



HOKKAIDO UNIVERSITY

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Preventive Home Visit Program For Older People

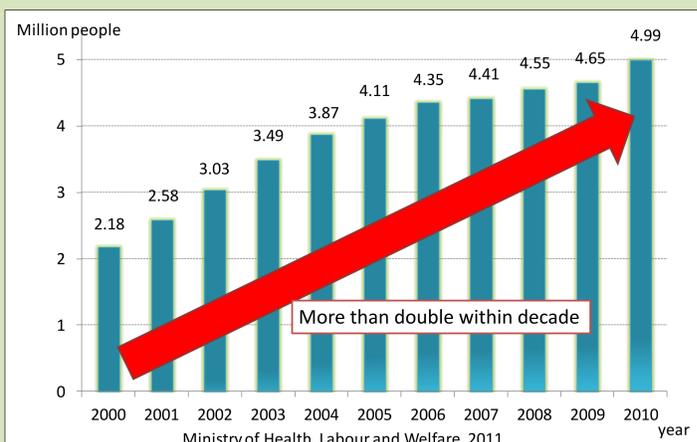
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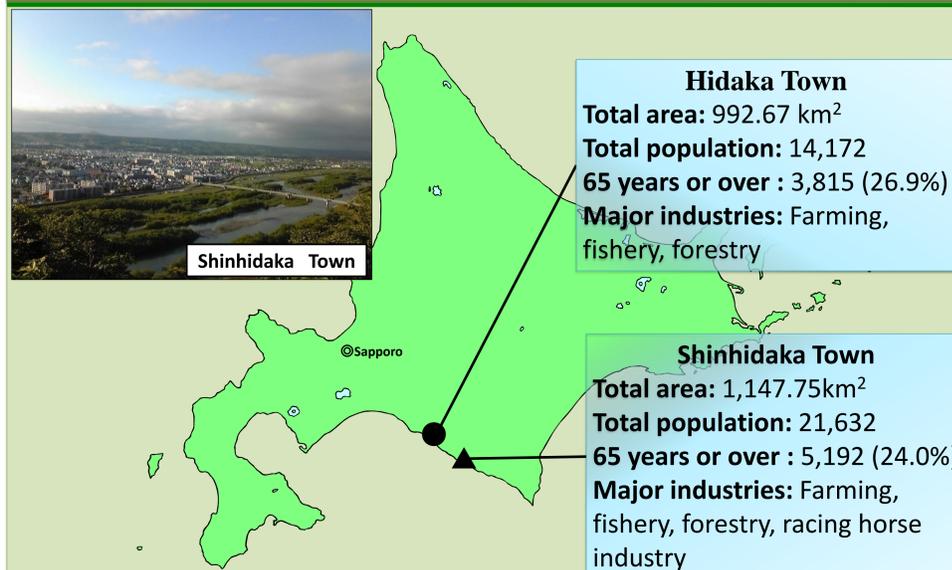
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1: Introduction

- The number of older people who need long-term care is rapidly increasing in Japan, but effective prevention strategies have not been fully established.



2: Study Areas



3: Home Visit Program and Participants

- To support independent living in a community, a home visit program was implemented using a home visit tool for older people.
- This tool was developed based on an occupational therapy methods and stimulates cognitive function by identifying modifiable factors in their daily life.

- 252 participants aged 65 years or older living at home were randomly assigned to an intervention group (a 60-min home visit program once a month for 3 times) or a control group.



- Qualified medical care personnel such as public health nurses was in charge of the interventions.
- During a home visit, they provided guidance in how to fill in the tool and assisted with writing and calculation when needed.



- We conducted 2-days training course to standardize its procedures.
- We evaluated their cognitive function before and after the intervention.



Home visit tool

English version is available!

