

## Introduction



**Continuing Studies**

UNIVERSITY OF WISCONSIN-MADISON



**School of Nursing**

UNIVERSITY OF WISCONSIN-MADISON

*Presents*

## ***Supporting Older People with Intellectual Disabilities, A Course for Promoting Health***

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Click **Next** to Continue



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**NEXT**

## Introduction

### About This Course



*Bureau of Assisted Living  
Division of Quality Assurance  
Department of Health Services*

This online course is offered in collaboration with the Department of Health Services, Bureau of Assisted Living to provide necessary training on the care of older adults with intellectual disabilities.

As people with an intellectual disability live longer, licensees, administrators and caregivers in assisted living communities will be encountering new caregiving challenges. In these communities, questions arise about needed resources and the role of caregivers in helping support individuals as they age.

Research indicates individuals with disabilities suffer more undiagnosed and untreated health conditions than the rest of the population. While there are many reasons for this, licensees, administrators, and caregivers in adult family homes, community based residential facilities in an ideal position to recognize and assess the symptoms of illness and to be effective advocates for the individuals they care for.

Click **NEXT** to continue.

 **BACK**

**NEXT** 

## Introduction

### About This Course (cont.)

This online course is intended for employees of community based residential facilities, adult family homes and individuals interested in providing care and services to adults with intellectual disabilities.

Completion of this training fulfils the training requirements in the following Wisconsin state licensing laws:

- DHS 83.21(2)a
- DHS 83.25
- DHS 88.04(5)a

It is the only approved online course in Wisconsin on health care for older adults with intellectual disabilities.

Click **NEXT** to continue.

## Introduction

### Welcome

Welcome to the Supporting Older People with Intellectual Disability course. This course has five modules and an intro tutorial that will teach you how to use this course. You are currently in the intro tutorial.

Sometimes you will see pages called Checks on Learning. These are practice questions. You will not get a score on them. If you get an answer wrong, you have a couple of options. You can try to answer the question again. Or, you can look at the answer and then move forward in the module. You do not have to get the right answer to continue.

At the end of each module, you will take a test. These tests at the end of the modules will be graded. You need to get a score of 75% or higher to successfully complete the module.

If you successfully complete all five tests, you will be able to print a Completion Certificate that proves you passed the course.

To move between pages, click **BACK** or **NEXT** at the bottom of the screen.

To begin, click **NEXT** to start the intro tutorial.

## Opening this Module in a New Window

If you are having trouble seeing this module, you can click the button "Click Here for Full Screen View" to open the module in a new tab/window.



The screenshot shows a Moodle course page with a red header bar containing the UW logo and the text "UW Moodle Ongoing". Below the header is a breadcrumb trail: "My home > My courses > Division of Continuing Studies > Course Home". On the right side, there are buttons for "Turn editing on" and "Your progress ?". The main content area features the title "Supporting Older People with Intellectual Disabilities" and a message: "If you are having trouble seeing the box below, please click on the button 'Click Here for Full Screen View'". A green arrow points to a button labeled "Click Here for Full Screen View". At the bottom, there is a red banner with the text "Normal Changes as a Person Ages" and a "MENU | HELP" link in the top right corner.

UW Moodle Ongoing

My home > My courses > Division of Continuing Studies > Course Home

Turn editing on

Your progress ?

### Supporting Older People with Intellectual Disabilities

If you are having trouble seeing the box below, please click on the button  
"Click Here for Full Screen View"

