

Awareness Competency



Learning Activities

Awareness Competency

Increase own and others' awareness of attitudes, values, and expectations about aging and their impact on care of older adults and their families.

Develop your Awareness Competency by completing some or all of these learning activities. Other than watching a movie, each activity takes 15-30 minutes to complete. We selected them because they were fun, easy to do, and useful to share with your colleagues. Choose the ones that are the most useful and appealing as you prepare to demonstrate your Awareness Competency. You might want to explore them all, to see what resources are here for sharing with others in your work setting or community.

[Introductory Video for the Awareness Competency](#)

If you prefer, you can [read a transcript](#) of the video.

Complete a Crossword Puzzle



We hope you enjoy the [Common Problems of Older Adults Crossword Puzzle](#).



Click on the Internet

Note: The internet links provided here were active at the time this CD was prepared. If a link is no longer active, try searching for the same or similar content using the name of the organization or the title provided.

Aging Quiz

<http://www.webster.edu/~woolfilm/myth.html>

This true-false quiz from Webster University contains common beliefs about aging. It will help you separate fact from fiction. Print the quiz and mark your answers or write down your answers as you read the quiz online. Then check your answers online. Which question provided you with new or surprising information?

Ageism: An Introduction

<http://www.webster.edu/~woolfilm/ageism.html>

Read this introduction to ageism, written by Linda M. Woolf, Ph.D., Webster University. Click on the topics in the left side of the screen and read about them on the right side. You need to understand the concept ageism in order to demonstrate the Awareness Competency.

Aging in America

The Aging in America presentations on MSNBC provide a positive perspective on active older adults. Use the link below to access a short (less than 2 minutes) narrated slide show. Click on Play to begin.

http://www.msnbc.com/modules/ps/010524_AgingInAmerica/intro.asp?0sp=n9c1&b-hi

Use the link below to access a longer presentation on **Aging in America**.

<http://www.msnbc.msn.com>

- Click on **Health** in the left column.
- Scroll down to **Health Library**.
- Click on **Aging**.
- In the right column, find the box labeled **Slide Show Aging in America**.
- Click on **Launch** to begin.

Note: If you have a slow internet connection, the presentation will progress in fits and starts, but the pictures are wonderful, even if the audio narration is jerky. What ideas are conveyed by your favorite picture from this presentation?

Explore the Sensory Kit



Use the sensory kit to experience some of the changes common with the aging process. The [Instructions for the Sensory Kit](#) will guide you. You may wish to make additional sensory kits and share this activity with others.

Find an Article or Advertisement

Find an article or advertisement in a newspaper or magazine that demonstrates ageism. Describe in writing the aspects that make it an example of ageism. How does that relate

to providing care to older adults? Or, rather than writing your ideas, ask a colleague to look at the article or advertisement and discuss it together in the context of ageism.

Print the Profile

This [Statistical Profile of Older Americans Aged 65+](#) was prepared by the Administration on Aging, U.S. Department of Health and Human Services. Print it and find the answers to these questions:

- What is the most frequent chronic condition listed for older adults in the U.S.?
- What percent of older women were widows in 2002?
- What are the two major sources of income for older adults?
- What was the poverty rate for older adults in 2002?

Did you learn anything that surprised you? Did you notice how the older adult population is projected to increase? You are developing Older Adult Competencies at the right time!



Watch a Movie

Watch a movie that features issues related to older adults. Choose one from the following list, if possible.

- Calendar Girls
 - To raise funds for leukemia research, members of a woman's club make a calendar of themselves in the nude and become a worldwide sensation.
- Cocoon
 - Aliens offer a group of older adults the opportunity for eternal youth.
- Driving Miss Daisy
 - An older woman and her chauffeur have a relationship that grows and deepens over the years.
- Space Cowboys
 - A retired engineer is called upon to rescue the earth from a failing satellite and insists that his old teammates accompany him into space.
- Strangers in Good Company (Canadian)
 - A bus breaks down in an isolated area, stranding several older women who survive by using their resourcefulness and sharing their memories.
- Steel Magnolias
 - A beauty parlor is the meeting ground for six women of different ages, fortunes and temperaments who face life's setbacks together over the years.
- Fried Green Tomatoes

- An unhappy housewife befriends an older woman in a nursing home and is enthralled by the stories she tells of people she used to know.

As you watch the movie, consider the following questions:

- How are older adults portrayed?
- What kinds of issues are the older adults dealing with during the story?
- How do younger people interact with or view the older adults?

Make a Collection

Collect seven to ten items that portray ageism. You could choose one of the following types of items.

- Birthday cards or other birthday products
- Other greeting cards
- Advertisements
- Cartoons



Write a short paragraph about each, noting how older adults are portrayed. Share your collection with a colleague, friend, or family member.

After you have completed some or all of these Learning Activities, proceed to the Competency Demonstration



Competency Demonstration

Awareness Competency

Increase own and others' awareness of attitudes, values, and expectations about aging and their impact on care of older adults and their families.

A competency demonstration provides you with the opportunity to demonstrate that you have developed one or more of the [Competencies for Working with Older Adults](#).

Demonstrate your Awareness Competency by completing the Ageism in the Work Setting project.

If you are using this CD-ROM for self-study, completing a competency demonstration gives you an end product that you can share with others for professional purposes, such as in a portfolio for employment application or as a demonstration of meeting a professional goal for an annual review. Once you have completed the competency demonstration, wait for at least 3 days and then use the criteria to evaluate your own work. Alternatively, you could ask another person to use the evaluation criteria and discuss your work with you.

If you are using this CD-ROM as part of an organized course or workshop, consult your course leader regarding how to turn in your completed competency demonstration.



Ageism in the Work Setting

In your work setting, identify an example of ageism. Write no more than two pages, double-spaced, about this example of ageism. Describe how it could or did impact care of older adults and their families. Describe two ways to address the ageism you cited in the example. Indicate the type of setting (*e.g.*, clinic; acute care hospital; physician's office) rather than the name of the facility (*e.g.*, Camas Medical Center; Dr. Jakobi's office).

Remember:

- Maximum of two pages, double-spaced.
- Maintain confidentiality by omitting identifying information about persons and facilities.
- Spell-check and proofread your written work.

For a grade of pass, your demonstration will meet these criteria:

- Example of ageism is identified clearly.
- Actual or potential impact of the example on the care of older adults and their families is described logically.
- Two realistic ways to address the ageism example are provided.
- Assignment illustrates own awareness of impact of attitudes on care of older adults.
- The materials do not convey patient identifying information.
- Spelling, grammar, and punctuation are accurate.

If you are not currently employed, you may use an example from a previous work setting or from a practicum experience while in school.

Older Adult Focus Project, OHSU School of Nursing

Felver, L. & Van Son, C. (2004)