



Social inclusion through Meaningful ageing

Training material

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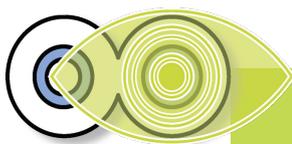
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Module 1

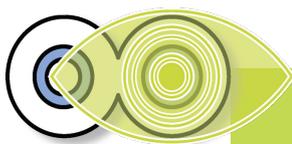
1. Introduction: activity B

Print the questions below.

What has been the best moment in your life that you would like to experience again?
What character trait do you possess that you are most proud of?
What has been your biggest blunder at work?
What helps you to feel better when you are not feeling well?
What has been engraved in your memory, but you would rather lose than have?
What do you find most extraordinary in the world?
What gives you goosebumps?



What is the most difficult thing you have ever done?
What have you wanted to do for years, but still hasn't happened?
What do you often wonder about?
Have you ever experienced something that seemed bad at first but turned out to be good in the end?
What bad habit would you pick up if it were no longer bad?
What do you think is the most ideal age?
What do you often wonder about?
What did you always want as a child, but never got?



Module 1

2. Activity: vision on older people, care and ageing

Print the pictures below for the activity.



Social inclusion through meaningful ageing - SEE ME

Pictures as symbol for quality care

Module 1 – step 2 – activity a





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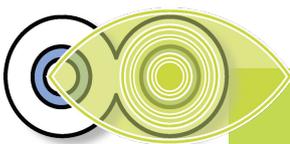




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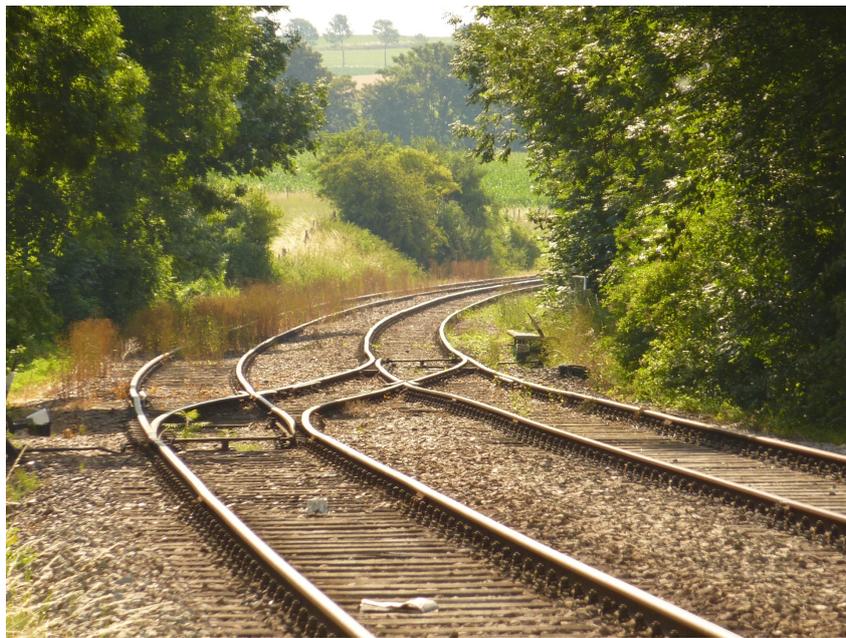


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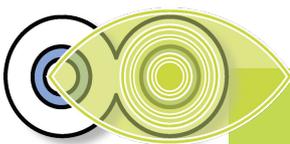




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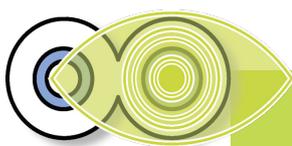




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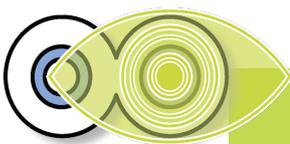




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Module 1

3. Two page note

Print the two page note for the participants.



'SEE' the potentials, social needs and meaning needs of older people receiving care

A broad perspective on older people and their care

Care for older persons is usually focused on medical and physical aspects, but aging also brings social, cultural and spiritual changes with it. A broad perspective on care for older adults is necessary, with attention to the potentials, talents and needs of older people.

The SEE ME project wants to provide knowledge and insight into the needs of older people and wants to increase competencies and skills of caregivers to see the person behind the person seeking care.

Potentials for older adults



The mental and physical well-being of older people increases when their talents are seen and utilized. Older people want recognition for who they are, their goals, motives and values. We divide the potentials of older people into three concepts.

