



The development of the Older Person's Nurse Fellowship: Education concept to delivery



Corina Naughton^a, Nicky Hayes^b, Zainab Zahran^a, Christine Norton^{a,c}, Geraldine Lee^a, Joanne M. Fitzpatrick^a, Mary Crawford^a, Stephen Tee^d

^a Florence Nightingale Faculty of Nursing and Midwifery, King's College London, James Clark Maxwell Building, Waterloo, London SE1 8WA, UK

^b Consultant Nurse for Older People, King's College Hospital NHS Foundation Trust, London, UK

^c Florence Nightingale Foundation of Clinical Nursing Research, Florence Nightingale Faculty of Nursing and Midwifery, King's College London, London, UK

^d Faculty of Health and Social Sciences, Bournemouth University, Royal London House, Christchurch Road, Bournemouth BH1 3LT, UK

ARTICLE INFO

Article history:

Received 26 November 2015

Received in revised form 14 April 2016

Accepted 27 April 2016

Available online xxxx

Keywords:

Nurse Education

Older people

Innovation

Curriculum

Evaluation

Fellowship

ABSTRACT

Background: Preparing the nursing workforce to meet the challenges of an ageing population is a priority for many countries. The development of an Older Person's Nurse Fellowship (OPNF) programme for senior clinical nurses is an important innovation.

Objectives: This article describes the philosophical development, delivery and early evaluation of the OPNF.

Design: In 2014, Health Education England funded 24 senior clinical nurses to participate in the OPNF. The Fellowship was designed to build clinical leadership and innovation capability and develop a network of nurses to influence local and national strategy for older people's care. The Fellows selected were drawn from mental health ($n = 4$), community/primary care ($n = 9$) and acute care ($n = 11$). The twelve month programme consisted of two Masters-level modules, delivered through study days and e-learning. The first cohort ($n = 12$) commenced the course in November 2014 with a module designed to enhance clinical knowledge and skills.

Methods: Evaluation data were collected from the first cohort using anonymous surveys ($n = 11$) and focus group interviews ($n = 9$). Descriptive statistics are presented for the quantitative data and common themes are described in the qualitative data.

Results: The overall satisfaction with the clinical module was high with a median score of 18/20 (range 17–20). Topics such as comprehensive geriatric assessment, frailty, pharmacology and cognitive assessment were regarded as highly relevant and most likely to result in a change to clinical practice. In the focus group interviews students discussed their learning experience in terms of: module specificity, peer-to-peer learning and using the OPNF as leverage for change.

Conclusions: The OPNF is a timely innovation and a positive commitment to developing an academic pathway for senior nurses. It marks an important step in the future development of the older person's nursing workforce.

© 2016 Elsevier Ltd. All rights reserved.

1. Introduction

The global growth of the ageing population, estimated to be 1.3 billion people over the age of 65 (WHO, 2015), demands a healthcare workforce with the ability to lead and deliver effective age-attuned services. The Older Person's Nurse Fellowship (OPNF) is a national programme, developed in 2014 by the Florence Nightingale Faculty of Nursing and Midwifery, King's College London (KCL) in collaboration with Health Education England (HEE). The aim of the OPNF is to enhance the clinical knowledge, leadership and innovation capability of nurses working in senior roles within older people's services in England.

The commissioning of the Fellowship reflects broader societal changes in population demographics and older person's health and social care services. The growth in the population requiring complex and multifaceted care has highlighted deficits in workforce training and leadership (Brooker et al., 2014; BGS, 2014); both of which are cited as contributory factors in inconsistent and sometimes neglectful standards in care and dignity for older people (Francis Report, 2013; CQC, 2015).

Simultaneously there is an ongoing challenge to attract high calibre and motivated professionals to work within older people's services (Oliver et al., 2014; Samra et al., 2015). Nursing is no exception; the specialty has been described as a 'Cinderella' career choice and is often negatively perceived by nursing students, junior staff and even senior managers from other fields of nursing (Kydd and Wild, 2013; Stevens, 2011; Liu et al., 2013). The gerontologic nursing workforce experiences high turnover and is itself an ageing workforce (Carrigan, 2009; RCN,

E-mail addresses: corina.naughton@kcl.ac.uk (C. Naughton), nicky.hayes@nhs.net (N. Hayes), zainab.zahran@kcl.ac.uk (Z. Zahran), christine.norton@kcl.ac.uk (C. Norton), gerry.lee@kcl.ac.uk (G. Lee), joanne.fitzpatrick@kcl.ac.uk (J.M. Fitzpatrick), mary.crawford@kcl.ac.uk (M. Crawford), steve@bournemouth.ac.uk (S. Tee).

2012; DH, 2015). However, there is evidence that once nurses establish their role in the specialty, they are able to articulate the skill set involved in complex care for older people and demonstrate pride in their work (RCN, 2012).

