

# IP2

## TRAINING PROGRAM

### FOR QUALITY OF LIFE AT HOME



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## MODULE 1: MODELS, METHODS AND KNOWLEDGE OF CARE

Keywords: person-centred approach; human-centred care; gentle care; validation; individualised care

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Professional carers with no previous training in caregiving, mostly migrant (initial training and in-service training)
- Family carers (initial training and in-service training)
- Volunteers (initial training and in-service training)

### Trainers (skills/profile):

Geriatrician, gerontologist, psychologist, social worker, sociologist and pedagogue trained in the person-centred approach, gentle care and good treatment.

### Purposes and goals (knowledge, skills, attitudes):

#### Purpose 1: To know the different models and methods based on person centred care

##### Specific Objectives

- to know the principles and methods of the person-centred approach
- to know the principles and methods of “bientraitance”
- to know the principles and methods of “gentle care”

**Purpose 2: To understand the normal and pathological characteristics of the aging process.**

Specific Objectives

- to know how to differentiate between the major cognitive-behavioural syndromes

**Purpose 3: To reflect on the professional experience of care, the relationship of care and care at home in the light of the models and methods proposed.**

Specific Objectives

- to interpret the problematic behaviours of the cared-for person and translating them into needs

**Purpose 4: To adopt a person centred relational approach, in a multidimensional perspective, including all basic needs.**

**Specific Objectives**

- to observe the person as a whole, recognising their potential, preferences and interests
- to know how to deal with specific life issues

**Contents:**

- The representations of old age and the elderly in our society (the myths of old age)
- The evolution of "care": historical perspective and social representations
- Approaches to the care relationship
  - The person-centred approach: issues and implications
  - The "bienveillance": issues and implications
  - Gentle care: issues and implications
  - Validation: issues and implications

the following content should be selected according to the needs of the learners

### The normal and pathological aging process

- Cognitive and psychic aging.
- Normal and pathological aging.
- Successful aging.
- The evolution of aging in the future.
- Sociological and demographic data.

### The consequences of aging

- The fragility of the elderly.
- The characteristics of the older person's illnesses..
- The expression of symptoms specific to older people.
- The geriatric patient: reserve and adaptation.
- Functional autonomy and its importance.

### The major cognitive behavioural syndromes

- Neuro-degenerative syndromes.
- Cognitive and associated behavioural disorders.
- The organisation of daily care and support.
- Confusional syndrome: care interventions and reassuring attitudes.
- The depressive syndrome and the suicidal risk: their particularities in the elderly.

### Specific life issues

- The notions of consent and assent.
- Rights and freedoms, the trusted person, advance directives.
- Sexuality.

## The grieving process, death.

- 

## Description of the training activity (methods, tools, timing, spaces):

- *Brainstorming* on aging/disability (oral or written).
- Deductive sequence of choice: starting from the analysis of beliefs, experiences, cases or problems to arrive at models
- Case studies in small and large groups.
- Active pedagogy based on a given problem in small groups.
- Tools: multimedia support (tools for collective writing, tools for presenting content)

**Recommended number of participants:** 25 max

**Recommended duration:** min 4- max 16 hours

**Spaces:** room equipped with video projector and movable chairs/online platform for online training.

## Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

### Diagnostic assessment :

- Brain storming

### Formative evaluation :

- Observation of group activities
- Discussion

### Final assessment (of learning) :

- Questionnaire/test on theoretical elements

- Case study for the application of the theory
- Assessment questionnaire after 3 months

## References

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#### Background references

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#### Practical tools:

- Feil, N. (1991). *Validation Therapy. Serving the Elderly* (1st ed., pp. 89-116). CRC Press. 10.4324/9781315129181-6
- Feil, N. (1993). *The Validation breakthrough: Simple techniques for communicating with people with "Alzheimer's-type dementia."* Health Professions Press.



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- Dujardin Kathy, Lemaire Patrick. (2008) Neuropsychologie du vieillissement normal et pathologique
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- Adewole Ajadi Michaël. (2020) Maladies neurodégénératives: Les maladies neurodégénératives et leurs effets sur les conditions mentales et physiologiques de l'homme. Scienza Scripts.

Outils pratiques :

- Feil Naomi. (2005). Validation: La méthode de Naomi Feil
- De Klerk Vicly-Rubin, Feil Naomi. Validation, mode d'emploi: La méthode en pratique. Des techniques simples pour communiquer avec les personnes atteintes de maladie d'Alzheimer ou démences apparentées

## References in Italian: a proposal

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Herramientas prácticas:

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## MODULE 2. HOW TO DO: PROFESSIONAL TOOLS, CARE ACTIVITIES AND NON-PHARMACOLOGICAL ACTIVITIES AT HOME

Keywords: promoting autonomy; empathic care; person-centred approach; individualised care; meaningful activities; good life

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Professional carers with no previous training in caregiving, mostly migrant (initial training and in-service training)
- Family carers (initial training and in-service training)
- Volunteers (initial training and in-service training)

### Trainers (skills/profile)

- Nurse, physiotherapist, occupational therapist, psychologist, social worker). Trainers with knowledge in: care for people in a dependency situation, aging and health issues, personal and social autonomy skills, Person-Centred Care.

## Purposes and goals (knowledge, skills, attitudes):

### Purpose

To acquire the basic knowledge and skills for the home care of people in need of support, applying strategies and procedures that respect their identity and promote their personal autonomy.

#### Specific objectives

- To acquire technical skills for physical interventions for people with social and health care needs.

To acquire competences for psychosocial home care interventions for people with social and health care needs.

### Contents

The contents will be selected according to the learning needs of the different profiles. The contents should be aimed at the promotion of individual autonomy.

#### **Technical skills for physical carework procedures (according to learners' roles and responsibilities)**

- Healthy hygienic habits, necessary products and materials. Personal cleanliness and appropriate clothing according to the user's tastes.
- Nutrition and intake: correct administration of food and collection of excreta for subsequent elimination.
- Preparation of menus in accordance with the dietary and nutritional prescription and the user's tastes.
- Mobilisation of the person using the necessary technical aids: change of posture, support for getting up, support for lying down.

- Carrying out activities for the maintenance and improvement of physical abilities, complying with safety and comfort conditions.
- Promote the use of beauty care by the individual
- Basic nursing techniques
- Preparation and administration of medicines by different routes, application of cold and heat treatments in accordance with established guidelines and personalised care plan.
- Accident prevention and first aid techniques

### **Competences for psychosocial (carework)**

- Basic cultural aspects of the care setting: elderly care, hygiene and nutrition (cooking), relationship with the person and the family, language.
- Personalisation: getting to know the person as a whole, valuing and helping to remember their identity and what is meaningful to them.
- Observation capacity to identify changes in health and moods.
- Identification and promotion of capacities and strengths
- Meaningful activities: promoting and facilitating the participation of the person in activities that are meaningful to them. A meaningful life. Strategies for carrying out meaningful activities and social relationship and networks
- Promoting autonomy: facilitating choices and respecting people's decisions.
- Social, emotional and technical skills: empathy, communication skills, coping with emotions, teamwork, management of complex situations, flexibility, initiative, adaptability, respect for decisions, respect for the intimacy and privacy of persons, balance between safety and risk.

