


Trainer Guide


Older People's Shoes



Excerpt from Unit 1

1.3 What it feels like to be a hospital patient

25 mins 

 We're about to look at video clips of real patients talking about their stay in hospital, **what it's like to lose their independence**, and **the difference staff attitudes can make to their sense of dignity**.

In the clips the speakers refer to 'nurses'. Patients tend to use the term 'nurse' when they are talking about both registered nurses and HCAs

• Purpose

To understand what it feels like to be dependent on staff for your care, and what makes a difference to patients' experience.

1.3.1 Christine

Read out background to Christine  **Go to Session1 Slide16**

Christine



Christine is 68 and used to be a financial journalist before she retired. She loves music, and uses her electric scooter to attend musical events regularly.

Christine cannot use her left eye, arm or leg. When she fractured her wrist on the right side of her body (the side that has movement) it meant that Christine temporarily lost her ability to take care of herself. She had to go into hospital for two months until her left wrist healed.

You can refer to your course book for a transcript of Christine's interview

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When you listen to Christine, look out for the way she felt about being dependent, and what made her feel better about receiving care.

Tell the trainees that they can find a transcript of Christine's words in their course book

Play Resource  **Go to Session1 Slide17**

Christine

Play video from online space _Day 1_ section 1.3.1

17

Ask for observations.

You can use the following prompts to discussion:



How did Christine feel about being dependent?

“Humiliating”. “Disgusting”, “it affected me very badly.”



What was important to her about the care she received?

Kindness and keeping her dignity in undignified circumstances.



Christine says: “Nobody there made me feel that I was any less a person, even when they had to wipe my bottom and bath me. I did not, was never made to feel that I was anything but a real person” How can we achieve that?

Facial expressions; body language; eye contact; tone of voice.



Christine notes how busy the staff were, but praises them for not making her feel they couldn’t do things because they were so busy. What can we do to make sure patients know they can approach us and ask for help?

Make them feel welcome; tell them your name; make sure they can reach the buzzer; tell them they can ask; make eye contact as you pass through the ward.

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Key message:

The way you carry out practical tasks can put people at ease, and makes a real difference to patients and how they feel about being cared for.

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1.3.2 68 year-old man

 **Go to Session1 Slide19**

68 year old man



This 68 year-old man is married and has 3 children. He was admitted to intensive care because of pancreatitis and septicaemia.

After 2 weeks he was moved to a High Dependency Unit, followed by 6 weeks in a general ward, and then 2 weeks in a rehabilitation hospital.

You can refer to your course book for a transcript of this man's words

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Read out background to patient:

As we watch this clip, notice how some of the staff made him feel.

Tell the trainees that they can find a transcript of the patient's words in their course book.


68 year-old man

Play video from online space _Day 1_ section
1.3.2

20

Ask for observations.


You can use the following prompts to discussion:

 **Obviously we welcome our breaks, and sometimes we can't wait till the end of a shift. But what did this man say about staff looking forward to going on breaks?**

"You can so easily give the impression you'll be glad when your shift finishes."

 **How did it make this man feel to be left in his chair?**

Scared. "Out of my comfort zone". "Vulnerable and threatened". Frightened.

 **The man mentions "adoring" some staff, and disliking others. What might make him prefer some staff to others? Do you feel that way about some patients?**

Acknowledge that HCAs are bound to like some patients better than others. But turn their comments back to the messages "So how do you think that makes a patient feel?"

This man says he felt like he had to "plead", and to behave "in a groveling way" towards some staff to get what he needed. Do you think patients on your ward ever feel like that?


 **What must it be like to rely on someone you don't like very much?**



Key message:


You can't help liking some patients better than others. But patients rely on us and we need to be approachable so they don't feel they are a burden to you.

2.4 It helps to know

25 mins 

- **Purpose**

To raise awareness that getting to know patients can be beneficial to both the older people they care for and staff.

 Most people you care for recognise that getting to know each of them can be challenging for HCAs. The following are quotes from patients showing that they recognise the difficulties:

 **Go to Session2 Slides 14 & 15**

Patients do recognise that getting to know each of them can be challenging for HCAs.....

