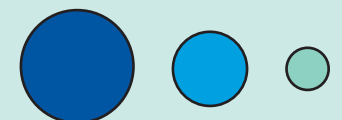


Helping Elders Age in Place Workbook



This workbook is the result of collaboration between all project partners. We are especially grateful for the opportunity to work together with Hopi and Tewa Elder Coordinators. Our training sessions and learning conversations were enlightening and useful in developing this workbook. We are also grateful to Hopi and Tewa Elders who opened their homes to us during trainings and the implementation of the project. The development of this partnership began with funding from the Center for American Indian Resilience and grew into new and different projects. Kendal Charitable Funds. Provided support for the development of Helping Elders Age in Place

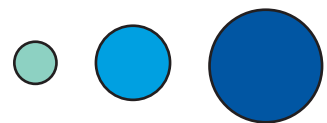
Workbook author:

Dr. Lisa J. Hardy, Associate Professor of Anthropology
and all participating community members.

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For more information contact Red Feather Development Group
or lisa.jane.hardy@gmail.com

Note: We suggest that groups use this workbook as a starting place for a discussion with your own communities. There are aspects of this workbook you may want to change depending on they type of housing and local traditions in your area. We encourage you to have discussions together about what is important to you about homes and home health, and how you will use this resource together. We hope that this is a useful tool for you to help elders age in place.



Wellness at Home

Introduction

This workbook is designed as a document to help people work together to find ways to help elders age in place. The places where we live are intertwined with our families, friends, relationships, wellbeing, past, and present—

PART I

of this workbook is designed to help interviewers to assess and document the meaning of home for elders. This section leads to the following sections of this workbook. It is also designed for families to write down and document the meaning of home for elders that can be shared with other family members.

PART II

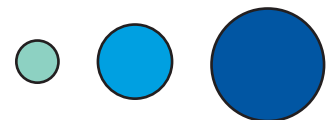
of this workbook is designed for interviewers to assess elder homes for different types of in-home challenges. This section also includes questions designed to identify areas of importance for each elder in homes.

PART III

includes a workbook for identifying necessary resources and assigning tasks for the improvement of elder homes.

Part IV

includes different tools for prioritizing and scheduling home repairs to help elders age in place.



Introduction

Part I

The meaning of home is one that has deep and far reaching cultural roots. People live better when they feel safe and healthy in and around their homes. The sense of wellness that can come from living in a safe and healthy home can be equally important to living in a risk-free home. In our work, we believe that communication about the value of one's home goes hand in hand with assessing a home for damages. Conversations about the meaning of home also leads to sharing cultural, family, social, economic, historical dynamics that children and grandchildren may want to know about the beliefs and lives of their elders. Part I of this workbook is especially designed to capture the cultural and personal values of elders that help them to live healthy lives. It is also designed to help caregivers to visualize what is most important to elders and how elders live in their homes before moving on to technical assessments of home structure.

Why is this important?

home may appear to be in disrepair on the inside or outside, yet there may be important aspects of living in the home that people who don't live there may not see. Is the home important to the elder because it is a traditional home that has been passed down from mother to daughter? Are there pieces of artwork or photographs that remind the elder of valuable life memories and help them to feel well? Are there aspects of this home that the elder would like to pass on to grandchildren?

Part I of the workbook includes suggested questions and ideas for a caregiver to use in a mini-interview with the elder. The caregiver may then type up the notes from this conversation and leave them with the family of the elder.

Part II

Part II of the workbook includes a scan of the inside and outside of the structure of a home. This part of the assessment has been modified from existing home assessment tools based on the needs of communities with whom we work. It includes prompts for a caregiver to use when walking around the outside and inside of them home in identifying areas of risk and places in need of repairs.

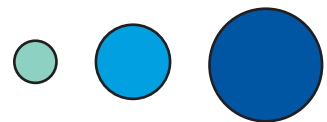
Why is this important?

Home health specialists have collaborated on this guide to include specific high risk areas to watch out for, especially those that might be easily resolved. The workbook is a guide for the assessor to know where to look and what to look for while conducting a home Assessment.