1 Generativity and contributions to future generations

- care for (grand)children
- mentorship for younger people
- passing on experience or wisdom
- leave a legacy

2 Ego integrity and satisfaction with past life

- making sense of past life events
- reconcile oneself with events and circumstances from the past
- developing a coherent life story
- self-understanding, self-acceptance, and life-affirmation

Some European trends in healthcare systems

- ▶ there is a shift from institutional care to home care. More and more older people wish to live longer in their own homes with living with the necessary support
- ▶ various concepts and models have been developed that ensure that older people can stay in their own home environment for as long as possible. living environment for as long as possible
- ▶ an important role is reserved for informal caregivers. Professional care is seen as complementing and supporting informal care
- ▶ in several age-friendly neighborhoods, the necessary facilities for independent living older people are available
- ▶ alternative forms of living are being developed in which a combination of professional and informal care is possible (e.g. multi-generational housing or informal care homes)

3 Gerotranscendence and spiritual development

- spiritual development in later life
- a new self-understanding, less self-centered and more attention to relationships with others and existential questions
- new perspectives help older adults to cope with challenges and losses



Social needs

Social relationships are necessary to function well. They meet the human need for closeness, commonality and social support.



1 Personal relationships

- attachment and love
- proximity, intimacy, safety
- appreciation and recognition from others

2 Social integration

- belonging
- be together with others
- share norms and values

3 Social support

- instrumental support (practical, financial, advice)
- emotional support (love, affection, attention, friendship)
- companionship support (doing activities together)

Older people selectively choose their social relationships and activities. They have especially a need for emotional ties that are supportive in dealing with physical limitations, serious illness or the loss of loved ones.

Meaning needs



Older people want to feel that their lives are worth living. Certain motivations and emotions meet this need and give meaning to life.

1 having a goal

- motivation in daily life
- for example: rest, love, healthy living, activities

2 values and beliefs

- the feeling of doing the right things
- for example: honesty, being meaningful to others

3 having control

- having control over situations and events
- having influence on the organisation of life

4 Self-worth

- perceiving oneself as a valuable person
- recognition and appreciation from others

Older people may experience their lives as meaningless due to drastic situations, such as the death of loved ones, loss of social roles or health problems. These situations bring a sense of vulnerability, loneliness or redundancy. The need for meaning can be met if people can continue to give direction to their lives themselves and feel 'seen' by others.

How do you ensure that those social and meaning needs are met?

Meaningful relationships are an important source of meaning. Those who have no one to share thoughts and life experiences with may experience a sense of meaninglessness. Conversely, feeling that life is meaningful helps people enter and maintain social relationships. Social relationships and the experience of meaning in life make people resilient when dealing with adversity.

- ▶ personal relationships are necessary to feel connected to others and to experience a sense of meaningfulness
- ▶ social participation in shared activities, such as volunteering, club life, or caring for others, is an important source of meaningfulness
- ▶ religion and spirituality can meet the need for social connections and meaning, for example by having a religious belief or a sense of connection with nature



Module 2

4. Awareness of social and meaning needs

The story of Jean

Early childhood years

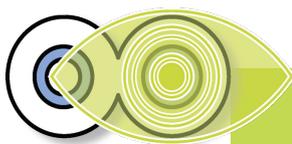
Jean was born in 1953 in Goes, The Netherland, in the year of the great flood, she always says. She grew up in a large family and has warm memories of her childhood. Her father was a fruit farmer and she had to help pick strawberries from an early age, but she especially remembers that many of her friends came to help because they could eat as many strawberries as they wanted. Her parents were deeply religious and so is she. Every Sunday, she goes to church. She was twelve years old when her mother died. From then on, she had to help in the household, together with her two sisters. Her older brothers helped her father in the fields. Sundays were her day off and she went to the youth movement.

Teenage years

As a teenager, the youth movement was her only outlet. There was no time for other activities because of the household work and the household chores. Her father became needy when she was 16 years old. By then, her older brothers and sisters were already married and had children of their own. Within the family it was decided that Jean had to take over the care of father and she therefore stopped school. She had a special bond with her oldest brother. The age difference was large, but still they spent a lot of time together. Father had sold the land of his plantation and in the stable her brother tinkered with cars. Jean helped and learned everything about cars from her brother.

