

A Teaching Care Home pilot



Additional outputs from the pilot

Tweet chats, vision statement and
education and development framework

April 2017



Additional outputs from the pilot

This section includes additional outputs that arose from the pilot. Included in this section are:

- Summaries of two tweet chats hosted by the Foundation of Nursing Studies.
- The Teaching Care Home Vision Statement, which was informed by these tweet chats and subsequent roundtable discussions.
- A framework for education and development in a Teaching Care Home, produced by Manchester Metropolitan University.

Chapter 1

Tweet chats and the co-production of a Teaching Care Home Vision Statement

The Foundation of Nursing Studies hosted two tweet chats to discuss with leaders in the care home sector what the vision of a Teaching Care Home should be. Participants were able to share ideas, debate and ultimately help co-produce a vision statement of a Teaching Care Home. Additional roundtable discussions were held with the pilot participants, where the vision statement was further refined. Below, we have included the discussion summaries of these tweet chats, followed by the final vision statement of the Teaching Care Home pilot.

Summary of the Teaching Care Home Tweet Chat, held 10th January 2017

Person-centredness is:

- Recognising individuals:
 - Their uniqueness
 - Their diversity
- Underpinned by values – working with the person – in partnership – to understand what matters to them. Their:
 - Values
 - Aspirations
 - Preferences
 - Circumstances
 - Role in the community
- Respecting the individual by enabling/supporting them to 'be normal, to 'be themselves', without judgement
- Focusing on the strengths and needs of an individual to facilitate self-care and shared decision-making – holistic care planning
- Treating the person with dignity, compassion and politeness (in a way that you would like a member of your family or yourself to be treated)
- Enabling choice
- Noticing emotions and acting on them

Person-centredness should be a key feature of a Teaching Care Home because:

- As a key principle of nursing practice (Manley et al., 2011), person-centredness should be the cornerstone of care in any setting and should underpin everything we do
- People go to care homes to live – they are not living in our workplace, we are working in their home

Person-centredness can be realised for residents and staff by:

- Working with residents
 - Asking residents about what matters – first step and every step
 - Asking the right questions
 - Creating connections between residents and staff
 - Assessing risks
 - Helping to make informed choices
 - Enabling/taking action
 - Acting as advocates
 - Adopting a strengths based approach
 - Using of care planning and tools appropriately e.g. assessments, one-page profiles
 - Paying attention to the importance of ‘little things’
 - Remembering you are a ‘guest’ – it changes dynamics
- Creating supportive cultures
 - With person-centred leaders and role models
 - Where staff:
 - Feel valued and heard
 - Have time to care
 - Have opportunities to reflect on practice e.g.
 - Why we do what we do?
 - Sharing positive practice stories
 - Which recognise/celebrate person-centredness
- Recognising the complexity of care and developing an appropriately skilled and competent workforce
 - Developing a support and education structure through:
 - Strong links with universities
 - Access to training, supervision and wider development opportunities
 - Support for education and mentorship
 - Access to wider networks
 - Being involved in research
 - Acknowledging and celebrating the role of the RN
 - Recognise the role as different, diverse, challenging and requiring complex skills
 - Promoting care home nursing as a positive career choice
 - Celebrate the autonomy and opportunity to build relationships with residents
 - Developing a better understanding of the role of the RN
 - Introducing staff rotation between care homes and acute and community services
 - Increase student placements in care homes
- Celebrating the work of care homes
 - Creating local forums
 - Building relationships with local press
 - Engaging commissioners

We can evaluate person-centredness in care homes by:

- Asking:
 - Residents
 - Families
 - Visitors
 - MDT
 - Staff
- Communication amongst stakeholders
- Using available models

Summary of the Teaching Care Home Tweet Chat, held 2nd February 2017**In an effective learning environment in a care home:**

- All staff, residents and even relatives contribute to and benefit from learning
- Learning happens in the care home – not just in classrooms
- Registered staff have expertise that is valued; they are visible and involved in care – acting as role models
- Staff are motivated to:
 - Maintain their own education
 - Facilitate the education of others through coaching, challenging, showing and telling whilst working
- There is a positive approach to learning – questions and curiosity are:
 - Welcomed with openness and enthusiasm
 - Embraced
 - Encouraged
- Visible signs of learning are evident:
 - Posters, leaflets and other information on display
 - Journals and books
 - Internet access

Effective learning environments can be created in care homes by:

- Seeing the care home as the key learning environment – using it as the main resource for learning, recognising the teachable moments
- Having proactive staff/team:
 - Confident to teach others
 - With mentorship skills
 - Who can adapt to different learning styles
- Support from wider education providers and/or MDT team
- Structured programme/plan of learning (education and training)
- Standards
- Access to resources:
 - Staff time
 - On-line training
 - Wider resources e.g. MyHomeLife online tools etc.
- Evaluating learning e.g. audit, assessing behaviour change

