POSTER SESSIONS

Group 1

1. **Title:** Using Mindfulness to Support Staff Wellbeing and Stress Management in NHS Primary Care Physiotherapy

   **Theme:** Impact of Learning on Practice

   **NES Resource:** AHP Fellowships

   **Presenters:** Karen Glass, Practice Development Physiotherapist and Stephanie Wilson, Clinician, NHS Greater Glasgow & Clyde

   An issue was identified that there was high staff stress levels amongst staff throughout our service. In response, staff expressed an interest in developing their own stress management skills.

   Mindfulness Based Stress Reduction (MBSR) is one evidence based approach to managing workplace stress. We have three trained MBSR teachers within our physiotherapy staff who were supported by the NES AHP Fellowship to complete a robust one-year teacher training course. This presentation presents the impact of the first course they have delivered to our staff.

2. **Title:** AHPs and Third Sector working in partnership

   **Theme:** Innovative Approaches to Learning

   **NES Resource:** AHP Fellowships

   **Presenters:** Lorna Lowdon, Speech and Language Therapist (Locality Lead - Adult service), Jane Holt, Physiotherapy Team Lead, Cardiac Rehabilitation, Pauline Cuthbert, Physiotherapist, Intermediate Care and Enablement Service, NHS Ayrshire & Arran

   NES AHP Fellowship funding was secured for three AHPs in NHS Ayrshire & Arran to undertake a McKay style learning placement to increase AHP’s understanding of the Third sector to facilitate a co-productive approach between health and other agencies.

   The fellowship was timeous given the political background and development of health and social care partnerships. It sits well within the 20:20 vision and National Clinical Strategy. This was a group fellowship but the goals and outcomes evolved for each of us personally within our specialisms and areas of interest and at all points of the patient journey.

   This opportunity was innovative as CHSS had not housed a health AHP work based placement before and it provided a unique opportunity for NHS Ayrshire & Arran to explore links with the third sector.

   **Outcomes from our learning**

   - Innovative ways of working with CHSS has led to new inreach support and enhanced access to community services for people with Aphasia
   - Third sector has been involved in local service delivery and redesign in multimorbidity Rehabilitation
• Provided an opportunity for local and national networking
• These new ways of working have been disseminated locally and nationally

3. **Title:** Using newly Qualified Practitioner Programme to Support Flying Start NHS

   **Theme:** Support and Supervision

   **NES Resource:** Flying Start NHS

   **Presenters:** Craig Newton, Practice Education Facilitator and Lindsey Milroy, Practice Education Facilitator, NHS Lothian

   In a two year evaluation of “Flying Start NHS”, Banks et al (2011) concluded that in order to support newly qualified practitioners to complete the programme, Health Boards should provide support over and above the allocation of a practice mentor. The NHS Lothian support programme consists of eight protected learning days and is co-ordinated and facilitated by the Practice Education Facilitators (PEF’s), within the Education and Employee Development Team. Qualitative evaluations following programme completion have shown that participants recognise the value of this additional support in their first year of practice. Quantitative evaluation shows that the numbers of those completing Flying Start has increased within the organisation.

4. **Title:** A Work-Based Approach to Acute Oncology Education

   **Theme:** Innovative Approaches to Learning

   **NES Resource:** Effective Practitioner

   **Presenters:** Murdina MacDonald MacMillan, Lead Cancer Nurse, Paul Adams, Acute Oncology Nurse, Rhona Wallace, Practice Development Facilitator and Marianne Fairley-Murdoch, NES Practice Educator, NHS Fife

   The acute oncology speciality covers the management of patients who develop symptoms as a consequence of cancer, cancer treatment, or a newly diagnosed cancer. The NHS Fife Acute Oncology module binds together all aspects of this sub speciality.

   The development of this module was led by the Lead Cancer Nurse with the support of the Practice Development Facilitator and NES Practice Educator. The curriculum was developed and delivered as a work-based continuing professional development (CPD) module.

   The purpose of this module was to facilitate the development of clinical decision making and equip registered nurses to develop their existing knowledge to care for these patients. The overall aim was to improve the quality of care provided and improve the patient experience. This module is unique, it utilises a variety of blended learning methods, such as a NES Community of Practice, to explore clinical issues and develop evidence-based practice. Participants attended 3 face to face days over 10 weeks and presented what they had learned or changed as a result of this module to their peers and the senior nursing team.

