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The Center for Assistive Technology  
University at Buffalo



The materials used in this collection are used in a 2-day workshop "Using Technology to Promote Independence for Adults" which is presented nationally by the RERC on Aging at the State University at Buffalo. The purpose of this workshop is to increase participant's knowledge of assistive technology for older persons with disabilities and to enable participants to conduct similar training sessions in their communities. The workshop trains service providers and volunteers in the aging services network to provide information about assistive technology for older persons in the places where elders congregate, such as senior centers, congregate meal programs, and senior apartment complexes. Materials are designed to serve as resources for "training trainers" about assistive technology for older persons.

*Workshop Includes:*

**Trainer's Manual, Slide Presentations, Two Case Study** (Videos)

**Use of Assistive Devices by Older Persons with Disabilities** (Video)

**Devices for Leisure Activities** (Video and Booklet)

**Senior Center Activities: Obstacles to Participation** (Video)

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**Using Technology to Promote  
Independence for Older Adults**  
(RERC on Aging Workshop #4)

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## USING TECHNOLOGY TO PROMOTE INDEPENDENCE FOR OLDER ADULTS

### Continuing Education Workshop for Service Providers in the Aging Services Network

#### TRAINER'S MANUAL

The goal of this manual is to assist those who wish to provide training about assistive technology to service providers in the aging services network. Research by the national *Rehabilitation Engineering Research Center on Aging* at the University at Buffalo, as well as its Consumer Panel indicated a need for information on assistive devices by older persons. This training program should enable service providers and volunteers to easily disseminate information directly to consumers and their caregivers at the local level. This instructional material and the suggestions for its use may also be useful for training in disciplines related to assistive technology, such as occupational therapy, physical therapy, medicine, nursing, social work, engineering and architecture.

Assistive technology has the potential to increase the safety, independence and quality of life of older persons with disabilities. However, many older persons, their caregivers and service providers are unaware of the broad range of assistive devices which exist and the information resources available for applying and funding of assistive technology. Although very successful at increasing service provider awareness of assistive technology, workshops pilot-tested in New York State indicated that a further step is needed to actually ensure successful assistive technology applications for older persons with disabilities. The next step was to create a training kit, including a Trainer's Manual and training materials, to ensure that training about assistive technology could continue to be given by trainers within the system of aging services.

The training kit includes a suggested outline for a training program, a Trainer's Manual, "handouts" for duplication, slides, videos and booklets. The manual also

provides trainers with a “script” or suggested talking points for each session. The Trainer’s Manual and kit can be used for two purposes. First, they can be used by service providers and volunteers in the aging services network to provide information to older persons in the places where elders congregate, such as senior centers, church groups, congregate meal programs and senior apartment complexes. Second, these training resources should be very useful in training others to provide training on this topic. In this way, the materials are designed to serve as resources for “training trainers” about assistive technology for older persons.

This program and manual is funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. Opinions, materials and references to commercial products do not necessarily reflect the opinions or policy positions of the Department of Education, and no official endorsement by the Department should be inferred.

# USING TECHNOLOGY TO PROMOTE INDEPENDENCE FOR OLDER ADULTS

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## PROGRAM: DAY 1

9:00	Session 1:	Introduction Slide Presentation: Aging and Assistive Technology Video: <u>Use of Assistive Devices by Older Persons with Disabilities</u>
10:00	Session 2:	Slide Presentation: Assessment of Need for Assistive Devices
11:00	BREAK	
11:15	Session 3:	Video Case Study- Group Discussion <u>MARIE: Disabilities Acquired in Late Life</u>
12:00	LUNCH	
1:00	Session 4:	Video: <u>Senior Center Activities: Obstacles to Participation</u> Group Discussion Video: <u>Helpful Products for Older Persons: Leisure</u>
2:00	Session 5:	Assistive Device Display Successful Approaches for Promoting Independence
2:45	BREAK	
3:00	Session 6:	Slide Presentation: Resources: Where to Get Information
3:45	Final Remarks	