Good leadership is essential to enable learning in a care home. A leader should:

- Be committed to person-centred care
- Be committed to staff development
- Lead by example – act as a role model
- Facilitate learning
- Be accessible
- Be visible
- Be involved in care
- Have clarity of direction
- Listen to others
- Inspire and empower staff to make decisions
- Facilitate time and opportunity for learning and development
- Celebrate good care/success

Care home nursing should be recognised as an excellent career choice as these nurses:

- Provide increasingly complex care
- Require multiple competencies and skills
- Need to work autonomously
- Can learn and develop and support the learning of others
- Enable the creation of places to live and die well by:
 - Getting to know the residents, their families and the community
 - Seeing the whole journey

Care home nurses should be proud of and promote the positive work they do to:

- Celebrate their good work
- Create interest
- Gain respect
- Change perceptions

Care homes can provide excellent opportunities to learn and develop and enable the development of others (including team working, continuity of care, relationship centred care, advanced practice, complex care, dementia, disabilities, end of life care, and extended clinical skills) **for:**

- Care home staff
- Student nurses
- Return to practice nurses
- Allied health professionals

Student nurse placements in care homes should be promoted and increased:

- With universities by raising the profile of what care homes are all about and why they are valuable placements
- With student nurses by raising the profile of what care homes are all about and how they could be an excellent career choice

- With care homes by profiling the advantages of student placements for care homes e.g. contributing to the learning environment, providing future workforce
- By active engagement between care homes and universities – in-reach and out-reach – a two-way process:
 - To secure placements
 - To prepare staff e.g. mentorship and wider learning opportunities

Wider opportunities for care home nurses should be developed:

- Signposted career pathways
- Clinical academic careers with NIHR

Integration of care homes with wider communities and health and social care is important to:

- Enhance understanding of care homes
- Enhance sustainability and improvement
- Facilitate the integration of care homes within the health and social care community
- Create shared learning opportunities/resources
- Facilitate the development of new models of care
- Facilitate the seamless transfer of care between providers

Chapter 2

The final vision statement for a Teaching Care Home is:

A Teaching Care Home: Vision Statement – April 2017

Teaching care homes demonstrate an ongoing commitment to person-centred care and ways of working, which will be experienced by all who live, die, visit and work in the home. They are centres for learning, practice development and research, actively engaging with staff, students, residents and the community. They have strong working relationships with academic and education providers and are a resource for other care homes.

Residents and relatives will experience person-centred care in a home that:

- *Has comfortable personal and communal spaces*
- *Feels safe and has a friendly atmosphere*
- *Recognises the uniqueness and diversity of individuals by:*
 - *Understanding what matters to them*
 - *Respecting and supporting their dignity and privacy*
 - *Supporting and enabling personal choices and decisions*
- *Nurtures and maintains healthy, caring and empathic relationships*
- *Is part of the local community and embraces partnership with others to create a holistic care experience for the resident.*

There will be:

- *Person-centred leaders and role models who are visible, accessible and involved in care*
- *A spirit of working together as a team, having a sense of well-being and benefiting from a commitment to learning and development for all*