Early adulthood

As an eighteen-year-old girl, she was the only one in the village driving a red 2PK. She had repaired it herself. The boys in the village noticed that too, and she says that many boys came to the barn to ask if they could help work on their car. None of them were interested in her. When she was nineteen, she found work as an administrative assistant in a construction company. She was also increasingly concerned with looking after her father, but her sister, who was a housewife, helped her. When she was twenty years old, her father died. The big house was sold, and she could buy a small house for herself. Meanwhile, the son of her boss had also started working in the construction company. Jean says that he often worked so late that he missed his bus home, and that she would drive him home in her 2PK. As time passed, she began to notice that he missed his bus on purpose to be with her.

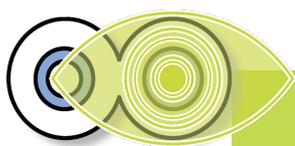


Married life

They married three months after she first met him. When she was 21, Jean had a daughter and two years later a son. She became a housewife. When the children went to school, she committed herself to various associations. From her faith, she found it important to help other people. She was one of the initiators of the fair-trade movement in the village and collected clothes for people who needed them. Every year, she organized a benefit meal for the peace movement. As the children grew older, she again worked more in her husband's construction company as an administrative assistant. Her old 2PK was broken and together with her brother, in her spare time, she repaired the car with various spare parts that they went looking for together. After 4 years, the car was running again, but she used it sporadically and only when the weather was nice. Then they drove to the sea with the whole family. Twice a taxi had to come and get them because the car broke down at the side of the road.

Retired years

Jean stopped working for her husband when she turned 50. She had health problems for some time and was diagnosed with multiple sclerosis. She stopped all her voluntary work when her daughter had children. She took on the care as a grandmother with great pride and gave herself 100 per cent. This was not always easy because of her illness. On her sixtieth birthday, a big party was given. Not long after, her son moved abroad for his work. He married there and she only saw him a few times a year. This caused her much grief. The care for her two grandchildren declined as they grew older. Her husband sold the business and together they enjoy their retirement. Once a week, her husband goes out with his friends. On that day, a volunteer comes to keep Jean company.



Module 2

5. Persona

Print the following pages for the participants.



NAME: *Esmee T.*

Who am I

I am a culture addict! Together with my grandchildren I enjoy walking in the city. I help my older neighbour. I can spend hours on the phone talking to relatives and friends

3 reasons for me to engage with you

1. You like deep conversations
2. You have always time for coffee
3. You also believe humor is the best medicine

3 reasons for me not to engage with you

1. You talk to much about politics
2. You spent most of the time on your smartphone
3. Patience is not in your dictionary



DREAMS

I hope to stay independent and to live as long as possible in my own appartment. I dream of going to Vancouver where my sister lives

TALENTS

By listening to people, I can help them with small and big problems. They sometimes say that I would make a good therapist. And have you tried my home-made cake?

SOCIAL NEEDS

- Being part of the family, not being left out
- Spending time with like minded people
- Support in my household

MEANING NEEDS

- I want to be a trustee for my grandchildren
- I want to stay positive, despite getting older
- I want to live as long as possible in my own house and be in charge of my own life

?

Who am I

3 reasons for me to engage with you

1.
2.
3.

3 reasons for me not to engage with you

1.
2.
3.



DREAMS

.....

TALENTS

.....

SOCIAL NEEDS

.....

MEANING NEEDS

.....



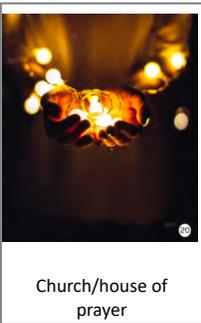
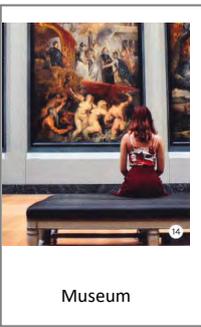
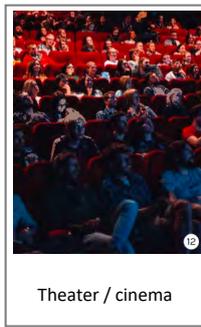
Module 2

