

Professional competences to promote healthy ageing across the lifespan

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Introduction and objective

Populations are rapidly ageing, as a result, there has been an increase of chronic and non-communicable diseases raising the strain of healthcare services.

Health professionals are little prepared in this regard, as their education is still orientated to cure and care. The SIENHA project is a consortium of seven European higher education institutions with the aim of improving the health and social-care workforce to promote healthy ageing across the lifespan.

In the present work, we aimed **to identify the competencies that health and social professionals should develop to promote healthy ageing across the lifespan**

Methods

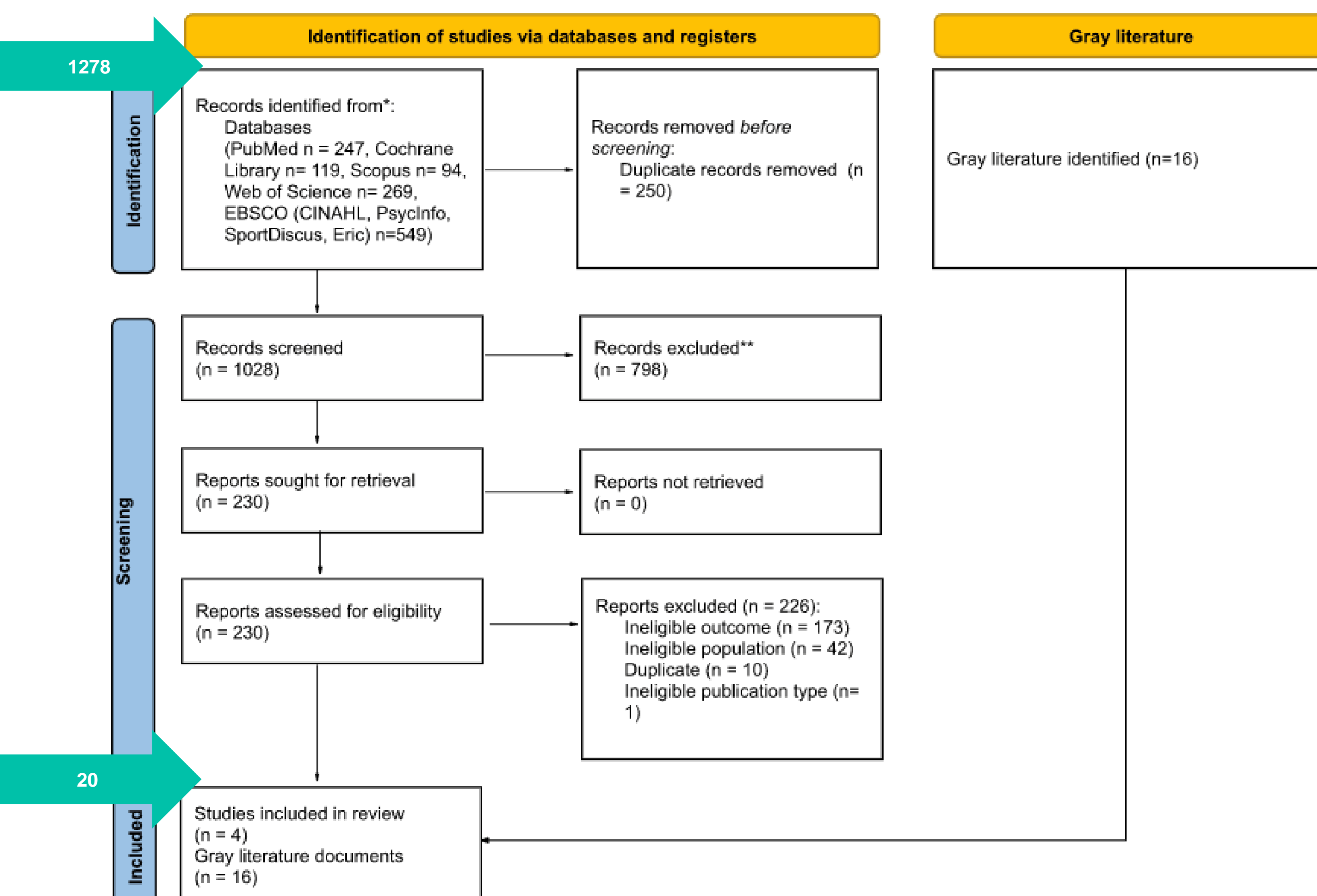
We performed a **scoping review** using the framework described by Arksey & O'Malley and the Joanna Briggs Institute Guidelines. Scientific and gray literature were searched.

