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Ageing Well

WP3/ A1- Activity 2

Module B: Mapping of the Elderly's Basic Needs

CARDET

Lesson Plan 2: Comprehensive Needs Assessment





Overview of the module

Understanding the basic needs of older adults is crucial for caregivers and adult educators to provide effective and compassionate support. This module aims to introduce assessment methods, tools, and checklists that can be used to map these needs in everyday practice. By comprehensively understanding the needs of elderly individuals, caregivers can enhance their quality of life and promote successful aging.

Starting with the basic developmental and conceptual models to effectively assess the needs of elderly individuals, the types of basic needs the elderly have are explained and the ways to assess them are tackled as well as tips to successfully address them.

This lesson focuses on conducting a comprehensive needs assessment for elderly individuals, addressing physical, mental, social, and environmental aspects of their well-being. Through interactive activities such as case studies, role-playing, and reflection, participants will gain practical skills in assessing the diverse needs of older adults. The aim is to equip caregivers with the tools necessary to identify areas of concern and offer appropriate interventions or support systems for elderly individuals.

Lesson Plan 2:

Comprehensive Needs Assessment

Objective:

To conduct a comprehensive needs assessment for the elderly, ensuring all aspects of their well-being are identified and addressed.

Duration: 60 minutes in total (including all activities)



Activities:

1. Needs Assessment Checklist (15 minutes)
2. Small Group Exercise (20 minutes)
3. Role Play (15 minutes)
4. Individual Reflection Activity (10 minutes)

Materials needed:

For Activity 1 (Needs Assessment Checklist):

- Whiteboard or flipchart with markers
- Notebooks or papers and pens for the participants
- Needs assessment checklist

For Activity 2 (Small Group Exercise):

- Whiteboard or flipchart with markers
- Notebooks or papers and pens for the participants

For Activity 3 (Role Play):

- Whiteboard or flipchart with markers
- Notebooks or papers and pens for the participants

For Activity 4 (Individual Reflection Activity):

- Whiteboard or flipchart with markers
- Notebooks or papers and pens for the participants



Learning outcomes:

- Understand how to conduct a comprehensive needs assessment that covers physical, mental, social, and environmental aspects.
- Develop the ability to identify areas of concern in elderly individuals and propose suitable interventions or support systems.
- Practice communication skills in a caregiving context through role-playing activities.
- Reflect on challenges in assessing the needs of older adults and gain insights for future caregiving scenarios.

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

- World Health Organization. (2015). *World report on ageing and health*. WHO Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.



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Activity 1: Needs Assessment Checklist



ACTIVITY 1

Title of the activity: Needs Assessment Checklist

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

As in all age-groups, the elderly have specific needs. Caregivers should be aware of them and be able to identify them, classify them and help out addressing them. A comprehensive needs assessment is considered critical. This should include areas such as, the elderly's physical health, mental health, social engagement and safety and environment.

Aims and objectives of the activity:

- Understand how to conduct a comprehensive needs assessment that covers physical, mental, social, and environmental aspects.

Materials Needed:

- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making
- Needs Assessment Checklist (see Lesson 2 - Appendix 1)

Duration of the activity: 15 min

Description of the process of the activity:

Step 1: Start with highlighting the importance of a needs assessment of the elderly.

Step 2: Share a checklist summarizing critical areas to cover in a comprehensive needs assessment:

- Physical Health: Chronic conditions, medication, mobility.



- Mental Health: Cognitive status, emotional well-being.
- Social Engagement: Family, friends, community involvement.
- Safety and Environment: Home safety, accessibility.

Step 3: Ask participants to complete the checklist individually, imagining they are assessing an elderly person in their care or from a given scenario.

Step 4: Encourage plenary discussion on the challenges of needs assessment of the elderly.

Tips and recommendations:

- o Be aware that this topic could touch on personal or sensitive areas as some participants may have close relationships with elderly individuals who are struggling.
- o Encourage participants to use specific examples when sharing experiences, as this can help in identifying practical solutions to the challenges discussed.

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

- World Health Organization. (2015). *World report on ageing and health*. WHO Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.



Annex 1: Needs Assessment Checklist

Comprehensive Elderly Needs Assessment Checklist

1. Physical Health

- Assess for conditions such as diabetes, arthritis, heart disease, etc.
- Review current medications and dosages.
- Check for potential side effects and interactions.
- Evaluate walking ability and balance.
- Identify any need for mobility aids (e.g., canes, walkers).

2. Mental Health

- Conduct assessments for memory and comprehension.
- Look for signs of confusion or forgetfulness.
- Screen for symptoms of depression or anxiety.
- Assess for feelings of loneliness or isolation.