# USING TECHNOLOGY TO PROMOTE INDEPENDENCE FOR OLDER ADULTS

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## PROGRAM: DAY 2

9:00	Session 1:	Developing a Training Program in Your Community
9:45	Session 2:	Video Case Study- Group Discussion <u>LENA: Aging With a Disability</u>
10:45	BREAK	
11:00	Session 3:	Case Study- Slide Presentation Mrs. Stone: Assistive Technology for a Person with a Physical Disability (Arthritis)
11:30	Session 4:	Assistive Device Display
12:00	LUNCH	
1:00	Session 4:	Assistive Device Display
1:30	Session 5:	Case Study- Slide Presentation Mrs. Davis: A Challenge for the Service Delivery System
2:00	Session 6:	Case Study- Slide Presentation Mrs. Jones: Assistive Technology for a Person with a Sensory Disability (Vision)
2:30	Session 7:	Case Study- Slide Presentation Mr. George: Psychosocial Considerations in Assistive Technology Service Delivery
2:45	BREAK	
3:00	Session 8:	Case Study- Slide Presentation Mrs. Smith: Assistive Technology for a Person with a Physical Disability (Amputation)
3:30	Conclusion/ Evaluation	

## Session 1:

# AGING AND ASSISTIVE TECHNOLOGY

### **Overview**

This session provides an overview of applications of assistive technology for the older adult with disabilities. Technology is examined in the context of the aging process and the goal of maintaining independence and quality of life. A broad definition of assistive technology is presented. This module discusses the concept of universal design and psychosocial issues related to the use of assistive technology.

### **Objectives**

Participants will be able to:

1. describe the demographics, diversity and incidence of disability in the elderly population
2. define assistive technology and its relationship to independence and quality of life
3. discuss the concept of universal design
4. recognize the range of assistive technology options
5. identify the areas of impact of assistive technology related to the aging process and impairment
6. recognize psychosocial issues related to use of assistive technology
7. identify barriers to assistive technology use in the service delivery system

### **Methods**

This session includes a series of 37 slides and a 6:30 minute video. Participants also receive two handouts, *Effects of Age-related Changes on Functional Activities and Environment - Problems and Potential Interventions*. We have made short suggestions as to comments or observations that might be made by the trainer for each slide. Naturally, the trainer will adapt these to the interests, needs and background of the participants in the training.

## Session 1

# AGING AND ASSISTIVE TECHNOLOGY

60 minutes

### Outline:

1. Introductions and Overview of the Workshop. (10 minutes)  
Since this is the first session of the workshop, the trainer should introduce him/herself to the participants. If the participants are not from the same organization, it may be useful to have them introduce themselves. This helps both the participants and the trainer to understand the background and perspectives of the individuals in the group. The trainer should also give a brief overview of the purpose, content and methods of the workshop.
2. Aging, Independence and Technology. (40 minutes)  
The trainer can use the slides in this collection to present the concept of assistive technology as it relates to aging, independence and quality of life. The term “helpful products” may be a term that some audiences will find more “friendly”, especially those who find technology intimidating or “complicated”. Information is presented regarding demographic trends, age-related changes, fall risk, psychosocial issues and barriers to service in assistive technology. Several assistive devices are presented. The purpose of this session is to give the participants a “taste” of the variety of devices and applications.
3. Use of Assistive Devices by Older Persons with Disabilities. (10 minutes)  
This is a fast-paced video of 6:30 minutes. It shows many examples of older persons using devices in everyday situations.

Following are suggestions for comments by the trainer for each slide. This “script” should not be simply read to the audience. It should serve as a starting point for the trainer’s own comments, based on the trainers knowledge of the group.

