

Evaluation Toolkit

Assessing Outcomes of End of Life Care Learning Events



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Version 6.1

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Contents of the Toolkit

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This can be used alone as a training needs analysis (TNA) for your organisation
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Evaluation Toolkit:

Assessing outcomes of End of Life Care Learning Events

Introduction

The End of Life Care Strategy (DH 2008) highlights the vital importance of developing workforce knowledge, skills and attitudes in the health and social care workforce in order to drive up the quality of end of life care. As a result of this strategy many educational opportunities are now available across the East Midlands including classroom learning, e-based learning and learning through practice based development.

A key aim of these educational opportunities is to increase both the confidence and competence of staff working with clients, families, residents, patients and colleagues regardless of the end of life care environment.

It is essential that all stakeholders, including those who facilitate learning events, commissioners and the organisations who release staff for training and development, are able to track progress and see measureable impacts on care delivery. In addition, it is important to be able to benchmark workforce development against localised action plans in line with the Quality Markers and Measures for End of Life Care (DH 2009a).

This toolkit has been designed to provide a flexible framework that is applicable to a range of learning events. Consideration has been given to a variety of evidence based evaluation methods and this toolkit incorporates several styles to best support the self assessed measurement of changes in *competence* and *confidence* in the field of end of life care.

The questionnaires are referred to as 'Tools' and have an identical Likert scale, each individual has a different set of free text questions. The three Tools are generic and can be used with any method of teaching and any learning event that aims to improve end of life care delivery. These tools have been linked directly to the common core competences in End Of Life Care (DH 2009b, Skills for Care 2012). An East Midlands collaborative has worked to produce this Toolkit, funded through the East Midlands Strategic Health Authority (SHA) and National End of Life Care Programme. Following production of the Toolkit Project Report (May 2012) the East Midlands SHA has recommended use of this Toolkit where appropriate for end of life learning events across the region. The Tools are now used widely nationally and support recommendations in Once Change to Get it Right (LACDP 2014).

The Toolkit contains:

Tool A- pre-learning event questionnaire,

Tool B- immediately post learning questionnaire,

Tool C- postal questionnaire 6 to 12 months following the learning event (this time frame is flexible and given as guide only). This questionnaire links to the national end of life targets of initiating conversations, avoiding inappropriate admissions and recognising dying by asking for free text examples of changes in practice and progress against specific action plans. Commissioners will be able to follow up the on-going impact of the learning event by using Tool C and reviewing specific action plans locally.

How to use the Tools: A guide for learning event facilitators

Tool A and B

1. Ensure the learning event relates to the end of life care core competences.
2. Print tool A and B only– do not give out the whole Toolkit.
3. Allocate a number to each delegate and put the delegate numbers in the box on the top right hand corner of Tool A and Tool B.
Top Tip – don't forget to note delegate number against name on register especially if Tool C is to be used at a later date.
4. At the beginning of the learning event ask the delegates to complete Tool A. Do not distribute Tool B at this time.
Top Tip – make sure you double check that it is the pre questionnaire (Tool A) being filled in!
5. Allow up to 10 minutes for completion.
Top Tip - for e-based learning this needs to be completed before access to the electronic learning resource.
6. Encourage delegates to complete the questionnaire individually to ensure responses are as personalised as possible.
Top Tip – we have noticed delegates often want to 'check' their responses with colleagues attending from the same organisation before committing themselves to paper.
7. Facilitator to collect completed Tool A.
8. Proceed with learning event.
9. At the end of the learning event ask the delegates to complete post questionnaire (Tool B).
Top Tip – ensure Tool B questionnaire number matches delegate number.
10. Allow at least 15 minutes for completion.
Top Tip – depending on the type of learning event you might want to factor 20 - 30 minutes into the timetable for completion of Tool B. Delegates for 3 day courses have a lot to comment on!
11. Encourage delegates to complete individually to ensure responses are as personalised as possible.
12. Collect Tool B and match number to corresponding Tool A and pin together.
Top Tip – keep a photocopy of Tool B if your organisation wants to use Tool C. This will mean you can write in the candidate's action points before posting Tool C.

How to use the Tools: A guide for learning event facilitators

Tool C

1. Ensure delegate number matches Tool A and B.
2. Transpose action points from Tool B onto question number 7/ page 3 of Tool C.

Top Tip – a supporting letter from organisation and a SAE encourages return of completed Tool.

Top Tip - produce the questionnaire double sided, having only 2 sheets of paper encourages a response.

Top Tip – it is a good idea to write the course title, date and venue on the supporting letter as a reminder.

PRE-LEARNING EVENT QUESTIONNAIRE

Date of course: __/__/__

Current Role: Are you: Health Care ☐ Social Care ☐ Other ☐

Are you: Registered ☐ Non-registered ☐

Specific Role:

Area of Practice: Hospital ☐ Care Home ☐ Hospice ☐ Community ☐ Other ☐

Type of Learning Event: Class room ☐ Distance learning ☐ In place of work ☐

Location/Name of Learning Event:

I am taking part in this learning event because:

What are your expectations of this learning event?.....

