

Professional competences to promote healthy ageing across the lifespan: a scoping review

Elena Carrillo Álvarez, RD, PhD
Míriam Rodríguez Monforte, RN, RD, PhD

On behalf of the SIENHA Consortium



Co-funded by the
Erasmus+ Programme
of the European Union



sienha

Strategic Innovative Educational Network
for **Healthy Ageing**

The SIENHA Project

Support **healthy ageing** among
European countries through the
competence development of
social and **health care**
professionals



UNIVERSITAT
RAMON
LLULL



Blanquerna
UNIVERSITAT RAMON LLULL

Facultat
de Ciències
de la Salut

SANTA
CASA
Misericórdia de Lisboa

essALCOITÃO
ESCOLA SUPERIOR DE SAÚDE



UNIVERSITY
OF APPLIED
SCIENCES
UTRECHT



jamk.fi
JAMK University of Applied Sciences



NICOLAUS COPERNICUS
UNIVERSITY
IN TORUŃ

kolegji-heimerer
Arsi dhe Kariere në Spërtësi

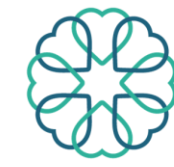
Intellectual Outputs

- 1) 21st century professional competencies of health and social professionals dealing with healthy ageing**
- 2) Healthy Ageing curriculum for higher education – translating competencies into programs
- 3) Innovation and research Toolkit in Healthy Ageing
- 4) Handbook for higher education in Healthy Ageing

