

Transforming Children's Community Services (TraCCS) Study

Topic Guide for Organisational Staff involved in Local Service Redesign: Interview 1

Introduction and consent process

- Introduce yourself and study
- Interview expected to last up to 1 hour
- Explain participants rights
- Answer questions
- Ensure consent form signed.

The interview will explore the following topics:

Background

- Professional role of participant

Service changes

- Background/drivers to recent service redesign
- Service design prior to reconfiguration
- Key changes
 - Redesigned care pathways in local area for ill children (acute, life-threatening, life-limiting)

Processes – what is being done as part of service reconfiguration

Developing and reconfiguring local services for ill children: knowing about local health needs and planning services accordingly

- Use and usefulness of information about local health needs to plan services
 - Information gaps, population targeting
- Collection and use of outcomes data to monitor effectiveness
- Role of primary care in service reconfiguration.
- Public consultations about changes

Developing and reconfiguring local services for ill children: implementing new services and approaches

- How new approach/service reconfiguration ensures services quality and contribute to positive outcomes
 - Variability, efficiency, productivity
- Expected and achieved cost savings compared to previous service design.

Developing and reconfiguring local services for ill children: access and availability

- How equitable access to Children's Community Nursing services is ensured in service development/reconfiguration
 - Methods for monitoring this
- Impact of introducing/expanding local Children's Community Nursing team on primary care
 - Pathways, referrals.

Developing and reconfiguring local services for ill children: care planning and case management

- How care planning and case management has been built into service redesign
 - Methods for monitoring this
- Impact on and role of primary care.

Developing and reconfiguring local services for ill children: effective health and care partnerships

- Role and use of partnerships with relevant health and care organisations and service users, in developing/reconfiguring services.

Developing and reconfiguring local services for ill children: information and technology

- Role and use of IT systems in reconfigured Children's Community Nursing team
 - Integration of care across agencies/providers.

Developing and reconfiguring local services for ill children: education and training

- How is skill, knowledge and competence of practitioners ensured to deliver a consistent high quality Children's Community Nursing service
 - Recruitment and retention issues.

Barriers and facilitators to planning, contracting, monitoring and implementing Children's Community Nursing Team

Impact of changing commissioning arrangements on service redesign

- Role of primary care/Clinical Commissioning Groups.
 - Who in CCG is leading on children's services

[End of interview]

- Feedback details
- Identification of other key people, relevant meetings, relevant documentation.

Transforming Children's Community Services (TraCCS) Study

Topic Guide for Organisational Staff involved in Local Service Redesign: Subsequent Interviews

Introduction and consent process:

- Introduce yourself and study
- Interview expected to last up to 1 hour
- Explain participants rights
- Answer questions
- Ensure consent form signed.

The interview will explore the following topics:

Brief recap on preceding interview(s)

Where service development ongoing – progress, follow up on site specific issues from previous data collection

Where new/expanded service is implemented – outcomes, follow up on site specific issues from previous data collection

Developing and reconfiguring local services for ill children: knowing about local health needs and planning services accordingly:

- Progress in collection and use of outcomes data to monitor effectiveness.

Developing and reconfiguring local services for ill children: implementing new services and approaches:

- Progress so far
- Expected and achieved cost savings compared to previous service design.

Developing and reconfiguring local services for ill children: access and availability:

- Areas of success
- Areas of difficulty.

Developing and reconfiguring local services for ill children: care planning and case management:

- Areas of success
- Areas of difficulty.

Developing and reconfiguring local services for ill children: effective health and care partnerships:

- Areas of success
- Areas of difficulty.

Developing and reconfiguring local services for ill children: information and technology:

- Areas of success
- Areas of difficulty.

Developing and reconfiguring local services for ill children: education and training:

- Areas of success
- Areas of difficulty.

Barriers and facilitators to planning, contracting, monitoring and implementing Children's Community Nursing Teams

Impact of changing commissioning arrangements on service redesign:

- Role of primary care/Clinical Commissioning Groups.
 - Who in CCG is leading on children's services

[End of interview]

- Feedback details
- Identification of other key people, relevant meetings, relevant documentation.

Transforming Children's Community Services (TraCCS) Study

Topic Guide for Practitioners of the Children's Community Nursing Team: Interview/Focus Group 1

Introduction and consent process

- Introduce yourself and study
- Interview expected to last 1 hour
- Explain participants rights
- Answer questions
- Ensure consent form signed.

The interview will explore the following topics:

Background

- Professional role of participant.

Learning about the CCN team's practice: implementing new services and approaches

- What protocols have the team set to ensure service quality and positive outcomes for the child and family
- What has informed this intended practice
- How do the team expect this to work in practice
 - Benefits
 - Challenges.

