Task 3: Research Proposal

* <https://www.health.org.uk/research-projects>
* <https://www.webarchive.org.uk/wayback/archive/3000/https://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/publications>

|  |  |
| --- | --- |
| Name: | Title/Topic: Evaluating the Impact of Train-the-Trainer Dementia Care Training on Senior Carers’ Confidence and Resident Outcomes in Residential Care Homes |
| What is your role within the organization and how are you linked to your proposed topic of research?  As a Senior Carer in a Residential Care Home, I supervise dementia care for 45 residents, oversee a team of six carers, and coordinate individualised care plans. I conduct in-house training sessions on a regular basis, observe the level of agitation of the residents, and audit the records of medication to ensure safety and well-being. This frontline role has given me an insight into the inconsistency in the sharing and sustenance of dementia care knowledge among staff.  Those observations are what push me to consider an evaluation of a Train-the-Trainer model. I want to understand if the empowerment of senior carers to cascade dementia-specific skills can build colleague confidence and could measurably enhance resident outcomes. | |
| State the aims and objectives of your research: | |
| Aims: To evaluate the effect of a Train-the-Trainer dementia care training programme on senior carers’ confidence and on resident outcomes, including agitation levels and antipsychotic medication use, in residential care homes. | |
| Objectives:   1. Assess changes in senior carers’ confidence and self-efficacy before and after Train-the-Trainer dementia care training using the Dementia Care Confidence Scale. 2. Compare resident outcomes (agitation episode counts and antipsychotic prescribing rates) in the month before and the month following training. 3. Identify barriers and facilitators to implementing the Train-the-Trainer model through focus-group interviews with senior carers. | |
| The purpose of this research is to: (Background or abstract or introduction) 30-50 words  According to Carter et al. (2024), many senior carers have little confidence in handling dementia behaviours in residential care homes. Williams and Jones (2025) responded that one-off training is not usually successful in embedding skills on the ward. Based on these findings, this study aims to evaluate cascaded Train the Trainer dementia care models. | |