Fundamental cultural aspects of the care setting: empathic care of the elderly, hygiene and nutrition (cooking), relationship with the person and the family, language)

## Description of the training activity (methods, tools, timing, spaces)

- Lectures by experts
- Multimedia tools
- Case based workshops
- Reflection and analysis of real experiences
- Exchange and analysis of good practices
- Role Playing
- Learning by doing
- If possible Work Based Learning (Dual training)

**Recommended number of participants:** 25 max

**Recommended duration:** min. 8 max. 20 h

**Spaces:** Room equipped with support products: stretcher or bed, wheelchair, crutches, etc.

## Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable)

### Initial evaluation:

- The trainees reflect on their current knowledge, skills and attitudes about care.

### Intermediate evaluation:

- Observation of group activities
- Discussion and reflection on what has been learnt

### Final Assessment:

- Questionnaire/test on theoretical elements

- Discussion and reflection on what has been learnt, the meaning of care and our attitude towards the person in need of support
- Case study: Analysing and proposing solutions for a specific care situation
- Test after 3 months.

## REFERENCES:

### References in English: a proposal

#### Background references

- Level, E., Aguilar Ondarza, I., Ketelaar, P., Patterson, A., Anderson Eglantina Kumaraku, A., Stylianou, M., Falkenstein, M., Klasen, S., Gianoullis, C., Vogt, W., Chondrou, G., & Io Bianco, R. (2019). TRAINING TOOLKIT for MIGRANT CARE WORKERS Migrants take Care-Enhancing the employability Skills of Migrant Care Workers. [www.migrantstakecare.eu](http://www.migrantstakecare.eu)

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#### Sites internet :

- <https://www.monalisa-asso.fr/>



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#### Herramientas prácticas

- Content.- Meaningful activities
  - Buiza C. y Diaz-Veiga P. (2020). Guía para facilitar la realización de actividades cotidianas significativas con personas con demencia <https://www.matiainstituto.net/es/publicaciones/guia-para-facilitar-la-realizacion-de-actividades-cotidianas-significativas-con>
  - Matia Fundazioa (2021). - '¿Cómo quiero...?' en momentos COVID <https://www.matiainstituto.net/es/publicaciones/como-quiero-en-momentos-covid>
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## References in Finnish: a proposal

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- Hyvä ympärivuorokautinen hoito (2014). [Hyvä ympärivuorokautinen hoito \(kaypahoito.fi\)](#)
- Hyvärinen, Soili (2013) Etäomaishoitajien kokemuksia hoivasta. Pro Gradu. Yhteiskuntatieteiden ja filosofian laitos. Jyväskylän yliopisto. [Etäomaishoitajuus \(jyu.fi\)](#)

### Käytännön oppaat

- [Maahanmuutto ja kulttuurinen moninaisuus - THL](#) THL:n nettisivuilta pääsee rekisteröitymään verkkokouluihin: Monikulttuurisuus asiakastyössä -verkkokoulu on tarkoitettu sosiaali- ja terveydenhuollon ammattilaisille, jotka kohtaavat työssään asiakkaita eri kulttuureista. Verkkokoulua voivat hyödyntää myös muut, jotka ovat tekemisissä eri kulttuureista tulevien kanssa.
- [Työn tueksi - Maahanmuutto ja kulttuurinen moninaisuus - THL](#) Näiltä sivuilta löydät tietoa työn tueksi, joka soveltuu Suomeen muuttaneiden parissa työskenteleville eri alojen ammattilaisille.

## MODULE 3: PROFESSIONAL TOOLS FOR INVESTMENT AND HOME IMPROVEMENT

Keywords: context awareness; smart home; human-machine interaction; welfare technology; smart technology at home; technology for elderly

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Professional carers with no previous training in caregiving, mostly migrant (initial training and in-service training)
- Family carers (initial training and in-service training)
- Volunteers (initial training and in-service training)

### Trainers (skills/profile):

Professionals from the gerontological sector - Occupational therapists - Home automation professionals - Social and private landlords, associations, institutions, building professionals, interior designers, training centres for home help...

## Purposes and goals (knowledge, skills, attitudes):

### **Purpose 1: Acquire knowledge and skills to promote living at home in a way that respects the environment and the person's habits.**

Specific Objectives :

- To know how to offer support and responses adapted to the person's individuality.
- To know how to remove the psychological obstacles to home improvement
- To understand the potential and limitations of housing in terms of mobility within the home and prevention of falls.
- To know how to adapt the home to the person's well-being
- To use artificial intelligence tools to improve wellbeing in the home: home improvements through advances in home automation.
- To enable better adaptation of housing in order to reduce the risk of accidents in everyday life and to simplify daily life

### **Purpose 2: To promote the autonomy and participation of the person supported in/through the activities of daily life while respecting his/her dignity and abilities.**

Specific Objectives:

- To know how to take into account all the determinants (psychological, social, historical and environmental) of the person's situation so as to consider them in their uniqueness.
- To know how to stimulate the person sensorially and visually through activities and the organisation of their environment.
- To mobilise leisure, humour and creativity.

## Contents:

**The importance of housing, the environment and the living environment for a person's well-being.**

**Diagnostic tools for the initial situation of the dwelling and the environment. These tools aim to take particular account of :**

- The person, the cohabitation unit and their needs.
- Cultural aspects and personal preferences in home design and decoration
- The support network for the older person.
- Environment: rural, city, town, village, flat, house. Identification, characteristics and resources available
- Capacities and needs of the person related to the the environment (house, environment and neighbourhood)
- Assessing potential in the home and identifying barriers to falls

### **Home adaptation**

- Recommendations: build a balance between safety, comfort, functionality, accessibility and aesthetics of the home.
- The home in its external environment, neighbourhood and village, participation in the community. Services of proximity and of the environment, of the community.
- Exchange with the person what could be the minimal transformation proposals of the dwelling to remove these obstacles.
- Make concerted proposals around lighting, colour, furniture, temperature... to make the home even more comfortable and welcoming where appropriate.
- Artificial intelligence tools - home security (smoke, gas, water detectors), remote control alerts, energy saving etc.

### **Other accommodation models**

#### **Description of the training activity (methods, tools, timing, spaces):**

- Lectures from the experts
- Virtual presentations, videos and visits to get to know different environments

- Deductive sequence of choice: starting from the analysis of values, experiences, cases or problems to arrive at models
- Case studies and reflection in small and large groups.
- Active pedagogy based on a given problem in small groups.

