Charles Sturt University

Three Rivers Department of Rural Health

Older People Teach (OPTeach)

Education package

Faculty of Science and Health

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Working with older people in education

Introduction

At the heart of OPTeach is a desire to value older people – their wisdom, experiences, and priorities. Any education about the ageing process can be enhanced by including these 'experts in ageing' – older people! The main benefit of utilising this program is that it respects older people, acknowledges their unique experiences, enables them to tell their story and utilises the best educational resources available – lived experience of aging from those who are the experts.

The OPTeach program has been designed by a multidisciplinary team of experienced clinicians, based on interviews with staff, educators, and management of Residential Aged Care Facilities (RACFs) as well as older people who live in RACFs and the community.

Educators working in aged care are typically passionate about older people and about\promoting quality of life for them. The OPTeach resources enable educators and mentors to engender similar interest in the next generation of aged care workers and professionals. It is no secret that igniting that passion in colleagues and other healthcare workers can be challenging, especially in the stigmatised area of ageing. The OPTeach strategy is to address some of the challenges by including older people themselves in education opportunities, encouraging connection, relevance, and relatable and tangible discourse between the learners the older people.

What is OPTeach?

OPTeach is a program that supports educators and mentors to involve older people in the teaching of ageing. It provides resources that can be freely used so that older people feel safe, valued, and respected in the education experience.

It evolved because we had used these strategies; included older people in education of students and existing aged care workers and witnessed the transformative outcomes for the student, the older person, and the educator.

Who is OPTeach for?

OPTeach is relevant for anyone who works with older people in RACFs or the community. It can be taught at RACFs, in community settings, or at educational institutions (TAFE or University).

What skills do educators need?

- Understanding of adult learning theory
- Be able and confident to engage with older people and guide them through the session (more on that in Teaching OPTeach. Page 12.)
- Understand the responsibilities to the learner, the older people, and the organisation.
- Initiate, facilitate and guide interactions between the learners and older people.
- Be confident to improvise and adaptable to utilise anything that is said or happens as a learning opportunity.
- Maintain a sense of humour!

What does the OPTeach Education Package include?

This Education Package includes:

- Examples of learning strategies that involve the older person.
- Guides for the educator as they prepare for this type of interactive learning experience.
- Guidelines for the safe and effective interactive experience for students and older people

- Checklists
- Templates
- Sample consent forms, image release forms, policies, etc.
- Guides to prepare the older person for the session.

Learning Outcomes

Learning outcomes for educators and employees

- Confront and challenge ageist attitudes.
- Appreciation of the complex and individual nature of the ageing experience
- Promote greater intergenerational understanding and compassion.
- Improve communication between older people and the multidisciplinary healthcare team.
- apply effective communication strategies.
- Enhance comprehension and understanding of the older persons' lived experience.
- improve history taking and assessment techniques and understand and apply a holistic approach to the care of older people.

Organisational outcomes

- Development of a person-centred culture
- More authentic and individually focused care plans
- Compliance with accreditation requirements
- Alignment with strategic priorities and model of care
- Assistance to fulfil organisational mission and values.
- Improved knowledge and capacity of staff
- Maintenance of a high-quality learning workplace culture
- Retention of staff.

Preparation

Plan your session

Here are some cues to get you started. Remember that each education session is different and sometimes the 'steps' involved in planning occur in a different sequence to those outlined here. Sometimes you'll also need to make adjustments to suit your setting or situation.

Decide on the topic

One of the early decisions relates to the proposed main topic or focus of the education session. This may be largely dictated by your curriculum and the timing of the session, or you may have some scope to propose one or more topics identified through your quality improvement processes or evaluation of your training needs.

Locate potential guest speakers

An older person may be engaged as a guest speaker to present at your education session. A resident within your RACF may be willing to participate. For example, if the education is related to a particular disease process, a resident living with that condition may be willing to contribute. Your local community nursing or residential aged care facilities may provide helpful contacts, or you might know someone through your personal or professional networks. The members of organisations such as the Country Women's' Association, the Men's Shed, Rotary and the Lion's Club may be willing to participate or may be able to suggest someone relevant to your topic. Even if you do know the person, be sure to maintain professionalism, send appropriately worded emails or letters, and keep their Rights and Responsibilities in mind.