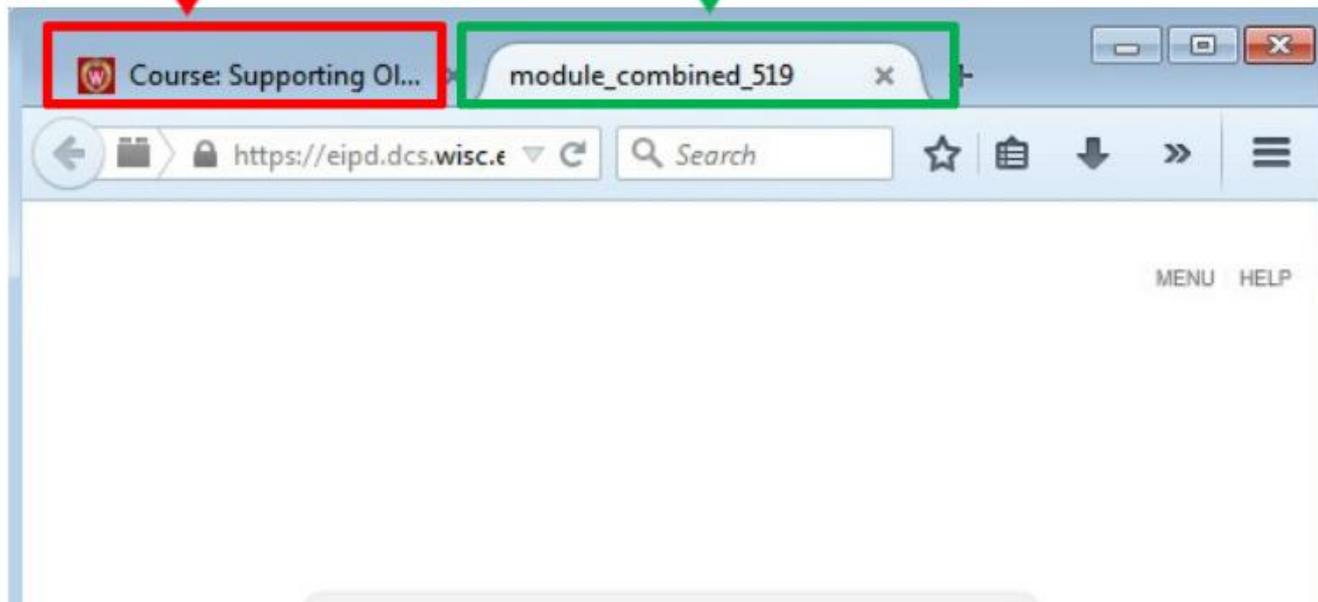
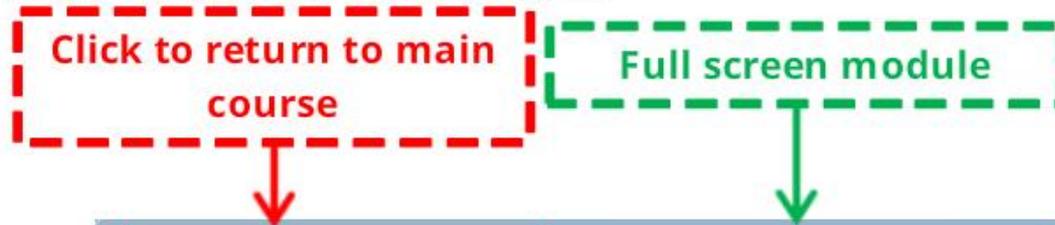
Click Here for Full Screen View

MENU | HELP

Normal Changes as a Person Ages

## Opening this Module in a New Window

The module will open in a new area (called a "tab") on the top of your browser. You can still access the main course by clicking the tab to the left (shown in red). You will need to return to the main course in order to take the test at the end of each module.



# Course Tour



## Module Tests

- You must receive a 75% on the module tests to pass. 5 tries are allowed. If you do not pass a test in 5 tries, you must contact your instructor.

- Practice Test
- Module 1 Test Edit
- Module 2 Test Edit   
Restricted: Not available unless you get a particular score in **Module 1 Test**.
- Module 3 Test Edit   
Restricted: Not available unless you get a particular score in **Module 2 Test**.
- Module 4 Test Edit   
Restricted: Not available unless you get a particular score in **Module 3 Test**.
- Module 5 Test Edit

Scroll down on your course home page until you see the Module Tests. These tests are designed to be taken at the end of each module.

When you finish Module 1, you will be asked to take the Module 1 test. Same for when you finish Module 2: you will then take Module 2 test.

You must receive a 75% on each to pass. You have five tries to pass each test.

# Sample Questions from Quiz

## Question 1

Not yet answered

Points out of 1.00

Flag question

Women with ID do not need mammograms. They do not develop breast cancer.

Select one:

- True
- False

## Question 2

Not yet answered

Points out of 1.00

Flag question

A change in behavior is often the first sign of physical illness in people with ID.

Select one:

- True
- False

## Question 3

Not yet answered

Points out of 1.00

Flag question

Janet's doctor says that she has also lost some hearing. He checks for wax in her ear canals, but they are clear. There are no other problems that need to be treated. The doctor tells you that the hearing loss is due to normal aging. What can you do to help Janet?

Select one:

- 1. Tell everyone they should shout when talking to Janet.
- 2. Keep music on all the time to calm Janet.
- 3. Tell her brother that it will be hard for her to talk to him on the phone. (Men's voices will be harder for her to hear.)
- 4. Cut down on background noise during meals. Turn off the TV, radio, and fans. That way Janet can take part in the conversation.