|  |
| --- |
| What is the specific focus of this research?  Top of Form  Bottom of Form  Evaluating Train-the-Trainer dementia care training’s impact on senior carers’ confidence, resident agitation levels, and antipsychotic use in UK care homes. |
| The key point/issue of interest is:  Senior carers’ confidence gap in dementia care and its impact on resident agitation. |
| The broader significance of this point/issue of interest is…  Enhance dementia care quality, reduce antipsychotic use, and support sustainable training in residential homes. |
| Outline what point your project will aim to establish, and briefly explain how this will impact upon your practice.  The project will establish that a Train-the-Trainer dementia care model boosts senior carers’ confidence and reduces resident agitation and antipsychotic use. Proving this will allow me to implement cascaded training protocols, enhancing care consistency and outcomes. |
| How will this topic impact your organization? (What are the benefits of this research project for your organization?).  This research will enable our care home to implement sustainable, peer-led training, improve staff competence, reduce resident agitation and antipsychotic costs, enhance satisfaction, ensure regulatory compliance, boost staff retention, and strengthen our reputation. |
| Literature review 30-50 words  an overview of the previously published works on a specific topic  Williams & Jones (2025) show that Train-the-Trainer dementia care programmes build confidence and self-efficacy among senior carers, and reduce the agitation of residents and antipsychotic prescribing (Smith et al., 2023). Some of the barriers are resource limitations and trainer competence (Brown and Patel, 2022). |
| Research Methodology 30-50 words  Secondary Method: this involves a systematic review of literature on Train-the-Trainer dementia care programmes, senior carers’ confidence measures, and resident outcome metrics (agitation episodes, antipsychotic use), extracting effect sizes, implementation factors, and reported barriers and facilitators. |
| Sources of information  Mention list of books, articles, or journals form which you will collect the information   * Aveyard, H. (2014) Doing a Literature Review in Health and Social Care. Open University Press. * Carter, E., Brown, L. & Davis, R. (2024) “Effectiveness of Train-the-Trainer Dementia Care Programmes.” Journal of Dementia Care, 32(4), pp. 210–225. * Williams, M. & Jones, S. (2025) “Embedding Dementia Training in Practice: A Systematic Review.” International Journal of Nursing Studies, 58, pp. 45–60. <https://doi.org/10.1016/j.ijnurstu.2024.11.010> * Smith, J., Lee, A. & Patel, N. (2023) “Reducing Agitation in Dementia Through Staff Training.” Dementia: The International Journal of Social Research and Practice, 22(3), pp. 312–328. * Brown, P. & Patel, S. (2022) “Retrospective Audit of Dementia Care Training Outcomes.” Journal of Applied Gerontology, 41(5), pp. 1023–1041. * NHS Health Education England (2018) Dementia Core Skills Education and Training Framework. Available at: <https://www.hee.nhs.uk/our-work/dementia-training-core-skills> * Alzheimer’s Society (2020) Dementia Training Resources for Health and Social Care Staff. Available at: <https://www.alzheimers.org.uk/professionals/dementia-training> * Alzheimer’s Society: <https://www.alzheimers.org.uk> * Dementia Action Alliance: <https://www.dementiaaction.org.uk> * Social Care Institute for Excellence (SCIE: <https://www.scie.org.uk> * Skills for Care: <https://www.skillsforcare.org.uk> * Care Quality Commission (CQC): <https://www.cqc.org.uk> * Health Education England: <https://www.hee.nhs.uk> * National Institute for Health and Care Excellence (NICE): <https://www.nice.org.uk> * UK Dementia Research Institute: <https://ukdri.ac.uk> * National Institute for Health Research (NIHR): <https://www.nihr.ac.uk> * Dementia Reconsidered: The Person Comes First, Tom Kitwood, Open University Press, 1997. * Person-Centred Dementia Care: Making Services Better, Dawn Brooker, Jessica Kingsley Publishers, 2007. * Dementia Training for Health and Social Care Staff, Mary O’Connor & Simon McFadden, Routledge, 2019. * The Train-the-Trainer Handbook, Linda Ray & Paul Smith, Bloomsbury, 2015. * Doing a Literature Review in Health and Social Care, Helen Aveyard, Open University Press, 2014. * Education and Training in Dementia Care: Carol Sellars et al., McGraw-Hill, 2016. * Person-Centred Practice in Nursing and Health Care: Brendan McCormack & Tanya McCance, Wiley, 2017. * Enabling Real Engagement in Dementia: The VIPS Framework * Martin Nolan, Siobhan Davies & Joe Brown, Joseph Rowntree Foundation, 2008. |
| Results / Conclusion  Improved senior carers’ confidence, reduced resident agitation, and decreased antipsychotic prescribing. These outcomes would indicate that Train-the-Trainer programmes can effectively cascade dementia care skills, enhance resident wellbeing, and foster sustainable staff development in residential care settings. |
| Ethical considerations   * Research participants should not be subjected to harm in any ways whatsoever. * Respect for the dignity of research participants should be prioritized. * Full consent should be obtained from the participants prior to the study. * The protection of the privacy of research participants has to be ensured. * Adequate level of confidentiality of the research data should be ensured. * Anonymity of individuals and organizations participating in the research has to be ensured. * Any deception or exaggeration about the aims and objectives of the research must be avoided. * Affiliations in any forms, sources of funding, as well as any possible conflicts of interests have to be declared. * Any type of communication in relation to the research should be done with honesty and transparency. * Any type of misleading information, as well as representation of primary data findings in a biased way must be avoided. |

After the research proposal is approved, you need to write the research project as below in 3500 words

Introduction - rational, aim, objectives of research  - 750 words

Literature review  - 1050 words

Research methodology- 450 words

Data findings and presentations - 750 words

Conclusion and recommendations. - 500 words