Undertake early conversations

If you initiate contact with a potential guest speaker/s, let them know the topic of the session and other relevant details such as expected duration of the session, date time and venue. This will also be helpful if you are asking a residential aged care facility to suggest someone who may be appropriate. The Checklist for Educators provides additional detail about what is needed at each stage (see page 25.)

Assess suitability

It may take a while to find someone who is 'a good fit' for your education session. Take time to speak to each potential guest speaker to get to know their strengths and preferences. Don't automatically discount someone just because they have dementia, cognitive decline, or other impairment – but DO make allowances where relevant and work to manage any risks to that person and the learners.

Discuss the options

You will need to balance the educational priorities with the needs and preferences of the older person. Perhaps some adjustments can be made (e.g. if someone wants to share their story but feels overwhelmed in a group, you may be able to pre-record then show it in a tutorial or lecture). However, if it becomes obvious that there is not 'a good fit', then inform the older person clearly yet kindly.

Maintain emotional and cultural safety

It is your responsibility to try to maintain an environment which is emotionally, physically, and culturally safe for both the guest speaker and the learners (see "During the Session" page 15.) It can be helpful for the guest speaker to have a nominated carer or support person with them on the day. If the guest speaker opts not to have a career, it is a good idea to organise someone to debrief with them immediately after the session.

Pitch to management

Things to keep in mind when proposing an education session to management:

*   Aim for a pitch that provides sufficient information to support a decision from management without overwhelming them with too much or irrelevant detail.
*   Management may be wary of, or unfamiliar with the idea of directly involving older people in education sessions, so try to anticipate their concerns and be prepared to talk through the issues, answer questions, and follow up as required.
*   It is essential that the proposed session(s) fit within your curriculum/educational needs, assessment, and accreditation requirements and/or the outcomes of safety audits - and you should be prepared to readily demonstrate how this is the case.

- Remember that there is a LOT of work and time involved in properly planning and conducting an education session involving an older person. Don't make the mistake of assuming that all you need to do is invite someone!
- The proposal template provided for your approach to management is an example only. Your work context or situation may require different headings/sections or a different order.
- Keep it simple! Use succinct, clear language and diagrams/visuals where appropriate, rather than presenting the reader with "walls of text".
- Keep it brief! Some sections will only contain a sentence or two. Make judgements about where to provide additional detail, based on your knowledge of your organisational context, manager preferences and current issues/priorities.
- If well written, the proposal will be useful not only to present to management for approval but can serve as evidence of education for accreditation and be a planning tool to refer to (and 'recycle' if you run other sessions in future).

Organisational policy context

It may be useful to align the OPTeach program with organisational policy. Be sure to be clear in your communications and outline the expectations for everyone involved. This approach is relevant to:

- delivering evidence-based education,
- contributing to the continuous quality improvement process and
- demonstrating respect for the older person,
- contributing to a person-centred culture

If you plan to run an OPTeach education session, policies will be helpful to provide clarity about what is expected from the organisation, managers, staff, educators, facilitators, and older people. Policies and procedures may be adopted to ensure that education sessions are conducted in a way that keeps all parties safe. Organisational policies and procedures are in place to ensure the OPTeach sessions are in keeping with the norms and culture of the organisation too.

Please check with your organisation to see which policies and procedures pertain to involving older people in education sessions or as guest speakers. If you find that there is not a policy for this situation, then discuss with a key decision-maker about the need to create one (or not).

Some relevant policy examples:

- workplace learning policy
- code of conduct
- finance and insurance
- contractor, visitor and/or employee policy
- work health and safety policies.

General principles to consider before proceeding

- Allow sufficient time to plan the session and ensure compliance with relevant policies
- Make sure that the older person (and their carer or support person, if required) is aware of what the session is about and what is expected of them
- Respect the amount of information the older person wants (or doesn't want!) to hear or deliver.
- Decide if any consent forms need to be signed, by whom, and make the appropriate amendments to the forms.
- Keep it simple! Use succinct, clear language and diagrams/visuals where appropriate, rather than presenting the reader with "walls of text".
- Keep it brief! Some sections will only contain a sentence or two

Teaching OPTeach

Guiding principles for selecting the type of activity to undertake

There are important principles underlying OPTeach, but a flexible approach that can be amended to suit your setting or requirements is important. The format can be adapted or adjusted to use technology or not. For example, the following could all be run as OPTeach educational sessions:

- A tutorial group in which learners are video-recorded interacting with the with the older person and then reviewing the video to critique their own skills (see Example 1)
- Using a previously recorded interview with an older person as the basis for a marked assessment task (see Example 2)
- Using a previously recorded video with a couple in their home, to assist the learners to identify social and environmental factors that impact on care needs (see Example 3)
- An individual interview with an older person (either live or pre-recorded) in which they discuss their experiences or views on a given topic (see Example 4)
- Using photos of age-related changes, medical treatments or events experienced by an older person, which provide rich learning opportunities especially from a clinical perspective (see Example 5)
- Writing case studies of the lived experience of an older person which can highlight the context of ageing over the lifespan (see Example 6)

Guiding learners

It is important to remind the learners that the older person involved in the session has a wealth of life experience and was also once young, energetic and at the top of their game. The older person may have different or similar ideas, opinions, and backgrounds to the learners.

Some important reminders for learners:

- Respect for other learners and for the older person
- Enact the values of kind consideration and being polite
- Use observational skills to identify cues, make note of any cues as they can be a basis for further assessment and might contribute to relevant questions
- Be patient and give the older person time to consider questions and provide answers.
- Always respect confidentiality, not just in the learning environment but also after the session
- Be aware of participants' verbal and body language, to demonstrate positivity and encouragement as the older person shares their experiences and answers your questions
- Reflect on the contributions of the older person. What is the meaning and significance of the shared experiences for them and what does it mean for the provision of care?
- Reflect on the value of the learning experience for you. What can you learn, how will your learning translate into your practice and what can you learn about your own ageing trajectory?

Guiding the older person

It is unlikely that the older person has been interviewed or involved in an educational session focused solely on them and their ageing experience so they may need reassurance and guidance.

- Prepare the older person for what the session will involve
- Encourage them to be open about their experiences but only share what they are comfortable with sharing. Reflecting on their experience and life may be positive but may also bring back uncomfortable memories
- Encourage them to ask for clarification if they are unsure of what is being asked of them.
- Remind the older person that they are expert in their ageing and life experience and the students are keen to learn from their experiences

Remind them of their value in this educational experience and that hearing from them, hearing their stories will help in debunking ageist stereotypes.

Group agreements

Educators

The purpose for group agreements is to establish a code of behaviour for the group, so that every person feels safe and can trust other group members. Group agreements use a 'tried and true' discussion procedure to achieve consensus for expectations, behaviour, and communication during the education session. This helps to manage peoples' expectations of the education session and defines their role in contributing to a safe, respectful learning environment.

Guidelines for groups when learning from older person

Whether or not you have group agreements in place for education sessions it is recommended that specific group agreements be negotiated for discussions with the older people. Educators can use group agreements to:

- maximise learning
- create a 'safe space' for learning with and from the older person
- plan appropriate ways to respond when the agreements are broken

Student preparation

- The older person is the expert in their life, their body, their story, and these are respected
- Older people may not be familiar with technology and mobile phone culture (they may not appreciate learners using phones when they are speaking)
- Current fashion trends may be offensive to the values of older people so attendees may need to be advised about appropriate ways of dressing for the event.
- Pronunciation and accents, jargon and slang may be difficult to interpret/understand for older people
- Volume, pitch, and speed of speech should be considered.
- Discuss ways to respect cultural diversity and potential sensitivities
- Older people may feel intimidated by, or inferior to, health professionals (including students) so avoid using medical or nursing jargon especially acronyms Respectfully listening with one person speaking at a time

How to create a group agreement

Before the session

- Creating group agreements should be done after gaining background information with the older person participating in the education session. [Link to Rights of the Older Person]
- This procedure should be attended prior to but NOT immediately before the session.
- Group agreements should be written down or typed and posted/projected during the session as a constant reminder to all participants.

Procedure

- After informing the learners that an older person will be a guest speaker at a specific education session, initiate a discussion with learners to establish group agreements. Explain the purpose of the agreements, and that once determined, the group needs to comply.