## **Session 2**

# **ASSESSMENT OF NEED FOR ASSISTIVE DEVICES**

**60 minutes**

### **Outline:**

1. The trainer should introduce the topic by pointing out the need to consider each person in a holistic fashion, that is, not just as a “type of disability”, but as an individual living in a specific context. This context includes not just the person’s functional status, but what the person wishes to do, but is not able to do, as well as the physical environment of the home. The key concept is the relationship between the individual person and the environment. The environment that needs to be examined includes not just the various rooms of the house, but the outside environment of entrances, yard and neighborhood. (5 minutes)
2. A Day in a Life of an Older Adult. (45 minutes)  
After presenting these introductory ideas, the trainer presents the slides, using the brief explanations contained in the “script” below. Since there are 50 slides, not much time should be spent on each one. However, the questions and comments from the participants during the slides may provide a welcome change of pace.
3. After the slides, the trainer should re-emphasize the key points made in the introduction (#1 above) to conclude the session. Also, additional questions or comments from the participants should be encouraged. The trainer should then announce a 15-minute break. (10 minutes)



## **“Script” for the slide presentation: *A Day in the Life of an Older Adult***

When we are young and healthy, we do not think about how easy or difficult it is to do everyday activities. We do them automatically without thinking. It is not until we experience an injury or short-term illness that we start to problem-solve for easier methods to complete our everyday activities. We tend to view the situation as inconvenient and somewhat more time consuming but short-term.

As people age, simple activities become more and more difficult to perform. The older adult may not recognize the problem or may be in denial of the problem. The older adult will choose to participate in activities that are of interest and require less energy to complete. Older adults will become very selective in which activities will be performed first, second or last. Their energy levels will dictate whether task completion occurs all at once or in stages. Many older adults may choose to avoid certain tasks because it requires too much energy, such as heavy housekeeping, laundry, or shopping.

The Consumer Assessments Study conducted by the RERC-Aging found that the homes of older adults present many problems that interfere with independence and safety. Although this is true, a study conducted by the American Association of Retired Person (AARP) reported 86% of seniors (65 years and older) indicated they wanted to “*age in place*”. They wanted to remain in their homes for as long as possible.

*The trainer should use the following slides to give the participants a brief description of some of problems older adults may experience in their homes or their families' homes and some simple solutions. It is the trainer's responsibility to stay current on the cost of each device and make changes to manual annually.*

Many times home health agencies provide help with personal care aides. In some incidences a home health aide may not be the most appropriate choice. Ask yourself these questions, “Would a specialized device be more appropriate or helpful? Would simple home modifications help the person stay in their home longer and safer? What would provide the client with more independence and locus of control? Will the placement of a home health aide in the home or admission to a nursing home set the client up for ‘learned helplessness’?”

### **Session 3:**

## **COPING WITH AGING AND DISABILITY: Case Study Video (Marie)**

### **Overview**

In this session participants will visit the home of Marie, an 85 year old post stroke patient who lives alone in her home and has unmet needs with mobility, communication, safety, shopping, meal preparation and housework. The video includes segments on the original visit, possible interventions and a follow-up interview two years later. Caregivers are also interviewed. The participants discuss the case to identify problems and possible solutions.

### **Objectives**

Through the analysis of this case, participants will learn to:

1. recognize clients' concerns and wishes
2. identify problems for which assistive devices and home modifications may be solutions
3. recognize the role of different professionals and caregivers in the assessment process

### **Methods**

Each participant is given a note-taking sheet to briefly record thoughts in five areas as the video is played: problems, client's perceptions/goals, possible interventions, additional information needed and other professionals. At the conclusion of the video, the trainer divides the participants into small groups of 5-8 persons to compare notes and prepare an oral summary from their group in the plenary session. The trainer should tell the group that the case does not have one "correct" set of solutions, and it is expected that different groups may perceive different problems and possible solutions. After approximately 15 minutes of small group discussion, the trainer calls on each group to report their findings through a spokesperson. After hearing from each group, the trainer plays the second segment of the Marie video on "Possible Solutions". Time permitting, the third segment on the follow up visit ("Two Years Later") is shown.