**Recommended number of participants:** 25 max

**Recommended duration:** min 4- max 16

**Spaces:** room equipped with video projector and movable chairs/online platform for online training.

Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

**Diagnostic assessment:**

- Brainstorming

**Formative evaluation:**

- Observation of group activities
- Discussion

**Final assessment (of learning):**

- Questionnaire/test on theoretical elements
- Case study for the application of the theory

## REFERENCES

### References in French: a proposal

- Bonin, C. (2014). Personnes âgées et acceptation des aménagements du domicile. Institut de Formation en Ergothérapie. Disponible: [https://ifpek.centredoc.org/doc\\_num.php?explnum\\_id=1182](https://ifpek.centredoc.org/doc_num.php?explnum_id=1182)
- Bonne, B., Meunier, M. (2021). Bien vieillir chez soi, c'est possible aussi. Rapport d'information n° 453. Disponible : [http://www.senat.fr/rap/r20-453/r20-453\\_mono.html](http://www.senat.fr/rap/r20-453/r20-453_mono.html)
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- [Kotona asumisen teknologiat ikäihmisille -ohjelma \(KATI\) - THL](#) Kotona asumisen teknologiat ikäihmisille (KATI) -ohjelma edistää uusien teknologioiden hyödyntämistä kotona asumisessa, kotihoidossa ja kotiin tuotavissa palveluissa.
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## MODULE 4: TECHNOLOGY TRANSFORMING CARE

Keywords: human-centred technology; ethics; empower, facilitating technology; change of carework, digital agency

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Professional caregivers, carers with no previous training in caregiving, mostly migrant (initial training and in-service training)
- Family carers (initial training and in-service training)
- Volunteers (initial training and in-service training)

### Trainers (skills/profile):

Professional with knowledge on welfare technologies in use, on future prospects, and their impacts on human activities and interaction

### Introduction

The purpose of the module is to enhance capabilities of the caregivers to implement welfare technology to care work in an ethical and human-centred way, thus in such a way that the elderly persons may also be able to choose what kind of technology is used in their care. The idea is to be able to experiment with welfare technology, evaluate its impact on the work of caregivers, elderly people and their relationships (Hyytinen, Saari, Elg, 2019).

Human agency refers to being able to influence and make intentional decisions as human beings. It is important in this module for avoiding technology-determinism and enhancing human agency, when welfare technology is implemented to the living conditions of the vulnerable people.

## Purposes and goals (knowledge, skills, attitudes):

### **Purpose 1.Ethics: Recognizing what is ethics about in using welfare technology in elderly care and what are the future directions of welfare technologies and their impact on human lives**

Specific Objectives :

- To be able to understand the ethical principles of using different kinds of technologies in care (such as legal rights for privacy, or self-determination etc.)
- To become aware of welfare technologies, which increase elderly peoples' possibilities to autonomous, good life and their inclusiveness to society and social relationships

### **Purpose 2.Change of care work: Understanding what kinds of technologies in care exist in the market, and how they change the relationship between caregivers or professionals and their clients**

Specific Objectives:

- To be able to guide elderly people to use such welfare technology in an ethical way
- To be able to ensure ethics and security of the technology in elderly care context
- To become aware of the responsible role the professionals have in implementing, and maintaining the care technologies and how they influence on job descriptions, roles and professional identity of the caregivers

**Purpose 3.Human agency in using the technologies: Developing professional expertise in implementing and using technologies to improve agency of the elderly, circumstances for good life and their inclusiveness to the society. Developing a professional's capability to inspire and guide elderly people to try new technologies.**

Specific objectives:

- To learn how to design services that utilise technology as a tool and how to reshape a better everyday life and a hopeful future and experiences for the elderly.
- To be able to conduct evaluation practices of technological experiments in the care work community.

**Contents:**

**Ethics:**

- Latest research findings about the value basis, future directions of care technologies and their benefits and impact in elderly care
- Technology has to:
  - Support the human agency, be user-friendly, adaptive in everyday life, well-functioning and versatile.
  - Support physical, mental and cognitive health and wellbeing
  - Support interaction, creativity and co-creation
  - Be kind, safe, ethical, accessible, hygienic and sustainable.
- Ethical principles in EU level, in implementing and using care technologies

### Change of care work:

How different technologies change care work; what kinds of significance they have and for what kinds of purposes they are applied. It is possible to consider the following points at individual or/and organisational/system level.

- Organising work and reporting: Enterprise resource planning systems, (ERPs), patient record systems
- Mobile and telecare: Safety devices, access control, wellbeing monitoring, medicine dispensers, video devices for contacting
- Assisting technology for the elderly and for care: Personal lift devices and aids at home, automatic food heating devices
- Focus particularly to interaction and social support: teleconference applications, rehabilitation technology, tools enhancing and activating human agency, social media, social robotics, simulation technology, technology for creating experiences from nature, environment and memories

### Human agency in using technologies:

- An inspiring, encouraging and experimental approach to use and guide the use of technology
- From experiments to practice, human-centred evaluation of technological experiments

#### **Description of the training activity (methods, tools, timing, spaces):**

Timing: 15-20 hours

Tools: Computer-aided learning devices, big screen, computer, network etc.

Spaces: Common room for discussions, online working possibility

#### **Ethics:**

##### **New knowledge and its reflection**

- Lectures from the experts
- Reflective discussion and debate on ethical principles of technology use

### Change of care work:

### **Learner-based workshops**

- Case studies, demonstrations of different technologies, group- or pair-work
- Problem-based learning
- Learner-based case-study method
- Virtual presentations, videos and visits to get to know different technologies
- **Instruction to the group work**

*Each group chooses one technology, which demonstrates or presents a use situation in the elderly care as a ready-made or self-made video, interview few users of the technology and point out pros and cons of the technology or organise a debate on how the technology enhances good living of the elderly.*

### **Human agency in using technologies:**

#### **Successful and inspiring technology use**

Case studies and reflection (Service First! webinar: Does technology facilitate good life for the elderly? 17.9.2021 Forthcoming video from the Finnish team)

**Developmental evaluation method and practices in the care work community** From experiments to practices – testing the developmental evaluation method for a chosen type of technology to learn the method for continuous practice

### Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

#### **Initial evaluation:**

- Evaluation is based on developmental evaluation.
- Pre-task for the module:
- Learners themselves observe, record or describe the state of art in using technologies in the work community

## Intermediate and final evaluation:

During the module and workshop:

- Reflection on what they have learned from their own group work and what from the cases of others.
- Reflection on what kind of technologies could or could not be applied in one's own work community.

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ETHICS, Regulations

- General Data Protection Regulation, GDPR: <https://gdpr.eu/>
- EU' s Ethics guidelines for trustworthy AI. (Guidelines can be uploaded with all European languages):
- [https://ec.europa.eu/knowledge4policy/publication/ethics-guidelines-trustworthy-ai\\_en](https://ec.europa.eu/knowledge4policy/publication/ethics-guidelines-trustworthy-ai_en)
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[https://www.jyu.fi/it/fi/tutkimus/julkaisut/tekes-raportteja/terveys\\_ja\\_hyvinvointiteknologian\\_mahdollisuudet\\_verkkoversio.pdf](https://www.jyu.fi/it/fi/tutkimus/julkaisut/tekes-raportteja/terveys_ja_hyvinvointiteknologian_mahdollisuudet_verkkoversio.pdf)
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### **Elderly people as users of technology**

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### **Innostava teknologian käyttö/ Successful and inspiring technology use**

**Service First! webinar:** Does technology facilitate good life for the elderly? 17.9.2021 Speakers: CEO Ulla Broms, Foibekartano care home, Head of services Sirpa Impinen, Kustaankartano care home and researcher Vilja Rydman, Finnish Institute of Occupational Health (Forthcoming video from the Finnish team)