Introduction

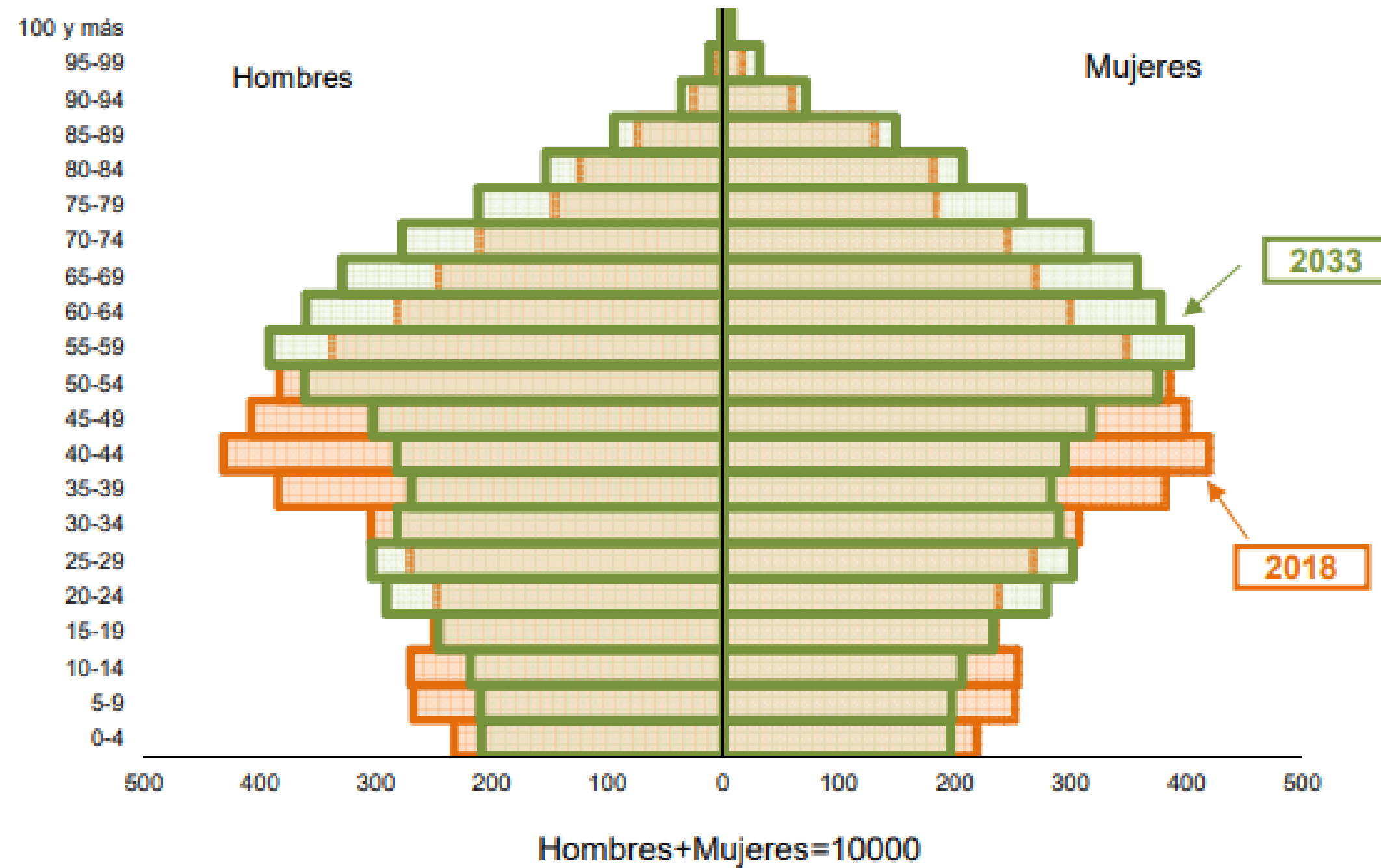


Co-funded by the
Erasmus+ Programme
of the European Union



sienha

Strategic Innovative Educational Network
for **Healthy Ageing**



INE, 2018



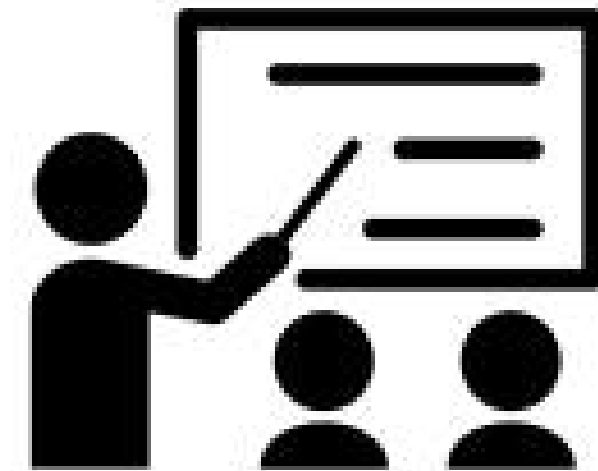
Facultat
de Ciències
de la Salut



The majority of efforts to **prevent and treat the impact of ageing** are placed in **the last stages of life**, avoiding the evidence that defines the **start of ageing from early childhood** (WHO, 2021)



Health and social professionals are not adequately trained to support the rising ageing of European populations, particularly in regards to the implementation of a **life-course approach to healthy ageing (ECORYS, 2020)**



Objective

To identify the competences that have been described for health and social professionals to promote healthy ageing across the lifespan

Methods

Arksey & O'Malley Framework and the Joanna Briggs Institute Guidelines

Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Extension for Scoping Review Checklist

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

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

What competencies have been described for social and health professionals to adequately promote healthy ageing over the lifecourse?

Iterative process

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

Search strategy	Scientific literature	Gray literature
Healthy ageing; Professional competences; Education; Health and social professions	Pubmed; PsycInfo; Cochrane library; ERIC; Scopus; SportDiscus; CINHAL; Web of knowledge	Google; Google Scholar; Open Gray; Specific websites (EU, governments, thesis,...); University library websites

Referred specifically to healthy ageing

Eligibility criteria

- Publication type: All kind of original studies, review articles, guidelines, etc.
- Outcomes: Competences to promote health ageing
 - At vocational training, bachelor or master's degree level
 - At any point in the lifecourse
 - Referred to any social or health professional
- Timeframe and language: 2000-2021, any participants language and english

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

1- Title and abstract	Covidence screening tool
2- Full text	Pairs of reviewers Resolution of discrepancies

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

Stakeholder consultation by each partner

79 stakeholders involved



Co-funded by the
Erasmus+ Programme
of the European Union



sienha

Strategic Innovative Educational Network
for **Healthy Ageing**

Results

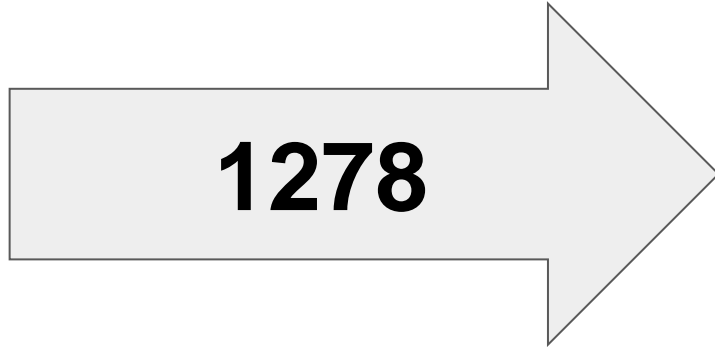


Facultat
de Ciències
de la Salut



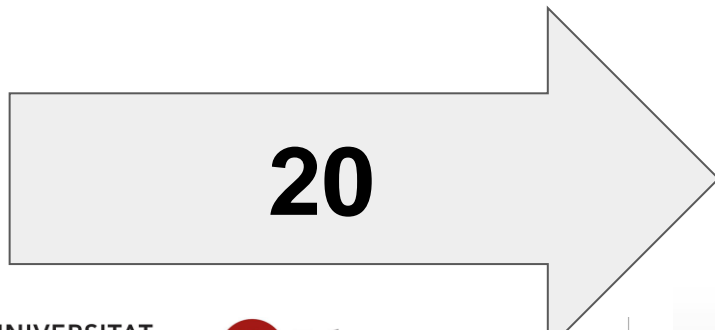
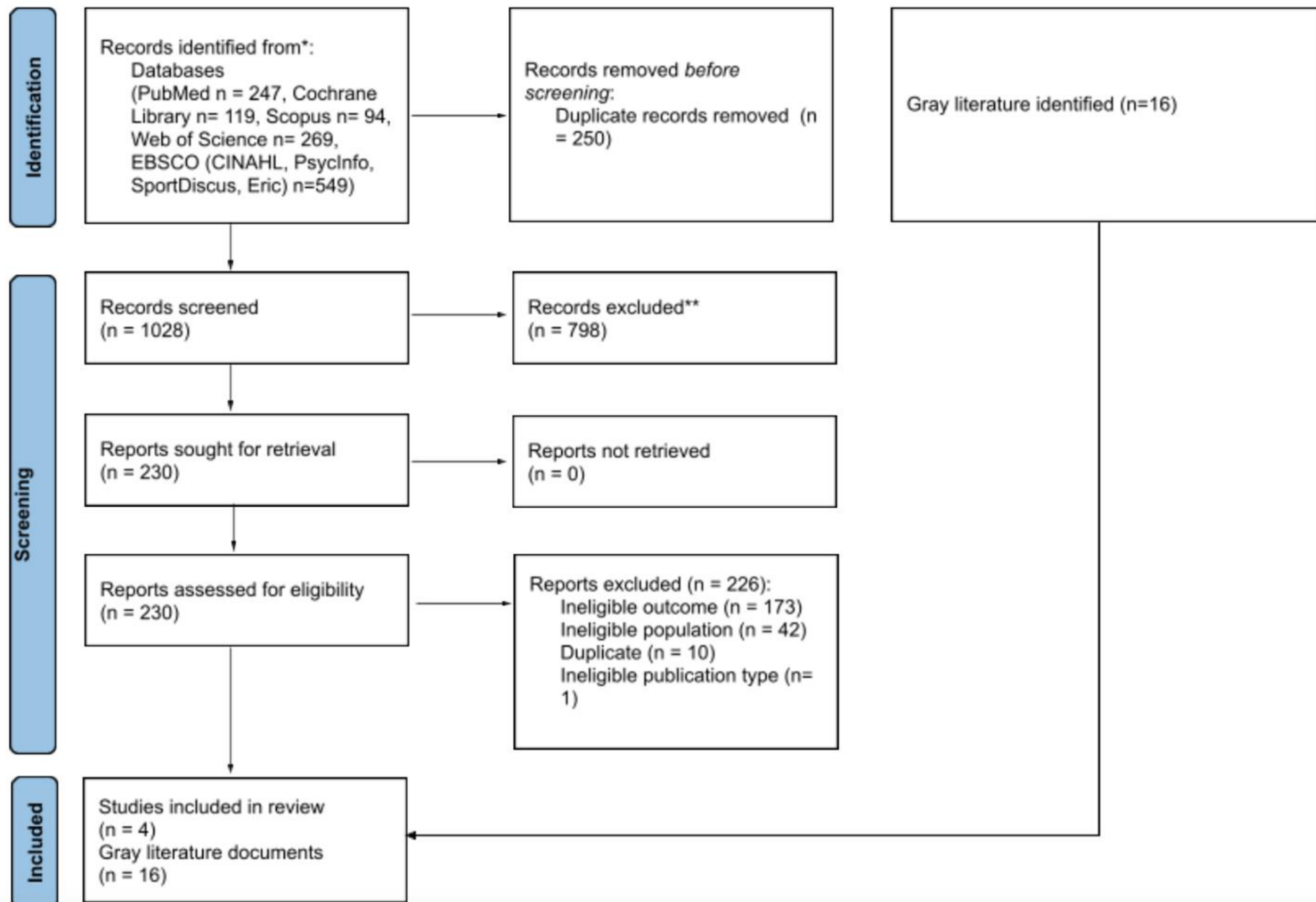


Co-funded by the Erasmus+ Programme of the European Union



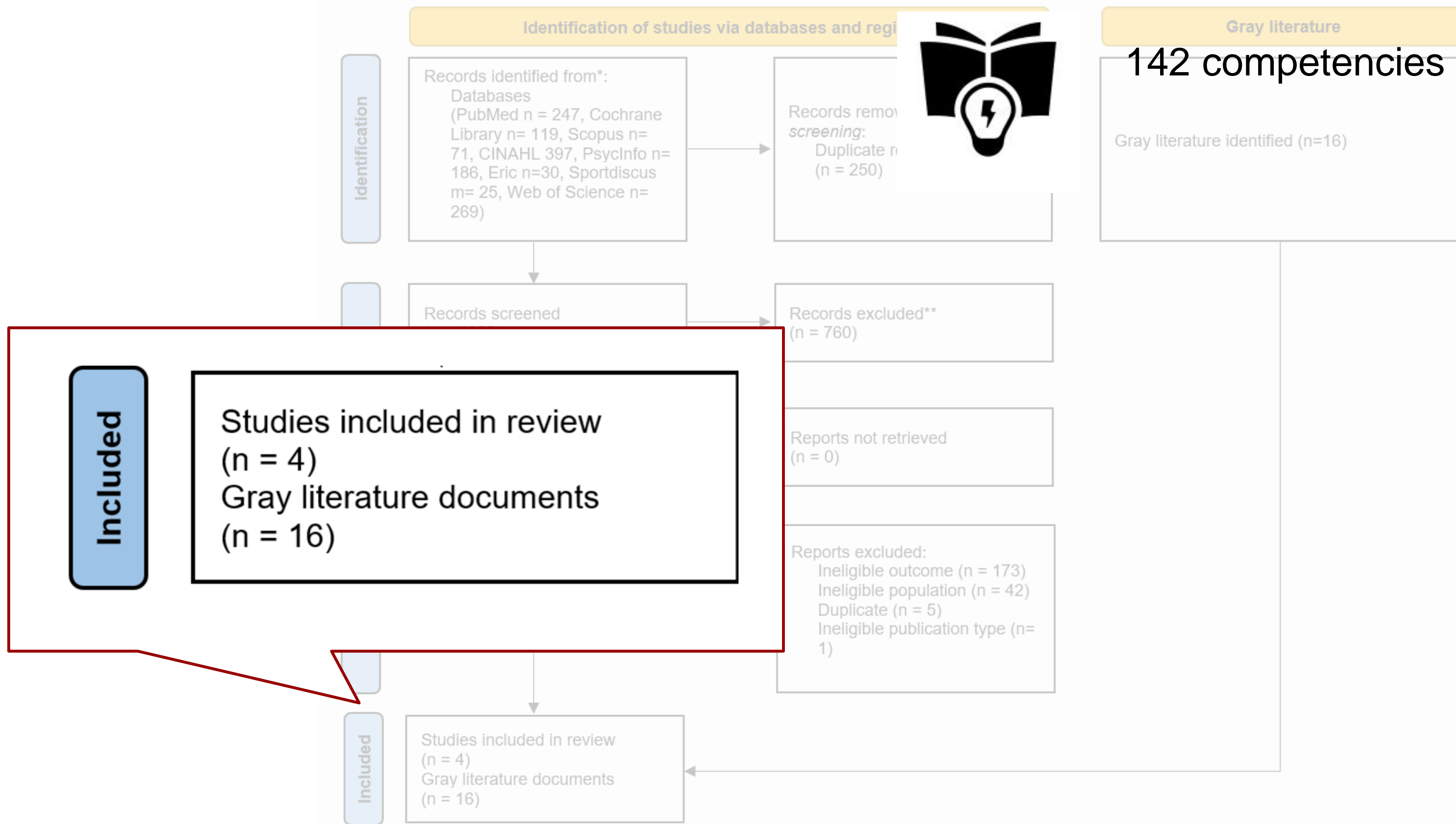
Identification of studies via databases and registers

Gray literature





PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources

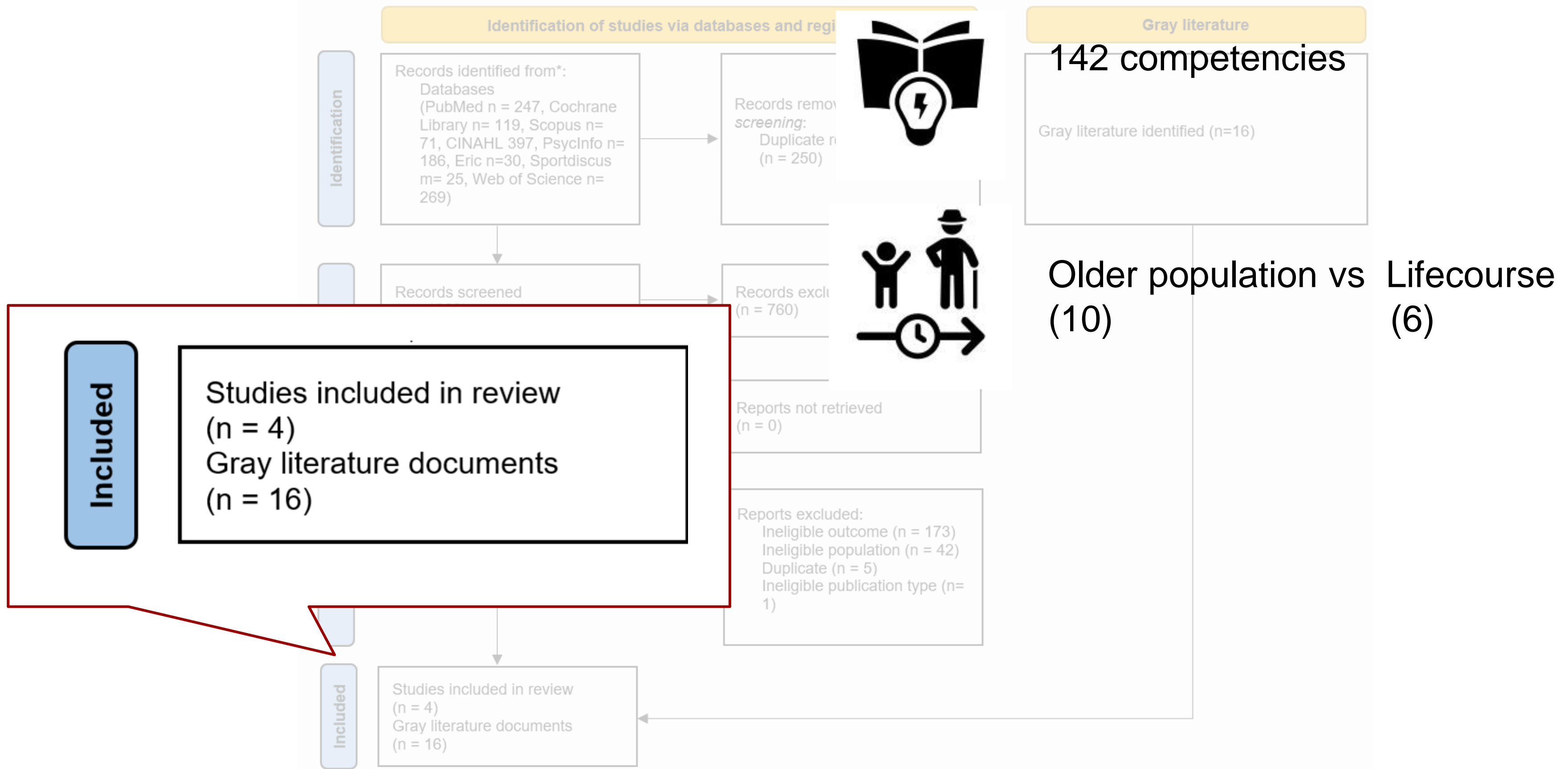




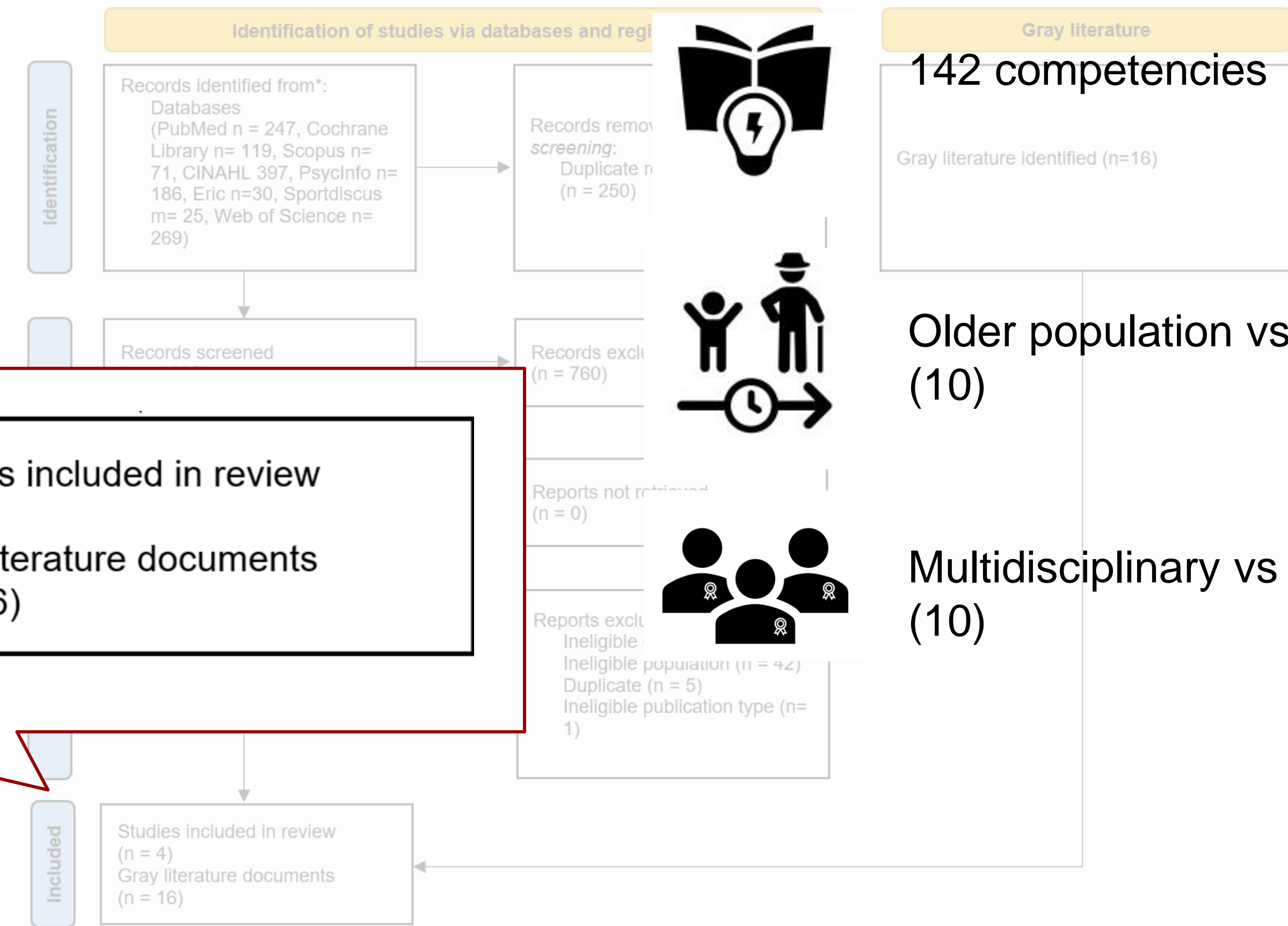
Communication	<i>users, families, caregivers and the community; professional communication; technology</i>
Knowledge	<i>physiological and pathophysiological aspects of ageing; social and environmental aspects; cultural diversity; programs and policies; and ethics</i>
Technical skills	<i>general and basic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

Epstein & Hundert, 2002

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources



PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources



Included

Studies included in review (n = 4)
Gray literature documents (n = 16)

Gray literature

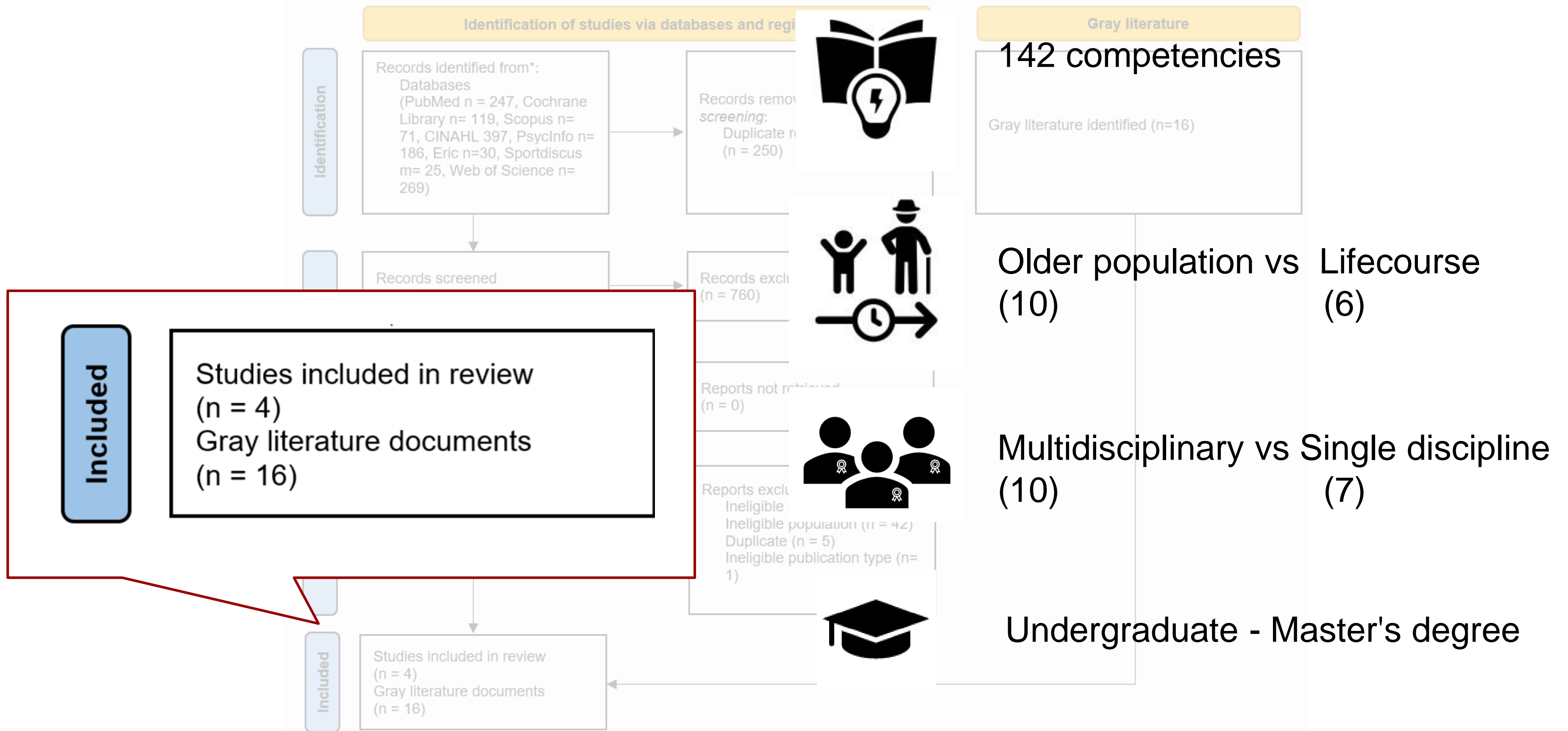
142 competencies

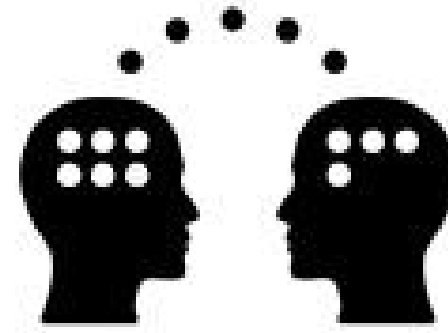
Gray literature identified (n=16)

Older population vs Lifecourse (10) (6)

Multidisciplinary vs Single discipline (10) (7)

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources





Stakeholder consultation

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

Conclusions

- A lot of important work ahead of us
- International collaboration to co-design and co-develop innovative strategies for HA education
- Life course approach is still missing
- The definition of competencies must embrace present and future challenges of HA and consider a participative and a person-centred approach
- Real interprofessional collaboration

Future steps

- Organization of the identified competences into a structured framework (i.e.: CanMEDS Framework)
- Identification of educational levels at which the different competences should be learned and of particularities amongst disciplines
- Future research should investigate how to best implement the competencies related to HA and how to favor that current social and health-care systems integrate the view of healthy ageing across the lifespan



Co-funded by the
Erasmus+ Programme
of the European Union



sienha

Strategic Innovative Educational Network
for **Healthy Ageing**

Thank you for your attention!
Gracias por su atención!



Facultat
de Ciències
de la Salut