Part II includes time for a caregiver to walk around the outside and inside of the house and take notes on risky areas. This can be done with or without the elder depending on the mobility and safety of the home occupant.

Why is this important?

In our work with caregivers and elders we found that it is often the case that home repairs do not get done in elder homes when family members and other caregivers are not communicating with one another. Elders also don't always know who to call or where to obtain support for home repairs and risk reduction. This part of the assessment will help caregivers (tribally or state run or family and friend networks) to think about where there are available resources and prioritize how to make repairs and reduce risks.



PART III includes tables and instruments for asking the elder about what materials, people, services, labor resources they may have and think about what they need in order to make necessary home repairs.

Approach & Methods

We developed this workbook together based on the idea that communities have internal knowledge about what is important and how to do things well. There are many programs and projects where outside entities come to a community with some kind of workbook or curriculum all ready to go without the time and ability to think about the usefulness of resources in a specific setting, or who might have the time and ability to work together on implementing the work. Instead, we work from a place of equal partnership with community leaders.

We encourage any group hoping to use this workbook to think about how it might be modified for the communities where you live and work. This is how the project worked for us. We present it here as an example of how it might work for you, however it is only an example.

Project beginning:

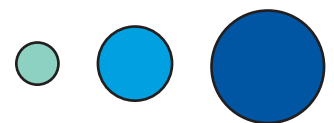
We began this project by building on relationships we had together based on supporting home health for Hopi and Tewa elders. We had worked together with tribal partners already training Community Health Representatives (CHRs) on environmental health.

In our work we began to focus on a need for improving and supporting elders in their homes, and we formed a new relationship with Elder Coordinators working in different villages across Hopi and Tewa areas.

Engagement

Once we found an interest in working together, we met with elders and Elder Coordinators and asked people about what elders were facing as challenges to living well, and what was important to elders about where and how they lived. We approached these conversations with open minds, not assuming that we knew the challenges that elders face.

We took notes on the concerns and information we heard at community meetings, though we did not approach these meetings as research. It was important for the trust of our relationships that we all agree that the tribe would own any information we collected, and that the only reason we collected the information was to inform the development of workbooks and plans for helping elders age in place. We took detailed notes on everything we learned and returned notes to project partners only. We did not (and will not) publish or use this information for any other reason.



PART I

Wellness at Home

This section of the workbook is designed to get a feel for how the elder lives in the home and identify different things that help the elder and also areas that present challenges for the elder. Ideally this could be done with a family member and someone else (i.e. an elder coordinator, etc.) Once this is complete the interviewers can leave the notes with the elder and make notes on information that will help with the other parts of this assessment and planning workbook. The two clear objectives of this section are 1) Document important information for the elder and the family of the elder about the meaning of the home, and 2) use what you learn to direct possible changes to the home to help the elder age in place (using parts II and III of this workbook).

*Wellness at home is about the homes where we live and the activities and meanings of what we do in our homes.
Use this section to have a conversation with your elder about home wellness.*

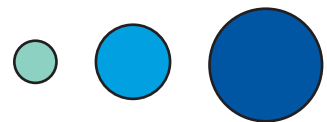
Before the home visit think about who will be present for this part of the assessment. Who is the elder and who does the elder live with? You may want to ask a family member to participate. You may want to think about who would most easily ask questions (i.e. a man to interview an elder who is a man, etc.). Think about what you know about this elder and select a few questions from the list below that you think will give you a good picture of the elder in the home and help you to understand/direct the other parts of the assessment. You do not need to ask all of these questions. Choose those questions that seem most appropriate and informative based on the person and the household.

