

GO GREEN & CARE

Professional Development Course



Output Identification:	Green Care / Work with elderly and people with special abilities	
Output Title:	Elderly and people with special abilities / Green care activities when nursing	A circular photograph showing an elderly woman with short grey hair, wearing a bright blue jacket and dark pants, kneeling on a paved path. She is holding a pair of blue walking sticks and a small red and white bowl. A large, shaggy white and black dog is sitting next to her, looking at the bowl. The background shows a wooded area with trees and a paved road.
Keywords	Green Care, rehabilitation, experiences, ethical principles in nursing and care	
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FRAMEWORK OVERVIEW

This framework is part of a series of training courses involving a range of therapeutic areas within the Green Sector using sustainable and environmentally-friendly methods. The training course is developed in a modular form, each module corresponding to a particular unit of learning outcomes, following the principles of EQF and ECVET.

The total number of guided learning hours for learners is 50 hours per 5 credit framework.

The framework does not specify the recommended total hours for learners to complete the course, which will be specified by the trainer.

This framework is intended to train teachers to give necessary knowledge, skills and competencies for how to understand the disabilities, elderly people and how to take care of hygiene during Green Care activities and how they should be taken into account when GGC rehabilitation is used.

LEARNING OBJECTIVES

The training course addresses elderly people and how to understand people with special abilities.

Contents of Training Framework

The following are the knowledge, skills and competencies that the learner will be required to achieve in order to complete her/his course of training. Within the training framework the trainer will be provided with the basic resources with which she/he will be able to share these outcomes.

	Knowledge The learner should know:	Skills The learner should be able to:	Competences The learner should:
1: Introduction	<p>The basic principles of development of old people and challenges of special need. Ideology of Green care during nursing and guiding.</p> <p>How to exploit knowledge of physical, mental and social ageing and the support of rehabilitation of the elderly.</p> <p>How to motivate the client and supports the client's will to rehabilitate.</p>	<p>Meet different people and understand the basics of special needs.</p> <p>Explain the ideology and principles of green care.</p>	<p>Be able to take care of the elderly and people with special needs in the green care session and understands the safety issues.</p> <p>Be able to nurse and guide elderly, pay attention to environmental and ethical points in Green care session.</p>

			Actively guide and support a client in coping and meaningful daily living.
2: Work -process	<p>How to design and plan a green care session with clients and how to do it in practise.</p> <p>Meaning of safety and the security instructions.</p> <p>Theory of vocational interaction.</p> <p>How to find out about factors in the client's physical and psychosocial environment which promote rehabilitation.</p>	<p>Recognize the strengths and need for support in functional capability of the elderly</p> <p>Use plain language and appropriate communication methods for elderly.</p> <p>Understand how to create safe atmosphere.</p> <p>Use the attitude "Less is more" when taking care of customers.</p>	<p>Be able to assess and determine which green care methods are applicable.</p> <p>Guide the client, in a client-based activities and social interaction. Guide clients and act in a preventive manner.</p> <p>Apply a rehabilitative approach in guiding the client.</p> <p>Supported by a team, work in multicultural environments and with clients from different cultures.</p>
3: Safety issues in caring process	<p>Statutes, regulations, instructions and operating.</p> <p>Principles concerning rehabilitation.</p> <p>Internal and external safety</p>	<p>Abide by the legislation, instructions and operational principles.</p> <p>See to occupational health and safety (e.g. ergonomics and aseptic), and see to the security and functional capability of the clients.</p>	<p>Recognize accident risks.</p> <p>Work in ergonomically correct way and prevent work-related accidents.</p> <p>Use aseptic procedures at work and take care of personal hygiene.</p> <p>Work safely and aseptic in different environments</p>
4: Legal issues	<p>The health & safety requirements for using green care activities with the elderly.</p> <p>Abides with the ethical principles in vocation (e.g. respect for life and human dignity, discretion, legal incompetence due to the likelihood of bias, the client's right to decide on his/her matters, support for</p>	<p>Understand and be able to follow legal requirements when arranging Green care activities.</p>	<p>Abide with the statutes, regulations and operating principles of social and health care work, related to the support and guidance of green care principles and justify actions in many ways with such statutes, regulations and principles.</p>

	participation, justice & fairness and equality) and statutes, vow of confidentiality.		
5: Assessment, review and personal reflection	Learning review, self-evaluation: Recognizes his/her own strengths and areas for development, and assesses vocational development.	Readjust her/his conduct on the basis of feedback.	Be able to self-evaluate and change her/his guiding on the basis of feedback.

TARGET GROUPS

- Teachers in VET colleges and others
- Health and Care Workers and Community Workers
- Rehabilitation staff

LEARNING METHODOLOGY

The pedagogical methodology is experiential pedagogy and principles of rehabilitation by using green care methods.