This session has proved to be very popular for several reasons. First, it provides an opportunity for participants to actively apply knowledge from the previous sessions and their own personal experience. Second, because knowledge from different professions are relevant, the case study works well with participants from different professional backgrounds and with heterogeneous groups. Third, the case gives the trainer the flexibility to use the case to exemplify different issues. Fourth, case studies are about real people, not abstract concepts and they capture the complexity of the issues in aging and disability.

## **Session 3**

### **Video Case Study (Marie)**

**45 minutes**

#### **Outline:**

1. The trainer introduces the case by informing the participants that this will be the “work” part of the workshop, that is, they will now apply their knowledge and experience to a real case. (1-2 minutes).
2. The trainer draws the attention of the participants to the worksheet in their handouts for individual note-taking during the video. (The worksheet is on the next page. (1 minute)
3. Play the first segment of the video. The video should have been keyed beforehand to the opening segment and the volume adjusted. (15 minutes)
4. After showing the case, the trainer instructs the participants to form small groups to compare their notes on the case. They are also instructed to select one of the group members to give a short oral report on the conclusions found by the group on each of the five questions in the handout. (2 minutes)

(If the training room is in an auditorium or other seating arrangement which precludes discussion in small groups, the trainer may go immediately to the large group discussion. In this case, the trainer would call randomly on individuals around the room to report on the question under discussion.)

5. Small group discussion. The trainer may wish to circulate among the groups to get a sense of the discussion and to facilitate participants focusing on the task. (15 minutes)
6. Large group discussion. Questions are discussed one by one, starting with problems. The trainer calls on each group to summarize the group’s ideas on the question under discussion. The trainer or one of the participants may compile a general list of ideas on a flip chart or white board. (10 minutes)

7. The trainer may compliment the general list with other ideas which have not been mentioned by any of the groups and which the trainer considers significant. (2 minutes)
8. The segment of the video on possible solutions and follow-up visit is played. (6 minutes). The trainer may wish to make a few comments about caregiver perceptions or encourage such comments from the participants. (2 minutes)

## **Session 4:**

# **SENIOR CENTER ACTIVITIES: Obstacles To Participation**

### **Overview**

This session focuses on assistive devices for leisure activities. Older persons often feel they need to give up some of their favorite leisure activities because of impairments. Senior Centers typically offer a range of leisure activities. By looking at some of these activities the participants can identify the potential of assistive devices which will assist seniors to maintain some of their favorite activities.

### **Objectives**

1. identify the impact of impairments on different leisure activities
2. identify devices which may assist older persons to participate in leisure activities
3. after viewing a video on senior centers, participants will identify environmental problems in the centers and recommend interventions to increase safety and participation in center activities

### **Methods**

This session uses a video to show seniors who have difficulty performing certain types of leisure activities. The participants then attempt to identify assistive devices which might assist in these activities.

## Session 4

### **SENIOR CENTER ACTIVITIES: Obstacles to Participation** **60 minutes**

#### Outline:

1. The trainer introduces the topic by pointing out that many seniors find they have more time than ever in their life to engage in leisure pursuits, but, ironically, they are no longer able to engage in many of their favorite recreational activities because of arthritis, low vision or other conditions. The trainer also notes that there are many simple devices commercially available to compensate for these conditions. (2 minutes)
2. The trainer informs the participants that a video will be shown in which some of these problems appear. Trainees are asked to work in groups to identify for each problem area possible reasons for the problem and potential solutions. Trainees are referred to the Notes for Senior Center Video note-taking sheet to use in this task. (1 minute)
3. Trainer plays the video Senior Center Activities: Obstacles to Participation. The video shows various situations in which Senior Center members have difficulty participating because of age-related impairments. The video challenges the viewer to think about assistive devices or other interventions which might solve the problems depicted in the video. (14 minutes)
4. Trainees work in groups of 4-8 persons using the notes sheet on the next page. One person acts as a spokesperson. (15 minutes)
5. The trainer, proceeding area by area, asks each group to report its conclusions. The trainer adds items which may not have been covered by any of the groups, using the completed notes sheet provided in this manual. (10 minutes)
6. Show the \_\_\_\_\_  
commercially available devices to help older persons with disabilities participate in leisure activities, such as crafts, games, reading, gardening and sports. (20 minutes)

