Person-centered care seems to benefit care recipients, employees, and organizations overall.

One of the main markers of person-centered care is the knowledge and understanding a worker has for the elder in his or her care. In an industry that has often been focused upon quick and e cient completion of tasks, it may seem unusual for workers to take time for unrushed conversation with an elder. This time of focused conversation is actually an important foundation of person-centered care.

Especially for those who have spent time learning and working in the traditional model of care, person-centered care requires a "re-framing" or a di erent way of looking at situations. This video was made as a tool to better understand some basic ideas about person-centered care.

A word about vocabulary

You will notice that di erent speakers in this video use di erent vocabulary when talking about person-centered care. For example the person receiving care may be a resident, a consumer, or an elder. Others use di erent words to describe the primary or frontline worker who gives direct care. Some use the word aide, some say direct-care worker, and some say elder assistant or E.A. The variation in vocabulary often speaks to the different settings where long-term care is provided. Regardless of the varied vocabulary, the overall spirit of the conversation and message is consistent. In this viewer's guide, we tend to use a variety of the

A basic valuing of life at all stages (4:38)

The role of the direct-care worker: meaningful work (4:50)

Purposeful work benefits all (5:28)

More complete understanding of whole person means better quality of care (6:20)

Family metaphor (6:54)

A valuable tool for "quality of life"—a somewhat elusive mandate (8:32)

Business-related benefits such as strong census/financials follow (8:37)

Linked to positive outcomes (9:00)

Where do we begin?

Take the time, make getting to know elder your first priority (9:51)

Common "problems" are person-centered care opportunities: the shower example (10:48)

Blending departments or cross-training (11:52)

Time of day example (12:33)

Don't view as a program or more work, it's a di erent way to work (13:18)

Listen carefully to the elder (13:57

Empower and give voice to direct-care workers (14:39)

Approach elders in an individualized way (16:24)

Leaders/managers know (and show they know) both sta and elders (16:37)

Prioritize tasks based upon elders' wishes (16:58)

Avoid sole focus on change to environment/amenities, instead change your mind (18:10)

At the end of the day, elders are here to live, so make it the best possible life (18:39)

How to Use This Video:

The video can be viewed in its entirety, or viewed in three separate segments to stimulate