

Retain Evaluation Report

Putting the voice of older people at the heart of nursing care



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Acknowledgements

Age NI would like to thank the 110 nursing staff, from across the five health care trusts, who took the time to attend and participate in the action learning sets, delivered by Age NI Peer Facilitators. We would also like to thank the nursing staff for completing evaluation forms for each action learning set. This feedback has provided valuable learning for future work. Additionally, we would like to thank nursing students from Queen's University Belfast, the University of Ulster and the Open University who attended a lecture on age awareness and for providing informal feedback.

We are grateful to the Age NI Peer Facilitators who gave up their time to develop and deliver the action learning sets. Their insight and experience helped ensure the experiences and voice of older people influences the future of nursing care.

Finally, we would like to thank the Public Health Agency (PHA) for putting the voice of older people at the heart of nursing care.

Key findings

Project RETAIN - Evaluation of delivery of action learning sets to nursing staff on Age Awareness, Communication and Dementia

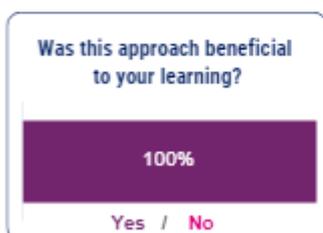
Promoting an understanding of what matters to older people in nursing care



Comment themes

- 31% - Key learning from the session
- 28% - New knowledge or refresh
- 20% - Delivery of session
- 11% - Empathy
- 9% - Value of older people's perspective

Involving older people in design & delivery of sessions

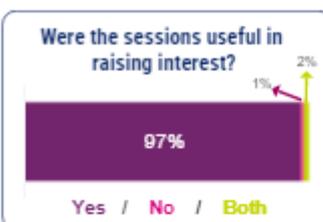


Comment themes

- Value of older people's perspective - 56%
- Delivery of session - 19%
- Key Learning from the session - 12%
- New knowledge/skills or refresh - 9%
- Changes - 4%



Raising interest in working with older people



Comment themes

- 28% - Delivery of session
- 22% - New knowledge/skills or refresh
- 12% - Useful for students/newly qualified
- 9% - Staff retention
- 9% - Key learning from the session
- 6% - Value of older people's perspective
- 5% - Useful for nurses in other wards
- 5% - Positive benefits on nursing older people
- 5% - Changes

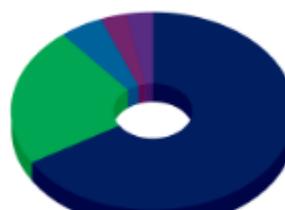
Most useful elements of sessions



Comment themes

- 26% - New knowledge/skills or refresh
- 21% - Value of older people's Perspective
- 14% - Communication skills
- 12% - Delivery of session
- 11% - Shared learning
- 9% - Person centred focus
- 7% - Facts and resources
- 1% - Changes

General comments on session improvements



Comment themes

- 67% - Positive feedback on sessions
- 23% - Changes
- 5% - Value of older people's perspective
- 3% - Awareness
- 3% - Share participant views

For a description of the content of each theme, see table below.

Theme descriptions

Theme Title	Theme Description
Key learning	Points nursing staff took away from the sessions
New knowledge or refresh	The sessions either provided new knowledge or served as a refresher to current knowledge
Delivery of session	Such as, how useful or interesting the sessions were
Empathy	How the sessions helped nurses see older patients as real people and improved their ability to empathise
Value of older people's perspective	The value of hearing older people's views and experiences
Changes	Recommendation/improvements that could be made
New knowledge/skills or refresh	The sessions either provided new knowledge/skills or served as a refresher to current knowledge/skills
Useful for students/newly qualified	Would be useful for student nurses or those newly qualified
Staff retention	The sessions could help with retention of staff
Useful for nurses in other wards	Useful for nurses in other wards as well as care of older people
Positive benefits on nursing older people	The sessions highlight and emphasis the reward you get from nursing older people
Communication skills	Nursing staff felt communication skills were a useful outcome from the sessions
Shared learning	Sessions allowed for shared learning and nursing staff valued this
Person-centred focus	Reminded nursing staff of the importance of focussing on each individual and their needs
Facts and resources	Nursing staff found the statistics and facts provided during the sessions useful
Positive feedback on sessions	Sharing their positive opinions on the sessions
Awareness	Sessions helped raise awareness on the needs of older people
Share participant views	How views shared by nurses in the sessions should be shared

1. About Age NI

Age NI is the leading charity for older people in Northern Ireland. Our vision is a world where everyone can enjoy later life and our mission is to help people enjoy a better later life by ensuring that their voice is heard and their rights are upheld.

We achieve our mission through 115,000 direct engagements with older people each year: providing information, advice and advocacy to over 10,000 older people; delivering over 500,000 hours of residential, domiciliary and day care to older people including bespoke projects that offer innovative approaches to supporting older people.

We support capacity building and development across older people's networks and campaign on issues that are important to older people. We act as secretariat for the All Party Group on Ageing and Older People at the Northern Ireland Assembly.

Through ExpertAge we develop innovative engagement approaches to ensure the voices of older people influence decision making at the highest level.

ExpertAge includes:

- Consultative Forum - a panel of 40 older people whose role is to inform and influence policy and practice of Age NI.
- Peer Facilitators - older people with a range of skills, backgrounds and life experience, bringing empathy and understanding to the engagement with the older population, and as a result are able to create a deeper level of connection and communication.
- Age NI staff with proven expertise in the delivery of engagement and participatory research projects.

Age NI Peer Facilitators were involved in the development and delivery of action learning sets through the Retain project.

2. Background

It is widely recognised that our population is ageing and with this comes an increased need for appropriate care and support for older people. The number of people aged 85 years and older is expected to double between 2014 and 2039, from 34,400 people to 88,600 people¹. The presence of increasing numbers of older people in society requires a shift in the provision of care. Demand for nurses in older people's settings will become greater as the health and social care landscape in NI continues to evolve. Older people are significant users of health and social care services and account for almost a fifth of the Health and Social Care budget expenditure. Around 60% of acute hospital beds are typically occupied by people over 65². With age often comes an increased likelihood of developing long standing health conditions that require medical support. Statistics show that the percentage of people reporting a long-standing condition increases with age, 69% of those aged 75 and over reported a long-standing illness, compared with 47% of those aged 45-64².

A key recommendation from engagement with stakeholders on creating a vision for nursing in older people's services, highlighted in *What Really Matters...? A Vision for Nursing in Older People's Services*, was the importance of involving the 'expert voice' and the value of involving older people in the training and personal development of nurses.

2.1. Project Retain

Project Retain aimed to support nurse recruitment and retention in care of older people by embedding a culture of 'open and transparent communication across all bands and disciplines of staff'. At its core is a drive to achieve a truly person-centred service where older people, carers, the public and staff are engaged in a partnership approach to achieving nurse retention in NI. It is a partnership between the Public Health Agency, Age NI, Health and Social Care Trusts, education providers, for example QUB, UU, OU and the Education Centre.

Project Retain targeted nursing staff in older people's wards across hospitals in the five Health and Social Care Trusts, where retention and recruitment have presented significant challenges. It also focussed on student nursing in both rural and urban areas to encourage nursing professionals to remain in or take up roles in the care of older people.

Age NI's ExpertAge was involved in the development and delivery of the action learning sets designed to increase knowledge, skills and confidence in relation to caring for older people.

¹ Achieving better outcomes for older people: Our Ambition for the NI Assembly 2016-21

² What Really Matters...? A Vision for Nursing in Older People's Services, September 2016

3. Methodology

This section outlines the process by which the Age NI facet of project Retain was planned and delivered. The standard Age NI process for developing programmes was followed which involves the following stages:

- Project initiation meeting
- Co-production: Development of tools
- Peer facilitation briefing
- Delivery
- Peer Facilitator debrief

Each stage is outlined in more detail below.