7. Participants are also given a copy of the booklet Devices for Leisure Activities.



## Session 5:

# **ASSISTIVE DEVICE DISPLAY**

## **Successful Approaches for Promoting Independence**

### **Overview**

A large table with a selection of about a dozen common non-prescription assistive devices is set up in the training room. The trainer explains and demonstrates each device and provides information about its cost and where it can be purchased. Devices are passed around the room or participants are encouraged to approach the table and try them out during the break.

### **Objectives**

1. participants will understand the simple nature of many devices and overcome any "technology phobia" they might have
2. participants will recognize that many devices are available locally at an accessible price

### **Methods**

"Hands-on" demonstrations. Devices are on display throughout the workshop for participants to try out during free moments (beginning and end of the day, breaks, lunch).

## Session 5

# ASSISTIVE DEVICE DISPLAY

## Successful Approaches for Promoting Independence

45 minutes

### Outline:

1. Trainer should set up the display before the workshop and leave the devices on display for the duration of the workshop.
2. Trainer introduces the session by saying that there are many helpful products readily available at local stores or in catalogs. This is a sample. The trainer should encourage the participants to try them out. (2 minutes)
3. The trainer explains and demonstrates about a dozen devices. The devices chosen may be selected from the list of 40 devices at the end of this section or other devices which the trainer considers particularly relevant. Our list includes vendor and price. The explanation of the devices on display should include:
  - what the device does. (For example, this is a reacher. It picks up objects, by pulling this handle.)
  - For whom it is useful. (Persons who cannot bend or who because of being in a wheelchair cannot reach objects at a height)
  - For what task it can be used and where in the house. (Getting cans of food from an upper shelf in the kitchen; picking up a pencil which has fallen on the floor.)
  - The cost of each device and the local store where it can be purchased. (13 minutes)
4. The trainer presents successful strategies for introducing helpful products to older persons in a way which will facilitate acceptance. These strategies are outlined on the next page. (12 minutes)
5. The trainer concludes the session by noting that:
  - the display will continue throughout the workshop and that a special half hour time period has been allotted the following day (1:00-1:30) for trying out the devices.

- participants should think about which devices they will include in the device display in their own training programs. A list of devices is provided for this purpose. (3 minutes)

## Session 6:

# **RESOURCES: WHERE TO FIND INFORMATION**

### **Overview**

Participants need to have a set of information sources so that they may continue to learn about assistive technology after the training. Moreover, no one can know everything about assistive technology, so knowing the principles and where to go for specific information is the key to success. This session will present sources of information, such as organizations, publications, data bases and web sites.

### **Objectives**

Identify organizations and other sources which provide information on assistive technology.

### **Methods**

Slides are used to briefly cite and describe the different information sources. Handouts are provided so that participants will be able to contact these sources after the workshop.

## **Session 6**

# **RESOURCES: WHERE TO FIND INFORMATION**

**45 Minutes**

### **Outline:**

1. The trainer introduces the session by pointing out that knowing where to get information about assistive technology is essential because there are so many devices and new ones are appearing every day. No one individual can master all of the information available. This session will cite and comment upon some of the most significant sources.
2. The slides of information resources are shown and the trainer provides a brief commentary about the type of information available from each source.
3. The trainer complements this with information about resources available locally and asks the participants to add sources of information known to them.

## **Session 6**

# **RESOURCES: WHERE TO FIND INFORMATION**

**45 Minutes**

### **Outline:**

1. The trainer introduces the session by pointing out that knowing where to get information about assistive technology is essential because there are so many devices and new ones are appearing every day. No one individual can master all of the information available. This session will cite and comment upon some of the most significant sources.
2. The slides of information resources are shown and the trainer provides a brief commentary about the type of information available from each source.
3. The trainer complements this with information about resources available locally and asks the participants to add sources of information known to them.