Possible Questions

1. What do you want your great grandchildren to know about your home?
2. Where do you spend the most time in your home? Is this space sufficient for you? [watch to see if elder feels confined to specific areas of the home in ways that might not be ideal. Make note of that on assessment if you observe or hear this.]
3. Where are you most comfortable in your home? [in a traditional one room home is there a favorite chair or area where elder spend most time?].
4. What is most meaningful to you about where you live?
5. Can you take me around your home and show me the places that you feel most comfortable/areas that are most meaningful to you?
6. Are there items/objects that help you feel at home here? What are they? [go around home and look at items/pictures/etc. and ask about them to describe]
7. Do you feel that you are safe and your important items are secure in your home? What might help you feel more safe and secure in your home?
8. What is your idea of an ideal home? [Do people who live in modern homes prefer traditional homes, for example?]
9. What is your favorite season? Why? [to asses if the elder feels more comfortable in the house or more challenged in the house during different times of year based on the climate.]
10. What do you like to do in and around your home and where do you do those things?
11. What is your favorite color?
12. How often do you get visitors? Can you tell me about what that is like for you? [does the elder have room to have visitors sit with them?]
13. Is there anything insider or outside your home that you used to do that made you happy that is now difficult for you? What? [an example might be someone who loved to garden but now can't get out to the yard].

Questions specific for traditional homes:

1. Who built this home?
2. Do you keep this home traditional? In what ways? Is that important to you?

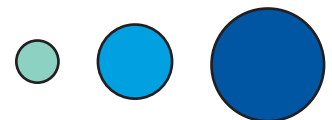


Use this space to take notes/draw pictures/document what you learn:

Example: L spoke about how her sons help whitewash the walls of the home and how this is meaningful to her. She says that the ground in front of the house is also important because.....

Example: Draw a map of the house with notes where there are items and places of importance.

Your notes on the personal aspects of the home will stay with the elder and family members of the elder. Cut here and leave the notes with the elder or type up the notes and return them to the elder. Make sure to fill out the next page to transfer important information that will influence the next two sections of the workbook before handing over the notes.

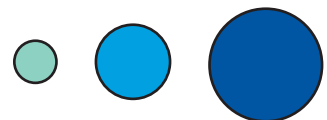


Key points/observations:

Here interviewer thinks carefully about what you saw/observed about this home and the meaning of this home for the elder. What stands out to you about the elder and the home? What seems to be a point of happiness or joy about the home [if anything]? Write them here as bullet points.

Example:

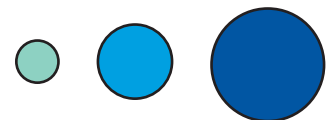
- *L is proud of the family pictures she has in the living area. I can see how much it means to her to look at the picture of her daughters over the table.*
- *L talks about the importance of her front door and how she wants to keep it open to let the air in when it's nice out.*
- *The thing that seems to be most upsetting to L is that she doesn't have enough space to house all of her children and grandchildren when they visit.*



List items from above that can impact your priorities of what to fix. Refer back to this list when you get to the priority list in Part III.

Example:

1. *L loves to garden but she can't get down her back steps. This seems like it should be high priority for repairs. The steps in the back are eroding and dangerous because they present a slipping hazard.*



PART II

Home Inspection

*As you go through this inspection highlight or circle items that seem to be pressing safety concerns.
Once you complete this inspection you will return to this document to prioritize the most pressing safety needs in the home of your elder.*

HOME DESCRIPTION

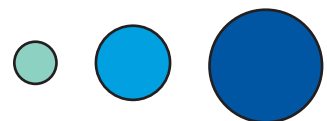
What type of home is this?

Describe general condition of home:

Ask resident: Please list your top 3 concerns about your home?

How does this vary by season? [Remind them to think about seasonal changes throughout the assessment in the home.]

In areas where you can ask the elder to do everyday things like turn water on and off this will help you to assess their ability to do these tasks.



OUTSIDE



Look up at roof from outside



Are there signs of roof damage (such as missing shingles or flashing) that you can see from the ground? Yes No

Notes on condition of roof:



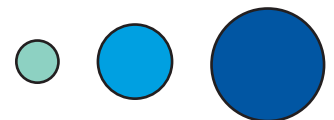
Look around outside of home



Exterior Walls

Any identified cracks, holes, areas of concern in the walls? Yes No

Notes:



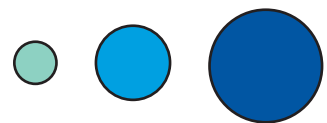
OUTSIDE OF HOME/YARD

Is there coal or wood stored outside the home?
Is storage secure and safe?

