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| Host department: Exeter |
| Project Title: Adaptation and evaluation of the FaME programme in older people in assisted living facilities |
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| Proposed supervisory team: |
| Primary supervisor  Prof Vicki Goodwin, University of Exeter, physiotherapist, expertise in ageing and rehabilitation, mixed methods, intervention development and evaluation  Secondary supervisors  Dr Aseel Mahmoud: University of Exeter, background as a pharmacist, expertise in qualitative methods  Professor Liz Orton: University of Nottingham, expertise in falls and injury prevention, consultant in public health  Dr Katie Robinson: University of Nottingham, physiotherapist, expertise in falls and exercise for older people, social care, complex intervention development and adaptation. |
| Potential for cross consortium networking and educational opportunities: |
| There will be opportunities for collaboration with other PhD students and academics within the broader SPCR and also ARC South West Peninsula and ARC East Midlands. Professor Dawn Skelton (developer of the FaME programme) and Later Life Training will also be collaborators on the project and there will be the opportunity to engage with the National FaME Implementation team (NFIT). |
| Project description: |
| Falls in older adults are common and place a significant burden on health and social care. However, by improving an individual’s strength, balance and confidence the occurrence of falls can be reduced. The Falls Management Exercise (FaME) programme has been shown to reduce falls, improve confidence and reduce fear of falling in community-dwelling older people in clinical trials. FaME has not been tested in older people living in supported/assisted living facilities.  Aim: to adapt and evaluate the FaME programme with people aged 65 and over in assisted/supported living facilities  Methods: Mixed methods study comprising: (a) a realist review to understand FaME and the context specific issues (b) interviews with key stakeholders and mapping the differences and similarities between original and new contexts to understand implementation issues; (c) revising/refining FaME intervention and materials using consensus and co-design methods; (d) a mixed methods evaluation of FaME within 4-6 assisted living facilities. |
| Indicative project costs: |
| Training and development; data collection travel, transcription, incentives, intervention costs, dissemination costs and PPIE |
| Training and development provision by host: |
| *Formal training:* A personalised training and development plan will be informed by training needs analysis completed by the PhD researcher in month 1 and reviewed annually. Training will focus on specific project needs such as evidence synthesis, PPIE, qualitative methods and complex intervention development and evaluation, as well as personal development and leadership. Formal training opportunities may be at Exeter, Nottingham or other universities/institutions. |
| *Informal training:* The supervisory team will meet formally each month to plan and discuss progress. Additional informal meetings will take place as required with individual supervisors. The student will be supported to identify a mentor external to the supervisory team. The PhD researcher will benefit from the supervisory teams’ networks and multidisciplinary expertise within the two universities. They will have the opportunities to attend seminars, join the early career researcher network and be part of the Ageing Research Group and Exeter Collaboration for Academic Primary care (APEx) Rehabilitation theme, as well as the Centre for Rehabilitation and Ageing Research at Nottingham. There will be opportunities to attend informal groups eg using realist methods at both Nottingham and Exeter. As NIHR Academy members, the PhD researcher will have the opportunity to attend NIHR Academy and SPCR training and networking events and apply for additional funding to develop networks and new skills. |
| PPIE and stakeholder engagement will be an integral component throughout this PhD and the fellow will have the opportunity to attend relevant formal training in PPIE and develop their skills through experiential learning with members of the team. |