

• **ACTIVITY 1**

Match each term in Column A to the correct definition in Column B.

Column A

- ___ 1. Adolescent
- ___ 2. Continuum
- ___ 3. Coordination
- ___ 4. Decade
- ___ 5. Embryo
- ___ 6. Fetus
- ___ 7. Menstruation
- ___ 8. Prone
- ___ 9. Supine
- ___ 10. Viable
- ___ 11. Zygote

Column B

- a. Lying on the stomach.
- b. Living human being during the first eight weeks of development in the uterus
- c. Pertaining to the period of life between childhood and maturity
- d. Capable of living
- e. Progression from start (birth) to finish (death)
- f. Period of 10 years
- g. Infant developing in the uterus three months until birth
- h. Lying on the back
- i. Cyclic deterioration of the endometrium
- j. Any cell formed by the coming together of two reproductive (sex) cells
- k. State of harmonized action

• **ACTIVITY 2**

1. Identify the three stages of development between conception and birth.

- 1. _____
- 2. _____
- 3. _____

2. List four common developments of growth in the first year of life and the age at which they usually occur.

Developments of Growth		Age
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

3. List three characteristics of adolescent development.

- 1. _____
- 2. _____
- 3. _____

• ACTIVITY 3

Design a bulletin board representing one of the growth and development stages listed below (e.g., a collage of infants doing different activities, paired with their age, or photos of various ages depicting each developmental stage). Include age-specific communication requirements.

- Infant
- Toddler stage (18 months to 3 years)
- Preschool and elementary age (3 to 8 years)
- Preteen years or preadolescent years (8 to 13 years)
- Adolescent or teenage years (13 to 18 years)
- Young adult (18 to 20 years)
- Adulthood (20 and older)

• ACTIVITY 4

Interview an individual between the ages of 50 and 80. Ask the following question, plus at least four more of your own.

Interviewee's name _____ Birth year _____

1. What was your daily life like, including family roles (mother's role, father's role, and children's role)?

Use the following worksheet as a guide for your interviews.

	Mother's Role	Father's Role	Children's Role
Before age 20			
Between 20 and 40 years old			
Between 40 and 60 years old			

2. What were the clothing fads when you were in your teens?

- a. Shoes _____
- b. Hats _____
- c. Coats _____
- d. Length of women's skirts _____
- e. Bathing suits _____

3. What were you doing the day . . .

- a. Sputnik was launched? _____
- b. Iran took hostages at the U.S. embassy? _____
- c. The Challenger exploded? _____
- d. President Kennedy was assassinated? _____
- e. The Vietnam War ended? _____

4. What gave or gives you the most enjoyment . . .
- a. As a teenager? _____
 - b. In middle school? _____
 - c. Now? _____
5. When did you first . . .
- a. Own a car? _____
 - b. Fly in an airplane? _____
 - c. Own a television set? _____
6. Can you tell me what an Edsel is?
- _____
- _____
- _____
7. What type of music was popular when you were in your teens?
- _____
- _____
- _____
8. What was a common weekend like when you were a child?
- _____
- _____
- _____
9. What was your favorite activity, hobby, sport, and so on?
- _____
- _____
- _____
10. What was your first job? How old were you when you started? What was your starting salary?
- _____
- _____
- _____

• ACTIVITY 5

Compare and contrast your life experience and that of the subject of your interview.

Age	My Experience	Interviewee's Experience
Example: 16	<i>I got my first job after school at a fast-food restaurant.</i>	<i>He worked on the farm after school, beginning of elementary school.</i>

SECTION 14.2

Aging and Role Change

• OBJECTIVES

When you have completed this section, you will be able to do the following:

- Match key terms with their correct meanings.
- Identify six body systems and the common physical changes that occur with aging.
- Identify basic human needs that are met through work, environment, socialization, and family relationships.
- Write an "action plan" to assist another person cope with changes caused by aging.


• ACTIVITY 1

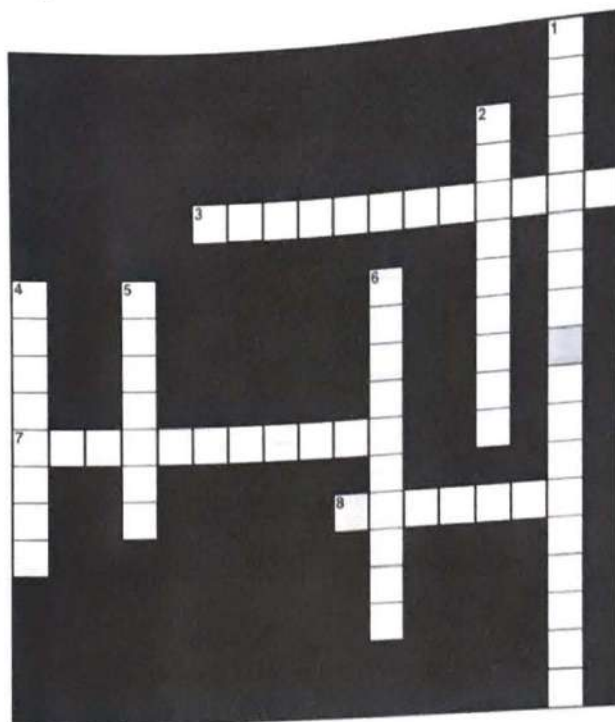
Select four or five individuals from among family, friends, and neighbors. Be sure to have a wide range of ages from children to the elderly. Interview them about their favorite pastimes, such as sports, music, dancing, gardening, and reading.

