

New ways of seeing.... Adult nursing students'
perspectives on the value of a longitudinal programme
of home visits to people with dementia and their carers

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Positioning of my PhD study

Linked to a larger programme of work - *Time for Dementia* (commenced 2015)

Led by Professor Sube Banerjee - four year collaborative project with the University of Brighton Medical School and Alzheimer's Society

Funded by Health Education England Kent, Surrey and Sussex. First initiative of its kind to be incorporated into nursing, paramedic and medical programmes

Integrated within clinical placement hours; students allocated to visit the same person with dementia and their carers in the community 3-4 times a year over 3 years

As a member of the School of Health Sciences faculty - important to explore with adult nursing students if the educational activity has any perceived impact

850,000 people live with dementia in the UK

...if we don't take action this number is predicted to rise to over two million by 2051.



Alzheimer's Society (2014a).
Dementia UK: second edition, London: Alzheimer's Society.

Alzheimer's
Society | Leading the
fight against
dementia

225,000 people develop dementia every year,
that's roughly one person every three minutes



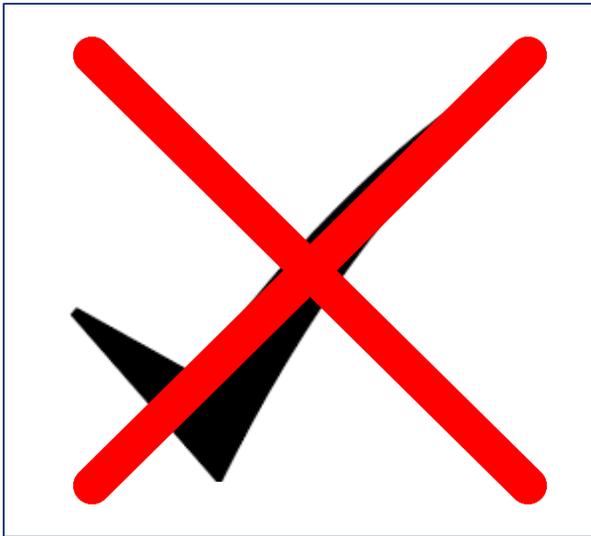
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UK policy context is clear,
dementia education needs
to be improved

Mandatory Training

Dementia training incorporated from September 2015 - nursing undergraduate programmes.



The education of our nursing and care workforce over the next ten years will determine the strength of our healthcare system for decades (Willis 2015)

As educators it is essential that dementia education is facilitated in a meaningful way that engages with people with dementia - links theory and practice.

Risk - tick box exercise; an ad-on with little meaning or value resulting in no real impact

Research Question:

What are adult student nurse perspectives on the impact of longitudinal home visits to people with dementia and their carers?



Learning About Dementia

- In the absence of cure, arguably the overarching principle of dementia care should be supporting people with dementia to maintain or improve their quality of life
- Aim of the visits - personalise nurse education by focusing on the experiences of people with dementia, rather than their diagnosis

Aim:

The study aims to add to the current evidence-base through addressing the following:

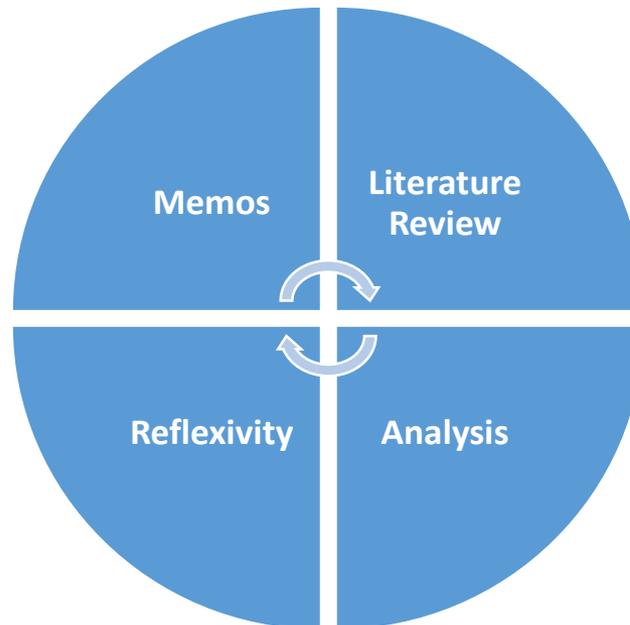
To evaluate the impact of longitudinal visits to the homes of people with dementia and their carers; what this means for education by exploring adult nursing students' perceptions on their professional learning and practice.

Constructivist grounded theory chosen to explore the perceptions of adult nursing students of their visits with people with dementia and their carers.

Total number of adult nurses participating in cohort 1 (n=120)



Steps taken following each interview / focus group to aid constant comparative analysis



Phase 1 Findings: Core Categories

1. Impact

I feel very lucky to see what I have seen so far....it has opened my eyes definitely taught me a lot in the short space of time (P1)

Seeing how well a person can live at home with dementia. I have never seen that side of it (P4)

I definitely have a better understanding when I was in the hospital you can't really imagine these people before they had this condition. I think what it does is it makes them more human (P9)

2. Vulnerability

You can distance yourself from the dementia (in clinical practice), listening to the person it becomes more real (P5)

...taken out of comfort zone...felt personal...broke down the professional boundary that you build up when you have the uniform... (P7)

Phase 1 Findings: Core Categories

3. Different Ways of Seeing

...see dementia in a different light (P7)

...the experience has definitely changed my insight (P9)

...valuable to meet people living with dementia in their own home ... out of the clinical setting and how well people are living with dementia (P5)

....nobody likes to be labelled (P2)

4. Reciprocity of relationships

It felt like it was more of a trading kind of experience (P9)

.... they are lovely, they are looking forward to see us and we looking forward to see them ... very positive from both sides (P8)

...mutual respect (P1)

Phase 2 Findings: Core Categories

1. Increased awareness of carer perspective

They will be in this together (P1)

It was interesting to see the family unit, how it changed and how they were making it work (P12)

2. Practice and skill development

I'm more prepared should I encounter someone with dementia, I'm able to approach it in a different way. (P12).

I felt a lot more comfortable and confident communicating (P6)

I was like comparing myself between the visits and then in practice...I am much more confident in practice now. (P5)

Phase 2 Findings: Core Categories

3. Building relationships

They are not patients, they are participants with us and we're learning from them as much as they are from us (P12)

...it's like we're going through a journey, and, we are walking with them ...it's a good feeling (P8)

Sometimes it can be difficult to take the time to listen but I think what Time for Dementia has taught me is that listening is so important (P6)

4. Seeing the person

*It's interesting to see the lives people have... It emphasised the **living** with dementia... They are just ordinary people... (P12)*

Dementia does not define the person (P5)

You will see dementia, you will observe dementia, and you will feel...it is more than a word (P11)

Originality of Study:

Although service user and carer involvement has become a priority in the education of healthcare professionals - lack of research on impact in adult nursing

It is anticipated that this study will help to address gaps in the evidence base regarding the impact of service users with dementia as a learning strategy - contribute to future nurse curriculum development.

Results so Far..... Powerful and memorable; opportunity to slow down, step back and listen....

**Thank you for
listening**

Banerjee, S., Farina, N., Daley, S., Grosvenor, W., *et al.* (2016) How do we enhance undergraduate healthcare education in dementia? A review of the role of innovative approaches and development of the Time for Dementia Programme. *International Journal Geriatric Psychiatry*

<http://onlinelibrary.wiley.com/doi/10.1002/gps.4602/full>.