving to improve elderly well-being.

Materials Needed:

- ○ Laptop/tablet with internet access, projector - to project the worksheets or distribute printouts of the worksheets ANNEX 4.1. : Common barriers to elderly well-being

- ○ White board or flip chart with markers

- ○ Notebooks or papers and pens for the participants for note-making

Duration of the activity: 25 min

Description of the process of the activity:

Step 1: Distribute a worksheet that lists common barriers to elderly well-being (e.g., mobility issues, social isolation). ANNEX 4.1.

Step 2: Ask participants to tick the barriers they frequently encounter in their caregiving work.

Step 3: In pairs, participants will brainstorm potential solutions for each barrier they identified.

Step 4: Ask each pair to share one barrier and solution with the larger group.

Step 5: Write the solutions on a flipchart for reference.

Step 6: Once the solutions are listed, guide a discussion on the feasibility of each. Here are a few prompts for facilitating the discussion:

- *"Looking at the solutions we've listed, which ones seem most realistic and achievable in your current caregiving environment? Are there any that would require additional resources or support?"*
- *"What challenges or obstacles might you face in trying to implement these solutions? How could we overcome these challenges to make the solutions more feasible?"*
- *"Can any of these solutions be adapted to different caregiving contexts, or are they specific to certain situations? How could we modify them to make them more widely applicable?"*

Tips and recommendations:

- Encourage participants to think beyond the obvious barriers and consider emotional, psychological and cultural obstacles as well.
- Ensure participants are specific when identifying the barriers they encounter.
- For Step 3, brainstorming of solutions, consider following prompts:

Examples - What to Say:

- *"Can you share how this barrier might affect the elderly individual in the context of their cultural background? How can we incorporate their cultural values into our solutions?"*
- *"What support networks or community resources can we explore that align with the elderly individual's cultural or social expectations?"*

Examples - What Not to Say:

- *"This is the way we usually handle this barrier; it should work for everyone." (This may come across as dismissive of cultural differences.)*

- *"We don't need to consider their cultural background when addressing this barrier." (This could overlook important cultural nuances that impact care.)*

List of sources and references related to the activity (APA style):

Maresova, P., Krejcar, O., Maskuriy, R. et al. Challenges and opportunity in mobility among older adults – key determinant identification. BMC Geriatr 23, 447 (2023). https://doi.org/10.1186/s12877-023-04106-7

Goll, J. C., Charlesworth, G., Scior, K., & Stott, J. (2015). Barriers to social participation among lonely older adults: the influence of social fears and identity. PloS one, 10(2), e0116664. https://doi.org/10.1371/journal.pone.0116664

ANNEX 4.1. : Common barriers to elderly well-being

Common barriers to elderly well-being check-list

ILLNESS/DISABILITY

EMOTIONAL DISTRESS

LONELINESS

LOSS OF CONTACT WITH FRIENDS/RELATIVES

LACK OF A SUPPORTIVE COMMUNITY

LACK OF ACCEPTABLE SOCIAL OPPORTUNITIES

FEARS ABOUT ENGAGING IN SOCIAL PARTICIPATION OPPORTUNITIES

FEARS OF SOCIAL REJECTION AND/OR EXPLOITATION

FEARS OF LOSING VALUED ASPECTS OF IDENTITY

MOBILITY ISSUES: MOVING AROUND FREELY, SAFELY, INDEPENDENTLY

If you think of other barriers/obstacles you encounter in your practice, list them below:

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Activity 2: OVERCOMING BARRIERS

ROLE PLAY IN PAIRS

ACTIVITY 2

Title of the activity: ROLE PLAY IN PAIRS: OVERCOMING BARRIERS

Short description of the theoretical context of the activity (up to 150 words):

Role-playing provides an experiential learning opportunity where caregivers can practice overcoming well-being barriers in a simulated environment. This hands-on activity helps participants test their strategies and refine their approaches in a safe, controlled setting.

Aims and objectives of the activity:

- ○ Practice overcoming well-being barriers through role play.

- ○ Test caregiving strategies in a simulated environment.

- ○ Refine approaches to overcoming challenges.

- ○ Gain confidence in applying strategies to real-world care.

Materials Needed:

- ○ Print-outs of role play scenarios/or project them on the screen: ANNEX 4.2 - 4.4.

