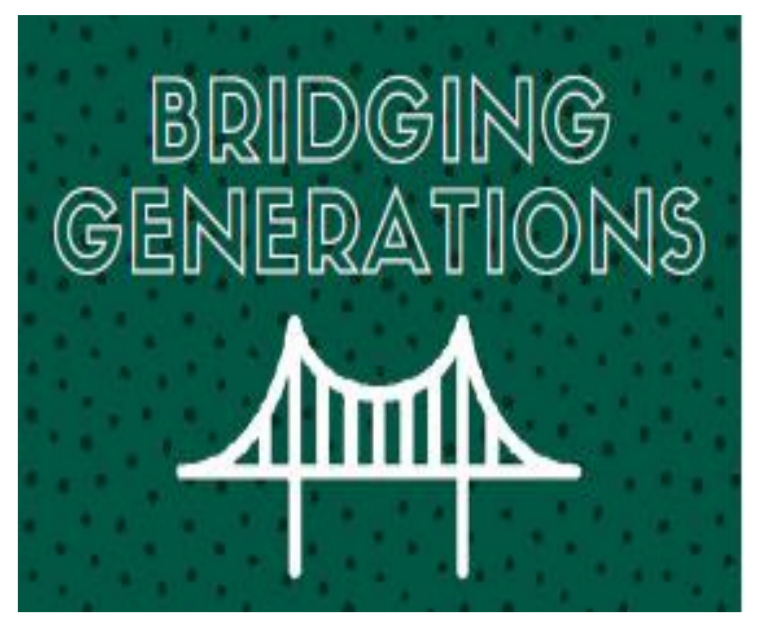


Design and Implementation of an Online Older Person-Student Nurse Intergenerational Café using CFIR



Dympna Tuohy¹, Irene Cassidy¹, Eileen Carey¹, Margaret Graham¹, Jan McCarthy¹, Kellie Morrissey², Jill Murphy¹, Jacinta Shanahan³, Teresa Tuohy¹
(Department of Nursing and Midwifery¹, School of Design², Office of the President³)



Introduction & Background

- There is increased global ageing and it is estimated that by 2030, 1/6 of the population will be aged 60 years and over (WHO, 2022)
- Most nurses will care for older people during their career across a range of services e.g., primary and community care; acute, residential and rehabilitation care services. It is crucial that older people and nurses can work together in professional caring partnerships.
- Intergenerational learning improves relationships and reduces ageism and prejudice towards older people (Drury et al, 2017)
- The intergenerational café is an opportunity for older people and student nurses to meet and get to know each other in a communal shared space.
- This poster describes the design and implementation of an online older person-student nurse intergenerational cafés using CFIR during Covid-19 restrictions of spring 2021.

Research Questions

- 1) Evaluate the effectiveness of an intergenerational discussion café as a way of facilitating intergenerational learning
- 2) Elicit participants' views on whether intergenerational learning had occurred



Preparing for Online Intergenerational Café



- **Pre café welcome packs** were offered and mailed to those that wanted them (tea/coffee/snack/notepad/printed invitation)
- **Student nurses:** They were provided with information during their community module about the project and how to access and log onto the café
- **Older people:** They were offered the opportunity to have a one-to-one session with a facilitator prior to the online café in addition to being sent the information via email on how to access and log onto the café
- **Facilitators:** (all research team members) met several times to decide and agree the café process and format

How to join our Intergenerational Café using MS Teams

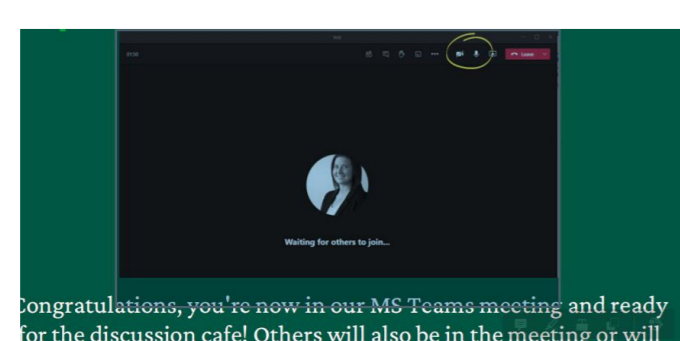


Thank you for agreeing to join our Intergenerational Café! We will be using the Microsoft Teams software to meet online at the designated date and time. Here are some instructions to help you get started!