“I think that what we ought to understand is that we are an individual going into that ward. We’re expecting individual treatment. But probably they are responsible for thirty other people as well. Also the fact we might only be in there one night or two nights. And why should they try and get that close to us? So I think we as older people ought to try and understand their problems as well as them understand ours.”

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They recognise some of the barriers...

“they change the shifts and you might get a brand new nurse on there that hasn’t been on that ward at all. So she has a big disadvantage of having to find out each patient that she’s got on. And very often this can be at night when there’s just two of them, and that does create problems.”

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 **Go to Session2 Slide 16**

“on one occasion there was a carer on both sides helping her, because they couldn’t do it by themselves. They talked over her. And then just as they were leaving they said ‘Did you ever work?’ And in fact she was a very intelligent person who’d held down an important job in the National Health Service, and when they went she said to me ‘They just didn’t relate to me in any way.’ And she was almost in tears because she said ‘I know I’m old and it’s a long time ago but at one point I was somebody’. She was really upset by that.”

16

Use this slide as a way to get learners to consider what the benefits are of building relationships with patients that’s based on knowledge of them as a person. Ask them not only what the benefits are but who is the beneficiary. Arguments can be made that the benefits are felt by patients, the staff caring for them, and relatives too.

 **Go to Session2 Slide 17**

The following quote is from an HCA describing an important benefit of building relationships with patients:

“It’s just a confidence thing, isn’t it? If they trust you then they’re a lot easier to work with. If they trust you they’re more willing to push their selves; to get their selves walking again and stuff like that. Or you can persuade them, like, if they didn’t eat their dinner you can say ‘Oh have some of your dessert; try it, it will be nice’, and stuff like that. Because they trust you, they do it, which is obviously helping them.....”

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Use this slide to re-enforce the point (hopefully already realised by learners) of the benefits (physical, emotional and social) to patients, and to staff too.



Key message:

Getting to know older patients as people who have had long and interesting lives brings benefits to patients, relatives and staff too.

3.2 What is customer care

10 mins 

• Purpose

To get learners to think about what “customer care” means to them and share examples to support their thinking.




We all experience “customer care” whenever we enter a shop, ask a question or enquiry, or make a purchase, either online or in person.

“Customer care” is the experience which defines how we feel we have been treated and can’t always be easily described.

We are **all naturally quick to make judgements when the care we receive is bad**, poor or doesn’t meet our expectations. **It will potentially affect our decision to go back and make a repeated purchase, or recommend them to our family and friends.** When we receive good customer care, or care which meets our expected standards, our experience is no less meaningful. It will positively affect our decision to return and recommend them.

 **Go to Session3 Slide 3**

35 mins 

Examples of good/bad customer care

You may have examples from when you...:

- have been shopping?
- gone for a drink or meal?
- used public transport?
- stayed at a hotel?

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Ask what learners understand by and consider to be ‘customer care’

Ask about their experiences of good and bad customer care and get them to share examples – the prompts on the slide should be used as a guide if needed.

On a flipchart, make ‘good’ and a ‘bad’ customer care columns. Write down the ‘customer care’ examples in the appropriate columns.

Ask a little more about why the example came to mind and what it was that was memorable about the “care” received. How did it make them feel?

If possible categorise responses by the aspect of care being described and not the place where the care was provided, e.g. ‘not smiling’, ‘being rude’, ‘being friendly’, ‘being helpful’...

- ② Some learners may not specifically be able to remember a certain time, or what they were buying etc. but still be able to share an experience. This should be noted and used to show ‘how’ we receive something can be more lasting in our memory than what we were actually getting..

Now look and see how many examples of good customer care have been given and how many examples of bad customer care. If it's the case that there are more examples of poor customer care it is worth pointing out that bad customer care often has a lasting impression.

- ② If learners can't think of (m)any examples ask if anyone has ever received any “customer care” training outside the NHS, for previous/other jobs

➤ **Go to Session3 Slide 4**

Key message:

‘How’ we get something is an important and memorable part of our experience as a “customer”.