3.1. Project initiation meeting

A project initiation meeting took place involving Age NI staff and stakeholders to be involved in project Retain. This meeting resulted in the following:

- Reviewed and agreed the project proposal
- Agreed the proposed methodology for the delivery of the engagement work
- Agreed the proposed outputs and timetable
- Discussed and agreed the areas for discussion and questions to be used during the sessions
- Agreed reporting and communication procedures for the duration of the project.

3.2. Co-production: Development of tools

The action learning sets were developed using a co-design approach whereby the materials were created and refined in collaboration with Peer Facilitators. Following initial development, the materials underwent a review-refine cycle with four iterations. The action learning sets were developed around core issues that matter to older people receiving nursing care:

- Age Awareness
- Communicating with Older People
- Dementia

Powerpoint slides, delivery scripts and topic factsheets were developed for each of the core areas covered. The experiences and views of older people and family carers were captured in videos, specifically created as part of delivery of the action learning sets. An additional, tailored, session was developed and delivered to nursing students in Queen's University, Ulster, and Open University. Table 1 shows the resources developed for the project.

Table 1: Resources used for delivery of action learning sets.

CONTENT
Powerpoint presentation x 3 ALS
Video clips
Group discussion points
PPT slide handout x 3 ALS
Script (timed) x 3 ALS
Factsheet x 3 ALS
Session evaluation x 3 ALS
Self-evaluation x 3 ALS
Age NI services leaflet
Age NI advice service card

As Table 1 highlights, Age NI service leaflets and advice cards were brought to the delivery sessions to ensure those involved in the training were aware of the support available. This knowledge can then be passed on to any older patients nursing staff may work with.

3.3. Peer facilitation briefing

A briefing session was delivered to Peer Facilitators. Those involved were encouraged to reflect on their own experiences of nursing care which provided context and authenticity. This informed the action learning set delivery process. The desired outcomes of this briefing were:

- A greater understanding of the project, and what the PHA required in relation to project delivery.
- Review of all project materials by the Peer Facilitators to ensure they had ownership of the materials being delivered as the voice of older people.
- An overview of the proforma which was used as a basis for group discussions.
- A refresher session on key facilitation techniques.

All Peer Facilitators had recently been trained in facilitation techniques ensuring facilitators felt well equipped for their discussions during delivery of sessions with Nursing Staff.

3.4. Delivery

Three, two-hour action learning sets were delivered to nurses on 10 wards and one two hour session was delivered to students in three Northern Ireland universities. Materials, including videos, used during the lecture session for students were tailored and focused on their specific requirements.

It was originally anticipated that two Peer Facilitators would lead delivery of the action learning sets, however practical issues around I.T. equipment meant that the sessions were delivered by one Peer Facilitator along with a member of staff. On one lecture to students, due to unforeseen circumstances, the Peer Facilitator was not able to deliver the session as planned.

3.5. Evaluation

Nursing staff from 10 wards and students across Northern Ireland engaged in the action learning set sessions. The evaluation process for students involved collecting verbal feedback on areas for improvement which informed delivery of the action learning sets. Nursing staff participated in a more in-depth evaluation whereby they completed evaluation forms (see Appendix 1) following each session. The evaluation forms contained self-evaluation and session evaluation elements. The self-evaluation invited nursing staff to reflect on their own learning and to consider any aspect of their learning that could be applied to their practice. This element of the feedback form was kept by the nursing staff as a way to encourage further self-reflection and development. The session evaluation was used to evaluate the action learning sets against the following measures:

- 1) Promoting an understanding of what really matters to older people in nursing care.
- 2) Delivery method including delivery of action learning sets by older people and the content of each action learning set.
- 3) Role and success of action learning sets in promoting working with older people as a career path.

110 staff members completed evaluation forms and informal feedback was included from both staff and students. A mixed methods approach was adopted, including both qualitative and quantitative methods.

3.6. Peer Facilitator debrief

Peer Facilitators along with Age NI staff involved in delivery of the action learning sets attended the debrief session. This session invited discussion on the initial analysis of feedback generated from the evaluation of the action learning sets. Feedback from the Peer Facilitators and their interpretation of the initial evaluation results helped inform the evaluation report.

The session also served as a way to inform Peer Facilitators of the impact of their efforts and to reinforce the value of their involvement. Age NI staff took the opportunity to thank Peer Facilitators for giving up their time and for sharing their experiences and insight.

The project Retain celebration event was also discussed in order for Peer Facilitators to help plan and participate in the event.

4. Evaluation of feedback

This section will explore the feedback received from nurses who participated in the action learning set sessions. Data across the three action learning sets was analysed together in order to identify key themes.

4.1. Aim 1: Understanding what really matters to older people

A key aim across the action learning sets was to enhance nursing staff's understanding of what really matters to older people in relation to the following areas:

- Age awareness in healthcare settings
- Communicating with older people
- Dementia care

Delivery of sessions successfully raised awareness across the three topic areas with **100% of respondents** stating that the session they took part in helped develop their understanding of what matters to older people (Figure 1).

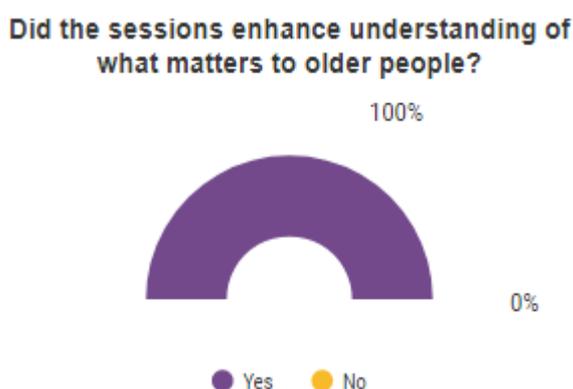


Figure 1: Shows the percentage of respondents who felt the action learning sets enhanced understanding of what matters to older people.

As part of the evaluation process participants were invited to provide comments on how the content supported their understanding of what matters to older people. A number of themes emerged through analysis of the comments provided. Figure 2 presents the themes along with a breakdown of the occurrence of each. The themes identified were:

- **Key learning from the session**, *points nursing staff took away from the sessions*
- **New knowledge or refresh**, *the sessions either provided new knowledge or served as a refresher to current knowledge*
- **Delivery of session**, *such as, how useful or interesting they were*
- **Empathy**, *how the sessions helped nurses see older patients as real people and improved their ability to empathise*
- **Value of older people's perspective**, *the value of hearing older people's views and experiences*

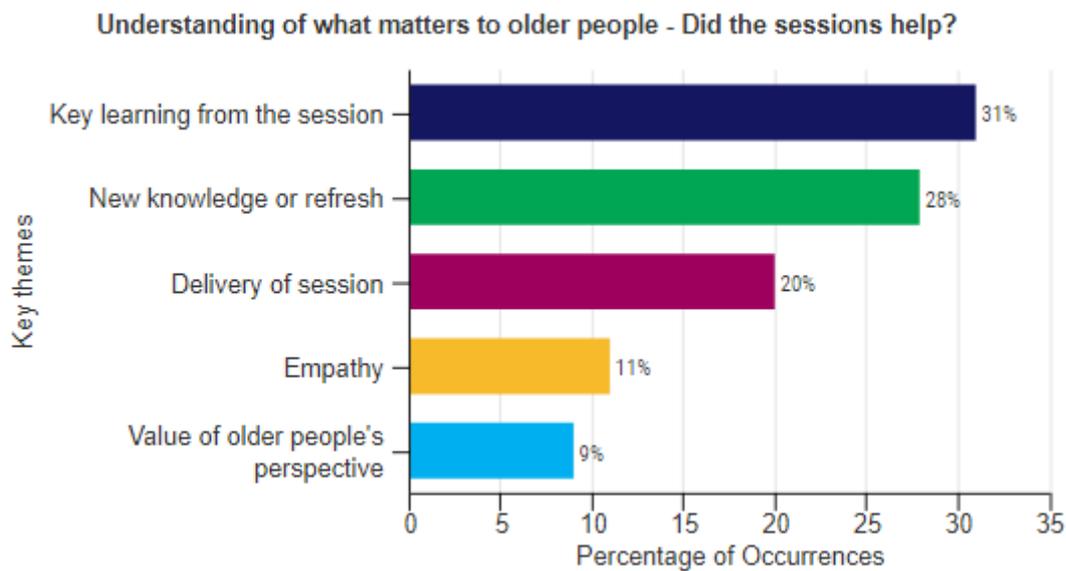


Figure 2. Shows the themes that emerged from respondents' comments along with the occurrence.

