

Older people as co-creators of education and research programs in nursing and gerontology

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Working definition **Co-creation** in Gerontology and Nursing

Professional interactions between a gerontologist or nurse and older persons, groups, organizations, businesses, and governmental agencies in order **to enable older** persons to co-create **definitions of needs and choices** as well as **design** and **implement** innovative opportunities, products, resources and services for the growing older adult community.

Jukema, J.S.; Veerman, M.; van Alphen, J.; Smits, C.; Visser, G.; Kingma, T. (2016). *Developing students' intrinsic motivation to co-create services and products with older persons in an authentic powerful learning environment*. Higher Education Conference 2016, Amsterdam.



Context

We offer our students a practice-orientated education to become professionally competent and compassionate nurses with a salient and inquisitive mindset, ready to care for and organize today's and tomorrow's health care.



Applied Gerontology provides state-of-the-art solutions to ageing issues in the Netherlands and the EU. Our **mission** is to train enterprising and valuable Applied Gerontologists as ageing specialist to co-create with older adults in answering ageing issues. To this end, we are setting up a powerful learning environment of excellence in co-creation with older adults, students, faculty and researchers.



- BSc in Nursing (4 yrs)
- BSc in Applied Gerontology (4yrs)
- Research group
'Innovating with Older Adults'

APPLIED RESEARCH ON INNOVATIONS INVOLVING OLDER ADULTS

Aiming to improve the life of both healthy and vulnerable older adults by developing, sharing and implementing knowledge.

MISSION STATEMENT

The research group does research commissioned by and in collaboration with professional and higher education practice and older adults themselves. We develop and evaluate innovations in our studies. Innovations may involve professional and technological improvements. Our research group aims to improve the lives of both

