

[Academics] Etsuko Hagino <hagino@hoku-iryu-u.ac.jp> , Reiko Takeu <take-r@hoku-iryu-u.ac.jp>

[Course aims]

In order to assist elderly individuals in varying states of health living in regional areas and their families, students will gain a deep understanding of this topic through readings and discussions on the nature of lifestyle care and various related institutions and social resources.

[Course objectives]

The goals of this course are for the student to be able to:

1. Understand the various institutions and social resources that assist elderly individuals in varying states of health living in regional areas and their families
2. Identify the mode of assistance that matches the level of health of elderly individuals
3. Understand the various problems experienced by individuals of an advanced age and their families and to be able to propose assistance to solve those problems.
4. Learn presentation abilities (effective information gathering, easily understood materials and reporting)

[Course content]

Class	Theme	Content	Academics
1) 3	National policies on the elderly	Comprehensive regional care system Policies on dementia	Etsuko Hagino Reiko Takeu
4	Activities of social workers for providing regional lifestyle care and partnership with other professions		Otomo (special lecturer)
5) 6	Various institutions and social resources pertinent to the elderly living in regional areas	Home/living services Medical/care services Networks supporting regional life	Etsuko Hagino Reiko Takeu
7) 8	Proposing tasks and modes of support related to elderly individuals living in regional areas and their families	Those who receive care for dementia and their families Elderly individuals living alone Elderly couples and households in which one elderly member cares for another Each student will present an issue from his or her own activities and a plan for resolving it. There will be class discussions based on the presentations.	Etsuko Hagino Reiko Takeu

[Class implementation method]

Combination of face-to-face learning and distance learning

Class implementation depends on the implementation policy of each department (graduate school) or school.

[Grading policies]

The total evaluation is based on the presentation (clear materials and easy to understand explanations) (40%), participation (preparation, questions) (30%), and reports (30%).

[Reference book]

Borden, C./Yoko Kaigaki (trans.) (2003): Who will I become? The world from an Alzheimer's Patient. Creates Kamogawa Co., Ltd.

Health, Labour, and Welfare Statistics Association: Trends in National Health. Toyama, Tadashi (2001): Death outside the home. Igaku-Shoin, Ltd.

Sakurai, Naoko, et al, (2013): Nursing Graphical At-Home Nursing Theory-Care Supporting Regional Recuperation. Medicus Shuppan, Publishers Co., Ltd. .

[Preparation for course]

1. Gather the relevant materials and read the documents according to the goals indicated ahead of time.
2. Determine a way to divide up each task, prepare the materials for each presentation, and arrange the issues for discussion. Aside from the presentation assignment, organize what was learned and prepare any questions so that discussion participation is possible.