

Criteria for Success Summary:

'Benefits of Research': created in first training event

- Improve current working practice
- For information to be easy to understand – to be used positively
- Being able to change and influence practice
- To educate my audience base
- Informing peers of research
- Sharing knowledge
- Hopefully the research will inform practitioners to improve the experience for carers
- Being able to change and influence practice

Additional 'Benefits of Research': created in second training event

- Change attitudes
- Enable nurses to 'name' challenges faced in recognising end of life care, especially dementia
- Evaluation of tools (current) – e.g. prognostic indicator – are they fit for purpose?
- Sharing of knowledge
- Ownership by participants – outcomes focused
- If we want to inform practice – than we need to talk practitioners?
- To create/contribute to the evidence base
- Learning experience for ourselves which may influence our own work in other areas
- Help make me an advocate of research and perhaps engage others in the process and look at new topics around elderly care
- Giving older people a voice - to prevent labelling

- Helps me to understand the process and outcomes of research
- Improved discharge outcomes for patients, if working practice changes
- Informing dementia workers of options – to educate
- Informing person with dementia and their families of different options of support and payment
- For people to know the important of social and personalisation
- Have some impact on people with dementia and their carers who've taken part
- Other practitioners may learn something from it and improve how they use music in practice
- Having a chance to look at theory that evidences practice
- Maintaining funding
- Expand service provision to other areas

Individual Practitioner Criteria for Success:

	<ul style="list-style-type: none"> • Being able to provide a greater understanding of what patients really think • Maybe in a poster style layout to show different patients/ opinions • Educate my peers and give them a greater understanding of what patients and relatives think and ways we can improve our practice • Changing attitudes • A report to educate managers re: patients/relatives attitudes towards boarding
	<ul style="list-style-type: none"> • Awareness • Challenges tot in the open • Discussion • Practice into theory • Training • More knowledgable workforce • Nurses to initiate discussion – re: end of life • More robust use of tools
	<ul style="list-style-type: none"> • For carers to report a different experience of assessment and this has enabled them to achieve positive personal outcomes (but this could take a while to emerge – time lag – build in a later evaluation) • An accessible ... project • Presentation/training (etc) type process for our peers to inform them of research and a forum to discuss how this should inform practice • Sharing the information as widely as possible (i.e. beyond Midlothian) to inform practice more widely • To have built a positive working relationship with research partner and organisations • New avenues within organisations to influence practice - forum to discuss how to influence practice
	<ul style="list-style-type: none"> • Development and use of prompt card • Stimulate interest of nurses in furthering their knowledge of elderly care • NHS Lothian to look at developing interactive learning on Intranet (NHS Lothian’s internal website) • Telecare/Telehealth – nurses in ward areas aware of important aspects of this and how to refer/inform patients and relatives – how to use/benefit from it
	<ul style="list-style-type: none"> • I would like to see older people being asked about their ‘vulnerability’ – what they feel makes them vulnerable or

	<p>not.</p> <ul style="list-style-type: none"> • When the project is complete, I would like to see the outcomes used in an education setting – to teach others about what I’ve found. • To perhaps publish a report in Learning Zone and Nursing Standard, which in the past has ... beneficial to learners • I would also like to write a reflective piece of work into the nature/design of the research – perhaps a piece of poetry • Overall, I would like to influence the way people think, approach and assess vulnerability in older people, perhaps just by stimulating their curiosity
	<ul style="list-style-type: none"> • Report on research for managers to see • Reduction in length of stay in hospital for patients • Improved communication 1/c MDT • Patients having more input in decision process for discharge
	<ul style="list-style-type: none"> • To gain my own knowledge • For people to understand the importance of socialisation with people with dementia • For people to recognise they have a choice • For my research to be used positively for it to be easy to understand • I want to make an impact on people’s lives for all health and social care works across ... to be singing from the same hymn sheet • I want my research to be a stepping stone to push forward SDS and personalisation in the future – to be common practice
	<ul style="list-style-type: none"> • That it had an impact on people with dementia and their carers well being • That I can focus the question, have participation, draw conclusions from research • That all participants have gained some positives • That dissemination will be covered by a report but also some creative ways • To formulate a method for feedback that involved participants and is influenced by them • That others find it meaningful and may utilise it in their work
	<ul style="list-style-type: none"> • Readable • Accessible • Accurately reflect/capture people’s experiences • Demonstrate/record how people can live well with dementia

	<ul style="list-style-type: none"> • Readable • Accessible • Accurately reflect/capture people’s experiences • Demonstrate/record how people can live well with dementia • Accurately reflect/describe model • Be able to share it widely to help influence change • Demonstrate value – financial/emotional/practical
	<ul style="list-style-type: none"> • I would want to identify gaps in training • I want to propose/identify further training to meet learning outcomes • Has staff mindset moved from a provision services to an enabling service
	<ul style="list-style-type: none"> • High rate of successful ‘completion’ in the practitioner-research programme • High rate of practitioner engagement with the process • Positive feedback on the process • High level of ‘deliverables’ – going back into and across the practice settings • PROP opens doors to future research or PG training • Academic papers on the KE process • Some usefulness from the contribution analysis • Strong on-going working relationships with partners • Finishing on-time and in budget • Some strong evidence of positive KE
	<ul style="list-style-type: none"> • A successful PROP would involve learning – new knowledge about research for practitioner-research

P·R·O·P

PRACTITIONER RESEARCH: OLDER PEOPLE