4.1.1. Key learning from the session

Figure 2 highlights that the largest number (31%) of respondents used the opportunity to add a comment to reflect on key learning from the session. Those who shared key learning focused on the value of communication, both with older people and other staff:

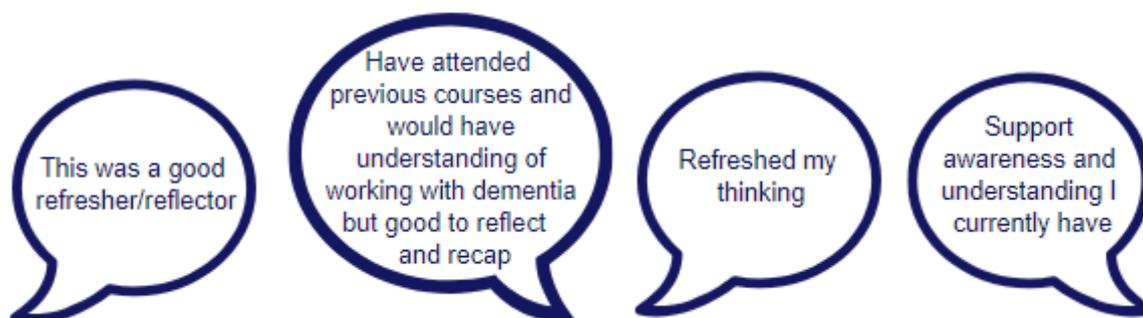


Others shared key learning from the session around Age NI itself and on the importance of staff and family working together:



4.1.2. New knowledge or refresh

Feedback from nursing staff indicated they found the action learning sets enabled them to gain new knowledge or refresh current knowledge in the topics discussed. This emerged as the second most common theme with 28% of comments focussing on new knowledge or refresh of knowledge:



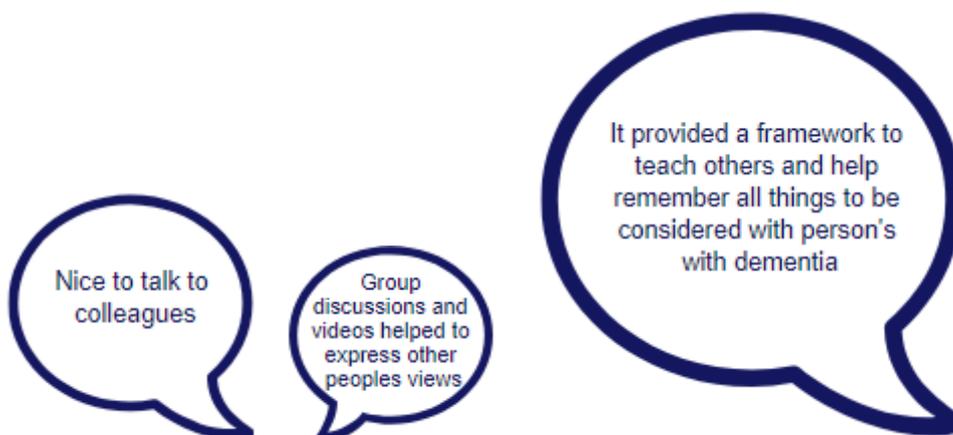
The comments provided demonstrate that respondents were appreciative of the refresh on their knowledge across the three areas and viewed it as a positive approach. One nursing staff member simply stated that they “*work in this environment*” without additional comment.

4.1.3. Delivery of the session

Another theme emerging from the responses focussed on the actual sessions themselves and their delivery (20%). Those who chose to comment on the delivery of the session were very positive, noting how “*informative*”, “*interesting*” and “*helpful*” the sessions were:



Others identified specific elements of the delivery of sessions that they felt were most beneficial:



4.1.4. Empathy

A number of nursing staff (11%) shared how the action learning sets enhanced their ability to empathise and to remember that each older person is an individual:

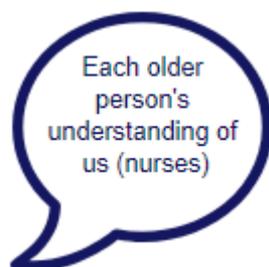


4.1.5. Value of older people's perspective

The final theme emerging from asking nursing staff if the action learning sessions helped their understanding of what matters most to older people was the value of older people's perspective (9%). Respondents noted:



Nursing staff, who focussed on the older person's perspective, indicated that it was valuable for them to hear older people's views. One nursing staff participant also noted the value of older people actually gaining a better understanding of nurses:



Reflection



Overall, nursing staff felt the action learning sets helped their understanding of what matters most to older people. When asked to comment further on this, most (31%) shared key learning from the sessions whilst others (28%) stated that they gained new knowledge or refreshed their knowledge.

4.2. Aim 2: Involving older people in design and delivery

The action learning sets were delivered by Peer Facilitators who, as older people, also shared personal experiences and insights with nursing staff.

Nursing staff felt the inclusion of older people in the delivery of the sessions was beneficial to their learning, with 100% of respondents agreeing, across the three sessions, that this approach was useful (Figure 3).

Was involving older people in design and delivery beneficial?

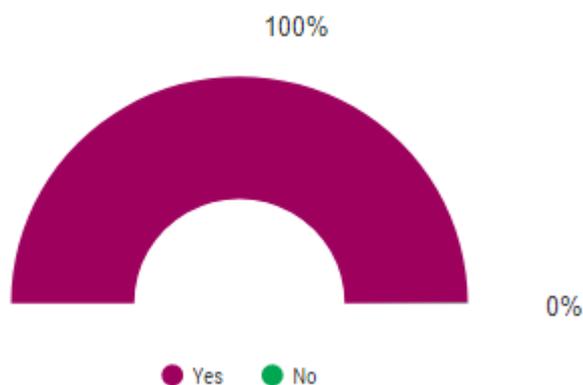


Figure 3: Shows the percentage of nursing staff who felt involving older people was beneficial.

Nursing staff cited a range of reasons the approach was beneficial. Figure 4 shows the key themes emerging from nursing staff responses. The identified themes were:

- **Value of older people's perspective**, *how valuable it was to hear older people's views and experiences*
- **Delivery of session**, *such as, how useful or interesting they were*
- **Key learning from the session**, *points nursing staff took away from the sessions*
- **New knowledge/skills or refresh**, *the sessions either provided new knowledge/skills or served as a refresher to current knowledge/skills*
- **Changes**, *comments on recommendation/improvements that could be made*