# Course Modules

- Module 1: Normal Changes as a Person Ages
- Module 2: Building Successful Partnerships
- Module 3: Family Roles
- Module 4: Decision Making: Advocating for Individual Involvement
- Module 5: End of Life Care

# Normal Changes as a Person Ages

## Introduction

### Welcome

You are now ready to begin:

Supporting Older People with Intellectual Disability  
**Module 1: Normal Changes as a Person Ages.**

Click **NEXT** to continue.

# Normal Changes as a Person Ages

## Introduction

### Welcome

The Supporting Older People with Intellectual Disability course has five modules. Welcome to the first module called *Normal Changes as a Person Ages*.

Group home residents with an intellectual disability (ID) are at a higher risk of not getting the health care they need. This means they sometimes suffer for no reason.

As a staff member of a group home, you can help those residents get the care they need. You can improve their quality of life. When you know what problems to look for, you can speak up for the residents when they can't speak up for themselves.

Click **NEXT** to continue.



# Normal Changes as a Person Ages

## Introduction

### What You Will Learn

When you are done with this module, you will understand:

- common changes in the body that occur as people age;
- how to help people who experience these changes; and
- how to prevent problems that are common in older people.

# Normal Changes as a Person Ages

## Introduction

### Module 1 Topics

- Introduction
- Vision
- Hearing
- Skin
- Muscles & Bones
- Sleep
- Stomach & Intestines
- Urinary

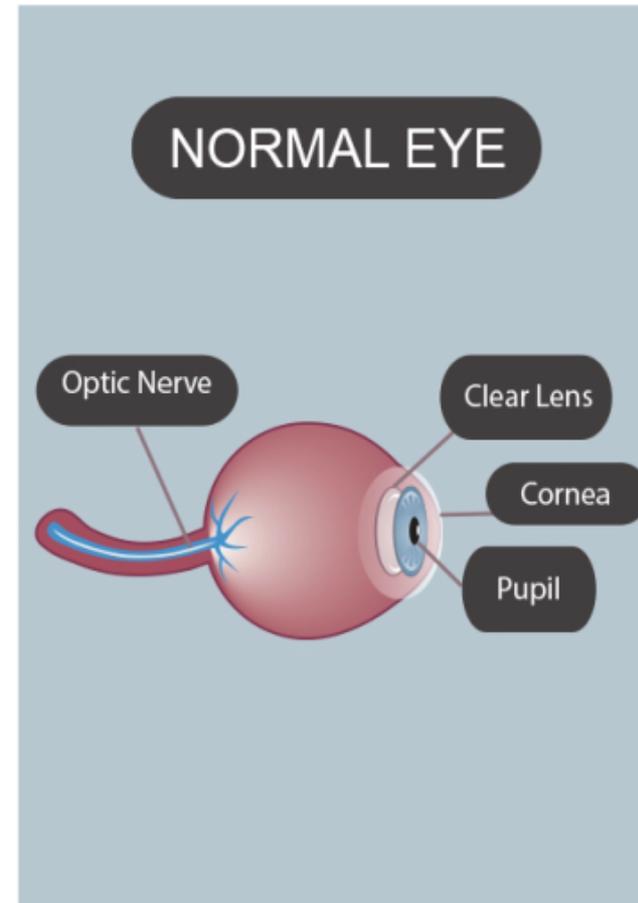
# Normal Changes as a Person Ages

## Vision

### Normal Vision: How the Eye Works

The cornea is the outer layer of the eye. It is a clear window that allows light to enter the eye. The pupil is behind the cornea. The pupil gives the eye color; brown, blue or green. It opens and shuts, controlling how much light comes into the eye. In bright sun, the pupil closes a little. That limits how much light comes in. In darker places, the pupil opens to let more light in.

Have you noticed that it takes time to adjust to both dark and bright settings? That time lets the pupil react to different levels of light. Without the work of the pupil, it would be hard to see in dark rooms or in bright light.



# Normal Changes as a Person Ages

## Vision

### People with Intellectual Disability (ID)

People with ID have more problems with their sight than other older adults do. Many have these problems when they are young. They have more vision changes as they age, too.

Vision problems in people with ID are often missed. That means they may go untreated. Why are they missed? Some people with ID can't communicate well. They can't always take part in the screening that is done for most people. But they can see a vision specialist for a special test. People with Down Syndrome are very likely to have vision problems. For that reason, they should be screened often.