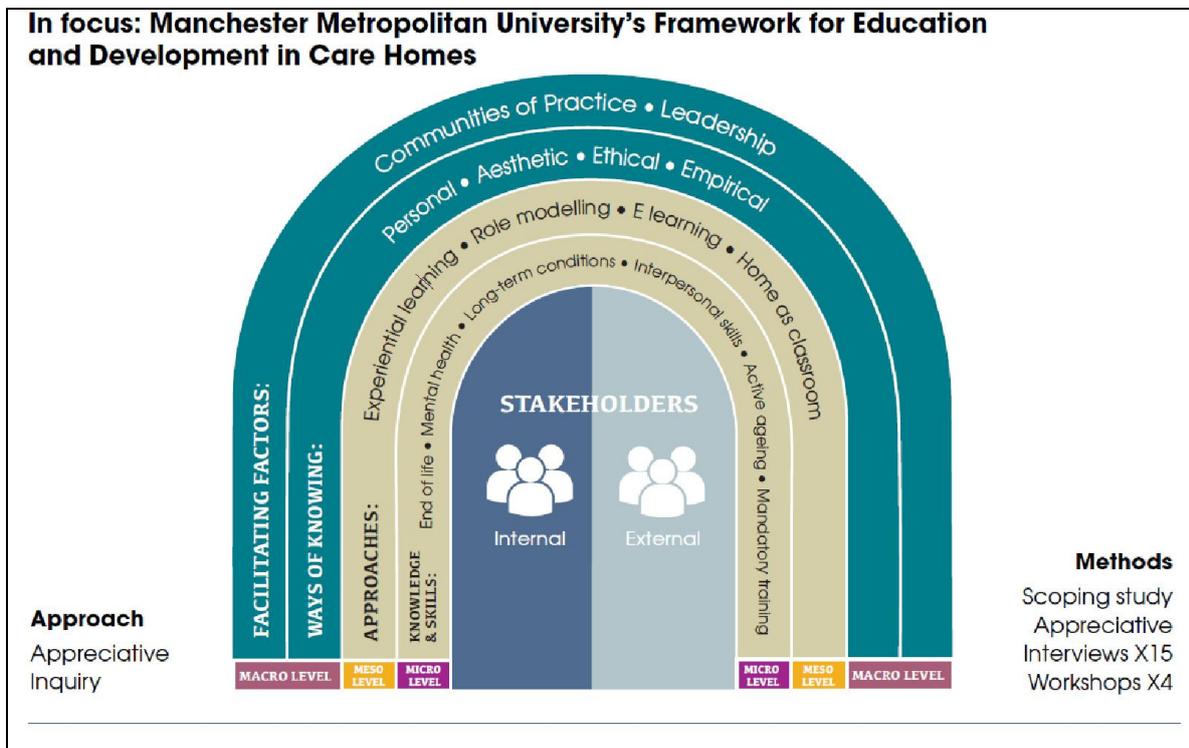
- *A team that feel:*
 - *Supported, listened to and have a sense of worth*
 - *Their learning and development is a priority*
 - *Engaged and enthusiastic, able to think and act independently and with confidence*
 - *Proud of and celebrate the good work that they do*

The teaching care home (with support from the provider organisation) will:

- *Ensure appropriately skilled and competent permanent staffing to provide person-centred, safe and effective care*
- *Support the development of a positive learning environment providing both workplace learning and formal education and training (informed by individualised learning and development/career pathways that are consistent, robust and flexible to meet the needs of both staff and residents)*
- *Forge partnerships with academic and education providers to:*
 - *Promote and increase student nurse, apprentice and other MDT placements within the home*
 - *Provide access to learning and development opportunities for staff, including mentorship training*
 - *Become active participants in practice development and research*
- *Support and enable positive and effective communication within the home*
- *Facilitate the integration of the care home with wider communities and health and social care partners and stakeholders*
- *Actively promote the positive work that care homes do*

Chapter 3

The framework for education and development in care homes



Through appreciative inquiries, scoping studies, workshops and interviews, Manchester Metropolitan University produced a framework to use to deliver effective education and development in care homes. The framework is illustrated below, with explanatory text.

The overarching aim of the framework, illustrated previously, is to support thinking about, and enhance understanding of, the education and development of nursing staff working in care home settings. Through the research we have been able to identify good practice and the conditions under which it thrives, and these findings have been at the heart of the framework development.

The 5 framework domains are of equal importance and can be broken down into further detail.

Facilitating Factors

The Facilitating Factors are the overarching conditions in which effective education and development take place. These include effective Leadership and Communities of Practice. The data suggests that transformational leadership was viewed as the most effective style to support the development of care home staff. Networking and sharing good practice was viewed positively as a way to develop and support staff in care homes, who might sometimes feel isolated in their roles.

Ways of Knowing

Based on the work of Carper (1978) these are the fundamental ways of knowing in nursing practice: Empirical, Aesthetic, Personal and Ethical. The respondents in this study described multiple ways of knowing to guide their work with residents in the care home setting.

Learning Approaches

These are the multiple methods used to support education and development in care home nursing and include; experiential learning, role modelling, E-Learning and 'Home as Classroom'. Along with formal 'methods' some approaches were described as more informal, such as role modelling, which happened opportunistically in the care home setting. Staff wanted to learn in ways, which recognised their different learning styles and were flexible in their approach, for example, for staff working night shifts.

Knowledge and Skills

This describes the knowledge and skills required to support care planning and delivery in the care home. This list is not exhaustive although based on the scoping study and research data these were the most common aspects, which support effective care in the home: end of life, mental health care, long-term condition management, mandatory training (including, for example, fire safety, infection control and moving and handling), interpersonal skills and support of independence and active older age.

Stakeholders

It is important to consider the requirements and views of the various stakeholders who are involved in the care home setting. These are both internal to the home, for example, residents, families, staff and care home managers, and external to the home, for example, care home owners, regulators and other agencies such as primary and acute care services. Each has a different but important interest in the promotion of quality, which occurs when staff are educated, empowered and supported.