

TODAY'S FOCUS

- What is Quality of Life for the elders we serve?
- What does the new paradigm of life enrichment look like?
- How can we be instrumental in making this a reality?
- What tools can we use to lead the journey to meaningful engagement?

YOU DON'T NEED A TITLE TO BE A LEADER

LIGHT THE WAY

- Since what we see is what we think, how can you change your thinking so you can see the world in a different light? (Ben Novell LMF)
- Since what we see is what we think, how can you change your thinking so you can see **the elder care community in a whole new light?**

Have a vision-Be Demanding
It can be done
Perpetual optimism is a force multiplier
Colin Powell

<http://www.youtube.com/watch?v=T21HBWxBd-U&feature=related>



12 HABITS OF EXCEPTIONAL LEADERS

TRAVIS BRADBERRY PH.D

- Courage
- Effective communication
- Generosity
- Humility
- Self-awareness
- Golden Rule Plus
- Passion
- Infectiousness
- Approachability
- Accountability
- Sense of purpose
- Authenticity



QUALITY OF LIFE

THE ROLE OF LIFE ENRICHMENT

PAY ATTENTION TO SIMPLE PLEASURES....

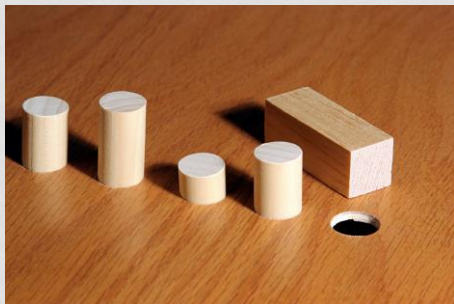
What are YOURS?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Thomas Moore

“The ordinary arts we practice every day at home are of more importance to the soul than their simplicity might suggest.”



CRITICAL COMPONENTS OF RDC

Individual Choice and Control	Home Environment "small is better"	Nurturing Relationships
Meaningful use of leisure time	Neighborhoods with familiar routines and people (staff, residents)	Consistent care givers: Relationship to care partner is central to QOL
Implementation of daily schedules-life long habits, patterns	Social dining environments	Meaningful social connections
Recognition of individuality-personalized lifestyle preferences and unique talents	Individualized living space	"Building Community" Residents-staff-family-volunteer-community
Promotion of dignity, respect-purpose and contribution-"the giver role"	Outdoor and garden areas	
	Home practices	

Autonomy	An individual's sense of being capable of independent actions. The ability to provide for one's needs.	Fromm: drive for a frame of reference (consistent ways of experiencing and responding to life) Continually growing.
Self-Determination	The individual's right to make their own decisions and choices after being informed of all choices and consequences.	Adler: need to assert themselves and have some personal power.
Self-Esteem	An individual's sense of personal worth, adequacy, competence. It is derived more from inner thoughts and values than outside praise.	Maslow: higher order need for achievement, recognition and contribution. Fromm: need for transcendence (striving to be better, reaching).
Identify	An individual's sense of SELF. Sense of UNIQUENESS. It is a combination of values, behavior and thoughts.	Fromm: everyone searches for meaning. Values give meaning to life. Fromm: search for identity, who they are, what their talents, gifts and abilities are.
Independence	The ability to rely on oneself for existence and support. If involvement decisions, acting on those decisions, doing more without supervision and conquering new things.	Adler: people need personal power, control, and to assert themselves. Fromm: in our search for meaning, we form values and attitudes.
Status	An individual's social position that carries culturally defined expectations. Usually seen as prestige.	Maslow: need for recognition and prestige. Fromm: we strive to be better.
Socialization	An individual's ability to communicate and interact with others, to establish friendships and be included.	Freud: every person needs to love and be loved. Fromm: need for relatedness (people, nature, divine) and rootedness (belonging to someone or purpose) Maslow: need for affection, inclusion, belongingness.

Developed by Natalie B. Davis ACC based on the work of Nadine Touhey "Treasured Memories"



"Relationships are not only the heart of long term care, they are the heart of LIFE." (C. Williams)

"Through a relationship all things can happen, without one, nothing." (H. Shore)



5 STEPS TO CONNECTION

1. Awareness of attitudes, fears, stereotypes
2. Know the Person-REALLY
3. Understanding of how to structure opportunities to use the "brain that remains"
4. Ability to SIMPLIFY, ADAPT and CHANGE THE RULES
5. Ability to use engagement strategies



ENGAGEMENT

- Rowe-"Successful Aging"
 - <http://www.thirteen.org/openmind/health/successful-aging/2640/>
 - "A positive interaction with society, with the community, with a social network."
 - "If a Dr. could ask only one question to determine how you are doing....."

