

MODULE SPECIFICATION

KEY FACTS

Module name	Making a difference: Research and Development in Care for Older People
Module code	APM018
School	School of Health Sciences
Department or equivalent	Division of Nursing
UK credits	15
ECTS	7.5
Level	7

MODULE SUMMARY

Module outline and aims

This 'Making a difference: research and development in care for older people' module aims to equip health and social care practitioners with the knowledge base, skills and competencies that will enable them to lead and deliver high quality care for older people (including those with dementia). The module seeks to enhance your understanding and application of theoretical concepts and a range of evidence to guide practice improvement.

You will be equipped to respond better to increasing pressures on the current health care system, including the rapid rise in the ageing population, increase in the number of people with dementia and the growing need to work creatively across traditional boundaries. You will be guided to identify and critique the evidence base for quality of life for older people in care homes, at home and in acute care settings. Your knowledge of evidenced based practice in care for older people will be enhanced and challenged through a structured process of critical analysis and evaluation of the available research for efficacy and applicability to varied care situations and settings. You will be provided with the opportunity to further develop your knowledge and understanding of the evidence base informing practice and service re-design, to improve support and outcomes for older people and to identify the advanced practitioner's role in leading and implementing these developments across both health and social care.

Content outline

You will be encouraged to critically analyse research and development in care for older people in order to highlight the importance of supporting personalisation, navigation and transformation:

Personalisation (ensuring dignified and compassionate care)

- Maintaining Identity (See who I am!): Working creatively with older people (including those with dementia) to maintain their sense of personal identity and engage in meaningful activity.
- Sharing Decision-making (Involve me!): Facilitating informed positive risk-taking and the involvement of older people (including those with dementia),

relatives and staff in shared decision-making in all aspects of life.

- **Creating Community (Connect with me!):** Optimising relationships between and across staff, older people (including those with dementia), family, friends and the wider local community. Encouraging a sense of security, continuity, belonging, purpose, achievement and significance for all.

Navigation (ensuring older people and their carers are supported through the journey of care)

- **Managing Transitions (Support me!):** Supporting older people (including those with dementia) both to manage the loss and upheaval associated with going into or out of hospital/home and also to adapt to their changing frailty in both body and mind.
- **Improving Health and Healthcare (Improve my wellbeing!):** Ensuring adequate access to healthcare services and promoting health to optimise quality of life, with particular attention to:
 - *Caring for older people with mental health needs (dementia, depression and delirium)*
 - *Caring for older people with palliative care needs*
 - *Caring for older people at end of life*
 - *Meeting needs for nutrition and hydration*
 - *Promoting continence*
 - *Promoting mobility and preventing falls*
 - Preventing and managing pressure ulcers
- **Supporting Good End of Life (Guide me to the end!):** Valuing the 'living' and 'dying' and helping older people (including those with dementia) to prepare for a 'good death' with the support of their families.

Transformation (ensuring change that will sustain over time)

- **Keeping Workforce Fit for Purpose (Educate me!):** Identifying and meeting ever-changing training needs of the health and social care workforce, together with the training needs of older people (including those with dementia), their relatives and the wider public.
- **Promoting a Positive Culture (Inspire me!):** Developing leadership, management and expertise to deliver a culture of care where older people (including those with dementia) are valued and care is dignified and compassionate.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Explain how quality of life and quality of care relate (or not) to each other.
- Debate the difference between relationship-centred and person-centred care.
- Critique the evidence-base for best practice in care for older people (including those with dementia) in relation to a variety of different settings

- Critically examine the links between physical, mental and social wellbeing in older people (including those with dementia)
- Examine and critically explore some of the different types of outcomes measures required to review effective provision for health and social care for older people
- Critically appraise the strengths and weaknesses of transformational and transactional leadership
- Demonstrate a critical understanding of the nature of health and social care provision and sensitively debate what needs to change to better meet the needs of older people
- Demonstrate an understanding of the impact of frailty on health and social care outcomes and the importance of promoting quality through personalised outcomes

