

Reminiscence

	Reminiscence	Validation
Definition	<p>Reminiscence is a set of tools that facilitates the communication between people with dementia and their family members, friends or professionals. Through their own memories, and using triggers as an evocative vehicle, an atmosphere is created where memories can emerge freely and can help to increase the well-being of disoriented people and their network.</p> <p>Reminiscence is a set of tools that facilitates the communication between people with dementia and their family members, friends or professionals. Through their own memories, and using triggers as an evocative vehicle, an atmosphere is created where memories can emerge freely and can help to increase the well-being of disoriented people and their network.</p> <p>Reminiscence is the fact of remembering the past and sharing memories with others. Allows us to remember parts of our history and share it in the way people can or want, with other people. The sensory stimuli, the attitude, empathy and an active listening from the speaker are basic principles to stimulate the memory.</p> <p>The information shared in guided sessions of reminiscence can produce materials that can be showed, or can be useful as resources for the person when necessary. This information can also be useful when a person with a dementia will not be able to express in words their memories, preferences, hobbies, etc.</p>	<p>This <i>method of communication</i> is based on building a relationship with older adults with cognitive decline. The aim is to accompany them while acknowledging ("validate") the emotions and needs being expressed, whether they still have the ability to speak or not.</p>
Concept of humankind	<p>Understand the person likely to share her life story with whoever and whenever want, without being subject to trials of objectivity, even in</p>	<p>Holistic vision of people: physical, psychological and social factors are all critical to how people age and if they become Mal or disoriented.</p>

	<p>very advanced stages of cognitive impairment or disorientation.</p> <p>Understand the history of life of the elderly as a standard for the protection of the historical memory, the subjective memory, the value of each route and the importance of protecting this memory to facilitate "good practice" towards the elderly, paying tribute to the life story.</p>	
<p>Goals</p>	<p>For the older person:</p> <ul style="list-style-type: none"> Enable and facilitate communication, venues and significant tools Facilitate s the reconciliation between the past and the present Stimulates the recollection of moments where their skills were preserved Offers opportunities for well-being and value of who people are. Offers time where to socialize without stigma Helps to carry out a process of review of the life and to carry out an assessment/life balance Provide the connection between the past and the present <p>For families and environment:</p> <ul style="list-style-type: none"> Allows to share and remember relevant facts of the life of a person, with others who have an interest in this. Establishes new links of communication and connection with people living with dementia. Offers tools to make sense of interactions with their family using significant items <p>For professionals:</p> <ul style="list-style-type: none"> Reduces the distance between elders and workers. Fosters the perception of identity and personal value. Helps to know the life subjective history. Establishes new links of communication and connection with people living with dementia. Shows how to respect and value the person, as a unique individual being, giving value to life story and the 	<p>For the older adult:</p> <ul style="list-style-type: none"> Increased verbal and non-verbal communication; Increased feelings of well-being and self-worth; Expression of emotions and being actively listened to with empathy leads to less anxiety and stress; Their process of resolving old issues is continually 'validated' Validation prevents isolation and loneliness which prevents withdrawal inward to vegetation. <p>For the caregiver (professional or layperson):</p> <ul style="list-style-type: none"> Less burnout More joy and energy Feeling more capable of handling difficult situations <p>For family caregivers:</p> <ul style="list-style-type: none"> Improve communication with relatives living with dementia; (Re)build a positive relationship; Older adults can stay in their own homes longer; Less burnout

	<p>relationship one have with it.</p> <p>Teaches how to go with the people who are making the balance review of their lives, helping to be aware of those facts that has been important in life</p>	
<p>Basic Theory</p>	<p>-Attitude: Empathy without confrontation and with unconditional respect for the “novel “of life, even if it is not easy to understand.</p> <p>-Techniques: Empathic Listening, active listening, theater of memory, interview, documentation, data collection, public and private materials production (creative exploration)</p> <p>-Tools: All the triggers that come from the 5 senses, using any object, image, smell, sound, taste, texture significant and related to the person, focused on his/her life story.</p>	<p>Based on 3 Main Elements:</p> <ul style="list-style-type: none"> - The Attitude based on empathy. - Tailored communication techniques, - Principles developed by Naomi Feil in reference to human beings psychophysical and social developmental theories. She refers to humanistic authors such as E. Erikson, C. Rogers, J. Piaget, S. Freud, C.G. Jung, A. Maslow...
<p>Targeted population</p>	<p>All the people who want to share memories with other people or want to review internally. The group that can be more benefited is the elderly with cognitive impairment or disoriented.</p>	<p>Older adults with cognitive losses; those diagnosed with 'late onset Alzheimer's disease. Aspects of Validation (the validating attitude and some techniques) can be used with many different populations.</p>
<p>Techniques used</p>	<p>It is a methodology for access to those memories that are hidden or lost, but thanks to the stimulation of the 5 senses with significant items based on their life story, it makes it easier to access. Linking these memories to emotions and shared conversations, derived from the proposed stimuli, stimulates the memory both individual and collective. Need to have access to the largest possible number of stimuli that facilitate that memories get importance and visibility, sometimes through oral communication and sometimes through the non-verbal communication, which can occur spontaneously or as a result of a the process of stimulation of the expert, all pulling the thread, not missing the conversation and remembering what</p>	<p>Individual Validation:</p> <ul style="list-style-type: none"> - Prerequisites: centering, finding a trust-building physical position (eye contact and using an adult to adult voice tone. - Verbal techniques include: asking open questions and exploring the needs and emotions being expressed by the other person. - Non-verbal techniques include: anchored touch, singing songs familiar to the client, saying the emotion with emotion, mirroring the repetitive movements. <p>Group Validation: 4-8 disoriented older adults form a weekly group that explore issues relevant to the group members using a fixed agenda, seating order and social roles.</p>

