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Guidelines for careworkers

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**Guidelines for trainers to** Housing Care Project

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01

Introduction

**01 | INTRODUCTION**

Working with implementing technology in home care can be a challenge, as it is not just about getting to know the technology, but also what skills it requires. All experience shows that social and emotional skills are important in achieving success.

In this section, we will therefore provide knowledge and ideas on how you can succeed in supporting colleagues and seniors to be able to use technologies as a help in everyday life.

**After this learning pathway, you will be able to:**

* To identify what works to aid learner retention and apply the necessary pedagogical tools to enable (older) people can learn IT technology.
* Understand the different learning processes of (older) people.
* Be able to apply a positive and empathic attitude to training.
* Be able to provide knowledge of ethics of digital security to protect the older person.

**Content of this course:**

1. Psychological aspect.

2.1 Knowledge of ageing regarding retention and cognitive abilities

2.2 Motivation

1.3 Active listening

1.4 Positive feedback

1.5 Empathetic approach

* 1. Patience/speed

1. Technical aspect;

3.1 Teacher understanding the different learning processes

3.2 Memory retention

3.3 Repeating

3.4 Simple steps

3.5 Avoiding IT-slang

1. Ethics of privacy;

4.1 Setting boundaries

4.2 Ethics

4.3 Privacy protection

02

Psychological

aspects

**02 | Psychological aspects**

**2.1 Knowledge of ageing regarding retention and cognitive abilities**

As you get older, the risk of suffering from various physical, social, mental, and cognitive "disabilities" increases. With age, there may also be significant physical limitations as a result of somatic disorders, health-related concerns, reduced agility, and limitations in sensory-motor coordination. These impairments in the physical and mental abilities of the elderly can come gradually over time but can also be the result of accidents or illness. In some cases, the deterioration is only temporary, but in other cases it becomes permanent. These disabilities (or functional limitations) often have a negative effect on the ability to perform ordinary daily activities. It can be difficult to walk, see, eat and communicate (hear and speak). The memory may fail and it becomes difficult to orientate. These functional limitations make it difficult to maintain one's identity and social role, to be self-reliant, to participate in family events and to get involved in social contexts.

Healthy ageing is the foundation for a long life and for maintaining quality of life. Healthy ageing is promoted by behaviours that counteract functional limitations, especially those caused by chronic conditions, and help seniors maintain independence and health. Healthy ageing is an expression of the idea that it is possible to maintain health and quality of life despite old age if you make choices that optimise a healthy and active way of life. Healthy ageing is a dynamic and interactive process that brings about long-term, positive changes by maintaining a high degree of involvement in the individual's physical, social and cultural context.

One area of particular importance for healthy ageing is **cognitive function**, and especially the subfunctions necessary to maintain normal daily activities are important for overall health.

There is no doubt that ageing leads to a gradual reduction in cognitive functions, although there is research discussion about the extent of this reduction. There are now a large number of scientific studies that have documented that cognitive stimulation has a significant, positive effect in maintaining a high level of cognitive function and can postpone symptoms of Alzheimer's disease. In addition to classic mental pursuits such as solving crossword puzzles and sudoku and participating in cultural activities, cognitive stimulation can help seniors get a better picture of their memory abilities and improve their skills. Cognitive training can be performed using a computer, iPad, mobile phone, and other devices using the Internet. Cognitive training has three objectives: improving cognitive capacities, transferring them to daily life and increasing self-esteem. Biologically speaking, the effect is mediated by the activation of cognitive and brain reserves.

The inclusion of technologies in training can have an independent positive effect on self-perception and self-esteem when experiencing mastery of something that may have previously seemed complex and unmanageable.

*There is an obstacle to learning in a mature age*

*The brain is plastic in all stages of life*

**2.2 Motivation**

In order to learn new skills, it is important that it is **meaningful** and can be applied in everyday life. At the same time, it is important to make visible how the goal is achieved by breaking down the goal into sub-goals that are perceived as realistic to achieve.

The goals must be SMARTE:

* Specific
* Measurable
* Accepted
* Realistic
* Timed
* Engaging

During teaching and training, it is important to keep up and promote the motivation of the participants, and give positive feedback whenever sub-goals are reached.

**2.3 Active listening**

**Communication is both about talking and listening. Active listening is a powerful tool.**

**Let the other person speak and find solutions for themselves**

In active listening, you practice saying as little as possible and letting the other speak. You can support the conversation by being present and signaling with open and welcoming body language. You thus create the best possible atmosphere for the narrator. The speaker is given a space for reflection, so he or she sees the solutions that feel right in the situation. **But for many people, it can be difficult to listen to others without being influenced by their own interpretations and associations. It can be difficult to stay focused and not interrupt. Active listening is a technique that helps you understand the real message of your interlocutor and avoid misunderstandings.**

**5 tips for active listening.**

**1. Be present and listen to what is being said**

You need to give your full attention to the speaker. Ignore distractions such as your phone, a stream of thought, or anything else. Don't think about your own answers, but instead, stay focused on what's being said – repeat the conversation in your head to keep your focus on the conversation.

**2. Hold back on your own interpretations and associations**

Be open and neutral, you can also make the speaker feel more comfortable and comfortable in the conversation. Look beyond your own perspective and relate neutrally to the topic of the conversation, in this way, you also get the best starting point for understanding what is being said.

**3. Be patient**

Give the senior plenty of time to formulate and finish their sentence without being interrupted. Try to be a sounding board in the conversation.

**4. Ask open-ended and clarifying questions**

Maintain a good flow in the conversation, therefore avoiding yes or no questions, as they often generate final answers. Instead, ask open and clarifying questions, and make use of who, what, where, for example. This makes you seem more interested in the conversation.

