

# The Teaching Care Home: A Vision Reborn



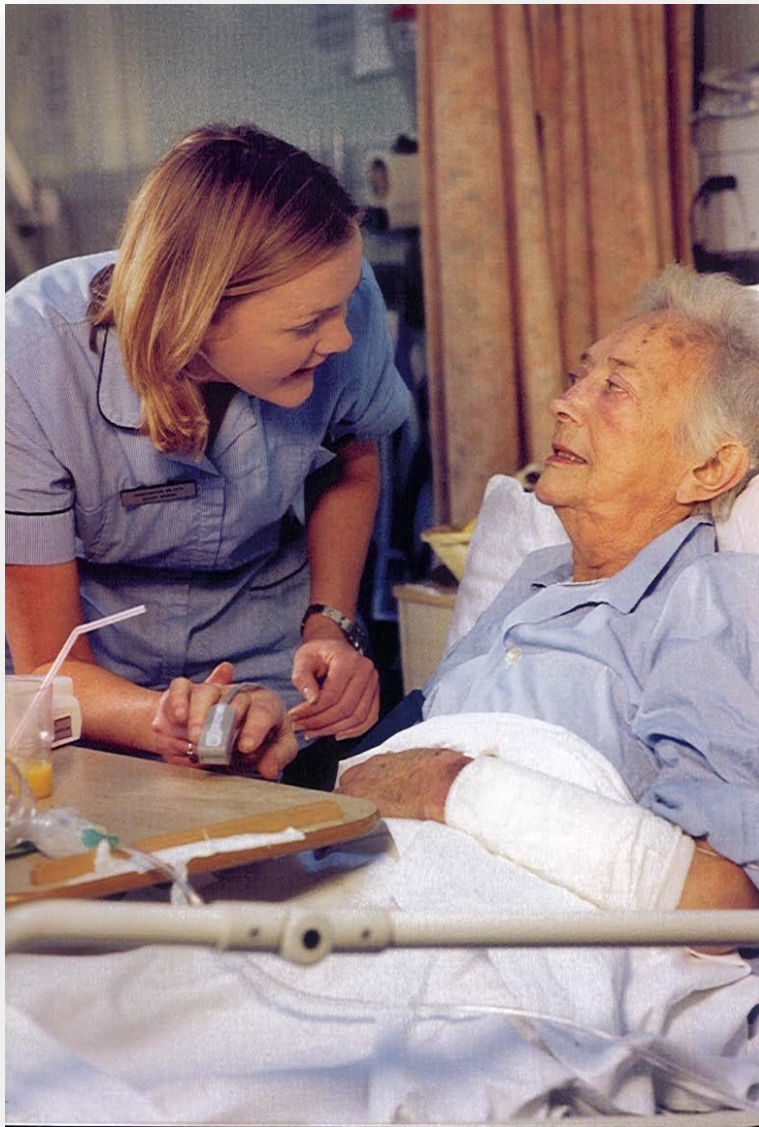
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“The Vision is for a Teaching/Research-based Care Home Centre of excellence in the care of frail older people and their families. It will be developed and sustained through a cohesive multi-partnership model, embracing residents and families, local communities with health and social care professionals, local educational establishments, local care homes, local and central government” (*Hockley 2017*)



“The teaching care home initiative is a joint enterprise from geriatric medicine, social work, and the charitable and private residential and nursing home sectors”  
*(Grimley Evans, 1999)*



# A Turbulent History in the UK!

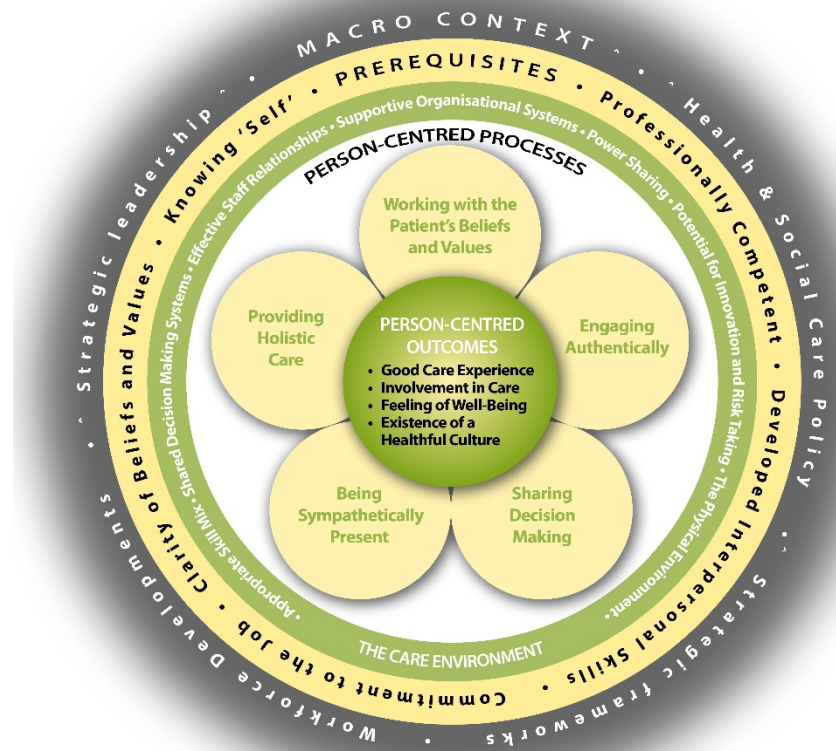
- 1991-1994: Planning for the development of a Teaching Nursing Home in Oxford – partnership model with The Guideposts Trust (Oxfordshire-based Charity).
- Multidisciplinary/multiagency model, led by geriatric & psychogeriatric medicine.
- No shared values or philosophy.
- Dominance of a medical/biomedical model and failure to work effectively with all partners.
- 1997: project continued with a focus on people living with dementia only.
- 1999: RSAS Age Care/British Geriatrics Society Conference.
- 2000: The Guideposts Trust Teaching Nursing Home opens (at The Churchill Hospital) – first in the UK.
- 2004: Nursing Home closes





# Lessons Learned

- Importance of shared values and vision
- Genuine interdisciplinarity
  - Trust
  - Autonomy
  - Respect
  - Practices
- Model of teaching/learning/research
- Person-centred philosophy



“All the education, training and learning that would take place in a teaching care home is built around a core philosophy ... geared to empowerment of individuals through a re-enablement approach – trying to maximise an individual’s potential, however limited that might be” (*McCormack, 1999*)



# Changing Culture

- We should be aware that cultural change is a transformational process; behaviour must be unlearned first before new behaviour can be learned in its place (Schein 2010)



# **Transformational Learning & Research**

Participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile purposes, grounded in a participatory worldview ... It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (Reason & Bradbury 2008)





“The Teaching Care Home should be innovative & practice-oriented, have a developmental & evaluative approach & be multidisciplinary. Resident involvement is central to it, as is consultancy – a means of sharing expertise gained in good practice throughout a locality”

*(McCormack, 1999)*



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