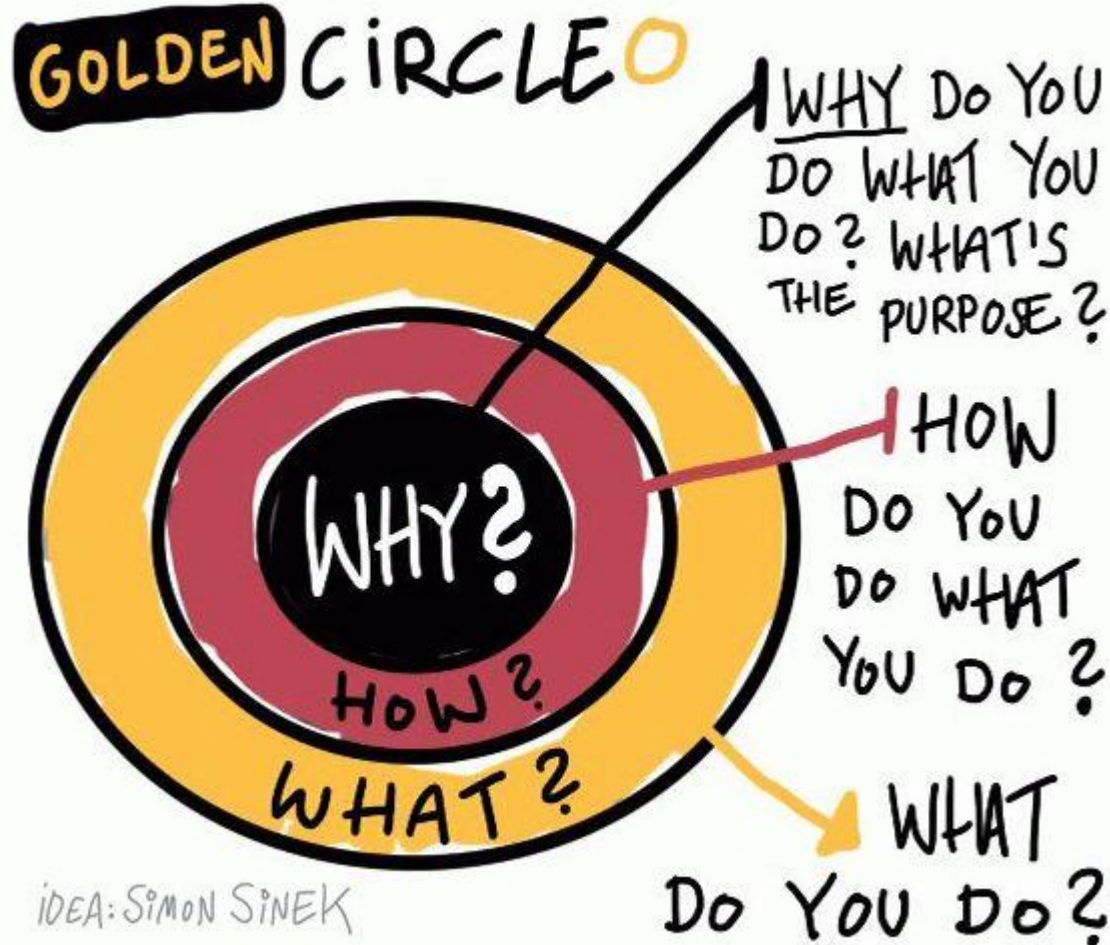
TWO RESEARCH PROGRAMS

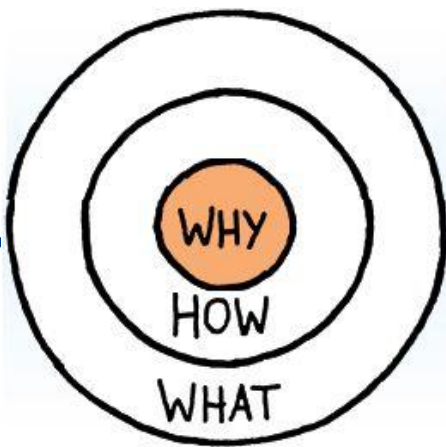
The research group has two research programs:

- Shared decision making in Complex Situations
- Innovative Participation

Our research group participates in ProMemo. All our ProMemo projects are part of the above research programs.

Why?



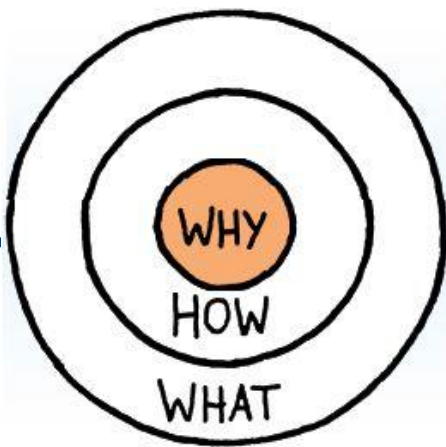


- To educate professionals who are able to develop high quality products, processes and services *with & for* older persons to experience quality of life
- To contribute to a democratic society (Jukema, 2016)
- Co-creation is an important way to innovate: it creates more value for both the collective as well as the individual (Prahalad & Ramaswamy, 2004)

“Co-creation has much potential. Social innovations and complex technological issues can only be solved by collaboration of multiple parties. Therefore, only those organisations who are capable of developing their people and to shape their organisation in which co-creation is possible, will be able to innovate”.

(Sturm, 2013, p.11)

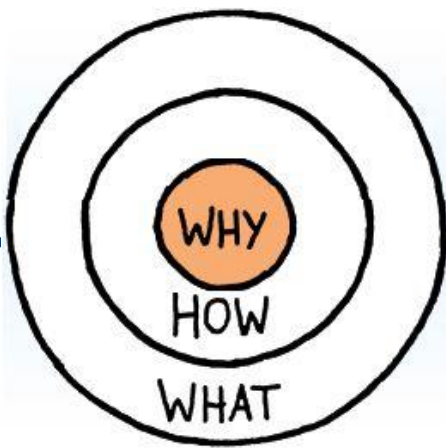
Jukema, J.S. (2016). Co-creatie met ouderen, een nieuwe werkwijze voor professionals. [Co-creation with older adults, a new method for professionals] AS Magazine voor de Activiteitensector (2), 30-33. | Prahalad, C.K. & V. Ramaswamy (2004). Co-creating unique value with customers. *Strategy & Leadership* 32(3) 4-9. | Ramaswamy, V., F. Guillard – The Power of Co-Creation: Build it with them to boost growth, productivity and profits. – New York : Free Press, 2010 | Sturm, M. (2013). , Co-creatie: collectief innoveren en organiseren. De impact van cocreatie vanuit een systeemperspectief. *Management & Organisatie*, nummer 1, p. 43-53.



In light of societal changes:

‘It’s a shift that does not deal with a technological transformation but with a social transformation: the transformation of the relationship between business, government, and civil society from manipulation and confrontation to dialogue and co-creation’ (Scharmer, 2010, p. 1).

Scharmer, C.O. – The blind spot of institutional leadership, how to create deep innovation through moving from egosystem to ecosystem awareness. – Paper for World Economic Forum draft 1.1, 2010



European Year for Active Ageing and Solidarity between Generations (2012): importance of intergenerational approach in co-creation.

- To promote intergenerational comprehension and respect
- To contribute to the development of individual competencies for a more inclusive society.
- To foster intergenerational dialogue encourages joint collaboration: generations learn from each other.
- Intergenerational exchange significantly fosters solidarity, active citizenship and personal development, and strengthens teaching quality.

Gadet, C. (2012). THE VALUE OF WORKING WITH DIFFERENT GENERATIONS IN THE CLASSROOM. Generations@school. European Year for Active Ageing and Solidarity between Generations

How? → Different domains of co-creation



Development



Realisation



Evaluation



Development



Realisation



Evaluation

What?