Skills:

- Synthesise and critically appraise the evidence used to inform best health and social care practice (personalisation and navigation), and also, improve the workforce and promote positive cultures (transformation)
- Analyse inequalities in service provision
- Critically reflect on your own practice and assist others to reflect on theirs, through action learning
- Demonstrate skills in translational research, recognising your role in educating and supporting others
- Critically analyse policy in terms of Prevention, Personalisation, Partnership, Plurality, Protection, Productivity, and People
- Map and critique the roles of the multi-agency team in delivering complex health and social care to older people (including those with dementia)
- Undertake a whole system critical analysis of care provision for older people (including those with dementia)
- Plan and evaluate the transition of an older person from hospital to home (including care home)
- Lead and evaluate evidence-based and relationship-centred improvements in care for older people across a variety of different health and social care settings

Values and attitudes:

- Show insight into being able to challenge ageism, along with other inequalities
- Recognise the importance of enhanced voice, choice and control for older people (including those with dementia)
- Demonstrate an appreciation of the subjective nature of both quality of life and quality of care
- Show concern for high quality and compassionate care and good communication with older people and their carers (including those with dementia)
- Foster enhanced partnership working between lay and professional/health and social care/public and private providers, through valuing and respecting the contributions of others

- Promote positive attitudes to managing risk, while ensuring safety for vulnerable adults

HOW WILL I LEARN?

You will learn through participation in a variety of integrated and complementary learning methods, which will include: lectures on key topic areas, group work, discussion, seminars, technology supported learning, self-reflection and academic reading. The lecturers and seminars will be supported by guided independent study.

You will be required to contribute to the module and your own development through active participation in the class setting. You will be encouraged to relate to and draw upon your professional experience, knowledge and practice and share these with fellow participants.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Care for Older People	Lectures	3		0	3
	Supported group exercises and seminar	15		0	15
	On-line learning		30	0	30
	Self-directed group learning		15	0	15
	Self-directed individual study		87	0	87

Totals:		18	132	0	150
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WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment: Presentation, educational resource and supporting paper

You are expected to:

1. Prepare and present an academic presentation on the evidence-base for best practice in relation to one aspect of care for older people, giving a clear explanation of methods used to review the literature. Submit this presentation, with a summary of the methods used in as supporting evidence in appendix (500 words +/-10%).
2. Write a 1500 word supporting paper (+/-10%). In the paper you should highlight the key message in your educational resource; state and justify your chosen audience; critically discuss the underpinning evidence base for the key message; critique how the research was originally disseminated; reflect on your own learning about care for older people and research; and finally discuss how this will relate to your future practice.
3. Prepare and present an engaging and creative educational resource for a specified audience in relation to a key finding emerging from the literature review. Submit this resource, with a summary of the strength of the underpinning literature, as supporting evidence in appendix (1000 words, +/-10%).

Some examples of appropriate educational resources include:

A poster

A leaflet

A video

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Presentation & supporting evidence	Project, plus written assignment (500 words)	40%		
Educational resource & supporting evidence	Project, plus written assignment (1500 words)	40%	50%	N/A
Supporting paper & reflection	Written assignment (1000 words)	20%		

Assessment criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the assessment regulations and policy. More information on the timing and type of feedback that will be provided for the assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

www.myhomelife.org.uk (quality of life in care homes)

www.city.ac.uk/dignityincare (dignity in care in hospital)

www.city.ac.uk/bpop (best practice for older people in hospital)

www.city.ac.uk/listeningmakessense (voice of older people in urgent care)

www.scie.org.uk (particularly good for dementia)

www.ageuk.org.uk (charity for older people)

www.alzheimers.org.uk (charity for dementia)

www.dementiauk.org (charity for dementia)

Bowman, C and Meyer, J (2014) Formative Care: Defining the purpose and clinical practice of care for the frail. *Journal of Royal Society of Medicine* March 2014 107: 95-98

Bridges, J., Nicholson, C., Maben, J., Pope, C., Flatley, M., Wilkinson, C., Meyer, J., Tziggili, M. (2013). Capacity for care: Meta-ethnography of acute care nurses' experiences of the nurse-patient relationship. *Journal of Advanced Nursing*, 69(4), 760-772.