Learning about the CCN team's practice: access and availability

- What protocols have the team set to ensure accessibility and availability of the team for families
- What are the pathways into the team, and how do these differ by need/group
 - GP, Hospital, Other
- Coverage/hours
- What has informed this intended practice
- How do the team expect this to work in practice
 - Benefits
 - Challenges.

Learning about the CCN team's practice: care planning and case management

- What protocols have the team set for care planning and case management
 - Anticipated caseload and caseload management
- What has informed this intended practice
- How do the team expect this to work in practice
 - Benefits
 - Challenges.

Learning about the CCN team's practice: effective health and care partnerships

- What protocols have the team set to create effective health and care partnerships with:
 - Families (training etc)
 - Other professionals involved in the care of the child
- What has informed this intended practice
- How do the team expect this to work in practice
 - Benefits
 - Challenges.

Learning about the CCN team's practice: information and technology

- What protocols have the team set to use technology and information in supporting the child and family at home? (e.g. texting, telephone support)
- What has informed this intended practice
- How do the team expect this to work in practice
 - Benefits
 - Challenges.

Learning about the CCN team's practice: education and training

- What are the team's training needs and how will these be met
- Clinical governance issues
- Anticipated issues around recruitment and retention.

Reflecting on the introduction of the team/new component of the service

- Overall expectations, anticipated benefits and drawbacks.

[End of interview]

- Feedback details
- Identification of other key people, relevant meetings, relevant documentation.

Transforming Children's Community Services (TraCCS) Study

Topic Guide for Practitioners of the Children's Community Nursing Team: Interview/Focus Group 2

Introduction and consent process

- Introduce yourself and study
- Interview expected to last 1 hour
- Explain participants rights
- Answer questions
- Ensure consent form signed.

The interview will explore the following topics:

Brief recap on interview 1

Learning about the CCN team's practice: implementing new services and approaches

- How have the team's protocols for ensuring service quality and positive outcomes worked in practice so far
 - What is the learning from this
 - Challenges, benefits
 - Are any changes being made to protocols because of this learning? What changes, and why.

Learning about the CCN team's practice: access and availability

- How have the team's protocols for ensuring service accessibility and availability worked in practice so far
 - What is the learning from this
 - Challenges, benefits
 - Are any changes being made to these protocols because of this learning? What changes, and why.

Learning about the CCN team's practice: care planning and case management

- How have the team's protocols for care planning and case management worked in practice so far
 - What is the learning from this
 - Challenges, benefits
 - Are any changes being made to protocols because of this learning? What changes, and why.

Learning about the CCN team's practice: effective health and care partnerships

- How have the team's protocols for creating effective health and care partnerships worked in practice so far
 - What is the learning from this
 - Challenges, benefits
 - Are any changes being made to protocols because of this learning? What changes, and why.

Learning about the CCN team's practice: information and technology

- How have the team's protocols for using information and technology for supporting families at home worked in practice so far

- What is the learning from this
 - Challenges, benefits
- Are any changes being made to protocols because of this learning? What changes, and why.

Learning about the CCN team's practice: education and training

- How have the team's training needs changed if at all, and why, impact on practice
- Changes in clinical governance issues
- Changes in issues around recruitment and retention
 - What is the learning from these issues?
 - Challenges, benefits
 - Are any changes being made to the team's education and training? What changes, and why.

Reflecting on the introduction of the team/new component of the service

- Key points of learning
- What advice would you give to commissioners and managers who want to develop CCN provision.

[End of interview]

- Feedback details
- Identification of other key people, relevant meetings, relevant documentation.

Transforming Children's Community Services (TraCCS) Study

Topic Guide for Parents using the Children's Community Nursing Team: Interview 1

Introduction and consent process

- Introduce yourself and study
- Interview expected to last 60- 90 minutes
- Explain participants rights
- Answer questions
- Ensure consent form signed
- Complete demographic form.

The interview will explore the following topics:

Background

- Demographic form

Experience of the CCN team: access and availability

- Parents' experiences of accessing the team at first use, early use
 - How/when/where accessed
 - Referral
 - Choice
 - Services used/support received for child's care prior to using the CCN team
 - What happened at first contact
 - Availability (e.g. when in the day used – day hours, evening, etc., views)
 - Outside of CCN teams hours – other services contacted
 - Telephone support
 - How and when is telephone support used (e.g. advice)

Experience of the CCN team: care planning and case management

- Parents' experiences of the planning and management of their child's care, first use, early use
 - Role of CCN team, other services
 - Care plan
 - Who created care plan
 - Planned contact/visits
 - Unplanned contact/acute exacerbations
 - Who does parent contact/what services used (In and Out of GP hours)
 - Single contact/key worker

Experience of the CCN team: effective health and care partnerships

- Parents' experiences of how CCN team works with themselves and others, first use, early use
 - Parent involvement in child's care in partnership with the team (e.g. training)
 - CCN team working with other agencies/services involved in the child's care
 - Hospital (e.g. discharge),
 - GP
 - Education/schools/teachers
 - Social care
 - Continuing healthcare