   The impact on practice was evaluated through questionnaires and focus groups. Overall, the module was very well evaluated and achieved its aim to improve the care of patients with cancer-related symptoms, which was demonstrated through the changes in practice evidenced by the participants.
5. **Title:** Best Practice in Dementia Care: Healthcare Support Workers could lead Transformational Change for patients with Dementia

**Theme:** Impact of Learning on Practice

**NES Resource:** AHP Fellowships

**Presenter:** Shona Ballentyne - OT Practice Development Lead, NHS Greater Glasgow & Clyde

A poster presentation summarising Dementia training and evaluation of Health care support workers. Introduced to NHS Greater Glasgow & Clyde for AHP support workers in 2013 and continues to date. This was driven by a rise in the number of people with dementia accessing acute care. Support workers play a significant role in supporting the therapy of this patient group.

Policy Drivers include Scotland’s National Dementia Strategy and Promoting Excellence: a framework for all health and social services staff working with people with dementia

Introduction of programme won Scottish Health Awards 2014. Four Occupational therapists have now been trained as training facilitators. Three cohorts have completed the training and training is planned for throughout 2016, with funding secured via NES Career Fellowship.

The group completes six booklets over six month period via group discussion and self directed study.

Pre and post course evaluation forms completed by support workers.

Participants must:

- Demonstrate evidence based caring interventions
- Demonstrate a more expansive use of communication skills when interacting and understanding the needs of people with dementia
- Recognise the role of the carer and family, their needs and possible support networks.

Evaluation showed an increase in positive attitude and confidence for the first three cohorts.

6. **Title:** Using eHealth Leadership to Improve AHP Service Delivery

**Theme:** Leadership and QI

**NES Resource:** eHealth Leadership

**Presenter:** Euan McComiskie, AHP Informatics Lead, NHS Lothian

Attending the NES eHealth Leadership course in 2014 opened a number of opportunities and has taken my career on an exciting but unexpected journey. The Scottish Government’s NDP1 and forthcoming Active and Independent Living Improvement Programme (AILIP) have data, digitisation and technology at their core and yet AHPs use of eHealth is a specialty area not well explored in most University programs. Nor is it an area in to which current practitioners venture leaving it to be dominated by our medical colleagues or IT experts. Taking a step in to this unfamiliar environment has opened the possibilities of a huge number of service improvements at all levels of cost, effort and impact in local and national settings. Working with NHS Lothian and
Information Services Division (ISD) has allowed me to explore the use of data and technology to improve AHP services, develop proposals to challenge current systems and processes while looking to other boards and countries for proven solutions. Creating a good AHP, and wider NMAHP, eHealth structure locally and nationally is essential to improve service quality and explore different leadership roles. There are already some structures in place but a better understanding and appreciation of eHealth in NMAHPs would position us as innovative leaders of the future.

7. **Title:** AHP Support Worker Physical Activity Project
   **Theme:** Impact of Learning on Practice
   **NES Resource:** AHP Fellowships
   **Presenters:** Lynn Flannigan, Lanarkshire Care Home Liaison Physiotherapist, Anne Stuart AHP Assistant Practitioner, NHS Lanarkshire

   Sedentary behaviour is a major problem for older people with many not meeting the Physical Activity Guidelines. This is worrying as it is related to falls, diabetes, cancer, cardiovascular disease and to increased mortality from all causes (BHF 2012). Opportunities for physical activity and exercise are often fragmented and inconsistent for this population. This project aimed to increase physical activity and exercise participation in older people in Lanarkshire across care settings and organisations.

   Twenty two AHP support staff were up skilled by two days training on Functional MOT and Otago Strength and Balance Exercise Regime. The components of the MOT are related to independent living, morbidity, mortality, falls, aerobic endurance, walking ability and activities of daily living. Otago gave staff the knowledge/skills to deliver exercise safely and effectively to improve strength, balance and function in older people and help to reduce falls as well as provide personalised evidence based advice and interventions that best meet older peoples’ needs, likes, dislikes, preferences and lifestyles.