	<p>the person tells, giving great value to what is said.</p>	
<p>Developers</p>	<p>Pam Schweitzer is the promoter of the first projects using the reminiscence, the arts and the environment of the older people affected by cognitive impairment on a European level. She is the creator of the European network of Reminiscence and the former Director of the Age Exchange. She is also at the core of many intergenerational projects, recording stories of life, plays inspired by the life stories and creator of the RYCT project.</p> <p>Schweitzer, P. Bruce, E. (2008) Remembering Yesterday, Caring Today. Reminiscence in dementia care. London: Jessica Kingsley Publishers,</p> <p>Schweitzer, P. (2007) Reminiscence Theatre. Making theatre from memories. London: Jessica Kingsley Publishers</p> <p>Schweitzer, P. Trilling, A. (2005) Making Memories Matter. The record of a European Reminiscence Network Project. Kassel: Euregioverlag</p>	<p>Naomi Feil Method created 1960s-1970s; first published in 1982. Over the course of 50 years, 2000 Naomi Feil Workshops have been held worldwide. At an average of 200 people per workshop, that's 400,000 individuals who have experienced Validation from its founder.</p> <p>Validation is now further developed by 17 Masters who comprise the Education Committee of the Validation Training Institute. They also mentor over 430 Validation Teachers offering training in 12 countries with the support of 23 Authorized Validation Organizations. These organizations have certified over 925 group leaders and 6,500 workers.</p>
<p>Training</p>	<p>ERN (European Reminiscence Network) Certificate: 16 hours of basic theory and 8 sessions of practice during 8 weeks and a dissertation</p> <p>Basic courses: 4 / 8 / 16 hours Targeted courses, seminars and workshops</p>	<p><u>Workshops/Presentations:</u> Offer an introduction to the method and a few basic skills</p> <p><u>Basic courses: (2-6 days)</u> Offer integration of basic attitude skills and a few techniques</p> <p><u>Targeted courses, seminars and workshops (1-3 days)</u> Offers an introduction to the method and some basic skills based on the needs of: Family caregivers Facility managers Volunteers Fire, police and ambulance workers Home healthcare workers ... and as requested</p>

<p style="text-align: center;">Certification Courses</p>	<p>ERN (European Reminiscence Network) Certificate: 16 hours of basic theory and 8 sessions of practise during 8 weeks and a disertation</p> <p>Basic courses: 4 / 8 / 16 hours Targeted courses, seminars and workshops</p>	<p><u>Level 1, Worker course: (certified)(10 days spread out over an average of 9 months)</u> Offers integration of basic attitude skills and all individual Validation skills</p> <p><u>Level 2, Group Practitioner course: (certified)(6 days spread out over an average of 9 months)</u> Offers further integration of individual Validation skills and adds Group Validation skills</p> <p><u>Level 3, Validation Presenter course: (certified)(5-6 days spread out over a minimum of 2 months)</u> Offers presentation skills and deepening of theoretical and pedagogic knowledge as applied to teaching Validation.</p> <p><u>Level 4, Validation Teacher</u> Successfully co-teaching a Level 1 course with an experienced teacher leads to Teacher certification</p> <p><u>Level 5, Validation Master</u> Validation Teachers with a minimum of 5 years experience of teaching all certification levels may apply for this certification. Validation Masters become members of the VTI Education Committee and are responsible for the integral development of the Validation method contents and teaching materials. Masters are authorized to teach Level 3 courses.</p>
---	--	---