6. Talentscan

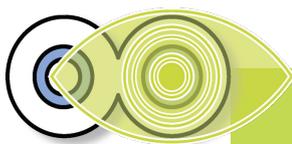
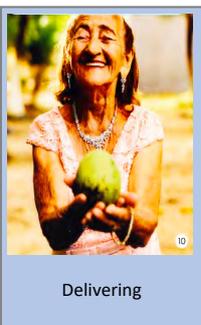
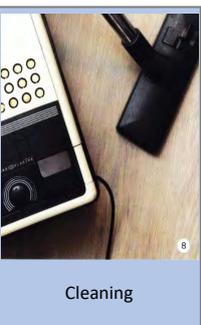
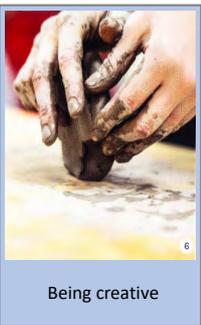
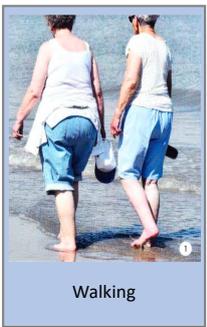
Print the following set of cards for the participants.

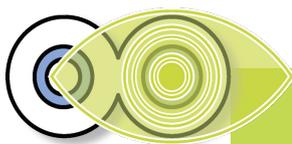
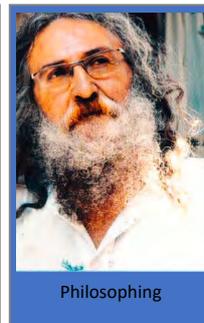
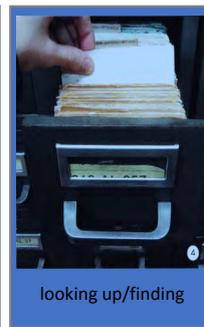
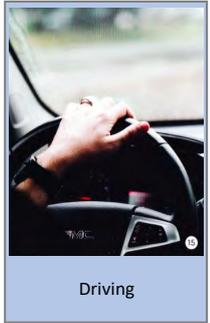
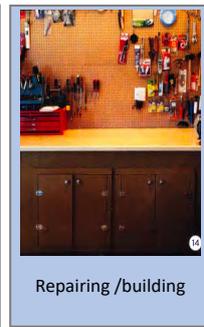
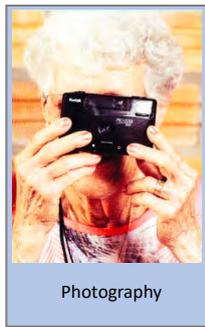
	<p>1</p> <p>Important for the city</p> <p>What issue would you like to get involved in?</p> <p>Choose 1 or 2 cards</p>	 <p>Healthy city</p>	 <p>Social city</p>	 <p>Clean city</p>	
 <p>Smart city</p>	 <p>Caring city</p>	 <p>Green city</p>	 <p>Equal city</p>	 <p>Accessible city</p>	<p>Other</p>
	<p>2</p> <p>spots</p> <p>What places do you like to visit?</p> <p>Choose 3 or 5 cards</p>	 <p>Home</p>	 <p>Your street/neighborhood</p>	 <p>Supermarket</p>	 <p>Library</p>
 <p>Public transportation</p>	 <p>Trainstation</p>	 <p>Community centre</p>	 <p>Park</p>	 <p>Market</p>	 <p>Neighbours</p>





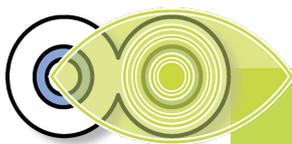
3
physical strengths
What physical things can you do well?
choose 1 to 3 cards





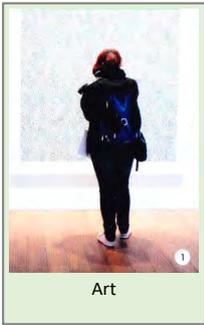


4
Social strengths
What social things are you good at?
choose 1 to 3 cards

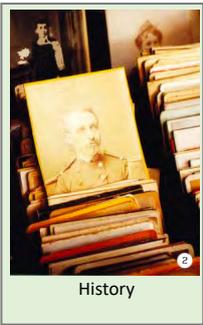




4
knowledge and interests
What do you know a lot about? What do you like to do?
choose 1 to 3 cards



Art



History



Care



Engineering/
technology



Nature



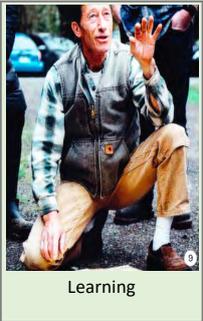
Animals



Computer



Photo/film



Learning



Weather



Module 2

7. In-depth questions

Print the following questions for the participants.

