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Project: MODIFICATION OF THE EDUCATIONAL MODULE - E.D.E. CERTIFICATE FOR PROVIDERS OF LONG TERM CARE FOR SENIORS

Minutes from the Second Romanian National Focus group (FG_RO_P)

Date and venue: 11 October, 2019, Complexul Socio-medical Hîrja, Bacău, Romania,
Meeting room, 15.00-17.00.

Participants from the project: Daniela Tatiana Soitu (DST), Adrian Lupu (AL), Contiu Tiberiu Soitu (CTS)

Topic of the project: Adequacy of the training offer for the directors of long-term care services for seniors, in order to obtain the EAN / EDE certificate, recognized at European level.

Focus group

Objective: exploring and discussing The New EAN Certificate Puzzle for the professional education of the managers in social services in Romania

Procedures:

The focus group topics and the working procedures were presented to the participants in the focus group.

The participants in the focus group were informed that the discussion they will participate in will have a projected duration of about 120 minutes in which they will answer some questions about:

- the New concept of EAN Certificate Puzzle;
- the types of new EAN Certificates: basic, advanced and professional;
- the new proposed topics and the appropriate number of hours for each type of certificate;
- the subjects and arguments for each proposed topic.

The research instruments were translated in Romanian, analyzed and validated in the Ethics Commission of the Faculty of Philosophy and Social-Political Sciences.

The focus group was completed on **October 11, 2019** and lasted 1:50 minutes.

Participants at the second focus group in Romania

(directors, owners and other specialists from care centres, from Ministry of Labour and Social Justice; mixt group)

Nr.crt	Identification and status in the focus-group	Institution	County / town	Profession / status
1	DȘ, moderator	UAIC	IS/ Iasi	Prof.dr.
2	CS, asistent moderator	UAIC	IS/ Iasi	Prof.dr.
3	AL, asistent moderator	UAIC	IS/ Iasi	Assoc. prof.dr.
4	ED, Participant	Ministry of Labour and Social Justice	Bucuresti	Director, Direction for Social policies
5	MV, Participant	Centrul „Sfânta Elisabeta”	Harghita/Gheorgieni	Director
6	MI, Participant	Complexul Social-Medical pentru Persoane vârstnice	Bacau/ Hîrja	Director
7	BC, Participant	Asociatia Sf Necatarie Cluj	Cluj/Cluj Napoca	Director
8	VD, Participant	Asoc. Dragomir House Bucuresti	Bucuresti	Director
9	OM, Participant	Casa cu Flori-Casa pentru batrâni	Vrancea/Focșani	Coordonator Centrul
10	MS, Participant	Fundatia Codrin	Neamt/Piatra-Neamt	Adminstrator
11	CM, Participant	Centrul Speranta Bunicilor	BC/Bacau	Adminstrator
12	SP, Participant	Centre for the elderly Văratec	Neamt/ Neamt	Administrator
13	MS, Participant	Asoc. Sufleat Pentru Oameni	Bucuresti	Coordonator
14	MS Participant	Fundația Română Alutus	Valcea/Bujoreni	Director

The feedback has been obtained from 10 participants: managers, directors, administrators and other specialists from care centres and services from _8_ counties of Romania.

Participants were guided by moderator and assistants of moderator to analyse each topic and to suggest the appropriate number of hours, conditions for trainees, specific subjects to be included or excluded from the puzzles.

Iași, 24 October, 2019

Writed by Daniela Soitu



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Minutes from Second Focus Group in Romania (11.10.2019)

The answers to the key questions from the second focus group in Romania are synthesized as follows:

The Prerequisites for the acquirement of the EAN Certificate are (completion in red):

- University level education - at least a bachelor's degree in one of the following fields:
 - economy
 - law
 - administrative studies
 - medical studies

(+5 years of experiences in social services in Romania)

 - social work
 - psychology
 - sociology

(+2 years of experience in social services in Romania)
- At least two-year-experience in social services (nursing home/care home management)
- At least 85% attendance on courses and successfully passed the training

As supporting documents, it is needed of:

- Diploma from university
- Declaration signed by the employer – proving at least two / (five) years' experience
- Confirmation that the education was successfully finished

New structure of EAN Certificate should be divided into 3 levels – difference based on number of lessons as follows:

Type of certificate	Number of lessons (hours)
Basic	280
Advanced	520
Professional	800

Is it, in your opinion this amount of lessons (hours) good / insufficient/superfluous and why?