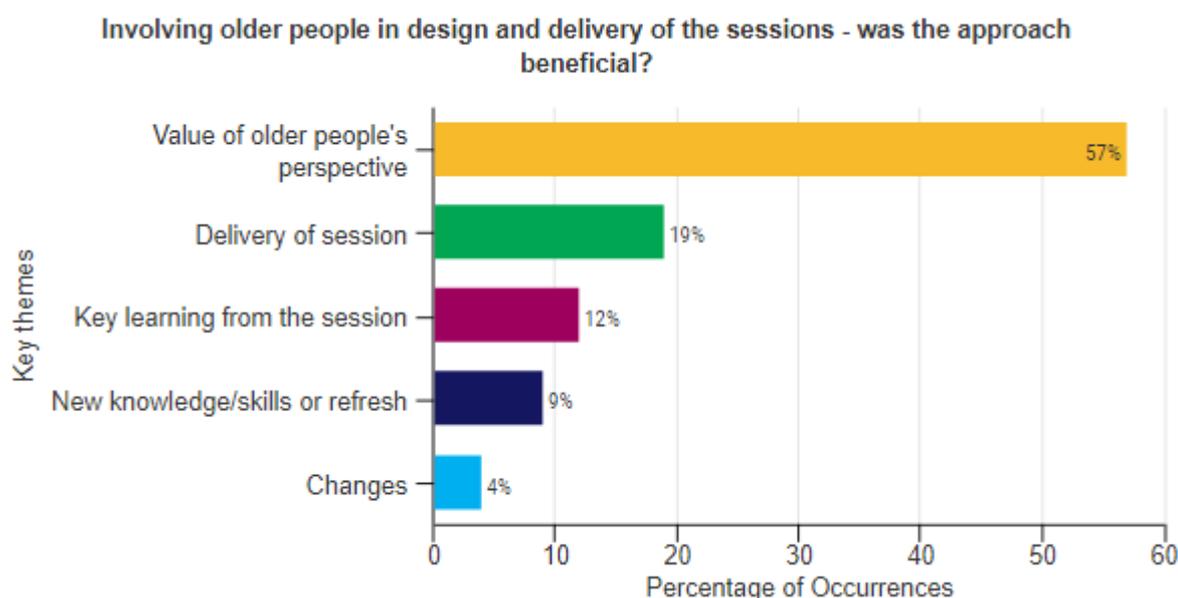


Figure 4: Shows the themes emerging from nursing staff responses to the benefit of involving older people in design and delivery of the acting learning sets.

4.2.1. Value of older people's perspective

It was clear that the nursing staff recognised the importance of including older people in shaping the services they use, as a key theme in the feedback was the value placed on an older people's perspective (57%). Nursing staff who provided comments on the value of having an older person's perspective shared the following:

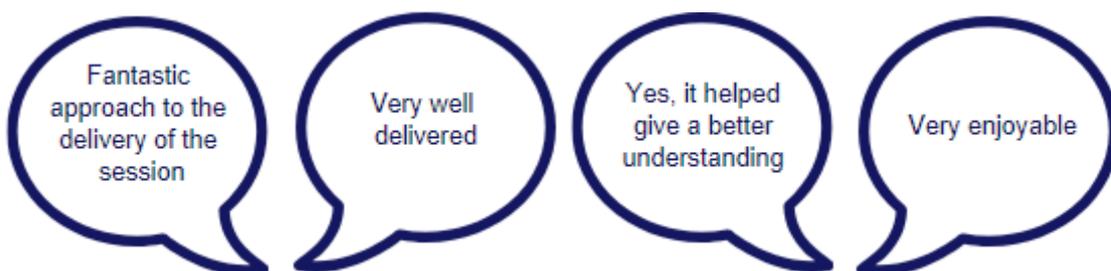


Others said that involving older people themselves could play a key role in specific areas such as, dementia care and delivery of person-centred care:



4.2.2. Delivery of session

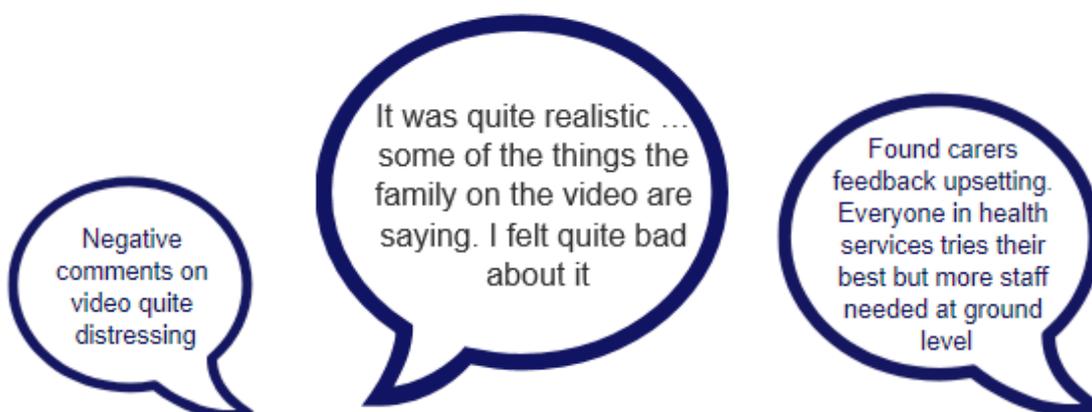
A secondary theme emerging from the nursing staff responses focussed on the actual delivery of each session (19%) of the action learning sets. Nursing staff provided positive comments in relation to delivery, stating:



It was clear that the use of videos created a reaction and had an impact. Some nursing staff said the videos were “eye-opening” and useful:



Others felt that comments on the videos were distressing:



4.2.3. Key learning from the session

A third theme, emerging from the responses, focusses on key learning points nursing staff have taken away from the action learning set sessions. Staff shared learning around the importance of effective communication and the benefit of effectively listening to patients:



Whilst for others, key learning related more to identifying the needs of older people more effectively and remembering attention to detail to avoid certain elements of care being overlooked or forgotten:



4.2.4. New knowledge/skills or refresh

A number of nursing staff (9%) noted that involving older people in delivery and design of the action learning sets resulting in them gaining additional knowledge or refreshing their previous learning. They mentioned that the learning would be brought back and implemented in their workplace, therefore reaching a wider cohort of nursing staff:



4.2.5. Changes

The final theme identified, in relation to involving older people in design and delivery of the action learning sets, was suggested changes (4%). Nursing staff took the opportunity to provide some points to consider for future delivery of such information. The first suggestion related to using more clips and videos to supplement the information. One of the nursing staff commented that those sharing their views on the video are doing it from a personal perspective and may not be entirely representative of older people in general. The final point discussed the importance of continuing to share real experiences, even if they are uncomfortable for people to hear:



Reflection



All nursing staff agreed that involving older people in the design and delivery of action learning sets is beneficial. They shared their reasons for feeling the approach was beneficial, with the majority³ (57%) focussing on the value of an older person's perspective.

³ Majority – refers to the largest percentage within the graph.

4.3. Aim 3: Interest in working with older people

The central aim of the overall Retain project is to encourage nursing staff to continue working with older people and to raise interest in working with older people in health care. It is known that retention of staff in care of the older people is not as high as other areas and with this in mind the action learning sets were designed to promote interest and enthusiasm around working in this field.

97% of those who took part in the action learning sets, across the three topic areas, felt the content of the sessions would help raise interest in working with older people (Figure 5).

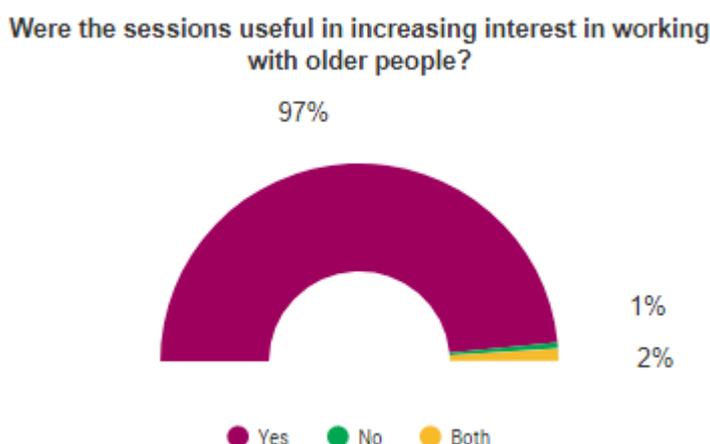


Figure 5: Shows the percentage of nursing staff who felt the action learning sets increased interest in working with older people.

Informal feedback collected at one of the university sessions showed that delivery of the age awareness session to students had encouraged more to consider work with older people as part of an upcoming piece of coursework.