### **Audio- ja videoresurssit/ Audio and video resources**

### What kinds of technologies exist in elderly care, examples:

- Organizing work and reporting: Enterprise resource planning systems, (ERPs), patient record systems
- Mobile and telecare: Safety devices, access control, wellbeing monitoring, medicine dispensers, video devices for contacting
- Functional at home. An intelligent medicine dispenser in South Carelia in Finland home care, in cooperation with Axitare. In Finnish.  
<https://www.youtube.com/watch?v=lpTxTagZrvQ>
- Assisting technology for the elderly and for care: Personal lift devices and aids at home, automatic food heating devices etc
- Smarthome technologies: [Älykoti esittelyssä - YouTube](#) (in Finnish)

### Technology enhancing interaction and social support:

- Jeti-tablets, technology for exercising, in Myyrmäki elderly care center:  
<https://www.youtube.com/watch?v=qHxy8N1T42Q> (in Finnish)
- Researchers introduce game technology for the elderly and in their everyday life (University of Eastern Finland) <https://www.youtube.com/watch?v=7rfQ6vh0YCw> (in Finnish)
- Case Helvi, who uses medicine dispenser robot, menu-mat, videocalls, and safety technology at home. <https://www.youtube.com/watch?v=b39XKzwFd0Y>
- Materials from “The Learning and Welfare Technologies for the Elderly” project about technological solutions to support the well-being and living at home of older people with memory problems. <https://archive.uef.fi/fi/web/ikaote/materiaalit/> (in Finnish)
- A short video introduction to welfare technologies made by Savo Vocational College: <https://www.youtube.com/watch?v=c-yEWaGPZP8> (in Finnish)
- The use of robots in welfare services is increasing. What experiences have been gained, and what does the future look like? In this video, Marja Hietanen talks about experiences of care home customers and personnel concerning the use of Zora robot.

The video has been produced at Lappeenranta University of Technology, Lahti Unit, as part of the project “Robots and the future of welfare services <https://www.youtube.com/watch?v=hakPY00PqHw> (in Finnish, English subtitles)

- Benchmark Senior Living at Plymouth Crossings uses robotic pets to help brighten the mood of elderly residents, while also stimulating cognitive function. VICE News goes and finds out what that looks like. [Robotic Pets Are Helping Dementia Patients \(HBO\) - YouTube](#)
- An interactive wall at Kustaankartano Senior Center [Elämysseinä Kustaankartanossa 27.2.2020 - YouTube](#) (in Finnish)
- An example of use of simulation and virtual environment: <https://www.youtube.com/watch?v=CVbmhin5vZY> (in Finnish)
- Lea Hennala, Satu Parjanen, Riika Saurio, Satu Pekkarinen, Hilikka Laakso ja Helinä Melkas 2021. Robotit työvälineeksi hyvinvointipalveluissa: innovaatioiden sujuttamisen opas. ISBN 978-952-335-642-9 (PDF) [Robotit työvälineeksi hyvinvointipalveluissa: innovaatioiden sujuttamisen opas \(ROSE, 2015–2021\) \(lut.fi\)](#) (In Finnish)

### Developmental evaluation method and practices in the care work community

From experiments to practices – testing the developmental evaluation method for a chosen type of technology to learn the method for continuous practice

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- Human-centered co-evaluation method, workbook and guide for the facilitator (Forthcoming in English from the Finnish team) Kokeilut käytäntöön -työkirja [Kokeilut käytäntöön - Ihmislähtöinen arviointi | Työterveyslaitos \(ttl.fi\)](#)

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- Tecnologie multimediali per anziani: dalla stimolazione cognitiva alla partecipazione sociale attraverso la scoperta di nuovi apprendimenti <http://www.handimatica.com/wp332it/eventi/tecnologie-multimediali-per-anziani-dalla-stimolazione-cognitiva-alla-partecipazione-sociale-attraverso-la-scoperta-di-nuovi-apprendimenti/>

#### Risorse audio e video

#### Video e contenuti per la formazione provenienti da esperienze di ricerca e innovazione per ASPHI Onlus:

- Kinect per la riabilitazione motoria e cognitiva <https://www.youtube.com/watch?v=r3k6BMVoG5U>
- Nuove interfacce (NFC) [https://www.youtube.com/watch?v=kYnJ\\_nUkpLs](https://www.youtube.com/watch?v=kYnJ_nUkpLs)
- Spotify accessibile (NFC) [https://www.youtube.com/watch?v=RGpXjSp-QMI&list=PLt7qDbkyR9nXh1zL\\_nM2SOK\\_6WI4fDM4d&index=4](https://www.youtube.com/watch?v=RGpXjSp-QMI&list=PLt7qDbkyR9nXh1zL_nM2SOK_6WI4fDM4d&index=4)
- Nuove interfacce (bottoni) <https://www.youtube.com/watch?v=ipyucn1Thcs&list=PLt7qDbkyR9nWefRj0ektKLMt-djtw-7xJb&index=2>
- Click4all (unboxing) <https://youtu.be/pKT4rbgy7bY>

- Click4all (esempi uso) <https://www.youtube.com/watch?v=S45IvfGByNQ>
- Videogames4all a Montecatone <https://youtu.be/8bdyp6S45CI?mute=1>
- Riabilitazione ICT <https://www.youtube.com/watch?v=TVxBF0HNhQ0>
- Tele-Riabilitazione (progetto HEAD) <https://www.youtube.com/watch?v=rRiOGnL4a0g&t=64s>

### **Tecnologie multimediali e ausili per persone anziane con fragilità:**

- Comunicazione - Cos'è la CAA [https://www.youtube.com/watch?v=YCPYf\\_DQflo](https://www.youtube.com/watch?v=YCPYf_DQflo)
- Comunicazione - CAA con tastiera e sintesi vocale <https://youtu.be/Wg9HwK8Mv5A>
- Comunicazione - CAA con tablet <https://youtu.be/9q6gm4e7Cew>
- Simulazione: Come se... - VideoComunicazione <https://youtu.be/JbuHmOn-fME>
- Allenamento cognitivo e motorio - Ascoltalibri <https://www.youtube.com/watch?v=RkntIXVZlhw>
- Allenamento cognitivo e motorio - Abbina parole - immagini <https://www.youtube.com/watch?v=eIYRQXdokD0>
- Allenamento cognitivo e motorio - Memory multimediale <https://www.youtube.com/watch?v=QeeITDEKgUI>
- Allenamento cognitivo e motorio - Tastiera normale? <https://youtu.be/E-ULt4T0rKY>
- Allenamento cognitivo e motorio - Giocare ai videogiochi? <https://www.youtube.com/watch?v=XYwJIH7bYZw>
- Memoria biografica e reminiscenza - LSW - Mappe Virtuali <https://youtu.be/BqNsPmDjdP8>
- Memoria biografica e reminiscenza - LSW - Life Story Work <https://youtu.be/F9izkqcRKIE>

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### Ressources audio et vidéo

- L'observatoire des seniors : <https://observatoire-des-seniors.com/category/numerique/numerique-objets-connectes/>
- La domotique pour les personnes âgées en perte d'autonomie : <https://www.essentiel-autonomie.com/adapter-logement/domotique-service-personnes-perse-autonomie>
- Ernesti : <https://ernesti.fr/2021/03/24/nouvelles-technologies-personnes-agees/>



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[https://www.fundacionpilares.org/wp-content/uploads/2020/09/paravivirbienencasa\\_completo.pdf](https://www.fundacionpilares.org/wp-content/uploads/2020/09/paravivirbienencasa_completo.pdf)



## MODULE 5: WELLBEING OF THE CAREGIVER AND COPING STRATEGIES

Keywords: work-related wellbeing; work engagement; psychosocial risk factors; work-related stress; burnout; ethical stress; palliative care; coping strategies

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Professional carers with no previous training in caregiving, mostly migrant (initial training and in-service training)
- Family carers (initial training and in-service training)
- Volunteers (initial training and in-service training)

### Trainers (skills/competence)

Psychologist or Social worker with knowledge and experiences in psychosocial risk factors assessment and/or prevention.