Online Intergenerational Café Format

- Introductions, café charter and guest speaker to set the scene and provide context
- Participants assigned to breakout small group 'table' discussions with design team facilitation (45minutes)
- Reconvened to whole group meeting where feedback was collated to elicit shared learning (30minutes)
- Summary, conclusion and invitation to participate in the survey
- Three individual online cafés were held



Implementation Science Research Design : CFIR

Approach: Broad participatory enquiry approach guided by an implementation science framework, i.e., **Consolidated Framework for Implementation Research (CFIR)** (Damschroder *et al*, 2009).

CFIR is defined as a meta-theoretical framework derived from the integration of 19 implementation science theories, (Damschroder *et al.*, 2009; Kirk *et al*, 2016)).

CFIR comprises **five domains** (Intervention characteristics; Outer setting; Inner setting; Characteristics of the individual and Process). Within these five domains there are 39 constructs and sub-constructs (Damschroder *et al.*, 2009; Breimaier *et al*, 2015). CFIR's constructs provide a common language in defining determinants of implementation (Kirk *et al*, 2016).

Data Collection

- Ethically approved research guided by the Consolidated Framework for Implementation Research (CFIR) (Damschroder *et al*, 2009).
- 3rd year student nurses (on a community care module, 3 disciplines of nursing: general, mental health & intellectual disability) and older people living in the community
- Participants were invited post café to participate in an anonymous online survey with student nurses (n=50) older people (n=49) and facilitators (n=9) responding.
- Data were collected through survey questionnaires (Likert & Open-ended questions using with SPSS descriptive statistical and thematic data analysis) and facilitator reflections.

Post Hoc CFIR Analysis

Domain I, Intervention Characteristics	Domain III, Inner Setting	Domain IV, Characteristics of Individuals	Domain V, Process
<ul style="list-style-type: none"> ▪ Intervention source ▪ Evidence strength & quality ▪ Relative advantage ▪ Adaptability ▪ Trialability ▪ Complexity ▪ Design quality and packaging 	<ul style="list-style-type: none"> • Networks & Communications • Implementation Climate • Readiness for Implementation 	<ul style="list-style-type: none"> • Knowledge and Beliefs about the Intervention • Self-efficacy, • Individual Stage of Change • Individual Identification with Organisation • Other Personal Attributes 	<ul style="list-style-type: none"> • Planning • Engaging • Executing • Reflecting & Evaluating

This source data was mapped onto **CFIR codebooks** derived from CFIR domains and constructs (three codebooks: older person, students, facilitators)

Not all the CFIR domains or constructs were used. Excluded from Codebooks were Domain 1(Intervention) constructs, 'relative advantage', 'cost' Domain 3 (Inner Setting) constructs 'structural characteristics', 'culture' and all of Domain 2(Outer Setting)

Findings

- **Organisational factors** (clear instructions, being organised, sufficient time) are important for the effective implementation of the intergenerational café.
- **More student nurses** felt that the purpose, topics and online running of the café were clear and organised, older people less so.
- **More older people** wanted more time in the breakout and big discussion groups. More older people experienced technical difficulties but some of this was due to internet connectivity.
- **All agreed that** the cafés were a way of increasing intergenerational learning and were worthwhile. Some suggested that a series of cafés would enable intergenerational learning further.
- **Teamwork** was identified as being crucial to the smooth running of the café and the **facilitators** agreed that they worked well as a team, there was an energy and synergy within the team. The team recognised and valued the strengths of each team member and this enabled teamwork built on mutual trust and support.

Conclusion

This intervention was worthwhile as it facilitated mutual learning and understanding. Intergenerational cafés are now embedded in the BSc Nursing (General, Intellectual Disability and Mental Health) curricula.

References

- Breimaier, H.E. *et al* (2015) 'The Consolidated Framework for Implementation Research (CFIR): A useful theoretical framework for guiding and evaluating a guideline implementation process in a hospital-based nursing practice', *BMC Nursing*, 14, 43, available: DOI 10.1186/s12912-015-0088-4
- Kirk, M.A. *et al* (2016) 'A systematic review of the use of the Consolidated Framework for Implementation Research', *Implementation Science*, 11, 72, available: DOI 10.1186/s13012-016-0437-3
- Damschroder, L.J. *et al* (2009) Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. *Implementation Science*, 4:50 doi:10.1186/1748-5908-4-50
- Drury, L. *et al* (2017) Making intergenerational connections, what are they, why do they matter and how to make more of them. London: Age UK
- WHO (2022) Ageing. Available: <http://www.who.int/health-topics/ageing#tab=tab-1>

Further Information: dympna.tuohy@ul.ie
Funding: HRI/HIST UL funded research