



GERIATRIC EDUCATION SERIES

**RISK**

# **RISK CASE STUDY – MS. ROCKWOOD FACILITATOR’S GUIDE**

**Goal:** To understand the context, causes and consequences of a concern and how that can inform assessment and treatment options.

**Concern:** While there are many safety concerns, we have selected ‘**Malnutrition**’ as the concern to work through the process.

**Supporting Documents:**

2.3.1 Risk Case Study

2.3.3 Risk Analysis Worksheet

RGPEO



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# RISK

### IDENTIFY, SCREEN, ASSESS

1. WHAT IS THE CLIENT AT RISK OF	Cues	Information from the Case	Other Information Required	3. STRATEGIES & INTERVENTIONS
<b>CONCERN</b>  <b>MALNUTRITION</b>	Onset Progression	<ul style="list-style-type: none"> <li>○ 10-pound weight loss x 6 months</li> <li>○ Only eats when hungry x 2 years</li> </ul>	<ul style="list-style-type: none"> <li>○ 24-hour intake prospectively</li> <li>○ Food in fridge, freezer on counters,</li> <li>○ Objective measures of weight: current weight</li> <li>○ Collateral information on past weights from PCP, loose clothing, pictures of client</li> </ul>	<b>PREVENT AND/OR MINIMIZE FREQUENCY</b>  <b>Preventing malnutrition</b> <ul style="list-style-type: none"> <li>● How to increase food intake (quality and quantity)?</li> <li>● How to increase food density (increased calories)?</li> <li>● How to stimulate appetite?</li> </ul>
<b>CONTEXT</b>	Occurs in specific contexts?  Occurs with specific activities?	<ul style="list-style-type: none"> <li>○ Only eats when hungry</li> </ul>	Why?	<b>ADAPT</b> <ul style="list-style-type: none"> <li>● Adapting the activity of cooking               <ul style="list-style-type: none"> <li>- Meals on Wheels</li> <li>- Wheels to Meals</li> </ul> </li> <li>● Adapting the activity of eating               <ul style="list-style-type: none"> <li>- What could be some verbal or visual cues to eat (notes on fridge, timer)</li> </ul> </li> </ul>
<b>CAUSE(S)</b>	<b>Changes in</b> -Deficits -Health conditions -Physical environments -Social environment	<ul style="list-style-type: none"> <li>○ Impairment based?               <ul style="list-style-type: none"> <li>- Decline in cognition</li> </ul> </li> <li>○ Social environment?               <ul style="list-style-type: none"> <li>- No one to eat with as cue or social or reason?</li> </ul> </li> </ul>	Why is appetite poor? Why is she not eating?  Are there functional impairments related to cognition (forgetting how to plan and shop for food	<b>ADDRESS &amp; OPTIMIZE</b> <ul style="list-style-type: none"> <li>● <b>Impairments</b> <ul style="list-style-type: none"> <li>- Work-up medical causes of weight loss and poor appetite (including medication review) and medical consequences of weight loss and treat</li> <li>- Work-up cognitive changes</li> <li>- Work-up for mood related concerns</li> </ul> </li> </ul>

RISK

	<p><b>Related to</b></p> <ul style="list-style-type: none"> <li>-personality</li> <li>-personal choices</li> <li>-values, goals, beliefs</li> </ul>		<p>or cook or remember to eat)?</p> <p>Are there financial barriers to buying food?</p> <p>Are there factors related to the social environment (no reason to cook or eat)?</p> <p>Are these personal decisions not to eat (i.e. wants to lose weight)?</p>	<ul style="list-style-type: none"> <li>• <b>Environments</b> <ul style="list-style-type: none"> <li>- <b>Social</b> – Increase ways of making eating more social –</li> <li>- <b>Financial</b> – links to community related</li> </ul> </li> </ul>
<p><b>CONSEQUENCE(S)</b></p>	<p>R</p>	<p>CG</p> <ul style="list-style-type: none"> <li>○ Decreased physical health (already experiencing 10-pound weight loss)</li> <li>○ Functional decline</li> </ul>	<p>P</p>	<p><b>MINIMIZE NEGATIVE CONSEQUENCE(S)</b>  <b>AUGMENT POSITIVE CONSEQUENCES</b>  <b>WEIGH EMOTIONAL AND PHYSICAL CONSEQUENCES</b>  <b>Minimize the negative consequences?</b></p> <ul style="list-style-type: none"> <li>▪ If we can't increase food intake, can we increase nutrient dense food (i.e. full fat yogurt)?</li> </ul> <p><b>Acknowledge and support positive benefits of remaining at home as a way to leverage acceptance of recommendations and strengths.</b></p> <ul style="list-style-type: none"> <li>▪ Is daughter willing to do more (verbal cueing, in-person visits during meals)</li> <li>▪ Is client willing to accept more in-home services (grocery delivery, pre-prepared meals, meal services)</li> </ul> <p><b>Acknowledging the emotional consequences and physical consequences</b></p> <ul style="list-style-type: none"> <li>• Client wants to remain with her dog so would need to find a more supportive living environment that accepts pets if recommending relocation to a more supervised setting</li> </ul>
<p><b>4. WHO IS CONCERNED?</b></p>	<p>Understand differences of opinions</p> <p>Values, beliefs, goals</p>		<p>Is client concerned – why or why not?          Is daughter concerned?</p>	<p>Does client and daughter need education on the importance of eating better (i.e. impact on health, cognition, mood).</p>

### INTERVENE

<b>5. STRATEGIES &amp; INTERVENTIONS</b>	<p>What does the older adult want?</p> <p>Leverage strengths</p> <p>Understand differences of opinions</p>	<ul style="list-style-type: none"> <li>• <b>What does the client want?</b> Client wants to remain at home with dog – utilize this for agreement of recommendations.</li> <li>• <b>Utilize the client’s strengths?</b> Dog provides reason to wake up in the morning – Dog needs client to be well to take care of him.</li> <li>• <b>Client would benefit from:</b>  <b>Multidisciplinary assessment and treatment – ideally through a Geriatric Day Hospital:</b> <ul style="list-style-type: none"> <li>- Referral to physician for medical work-up of weight loss, cognition, mood</li> <li>- Referral to dietitian for nutritional assessment and treatment</li> <li>- Referral to occupational therapy for functional assessment of malnourishment</li> <li>- Referral to social work for community related supports to sustain nutrition</li> </ul> </li> </ul> <p><b>Community Services</b> for grocery shopping, meal preparation and social activities</p>
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### APPLY

<b>6. HOW DOES THIS APPLY TO YOUR WORK CONTEXT?</b>	<p>Identify?</p> <p>Assess?</p> <p>Screen?</p> <p>Intervene?</p>
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