**5. Pay attention to charisma and body language**

For example, the nonverbal cues say a lot about the speaker. Fast speech can signal nervousness. Slow speech signals attention and reflection. You can radiate commitment yourself by smiling, nodding and repeating what has been said.

**2.4 Positive feedback**

Feedback is mostly a report on behaviour and the feedback is intended to reinforce and recognise appropriate behaviour. When learning new things, positive feedback is important both to maintain motivation and progress but also in the relationship between "teacher and student." The learner’s confidence can increase because of a successful experience.

## 3 principles of feedback that work:

### 1. Be concrete

### What do you give feedback on e.g. "You are good at opening your App on the phone"

### 2. Be descriptive rather than evaluative

### "You open the App and are good at finding the menu so you can find exactly what you are looking for."

### 3. Focus on behaviour that can be changed

Feedback is only feedback when it leads to new and more appropriate behaviour. “It will be good if you look at those you are talking to while talking to them and smile more."

### 2.5 Empathetic approach

### Empathy, sympathy and compassion are terms we use interchangeably with the meaning being different.

### Empathy is an inner experience and sensation, (perhaps even) a physical sensation of what another person experiences and feels in a given situation. https://pxl.host/lfayv4axpxwcxf31m5.pngIt is not always that we automatically feel what other do - therefore we also use our imagination. We talk about it colloquially as 'imagine being in his place' or 'walking one day in his shoes'. We call empathy that. We recognise or imagine how others feel in a given situation.

### https://pxl.host/lfayyscx275s3phovs4h.pngSympathy is thus a mental and more distanced understanding than empathy. Sympathy is where we understand what another human being is going through, but we are not affected by it in the same way as in the empathic understanding which is more physical or sensuous.

### https://pxl.host/lfaz07egpnmil59f8g.pngCompassion is a step beyond empathy and sympathy. Compassion is the desire to relieve suffering or pain or difficult feelings. This means that compassion always starts with an empathic recognition, and from there jumps a desire to reduce the pain (physical or emotional) that we recognise.

### In learning situations, the teacher must empathise with the participant so that motivation, attention and curiosity are preserved, just as the teacher must understand what needs the "student" has and take this as a starting point.

**2.6 Patience/speed**

The cognitive functions, including learning, are slower with age, due to the natural deterioration of brain function and therefore the course design must allow the seniors to progress at a slow speed. The teacher must be patient and encourage the seniors to move forward step by step at their own speed.

03

Technical Aspects

**03 | Technical aspects**

**3.1 Teacher understands different learning processes**

To be able to plan a learning process, the teacher needs to be aware of competencies connected to different teaching roles as well as the learning conditions of the learner regarding understanding different learning processes. A didactic theory relates the six most important aspects when planning a course or learning process.

**Questions to ask about the learning conditions of the learner include:**

• What professional or other relevant skills does the learner have?

• What communication skills does the learner have?

• What collaborative skills does the learner have?

• Is the learner motivated to pursue the subject?

• Does the learner have any special problems or need for resources related to the course?

• How does the learner learn?

**3.2 Memory retention**

With age follows a natural deterioration of brain function, causing a progressive weakening of concentration, memory and mental flexibility. Patience and breaks along the way make room for reflection. The teacher needs to take some factors into consideration;

**Pace**

**Repetition**

**Simple steps**

**3.3 Repeating**

Developing a certain technical skill may require several attempts of practice, therefore repeating different steps in the learning process is essential, when teaching older people, and the teacher needs to consider the best way to provide instruction and feedback, allowing time for the learner’s repetition.

**3.4 Simple steps**

Teaching older people or people in general the teacher may find the KISS rule (Keep It Simple, Stupid) helpful, passing on basic IT knowledge. The teachers must meet the learners at their own level, simple steps are important. Using questions guiding the seniors to simple problem-solving motivates and often leads to curiosity to learn more. This way the learners reach for a higher level of knowledge, by finding answers themselves.

Although it can be difficult, it can be fun. Proceed calmly and create a safe learning environment, where there is room for questions and discussion.

**3.5 Avoid IT-Slang**

Digital vocabulary is a challenge for many older people, therefore, the use of IT-slang should be kept at a minimum, it’s incomprehensible to a lot of people, and some expressions may need to be explained or “translated.”

04

Ethics of Privacy

**04 | Ethics of Privacy**

Ethics is about what we should do as individuals and as a society. Ethics, then, governs some of our actions. When we share pictures from the summer holidays on Facebook, it is difficult to maintain the idea and the individual's private sphere. Nevertheless, the goal must be for us to collectively commit ourselves to respecting each other's integrity and exhibiting net etiquette. Everything we share online will be available online in the future, calling for accountability on the internet, just as searches on the web leave digital traces.

**4.1 Setting Boundaries**

It’s important to set boundaries in terms of what kind of information is accessible or visible to the teacher. These boundaries should be made clear to everybody at the beginning of the teaching or support. In relation to digital services, it requires awareness of the ethics of privacy.

**4.2 Ethics**

Ethics of privacy varies depending on the relationship between the teacher and the learner, and professional care workers and volunteers should be very aware of their responsibility regarding access to personal information. In teaching, the teacher is responsible for applying good ethics. Good ethics regarding digital services could be a helpful attitude with advice on how to create secure passwords, but NOT to gain knowledge of passwords

**4.3 Privacy protection**

Care workers and volunteers have an obligation to observe secrecy in contact with the learner’s private affairs. Teaching different IT skills, the teacher has access to various information of which he or she is obliged to observe secrecy and will tell so at the beginning of the course. This means that the teacher cannot share any private information of the learner with others, nor use any private information of the learner for his or hers own gain.