

As if I wasn't even there...



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Elder Prejudice

- Treated as objects
- Prevented from making up their own minds
- Denied treatment on the basis of their age
- Spoken down to
- Disrespected
- Denied their privacy
- Human dignity is undermined

Ageism & Prejudice

- History – younger people didn't use to have a prejudice toward old people.
- Cultural factors – the USA has a cultural bias in favor of youth. (Definite fear of aging)
- Fear of Death
- The prejudice is “institutionalized.” There is no other group like the elderly about which we feel free to openly express stereotypes and subtle hostility.

Ageism & Prejudice

For example,

- just look at greeting cards... “Sorry you are another year older...” It is a downward slide...
- Birthday “gag” gifts – “over the hill”
- TV shows depict older people in a stereotypical way.
- In children's books, the villain is usually an old woman or old man.
- Society at large condones the open expression of negative views of aging and older people.
- There's also the drive to “hide” physical signs of aging.

Ageism & Prejudice

For example,

- Over-accommodation: overly polite, speaking louder and slower, exaggerating intonation, & talking in simple sentences.
- Shielding elders from “confusing” or “upsetting” information.
- Using the same tone and style of language as is used with babies.

The right to dignity...

- The resident has a right to a dignified existence, self-determination, and communication with and access to persons and services inside and outside the facility, including those specified in this section.
- §483.10(a)(1) A facility must treat each resident with respect and dignity and care for each resident in a manner and in an environment that promotes maintenance or enhancement of his or her quality of life, recognizing each resident’s individuality. The facility must protect and promote the rights of the resident.

The right to dignity...

- All nursing homes are required "to provide services and activities to attain or maintain the highest practicable physical, mental, and psychosocial well-being of each resident in accordance with a written plan of care that... is initially prepared, with participation, to the extent practicable, of the resident, the resident's family, or legal representative."

The right to dignity...

“Dignity” means that in their interactions with residents, staff carries out activities that assist the resident to maintain and enhance his/her self-esteem and self-worth.

The right to dignity...

- Each resident has the right to be treated with dignity and respect.
- All activities and interactions with residents by any staff, temporary agency staff or volunteers must focus on assisting the resident in maintaining and enhancing his or her self-esteem and self-worth and incorporating the resident's, goals, preferences, and choices.
- When providing care and services, staff must respect each resident's individuality, as well as honor and value their input.

The right to dignity...

Some examples include (but are not limited to):

- Encouraging and assisting residents to dress in their own clothes appropriate to the time of day and individual preferences rather than hospital-type gowns;
- Assisting residents to attend activities of their own choosing;

The right to dignity...

- Placing labels on each resident's clothing in a way that is inconspicuous and respects his or her dignity (for example, placing labeling on the inside of shoes and clothing or using a color coding system);
- Promoting resident independence and dignity in dining such as avoidance of:
 - Day-to-day use of plastic cutlery and paper/plastic dishware;
 - Bibs (also known as clothing protectors) instead of napkins (except by resident choice);
 - Staff standing over residents while assisting them to eat;
 - Staff interacting/conversing only with each other rather than with residents. while assisting residents;

The right to dignity...

- Respecting residents' private space and property (e.g., not changing radio or television station without resident's permission, knocking on doors and requesting permission to enter, closing doors as requested by the resident, not moving or inspecting resident's personal possessions without permission);

The right to dignity...

- Respecting residents by speaking respectfully, addressing the resident with a name of the resident's choice, avoiding use of labels for residents such as "feeders," not excluding residents from conversations or discussing residents in community settings in which others can overhear private information;
- Focusing on residents as individuals when they talk to them and addressing residents as individuals when providing care and services;

The right to dignity...

- Maintaining an environment in which there are no signs posted in residents' rooms or in staff work areas able to be seen by other residents and/or visitors that include confidential clinical or personal information (such as information about incontinence, cognitive status). This does not prohibit the display of resident names on their doors nor does it prohibit display of resident memorabilia and/or biographical information in or outside their rooms with their consent or the consent of the responsible party if the resident is unable to give consent.

The right to dignity...

- Grooming residents as they wish to be groomed (e.g., removal of facial hair for women, maintaining the resident's personal preferences regarding hair length/style, facial hair for men, and clothing style).

The right to dignity...

- Maintaining resident privacy of body including keeping residents sufficiently covered, such as with a robe, while being taken to areas outside their room, such as the bathing area (one method of ensuring resident privacy and dignity is to transport residents while they are dressed and assist them to dress and undress in the bathing room).

The right to dignity...