Arskey & O'Malley's framework involves a six-stage phase: (1) identifying the research question; (2) identifying relevant studies; (3) selecting studies; (4) charting the data; (5) collating, summarising, and reporting the results; (6) consulting with key stakeholders.

Despite the 6th stage has been described to be optional, we decided that it would be an interesting point to develop, considering the characteristics of our project.

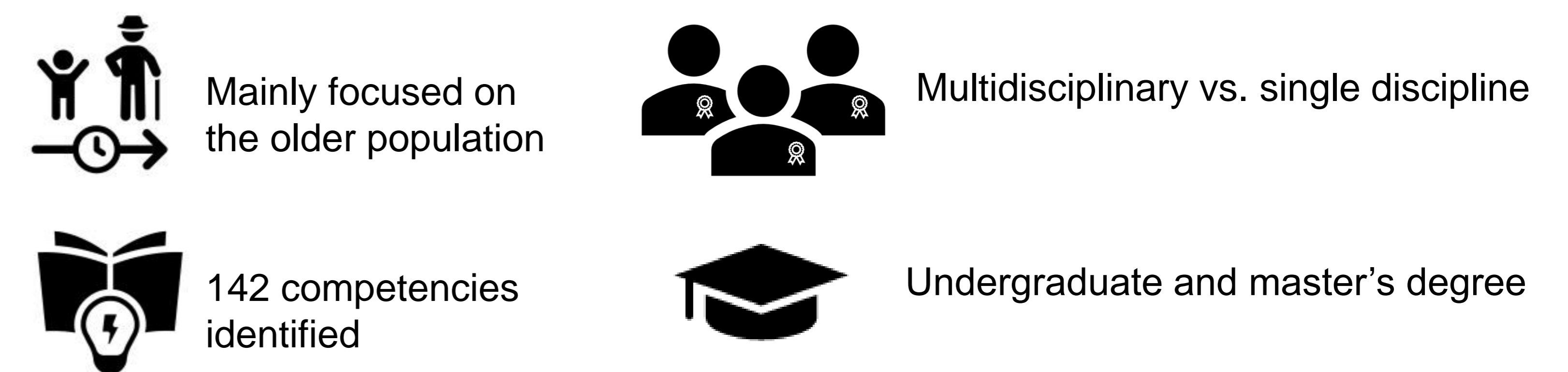
Results

a) Study selection process



From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71

b) Competencies described in the included documents and their characteristics



- **Communication:** users, families, caregivers and the community; professional communication; technology
- **Knowledge:** physiological and pathophysiological aspects of ageing; social and environmental aspects; cultural diversity; programs and policies; ethics
- **Technical skills:** general and basic skills; context and self-management skills; health promotion and disease prevention skills; educational and research skills; leadership skills; digital skills
- **Clinical reasoning:** understanding the unique experiences of each individual; distinguishing normative from non-normative aspects of ageing
- **Attitudes:** change agent; transition of healthy ageing; taking initiative and direction; setting boundaries; adhering to obligations about privacy and confidentiality; combating ageism; seeking lifelong education to meet the needs to ageing
- **Reflection:** accountability; reflective ethical practice

Based on Epstein y Hundert model, 2022

c) Stakeholder consultation



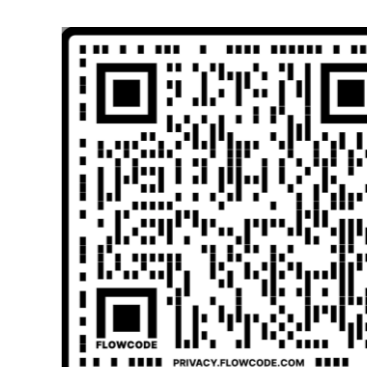
79 stakeholders from 7 EU countries

Citizens	Health/social professionals	Education representatives	Public administration
Relevance of the topic			
Reconsider the definition of healthy ageing and its impact by including a lifespan and participative approach			
Inter/transprofessional approach to expand the boundaries of what implies today a healthy ageing (mostly situated in older ages)			
Design of a professional curriculum focusing on general and specific competencies considering the conception of the person as a whole			

Conclusions and references

Based on our results, we can conclude that:

- Further work is needed to classify and refine the competencies that health and social professionals need to promote healthy ageing.
- A model to guide the process is needed
- International collaboration is necessary to co-design and co-develop innovative strategies for healthy ageing education
- The life course approach needs to be included when defining competencies, as it is still missing
- The definition of competencies must embrace present and future challenges of healthy ageing and consider a participative and a person-centered approach
- A real interprofessional collaboration is needed



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