   The project aimed to enable older people to live longer healthier lives by providing person centred advice to older people to maximise their activity/exercise opportunities, reduce sedentary behaviour and support them to meet the physical activity guidelines.

8. **Title:** NHS Greater Glasgow & Clyde Facilitating Revalidation Success: practice education, learning and development partnership approach to support professionalism
   **Theme:** Support and Supervision
   **NES Resource:** Nursing and Midwifery ePortfolio
   **Presenters:** Eileen Salmon, Professional Nurse Advisor - Mental Health, Tracy Donaldson, Lead PEF, Toby Mohammed, Associate Nurse Director, David Lamont, Lead PEF, NHS Greater Glasgow & Clyde, Hazel Kyle, Lecturer, University of the West of Scotland and Keith Dow, Practice Educator, NHS Education for Scotland

   NHS Greater Glasgow & Clyde established a SLWG with the aim of specifically targeting and supporting registrants undertaking NMC Revalidation April-June 2016.
SLWG membership:

NES Practice Educators / PEF&CHEF team/ PDNs
Learning & Development Advisors (links with Organisational Development)
Library services/ Staff side representatives
Professional Nurse Advisors
Associate Nurse Directors

Challenge
NHS Greater Glasgow & Clyde faced the challenge of supporting a large number of registrants across a diverse range of services and geographical remit.

Strengths
Expertise of the collective SLWG membership proved fruitful, creating a flexible, participatory learning workshop that was delivered in a range of sites by a combined resource of facilitators.

Opportunity
Combining practice education/ development resources enabled staff from all services to access the workshops, sharing and learning from colleagues from all health services across NHS Greater Glasgow & Clyde and also care homes.

Impact
High workshop attendance with staff positively evaluated their learning.
Provided an opportunity for cross sector shared health and social care learning.
The NES ePortfolio was proactively promoted. Additional specific ePortfolio sessions have been delivered as a result of workshop attendance.
Further workshops scheduled.

NHS Greater Glasgow & Clyde/University of the West of Scotland podcast under development. Further joint initiatives scheduled for example NES Facilitation of Learning Toolkit/ promotion of NHS Clinical Supervision Policy and NES Support & Supervision resources.

Group 3

9. Title: Utilising a modified Development Needs Analysis Tool (DNAT) alongside the Clinical Knowledge Publisher (CKP) to facilitate competency development within a whole system Foot & Ankle pathway

Theme: Support and Supervision

NES Resource: Advanced Practice

Presenters: Steven McMillan, Advanced Practitioner Podiatrist, Jim Logan, ESP Services Manager, NHS Lanarkshire

The Orthopaedic Foot & Ankle and MSK podiatry services within NHS Lanarkshire harmonise efficient and effective patient flow within a whole system pathway through ensuring staff are equipped to deliver appropriate levels of assessment and evidence based treatment within each of the four designated pathway levels. This is achieved through utilising a modified NES Development Needs Analysis Tool (DNAT) to identify four pillar competencies, delivered through an ongoing, cascaded model of supervision in the clinical setting for assessment, diagnosis and clinical reasoning; augmented by use of the Clinical Knowledge Publisher (CKP) to provide a rich
evidence base and educational resource in facilitating the development of a management plan within a prescriptively light pathway. Effective implementation of this model is ensuring the achievement of the 20:20 vision with significantly more patients being effectively managed within a primary care context.

10. **Title:** Enhancing the Knowledge and Skills of AHP Practice Placement Co-ordinators

**Theme:** Support and supervision

**NES Resource:** Effective Practitioner

**Presenters:** Dalhia Campbell, Specialist Dietitian (this project was undertaken as part of a secondment as AHP Education Project Lead) and Nic Richardson, Practice Education & Teaching Lead, NHS Tayside

The aim of this project was to enhance the knowledge and skills of the Practice Placement Coordinators (PPCs) in order to develop a more equitable high quality AHP student experience.

Sections from the Effective Practitioner were utilised to deliver training sessions to AHP Practice Placement Coordinators (PPCs). The sessions covered the role of the PPC, Facilitating Learning and Leadership Skills.

The PPCs were encouraged to cascade the information on the Facilitating Learning section of the EP website to the educators within their teams.