### Purposes and goals (knowledge, skills, attitudes):

#### Purpose 1: to improve the role modelling of carers.

Specific Objectives:

- to recognize the main rules related to professional ethic and professional deontology
- to know/recognize one's responsibility in self-care and its importance in the care of others
- to know/understand the main characteristics of the carer role
- to acquire competences related with self management, creativity and problem solving in care work (employee driven innovation)
- to know/understand the main characteristics of the person with dementia-carer relation

- to know/understand vulnerable people's rights and embed them in the care, identifying the situations in which such rights are most commonly neglected .

## **Purpose 2: to improve skills related with stress and burnout management**

### Specific Objectives:

- to know/ recognize the role of job resources into the energising process of the work engagement
- to know/ recognize the factors that can improve work engagement
- to know/ apply at least one of the individual strategies presented to activate positive gain spirals at work
- to know/ recognize the main work-related risks factors (physicals, biological, mechanical, etc) in the home environment
- to know/ recognize the main psychosocial risks factors (i.e. work/care-life balance) in the home care
- to know/ recognize the work/care-related stress characteristics
- to know/ recognize burnout characteristics
- to know/ identify the causes, symptoms and the emotional effects of stress and burnout (physical, psychological, etc.)
- to know/ recognize the coping strategies characteristics
- to know/ apply individual strategies to reduce symptoms of stress/burnout (physical, psychological, etc.)
- to know/ identify the impact of end of life and loss on caregivers

### Contents:

- Employee driven innovation: self-management, creativity and problem solving in care work
- Professional ethics and deontology (professional confidentiality)
- End-of-life and support role of professionals in preparation for loss
- Preventive strategies of professional risks (burnout, accidents...)
- Work engagement and positive gain spirals at work (those who possess resources are more capable of gain and, initial resources gain begets future gain thus generating “gain spirals”)
- For professional carers: strategies for work-life balance, professional life, working between peers
- Working in emergency/disruptive situations (for example: Covid)

## Description of the training activity (methods, tools, timing, spaces)

### Methods:

Lectures, brainstorming and Videos in order to transmit theory pills

Case studies, Video analysis, Role playing and specific simulations, Workshop, Group work (problem-based learning) and Discussion/Debate in order to train learners into the analysis of stressful/wellbeing situations, self-monitoring, self-assessment and develop their own skills.

### Tools:

- Video projector
- Video
- Computer
- Camera recorder
- Flipped chart
- Etc.

### Recommended number of participants:

8-16 participants each instructor

### Timing:

15/20 hours

### Spaces:

Room with movable chairs

Wifi Connection

## Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

### Initial evaluation:

brainstorming about the role of carer and about stress and burnout management (oral or written), (for professional carers: pre-test on work engagement)

### Intermediate evaluation:

Observation of the different activities and discussions

### Final evaluation:

Questionnaire about different contents. Role playing and specific simulations, (for professional carers: post-test on work engagement)

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### References in English: a proposal

#### Background literature

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- Marisa Salanova, Susana Llorens, Eva Cifre and Isabel M. Martinez. We need a Hero! Toward a Validation of the Healthy and Resilient Organization (Hero) Model: *Group Organization Management* 37(6) 785-822, 2012
- Tuisku et al (2012) Cultural leisure activities and well-being at work: A study among health care professionals Cultural leisure activities and well-being at work: A study among...: Ingenta Connect Example of health care workers and work engagement.

#### Practical tools

- Content 5.- TEST. This is a work-engagement test in Finnish from FIOH netpages, which has had over 100000 participants answering it. <https://www.ttl.fi/tyon-imu-testi/>
- Content 6.- Cahier d'exercices.- Caring, looking after yourself and feeling good. Rodríguez et al (2014) Cuidar, cuidarse y sentirse bien. [https://www.fundacioncaser.org/sites/default/files/guia fpilares cuidar-cuidarse-y-sentirse-bien.pdf](https://www.fundacioncaser.org/sites/default/files/guia_fpilares_cuidar-cuidarse-y-sentirse-bien.pdf)

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- Fraccaroli, F. e Balducci, C. (2011). *Stress e rischi psicosociali nelle organizzazioni*. Il Mulino.
- Flin, R., O'Connor, P., e Crichton, M. (2010). *Il front-line della sicurezza*. Hirelia Edizioni (Capitoli: Gestione dello stress e Affrontare la fatica, pp. 187-244)
- Marini, F. & Mondo, M. (2008). *Il benessere nei contesti lavorativi e formativi*. Carocci

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### Referencias de base

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- Guía de autocuidado y cuidado para personas cuidadoras familiares de personas mayores en situación de dependencia. SSI (2011) <http://www.acpgerontologia.com/documentacion/guiaautocuidadoycuidadoserviciointegrados.pdf>

## References in French: a proposal

### Références de base

- Donnio, I. (2021). Aider et vivre avec une personne vivant elle-même avec une maladie d'Alzheimer : spécificités, conséquences et aspirations. Dans : Jean-Jacques Amyot éd., *Les aidants entre solidarités privées et politiques publiques* (pp. 201-236). Toulouse: Érès. <https://doi.org/10.3917/eres.amyot.2021.01.0201>
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- Faury, S. & Quintard, B. (2020). Interventions spécifiques relatives au burn-out des aidants. Dans : Moïra Mikolajczak éd., *Burn-out professionnel, parental et de l'aidant: Comprendre, prévenir et intervenir* (pp. 295-302). Louvain-la-Neuve: De Boeck Supérieur. <https://doi.org/10.3917/dbu.mikol.2020.01.0295>

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Sites internet :

- Associations Française des aidants : <https://www.aidants.fr/>

## References in Finnish: a proposal

Käytännöllistä tietoa

Työterveyslaitoksen sivuilta löytyy paljon ohjeita ja vinkkejä työhyvinvoinnin ylläpitoon ja kehittämiseen, esimerkiksi:

- [Hoitotyö on aivotyötä | Työterveyslaitos \(ttl.fi\)](#)
- [Palveleva johtaminen työpaikan kulttuuriksi | Työterveyslaitos \(ttl.fi\)](#)
- [Työelämä ja mielenterveys | Työterveyslaitos \(ttl.fi\)](#)

Ammattiliittojen sivuilta löytyy työhyvinvointioppaita

- SuPerliitto [Työhyvinvointi hoitotyössä - SuPer \(superliitto.fi\)](#)

- JHL, Julkisten hyvinvointialojen liitto [vanhustyön ammattilaisen opas jhl.pdf \(directo.fi\)](#)



## MODULE 6: INTERACTION AND COMMUNICATION

Keywords: diversity, solving conflicts, inclusive communication, accessibility, empathic interaction, equality, multi-channel communication, written language

### Target group

- Professional caregivers (initial training for students and in-service training)
- Professional carers with no previous training in caregiving, mostly migrant (initial training and in-service training)
- Family carers (initial training and in-service training)
- Volunteers (initial training and in-service training)

### Trainers (skills/profile) :

Psychologists, Social workers, Professional nurses, researchers, etc. Trainers with knowledge on communication and interaction in diversity, accessibility, elderly care and different communication methods, conflict management

### Purposes and goals (knowledge, skills, attitudes):

#### Purpose 1: To promote ethics and empathy when interacting and communicating in the caring process

Specific Objectives :

- To promote supportive communication for counselling and enhancing the users' own agency/choice, for participating in , one's own care, quality of life and society
- To recognize and understand the importance of verbal and non-verbal communication and the value of empathy in daily interactions with the cared person, family and environment, co-workers and other professionals.

