


Long-Term Care Workforce Issues for the 21st Century: Empowering Older Adults in Care Settings





Long-term Care Workforce Issues for the 21st Century: Empowering Older Adults in Care Settings

- Colette V. Browne, Dr.PH, Professor,
University of Hawai'i School of Social
Work

Long-term Care Workforce and Quality Care

- The Context: Global Aging
- Developed and developing nations
 - 1.5 billion over the aged of 65 today
 - Western Europe, the US and Japan have the highest numbers
 - By 2050, 1.2 billion in developing nations



The Long-Term Care Workforce Crisis

- Demand for Direct Care Workers
- Relationship between Adequate and Well-Trained Staff to Elder Empowerment





Empowerment can be defined as:

- A psychological state with a sense of competence, control and entitlement.
- Overcome feelings of powerlessness by seeking out voices of consumers.
- Helpers understand dynamics of power
- Helpers share power with clients by respectful behaviors and the provision of choices.

National and International Strategies to Respond to Workforce Needs

- International Strategies
- US Studies





Listening to the Voices of Elders

- University of Hawai'i 2003 Gerontology Curriculum Study funded by Hartford
- Goal: Talk to groups often left out of curricular discussions but whose voices are essential to gerorich curriculum development.



Our Question:

- What are the requisite knowledge, skills, and values of a professional social worker who is effective in working with older adults?
- Implications for other workers in aging





Methods, Analysis and Themes

- Methods: Focus groups, colloquia, and interviews
- Data Analysis
- Final Results: Identification of Knowledge and Educational Strategies:



Results

- Knowledge, Values and Skills
 - Communication, client-centeredness, and empathy training
 - Broad-based knowledge of aging
 - Understanding family dynamics and working with family systems
 - Case Management and knowledge of services
 - Diversity and Cultural Competency

Results Continued

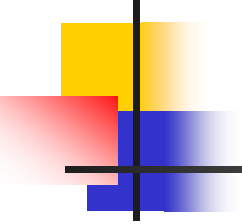
- Professional Competencies
- Geriatric Assessment
- End-of-Life Care

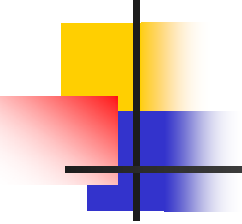




Results-continued

- Educational Strategies:
 - Increasing intergenerational opportunities
 - Self-reflection Exercises
 - “ We had to put on glasses that had been touched with vaseline to go outdoors and do things on campus...to get the feeling of not having perfect vision. I’ve never forgotten that.” Respondent.

- 
-
- Sponsor more collaborative events
 - “maybe if you made it kind of fun...like a senior film festival. You know, so that people are seeing a movie and followed by discussion. People would show up. Respondent.

- 
-
- Provide training in communication skills
 - “You know, to be treated with respect. She let me solve my own problems. I felt smart.”
 - Provide mentorship



Summary and Conclusions

