

SIENHA Project – Strategic and Innovative European Network for Education in Healthy Aging: Project Update

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Background and purpose

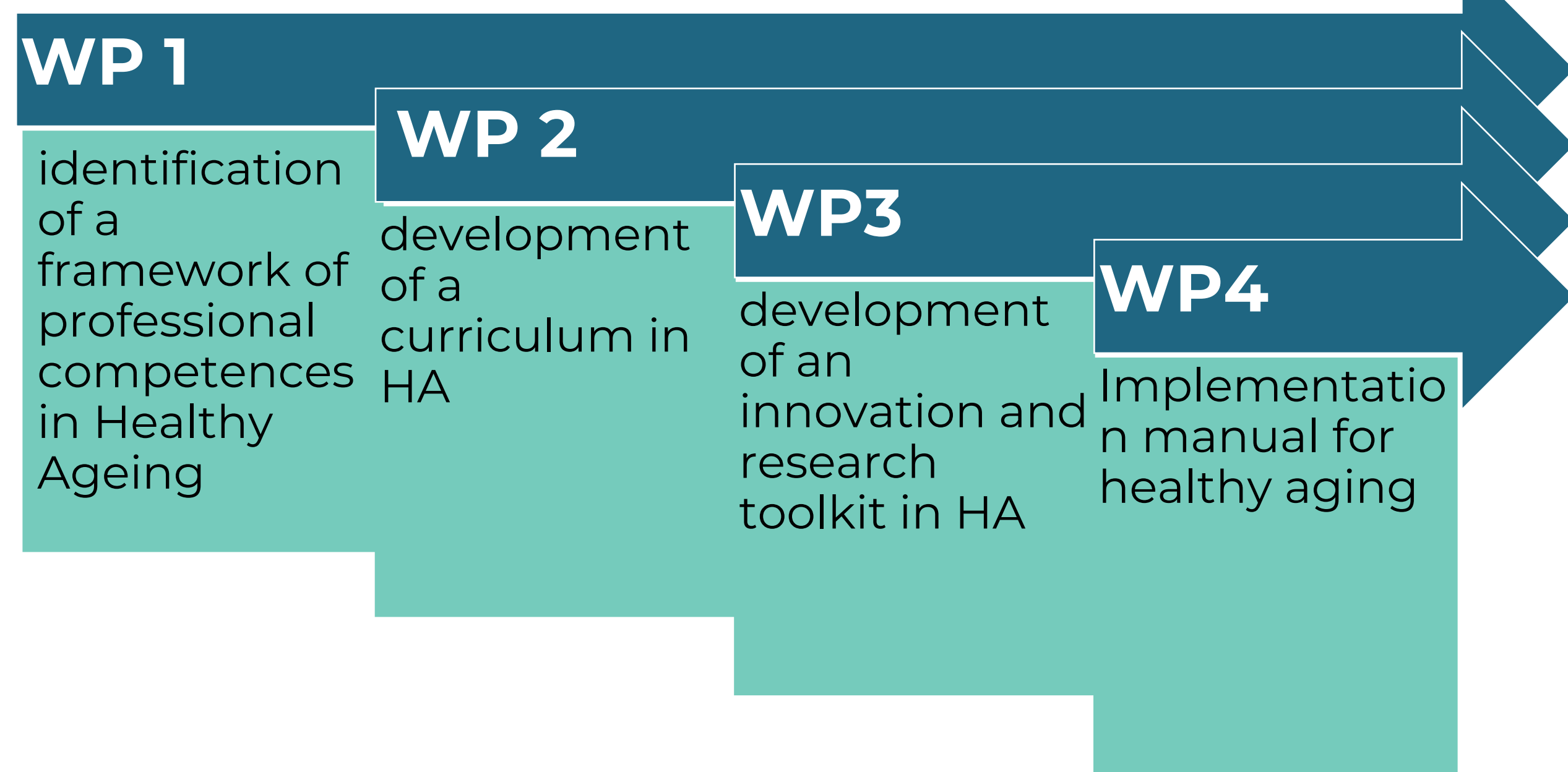
The demographic transition of ageing influences currently all European societies, changing the health status of the population. The health challenges related to the ageing of the population (WHO, 2020), force a change in social and health measures and policies in Europe (Rudnicka, 2020).