CONTENT OF TRAINING FRAMEWORK

- The basic principles of elderly people and people with special abilities.
- Ethical principles in nursing and care. Learners will develop their understanding of a range of aspects how to meet and guide people with special abilities, including the underlying theory of Green Care principles and the ways in which it can be used to benefit those cared for in this sector.
- How to secure safety in nursing, care and rehabilitation. It includes nursing skills and good health (e.g. vaccinations) and the ability to reflect one's feelings and work methods.
- How to work with customers as individuals: Diseases and functional ability. Employee motivates the client and supports the client's will to rehabilitate.
- Internal safety:
Creating confidential atmosphere by means of active listening, touch and encouragement. Speaking and guiding in comprehensible language, no "nursing terms".
- Ethical skills: respecting the elderly: self-determination, dignity and feeling of community.
- External safety:
Safety environment (external safety): clean environment, lighting, nursing and training equipment are up-to-date, using helping tools when moving
- Take care of hygiene by washing hands properly, using gloves or other protect equipment/tools.

SUPPORT RESOURCES

theory (elderly)

<http://www.eolss.net/sample-chapters/c04/e6-27-05-04.pdf>

How to meet and support:

Vision impairment

Person has difficulties with moving in different surroundings, perceiving the surroundings and interpreting facial expressions and gestures. When you want to speak to the person, touch her/his shoulder. If you want to help her, ask: "Can I help you?" Among a crowd of people touch softly the person's shoulder to let them know you are talking just to them. If you approach a person with vision impairment, talk directly to them, not to somebody else. Use the person's name. Tell them before you leave. Use clear expressions such as "Right", "Left". Tell them what kind of food they have on the plate and where it is making use of Clock Face e.g. by saying tomatoes are at two o'clock. When you guide the person with vision impairment kindly offer your forearm and walk a little bit in front of them. When guiding the person, tell them about obstacles in your way at the same time. When you give guidance be discreet and avoid a loud voice.

Impaired hearing

Speak calmly and clearly. Speak in a loud voice, don't shout. Don't cover your mouth when you are speaking. Speak in suitable distance and so that they can see your mouth. Speak slowly enough. Speak directly to the person, don't leave them outside the conversation. Repeat when needed. Correct misunderstandings at once. Make sure the person can understand by writing the message down. Use pictures, sign language if needed.

Mental disability

They will have problems with power of deduction. Remembering important learning experiences and keeping many things in mind at the same time is difficult. Planning their own actions and problem solving are challenging. When guiding, create safety and confidence atmosphere. Use plain language and pictures, sign language if needed. Support independent coping in everyday life. Split daily activities in small parts. Support daily routines, homework, studies and work activities.

Physical disability

A Person has difficulties with moving their legs, coordinating muscle tones and has stereotype movement. Focus is on the strengths of a person. Support daily activities. Take care of a position and avoid quick movements. Use pain therapy.

Parkinson's disease

Person has stiffness and slowness, trembling, uncontrolled movements and spasms. Find suitable and safe way to move and plan with physiotherapist what walking aids are needed. Guide to avoid too strong physical distress, because muscles get tired easily. Make sure you give enough time to do things, because the disease causes stiffness and slowness. Help to cope independently in everyday activities. Encourage to find suitable physical exercises, e.g. gym or water aerobics. Support in maintaining mental balance by encouraging to find positive things in life.

Memory disease (Dementia)

Dementia is the loss of thinking, memory and reasoning skills to such an extent that it seriously affects a person's ability to carry out daily activities. Symptoms are: difficulty to remember things, repeating the same story over and over again, becoming lost in familiar places, difficulty to follow directions, disorientation (time, people, and places), and difficulty to take care of hygiene and nutrition and personal safety.

Create safety and confidence atmosphere and environment. Explain carefully what will happen. Prepare the person to the new situation. Don't leave them alone and ask for feedback. Use pictures and music. Use humor and understandable language.

(Reference: Suvikas, A. 2013. Kuntouttava lähihoito. Helsinki: Edita)

ADDITIONAL INFORMATION / FURTHER RESOURCES:

Runnin Kartanonmäki <http://www.runninkartanonmaki.fi/>

- welfare and rehabilitation of elderly, pilot week activity day 8.12.2015

Blog <http://sakkyiisalmigogreencare.blogspot.fi/>

- documentation of the pilot week 7.12-11.12.2015

Hoitokoti Rebekka Oy <http://www.rebkanhoitokoti.fi/>

- welfare and rehabilitation of elderly, workplacements for students on countryside (green care methods and green elements)

Old age, stages of development <http://www.eolss.net/sample-chapters/c04/e6-27-05-04.pdf>

Example of treasuremap in Facebook <https://www.facebook.com/events/323595091099171/>

Information of bird feeding https://en.wikipedia.org/wiki/Bird_feeding