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Collaborative action research: Making it happen

Victoria Traynor  
*University of Wollongong, vtraynor@uow.edu.au*

Phillipa Baker

Joanna Defriez

Wilna Dirkse Van Schalykwyk

Julie McGarry

See next page for additional authors

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Authors
Victoria Traynor, Phillipa Baker, Joanna Defriez, Wilna Dirkse Van Schalykwyk, Julie McGarry, Deborah Thompson, and Ruth Bartlett
Collaborative Action Research: Making it happen

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New Opportunities

University of Nottingham

University of Wollongong
Nottingham History

Robin Hood the People’s Hero

The Ladies’ Lace Factory

The Cycling Revolution
Background

- Over 70% of hospital patients over 65 years
- Prevalence of dementia increases with age
- Dementia was not part of health care curricula until recently
- Confusion a co-existent morbidity with older hospital patients
- Environment of acute wards is distressing for someone with dementia
- Practitioners in general settings do not have experience of dementia care
To undertake an action research project in two acute health care settings and:

- Work with multi-disciplinary teams to challenge assumptions about people with dementia and carers
- Demonstrate what impact specialist knowledge and skills can have on the dementia care provided
- Develop good practice guidelines for implementing person-centred dementia care in acute care settings
- To undertake an action research project in
Facilitating change

Action Research

- Scoping exercise
- Data collection and analysis
- Feedback findings

- Identifying area for change
- Practitioner involvement
- Developing philosophy

- Review findings
- Implications for practice
- Inform practice changes

- New ways of working
- Promoting ownership
- Long term commitment
Research setting and participants

- Two acute wards in general and mental health NHS Trusts on same site
  - Acute Medical Ward (AMW)
  - Acute Dementia Ward (ADW)

- Participants
  - Nursing staff (RNs, ENs and HCAs)
  - Patients admitted with a dementia
  - Carers
Four phases

Phase One
Setting up project (Aug 04-Feb 05)

Phase Two
Scoping exercise (Mar 05-Jul 05)

Phase Three
Implementation (Aug 05–Oct 05)

Phase Four
Dissemination (Nov 05-Dec 05)
Phase One: Access and approval

- Recruiting wards and motivating staff participation
- Formal approval
  - Research Ethics Committee (COREC)
  - 2 x Research & Development Departments
Phase One cont’d: Insider/ Outsider role
Seconded nurses

- Motivate and promote ward staff involvement
- Provide two-way feedback between staff, patients, carers and researchers
- Sensitivity to organisational issues
- Co-facilitate research activities
- Focus for professional development
Phase Two: Scoping Exercise

- Data collection
  - Staff focus groups (5)
  - Observations of ward activities (qualitative and quantitative) (20 periods)
  - Patient interviews (4)
  - Carer interviews (2)

- Data analysis
  - Content analysis technique
Phase Two cont’d: Findings

• Themes to explain the acute care experience of someone with dementia
  – A sense of belonging
  – Communicating with the person
  – The essence of dementia nursing
  – Environmental and organisational factors
  – After care
Phase Three: Implementation

- Workshops (9) and Action Plans (5)
  - Philosophy of person centred care
  - What is dementia?
  - Relaxation techniques
  - Feedback: Developing action plans
  - Challenging situations: Strategies
  - Role play
  - Communication success stories
  - Feedback: Dementia Care Mapping
  - Discharge planning
Summary Attendance at Workshops (by staff role)

<table>
<thead>
<tr>
<th>Attendance (percentage)</th>
<th>RN/ EN</th>
<th>HCA/ NA</th>
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<td>50%</td>
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Attendance at Workshops II

Summary Attendance at Workshops (by workshop and ward)

Workshop number

Wshp1  Wshp2  Wshp3  Wshp4  Wshp5  Wshp6  Wshp7  Wshp8  Wshp9

Attendance (percentage)

0%  10%  20%  30%  40%  50%

AMW  ADW
Challenges faced in the seconded nurse role

- Participation at workshops
- Balanced skill-mix attendance
- Continually motivating ward staff
- Competing demands of clinical work and project activities
- Combating negative attitudes of staff
- Encouraging collaborative working
Positive experiences of seconded nurse role

- Observing the change towards more positive attitudes about dementia care
- Opportunity to listen to staff
- Increased staff knowledge about dementia
- Enhanced staff skills in caring for someone with dementia
- Developing own leadership skills
Phase Four: Dissemination

Locally
- One-day conference in area health service
  (i) Traynor & McGarry
  (ii) Dirkse Van Schalwyk & Thompson
  (iii) Baker & De Frieze
  (iv) Traynor & Dirkse Van Schalwyk

Nationally
- RCN Nursing Older People Conference (Nov 2005):
  (i) Dirkse Van Schalwyk, Thompson & Traynor
  (ii) Baker, De Frieze & Traynor

Internationally
- International Conference: Advances in Qualitative Methods (Australia) (Jul 2006)
- Practice journal article (in draft)
- Peer review journal article (in draft)
Conclusion: Lessons learnt

- Insider-Outsider model effective when combined with leadership development
- Implementation needs to be completed over a two-year cycle
- Useful addition would be to evaluate action plans e.g. incident reporting
- Replication of action plans locally possible through links in project Advisory Group membership
- Staff need management commitment to bring about change
- Local dissemination conference with awards for individual was a great success
- Remain unsure about motivating staff who remain uncommitted to professional development
- Re-iterate need for large resource of personal energy
What next?

DoHA Project (2006-2007)
Community Dementia Grant

- "Increasing Awareness of Dementia among Acute Care Staff"
- Traynor, Furragio, Evry & Brodnik

Illawarra Collaboration:
University of Wollongong and 3 hospitals in Area Health Service
Funding

- University of Nottingham “New Lecturers’ Fund”
- Foundation of Nursing Studies
- British Geriatrics Society
- Nottinghamshire Health Care and Nottingham City Hospital NHS Trusts

Advisory Group

- Bradford Dementia Group
- Alzheimer’s Society Nottingham
- Nottinghamshire Health Care and Nottingham City Hospital NHS Trusts
Nottingham Project: Team of investigators

• Funded project
  – Dr Victoria Traynor, Lead investigator
  – Julie McGarry, Co-applicant
  – Wilna Dirkse van Schalkwyk, Research Associate

• Seconded nurses
  – Philippa Baker, Staff Nurse, ADW
  – Jo DeFriez, Staff Nurse, AMW

• PG student
  – Deborah Thompson

• UG student
  – Kim Sanders
Useful references

McCormack, B. (2001) Autonomy & their relationship between nurses & older people *Ageing & Society* 21(4); 417-446
Victoria Traynor
Associate Professor (Rehabilitation, Continuing & Aged Care) &
Director, Eastern Australia Dementia Training Study Centre
School of Nursing, Midwifery & Indigenous Health
Faculty of Health & Behavioural Sciences
University of Wollongong
Wollongong
NSW 2522
Australia

Tel: +61 (0)2 4221 3471 (3471)
Fax: +61 (0)2 4221 3171
Email: victoria_traynor@uow.edu.au