Nursing staff who took part in the action learning sets already worked on care of older people wards. They were asked if the action learning sets would generate interest in working with older people in a healthcare setting. Their responses created a number of key themes, shown in Figure 6. The themes identified were:

- **Delivery of session**, such as, how useful or interesting they were
- **New knowledge/skills or refresh**, the sessions either provided new knowledge/skills or served as a refresher to current knowledge/skills
- **Useful for Students/Newly qualified**, would be useful for student nurses or those newly qualified
- **Staff retention**, could help with retention of staff
- **Key learning from the session**, points nursing staff took away from the sessions
- **Value of older people's perspective**, how valuable it was to hear older people's views and experiences
- **Useful for nurses in other wards**, useful for nurses in other fields as well as care of older people
- **Positive benefits on nursing older people**, highlight and emphasis the reward you get from nursing older people
- **Changes**, comments on changes/improvements that could be made

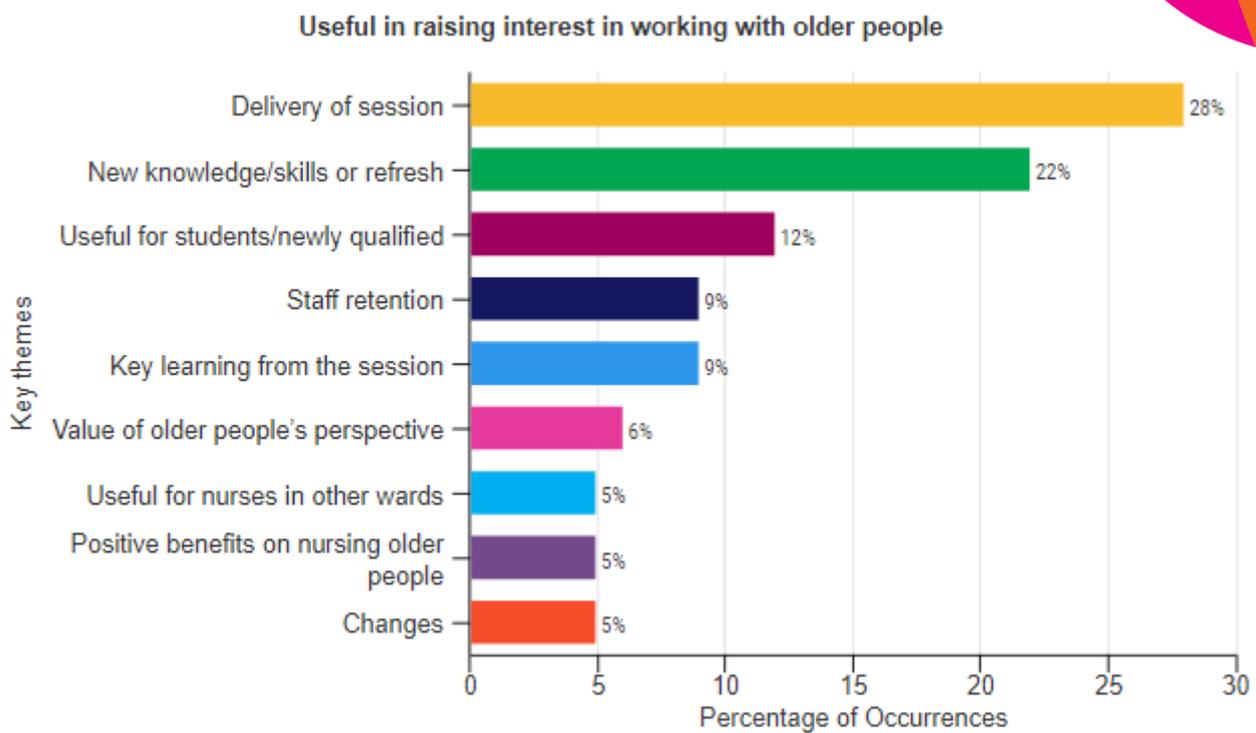
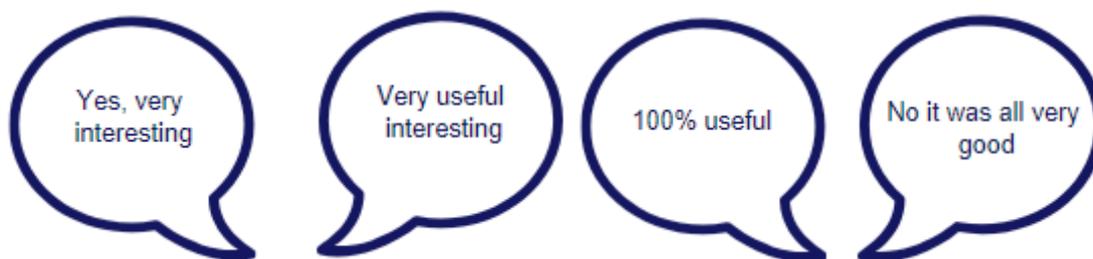


Figure 6: Shows the themes that emerged from asking if the action learning sets increased interest in working with older people.

4.3.1. Delivery of session

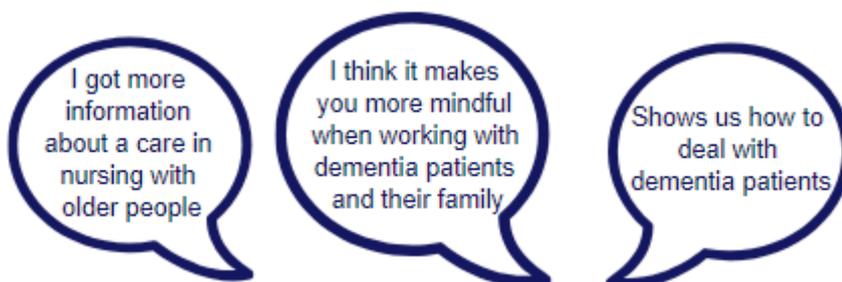
As Figure 6 shows, the majority (28%) of nursing staff added comments relating to delivery of the action learning sets, when asked if the sessions raised interest in working with older people. Responses focussed on how *“interesting”* and *“useful”* the sessions were:



Some (n=2) nursing staff, however, indicated that they were *“not sure”* if the action learning sets would increase interest in working with older people.

4.3.2. New knowledge/skills or refresh

A secondary theme that emerged from nursing staff comments on the action learning sets increasing interest in working with older people related to the gaining new knowledge/skills or refreshing knowledge/skills (22%). Nursing staff shared the following:



One of the nursing staff did feel the action learning sets increased awareness of working with older people, but wasn't as sure if it increased interest:



Some nursing staff noted that they already work in the field of older people care, indicating that they already had an interest in this area of work:



4.3.3. Useful for students/newly qualified

Some (12%) nursing staff felt the action learning sets would be particularly useful for students or newly qualified nurses. It would enable them to gain the knowledge and skills which could increase interest in working in the field of care of older people. They noted:



4.3.4. Staff retention

The next theme emerging from the nursing staff responses is staff retention (9%). Those who felt the action learning sets could help with staff retention shared the following:



Given staff retention is one of the key aims of project Retain overall, it is encouraging to see some of the nursing staff identifying this.

4.3.5. Key learning from session

Another theme is key learning from session (9%). Those nursing staff who shared their key learning when asked if the action learning sets increased interest in working with older people, noted:



4.3.6. Useful for nurses in other wards

The final three themes that emerged in relation to the action learning sets increasing interest in working with older people are: Useful for nurses in other wards ; Positive benefits on nursing older people and Changes.

Those who felt the action learning sets could be useful for nurses in other wards (5%) shared the following:



4.3.7. Positive benefits on nursing older people

Others (5%) felt the sessions highlighted the positive benefits on nursing older people:



4.3.8. Changes

Finally, a number (5%) of nursing staff used the opportunity to put forward some potential changes and improvements to the delivery of action learning set sessions.



Reflection



Overall, the majority (97%) of nursing staff felt the action learning sets could increase interest in working with older people. When asked to elaborate on their answer most (28%) people focussed on the delivery of the sessions or noted that their knowledge and skills improved (22%) as a result of their attendance. Some (n=2) were unsure if the areas covered would in fact increase interest, however did feel the sessions increased their understanding of what matters to older people.