一日の暮らしぶり

●わたしたちは、毎日いろんなことをして生活しています。身支度や庭の手入れ、友人との会話など、わたしたち自身がすることを「作業」と呼びます。

●そうした毎日の「作業」は、バランスが大切です。バランスが大きかたよると、調子をくずしてしまったり、不活発な状態であることがあります。

●「作業」のバランスを知ることは、生活を見直すきっかけとなります。

●この用紙は、あなたの一日をふり振り返りながら、ご自身の「作業」のバランスを確認できます。

●テストではありません。ありのまま、感じるままに書いてください。

楽しくお話ししましょう

氏名 _____

記入日：平成 ____年 ____月 ____日 ____曜日

★ステップ1★

きのう一日の暮らしぶりを振り返ってみましょう

起床時間	時	分	義務	願望	誰のため
就寝時間	時	分	○しなれば ならない	○したい 思っている	自分のため？ 誰かのため？
時間帯	したこと		×特になくてもよい	×特にしたい	自分と誰かのため？ どちらでもない？
朝	例)ふとんをたたむ、顔を洗うなど			思っていない	
	(中略)				

★ステップ2★

「誰のため」の数

合計 = ____個

自分のため = ____個

誰かのため = ____個

自分と誰かのため = ____個

誰のためでもない = ____個

★ステップ3★

「したこと」の数

A = ____個

○の数 = B ____個

○×の数 = C ____個

×○の数 = D ____個

××の数 = E ____個

★ステップ4★

○×の割合 $C \div A \times 10 = \frac{\quad}{\quad} \times 10 = \text{割合}$

×○の割合 $D \div A \times 10 = \frac{\quad}{\quad} \times 10 = \text{割合}$

××の割合 $E \div A \times 10 = \frac{\quad}{\quad} \times 10 = \text{割合}$

★ステップ5★

「○○」の割合

「×○」の割合

「××」の割合

★ステップ6★

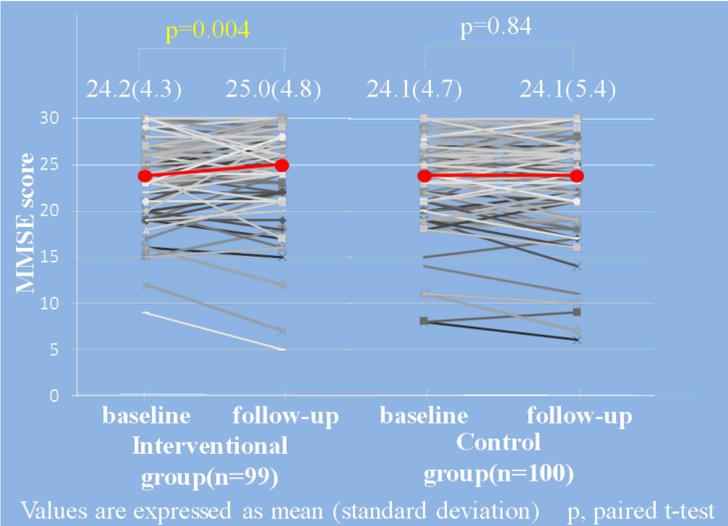
●あなたの作業/バランスのタイプを調べてみて、いまの暮らしについて、どう感じますか？

●どこか変えてみたいところはありますか？

The participants classify their tasks and calculate the percent for each classified task in steps 1-4 for the purpose of looking back on the previous day's tasks. Then, the participants visualize activity balance and describe their feelings in steps 5-6.

4: Results and Discussion

- Cognitive function was better in the intervention group than in the control group after the study period.
- Activity of daily living (ADL) and depressive status were not changed.
- During the study period, many participants tried to write letters and use a calculator in exercise of addition/division, although some assistance was needed.
- 40% of the participants wished this home visit continued.



5: Conclusions and Way Forward

- Our home visit program has shown to be beneficial to sustain community health care and support for older people.
- Sustainability of the effects of this program needs to be further assessed.
- A follow-up epidemiological study is being planned to validate the results.

Reference

Ukawa S et al. A randomized controlled trial of a Functioning Improvement Tool home-visit program and its effect on cognitive function in older persons. Int J Geriatr Psychiatry (2011)

6: Acknowledgment

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