- Learn to express observations, feelings, needs and requests in a respectful way with others and to oneself (see ref. nvc)
- To Develop empathy as care competence and good ways of communicating between carers and elderly people and between colleagues
  - Learn how to communicate in a positive way, to understand the meaning of humour and joyful/positive experiences for the good quality of life. Learn how to create a shared and participatory climate in communication.

**Purpose 2: to take into account different degrees of cognitive and physical abilities, value diversity and equality, in all communication and interaction**

Specific objectives:

- To understand the importance and to learn the basics of accessible language (mediated by possible tools such as Alternative Augmentative Communication or iconic language) and usability
- To understand that communication and interaction is multi-channelled and diverse (spoken, non-spoken, digital, close contact, the meaning of touch etc);
- To develop and to adjust ways of communication according to the capacities and interests of the cared person;
- To develop and to adjust ways of communication depending on the cultural aspects (habits, regional language, religion, etc...).

**Purpose 3: to manage conflicts in the caring process.**

Specific objectives:

- To identify, analyse and face problematic situations
- To offer alternative solutions and proposals from different viewpoints (e.g. elderly, good care, good life etc...)

**Purpose 4: To facilitate formal and life-respecting written communication in the caring process**

Specific objectives:

- To recognize the importance of clear written communication in a professional way (with the team that cares for the elderly person or with the family and when reporting to patient record systems)
- To recognize the importance of person/user-centered written communication in a professional way (with the team that cares for the elderly person or with the family and when reporting to patient record systems)
- To implement written communication which includes the life story of the elderly

**Description of the training activity (methods, tools, timing, spaces):**

Tools: Video projector, video, computer, slideshow, camera recorder, flipped chart, etc.

- Timing: 20 hours
- Spaces: Room with movable chairs, WiFi connection
- Recommended number of participants: 8–16 participants each instructor

**ETHICS AND EMPATHY**

Lectures: value basis of care work, principles of nursing, legislation

Group Work (problem-based learning) and empathic interaction in care.

Simulation of interaction between caregivers and elderly people. Videorecording the simulation. Group work to analyse the interaction.

**COMMUNICATIONS IN DIVERSITY**

Video bulletin/information package of interaction and counselling methods + workshop about communication with the family

**CONFLICTS**

To learn how to confront and solve conflicts:

Videos and video analysis of real or enacted situations

Role playing and specific simulations

Debate and discourse how to confront, prevent and solve seen or simulated conflicts

## WRITTEN COMMUNICATION

Hands-on workshop with writing exercises

### Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

#### Initial evaluation:

Principles of developmental evaluation guide the design of evaluation.

Pre-task for the module: Learners themselves observe, record or describe their own state of interaction and communication.

Pre-task material is used for: Roleplaying and simulation of the interaction episodes. Reflection on communication. brainstorming about the knowledge and belief of communication (oral or written) and interaction

#### Intermediate evaluation:

Testing new ways of interacting with clients, observation of the different activities in care, discussion and reflection what has been learnt

#### Final assessment:

A developmental evaluation session: Co-evaluating how interaction has been improved and what has been the impact, learners with their peers and supervisors, and a client representative involved (if possible), discussion and reflection what has been learnt

## REFERENCES

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Background literature

#### **Research articles on empathy and care:**

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#### **Research literature on diversity and communication**

- Ferdman & Deane (2014): *Diversity at Work: The Practice of Inclusion*. DOI:10.1002/9781118764282
- Braithwaite D.O., Thomposon T.L. (ed), 1999, *Handbook of Communication and People With Disabilities: Research and Application*, Routledge, London

## Research articles on social media

- Hirvonen, H., Tammelin, M., Hämäläinen, A., & Taipale, S. 2021. Group-based messaging in Finnish residential elder care work: Taming the technology or vice versa? *New Technology, Work and Employment* 2021; 1-19.
- C. Lee Ventola (2014): Social Media and Health Care Professionals: Benefits, Risks, and Best Practices <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4103576/>

## Practical tools, videos for the training contents

### VALUES AND EMPATHY

- More time for empathy? -project [www.ttl.fi/empatia](http://www.ttl.fi/empatia)

### COMMUNICATION IN DIVERSITY

- Webinar about social media use and legislation for small businesses (in Finnish) [DigiHyöty-webinaari: Oletko sopivasti somessa? \(tieke.fi\)](https://tieke.fi/digihyoty-webinaari-oletko-sopivasti-somessa?)

### WRITTEN COMMUNICATION

- Flin, O'Connor & Crichton (2008): *Safety at the Sharp End: A Guide to Non-technical Skills*. Only the chapter "Communication". The book concerning non-technical skills for safety. These skills are the cognitive and social skills required for efficient and safe operations, often termed Crew Resource Management (CRM) skills. Many organisations are now introducing non-technical skills training, most notably within the healthcare sector. *Safety at the Sharp End* is a general guide to the theory and practice of non-technical skills for safety. This book is suitable for trainers but not for trainees.

### CONFLICTS

- **Workbook: Steps towards a compliant working community.** The workbook is intended for work communities that want to develop their interaction. The workbook helps the

work community and supervisors to look at and work together on negative, inappropriate, or disruptive behaviour. The book allows work communities to develop positive and responsible behaviour. Possibility to translate in English.

Information package:

- [Työpaikkakiusaaminen | Työterveyslaitos \(ttl.fi\)](#)
- [Työpaikan konfliktitilanteiden ratkaisut | Työterveyslaitos \(ttl.fi\)](#)
- [Työpaikkakiusaamisen nollatoleranssi -verkkovalmennus | Työterveyslaitos \(ttl.fi\)](#)
- Rosenberg, M. (2012). *Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation*. Sounds True.