Cooper, J., Meyer, J., & Holman, C. (2013). Advancing knowledge on practice change: linking facilitation to the senses framework. *J Clin Nurs*, 22(11-12), 1729-1737.

Nicholson, C., Meyer, J., Flatley, M., Holman, C., & Lowton, K. (2012). Living on the margin: Understanding the experience of living and dying with frailty in old age. *Social Science and Medicine*, 75(8):1426-32.

Bridges J, Flatley M, Meyer J (2010) Older people's and relatives' experiences in acute care settings: systematic review and synthesis of qualitative studies, *International Journal of Nursing Studies*, 47(1)89-107.

Kirkevold, M, Moyle, W, Wilkinson, C, Meyer, J, and Hauge, S. (2012). Facing the

challenge of adapting to a life 'alone' in old age: The influence of losses. *Journal of Advanced Nursing*, 69(2), 394 - 403.

Kilbride, C., Perry, L., Flatley, M., Turner, E., & Meyer, J. (2011). Developing theory and practice: Creation of a Community of Practice through Action Research produced excellence in stroke care. *Journal of Interprofessional Care*, 25(2), 91-97

Froggatt, K, Davies, S, Meyer, J (2009) *Understanding Care Homes: A research and development perspective*, London, Jessica Kingsley Publishers. ISBN=978-1-84310-5.

Downs M and Bowers B (2998) *Excellence in Dementia Care: Research Into Practice*, Open University Press.

Brooker, D (2007) *Person Centred Dementia Care: Making Services Better* (Bradford Dementia Group Good Practice Guides), Jessica Kingsley

NCHR&D Forum (2007) *My Home Life: quality of life in care homes – Literature review*, London: Help the Aged (www.myhomelife.org.uk)

Holman C, Meyer J, Davenhill R (2006) Psychoanalytical informed research in an NHS continuing care unit for older people: exploring and developing staff's work with complex loss and grief, *Journal of Social Work and Practice*, 20(3)315-328.

Bridges J, Meyer, J, Dethick, L, Griffiths, P (2004) Older people in accident and emergency: implications for UK policy and practice, *Reviews in Clinical Gerontology*, 14(1)15-24.

Kilbride C, Meyer J, Flatley M, Perry L (2005) Stroke Units: the implementation of a complex intervention, *Educational Action Research Journal*, 13(4)479-504.

Ashburner C, Meyer J, Johnson B, Smith C (2004) Using action research to address loss of personhood in a continuing care setting, *Illness, Crisis and Loss*, 12(1)23-37.

Bentley J, Meyer J (2004) Repeat attendance by older people at accident and emergency departments, *Journal of Advanced Nursing*, 48(2)149-156.

Holman C, Meyer J, Cotter A (2004) The complexity of loss in continuing care institutions for older people: a review of the literature, *Illness, Crisis and Loss*, 12(1)38-51.

Spilsbury K, Meyer J (2004) Use, misuse and non-use of health care assistants: understanding the work of health care assistants in a hospital setting, *Journal of Nursing Management*, 12(6)411-418.

Meyer J, Sturdy D (2004) Exploring the future of gerontological outcomes, *International Journal of Older People*, 13(6b) 128-134.

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For use from: 2014-15

Appendix: see

http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/ for the full list of JACS codes and descriptions

CODES		
HESA Cost Centre	Description	Price Group
103	Nursing and allied health professions	C2
JACS Code	Description	Percentage (%)
B741	Older people nursing	100