CREATING SPACE FOR REPAIR AND GROWTH WITH HOSPICE NURSES TO PROMOTE A POSITIVE WORKPLACE CULTURE

Emma Shaw, Angela Harrison, Maria Sinfield, Sarah Stanley. Marie Curie Hospice, Liverpool, UK

Background Alongside the COVID-19 pandemic, we experienced significant changes in senior nursing leadership. This led nursing staff to feel unsettled, highlighting a lack of training, development and time to reflect. As a result, we saw high levels of sickness and absence, with anxiety and stress a common theme. Healthcare professionals have experienced high levels of burnout since 2020 (Wong, Olusanya, Parulekar, et al. J Intensive Care Soc. 2021; 22(4): 328–334; Jordan, Shannon, Browne, et al. BJPsych Open. 2021; 7(5), e159) which can cause a shift in culture in healthcare settings. The culture of an organisation makes us unique and is the sum of its values, traditions, beliefs, interactions, behaviours, and attitudes (Manion, Davies. BMJ; 2018; 363, k4907). We recognised the need for a change in our culture.

Aims To deliver a training plan which would consider the needs of nursing staff, their wellbeing and promote them in feeling valued in order to drive a change in workplace culture.

Methods We took nurses away from the ward environment which allowed us to hear their concerns, explore current issues and begin to build trust. Nurses spent time together during reflective sessions, creating wandering maps, Schwartz round, peer feedback sessions and an open forum. Utilising the training needs analysis from the previous year, we constructed a timetable of learning inclusive of members of the multidisciplinary team from across the hospice.

Results Feedback from nursing staff was positive, many expressing that they felt a new hope for the future. 96% of nurses articulated in written feedback that they understood their skills and increase their confidence.

Conclusion By acknowledging staff wellbeing, feelings and concerns we have been able to take steps to build trust and develop the beginnings of a more positive workplace culture in our hospice.

DEVELOPING AND UNITING THE CLINICAL SPECIALIST TEAM THROUGH VIRTUAL TEACHING AND COMPETENCY ASSESSMENT

Sue Griffith, Alison Pegrum, Kaymarie Stabellini. Farleigh Hospice, Chelmsford, UK

Background With the introduction of a new role of Trainee Clinical Nurse Specialist (TCNS) to one hospice, a programme of education and competencies was required to support the role. This ideally would be integrated into a training programme for existing hospice staff, to create a unified knowledge-base. The teaching needed to be suitable to promote multi-professional education and a community of practice for staff working over several sites.

Aims To ensure that TCNSs received appropriate education to upskill them for their new role. To assess that competency in the role had been achieved. To build a common knowledge base across the entire clinical team.

Methods Competencies were written based on the job description for a CNS, national guidance on competency frameworks (Connolly, Ryan, Charnley. BMJ Support Palliat Care. 2016; 6(2):237–242) and understanding of specialist palliative care (Griffith, 2018, Int J Palliat Nurs. 2018; 24(8):399–410). An education programme was devised, using constructive alignment to ensure that the relevant knowledge could be gained to achieve competence. Validated virtual technology (Lee, Kyeremanteng, Taylor, et al. BMJ Support Palliat Care. 2023;13(2):247–254) was used to reach all senior clinical staff, including virtual CNSs working remotely, and to ensure that a uniform understanding of all areas of competence was achieved.

Aims To establish and deliver a set of core training for all Registered Nurses (RNs) in the hospice teams (n=39) involved in delivering specialist palliative care.

Method Designed by one of the hospice Advanced Nurse Practitioners (ANPs) and the Medical Director, the course is delivered predominantly by the ANP but with a range of social workers and medical team members, and funded using the hospice’s budgeted CPD allowance. Teaching time is within existing job roles.

Conclusion The 5 day course is delivered over 10 weeks as a modular rolling programme – one day per fortnight plus an Advanced Communication Skills training course as a follow up 2 day event. Nurses attend the course in cohorts of 8. Learning is targeted at the nurses’ development needs and uses a number of cases which evolve through the modules. The last module aims to pull together all prior learning as the cases evolve to draw on new skills and knowledge.

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Course design The 5 day course is delivered over 10 weeks as a modular rolling programme – one day per fortnight plus an Advanced Communication Skills training course as a follow up 2 day event. Nurses attend the course in cohorts of 8. Learning is targeted at the nurses’ development needs and uses a number of cases which evolve through the modules. The last module aims to pull together all prior learning as the cases evolve to draw on new skills and knowledge.

Benefits/results 30 RNs have completed the 5 day course to date. 94% session evaluations indicate that nurses thought the session would greatly influence their practice. Overall course evaluations are excellent. Nurses report that their knowledge and confidence has improved. They also identify feeling invested in by the organisation and that working across ward and community teams has supported integrated working.

Conclusion The delivery of a set of core training to hospice nurses in their workplace, targeted at their development needs has increased their knowledge and confidence and may help staff retention, development and service delivery in the future.

GROWING OUR OWN: A 7-DAY HOSPICE NURSE DEVELOPMENT PROGRAMME IN SPECIALIST PALLIATIVE CARE

Heather Wiseman, Simon Edgecombe, Alison Bacon. St John’s Hospice, Lancaster, UK

Background Following the COVID-19 pandemic and a number of staff changes within the nursing teams at the hospice, it was identified that nurses had varying levels of palliative care education and experience and would benefit from some core training in specialist palliative care to enhance and update their skills and increase their confidence.

Aim To establish and deliver a set of core training for all Registered Nurses (RNs) in the hospice teams (n=39) involved in delivering specialist palliative care.

Method Designed by one of the hospice Advanced Nurse Practitioners (ANPs) and the Medical Director, the course is delivered predominantly by the ANP but with a range of social workers and medical team members, and funded using the hospice’s budgeted CPD allowance. Teaching time is within existing job roles.

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Conclusion The delivery of a set of core training to hospice nurses in their workplace, targeted at their development needs has increased their knowledge and confidence and may help staff retention, development and service delivery in the future.
occupational therapy and bereavement teams attended sessions relevant to their roles. The advanced programme has ensured uniformity of understanding across the organisation, whilst assessment with the competency portfolio has ensured that the TCNSs get the education that they need, and are assimilating the knowledge into practice. Regular review through competency sign off with the Education Team ensured that the programme continued to evolve and was shaped to address emerging needs.

Conclusion Using virtual technology and competency frameworks has ensured the creation of a community of practice within our senior clinical teams and supported development of our TCNSs.

P-258 DO STUDY DAYS HAVE A POSITIVE IMPACT ON PATIENT CARE AND HEALTH PROFESSIONAL COLLABORATION?

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10.1136/spcare-2023-HUNC.276

Background The future direction of Scotland’s healthcare will see a shift in the balance of care from hospital to community and primary care settings (Scottish Government. Transforming nursing, midwifery and health professions roles. [Internet], 2017). Given the increase in people dying at home, future demands for end of life care will escalate as our population lives longer. Meeting this increasing demand requires a well-co-ordinated, timely approach to high quality individualised palliative care. The Ayrshire Hospice were requested to provide palliative and end of life care education to support district nurses (DNs), as their role will be pivotal in this shift.

Aims To evidence the translation of education into practice, and the resulting impact on patient care:

1. Collaboration with DN service to develop and deliver training to DNs across Ayrshire.
2. To demonstrate, using the Kirkpatrick evaluation tool, the impact of training on patient care and staff confidence.
3. To increase collaborative working between DNs and the Ayrshire Hospice.

Methods Pre-course questionnaire to determine existing subject knowledge and inform the programme development. Study days delivered by Hospice MDT (multi-disciplinary team) to DNs Bands 5, 6 and 7 (including prescribers) with end of day evaluation and subsequent 3 month post-course evaluation. Development of information resource.

Results Attendances to date = 105, with 165 projected attendances by end of the project – equates to attendance by 71% of DN team. Evaluations received to date demonstrate translation of education into practice, monitoring will continue until project completion. Early evidence of increased collaboration between DN and hospice staff is demonstrable.

Conclusion Project is ongoing at time of submission. Initial findings indicate aims will be achieved by project conclusion. Attendances to date = 105, with 165 projected attendances by end of the project – equates to attendance by 71% of DN team. Evaluations received to date demonstrate translation of education into practice, monitoring will continue until project completion. Early evidence of increased collaboration between DN and hospice staff is demonstrable.

P-259 TEACHING THE HAND THAT TOUCHES THE PATIENT: TEACHING PROFESSIONAL CARERS USING A STANDARDISED FRAMEWORK

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10.1136/spcare-2023-HUNC.277

Background This project was undertaken at an independent hospice in the West of Scotland, serving a population of 76,000 people. In August 2022, an Advanced Nurse Practitioner (ANP) and trainee ANP started working at this hospice. During their community work, they identified that there were eight carers dedicated to providing end-of-life care, employed by the health social care partnership. These carers did not receive any formal training in palliative and end of the life care for this role.

Aim To standardise the training provided to carers and improve the quality of end-of-life care.

Methods

• A learning needs analysis was performed.
• A six-week programme was designed based on the framework for health and social care professional education in palliative and end of life care developed by NHS Education for Scotland.
• The framework has five domains to help support education: discussing fundamentals of palliative care, communication, grief and bereavement, care planning and care in the last days of life.
• Initial training in the use of Palliative Performance Scale (PPS) was provided to improve interprofessional communication.

Results

• Sessions were well evaluated.
• Feedback from participants included:
  o ‘I enjoyed information on how to communicate with service users and their family, I also enjoyed teaching regarding PPS as it allows us to communicate more clearly’.
  o ‘I enjoyed all of it. I found PPS extremely beneficial and overall feel more confident dealing with palliative care issues throughout my job’.
• Education on PPS has led to the recognition of a deteriorating patient in primary care who was subsequently admitted to the hospice inpatient unit.

Conclusion This project has shown that proactively identifying and addressing the learning needs of social care professionals improves their confidence in delivering end of life care and improves collaborative working with the hospice. This project integrates with parallel projects at the hospice, including the introduction of a healthcare professional advice line.

P-260 INTRODUCING SCHOLARSHIPS IN PALLIATIVE AND END-OF-LIFE CARE FOR PRE-REGISTRATION NURSING STUDENTS

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10.1136/spcare-2023-HUNC.278

Background In 2021 our hospice in partnership with our local university, introduced a novel, extra-curricular scholarship in palliative and end of life care (PEoLC) for pre-registration students.