#### EVALUATION

- From experiments to practices – testing the developmental evaluation method for a chosen type of technology to learn the method for continuous practice
- Toivonen, M. & Saari, E. (Eds.) 2019. Human-centered digitalization and services. Singapore: Springer. <https://www.springer.com/in/book/9789811377242>
- Hyytinen, K., Saari, E & Elg, M. Human-Centered Co-evaluation Method as a Means for Sustainable Service Innovations. Chapter 4: in Human-Centred Digitalization and Services (eds) Toivonen, M and Saari, E. 2019. Singapore: Springer. <https://www.springer.com/in/book/9789811377242>
- Human-centered co-evaluation method, workbook and guide for the facilitator (Forthcoming in English from the Finnish team) [Kokeilut käytäntöön -työkirja kokeilujen arviointiin - \(kokeilevasuomi.fi\)](#)

## References in Italian: a proposal

### Bibliografia

- Durante, L., Mazzariol, E., & Buffon, M. (2020). Strategie per l'attuazione delle Cure Fondamentali: una revisione della letteratura. *SCENARIO: Official Italian Journal of ANIARTI*, 37(4).
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### Strumenti pratici

- Callegari, A., & Sciaky, R. La comunicazione empatica.
- Clayton, J., Hancock, K. M., Butow, P. N., Tattersall, M. H., & Currow, D. C. (2007). Linee guida per la comunicazione della prognosi e di argomenti connessi alla fine della vita con adulti affetti da patologie.
- Davis, E., Higginson, I. J., Zucco, F., & Gambassi, G. CURE PALLIATIVE. <https://fondazionefloriani.eu/wp-content/uploads/docs/PDF/pubblicazioni%20ff/I-Fatti-Concreti-Le-Cure-Palliative.pdf>
- Del Piccolo, L. (2012). Comunicare con la persona anziana. *Comunicare con la persona anziana*, 309-324.
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- Tesauro, T. (2015). L'attivazione dell'anziano nelle strutture residenziali. *L'attivazione dell'anziano nelle strutture residenziali*, 72-90.

## References in Spanish: a proposal

### Herramientas prácticas

### Fases de la NVC Non Violent Communication



- <https://www.youtube.com/watch?v=bnGApoZBK-U>
- <https://www.youtube.com/watch?v=uGH5uE3vzMQ>
- <https://www.youtube.com/watch?v=iuX71wJezLs>
- [https://www.youtube.com/watch?v=P\\_wlsvA7mto](https://www.youtube.com/watch?v=P_wlsvA7mto)

## References in Finnish: a proposal

### Taustakirjallisuus

- Aaltola, E. & Keto, S. 2018. Empatia. Myötäelämisen tiede. Helsinki: Into Kustannus Oy.
- [Ohjaus ja dialoginen vuorovaikutus hoitotyössä \(oamk.fi\)](#)
- [KOHTAA MINUT. Hoitajan ja potilaan välinen vuorovaikutus - PDF Ilmainen lataus \(docplayer.fi\)](#)
- Saari, E., Koivisto, T., Koskela, I., Käsälä, M., Rydman, V., Turunen, J. 2022. Enemmän aikaa empatialle? Hoivatyön teknologiavälitteinen viestintä ja työhyvinvointi. Tietoa työstä. Työterveyslaitos. Helsinki. ISBN 978-952-391-023-2 (nid.), ISBN 978-952-391-022-5 (PDF).

### Käytännön työkalut

- Seppänen Mari 2021. Tunnetaidot voimavarana, opas Sosiaali- ja Terveysalalle. PS-kustannus.

### Konfliktien hallinta:

- [Työpaikkakiusaaminen | Työterveyslaitos \(ttl.fi\)](#)
- [Työpaikan konfliktitilanteiden ratkaisut | Työterveyslaitos \(ttl.fi\)](#)
- [Työpaikkakiusaamisen nollatoleranssi -verkkovalmennus | Työterveyslaitos \(ttl.fi\)](#)

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- de Vignemont, F. (2011). L'empathie, des réponses aux questions majeures. *Le Journal des psychologues*, 286, 16-19. <https://doi-org.distant.bu.univ-rennes2.fr/10.3917/jdp.286.0016>
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- Schiatura, L.T. (2008). La communication non verbale dans la maladie d'Alzheimer. *Psychologie et neuropsychiatrie du vieillissement*. Vol. 6 N.3 Disponible : [https://www.researchgate.net/profile/Loris-Schiaratura/publication/23253188\\_Non-verbal\\_communication\\_in\\_Alzheimer's\\_disease/links/55648e2808ae89e758fd9142/N-on-verbal-communication-in-Alzheimers-disease.pdf](https://www.researchgate.net/profile/Loris-Schiaratura/publication/23253188_Non-verbal_communication_in_Alzheimer's_disease/links/55648e2808ae89e758fd9142/N-on-verbal-communication-in-Alzheimers-disease.pdf)

#### Revue Pratiques:

- Alenvi, G. B. (2020). Du temps pour l'empathie ? *Revue Doc'domicile*. N.58
- Raguènes, R. (2019). Quelques clés pour communiquer efficacement. *Revue Doc'domicile*. N. 53
- Rouzé, A. (2019). Communication non violente : vers une qualité de la relation ? *Revue Doc'domicile*. N. 53
- Vignaud, I. (2019). La communication, essentielle dans l'accompagnement. *Revue Doc'domicile*. N. 53

Sites Internet:

- Blog Compétences & Préventions : Personne âgée et communication  
<https://www.compétences-prevention.com/personne-agee-et-communication/>

## MODULE 7: MANAGEMENT

Keywords: management strategy; work wellbeing; managerial innovation at home; digital technology; communication strategies

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Manager, coordinator of home care workers

### Trainers (skills/profile):

Field professional, manager, psychologist, etc. Trainers with in-depth knowledge of the home care sector and its issues. Knowledge of the profile of workers in this sector.

The field expert must manage the digital tools of the sector and be able to support their deployment

### Purposes and goals (knowledge, skills, attitudes):

#### Purpose 1: To develop a management strategy for well-being at work

Specific Objectives:

- To understand the different approaches to managerial innovation at home (examples: buurtzorg approach, plural approach etc.)
- To pilot a practice of well-being at work at home
- Facilitating communication in the team by involving and involving managers and home care workers in decision-making bodies:
- Make it possible for managers, intermediate managers and home care workers to meet, to discuss situations and work on projects that make sense for the service (planning, more specific activities, etc.)

- Facilitate peer groups between home care workers, between managers in order to exchange on their professional practices and thus instil quality of life in their work

## **Purpose 2: Promote the search for communication with the person and his/her family**

Specific Objectives:

- Ensure that the expectations, wishes and needs of the person are respected
- Promote the drafting of the individualised project with the person being cared for and the carer and to re-evaluate it
- Present the missions of the home care worker and his/her professional limits to the person and his/her family

## **Purpose 3: Develop digital technology to facilitate team communication**

Specific Objectives:

- Be able to encourage a dynamic teamwork in the home
- Initiate the development of new technologies for professional use:
- Participate in a community
- Participate in the exchange of good practices
- Involve your team in the construction of communication tools for families
- Involve your team in the construction of formalized tools facilitating professional communication and facilitating the collection of life habits to mitigate the effects of turnover for families and users

## **Purpose 4: Prevent psycho-social risks**

Specific Objectives:

- Initiate an identification of psycho-social risks
- Set up a prevention approach, identify indicators, explain them and encourage them

- Develop approaches and keys to understanding, for example, concrete situations that generate stress
- Set up times for exchanging practices
- Prevent MSDs - Musculoskeletal disorders
- Knowing the role of the manager in the prevention of "domestic accidents" (falls, slipping, etc.)
- Make regular field visits to homes

### **Purpose 5: Developing the organization of work**

Specific Objectives:

- Involve the teams in the construction of tools to support the organization of work
- Thinking about, planning and implementing the reception of new workers as a team
- Knowing how to draw up and manage the schedules of home helpers in the light of individualized projects and in consultation with the home helpers
- Share the redefinition with the team of the notions of priority and urgency
- Knowing how to choose relevant prioritization indicators as a team

### **Contents:**

#### **Developing a human and participative management strategy**

- Presentation of various management approaches (Buurstorg programme, Etxean bixi, collaborative organisation, empathic approach...)
  - Postures and role of the manager in the cooperative approach
  - Support and implementation tools
  - Meetings between managers, intermediate managers and home care workers to discuss situations, to co-construct projects that make sense for the service: new projects, schedules, more specific activities, etc.)