PPCs stated that overall learning had occurred and 91% were more confident in the role of the PPC.

All felt confident to cascade the learning and 75% felt more confident to ensure a positive learning experience exists in their area.

One month following the training, the PPCs had started to cascade learning to their team.

It is hoped that the delivery of this training session to support PPCs; and the cascade of learning to educators, will ensure a high quality, equitable experience for all AHP students across NHS Tayside.

11. **Title:** Improving Health Needs Assessment processes for newly looked after children in Fife

**Theme:** Leadership & QI

**NES Resource:** Leading Better Care

**Presenters:** Alison Macleod, Clinical Lead Paediatric Dietitian, Roz Barclay, Service Development Manager, Children's Services, NHS Fife, Dave Wright, Service Manager, Commissioning/ Resources, Children & Families, Social Work, Dr Lorna Watson, Consultant in Public Health Medicine, NHS Fife

looked after children and young people have poorer life outcomes and are likely to have additional physical and emotional health needs compared with their non looked after peers.

A Health Needs Assessment (HA) should be provided for all children newly looked after, within 28 days of notification to a Health Board, enabling earlier planned access to any required services.
Previous audit work in Fife identified need for improvements in several processes.

A joint improvement project has increased
- from 16% to 30% cases that can proceed to HA with all required data obtained from SW
- from 26% to 50% children receiving a HA within 8 weeks (56 days) of notification to NHS
- numbers of children with a completed HA from 35 over 9 months in 2014 to 39 in the last 4 months (2015/16).

A range of activities has also reduced average time taken for all documents to be sent from Social Work to NHS from 49 to 26 days.

This project provides examples of using quality improvement methodology and Leading Better Care to direct the performance of teams working in partnership, to ensure that Fife Corporate Parent Board makes measurable progress in delivering their improvement plan.

12. **Title:** Nurse Agile Working Using Tablet Devices in Springburn

**Theme:** Leadership & QI

**NES Resource:** Advanced Practice / eHealth

**Presenter:** Marie Lowe, Nurse Team Lead, NHS Greater Glasgow & Clyde

Tablet devices were first introduced across NHS Greater Glasgow & Clyde in 2014. Despite initial staff concerns about moving from paper records to electronic records, staff within Springburn Health Centre have embraced the change and are now seeing the benefits for staff, patients and the District Nursing Service.

The Community Nursing Information System (CNIS) has been in use for over 10 years and staff are well used to electronic records which are completed back at base. With CNIS available on the tablet device, staff now undertake record keeping with the patient in the patient’s own home. This increases patient facing time and allows staff the independence and freedom to plan their working day around the specific needs and requirements of their patients without being restricted to service specific drivers such as accessing desktop pcs, starting and finishing work at their base etc.

As familiarity with the device, the systems and the processes increases, so too does confidence and competence. Communication is improved because staff have immediate access to live information about patients.

Peer support and positive feedback from patients and their carers continues to motivate staff to make this work as effectively and efficiently as possible.

13. **Title:** NES eportfolio and revalidation in action

**Theme:** Innovative Approaches to Learning

**NES Resource:** Nursing and Midwifery ePortfolio

**Presenters:** Margaret McLean, Practice Education Facilitator, Ann Burley, Care Home Education Facilitator, Debra Heron, Practice Education Facilitator and Alison Wood Practice Education Facilitator, NHS Ayrshire & Arran
Since 2011 nurses in Scotland have had access to NES career long e-portfolio. This resource allows nurses to collate evidence of continuing professional development and can be used to meet the requirements for Nursing and Midwifery Council Revalidation (NMC 2015).

However, some nurses within NHS Ayrshire & Arran expressed concern that revalidation seemed too complex and overwhelming, an opinion also recorded in recent publications. (Gillan, 2014), (Bhardwa, 2015).

Within NHS Ayrshire & Arran, the PEF team acknowledged these concerns and, in line with Frankel (2009) who recognised that many people are visual learners, developed and produced two “Revalidation Information DVDs” to support staff.