There is an urgent need to address challenges related to the governance of ageing societies, which calls for deliberate and foresighted innovation of educational, social and health care environments that equip and prepare its professionals with capacities focusing on prevention, health and wellbeing using evidence-based practices.

The Healthy Ageing (HA) paradigm requires innovation in educational, social and health environments and the preparation of its professionals. Thus, it is essential to promote higher education in the European space through the development of skills of students, health and social service professionals.

Description

The SIENHA project is based on an multilateral academic cooperation, lasting 36 months, with the participation of seven Higher Education Institutions, financed by the ERASMUS+ program, consisting of the following intellectual products: identification of a framework of professional competences in HA; development of a curriculum in higher education; development of an innovation and research toolkit in HA.



Summary of use

In this phase of the project the partners already develop a list of core and enabling competencies based on a scoping review and with that created four main capstones that will be able to structure the assessment strategies and the syllabus.

For applying implementation research and innovation research teaching strategies, a toolkit with theoretical foundation is going to be developed with descriptions of best practices and suitable teaching and learning methods that can be implemented in educational programs (some examples below).

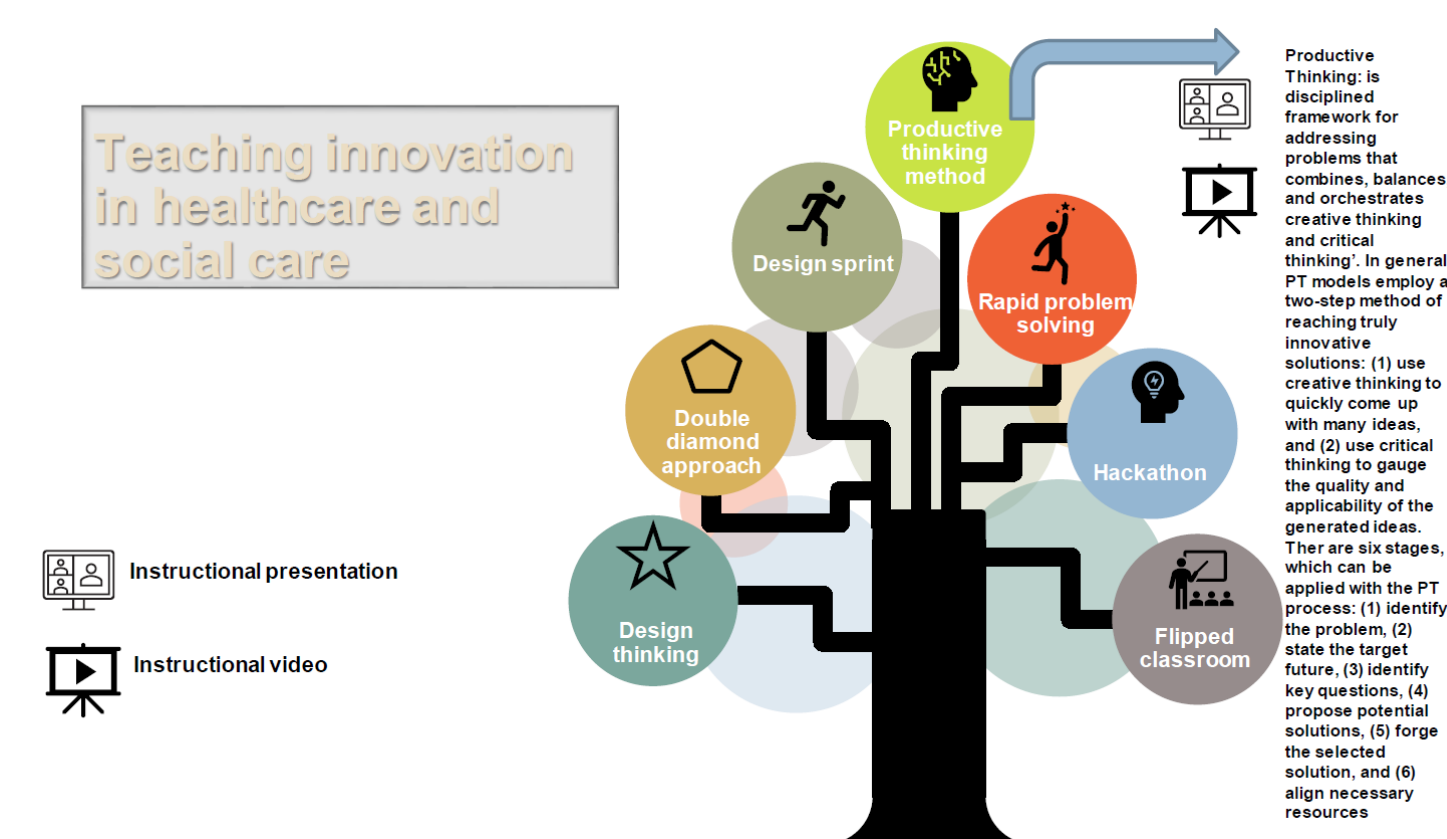