# **USING TECHNOLOGY TO PROMOTE INDEPENDENCE FOR OLDER ADULTS**

## **Day 2**

### **Session 1:                   DEVELOPING A TRAINING PROGRAM IN YOUR COMMUNITY**

#### **Overview**

This session discusses ways in which the knowledge and information from this workshop can be disseminated to others working in the senior services network at the local level, as well as to seniors themselves. The session also covers how to use the Trainer's Manual and the training kit.

#### **Objectives**

1. identify who should receive training in assistive technology at the local level.
2. identify different ways of grouping personnel for training programs and the advantages of each approach.
3. be able to use the Trainer's Manual and training kit to provide training on this topic at the local level.

#### **Methods**

The trainer will present different scenarios for training on assistive technology in the aging services network, including organizing training by agency/institution, by profession or heterogeneous grouping. The group will discuss the advantages and disadvantages of each approach within the context of their work. The trainer will present suggestions on how to use the Trainer's Manual and the other resources in the training kit to deliver a training program.

## **Session 2: Aging with a Disability - Video Case Study (Lena)**

**Overview** The video case study on Day 1 (Marie) showed a person who had acquired disabling conditions late in life. This case (Lena) shows a person with a life-long disability who is now aging. Lena is a person with polio related paralysis of arms, legs and back and lives alone with the part-time assistance of paid caregivers. She faces challenges and difficulties in food preparation, transportation and bathing. The procedure for the discussion exercise is similar to that for the Marie case study.

**Objectives** Through the analysis of this case, participants will learn to:

1. recognize clients' concerns and wishes
2. identify problems for which assistive devices and home modifications may be solutions
3. recognize the role of different professionals and caregivers in the assessment process

**Methods** Each participant is given a note-taking sheet to briefly record thoughts in five areas as the video is played: problems, client's perceptions/goals, possible interventions, additional information needed and other professionals. At the conclusion of the video, the trainer divides the participants into small groups of 5-8 persons to compare notes and prepare an oral summary from their group in the plenary session. The trainer should tell the group that the case does not have one "correct" set of solutions, and it is expected that different groups may perceive different problems and possible solutions. After approximately 15 minutes of small group discussion, the trainer calls on each group to report their findings through a spokesperson. After hearing from each group, the trainer plays the second segment of the Lena video on "Possible Solutions".



This case has proved to be very popular for several reasons. First, it provides an opportunity for participants to actively apply knowledge from the previous sessions and their own personal experience. Second, because knowledge from different professions are relevant, the case study works well with participants from different professional backgrounds and with heterogeneous groups. Third, the case gives the trainer the flexibility to use the case to exemplify different issues. Fourth, case studies are about real people, not abstract concepts and they capture the complexity of the issues in aging and disability.

## Case Study Slide Presentations

Most of the remaining sessions on Day 2 consist of short case studies which are presented through slides. These cases are different than the video case studies. While the video cases are meant to stimulate discussion and group problem solving of a complex set of issues, each slide case illustrates one central theme. The information is presented by the trainer, not by a video narrator. A “script” is provided to the trainer for this purpose.

<b>Session 3:</b>	<b>Slide Case Study (Mrs. Stone) Assistive Technology for a Person with a physical Disability (Arthritis)</b>
<b>Overview</b>	A set of slides shows the devices owned and used by a 73 year old woman with arthritis. In addition to the devices, the slides show simple home modifications that increased safety, joint protection, energy conservation and independence.
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. identify assistive devices and home modifications for arthritis</li><li>2. recognize factors in the assessment and recommendation of assistive devices and home modifications for older persons with arthritis</li></ol>
<b>Method</b>	The trainer provides information for the participants regarding the subject of the case, including the client’s history, current needs and devices owned. The trainer shows the slides using the “script” to point out key issues. Participants are encouraged to think of other interventions to preserve the subject’s safety and independence.