What would you like to experience in a care relationship, but you can't?	In ten year's time, how will care for older adults have evolved?
What is your priority when you are caring for someone else?	What do you worry about in your care relationship with older people?
If you suddenly became a person in need of care, what is the first thing you would say to a caregiver to take you into account?	What do you think improves the care relationship you have?
What do you value most in a care relationship?	When did you know you wanted to do something in care?
What needs are you good at detecting in those who need care?	What are your three top values in care work?



Module 3

8. The story of Luke

A social worker was asked to visit a single older man. This man wanted to continue living at home as long as possible and had several adjustments made to his home for this purpose. There was one action where they made the man particularly happy, and she enjoys sharing this story:

“At an older man's home we had, among other things, a personal safety alarm installed, because he was an unmarried, single person, with no family care. That implies a risk. Also, in his house there were a lot of stairs. And he didn't have a portable phone. The phone was downstairs and, he usually sat at the back of the house, where he then had to go up several flights of stairs to reach the phone. He has since had meal service at home and because of that meal service, someone now comes to the house regularly, who um, helps monitor things.

We try to pay attention to the small details to know what makes people happy. He still had a lot of videos of trips he used to take, but he didn't have a video player anymore, nowadays it's only DVD players. Then we really went looking for that too and found one. Actually, that meant a lot to that man. We also felt that it gave us a lot more confidence from that man by doing a little extra.”



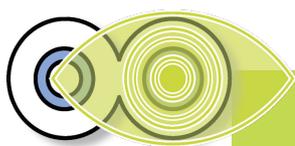
Module 3

9. Mangomoment

Story of a patient: "Washing hair"

After a long surgery (breast reconstruction), you may get back out of bed. Your hair is tousled and a bit lifeless against your head. You feel like a patient. Tired, vulnerable, a little lost. After the care, the nurse asked, "would you like to have your hair washed?" Our volunteer will come by if you want." Oh that seemed really nice, to be spoiled for a moment. And that brief moment of washing my hair meant a lot to me: It immediately made me feel better. The conversation with the volunteer was also nice. She had beaten breast cancer herself and I could talk to her about what was on my mind. I didn't have to explain everything, she understood what I needed. It's nice that there are people who selflessly do something for others. These people, these volunteers, deserve a compliment for their efforts and provide those small moments of great value.

Translated story, retrieved from <https://mangomoment.org/haren-waren/>



Module 3

10. Alternative exercise 'Madame V'

V is a 67-year-old lady. She falls under the social welfare of the municipality after years of gambling and drinking addiction. She had a bad marriage and there is no family she can count on. Only one of her two sons she still sees, but this is rarely. The sons blame her for never caring for them.

Because of years of alcohol abuse, she has several medical problems that make independent living impossible. She has been staying in the nursing home for two years and she is the youngest resident. The second youngest resident is 81 years old. She has little connection with fellow residents. A few residents even accuse her of not paying to stay in the nursing home, while they must pay a lot of money themselves to stay in the home. They say that the municipality pays for V while, so to speak, she has never contributed to society. V also frequently has conflicts with the staff of the nursing home. She addresses them when she sees staff being unfriendly to residents, or when they speak patronizingly to the older adults. She wants to stand up for the weakest she often says. For those who have no voice. Because she was never listened to, she now wants to listen to others and help where she can.

Group activities she does not participate in. She often finds these childish. She does help with seasonal decorations such as decorating the Christmas tree. She even does that all over the facility. V says her life has little meaning now.

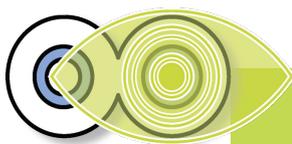
What social and meaning needs can participants identify in Ms. V?



Module 4

11. One page note

Print the one page note for every participant.



Competenties en vaardigheden om ouderen te kunnen 'zien'

Older people are people with capacities, talents, and needs. To really 'see' them and provide person-centred care, caregivers need specific competencies and skills. Competencies and skills to see the uniqueness of their clients, to have an eye for their specific capacities and needs, and to provide care that connects to the person behind the client.