Fig 1 - Visual presentation of teaching methods in healthy ageing course

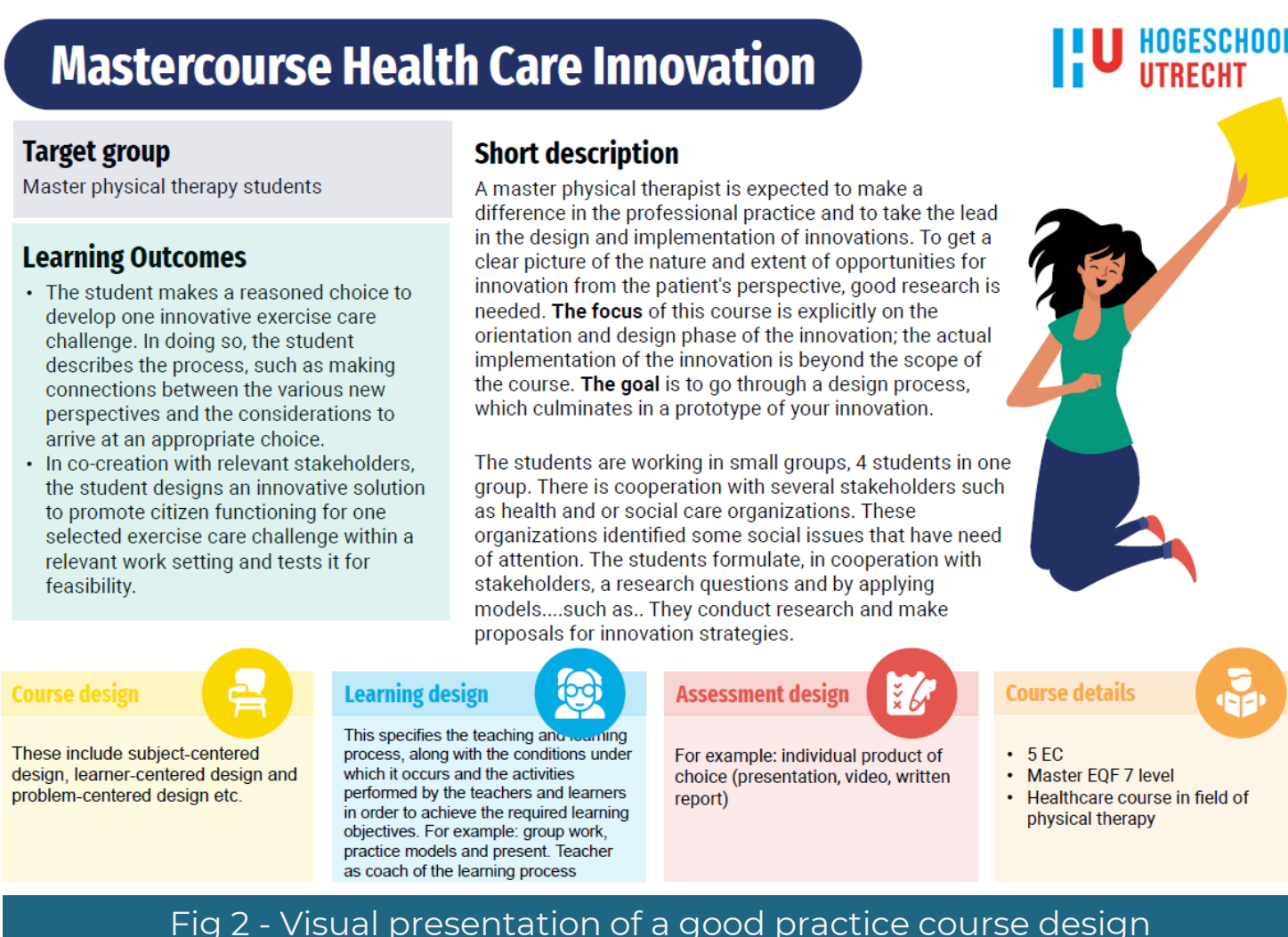


Fig 2 - Visual presentation of a good practice course design

What is 4D mapping method?

In Social Presenting Theater, the word "theater" is used in connection to its root meaning – a place where something significant becomes visible, or where a community of people can see a shared experience.

4D mapping makes visible the current reality in a social system, such as a school system, health care system, or government. 4D Mapping is used with groups who are looking to gain new insights about their own system, and with clients who have a case they want to explore using this method.

Why use it?

4D Mapping is used with groups who are looking to gain new insights about their own system, and with clients who have a case they want to explore using this method.

- 4D mapping explores how the highest aspiration in a system might come forward. We assume there is an underlying wisdom – in spite of the diverse values or goals of stakeholders in a system – that could come to the surface and be visible as we move from Sculpture 1 to 2.
- Participants apply mindfulness of the body and awareness of the surrounding space. 4D mapping is not about acting out preconceived ideas or concepts we have about a system.
- 4D mapping is about surfacing and noticing what shifts in a system might be significant in going from a current reality to an emerging future reality.
- Movement is based on what is actually emerging, not based on manipulation or what we think something should be.

How to get started / how to use it?