1. Full membership curriculum committee

1. Innovative learning environment Living Lab Assendorp

- * development
- * companion in student work
- * sounding board

3. Sounding board (2012 – present date)

- * research
- * education

Living Lab Assendorp is a powerful learning environment in which students and faculty collaborate together with older adults and relevant stakeholders, by means of co-creation, in development of sustainable innovations of tailor made products and services.

2nd year students in Applied Gerontology | 1 academic year (4 assignments) | Appreciative inquiry

Aims: (1) To enable students to develop their competences in facilitating co-creation processes with older adults on a tactic and strategic level; (2) To study and develop in depth practices of co-creating with older adults.



Development



Realisation



Evaluation

What?

1. volunteers in exams (incl. development of assessment criteria)
2. real-life case examples in classroom
3. co-referent of students' work on their bachelor thesis
4. sounding board as focus group on specific research issues
5. research assignments commissioned by Denktank60+Noord



Sounding board discussion about competencies





Development



Realisation



Evaluation

What?

1. feedback from the sounding board on syllabi and research programs
2. annual feedback from an external network on the gerontology program



Some observations

Students	<ul style="list-style-type: none">• Changed mindset• Admiration for older adult's coping strategies• Real life
Faculty	<ul style="list-style-type: none">• Improvement of quality of education• Co-creation is rewarding and essential
Older adults	<ul style="list-style-type: none">• Socially awakened• Learned from other generations• Activated to participate• Acknowledgement of the value of older adults

Experiences of older adults and undergraduate students– Living Lab (Van den Berg, et all.)

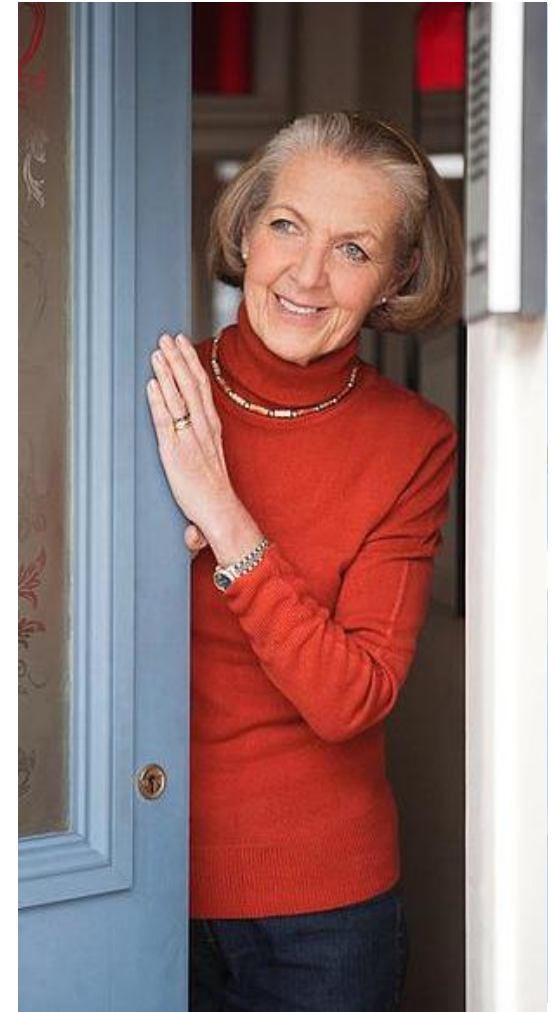
	Students	Older adults
My learning	<ul style="list-style-type: none"> • Gained confidence • Changed mind-set • Deal with bounded freedom 	<ul style="list-style-type: none"> • Socially awakened • Learned from other generations • Activated to participate
My best experience	<ul style="list-style-type: none"> • Exploring together • Admiration for older adult's coping strategies 	<ul style="list-style-type: none"> • Acknowledgement of the value of older adults • Being involved as an active and equal participant
Working together	<ul style="list-style-type: none"> • Paradox of uncertainty • Intensity depends on relationship 	<ul style="list-style-type: none"> • Balance in giving and receiving • Mutual acknowledgement

Other observations

Successes	<ul style="list-style-type: none"> - 3 levels – interdependentie - Education & research - End-users (students)
Barriers	<ul style="list-style-type: none"> - Dynamics of academic year - Unclear, shared agenda
Pitfalls	<ul style="list-style-type: none"> - It is easy to work with ‘people like us’ - Older adult as ‘professional’
Enabling factors	<ul style="list-style-type: none"> - Clear structure - Agreement on goals - Input, feedback from older adults as valid and recognized input

Future

- From a homogeneous group of older adults (white, healthy, high SES) to heterogenous group
- Realistic view about expected and desired outcomes and involvement
- Studies on meaning and impact of structural involvement of older adults (Sliepenbeek, in progress)



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