## Normal Changes as a Person Ages

### Check on Learning

Use the words in the boxes to fill in the blanks below. To pick up and drag a box, left-click the mouse and hold it down while you move the box. When you get the box where you want it, lift your finger off the mouse. Click **Submit** when you're done.

\_\_\_\_\_ is a common cause of hearing loss at any age. It's often easier for people with hearing loss to hear the voice of a \_\_\_\_\_ because of its lower frequency. People with an intellectual disability are \_\_\_\_\_ likely to have hearing loss than people without an intellectual disability. If a person with hearing loss is having trouble hearing you, try to \_\_\_\_\_ to help him hear better.

speaking louder

woman

ear wax

more

ear infection

less

man

reduce room noise

**Submit**

# Building Successful Partnerships

## Introduction

### Welcome

You are now ready to begin:

Supporting Older People with Intellectual Disability

## **Module 2: Building Successful Partnerships**

Click **NEXT** to continue.

# Building Successful Partnerships

## Introduction

### Module 2 Topics

- Working with health care providers
- Before medical appointments
- During medical appointments
- Hospital admissions
- Screenings
- Working with families
- Challenges to building partnerships

- ▶ 1. Module 1
- ▼ 2. Module 2
  - 2.1. Welcome
  - 2.2. What You Will Learn
  - 2.3. Appointments
  - 2.4. Appointments (continued)
  - 2.5. Tips for the Appointment
  - 2.6. Communication Tips for Health Care ...
  - 2.7. What to Bring With You
  - 2.8. Health Record Information
  - 2.9. Devices
  - 2.10. Prepare the Resident
  - 2.11. Check on Learning
  - 2.12. Decide Ahead of Time How Others ...
  - 2.13. Let Residents Speak for Themselve...
  - 2.14. Share the Facts
  - 2.15. Try Not to Diagnose
  - 2.16. Help Residents Overcome Their Fear
  - 2.17. Check on Learning
  - 2.18. Before Admission

# Building Successful Partnerships

## Working with Residents and Their Families

### Family Roles

You are now ready to begin:

Supporting Older People with Intellectual Disability

## **Module 3: Family Roles**

# Decision Making: Advocating for Individual Involvement

## Introduction

### Welcome

The Supporting Older People with Intellectual Disability course has four modules. Welcome to the third module called *Decision Making: Advocating for Individual Involvement*.

When group home residents with an intellectual disability (ID) cannot make decisions by themselves, guardians make those decisions for them. Guardians are people that are selected by a court of law. The guardians make decisions about a resident's health care and financial (money) matters.

As a support person in the group home, you will work with the residents and their guardians to make decisions that are in the best interest of the resident.



# Building Successful Partnerships

## Working with Residents and Their Families

### Family Roles

How much do families take part in the care of their loved ones? Some residents have families that play a role every day. Some take part only once in a while. Some may not take part at all. That means there isn't just one way to work with families. There are many different ways.

This section asks you to think about family roles. How much do they want to take part in decisions together. It also gives tips for working with families.

- ▶ 2. Module 2
- ▼ 3. Module 3
  - 3.1. Family Roles
  - 3.2. Family Roles
  - 3.3. Family Roles Affecting Medical Care
  - 3.4. Other Family Roles
  - 3.5. How Families Help with Decision Mak...
  - 3.6. How Families Help with Decision Mak...
  - 3.7. Building Partnerships
  - 3.8. Partners In Problem Solving
  - 3.9. Partners in Decision Making
  - 3.10. Check on Learning
  - 3.11. Sharing Information
  - 3.12. Sharing Information Example
  - 3.13. Sharing Information Example (contin...
  - 3.14. Sharing Information (continued)
  - 3.15. Tips for Sharing Information
  - 3.16. Role Changes in Families
  - 3.17. Tips for Helping Family Members Ch...
  - 3.18. Disagreeing on What is Best for the ...

Search...



## Check on Learning

A doctor tells a family member about a resident's terminal diagnosis. What should happen next?

Move the boxes below into the order into the order they should happen. To pick up and drag the box, left-click the mouse and hold it down while you move it. When you get the box where you want it, lift your finger off the mouse. Then click the **Submit** button.