SOCIAL ENGAGEMENT

- Reinforces our identity-concept of self
- Increases our ability to cope-resiliency (patterns and values)
- Increases feelings of trust and security
- Encourages acceptable behavior
- Promotes a positive sense of well-being-"friendship is the best medicine"
- Stimulates activity across the brain
- Promotes an emotional connection to the activity

SOCIAL ENGAGEMENT

- Through social interaction we learn of ourselves...groups and social interaction are the major source of information to help develop a concept of "self."
- One of the skills basic to adequate functioning is the ability to get along in a group. Failure to belong or be accepted often leads to inadequate functioning.
- High self-esteem in newly admitted residents is related to high frequency of social interaction. (Anderson) Life review helps to promote positive outcomes. (Haight)
- Relational aspects of well-being are possible in severe dementia, interpersonal processes remain. Emotional sensitivity and spiritual awareness are possible (Bob Woods RYCT, University of Wales Bangor). Reminiscing promotes feelings of inclusion. (Gibson)
- "When relationships are challenged, it can cloud other aspects of life. Decreases in a person's social relationships may affect psychological well-being, and have **an impact on mood, behavior and physical activity.**" CAA #7

DEMENTIA AND SOCIAL INTERACTION

- Barriers



Discovering an alternate route.....



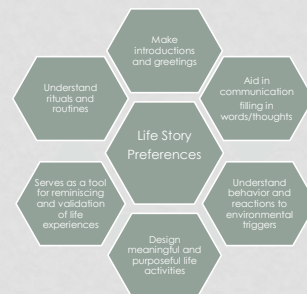
YOUR ROLE IN ENGAGEMENT

- Create opportunities to
 - Share ideas
 - Initiate conversation
 - Display emotion (positive, negative and humor)
 - Belong to a group
 - Experience social sensitivity-be helpful
 - Show creativity
 - Assert desire
 - BE somebody-ME
 - Connect families connect and engage

ENGAGEMENT COACH

- Knows the players
- Designs the plays for success
- One step at a time
- Provides support and guidance
- Reinforces along the way
- Celebrates accomplishments
- Redesign the play if it doesn't work !

APPLYING LIFELONG PATTERNS-EXAMPLE



IT'S NOT ABOUT THE CIRCLES

IT'S NOT ABOUT THE ART PROJECT



A little bit of this and a little bit of that....collage conversations

NORMALIZATION OF LIFE PATTERNS

Things I like to do on a daily basis (food, drink, personal habits, spirituality, pursuits)	Things I like to do occasionally (weekly or monthly)	Things I like to do for special occasions (once in a while)	Relationships that are important to me (type of socialization)	Other things I have enjoyed/lifetime experiences Stories I like to share

LEADING THE JOURNEY

- Tools for Enrichment

Leading the Journey

- Provide increased opportunities (choices) of activities for residents in **small group formats**
- Include **varied leadership** of activities and groups to utilize the talents and strengths of staff
- Provide **shared participation** (and enjoyment) between staff and residents in life celebrations and events.
- Create opportunities for engagement through **relational activities**
- Utilize **routine "care"** situations to promote engagement (beverage/snack carts, 2 hour rounds, evening routines and care)
- Create opportunities to maximize socialization during **dining**
- Provide materials to trigger **informal/spontaneous** interactions (displays, pictures, written prompts and questions, ongoing activity)
- Provide staff with "**engagement**" questions/topics (pocket talkers)
- Support the continuation of **family relationships**

RELATIONSHIPS: THE JOURNEY

Relationships: the Journey

- Explain the process of developing a "nurturing relationship" (Maslow's Hierarchy of Needs)
- Identify techniques to gather life story information
- Explain the process of "triggering" reminiscence
- Identify 3 benefits of social engagement
- Compare and contrast the following:
 - Friendliness and friendship
 - Solitude and lonely
 - Care and treatment
- Demonstrate the ability to listen with empathy, openness and awareness
- Demonstrate the ability to use the NCFC approach (name, compliment, fact, conclusion)
- Give 2 examples of ways that enable the resident to be the "giver" in the relationship
- Identify techniques to initiate conversation using life story information
- Give 2 examples of patronizing communication
- Give an example of "instrumental" and "affective" communication.
- Give an example of "significant touch"
- Identify 10 examples of "simple pleasures" that provide meaning to daily life.
- Demonstrate the ability to direct conversation between residents using life story information.
- Demonstrate the ability to use person-first language