- Peer groups between home care workers, between managers in order to exchange on their professional practices and thus instill quality of life in their work
- Piloting a practice of well-being at work in the home
  - Testimony and presentation of good practices
  - Developing the involvement of professionals
  - Developing management tools to develop this practice

#### Communication with families

- Expectations, needs, desires: definitions, differences, agreeing on the needs that will be supported
- The individualised project, its content, its co-construction, the place of the user and his/her family in its elaboration as well as those of the home care worker
- Co-construction of formalised tools to facilitate team communication and the transmission of information gathered at home

#### Develop the use of digital technology to facilitate team communication

- How will digital technology facilitate "teamwork" and create the conditions for belonging?
- Developing the use of digital technology at home
- Professional transmissions: the importance of leaving traces, what to transmit? What to pass on? Why? What tools are available today?
- The collection of life habits: formalise its content, update it to mitigate the impact of family turnover

#### Prevention of psychosocial risks

- What do we mean by PSRs?
- Empowerment to facilitate involvement in the search for improved working conditions
- Implementing a prevention approach.
- Think about the impact of the multitude of tasks on attentional capacities and the risks of "domestic accidents" (slips, falls, etc.)
- Know the role of the manager in the prevention of "domestic accidents" (falls, slips, etc.)

- Work on high-risk situations:
  - how to manage conflicts at home
  - aggressive situations with the user
- Developing the emotional capacities of managers

#### Organisation of the work of home care workers

- Shared definition of notions such as: priority, urgency, constraint
- Identification of the tool adapted to their needs
- Presentation of different tools and their uses.
- Managing crisis situations (COVID)

#### **Description of the training activity (methods, tools, spaces, temporality):**

- Theoretical contributions, presentation of tools
- Practical exercises around the manipulation of the software
- Exchange of practices between managers of different structures
- Work in sub-groups, appropriation and adaptation of communication supports
- Putting into professional situations
- Role plays
- Multimodal to facilitate the managers' departure for training

#### **Tools:**

- computer
- video projector
- PowerPoint
- board
- individualized digital space
- internet connection

#### **Spaces:**

- modular training room for sub-group work
- individualised space for multimodal work with connection and digital tools

#### **Temporality**



Duration: 18 hours depending on the chosen themes

Size: 12 to 15 people

Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

### Initial assessment tools

- Entry questionnaire; Collection of expectations

### Formative assessment tool

- Self and peer assessment (Sub-group work)

### Final evaluation tool

- Satisfaction questionnaire at the end of the module

### Post-training evaluation

- Three-month evaluation questionnaire

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- Buurtzorg course/ The video conference of Jos de Blok, the founder of Buurtzorg. [https://www.youtube.com/watch?v=NF5qzIRV3\\_0](https://www.youtube.com/watch?v=NF5qzIRV3_0)

#### Occupational risks:

- Psychosocial: <https://www.inrs.fr/risques/psychosociaux/ce-qu-il-faut-retenir.html>
- MSDS: <https://www.inrs.fr/risques/tms-troubles-musculosquelettiques/ce-qu-il-faut-retenir.html>

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## MODULE 8: COORDINATION, PARTNERSHIPS, NETWORKS IN A COMMUNITY

Keywords : Community Intervention. Territory. Inclusion. Participation

### Target group:

- Professional caregivers (initial training for students and in-service training)
- Coordinator in the home sector, policy officer etc.

### Trainers (skills/profile):

Professional or trainer with in-depth knowledge of the territory and its resource actors, the home sector and its issues. Social worker, project manager, association or local authority manager, etc.

Purpose 1 - To make the population of elderly people living at home visible and protagonistic

#### **Specific Objectives :**

- To promote the participation and inclusion of the people concerned in their territory in relation to their wishes, needs and skills:
  - volunteering
  - intergenerational activities (art, tutoring, theatre...)
  - sports activities
  - recreational, artistic, culinary activities
- Representing the home care sector in different areas: in front of elected representatives, in front of the media, in front of the education and guidance sector, in particular around the promotion of home care professions and isolation at home etc.

Purpose 2 - To promote and share knowledge, know-how and experiential knowledge about the quality of life of people at home

#### **Specific Objective :**

- Facilitate/ promote collective training/ seminars around the prioritised themes: access to digital technology, PCA, gentle care, NVC, prevention of psychosocial risks, COVID impact etc
- To propose collective intervention strategies on the territory around innovative projects - intergenerational, intercultural etc

**Purpose 3** - To promote partnership and network dynamics in the field of home care in the area concerned

**Specific Objectives :**

- To create cooperation between public authorities and civil society: social and community intervention associations, neighbourhood and cultural associations, associations of people affected and families, sports associations, leisure centres, day centres, etc.
- Encourage shared actions that meet common needs (sharing of spaces, services, knowledge or know-how)

Facilitate the response to collective calls for tender (consortium) in relation to the needs identified on the territory

**Contents:**

- Definition of the territory involved and the challenges of the home in this territory/mapping of the key actors in the territory in the home sector
- identification and analysis of the issues of the home sector and the strategies of the agents in the community
- Determinants of participation and inclusion of the persons concerned in the territory in relation to their wishes and needs
- Methods of working in networks and partnerships:
  - Definitions of networks and partnerships- Primary and secondary networks
  - Conditions for building and developing partnerships and networks
- Animation of networks and collective dynamics on the territory involved and around the issues of staying at the home



- Promotion of community projects around identified needs such as the promotion of the profession of care workers or the prevention of isolation of elderly persons at home
- Representation of the home care sector and communication about home issues to elected representatives, the media, other professionals and other sectors
- Searching for funding and/or designing calls for tender
- Participation in the home care intervention strategy of the territory involved (regional, municipal, territorial action plan, etc.)
- Promotion of interdisciplinary seminars around home care issues, ad hoc training such as digital access, PCA Person Centred Approach, gentle care, NVC- Non Violent Communication, prevention of psychosocial risks, COVID etc.

**Description of the training activity (methods, tools, timing, spaces):**

- Inputs with multimedia
- Mapping workshop
- Case studies in small and large groups
- Active pedagogy based on a given problem in small groups
- Analysis of good practice
- Exchange of practice
- Role plays
- External visits
- Testimonials of implicated persons and professionals
- Group work
- Internship project

**Recommended number of participants** 8-12

**duration:** 10- 15

**Space:** training room with videoprojector and internet connection

## Methodological suggestions for assessment (tools for initial, intermediate and final assessment if applicable):

### Initial assessment tools

- Entry questionnaire
- Collection of expectations

### Formative assessment tool

- Self and peer assessment (Sub-group work)

### Final evaluation tool

- Satisfaction questionnaire at the end of the module

### Post-training evaluation

- Three-month evaluation questionnaire

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