- ○ White board or flip chart with markers

- ○ Notebooks or papers and pens for the participants for note-making

Duration of the activity: 20 min

Description of the process of the activity:

Step 1: Provide role-play scenarios that present common well-being barriers (e.g., a resistant elderly person, lack of resources). ANNEX 4.2. - 4.4.

Step 2: Ask participants to pair up and role-play as a caregiver and an elderly individual.

Step 3: The caregiver will attempt to overcome the barrier presented in the scenario.

Step 4: Ask participants to switch roles.

Step 5: After each role-play, the pairs will discuss what strategies worked and what could be improved.

Step 6: Invite volunteers (1-2 pairs) to perform their role-play for the larger group and discuss the outcomes.

Tips and recommendations:

- Provide supportive feedback to participants during the role-play and ensure the environment is non-judgmental.
- Allow time for post-role-play debriefing to reflect on what strategies worked.

ANNEX 4.2. ROLE PLAY SCENARIOS

Scenario 1: Resistance to Physical Activity

Description:

You are a caregiver trying to encourage an elderly individual to participate in a daily walking routine. The elderly individual resists, expressing fear of falling and a lack of motivation. The caregiver needs to address these fears and find ways to motivate them to engage in physical activity.

Goal for Caregiver:

- Understand the elderly person's concerns.
- Use motivational strategies to encourage participation.
- Suggest alternative activities or modifications (e.g., walking with a support device).

Goal for Elderly Individual (Role-playing):

- Express reluctance due to fear of falling and past negative experiences with exercise.
- Communicate feelings of physical limitation or discomfort.

ANNEX 4.3. ROLE PLAY SCENARIOS

Scenario 2: Social Isolation and Loneliness

Description:

An elderly individual spends most of their time alone, refusing invitations to participate in group activities at a community center. The caregiver must find a way to overcome this social isolation and encourage participation in community events that would enhance social well-being.

Goal for Caregiver:

- Address the elderly individual's concerns about group activities.
- Encourage participation by suggesting social events or low-pressure gatherings.
- Use empathy and listening skills to understand the root of their resistance.

Goal for Elderly Individual (Role-playing):

- Express feelings of loneliness but reluctance to join group activities due to anxiety, feeling like an outsider, or previous bad experiences in social settings.

Scenario 3: Refusal of Nutritional Support

Description:

The caregiver is trying to implement a balanced diet for an elderly person who insists on eating unhealthy foods or skipping meals. The caregiver needs to convince the individual to follow a healthier meal plan to improve their physical well-being.

Goal for Caregiver:

- Educate the elderly individual about the importance of proper nutrition.
- Find ways to incorporate their favorite foods in moderation while promoting healthier choices.
- Ensure that the elderly person feels heard and respected in the decision-making process.

Goal for Elderly Individual (Role-playing):

- Resist dietary changes, citing a preference for familiar, comfort foods, or expressing distrust of new dietary restrictions.
- Communicate frustration or reluctance to give up unhealthy habits.

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Activity 3: INDIVIDUAL REFLECTION

ACTIVITY 3

Title of the activity: INDIVIDUAL REFLECTION

Short description of the theoretical context of the activity (up to 150 words):
Reflecting on the role-play experience allows caregivers to assess their own performance and think critically about how to improve their strategies for overcoming barriers. This reflection fosters self-awareness and helps caregivers continuously improve their caregiving practices.

Aims and objectives of the activity:

- Reflect on strategies used to overcome barriers.

- Critically assess personal caregiving performance.

- Identify areas for improvement in caregiving strategies.

- Foster continuous self-improvement in elderly care.

Materials Needed:

- Notebooks or papers and pens for the participants for note-making

- White board or flip chart with markers

Duration of the activity: 15 min

Description of the process of the activity:

Step 1: Distribute paper or digital devices for participants to reflect on the role-play activity.

Step 2: Ask them to answer the following 2 questions:
"How can overcoming these barriers improve the quality of care?"
"How does overcoming barriers improve not only the elderly's well-being but also your caregiving experience?"

Step 3: Allow 5 - 8 minutes for individual reflection.

Step 4: Invite 2-3 participants to share their reflections with the group.

Step 5: Conclude the lesson by summarizing key insights from the reflection.

Tips and recommendations:

● Allow for some personal quiet time to ensure meaningful reflection.