The following questions are directly linked to the End of Life Care Core Competences. The learning event you are going to participate in may address some or all of these issues. Please answer all the questions whether or not the learning event focus is on the competence in question.

Please tick the relevant statement for each question

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|----------------|-------|---------|----------|-------------------|----------|
| 1. Communication Skills | | | | | | |
| a. I feel confident to listen to and talk with a dying person about issues surrounding their death | | | | | | |
| b. I feel confident to listen to and talk with a relative of a dying person | | | | | | |
| c. I feel confident to communicate with a person with advancing illness who says to me 'I can see no meaning in life' | | | | | | |
| d. I feel competent to recognise a person's verbal/non-verbal cues | | | | | | |
| e. I feel confident that I can address a person's verbal/non-verbal cues | | | | | | |
| 2. Assessment and Care Planning | | | | | | |
| a. I understand the concept of holistic care | | | | | | |
| b. I use holistic assessment with people in my care | | | | | | |
| c. I feel able to recognise when a person is dying | | | | | | |
| d. I have a good understanding of how an end of life care register supports timely assessment and care planning | | | | | | |
| e. My team use an end of life register for people in our care | | | | | | |
| f. I understand how to apply an individualised end of life care plan | | | | | | |

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|----------------|-------|---------|----------|-------------------|----------|
| 3. Symptom management, maintaining comfort and wellbeing | | | | | | |
| a. I am confident about helping people with their pain | | | | | | |
| b. I am confident in using things other than drugs to help people to cope | | | | | | |
| c. I am confident in how to support a person in distress | | | | | | |
| d. I am comfortable discussing a person's anxiety about the dying process and what will happen | | | | | | |
| e. I am confident about helping people with the common symptoms they may experience at the end of life | | | | | | |
| 4. Advance Care Planning | | | | | | |
| a. I understand how 'Advance Care Planning' enhances end of life care | | | | | | |
| b. When I am with a person with advancing disease who becomes unwell, I understand what their preferences are for the future | | | | | | |
| c. I recognise it is part of my role to find out what is known about a person's wishes should they lose capacity | | | | | | |
| d. If a person shares with me views about their future care, with permission, I would feel confident to discuss this with the wider care team | | | | | | |
| 5. Overarching values and knowledge | | | | | | |
| a. I have thought about what is important to me in the meaning of my life | | | | | | |
| b. I recognise that my role is vital in delivering good end of life care | | | | | | |
| c. I feel my contribution to developing end of life care in my team is valued | | | | | | |
| d. I understand how society and culture influences attitudes to dying and death | | | | | | |
| e. I feel confident to be able to support a bereaved person | | | | | | |

POST-LEARNING EVENT QUESTIONNAIRE

Current Role: Are you: Health Care ☐ Social Care ☐ Other ☐

Date of course: __/__/__

Are you: Registered ☐ Non-registered ☐

Specific Role:

Area of Practice: Hospital ☐ Care Home ☐ Hospice ☐ Community ☐ Other ☐

Type of Learning Event: Class room ☐ Distance learning ☐ In place of work ☐

Were your pre-questionnaire expectations met through this learning event? All/ Some/ None

Please explain your answer:

.....

.....

The following questions are directly linked to the End of Life Care Core Competences. The learning event you have participated in may have addressed some or all of these. Please answer all the questions whether or not the learning event focused on the competence in question.

Please tick the relevant statement for each question

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|----------------|-------|---------|----------|-------------------|----------|
| 1. Communication Skills | | | | | | |
| a. I feel confident to listen to and talk with a dying person about issues surrounding their death | | | | | | |
| b. I feel confident to listen to and talk with a relative of a dying person | | | | | | |
| c. I feel confident to communicate with a person with advancing illness who says to me 'I can see no meaning in life' | | | | | | |
| d. I feel competent to recognise a person's verbal/non-verbal cues | | | | | | |
| e. I feel confident that I can address a person's verbal/non-verbal cues | | | | | | |
| 2. Assessment and Care Planning | | | | | | |
| a. I understand the concept of holistic care | | | | | | |
| b. I use holistic assessment with people in my care | | | | | | |
| c. I feel able to recognise when a person is dying | | | | | | |
| d. I have a good understanding of how an end of life care register supports timely assessment and care planning | | | | | | |
| e. My team use an end of life register for people in our care | | | | | | |
| f. I understand how to apply an individualised end of life care plan | | | | | | |