3. Social Engagement

- Evaluate frequency and quality of family visits or interactions.
- Identify social activities or clubs the elderly individual participates in.
- Assess for any barriers to social engagement (e.g., transportation).

4. Safety and Environment

- Inspect for fall hazards (e.g., loose rugs, clutter).
- Ensure access to emergency services (e.g., alert systems).
- Check for necessary modifications (e.g., grab bars, ramps).
- Evaluate the layout of the living space for ease of movement.

5. Follow-Up and Reassessment

- Schedule periodic reassessments to monitor changes in needs.
- Identify and refer to additional support services as needed (e.g., therapy, community programs).



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Activity 2: Small Group Exercise



ACTIVITY 2

Title of the activity: SMALL GROUP EXERCISE

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

As in all other age-groups, the elderly have specific needs: Physical needs, including mobility, nutrition, health conditions; Emotional needs, including loneliness, coping with loss; Social needs, including family connections, community involvement; and Spiritual needs, including meaning-making, religious practices. For caregivers to know how to assess these needs is critical.

Aims and objectives of the activity:

Materials Needed:

- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making

Duration of the activity: 20 minutes

Description of the process of the activity:

Step 1: Divide participants into small groups and assign each group a case study of an elderly individual with various needs (e.g., an elderly person with mobility issues living alone, or one with cognitive decline but strong family support).

Step 2: Ask participants to work in groups and conduct a comprehensive needs assessment using the given checklist (see Appendix) as a guide.

Step 3: Ask groups to focus on:



- Identifying areas of concern.
- Discussing potential interventions or support systems that could address these concerns.

Tips and recommendations:

- o Be aware that this topic could touch on personal or sensitive areas as some participants may have close relationships with elderly individuals who are struggling.
- o Encourage participants to use specific examples when sharing experiences, as this can help in identifying practical solutions to the challenges discussed.

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

- World Health Organization. (2015). *World report on ageing and health*. WHO Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.



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Activity 3: Personal Experiences

Role Play



ACTIVITY 3

Title of the activity: Role Play: Personal Experiences

Short description of the theoretical context of the activity:

For caregivers to know how to assess the elderly people's needs is critical. They should be aware and updated on tools, techniques and strategies that support needs assessment. Role play is amongst the most helpful techniques on the topic in question, allowing for effective results.

Aims and objectives of the activity:

- Recognise the specific needs that elderly have (i.e. physical, emotional, social, spiritual);
- Raise awareness on the tools, techniques and strategies to effectively assess the elderly people's needs.

Materials Needed:

- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making

Duration of the activity: 15 min

Description of the process of the activity:

Step 1: Ask participants to create pairs and take up the role of caregiver and elderly individual



Step 2: Request participants to work in pairs, alternating roles as caregiver and elderly individual. The caregiver practices conducting a needs assessment based on the checklist, while the elderly individual provides responses based on a scenario or their experience.

Step 3: Rotate roles to give both partners an opportunity to practice.

Step 4: Facilitate a discussion on the role play experience in the framework of this topic.

Tips and recommendations:

- o Encourage participants to freely engage in the role play activity, taking up both roles.
- o Be aware that this topic could touch on personal or sensitive areas as some participants may have close relationships with elderly individuals who are struggling.
- o Encourage participants to use specific examples when sharing experiences, as this can help in identifying practical solutions to the challenges discussed.

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

- World Health Organization. (2015). *World report on ageing and health*. WHO Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.



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Activity 4: Individual Reflection



ACTIVITY 4

Title of the activity: Individual Reflection

Short description of the theoretical context of the activity):

For caregivers to know how to assess elderly needs is essential. They should be aware and updated on tools, techniques and strategies that support needs assessment. Individual reflection helps our identify the challenges of needs assessment of the elderly, and it is a practice that caregivers should include more in their everydayness, towards the direction of self-improvement and achieving better results with the elderly needs assessment.

Materials Needed:

- White board or flip chart with markers
- Notebooks or papers and pens for the participants for note-making

Duration of the activity: 10 min

Description of the process of the activity:

Step 1: Ask participants to write on their note pads a brief reflection on their role-play experience, addressing:

- The most challenging aspects of conducting the needs assessment.
- Key insights gained about the elderly person's needs and potential interventions.

Step 2: Wrap up with discussing the above two points in plenary.



Tips and recommendations:

- o Encourage participants to openly engage in the individual reflection activity.
- o Be aware that this topic could touch on personal or sensitive areas as some participants may have close relationships with elderly individuals who are struggling.
- o Encourage participants to use specific examples when sharing experiences, as this can help in identifying practical solutions to the challenges discussed.

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

- World Health Organization. (2015). *World report on ageing and health*. WHO Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.