- Refraining from practices demeaning to residents such as keeping urinary catheter bags uncovered, refusing to comply with a resident's request for toileting assistance during meal times, and restricting residents from use of common areas open to the general public such as lobbies and restrooms, unless they are on transmission-based isolation precautions or are restricted according to their care planned needs. An exception can be made for certain restrooms that are not equipped with call cords for safety.

The right to dignity...

Surveyors will:

- Determine if staff members respond in a dignified manner to residents with cognitive impairments, such as not contradicting what residents are saying, and addressing what residents are trying to express (the agenda) behind their behavior.

The right to dignity...

Surveyors will:

- For example, a resident with dementia may be attempting to exit the building in the afternoon, but the actual intent is a desire to meet her children at the school bus, as she did when a young mother. Allowing the behavior under supervision such as walking with the resident without challenging or disputing the resident's intent and conversing with the resident about the desire (tell me about your children) may assist the behavior to dissipate, and the staff member can then invite the resident to come along to have a drink or snack or participate in a task or activity.

Building Relationships

- Rethinking and adjusting relationships is one of the often overlooked parts of being a caretaker.
- No two people experience dementia in the same way.
- "The best you can give for a person with dementia is recognition of the person they were and are, and be compassionate in your communication."



Building Relationships



- Compassion includes caregivers recognizing what is and is not within their power to change as the relationship evolves and the disease progresses.
- Correcting mistakes, drawing even more attention to the memory loss is both frustrating, embarrassing and can lead to agitation or anger.
- Rather than “correct,” it is better to “connect.”

Building Relationships

- Enter the reality of the person and do not try to force them into yours.
- Persons with dementia can still pick up on negative reactions, even if they don't understand why.

Words we used decades ago...

- ❖ Inmates
- ❖ Patients
- ❖ Moron
- ❖ Idiot
- ❖ Imbecile
- ❖ Mongoloid
- ❖ Retarded

These words were not intended as insults, they were just diagnoses...sound depressingly familiar?

Let's find NEW words...

- | | |
|-------------------------------|---------------------------------------|
| ❖ Victim of or suffering from | ❖ Nurse aide, CNA, Front line staff |
| ❖ Wing/unit | ❖ Admit, place |
| ❖ Allow | ❖ Discharge |
| ❖ Diaper | ❖ Lobby, common area |
| ❖ The elderly | ❖ Nurses' station |
| ❖ Patient | ❖ Facility, nursing home, institution |
| ❖ Feeder(s), feeder table | ❖ Eloped, escaped |
| ❖ A diabetic, quad, CVA | ❖ Dietary services |

Let's find NEW words...

- ❖ Problem residents, behavior problems
- ❖ Agitated
- ❖ Ambulate, wander
- ❖ Wanderers
- ❖ Residents identified by diagnosis
- ❖ Toilet resident
- ❖ Activity Director
- ❖ New Admit
- ❖ Dementia/ demented
- ❖ Nourishment
- ❖ Bibs
- ❖ Transport
- ❖ Care Plan Problem
- ❖ Sit down, you'll fall
- ❖ He's on the pot!
- ❖ That's not my job.
- ❖ Trays are here.
- ❖ A two-assist

How to do it...

- ❖ Person-centered care is a recognition that resident choice and autonomy should be the primary aim of resident care in nursing homes.
- ❖ Staff should build a relationship with the resident and the resident's family
- ❖ Forming a personal attachment results in fewer complaints from the residents
- ❖ It also helps to reduce staff turnover

How to do it...

- ❖ Listening is probably not only the greatest gift that we can give to older adults but is one of the most important skills in understanding their life and needs. An older adult said “I stopped talking when people stopped listening.”

How to do it...

- ❖ Listen with your ears.
- ❖ Listen with your eyes.
- ❖ Listen with your body.
- ❖ Listen with your heart.

Listening

- Makes the elder feel heard and understood, which can help build a stronger, deeper connection between you.
- Creates an environment where everyone feels safe to express ideas, opinions, and feelings, or plan and problem solve in creative ways.

Listening

- Saves time by helping clarify information, avoid conflicts and misunderstandings.
- Relieves negative emotions. When emotions are running high, if the elder feels that he or she has been truly heard, it can help to calm them down, relieve negative feelings, and allow for real understanding or problem solving to begin.

Tips for Effective Listening...

Focus fully on the speaker, his or her body language, and other nonverbal cues.

- If you're daydreaming, checking text messages, or doodling, you're almost certain to miss nonverbal cues in the conversation.
- If you find it hard to concentrate on some elders, try repeating their words over in your head—it'll reinforce their message and help you stay focused.

Tips for Effective Listening...

Avoid interrupting or trying to redirect the conversation to your concerns.