1.1. Background to Nurse Education in Older Person's Care

The provision of older person's post-registration education throughout England is variable. Degree and master's level modules are offered by some universities but are often not viable long term due to insufficient student numbers. Internationally, there are similar challenges in the preparation of advanced level practitioners in gerontologic nursing. The United States (US), partly due to falling numbers of nurses electing to undertake specialist older person's education or practice, has moved towards a generalist model of workforce preparation with the introduction of Adult-Gerontology certifications (GAPNA, 2015). However, there are concerns that such practitioners may lack the higher level competencies to manage the complexity of the older old population. This has led to an initiative to clearly articulate the proficiencies for Advanced Practice Registered Nurse Gerontological Specialists and to retain it as a unique specialisation within advanced practice nursing (GAPNA, 2015). These challenges are not restricted to the US. Huizenga et al. (2016) reflected similar concerns with a Registered Nurses specialised in Gerontology and Geriatric programme in the Netherlands. The results identified a focus on direct-patient care while higher level competencies such as health advocate, scholarship and professional development showing 'role stagnation'. Whereas in the UK, there has been an effort to develop a shared vision of the Gerontological Nurse Specialists. Goldberg et al. (2016) gained consensus from a national panel of multi-disciplinary experts and lay representatives for 49 essential competencies for advanced nurse practitioners (ANPs) working with older people with Frailty. This was seen as a starting point for developing a standardised national ANP curriculum in geriatric medicine.

The need to start by articulating such a curriculum in the UK reflects stagnation of the speciality over recent years. In England, due to limited opportunities, a large proportion of nurses working in older person's services do so without a recognised post-registration qualification in gerontologic nursing; this is in stark contrast to other specialities such as intensive care (Page and Hope, 2013). In addition, there is concern that older person's specific content in undergraduate curricula is inadequate and fails to reflect the complexity of this population (Deschodt et al., 2010). The poor public and professional image of older person's nursing (Fulmer, 2015) combined with a lack of gerontologic education and poorly articulated career pathways are likely to contribute to difficulties in recruiting and retaining staff and to variability in competency among the current workforce (RCN, 2012; GAPNA, 2015; Goldberg et al., 2016). The development of the OPNF is designed to partly address the gap in the provision of older person's specialist education pathways.

In planning a nursing workforce with the requisite competencies to meet demographic and health care challenges HEE in collaboration with Northumbria University, undertook a needs analysis with a broad range of older person's stakeholders. One outcome was the National Career Framework for Nurses Caring for Older People with Complex Needs in England. It describes three levels of continuing professional development – Foundation, Specialist and Higher Specialist (Pearson et al., 2015). The basis of the framework is that the majority of adult nurses work with older people and the distinction between the three levels of competency is 'permeable' with all nurses needing older person's specialist knowledge and skills at times. The concept of a Fellowship programme also stemmed from the needs analysis activity.

2. Older Person's Nurse Fellowship

The OPNF was commissioned by HEE to address the development needs of higher level specialists, broadly considered as senior nurses who work predominantly with older people in specialist roles such as

clinical nurse specialist, matron, advanced nurse practitioner or nurse consultant. The term "Fellowship" is applied to diverse education and research opportunities. The OPNF aligns with the definition used by Cornell University (2015) 'Fellowships are generally merit-based internal or external awards to support a student in a course of study'. The vision for the OPNF is to enhance the development of leadership, innovation and networking capability of senior nurses working in older people's services and to increase recognition of older person's nursing as a specialty.

The aim of this article is to describe the philosophical underpinnings and the development of a unique higher specialist fellowship programme in older person's nursing and to report on an early stage evaluation.

2.1. Philosophy of the OPNF

The overarching philosophy of the OPNF is to develop expert senior clinical nurses to fulfil their potential as leaders and innovators in older person's care (Box 1).

2.2. Curriculum Design

The curriculum design assumes that Fellows have advanced knowledge and skills in older person's nursing, are registered with the Nursing and Midwifery Council (NMC) and are at a senior level within their organisation with responsibility for quality improvement or service innovation. The programme is designed at masters (MSc) level (Level 7) and the Fellows should have relevant education qualifications.

The OPNF runs over 12 months with Fellows attending university once a month for face-to-face study days. Fellows engage in e-learning, on-line group discussion and a two-day residential to facilitate networking and collaboration. In 2014/15, twenty-four students were recruited from across England. The programme ran as two separate cohorts with 12 students starting in November 2014 and the remaining joining in March 2015.

2.3. Modules

The Fellowship is part of the pathway for an MSc in Advanced Practice in Nursing. Learning is structured around two modules and on successful completion of the Fellowship students exit with a Post-Graduate Certificate in Advanced Practice.

Module 1 'Enhanced knowledge and skills in older person's care is designed to update and extend existing knowledge and to provide a shared knowledge base across different fields of nursing. The learning outcomes focus on managing complexity in collaboration with older people, their families and the multidisciplinary team (Box 2).

The module concentrates on quality of life issues for older people and addresses topics such as comprehensive geriatric assessment (CGA), frailty, nutrition, mobility, pharmacology, mental health and end of life care. The student evaluation of this module will be presented below.

Box 1 OPNF Philosophy.

The Older Person's Nurse Fellows will be:
active in transforming integrated care and quality improvement in older people's services.
skilled collaborators with older people, families and carers.
recognised leaders and role models in older people's nursing.
an influential network of experts in shaping local, national and international policy and strategy.

Download English Version:

<https://daneshyari.com/en/article/6847389>

Download Persian Version:

<https://daneshyari.com/article/6847389>

[Daneshyari.com](https://daneshyari.com)