The DVDs convey all the key information, yet takes a light-hearted approach to Revalidation. An approach confirmed in a study by White (2001) who found that humour increases understanding. The content is also enhanced through the cast which includes PEFs/CHEF and an Associate Nurse Director, all of whom viewers can relate to. Due to the rapid pace of contemporary health care, initiatives such as this are fundamental to supporting staff. In addition, the education around NES career long e-portfolio has increased the use of this resource.

The DVD is available for staff to access on the local intranet site “Athena”.

**Group 4**

14. **Title:** What matters to me

**Theme:** Leadership and QI

**NES Resource:** Effective Practitioner

**Presenters:** Manjeet Sagoo, Practice Development Podiatrist, Aileen Canava, Podiatrist, Fiona Greene, Donna McCulloch, Podiatrist, Stuart McNeill, Podiatrist, Alma Rae, Podiatry Team Lead, Patricia Ross, Clinical Lead Podiatrist and Linda Tollan, Podiatrist, NHS Greater Glasgow & Clyde

The “what matters to me” pilot project was a person centred approach, offered to the patients attending Podiatry services in Possilpark Centre for health and Care, Glasgow.

This project allowed an enthusiastic, motivated Podiatry team to act on the AHP National Delivery Plan aim, where every health care intervention allowed for a brief intervention, improving patient health and wellbeing.

“What matters to me?” allowed the Podiatry team to ask patients attending their clinics, truly “what mattered to them?” This enabled patients to discuss their needs, beyond that of Podiatry problems allowing Podiatry staff to offer brief interventions and signposting to other NHS services and third sector agencies.

As the Podiatry team at Possilpark were aware their patients were attributed to one of the highest areas of socioeconomic deprivation in the Scotland, they were aware some of their patients had difficulties with literacy and health literacy. Therefore, the team developed an innovative reporting tool which allowed for patients of various levels of literacy to participate. First PDSA cycle evaluation shows in 30 patient appointments, 11 patients engaged in the project allowing for 44 brief interventions across 8 different domains. Further evaluation cycles will continue to take place on a fortnightly basis.
15. **Title:** Fostering Champions of Change – Making Improvement Routine in Grampian  

**Theme:** Leadership and QI  

**NES Resource:** Effective Practitioner

**Presenters:** Jenny Ingram, Head of Service Improvement, Anne McKenzie, Service Manager Adults/AHP Lead and Susan Carr, Associate Director of AHPs, NHS Grampian

**Aims**
- To build QI capacity and resource across Health and Social Care in Grampian.
- Demonstrate progress with priority areas for improvement delivering against the 2020 vision.
- Facilitate quality improvement being adopted as core business.

**Methodology**
- Commissioned by the Associate Director of AHPs, the Head of Service Improvement developed and delivered a programme of five learning sessions (May 15 - Feb 16) for a cohort of 13 AHPs.
- Action periods delivered improvement projects, supported by NHS Grampian IAs and ScIL mentors.
- Celebration events showcased posters of the participants QI work to senior leaders.
- Holding the Gains sessions agreed next steps for the cohort and Grampian.

**Outcomes & Next Steps**
- All practitioners completed an improvement project demonstrating results and developed a poster on their work.
- All practitioners reported improved skills, knowledge and confidence in understanding and using improvement science.
- Second cohort planned with cohort 1 supporting.
- AHP improvement collaborative planned supporting key deliverables (e.g. MSK, Pulmonary Rehabilitation, Unscheduled Care).
- Discussing next steps with the Grampian Senior Leadership Team as part of our local QI Hub development.
- Asked to share our experience nationally.

16. **Title:** Using EP to design and deliver education packages and build 3rd sector/voluntary networks

**Theme:** Innovative Approaches to Learning

**NES Resource:** Effective Practitioner

**Presenters:** Pauline Johnston, Practice Development Podiatrist and Beth Gordon, Podiatrist, NHS Greater Glasgow & Clyde

Using effective practitioner resources to raise staff confidence and skills when working with sectors outwith NHS, such as third sector and voluntary groups. Feedback from the voluntary sector indicated that previous methods by the NHS have been to offer learning and education using a top down or didactic in approach. In this project we worked in partnership to provide staff with a blended learning experience, ‘What we can learn from working from others and what can they learn from us’. Staff were provided with workshops based on the facilitation of learning resources in effective practitioner, this was further supplemented by learning and education colleagues who provided practical approaches to designing and delivering training packages. A network was created to encourage peer support across NHSGGC. Representatives from third
sector and voluntary group were invited to discuss their role and remit and further joint training has been agreed. All staff in the project were given the opportunity to shadow and/or deliver a personal footcare guidance session with a voluntary group and the outcomes have been positive.