Experience of the CCN team: information and technology

- Parents' experiences of the use of information and technology to support their child's care at home, first use, early use
 - What and how used
 - Texting with team staff
 - Tablet devices during CCN visits
 - Equipment used
 - Role of team coordinating equipment

Experience of the CCN team: education and training

- Parents' perceptions of the skills and training of the CCN team staff, first use, early use

Experience of the CCN team: Implementing new services and approaches

- Parents' experiences of the quality of the service they received, and achieving positive outcomes, first use, early use
 - Support
 - Relationships
 - Meeting needs

Reflecting on the first use of the team

- Overall views on how the quality of care and support provided by the team **compares** with other services used for the care of the child previously
 - Home/hospital
 - Being supported at home
- Expectations about using the team in future for child (link with any particular issues pertinent to parent)
- Overall views on helpful and unhelpful practice in first use/early of CCN team.

Costs incurred by family (see template questions)

[End of interview]

- Feedback details; MH Family Index; details about contact for arranging second interview.

Transforming Children's Community Services (TraCCS) Study

Topic Guide for Parents using the Children's Community Nursing Team: Established parent users of team (1 interview)

Introduction and consent process

- Introduce yourself and study
- Interview expected to last 60- 90 minutes
- Explain participants rights
- Answer questions
- Ensure consent form signed
- Complete demographic form.

The interview will explore the following topics:

Background

- Demographic form

Experience of the CCN team: access and availability

- Parents' experiences of accessing the team
 - How/when/where accessed
 - Referral
 - Choice
 - Services used/support received for child's care prior to using the CCN team
 - What happened at first contact
 - Availability (e.g. when in the day used – day hours, evening, etc., views)
 - Outside of CCN teams hours – other services contacted
 - Telephone support
 - How and when is telephone support used (e.g. advice)
 - How has parents' experiences of accessing the team changed over duration of using the team
 - Views on this

Experience of the CCN team: care planning and case management

- Parents' experiences of the planning and management of their child's care
 - Role of CCN team, other services
 - Care plan
 - Who created care plan
 - Planned contact/visits
 - Unplanned contact/acute exacerbations
 - Who does parent contact/what services used (In and out of GP hours)
 - Single contact/key worker
 - How has parents' experiences of the planning and management of their child's care changed over duration of using the team
 - Views on this

Experience of the CCN team: effective health and care partnerships

- Parents' experiences of how CCN team works with themselves and others
 - Parent involvement in child's care in partnership with the team (e.g. training)

- CCN team working with other agencies/services involved in the child's care
 - Hospital (e.g. discharge),
 - GP
 - Education/schools/teachers
 - Social care
 - Continuing healthcare
- How has parents' experiences of how the team works with themselves and others for their child's care changed over duration of using the team
 - Views on this

Experience of the CCN team: information and technology

- Parents' experiences of the use of information and technology to support their child's care at home
 - What and how used
 - Texting with team staff
 - Tablet devices during CCN visits
 - Equipment used
 - Role of team coordinating equipment
 - How has parents' experiences of the use of information and technology to support their child's care changed over duration of using the team
 - Views on this

Experience of the CCN team: education and training

- Parents' perceptions of the skills and training of the CCN team staff
 - How has parents' perceptions of the CCN's skills and training changed over duration of using the team
 - Views on this

Experience of the CCN team: Implementing new services and approaches

- Parents' experiences of the quality of the service they received, and achieving positive outcomes
 - Support
 - Relationships
 - Meeting needs
 - How has parents' experiences of service quality changed over duration of using the team
 - Views on this

Reflecting on overall use of the team

- Overall views on how the quality of care and support provided by the team **compares** with other services used for the care of the child before and during use of the CCN team
 - Home/hospital
 - Being supported at home
- Overall views on how quality of care has changed (if at all) since first started using the team
- Expectations about using the team in future for child (link with any particular issues pertinent to parent)
- Overall views on helpful and unhelpful practice
- Suggestions for improvements, advice for other areas developing similar services

Costs incurred by family (see template questions)

[End of interview]

- MH Family Index; give support leaflet; feedback details; enquire about child's possible participation.

Transforming Children's Community Services (TraCCS) Study **Topic Guide for Parents using the Children's Community Nursing Team: Interview 2**

Introduction and consent process

- Introduce yourself and study
- Interview expected to last 60 - 90 minutes
- Explain participants rights
- Answer questions
- Ensure consent form signed
- Complete demographic form.

The interview will explore the following topics:

Background

- Number of times they have used the team since Interview 1
- Reasons for using the team since Interview 1.