- Process:
- The process consists of three phases:
 - Definitions of Roles & Introduction of method. Also depending on how familiar individuals of the group are with each other, you may include embodiment practices such as 20 Minutes Dance, Stuck Exercise or other embodied mindfulness practices
 - Enacting the roles and moving from Sculpture 1 to Sculpture 2
 - Generative Dialogue

Needed tools, materials, people:
Time: plan at least 90min, preferably 2 hours or more
Tools: a notemaker, Flipchart, enough space, Paper for the roles
People: 12 or more people (typically 10-12 players enacting a role and the rest of the people sitting around in a circle as witnesses)

References and resources

- <https://www.u-school.org/pages/4d-mapping>
- https://p-2023-33.amazonaws.com/English_Tool_SPT_4_D_Mapping_e6160906a.pdf
- <https://collaboratiohelvetica.ch/en/blog/2018/10/4d-mapping>
- <https://www.youtube.com/watch?v=TUGvH7Yxw>

Fig 3 - Example of teaching method described in a handbook format

Importance

For the duration of the project is planned the creation of an educational curriculum, centered on healthy ageing throughout the lifespan, to be implemented by the partner HEIs to facilitate the preparation of professionals, namely Physiotherapists, to work with a focus on promoting health and well-being throughout the life cycle.

References

- World Health Organisation. (2020). Decade of healthy ageing: baseline report.
- Rudnicka, E., Napierała, P., Podfigurna, A., Męczekalski, B., Smolarczyk, R., & Grymowicz, M. (2020). The World Health Organization (WHO) approach to healthy ageing. *Maturitas*, 139, 6-11.