- Listening is not the same as waiting for your turn to talk.
- You can't concentrate on what someone's saying if you're forming what you're going to say next.
- Often, a person can read your facial expressions and know that your mind's elsewhere.

Tips for Effective Listening...

Avoid seeming judgmental. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions.

- However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand a person.
- The most difficult communication, when successfully executed, can lead to the most unlikely and profound connection with someone.

Tips for Effective Listening...

Show your interest in what's being said.

- Nod occasionally, smile at the elder, and make sure your posture is open and inviting.
- Encourage the elder to continue with small verbal comments like “yes” or “uh huh.”

Non-verbal communication

- When we communicate things that we care about, we do so mainly using nonverbal signals.
- Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing.
- The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can.

Non-verbal communication

- You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.
- You can also use body language to emphasize or enhance your verbal message—patting an elder on the back while complimenting him/her.

Tips for improving how you read

nonverbal communication

Practice observing people in public places, such as a shopping mall, bus, train, café, restaurant, or even on a television chat show with the sound muted.

- Observing how others use body language can teach you how to better receive and use nonverbal signals when conversing with others.
- Notice how people act and react to each other.
- Try to guess what their relationship is, what they're talking about, and how each feels about what is being said.

Tips for improving how you read

nonverbal communication

Be aware of individual differences.

- People from different countries and cultures tend to use different nonverbal communication gestures, so it's important to take age, culture, religion, gender, and emotional state into account when reading body language signals.
- An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.

Tips for improving how you read nonverbal communication

Look at nonverbal communication signals as a group.

- Don't read too much into a single gesture or nonverbal cue.
- Consider all of the nonverbal signals you receive, from eye contact to tone of voice and body language.
- Anyone can slip up occasionally and let eye contact slip, for example, or briefly cross their arms without meaning to.
- Consider the signals as a whole to get a better "read" on a person.

Tips for improving how deliver nonverbal communication

Use nonverbal signals that match up with your words.

- Nonverbal communication should reinforce what is being said, not contradict it.
- If you say one thing, but your body language says something else, your listener will likely feel you're being dishonest.
- For example, you can't say "yes" while shaking your head no.

Tips for improving how deliver nonverbal communication

Adjust your nonverbal signals according to the context.

- The tone of your voice, for example, should be different when you're addressing an elder.
- Similarly, take into account the emotional state and cultural background of the person you're interacting with.

Tips for improving how deliver nonverbal communication

Use body language to convey positive feelings even when you're not actually experiencing them.

- It will make you feel more self-confident and help to put the other person at ease.

How to do it...

- ❖ Recognize their view of their age
- ❖ Relate to older adults as a 2-way communication bridge
- ❖ Treat older adults as individuals not as part of a larger group labeled 'seniors' or 'the elderly'
- ❖ "Look at me"

How to do it...

Reminiscence

- ❖ Maintains self-esteem and reinforces a sense of identity
- ❖ Feels a sense of achievement and pleasure
- ❖ Copes with stresses related to aging

How to do it...

Reminiscence

- ❖ Gains status or acceptance by revealing life history
- ❖ Places aspects of the past in perspective
- ❖ Deals with emotions such as grief
- ❖ Establishes a common ground for communication

How to do it...

Reminiscence brings value to the listener in a number of ways:

- ❖ Gains knowledge and understanding of the period in which the person lived
- ❖ Builds a bridge between the past and present
- ❖ Establishes a relationship through sharing information and experiences
- ❖ Provides a context for gaining insight about the person's behavior in the past

How to do it...

Communication Tips:

- ❖ Call the person by name
- ❖ Assist the person's orientation to time and place "Here it is Tuesday already"
- ❖ Really listen
- ❖ Pay attention
- ❖ Speak distinctly
- ❖ Talk directly to and at the person

How to do it...

Communication Tips:

- ❖ Take your time, one thought at a time
- ❖ Use body language/non-verbal cues
- ❖ Use tone of voice appropriate to the conversation
- ❖ Listen to silence
- ❖ Acknowledge feelings even if you don't agree
- ❖ Look for hidden meanings
- ❖ Encourage and reassure

How to do it...

Communication Tips:

- ❖ Use active listening (check out what they hear)
- ❖ Keep sentences short and simple
- ❖ Use repetition
- ❖ Speak clearly

How to do it...

Communication Tips:

- ❖ Keep terminology simple, avoiding jargon and acronyms Use concrete statements.
- ❖ Speak in a clear, even, normal tone
- ❖ Wait for responses to questions
- ❖ Don't attempt to finish the person's sentences for him or her
- ❖ Use humor when appropriate

Treat me as a Person,
Who still has value.
Make me Feel
IMPORTANT!!!

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