Experience of the CCN team: access and availability

- Parents' experiences of the team's access and availability
 - How/where accessed
 - Referral
 - Choice
 - Availability (e.g. when in the day used – day hours, evening, etc., views)
 - Outside of CCN teams hours – other services contacted
 - Telephone support
 - How and when is telephone support used (e.g. advice)
 - Use of other services in place of team
- How has this changed over the past 6 months

Experience of the CCN team: care planning and case management

- Parents' experiences of the planning and management of their child's care
 - Role of CCN team, other services
 - Care plan
 - Planned contact/visits
 - Unplanned contact/acute exacerbations
 - Role of CCN team
 - Who does parent contact/what services used (In and Out of GP hours)
 - Single contact/key worker
- How has this changed over the past 6 months

Experience of the CCN team: effective health and care partnerships

- Parents' experiences of how CCN team works with themselves and others
 - Parent involvement in child's care in partnership with the team (e.g. training)
 - CCN team working with other agencies/services involved in the child's care
 - Hospital (e.g. discharge),
 - GP
 - Education/schools/teachers
 - Social care

- Continuing healthcare
- How has this changed over the past 6 months

Experience of the CCN team: information and technology

- Parents' experiences of the use of information and technology to support their child's care at home
 - What and how used
 - Texting
 - Equipment
- How has this changed over the past 6 months

Experience of the CCN team: education and training

- Parents' perceptions of the skills and training of the CCN team staff
 - How has this changed over the past 6 months

Experience of the CCN team: implementing new services and approaches

- Parents' experiences of the quality of the service they have received, and achieving positive outcomes
 - Support
 - Relationships
 - Meeting needs
- How has this changed over the past 6 months

Reflecting on using the team over the previous 6 months

- Overall views on how the quality of care and support provided by the team **compares** with other services used for the care of the child;
 - How (and why) have these views changed since Interview 1
- Is there anything particularly helpful or unhelpful about the way the team supports you and your child at home
- What advice would you give to commissioners and managers about developing CCN teams.

Costs incurred by family (see template questions)

[End of interview]

- Feedback details; MH Family Index; discuss possible participation of child/young person, and pass on relevant information.

TraCCS Study

Topic Guide for Children and Young People Using the Children's Community Nursing Team

NOTE: The topics presented below will be used to guide the interviews; however it is important to note that the methods for *facilitating* the discussion will vary depending on the child. A flexible approach will be taken for the children's interviews, where different methods will be used depending on the child's age, abilities and personal preferences. These methods include drawings, making posters, making lists, and using figurines to help the child express their views. Previous experience of doing interviews with children show that a flexible approach is needed, as some children may wish to talk, but other children may wish to express their views through drawings, creating scenes with dolls, writing messages, etc. In addition where a child does not communicate verbally, or uses English as a second language, alternative methods of communication (for example, translators, 'Talking Mats') will be used as appropriate. For all interviews, parent's/carer's advice will be sought on how best to conduct the interview with their child.

Introduction

- Introduce yourself
- Explain what the project is about and the importance of young people's views
- Explain that you will be talking to other children who use the same service as the interviewee
- Explain what you would like to talk about
- Show child some of the resources they can use during the interview (for example, coloured paper, pens, stickers, etc.)
- Emphasise that there are no right or wrong answers.

Consent process

- Explain confidentiality, including when the researcher would have to break it
- Explain what will happen to the information collected and how the researcher will maintain confidentiality

- Emphasise that the child can skip questions, take a break, or stop the interview whenever s/he wants. (*Where appropriate use traffic light cards to practice stopping/starting, taking a break, skipping a question, don't understand.*)
- Check the child is happy to take part and ask the child to sign the consent form
- Ask permission to use the digital recorder and set it up with the child
- Discuss with the parent/carer and the child what the parent/carer is going to do during the interview.

Warm up questions - a bit about you:

- People the child lives with:
 - Ages of brothers and sisters
 - Pets
- Likes and dislikes.

About the nurse who visits you at home:

- Who comes to visit
- When first visited you
- Same/different person on different occasions
- What happens during visit
- What other people in family do when the nurse visits (mum/dad/brothers/sisters)
- How they felt about nurse visiting them at first
- How they feel about nurse visiting them now:
 - If changes in views, why
- Parts they like about the nurse visiting them
- Parts they don't like about the nurse visiting them
- Does the nurse visit you anywhere else:
 - School
 - Clinics.

About other places you go to get help:

- Hospital
- Clinics
- What is this like
- Which do you prefer - going to hospital/clinics or having a nurse visit you at home.

Ideas for making services better:

- When the nurse visits you at home, is there anything you would change to make it better.

[End of interview]

- Thank the child for taking part in the project
- Remind the child what you are going to do with recording and that you will send them a report
- Ask the child what they would like to do with anything they have made during the interview (leave it with the child/have the researcher take it with them/have the researcher take photographs of what they have made).