Notes:

Are there objects in the yard that have sharp edges, standing water, or are otherwise dangerous?
Is the yard clear of debris?
Are there areas outside the home that have plants, paths, outdoor seating, or other creative landscaping?

Notes:



Doors

Which of these are present?

- All doors present and in good working order
- Bars on doors or security features on door (locking bars or locking secure screen door)
- Locks on doors / easy to use, functioning, and accessible

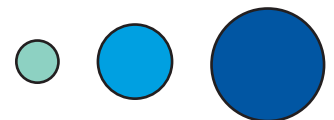
Notes:

Windows

Which of these are present?

- All windows present and in good working order
- Bars on windows
- Locks on windows / easy to use, functioning, and accessible

Notes:



Look around outside entries and enter through the main entrance

Entryways

Are any of the following items present at entry and exit points?

Flat and safe ground outside doors and foundation (no erosion, uneven surfaces, etc.)

Notes:

Access Ramps (needed? Present? In good shape?)

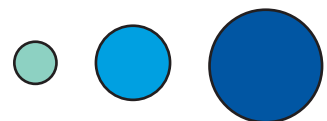
Notes:

Handrails

Notes:

Safe stairs in good condition

Notes:



Safety lighting (lights for elder to see when exiting and entering home)

Notes:

Access for walker or wheelchair (doorways should be 32" wide)

Notes:

Functioning door frames

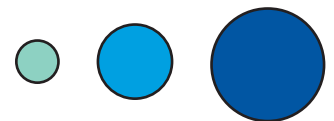
Notes:

Flooring inside door in good condition

Notes:

Trash disposal and secure trash storage

General Notes:



INSIDE

Look INSIDE at general safety

Are any of the following items present in the rest of the house (not the entry point)?

Level floors with no visible holes

Notes:

No tripping hazards present

Notes:

Safety lighting (access to flash lights; nightlights; security lighting, etc.)

Notes:

Accessible light switches that work

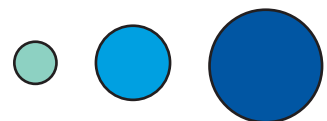
Notes:

Access for walker or wheelchair (check for clutter; furniture; door widths)

Notes:

Handrails where needed

Notes:



Stairs in safe condition where needed

Notes:

Safe outlets (not too many plugs in one outlet, for example)

Notes:

Floors that are free from tripping hazards such as bulky rugs or other obstacles

Notes:

Easily opened/closed cabinets, inside doors

Notes:

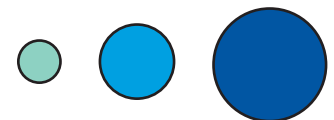
Easily turned on/off water in kitchen and bathroom

Notes:

Ceilings in good condition with no signs of water damage or mold

Notes:

Notes:



Look UP and AROUND walls, floors, ceilings



Water and smoke damage

Can you see or smell any obvious leaks or water damage in the home? Yes No

Where?

Describe what you see/smell:

Do you see any smoke damage near stoves (black marks and/or stains on walls or on ceiling)? Yes No

Where?

Describe what you see/smell:

Appliances

Check each appliance that is present in the home and indicate condition of the appliance:

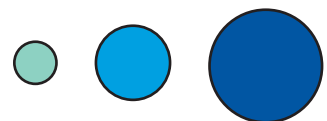
Cooking stove – is this ventilated to outside the home and in good working order? Yes No

Does stove have black marks or stains on the wall or ceiling nearby? Yes No

Describe:

Dryer – is this ventilated to outside the home and in good working order? Yes No

Water heater – is this in good working order? Yes No



Furnace – is this in good working order? Yes No

Functioning indoor plumbing? Yes No

Unvented combustion appliance (like a camp stove or one designed for heating garages).