Family and staff get together to decide how to talk with the resident about the diagnosis

Watch for changes in the resident's mood, eating habits, and sleeping habits

Staff and family talk to the resident about the diagnosis and answer his or her questions

**1st step**

**2nd step**

**3rd step**

**Submit**

# Decision Making: Advocating for Individual Involvement

## Introduction

### Welcome

You are now ready to begin:

Supporting Older People with Intellectual Disability

## **Module 4**

Decision Making: Advocating for Individual  
Involvement

# Decision Making: Advocating for Individual Involvement

## Introduction

### What You Will Learn

When you're done with this module, you will know:

- how to tell if people with ID can help make decisions about their care;
- how to involve people with ID in those decisions;
- your role in helping people with ID understand the decision to make; and
- your role in advocating for the person with ID.

# Decision Making: Advocating for Individual Involvement

## Formal Processes: Legal Decisions

### Resources

Here are some resources that can give residents and families information about decision making from a legal point of view:

#### **Wisconsin Guardianship Support Center (GSC), Coalition of Wisconsin Aging Groups Elder Law Center**

Phone: (608) 224-0606

The GSC provides advice and information relating to guardianship, protective placements, conservatorships, Powers of Attorney for Health Care, Powers of Attorney for Finances, Living Wills, and DNR (Do Not Resuscitate) orders. The GSC offers legal resources, consultation, and referrals, but it does not give legal representation or advice or assistance locating a guardian.

#### **Wisconsin Board on Aging and Long Term Care (BOALTC)**

Phone: 1-800-815-0015

The BOALTC Ombudsman Program provides free information, education, advocacy and resources pertaining to guardianship, advance directives and other end-of-life decisions to adults over the age of 60 who reside in a long term care program in Wisconsin.

# End of Life Care

## Welcome

You are now ready to begin:

Supporting Older People with Intellectual Disability

**Module 5:** End of Life Care

# End of Life Care

## Introduction

### What You Will Learn

After you complete this module, you will know:

- what “terminal diagnosis” means;
- your role in talking to people with intellectual disabilities (ID) about dying
- how to talk to other residents in the home about illness and dying;
- how a person’s physical needs differ from his or her spiritual needs; and
- what “hospice care teams” are.

# End of Life Care

## Introduction

### Module 5 Topics

- Introduction
- Terminal diagnosis
- Planning for care
- Resources

- 5.2. Welcome
- 5.3. What You Will Learn
- 5.4. The Importance of End of Life Care
- 5.5. What is "End of Life"?
- 5.6. Discuss How to Talk to the Resident
- 5.7. Myths about people with ID
- 5.8. Effective communication
- 5.9. People who don't use language
- 5.10. What's important to people with ID
- 5.11. What do people with ID say?
- 5.12. What this means for caregivers
- 5.13. Tips for supporting someone with ID ...
- 5.14. Can someone who is dying stay here?
- 5.15. Can someone who is dying stay her...
- 5.16. What about other residents?
- 5.17. What about other residents (cont.)
- 5.18. Tips for Talking to a Resident with I...
- 5.19. Tips for Talking to a Resident with I...
- 5.20. Check on Learning
- 5.21. Physical, Emotional, and Spiritual N...

# End of Life Care

## Introduction

### What is "End of Life"?

Some people think of the end of life as the few weeks before death. But it can be a much longer journey. End of life care begins when the person or family hears the word terminal from the doctor. What is a terminal diagnosis? That's when the person has an illness that will probably cause their death.



## End of Life Care

### Conclusion

#### You're Almost Done

Congratulations! You have completed all five modules for:  
*Supporting Older People with Intellectual Disabilities, A Course for Promoting Health.*

Please click the button below to give feedback for your course.

[Evaluation](#)

**Before you log off, please print out and save your completion certificate.**

Your completion certificate is on your course home page below the tests.

# Division of Continuing Studies – UW Madison

## Supporting Older People With Intellectual Disabilities: a Course for Promoting Health

This training qualifies people for 5 continuing education hours specific to Wisconsin Administrative Codes, Chapter DHS 83.21, 83.25, 88.04(5)a. It is the only approved online course in Wisconsin on health care for older adults with intellectual disabilities. This online course is authored by Professor Barbara Bowers of UW-Madison School of Nursing and is a collaboration with the Department of Health Services Bureau of Assisted Living to provide necessary training on the care of older adults with intellectual disabilities.

### At a glance

**What:** Supporting Older People With Intellectual Disabilities:  
a Course for Promoting Health

**When:** Start anytime, complete within 1 year

**Where:**  Online

**Cost:** \$40



# End of Life Care

## Conclusion



### *A Special Thanks to:*

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