The poster shows an increase in confidence rates and impact.

17. Title: Mentor Champions - supporting the learning environment

Theme: Impact of Learning on Practice

NES Resource: Nursing and Midwifery ePortfolio

Presenter: Karen Stitt, Practice Education Facilitator, PEF Team, NHS Dumfries & Galloway

We believe a mentor champion is an individual who has the experience, knowledge and motivation to enhance the clinical learning environment. Following consultation with the Senior Charge Nurses, the projects aim was to introduce a mentor champion to each of our acute in-patient clinical areas.

The Mentor Champions felt to fulfil their role they would need support from the SCNs, information and role development. A short series of master classes covering ePortfolio, Flying Start, Facilitation of Learning, Effective Practitioner, Releasing Time to Learn, QSPP and mentorship were planned for over the year for mentors to attend. Master classes would provide the mentors with tools required to make an impact on mentors and their learning environments.

The team felt a focus on utilising NES ePortfolio provided the mentor champions with a means to evidencing their CPD throughout the programme.

Mentor champions defined their role as someone who would support existing mentors, staff and students to deliver safe, effective and person centred care, meeting the outcomes of the 2020 Vision for Health and Social Care.

The mentor champions evaluated the year and felt that continuing these sessions helped them fulfil their roles. The mentor champion role has now been extended to include community and mental health nursing.

Group 5

18. Title: Developing a Culture of Person Centered Care in a Community Hospital Setting

Theme: Leadership and QI

NES Resource: Effective Practitioner

Presenters: Jackie Cutler, Senior Charge Nurse and Claire Nisbet, Charge Nurse, NHS Tayside

The NHS Scotland 2020 Vision (SGHD, 2011) determines that: “Whatever the setting, care will be provided to the highest standards of quality and safety, with the person at the centre of all decisions”.

Within St Margaret’s Community Hospital, Auchterarder, patient handovers routinely took place within the nursing office. This process reduced opportunities to share information with patients, and restricted their involvement in decisions regarding their ongoing care and treatment. We
decided to implement a more person centered approach to the transfer of accountability of care at shift handovers.

This involved using the Effective Practitioner resource for staff education and training regarding the constituents and delivery of person centered care. We also created a person centered handover process that improved the use of integrated patients’ records, and specifically involved the patient during the shift handover. This approach had to be sensitive to patient confidentiality, and required guidance and support for staff throughout its inception and implementation.

This process has been pivotal in promoting a more person centered culture, resulting in improvements in the efficiency, safety and effectiveness of shift handovers. Staff also report an enhanced awareness of their professional accountability regarding this aspect of care.

19. **Title:** Readiness for Leadership - Enabling Leadership at all Levels

**Theme:** Leadership and QI

**NES Resource:** Effective Practitioner

**Presenter:** Emily Brown, Practice Education Project Lead, NHS Tayside

The reasoning behind this project runs in line with the NES AHP Education Strategy 2015-2020 which emphasises that leadership should be promoted at all career levels to help achieve safe, effective and person centred care.

As part of a 6 month development opportunity in Practice Education I undertook an Effective Practitioner (EP) project to develop and evaluate a multi-professional leadership training programme for band four nursing and AHP support workers in Tayside. The main aim was to allow support workers to recognise and develop their own leadership qualities in the workplace, focusing on building confidence and developing strategies to embed these qualities into their practice.

This has been a very positive project with most of the staff involved showing a real willingness to learn and taking ownership of the influence they can have within teams and in the workplace. The main learning points as reported by the participants were:

1. A more rounded and confident knowledge of their roles.
2. An ability to be more self aware and be actively reflective.
3. Understanding the importance of, and having more confidence when giving and receiving feedback.
4. Having confidence to influence change and other situations at work by using leadership skills.

Constructive feedback was people generally wanted the length of the sessions to be longer.