The amount of lessons is good and the balance of importance of each topic, suggestions and comments are evidenced in the annex of this minute.



Should the difference between levels only in sense of the number of lessons or in the topics also? It means e.g. on the Basic levels not to teach some topics – marketing, project management etc. Which topics (modules) are key in your country, so should involve into Basic level?

All topics, with small modifications are on the interests of second FG participants from Romania. In addition, a module focused on MENTAL Health is proposed, linked to Concepts of Care.

Recognition of completed education and trainings. Should we consider the fact that an applicant for an EAN Certificate has completed some managerial trainings and proportionally shorten the requirement to complete the hours according to the EAN methodology?

Yes. The recognition of competences already acquired is requested and recommended by the 2FG participants. Some of them have more than 10 years of administrative and managerial experiences, but not special courses like the one proposed by this project. Many of them are willing to follow the course to have the EAN certificate.

GRADUATE PROFILE: How would you define a graduate who completes a modified education?

Certified manager of long-term care / Certified manager for social services for elderly
level 1 (basic)/ level 2 (advanced) / level 3 (professional).

Type of education	Yes/No Should we recognize some lessons as completed for EAN education and shorten the education for these participants? How many lessons?
<p>Courses for managers. Is there in your country some certified education centre which offer courses for managers in social services?</p>	<p>From 2018 it is approved an occupational standard for Manager of social services. It has been designed by specialists from social care of children. Even so, it has a general syllabus, for 360 hours (120 theory and 240 practice). Some NGO are offering now this course. The shorten of EAN education should be considered case by case, for Basic or Advanced level.</p>
<p>Bachelor or Master's degree at university level Is in your country some suitable specialization for future managers in social services we should take into account and shorten for graduates the EAN education?</p>	<p>There were Master programs entitled: Management of social services in some universities. These study offers are in place each year if there are enough students. The shorten of EAN education should be considered case by case and just for Basic level.</p>



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NEW FRAMEWORK CURRICULUM

During 2nd national focus group should participants discussed about module names, to prepare short descriptions/annotation, to set up number of lessons and to specify description of modules = topics and subtopics. Each module should be described on range A4 paper format.



Attachment 1/13

Module name: Renamed: **Context, models and structures of long-term care for the elderly**

(The structures of long-term care for elderly and networking)

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Demographic development and its social and individual effects
- Social policy
- Life and living forms in old age
- Structure and organization of the old geriatric welfare in Europe
 - Traditional and alternative care forms
 - European comparison of the geriatric welfare
 - **Types of social services (residential / non-residential; care homes / home care; palliative care structures)**



Attachment 2/13

Module name: Modified: **Care concepts**

(, dementia, palliative care)

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Conceptual model of care (Henderson, Orlando, Orem, Levine etc.)
- Helping and care relationships: from charity to professionalisation
- How to better prevent the negative health and social events in relation to elderly
- **Dementia (moved to Mental Health)**
- Palliative care
 - familiarization with the topic, basic terms, division of palliative care, its goals, indications for palliative care, team composition and their competence
 - communicating and sharing experiences with the caregiver's experience and emotions, both on the client's family and on the professional caregiver's side
 - principles of palliative care
 - limits of palliative care
 - principles of pain therapy; total pain
 - assistance of family during mourning



Attachment 2'/13

Module name: New introduced: Mental Health

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Age related characteristics of mental health
- Dementia
 - the most common causes of dementia and its risk factors, symptoms, individual stages of dementia and the rights of a person with dementia
 - symptoms and individual stages of Alzheimer's, Parkinson's, Vascular, Senile disease, work with non-pharmacological procedures, communication with a person with dementia
 - Legal representation of a person with dementia.
 - Early detection of dementia (signs of dementia)



Attachment 3/13

Module name: **Professional ethic, awareness and profile**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- **Ethics and / or deontological codes**
- How to build and maintain a better relation with the beneficiary and her/his family
- Reflection of the work life
- Orientation to values and needs and responsibilities in the stationary geriatric work and in the long-term care
- **Professional standards and professional ethics in management of social care services**
- **Bioethical and deontological principles in the relationship with the elderly patient (Beauchamp & Childress)**
- **the ethical limits of a treatment (in strict relation with the quality of life of the beneficiary)**
- **decent death**
- **extending life beyond the limits of a quality life.**