1 Relational competencies and skills

Competencies needed to connect with clients

Communicative competencies: communicate well

- attentiveness (watching and listening)
- responsiveness (responding to others)
- being able to pick up and interpret signals

Empathic competencies: be able to empathise with another person's situation

- attention to the other person's point of view
- trying to understand the other person's experience
- showing compassion for someone's situation

Hermeneutic competencies: be able to interpret the meaning of situations

- recognising layers of meaning in clients' stories
- listening to the 'question behind the question'
- recognising reciprocity, e.g. that a client is grateful for the care received

3 Competence to deploy appropriate interventions

Competence to search - together with the client - for appropriate help

Intervention competencies: be able to select appropriate interventions

- noticing the clients' problems
- finding creative and feasible tailor-made solutions for specific clients

Empowering competencies: encouraging people to use their talents

- recognise clients' strengths and talents
- encouraging clients to use their skills and abilities

2 Competences to get to know clients

Competences that make clients feel seen and recognised as a person

Cultural competencies: being aware of one's cultural background

- awareness of stereotypes, e.g. about ethnicity, gender, class and sexuality
- being sensitive to the beliefs, habits and behaviours of people from different population groups

Moral competencies: recognise and weigh up moral values and dilemmas

- recognising and discussing the moral dimension of a situation
- awareness of values, personal integrity and wisdom of a client
- being sensitive to moral dilemmas and conflicts

Narrative competencies: being attentive to someone's (life) stories

- being sensitive to the (life) stories of the other person
- listening and being touched by the other person's stories
- understanding the meaning of the (life) story for the other person

4 Competencies related to own role and function

Competencies to maintain one's well-being

Role competencies: knowing one's role/function and being able to act accordingly

- knowing one's role and function
- managing one's role and responsibility
- attention to one's social and practical needs

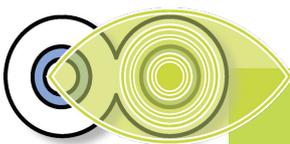
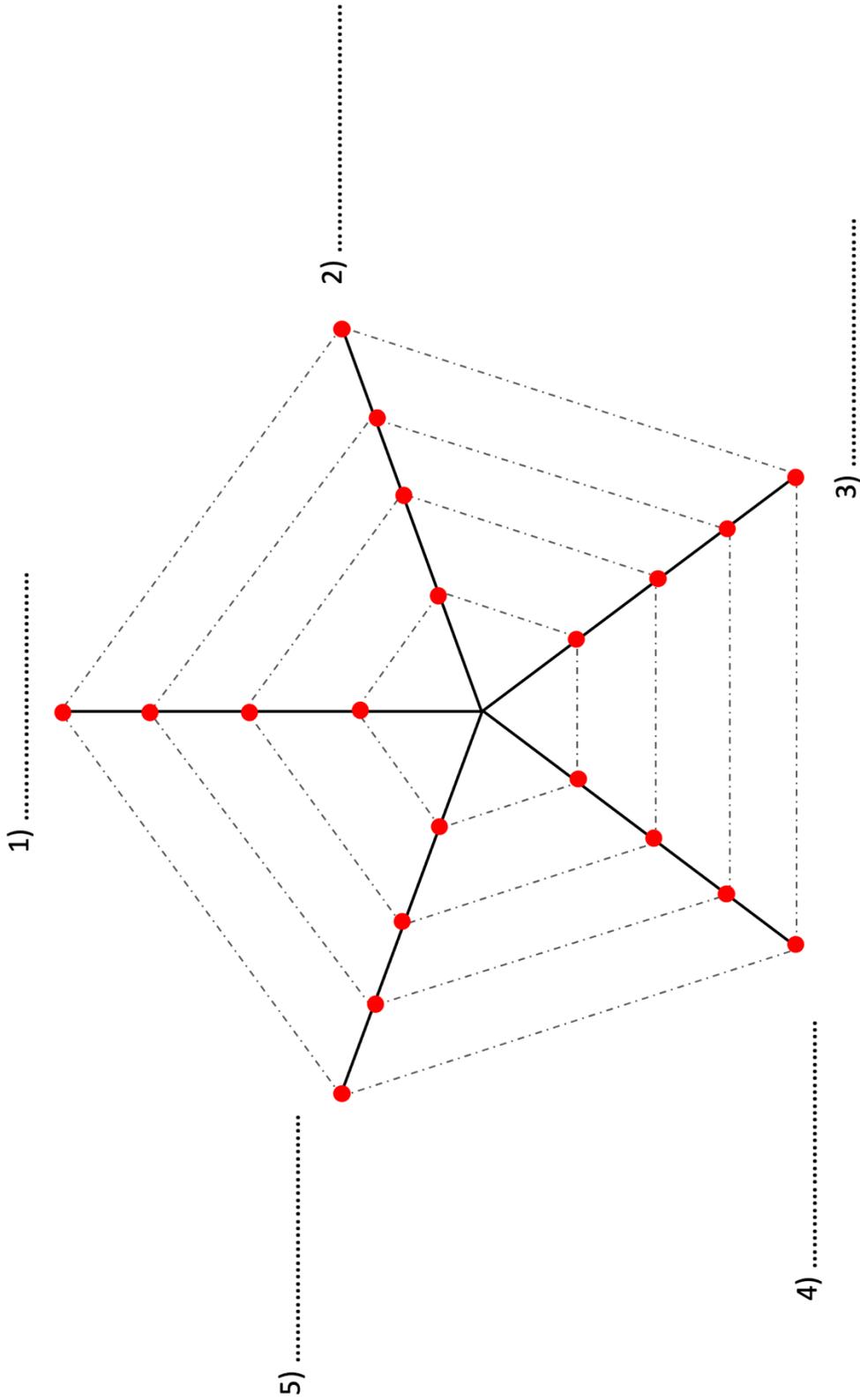
Self-care competencies: taking responsibility for one's well-being