Examples of personal goals that participants achieved ranged from ‘giving more positive feedback to colleagues’ to ‘taking the lead in setting up a new patient group with an MDT colleague’ to ‘setting up a peer supervision group’ to ‘contributing more confidently at board rounds’.

There was some concern from several group members in one area that due to historical cultural influences within the NHS, support workers were not supported to develop skills such as leadership.

The group agreed that coaching could be helpful to support individuals to work towards making changes and deal with challenges that may arise.
Overall, a productive & worthwhile opportunity for a mix of professions to come together and learn as a group how leadership fits into their roles, and to gain support in confidently making positive changes to their practice as a result.

20. **Title:** North East Sector Student Programme: a successful example of learning through collaboration

**Theme:** Impact of Learning on Practice

**NES Resource:** Leading Better Care

**Presenters:** Kirsteen Cameron, Practice Development Nurse and Helen Pickering, Practice Development Nurse, NHS Greater Glasgow & Clyde

North East Adult Nursing Service offers summer placement students a variety of clinical and classroom based learning opportunities in line with specific learning outcomes.

A range of information sessions are delivered each year covering:

- Long term Conditions
- Discipline Specific Roles
- Community Resources

This gives students access to community information and services which augment the treatment and care provided by Community Nurses to patients and carers. Every year consideration is given to student profiles in order to tailor a student programme which will address all identified learning needs.

The Student Programme aims to:

- Provide choice and diversity to address learning opportunities
- To meet students’ learning outcomes and enhance their community experience
- To ensure students leave with a comprehensive overview of the specialist roles and resources which culminate in Community Care
- To extend knowledge and understanding of the various roles that specialists and services play in the care of people in the community

Successful student placements require excellent clinical experience and exposure which is consistently delivered by Mentors, alongside opportunities to learn about the wider community environment. Positive annual evaluation results in continual improvements to the development and delivery of the programme.
21. **Title:** ASPIRE to Lead

**Theme:** Leadership and QI

**NES Resource:** Effective Practitioner

**Presenters:** Bill Irving, Clinical Education Lead, Karen Hills, HIS Older Person in Hospital Improvement Advisor, NHS Dumfries & Galloway

NHS Dumfries & Galloway recognised there were limited opportunities for leadership development for registered band 5/6 nurses. To ensure there was a robust process in place for succession planning it was acknowledged there was potential to build on an appreciative relationship centred leadership programme previously run in the Board (Dewar and Cook 2014)

- To enable selected participants to build on existing knowledge, skills / experience.
- Develop their leadership skills via transformational development through appreciative inquiry using caring conversations, action learning and improvement science.
- Spread sustainability of innovation across the organisation with the ultimate aim; enhancing the quality of patient care and relatives/carers/staff experience.

The programme was co-created by Alice Wilson (Deputy Nurse Director), UWS partners, Clinical Education Lead and Leading Better Care Coordinator.

Participants recruited through rigorous selection programme, gathering data about hopes as well as perceived leadership strengths.

Implementation of an appreciative relationship centred programme comprising workshops, masterclasses, action learning and clinical leadership skills, etc.

Post intervention discussions groups to explore impact.

All aspiring leaders have developed both professionally and personally, successfully implementing improvement projects meeting the Quality Ambition – Person Centred, Safe, and effective Care. 83% of the aspiring leaders in cohort 1 and 57% within current cohort 2 have been successful in achieving promotion throughout the organisation, by applying new transformational leadership skills.

Due to the success of the collaborative programme, invitations to all health and social care partners have now been invited to apply for Cohort 3.

Local facilitators are developing their skills with UWS partners, to enable sustainability of the programme.

22. **Title:** Interprofessional Person Centred Care Education

**Theme:** Innovative approaches to learning

**NES Resource:** Effective Practitioner

**Presenter:** Ailsa Brown, Senior Physiotherapist, NHS Tayside

A project looking at interprofessional education sessions with nursing and AHP staff to highlight person centred care. The sessions used the Effective Practitioner learning activities and a NES patient story video to stimulate discussion and sharing of experiences among staff. Staff felt the
sessions were useful (100%) and that their knowledge of PCC had increased (83%). 88% of staff planned to make changes to their practice after attending the session. Four weeks after attendance 72% reported a change to their practice and 83% reported increased confidence in PCC.