Attachment 4/13

Module name: **The legal basis for the management of care facilities**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- General and specific legislation for social services and social care
- Legal obligations of managers and of multidisciplinary team
 - incompatibilities
 - The profile of the successful manager
 - Continuous personal study of the manager
- Applying the public policies and developmental strategies in social services areas



Attachment 5/13

Module name: **Human resources management, leadership**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Personal development of carers
- Human resources policy
- Determination of staff requirements
- Staff marketing
- Deployment of the staff planning
- Working time models
- Advanced training and continuing education
- Leadership philosophies
- Leadership understanding of managers and directors
- Communication and conversation models
- Team building
- Conflict management
- **Delegation of duties**
- **Outsourcing of services**
- **Multidisciplinary team**
- **The roles of the people within the management.**



Attachment 6/13

Module name: **Business and financial management, fundraising**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Accounting and the legal obligations to keep records
- The bases of the accounting
- Accounting organization
- The principles of the adequate and orderly accounting
- Write-off (amortisation)
- Types of companies
- **Marketing**
- EDP
- Budgeting
- How to frame and use better working instruments in relation to beneficiaries
- **Fundraising**
- **Social economy, sources of sustainability and self-financing**



Attachment 7/13

Module name: **Strategic and project management**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Visions, aim definition and strategy development
- Change management
- Management control, analysis of methods, procedures and planning processes
- Enterprise philosophy, models
- Planning and control instruments
- Success factors in the corporate management
- Project management
- Fundraising (moved to previous)
- Marketing/public relations
- Writing projects for accessing non-reimbursable funds



Attachment 8/13

Module name: Quality and process management in elderly care

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Quality management systems (ISO 9001: 2000)
- Development of working procedures and protocols
- Quality standards for social and health care residential services for the elderly
- Quality standards for social and health care non-residential (communitarian) services for the elderly
- Activities and social services for the elderly
- Methods and technics for intervention, evaluation and monitoring the social services for the elderly
- Case management
- Supplier accreditation
- Licensing of the service
- Models of good practices
- Hygiene in the homes of the elderly.
- Hygiene of the living space to avoid the separation of viral, bacteriological, parasitic infections



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Attachment 9/13

Module name: **Facility management**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- types of organisations
- management of small and medium enterprises
- outsearcng
- benchmarking
- architecture and design of elderly care buildings / spaces



Attachment 10/13

Module name: Modified: **Risk, stress and time management**

(Case management moved to Management of Quality ...)

Risk, stress, time and case management

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Work-life balance
- Burnout syndrome
- Develop a risk register
- Risk identification, evaluation and management
- Risk prevention. Identify the hazards and threats
- Assessment of legal requirements (emergencies regulations etc)
- Matrix risk assessment
- Incompatibilities of the manager
- First aid / fire safety courses and other collective risk situations
- Time management: organizing the personal work schedule and the team
- Team building,
- Continuous training through practitioners, theorists and e-learning (viewing documentaries in the study breaks of care staff).



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Attachment 11/13

Module name: Digitalization, technologies

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- new technologies adapted to new social care services and how to use them in caring processes
- assistive technologies
- monitoring and assessment technologies
- communication technologies
- Benefits / failures in using new technologies
- Digitalization and classic care of the elderly
- Dependence on electronic devices
- Nanotechnology
- Robots vs. Old carers



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Attachment 12/13

Module name: **Communication, PR, marketing**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Organisational communication
- Company story and landscape assessment:
- Corporate Reputation and Image
- Public relation process
- Public opinion
- Marketing ad public relations in non profit sector
- Inter and intra-institutional communication: the institution's website, account on social networks, social media group of employees and caregivers
- Building your own brand from offering a quality service
- PR campaigns
- PR and relationship with the media
- Marketing and profitability of the service offered



Attachment 13/13

Module name: **Country specific topics**

Short description/annotation (ca. 100 words):

Number of lessons:

Topics:

- Current situation in the context of providing social and health services in residential facilities
- Principles of work in social services (Section 2 of the Social Services Act) (Czechia)
- Obligations of providers under the Social Services Act (Czechia)
- Methods of registration and financing of social services (Czechia)
- Quality standards
- Quality assessment in national conditions (quality inspection) + further training of employees according to Act 108/2006 Coll. (Czechia)
- Public Procurement Act and tenders
- **Models and cultural contexts of elderly care**
- **Models of good practice in Romania and other countries**