- awareness of personal limits and restrictions (self-knowledge)
- guarding one's limits
- taking care of one's health



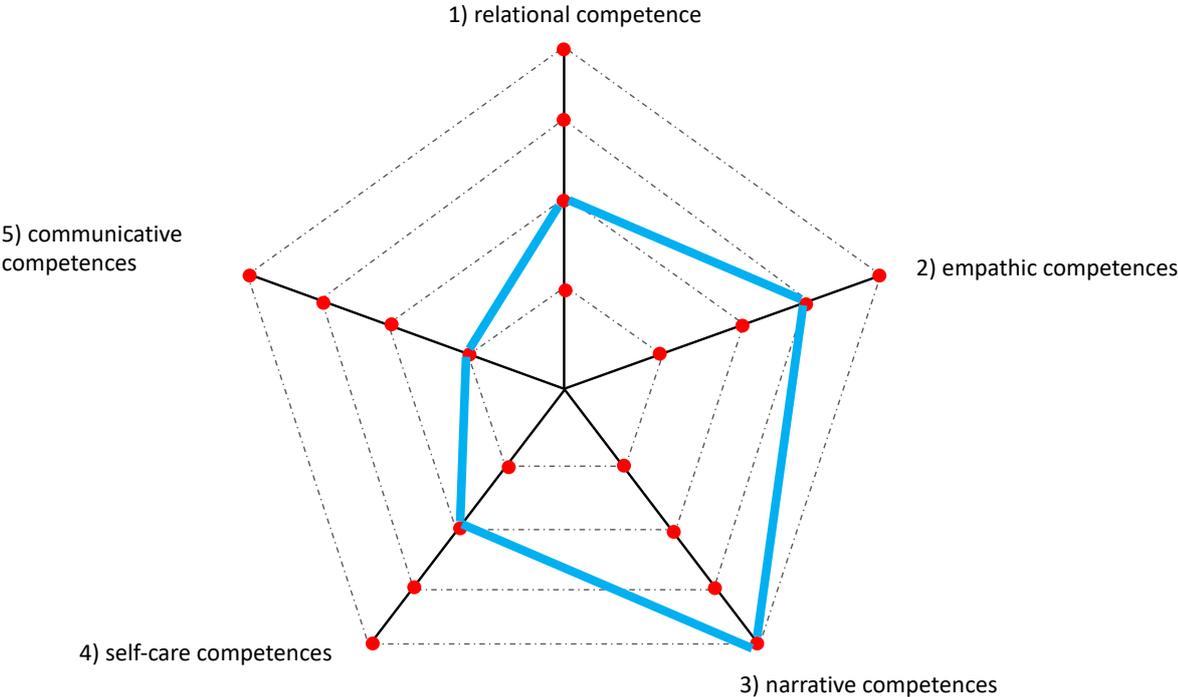
Module 4

12. Spiderweb exercise blank



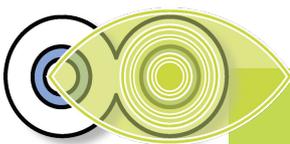
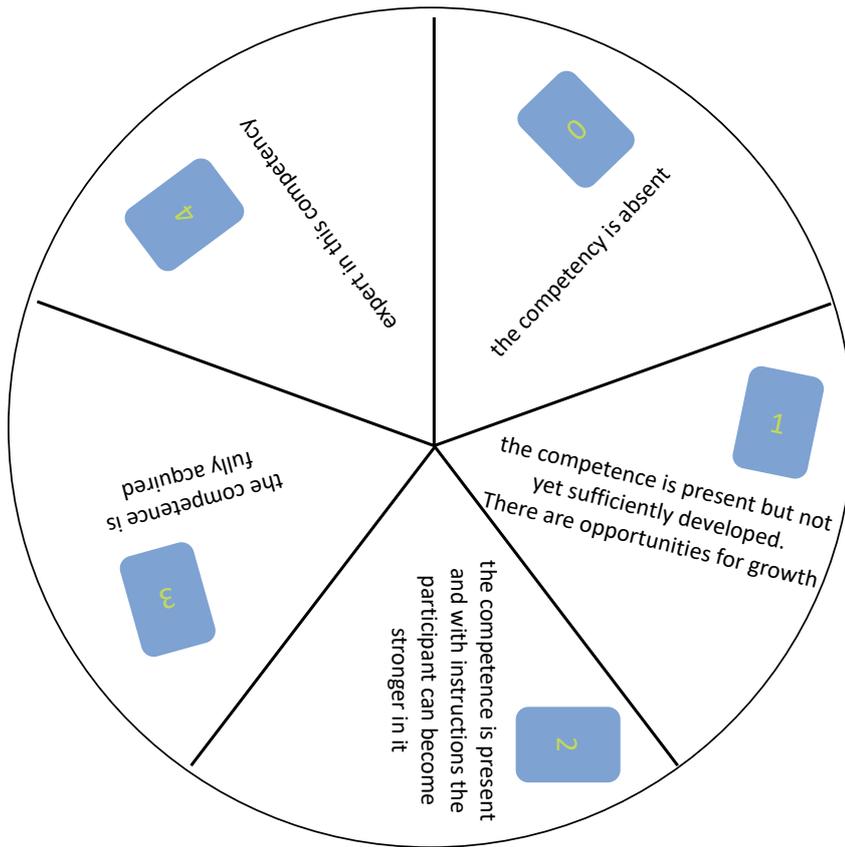
Module 4

13. Spiderweb exercise filled in



Module 4

14. Spiderweb exercise, degree of competence acquired



Module 5

15. 6 thinking hats

"the Conductor's Hat" (Blue)

When you or your team are in blue hat mode, you focus on controlling your thinking and managing the decision-making process. You have an agenda, ask for summaries, and reach conclusions

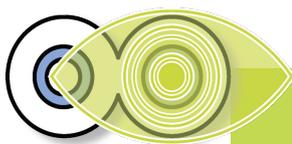
Source: Six thinking hats (De Bono, 2017)



"the Creative Hat" (Green)

The green hat represents creative thinking. When you're "wearing" this hat, you explore a range of ideas and possible ways forward

Source: Six thinking hats (De Bono, 2017)



"the Hat for the Heart" (Red)

This hat represents feelings and instincts.
When you're engaged in this type of thinking, you can express your feelings without having to justify them logically

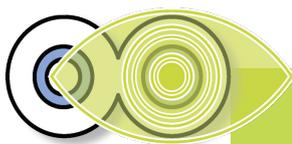
Source: Six thinking hats (De Bono, 2017)



"the Optimist's Hat" (Yellow)

With yellow hat thinking, you look at issues in the most positive light possible. You accentuate the benefits and the added value that could come from your ideas

Source: Six thinking hats (De Bono, 2017)



"the Judge's Hat" (Black)

This hat is about being cautious and assessing risks. You employ critical judgment and explain exactly why you have concerns.

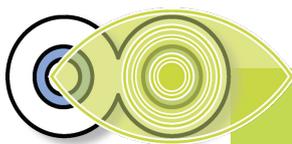
Source: Six thinking hats (De Bono, 2017)



"the Factual Hat" (White)

The white hat represents information gathering. Think about the knowledge and insights that you've collected already – but also the information you're missing, and where you can go to get it.

Source: Six thinking hats (De Bono, 2017)



Module 5

16. General evaluation

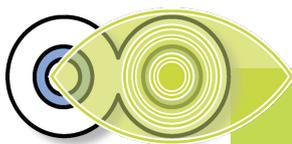
SEE

We see there is a lot below the surface of older persons: We see more their social and meaning needs



LEARN

We learn about opportunities to recognize and attune to social and meaning needs



FEEL

We feel we can be changemakers in recognizing and attuning to social and meaning needs



WORK

We work together in a team towards sustainable change in the organization