Think how aging and role changes have changed these activities and prepare a brief report for your classmates to identify any trends you have observed.

• ACTIVITY 2

Fill in the crossword puzzle using the vocabulary words from Section 14.2.

Note:  indicates a blank space between two words.



Clues

Across

3. Infrequent or difficult emptying of the bowel
7. Surroundings we live in
8. Elements in the environment that are strong enough to set up a nervous impulse

Down

1. Air sacs in the lungs
2. Keeping elements within the body that are normally eliminated
4. Involuntary actions that occur when a nerve is stimulated
5. Body's strength or energy
6. Adjustment

• ACTIVITY 3

1. List three changes that may occur in the nervous system with aging.

1. _____
2. _____
3. _____

2. List three disorders of the musculoskeletal system that are found in the elderly.

1. _____
2. _____
3. _____

3. The lungs become less (a) _____ and the (b) _____ membrane thickens; this makes (c) _____ more difficult.

4. Arteries may become (a) _____ and (b) _____.

5. Bladder _____ may occur from retention of urine in the bladder.

• ACTIVITY 4

1. List four role changes that may occur in the elderly.

1. _____
2. _____
3. _____
4. _____

2. Give two ways an individual can adapt to the loss of family relationships.

1. _____
2. _____

3. What are two losses experienced when the work role is changed?

1. _____
2. _____

4. Give two possible effects of change in environment (2 points).

1. _____
2. _____

• **ACTIVITY 5**

On a separate sheet of paper, complete the following action plan.

1. Name a person you know who is coping with the changes caused by aging.

2. List the changes you see in this person's daily life.

3. List things that might help this person cope with the changes you listed above.

4. Write a plan that could help this person cope with these changes.

Note: Always determine the other person's desire for assistance before trying to help him or her.

SECTION 14.3

Disabilities and Role Changes

• **OBJECTIVES**

When you have completed this section, you will be able to do the following:

- Match key terms with their correct meanings.
- Define *health*.
- List three examples of activities of daily living (ADL).
- Define assistive/adaptive devices.
- Identify ways to encourage independence.
- List birth defects and debilitating illnesses.
- Identify seven common changes that occur following the loss of body functions.
- State the goal of rehabilitation.
- Select a disability and summarize your feelings and expectations concerning:
 - What you think it would be like to live with that disability
 - The type of care you would expect
 - The way others respond to the disability

• ACTIVITY 1

Match each term in Column A to the correct definition in Column B.

Column A

- ___ 1. Adapt
- ___ 2. Amputation
- ___ 3. Arteriosclerosis
- ___ 4. Birth defect
- ___ 5. Coma
- ___ 6. Debilitating
- ___ 7. Deficiency
- ___ 8. Dysfunction
- ___ 9. Embryonic
- ___ 10. Hereditary
- ___ 11. Impairment
- ___ 12. Infirmary
- ___ 13. Intoxication
- ___ 14. Neurological
- ___ 15. Opportunistic infections
- ___ 16. Progressive
- ___ 17. Self-esteem
- ___ 18. Lipid
- ___ 19. Syndrome
- ___ 20. Episodes
- ___ 21. Enzyme
- ___ 22. Disorientation

Column B

- a. Passed from parent to child
- b. Impaired or abnormal functioning
- c. Deep sleep; unconscious state for a long period of time
- d. A number of symptoms occurring together
- e. Removal of a body part
- f. State of poisoning or becoming poisoned
- g. Shortage
- h. Moving forward, following steps toward an end product
- i. Causing weakness or impairment.
- j. State of being confused about time, place, and identity of persons and objects
- k. Pertaining to the embryo
- l. Substance that causes a change to occur in other substances
- m. Events in a series
- n. Defect present at birth
- o. State of being weakened or deteriorated
- p. Pertaining to the nervous system
- q. To change, to become suitable
- r. Unsound or unhealthy state of being
- s. Condition of hardening of the arteries
- t. Fat
- u. Infections that occur when the immune system is weakened
- v. Belief in oneself

• ACTIVITY 2

Work with your group to develop a verbal report on the disability assigned by your instructor.