Other appliances? _____

Safety

A key to the house stored with a neighbor or somewhere safe in case of lockout? Yes No

Are there exposed sharp edges or tripping hazards not already noted? Yes No

Properly installed, functioning smoke detector(s)? Yes No

Properly installed, functioning carbon monoxide detector(s)? Yes No

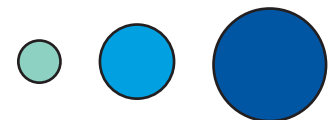
Working fire extinguisher in an easy-to-access location such as under kitchen sink or kitchen closet. Yes No

Functioning phones for safety? Yes No

Coal and Wood Stoves

If a wood or coal stove is used, does it have any cracks or gaps on the surface? Yes No

Notes:



Does it appear to be in good condition and well maintained? Yes No

Notes:

Does the flue appear to be installed correctly (dark soot on the walls may be indication the stove is improperly installed)? Yes No

Notes:

Has the stove/flue ever been swept by the homeowner or a professional? If so, how frequently? Yes No Unsure

Notes:

Is coal or wood in the home stored in a closed container? Yes No

Notes:

Pest Management

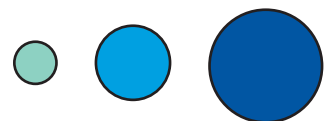
Is there evidence of (or does anyone mention) pests (mice/rodents; ants, bedbugs)? Yes No

Notes:

Does resident of home use any pesticides? RAID, Bug bombs, etc? Yes No

Are they using it correctly and do they understand safety precautions? Yes No

Notes:



Bathroom

Does the bathroom need any of the following improvements:

Anti-Slip bathmats next to the tub or shower

Notes:

Functioning ventilation/fans or window that opens to let out moisture

Notes:

Grab bars (room, toilet, bath)

Notes:

Moveable shower arm/sprayer

Notes:

Nightlight

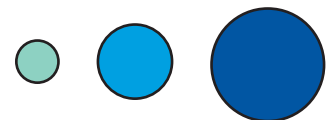
Notes:

Raised toilet

Notes:

Rubber slip resistant mats in the tub/shower

Notes:



Walk-in Shower

Notes:

Waterproof bath chair

Notes:

Kitchen

Are frequently used items easy to reach? Yes No

Notes:

Does the kitchen have a work surface that can be use while seated? Yes No

Notes:

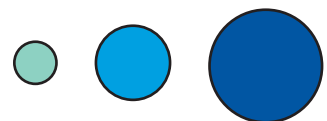
Does the kitchen have adequate lighting both for working and at night? Yes No

Notes:

Pets

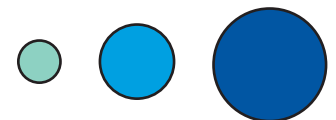
Are there pets living in the home? Yes No

Is food secured so rodents can access it? Yes No



Once you have completed PART II go through and prioritize each item that needs attention in terms of risk remediation. What are the most dangerous things for the elder and caregivers? What needs attention the most? Make a list here of those things:

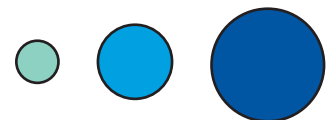
Priority item	Why is this a priority?
<i>Example: Grab bars needed in bathroom</i>	<i>S has trouble getting in and out of tub to bathe. This appears to be a pressing repair to protect her from falling.</i>
1.	
2.	
3.	
4.	



PART III

Making your plan for home repairs

Priority item	How can this be fixed?	What materials are needed to repair this problem? How much will it cost to repair this problem?	What are the labor needs to repair this item? Who is available to repair this problem?	Who is responsible for making sure this item is addressed?	Plan	Timeline
<i>Example: Grab bars in the bathroom</i>	<i>We need to install grab bars for getting in and out of the tub.</i>	<i>We need the bars and associated parts. \$100-\$300 priced from Home Depot</i>	<i>Son-in-law is a contractor who has agreed to install once we have the supplies.</i>	<i>Sister will get supplies and call son-in-law to make a plan.</i>	<i>They will meet at the house to discuss specs and make a shopping list prior to obtaining supplies.</i>	<i>This will happen by the end of next month (by May 21st).</i>



List available resources (people, tribe, assistance programs, etc.) here:

Person/Resource	Skills/availability/role	Contact information