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|----------------|-------|---------|----------|-------------------|----------|
| 3. Symptom management, maintaining comfort and wellbeing | | | | | | |
| a. I am confident about helping people with their pain | | | | | | |
| b. I am confident in using things other than drugs to help people to cope | | | | | | |
| c. I am confident in how to support a person in distress | | | | | | |
| d. I am comfortable discussing a person's anxiety about the dying process and what will happen | | | | | | |
| e. I am confident about helping people with the common symptoms they may experience at the end of life | | | | | | |
| 4. Advance Care Planning | | | | | | |
| a. I understand how 'Advance Care Planning' enhances end of life care | | | | | | |
| b. When I am with a person with advancing disease who becomes unwell, I understand what their preferences are for the future | | | | | | |
| c. I recognise it is part of my role to find out what is known about a person's wishes should they lose capacity | | | | | | |
| d. If a person shares with me views about their future care, with permission, I would feel confident to discuss this with the wider care team | | | | | | |
| 5. Overarching values and knowledge | | | | | | |
| a. I have thought about what is important to me in the meaning of my life | | | | | | |
| b. I recognise that my role is vital in delivering good end of life care | | | | | | |
| c. I feel my contribution to developing end of life care in my team is valued | | | | | | |
| d. I understand how society and culture influences attitudes to dying and death | | | | | | |
| e. I feel confident to be able to support a bereaved person | | | | | | |

6. When I go back to my place of work my key action points will be:
(be as specific as possible)

Action Point A:

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Action Point B:

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Action Point C:

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7. Additional comments about this learning event:

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Thank you for completing this Tool. Please return to the event facilitator.

Postal Questionnaire Completed approximately 6- 12 months after learning event

Current Role: **Are you:** **Health Care** ☐ **Social Care** ☐ **Other** ☐
 Are you: **Registered** ☐ **Non-registered** ☐
Specific Role:

Area of Practice: **Hospital** ☐ **Care Home** ☐ **Hospice** ☐
 Community ☐ **Other** ☐

Type of Learning Event: **Class room** ☐ **Distance learning** ☐ **In place of work** ☐

Were your pre-questionnaire expectations met through this learning event? **All/ Some/ None**

Location(s) of learning event(s) attended:.....

Please tick the relevant statement for each question:

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|-----------------|
| 1. Communication Skills | | | | | | |
| a. I feel confident to listen to and talk with a dying person about issues surrounding their death | | | | | | |
| b. I feel confident to listen to and talk with a relative of a dying person | | | | | | |
| c. I feel confident to communicate with a person with advancing illness who says to me 'I can see no meaning in life' | | | | | | |
| d. I feel competent to recognise a person's verbal/non-verbal cues | | | | | | |
| e. I feel confident that I can address a person's verbal/non-verbal cues | | | | | | |

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|----------------|-------|---------|----------|-------------------|----------|
| 2. Assessment and Care Planning | | | | | | |
| a. I understand the concept of holistic care | | | | | | |
| b. I use holistic assessment with people in my care | | | | | | |
| c. I feel able to recognise when a person is dying. | | | | | | |
| d. I have a good understanding of how an end of life care register supports timely assessment and care planning | | | | | | |
| e. My team use an end of life register for people in our care | | | | | | |
| f. I understand how to apply an individualised end of life care plan | | | | | | |
| 3. Symptom management, maintaining comfort and wellbeing | | | | | | |
| a. I am confident about helping people with their pain | | | | | | |
| b. I am confident in using things other than drugs to help people to cope | | | | | | |
| c. I am confident in how to support a person in distress | | | | | | |
| d. I am comfortable discussing a person's anxiety about the dying process and what will happen | | | | | | |
| e. I am confident about helping people with the common symptoms they may experience at the end of life | | | | | | |
| 4. Advance Care Planning | | | | | | |
| a. I understand how 'Advance Care Planning' enhances end of life care | | | | | | |
| b. When I am with a person with advancing disease who becomes unwell, I understand what their preferences are for the future | | | | | | |
| c. I recognise it is part of my role to find out what is known about a person's wishes should they lose capacity | | | | | | |
| d. If a person shares with me views about their future care, with permission, I would feel confident to discuss this with the wider care team | | | | | | |

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Comments |
|---|----------------|-------|---------|----------|-------------------|----------|
| 5. Overarching values and knowledge | | | | | | |
| a. I have thought about what is important to me in the meaning of my life | | | | | | |
| b. I recognise that my role is vital in delivering good end of life care | | | | | | |
| c. I feel my contribution to developing end of life care in my team is valued | | | | | | |
| d. I understand how society and culture influences attitudes to dying and death | | | | | | |
| e. I feel confident to be able to support a bereaved person | | | | | | |

| | Yes | No | Not Sure | Please give examples: |
|---|-----|----|----------|-----------------------|
| 6. | | | | |
| a. Do you feel that after attending the learning event you have helped to prevent any inappropriate hospital admissions at life's end? | | | | |
| b. Do you feel that after attending the learning event you have been able to initiate conversations with a person or their family about life's end? | | | | |
| c. Do you feel that after attending the learning event you have been able to recognise when a person is dying? | | | | |

7. At the learning event you may have been asked to develop some key action points. On your Tool B you identified these key action points:

Action Point A:

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Action Point B:

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Action Point C:

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Have you been able to implement these action points?

Yes ☐

No ☐

Partly ☐

Please explain answers and give examples:

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8. Any additional comments regarding your work in end of life care following this learning event:

**Thank you for completing Tool C- please post back in the envelope provided.
Your response is very important to us in order to develop future courses.**

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