4.4. Most useful

Staff who participated in the sessions were asked to identify the most useful aspects of the action learning sets. Several overarching themes were apparent (Figure 7). The themes identified were:

- **New knowledge/skills or refresh**, the sessions either provided new knowledge/skills or served as a refresher to current knowledge/skills
- **Value of older people's perspective**, how valuable it was to hear older people's views and experiences
- **Communication skills**, nursing staff felt communication skills were a useful outcome from the sessions
- **Delivery of session**, such as, how useful or interesting they were
- **Shared learning**, sessions allowed for shared learning and nursing staff valued this
- **Person-centred focus**, reminded nursing staff of the importance of focussing on each individual and their needs
- **Facts and resources**, nursing staff found the statistics and facts provided during the sessions useful
- **Changes**, comments on changes/improvements that could be made

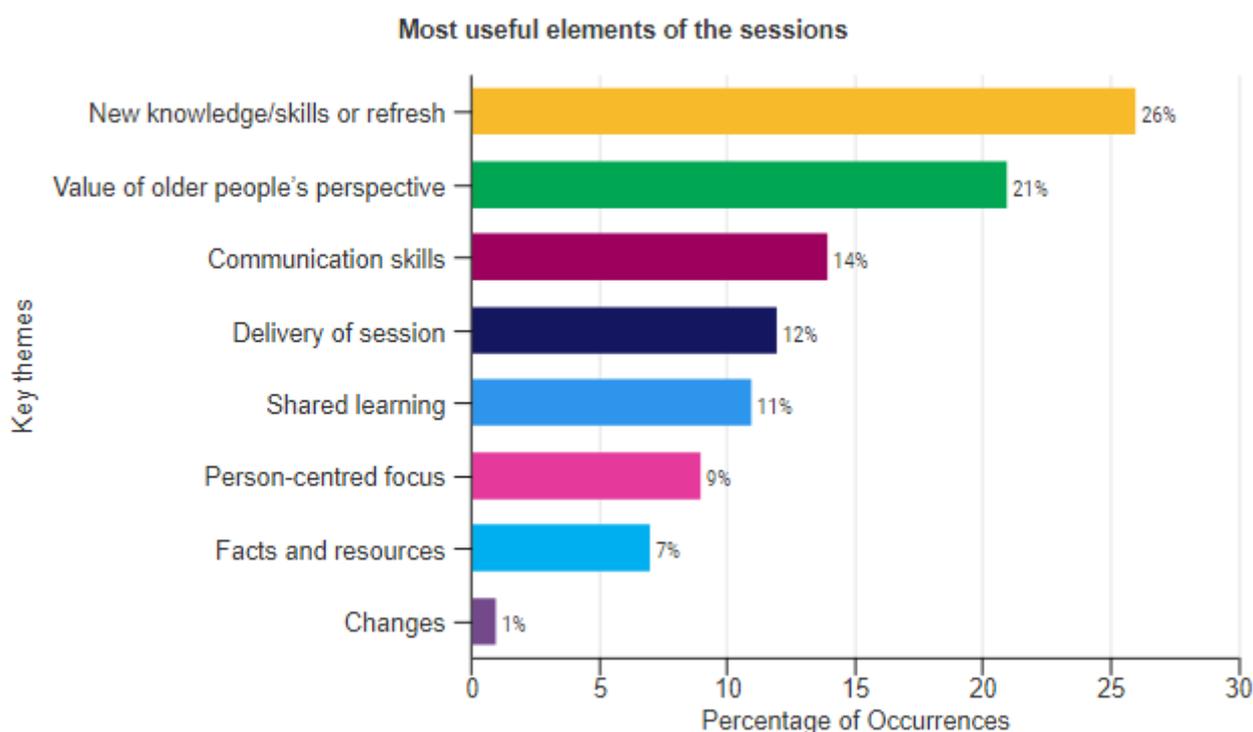


Figure 7: Shows the themes that emerged when nursing staff were asked what they felt were the most important elements of the action learning sets.

4.4.1. New knowledge/skills or refresh

Two key themes emerged from the responses provided by the nursing staff. The first of which was gaining new knowledge/skills (26%). Nursing staff shared how they gained knowledge and skills from the action learning sets:



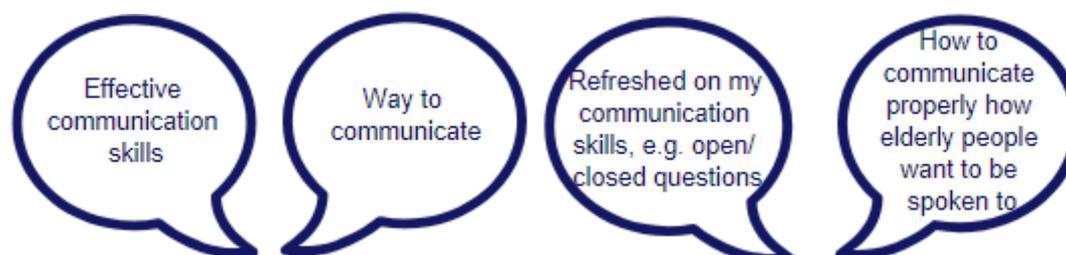
4.4.2. Value of older people's perspective

Across the feedback it was clear that having older people delivering the sessions was of value and something nursing staff felt was most useful. It allowed the nursing staff (21%) to gain an older person's perspective and resulted in a deeper understanding of what matters to older people in nursing care:



4.4.3. Communication skills

Across the three action learning sets, another key theme emerged relating to communication. The nursing staff felt that information on communication skills (14%) was very useful, stating:



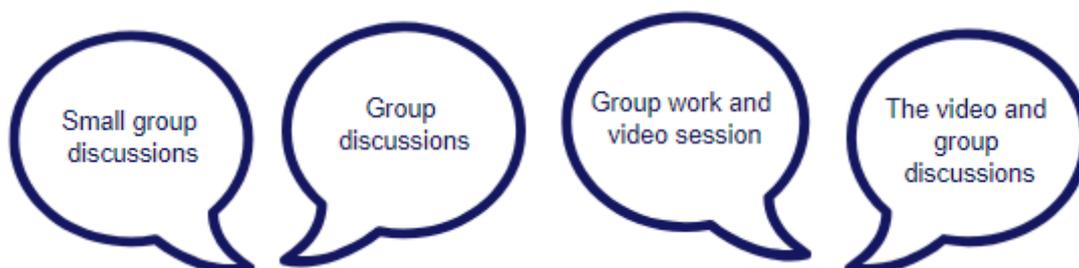
4.4.4. Delivery of session

A further area, nursing staff identified as most useful was the delivery (12%) of the action learning sets. Comments were made in relation to how the nursing staff felt about the sessions, focussing on how *“informative”* and *“beneficial”* the sessions were:



4.4.5. Shared learning

A number of nursing staff felt that being given the opportunity to share learning (11%) and experiences with other nursing staff was one of the most useful elements. They cited group work as a useful element of the sessions:



They also felt that coming together and sharing useful ideas and knowledge with others caring for older people was useful:



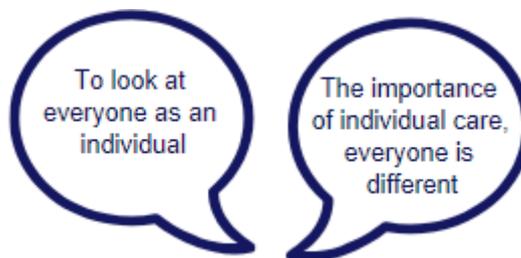
One of the nursing staff noted that it was most useful to be reassured by the fact others have similar experiences in the job as them:



That others have same experiences as myself in their job

4.4.6. Person-centred focus

Nursing staff (9%) cited increased awareness of being person-centred and awareness that older people are not a homogenous group as the most useful element:

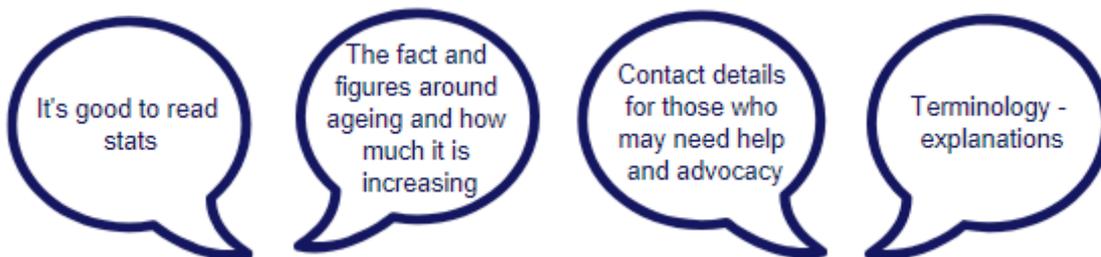


To look at everyone as an individual

The importance of individual care, everyone is different

4.4.7. Facts and resources

One of the final themes emerging from the nursing staff responses relates to facts and resources (7%). Nursing staff who cited facts and resources as the most useful element shared how useful it was to read statistics on older people and on the ageing population:



It's good to read stats

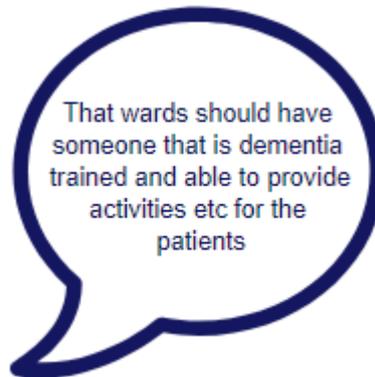
The fact and figures around ageing and how much it is increasing

Contact details for those who may need help and advocacy

Terminology - explanations

4.4.8. Changes

The final theme highlighted through the feedback is concerned with Changes (1%). One of the nursing staff took the opportunity to share a suggested change:



Reflection



Responses received in relation to what nursing staff felt was most useful about the action learning sets, shows that increasing knowledge and skills on the three areas of age awareness, communication and dementia and involving older people in the delivery of the sessions were deemed most important.

4.5. Areas for improvement

Nursing staff were invited to provide feedback on what could be improved about the sessions. Students from the three universities, Peer Facilitators and staff were also given the opportunity to provide feedback on areas for improvement. Feedback was overwhelmingly positive, as highlighted in Figure 8. The identified themes were:

- **Positive feedback on sessions**, *sharing their positive opinions on the sessions*
- **Changes**, *comments on changes/improvements that could be made*
- **Value of older people's perspective**, *how valuable it was to hear older people's views and experiences*
- **Awareness**, *sessions helped raise awareness on the needs of older people*
- **Share participant views**, *how views shared by nurses in the sessions should be shared*

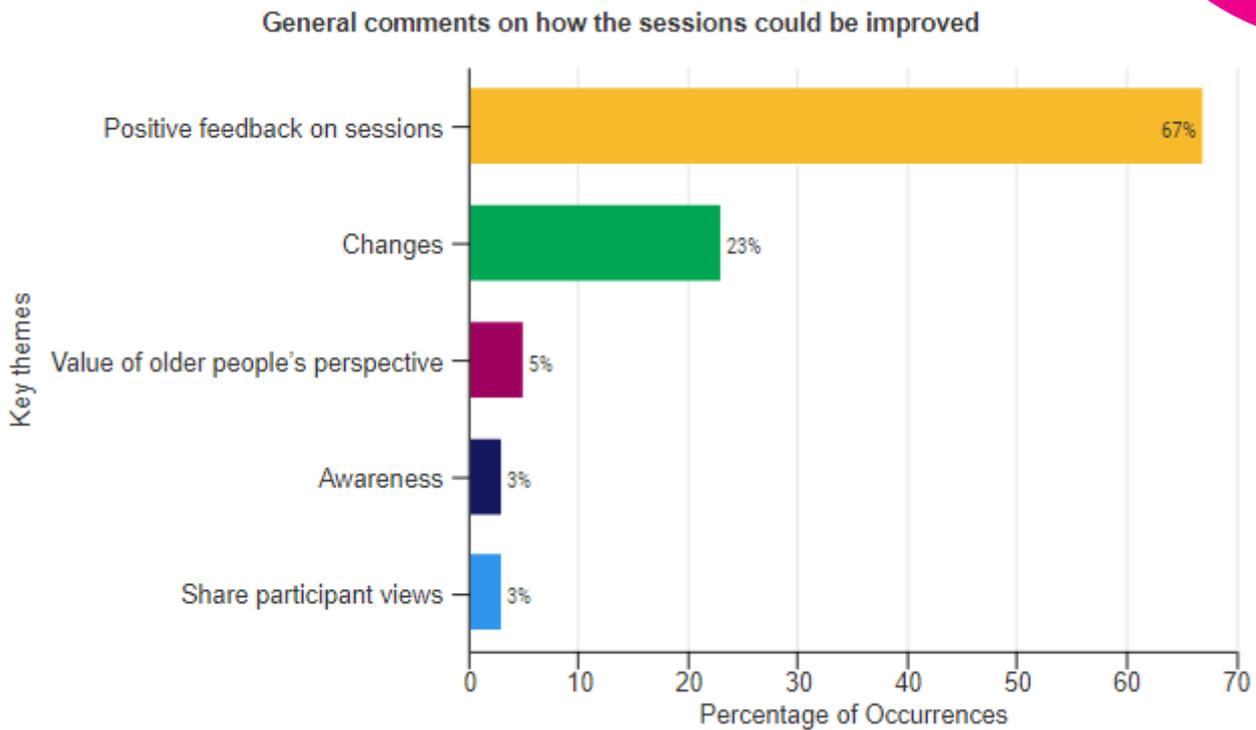


Figure 8: Shows the themes that emerged when nursing staff were asked for areas for improvement.

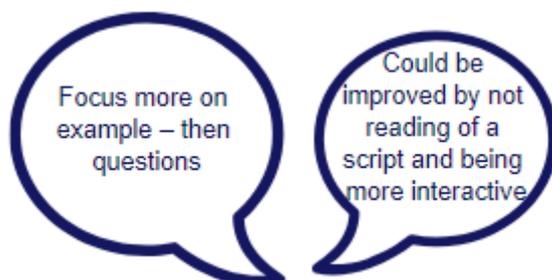
4.5.1. Positive feedback on session

A considerable majority (67%) of respondents chose to provide positive feedback on the sessions when asked for suggestions on how they could be improved. Those who did shared the following:

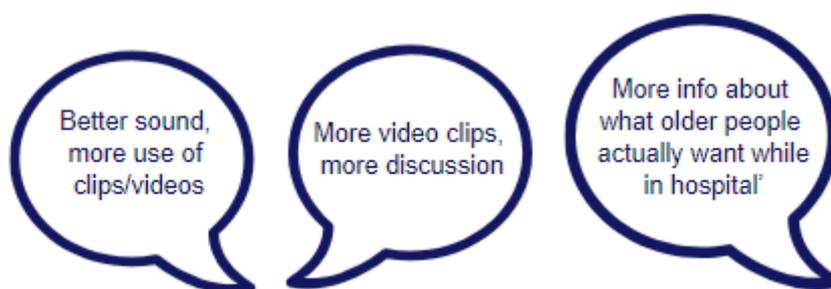


4.5.2. Changes and improvements

Several suggested changes (23%) which could strengthen the approach in the future. Nursing staff felt the delivery of the sessions could be improved:



Suggestions were also provided in relation to the content of sessions:



4.5.3. Value of older people's perspective

One, less prevalent, theme identified from the responses highlighted the value of the older people's perspective (5%). Those who focussed on older people's perspective shared the following:



4.5.4. Awareness

Another, less prevalent, theme identified from the respondents focuses on the importance of effective promotion and raising awareness (3%) Respondents, who focussed on the importance of effective promotion and raising awareness, shared the following:



4.5.5. Share participant views

The final theme emerging was on how important it is to share participant views (3%). In particular, nurses felt that views collected from nursing staff during the sessions should be shared with those higher up the managerial chain:



Reflection

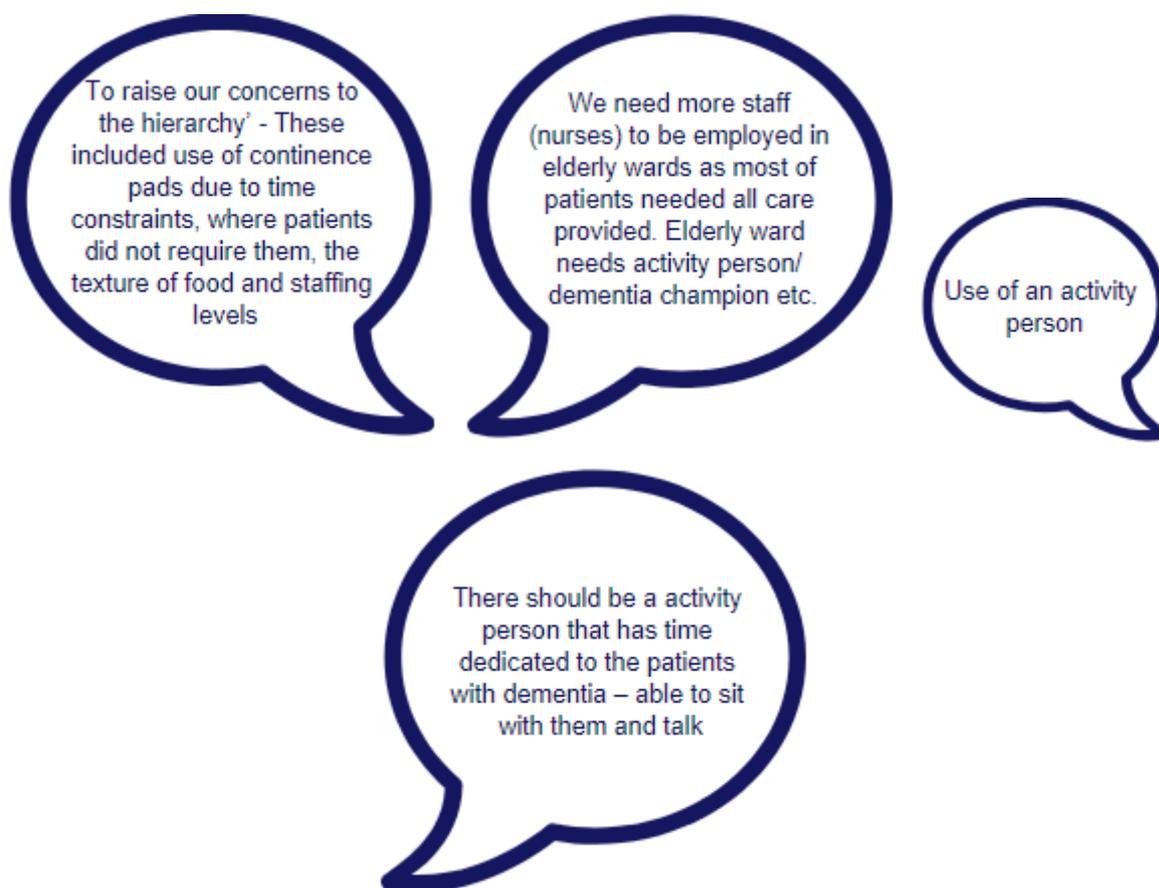


Overall, those who provided feedback on areas for improvement used the opportunity to share positive comments on the sessions (67%). This suggests that most nursing staff felt the sessions worked well in its current format. Feedback on suggested changes highlighted practical considerations, such as ensuring IT was effective, the volume and sound quality on video clips was adequate for the session and that those involved in delivering the session avoided reading from the script.

5. Changes and improvements outside the scope of the action learning sets

Nursing staff raised several issues and suggested changes which lay outside the scope of the action learning sets, which Age NI believes are important to communicate:

- The need for additional staff on care of older people's wards, to enable staff to spend time with, support and care for older people, particularly people living with dementia.
- Concerns around the use of continence pads which can impact on the dignity, independence, autonomy and wellbeing of an older person. For example, an older person may not be wearing a continence pad when first admitted to hospital but may be wearing a continence pad when transferred to the care of older people's wards.
- Design of the hospital environment and facilities which may not be, for example, dementia friendly.



6. Conclusion

The Retain action learning sets were well received by both nursing staff and students and were deemed to be useful in enhancing understanding of what matters to older people. This was highlighted by **100%** of those asked reporting that the **action learning sets increased their understanding of the topic**. In addition, feedback suggested that **100%** of nursing staff felt providing an older person's perspective, through **including older people in design and delivery, was beneficial to their learning**. The majority of nurses (**97%**) reported that the **action learning sets could effectively increase interest in working with older people in a health care setting**.

Nursing staff were asked to share their views on what they felt were the most useful elements of the action learning sets. The two most frequent themes were how the action learning sets provided new knowledge/skills or refreshed it and on the value of gaining older people's perspective. Given that this facet of project Retain set out to provide an opportunity to learn new information and provide insight through the involvement of Age NI Peer Facilitators, suggests that nursing staff did in fact gain this. There were also some secondary outcomes which were not necessarily the main focus, such as the value nurses placed on having a shared learning space.

In order to determine areas for improvement nursing staff were asked to share their views on what could be changed. A considerable majority of nursing staff shared their positive feedback on the sessions rather than putting forward suggested improvements. This suggests that, overall, the action learning sets were well received by participants and that any future action learning set sessions should follow a similar structure.

Feedback indicated that action learning sets enhanced understanding of what matters to older people among nursing staff. While there was some uncertainty over the extent to which action learning sets were able to improve retention of nursing staff in the care of older people as the nursing staff concerned already worked in this area, the majority (97%) did agree that the sessions could increase interest of nursing staff more generally to work in this field.

Nursing staff stated that the learning they gained from the sessions would be shared and implemented back on their wards. All those involved appreciated and valued the involvement of older people themselves with some suggesting an even greater involvement of older people in the future.

7. Recommendations for future delivery of training

Nursing staff were asked to indicate recommendations for the delivery of the training sessions.

Most nursing staff highlighted the value and importance of having older people deliver the session and sharing their personal, real life experiences.

7.1 Recommendations on the future delivery of action learning sets:

1. Use more videos in the action learning sets.
2. Offer more information on what older people actually want to happen whilst in hospital care.
3. Make the sessions more interactive and allow more time for discussion.
4. Avoid reading from scripts or Powerpoint slides.
5. Ensure IT is working and there is adequate sound quality for video.

7.2 Recommendations on improvements in care of older people arising from comments made by nursing staff

Nursing staff made a number of comments and suggestions for improvement in the care of older people which lay outside the scope of the training delivered by Age NI. These are highlighted in Section 5.

Age NI believes that all staff with responsibility in a hospital setting for the management and delivery of care and treatment of older people should take account of and respond to the issues and improvements which were highlighted by nursing staff in relation to:

- the need for additional staff to deliver person centred care, such as an activity co-ordinator to support people living with dementia.
- the use of continence pads which impact on the dignity, rights and independence of older people.
- the hospital environment and facilities, ensuring that these meet the needs of older people and their families, particularly the needs of people living with dementia and their families.
- All staff in hospital settings should undertake this Retain training to increase the knowledge, skills and confidence of staff in caring for older people.

Appendix 1

RETAIN – staff self evaluation

Session 1: Age Awareness

Please complete the following self assessment questions. Keep this page for your own records and information.

Before session

How would you rate you knowledge around Age Awareness?

1	2	3	4	5
Very knowledgeable	Some knowledge	Not sure	A little knowledge	No knowledge

After session

1	2	3	4	5
Very knowledgeable	Some knowledge	Not sure	A little knowledge	No knowledge

Could you choose one aspect of the learning that you could apply to your practice?

Session Evaluation: age awareness

Did today's session help your understanding of what matters to older people?

Yes

No

Comment:

Older people were involved in design and delivery of this session – was this approach beneficial to your learning? Please tell us a bit about it.

Yes

No

Comment:

What did you find most useful in today's session? For example, development in your role

Comment:

Do you think the session was useful in raising interest in working with older people?

Yes

No

Comment:

Do you have any others comments about how the sessions could be improved?

Comment:

