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Published: 01/11/2016

Document Version
Publisher's PDF, also known as Version of record

Link to publication on the UWS Academic Portal

Citation for published version (APA):
EVALUATING COMPLEX INTERVENTIONS

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INTRODUCTION

Transformational leadership principles are at the heart of the national My Home Life (MHL) programme for care homes. This programme has run successfully in England, Scotland and Northern Ireland with over 1400 care home managers participating. Our intention is to produce evidence from this programme that matters and that can make a difference to continual learning about promoting quality of life in nursing homes. Many models of evaluation have a linear approach not consistent with the ethos of the programme. This poster illustrates our model for evaluation.

My Home Life Conceptual Framework

HAVING CARING CONVERSATIONS

Creating a culture of dialogue, reflection, inquiry, and support is central to Relationship-Centred Care and Appreciative Inquiry Caring Conversations (Dewar and Nolan, 2013) provides a framework to support practitioners to facilitate appreciative and relational ways of working. It supports interactions that are conversations, collaborative, and celebrate authentic stories. It connects people emotionally, fosters curiosity, considers other perspectives, facilitates collaboration, and helps people to compromise.

BEING APPRECIATIVE


• The collective discovery of what is working well in any given situation
• Reflecting together on how this works well
• Using this knowledge to co-design how we want things to be
• Learning new ways of thinking that will help us to achieve this desired future

FOCUSING ON RELATIONSHIPS

We recognise the importance of positive relationships between older people, relatives and staff, as well as, between care homes, their local communities, and the wider health, social care and housing system. To achieve good relationships and quality of life for all in this context, it suggests that we need to consider what gives each individual a sense of belonging, security, achievement, and fairness. Nolan et al at 2006.

Developing Practice Together

Our learning ethos and outcome model

The approach to learning for My Home Life is evidence-informed, relationship-centred, appreciative and collaborative. Within the learning and evaluation, we seek to understand and produce evidence of how the programme contributes to changing behaviours that improve the quality of life for everyone in care communities.

The Ripple Effect

• The metaphor of a ripple effect conveys how we expect developments influenced by the programme to happen through a series of steps or ripples that start with the programmes.
• Beyond the closest circle of influence, the effect of the MHL programme may be weaker, more indirect, and more complicated by other multiple influences.

An inventory of prospective data from My Home Life

Figure 2 provides a comprehensive list of all the potential sources of data that are used to illustrate the difference that MHL participants are making and those which we seek to affect to promote positive change. Knowing more about others and their families helps to male those closer relationships work and who would you like to develop stronger relationships with?

The My Home Life best practice themes for enhancing quality in nursing homes for older people

Personalisation themes (linked to quality of life)

• Maintaining identity
• Sharing decision-making
• Creating community

Transformation themes (linked to quality of management)

• Promoting positive culture
• Keeping workforce fit for purpose

CO-CREATING THE OUTCOMES WITH PARTICIPANTS - THE VALIDATION PROCESS

Validation is a continuous process within My Home Life. The validation event takes place at the end of the programme and is an opportunity for participants to come together to reflect on learning and development over the course of the year both personally and within the care setting.

The purpose and approach to the event is to enhance the quality and validity of the research findings from the programme by:

• Ensuring our approach to learning and evaluation is congruent with the programme principles of being evidence-informed, relationship-centred, appreciative, collaborative and delivered through experiential learning.
• Allowing those most closely involved in the programme to determine what is of importance and what particular outcomes and barriers are of significance in understanding the impact of the programme in each locality or organisation.
• Providing a safe space to enable accounts of diverse perspectives amongst participants to be heard and to do justice to the integrity of unique experience of individual participants.
• Providing a chance for new information and understandings to emerge through a process of mutual inquiry and reflection.

The facilitator collects all available data in advance and creates a Playback Tool.

AUTHENTICITY CRITERIA

The Authenticity Critia are used to judge both the achievement of the MHL and the quality of the learning process. At the validation event, the focus is primarily on circulars of direct influence and influence (Laws, L. 2 & 2) with the Ripple Effect model. These are:

LEVEL 1: CIRCLE OF DIRECT CONTROL (ME)

Knowing more about me: new insights into how I tend to see things, what I take for granted and how I typically act.

Ideas for what might change round here: ideas for areas for positive change that I can do for myself and with others.

Real change in the way I think: ideas for ways of working for ourselves that enhance the MHL: significance, purpose, achievement, belonging and continuity for ourselves.

LEVEL 2: CIRCLE OF DIRECT INFLUENCE ON BEHAVIOURS AND PRACTICES (WE)

Knowing more about others: new insights about and amongst others on how they tend to see things, what they take for granted and how they typically act.

Ideas for what might change round here: ideas for areas for positive change that each of us can do for ourselves and with each other.

Real change in the way we do things: new ways of working with others that enhance the MHL: significance, purpose, achievement, belonging and continuity for others.

Fairness and balance: in coming to these views, are our conclusions fair and balanced, based on evidence that is convincing

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EXAMPLES OF FINDINGS

Knowing more about me:

• I am much more aware of how I come across, that I talk too much to cover up the fact I am feeling nervous – have learnt to pace the pace of my talk.
• I ask people now and often they come up with ideas that are better than mine.

Knowing more about others:

• I had new ideas and they were used.
• I had a different view – just having the door open and saying I had an idea brought people in to comment.

Real change in the way things are done:

• I know I am confident to probe more and try to discover more. It’s nice to feedback to staff what is working well because there are lots of things that are good that we didn’t notice before.
• “Now you use the say yes words (with staff in supervision) and find out how they feel about practice. We learn so much. I get so many surprises.”
• We are using (GWAS) (Greet, Walk, Ask and Share) which we developed together. When relatives visit the home, staff are encouraged to greet them warmly, then walk with them some of the way to the resident’s room. While they are doing that, they take time to ask them how they are doing and then share a bit about how their loved one has been doing.

REFERENCES