1. Explain how daily life changes for those with your assigned disability.

2. List the types of jobs a person with this disability could do that would promote independence.

3. List the types of leisure activities a person with this disability could participate in.

4. List common attitudes about this disability.

5. Decide which part of the above information each person in the group will present to the class.

Student Name	Report Responsibility
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• ACTIVITY 3

1. List eight birth defects.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2. List 11 debilitating illnesses.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

3. What is the goal of rehabilitation?

4. List three examples of activities of daily living (ADL).

1. _____
2. _____
3. _____

5. What are assistive or adaptive devices?

6. Mark an X in the space next to the ways that you can encourage independence in your patients.

- _____ a. Allow patients to help choose their clothing.
- _____ b. Always brush your patients' teeth for them.
- _____ c. Let patients do as many ADLs as possible.
- _____ d. Comb your patients' hair for them.
- _____ e. Do everything you can for your patients.
- _____ f. Help patients comb their hair.

7. Mrs. Wong is trying to comb her hair. She had a stroke two months ago and is still very slow. You have several more residents to care for and barely enough time to finish. What will you do, and why?

8. Jaime Garcia is a young athlete. He was badly injured during a football game. He is very frustrated because he cannot move his right arm. He is trying to learn how to eat with his left hand. During breakfast, he throws the cereal across the room. What will you do, and why?

● ACTIVITY 4

Select a disability, and summarize your feelings and expectations about the disability in a one-page paper.

- What do you think it would be like to live with the disability?
- What type of care would you expect if you had the disability?
- How would others respond to the disability?

Follow these guidelines when preparing your paper:

- Use 8.5-by-11-inch paper.
- Use a word processing program, or write neatly in ink.
- Use correct spelling and grammar.
- Use correct formatting.

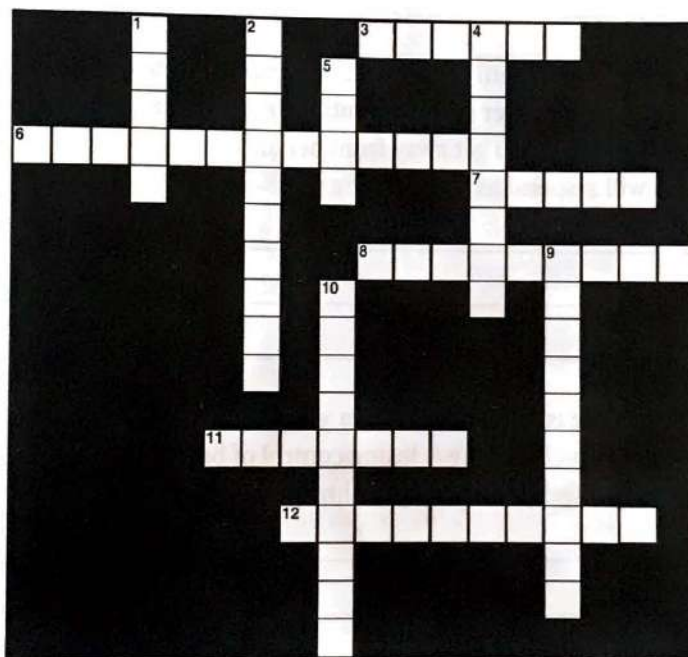
• OBJECTIVES

When you have completed this section, you will be able to do the following:

- Match key terms with their correct meanings.
- Match the psychological stages of a long terminal illness with their names.
- Identify and discuss your feelings about terminal illness.
- Explain the philosophy of hospice care.

• ACTIVITY 1

Fill in the crossword puzzle using the vocabulary words from Section 14.4 in your text.



Clues

Across

3. Psychological stage one: unable to believe they are really going to die
6. Pertaining to the mind
7. Psychological stage two: mad because they are going to die
8. About to happen
11. Facility that helps the terminally ill live each day to the fullest
12. Psychological stage three: admit they are dying but say they must live for a certain time or event

Down

1. Psychological stage one: experience disbelief and amazement ("Not me!")
2. Theory; a general principle used for a specific purpose
4. Limited in contact with others
5. Psychological stage two: experience uncontrolled anger
9. Psychological stage four: feel sadness, grief, and loss
10. Psychological stage five: acknowledge that they are going to die

• ACTIVITY 2

1. List the five psychological stages often experienced by the terminally ill, in the order in which they usually occur.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Explain the philosophy of hospice.

3. Mrs. Nygun has a terminal illness. Until recently, she had been able to care for herself and was fairly independent. You have become friends over several months. Recently she became ill with pneumonia and unable to care for herself. She tells you to get away from her and calls you names. Why do you think she is so angry? Explain how you will respond to her and why.

4. You are assigned Mr. Farley. He is near death. When you care for him, you notice that his breathing is very difficult. He feels cold to the touch, and he is losing control of body functions. How will you treat him? What do you think you might feel while caring for him?

• ACTIVITY 3

Describe your experience with someone who is or was terminally ill. If you have no previous experience, describe what you think you might feel when you first learn of a terminal illness.

Follow these guidelines when preparing your paper:

- Use 8.5-by-11-inch paper.
- Use a word processing program, or write neatly in ink.
- Use correct spelling and grammar.
- Use correct formatting.