## **Case Study Slide Presentation**

**Session 5:**                      **Slide Case Study (Mrs. Davis)**  
**A Challenge for the Service Delivery**  
**System**

**Overview**                      A set of 13 slides explores psychosocial issues which threaten the safety and independence of a 93 year old woman who lives alone. The case demonstrates how overwhelming stress related to changes in health status, poverty and social isolation impact on the successful introduction and use of assistive technology.

**Objectives**                      1. recognize psychosocial factors which serve as barriers to the introduction and successful use of assistive technology  
2. identify environmental problems which threaten safety and independence  
3. identify assistive devices which might promote this client's safety, independence and comfort

**Method**                      The trainer shows the slides using the "script" to point out key issues. Participants are encouraged to think about additional psychosocial factors which are interfering with the person's safety and independence.

## **Case Study Slide Presentation**

<b>Session 6:</b>	<b>Slide Case Study (Mrs. Jones) Assistive Technology for a Person with a Sensory Disability (Macular Degeneration)</b>
<b>Overview</b>	A set of 17 slides shows the devices used by a 96-year old woman with macular degeneration. The case demonstrates the successful use of assistive technology by an older adult experiencing severe vision loss.
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. identify assistive devices for a person with low vision</li><li>2. recognize factors in the assessment and recommendation of assistive devices for an older person with low vision</li></ol>
<b>Method</b>	The trainer shows the slides using the “script” to point out key issues. Participants are encouraged to think of other interventions to promote the person’s safety and independence.

## Case Study Slide Presentation

<b>Session 7</b>	<b>Slide Case Study (Mr. George) Psychosocial Considerations in Assistive Technology Service Delivery</b>
<b>Overview</b>	A set of slides show the devices owned by a 76 year old man with mobility, hearing and vision problems. In addition to the devices, the slides show simple home modifications that increase safety and independence. Although the devices are owned, many of them are not used by Mr. George but by his caregiver. This case demonstrates how the person's psychosocial component effects the use of devices.
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. identify indicators for depression and how it effects the use of assistive technology</li><li>2. recognize factors in the assessment and recommendation of assistive devices for older persons with depression</li></ol>
<b>Method</b>	The trainer provides information for the participants regarding the subject of the case, including the client's history, current needs and devices owned. The trainer will provide a list of indicators for depression. Participants will be encouraged to cite other indicators for depression. The trainer shows the slides using the "script" to point out key issues. Participants are encouraged to think of other indicators of depression and ideas to encourage client independence. After discussion participants will receive two handouts, <i>Psychosocial Considerations in Assistive Technology Service</i> and <i>"Red Flag" Indicators of Depression in the Older Adult</i> .

## Case Study Slide Presentation

**Session 8: Slide Case Study (Mrs. Smith)  
Assistive Technology for a Person with a Physical  
Disability (Amputation)**

**Overview:** A set of slides shows the devices owned by a 65 year old person living with a disability acquired later in life. Mrs. Smith experienced a contralateral extremity amputation (left leg above the knee and right arm below the elbow) at age 61 as a result of diabetes. Although she lives alone and receives part-time assistance of paid caregivers, she desires to be more independent. The slides will show some of the environmental problems in her home. In addition, a set of slides is provided to show other intervention strategies that increase independence, safety, and quality of life. This case demonstrates the successful use of assistive technology by an older adult with an amputation.

**Objectives:**

1. identify assistive devices and environmental problems that threaten safety and independence
2. identify assistive devices and environmental strategies to promote independence, safety, and quality of life for a person with a physical disability.
3. recognize clients' concerns and wishes

**Methods:** The trainer shows the slides using the "script" to point out key issues. Participants are encouraged to identify other strategies to increase the client's safety and independence. Then show the second set of slides of the interventions provided by the Center for Assistive Technology.