- Ask for 'ground rule' suggestions based on their knowledge of older people.
- Emphasise privacy and confidentiality for BOTH learners and older people (what's said in the session; stays in the session)
- Write the statements with positive language. (We agree to: or We will…)
- Discussion continues until there is consensus by the group

Example agreement

We agree that everyone in the group will:

- Refrain from posting on social media of the older persons', voice, image, names, or stories, or verbally repeating to others
- listen actively and attentively
- show appreciation and give compliments as appropriate
- behave politely and respectfully towards others
- acknowledge everyone's right to "no comment"
- take responsibility for their own learning and comfort
- speak at a volume and pace that suits the older person
- speak one at a time
- wear a nametag
- use the microphone (if applicable)
- learn and have fun.

During the session

- Ask the guest speaker how they would like to be addressed – i.e., as "Mrs Jones" or "Betty". Introduce the guest speaker to the group in a way that is respectful but not too formal.
- Depending on the size and format of the group, you may ask the audience members to individually introduce themselves to the guest speaker and/or provide name tags.
- Make sure you have allowed time to developing the 'ground rules' so that there is a shared understanding on how the session will be run.
- Take your timekeeping role seriously and seek to effectively yet politely ensure that adequate time is allowed for different components (e.g., questions, group discussion) and that the session does not run over time.
- Monitor the wellbeing of both the learners and the guest speaker. Pay attention to nonverbal signals of emotional or physical discomfort and be sure to respond appropriately if potentially offensive (i.e., ageist, racist, homophobic) comments are made. If this happens ask the group and the older person how they feel about the comment that was just made so it can be used as a learning experience.
- Accept that you won't have full control over what happens but reassure yourself that even difficult or uncomfortable situations can serve as teachable moments.
- Make a judgement about whether applause is appropriate at the end of the session. Regardless, make sure that both you and the learners demonstrate their appreciation to the guest speaker.

General principles

- Make sure that the group agreements you negotiate emphasise respect and tolerance of difference
- Do your best to make sure that the session does not run overtime, as a courtesy to both the guest speaker and the audience
- Maintain sensitivity to peoples' reactions and emotions during the session and be prepared to 'manage' conversations (and, if necessary, individuals) 'in real time' if there is any distress.

After the session

Well done! There are still some things that need to be attended to help the guest speaker and the learners feel a sense of 'closure' (which is particularly important if the session was emotionally charged). A sense of security comes from making sure that everyone's privacy is respected.

After the education session has finished, make sure that you:

- Remind everyone about their confidentiality responsibilities which extends to social media, sharing photographs etc.
- Ensure that evaluation forms are completed and collected.
- Make it a priority to debrief with the guest speaker to assess their wellbeing and hear their suggestions for improvement.
- Ensure that you take time to note down and reflect on your thoughts and feelings about how the session went and what you'd do differently in future. You may like to use our Reflection Guide to assist with this process.
- If there were aspects that did not go well, consider whether you may need to follow up with your manager, the learners, the guest speaker and/or the guest speaker's carer or family members.
- Consider how your understanding of this partnership with older people and learners informs the quality improvement cycle and contributes to accreditation/auditing requirements for your organisation.
- If a Residential Aged Care Facility is involved, review relevant care plans, and ensure any information or outcomes from the session are included where relevant.
- Consider whether the session has highlighted areas that need further education or exploration. If so, ensure that you have the necessary conversations with colleagues and management, and add these to the education calendar.
- Once again, remember to maintain a spirit of gratitude, even if the session didn't go quite according to plan! Recognise the learning opportunities when the unexpected happens.

General principles

- Encourage the group to show their appreciation to the guest speaker.
- Ensure that the guest speaker can debrief with an appropriate person.
- Ask the audience to complete and return their Reflection/Evaluation forms.
- Remind both the audience and the guest speaker about the importance of maintaining confidentiality – "What happens in the session, stays in the session!".
- Collate the feedback from the learners.
- Provide written appreciation to the older person and include positive feedback from the evaluations.

Examples of OPTeach sessions

The examples featured here offer some inspiration on how to conduct an OPTeach session. The educator should decide which type may work for their learners, guest speaker and educational needs.

Example 1: Learners interview with older person

This example is where a learner/ learners interview an older person. This interview can be themed (e.g., specific disease or experience) or general in nature.

The benefit of a real-time interviews are the dynamics, the high engagement level, authenticity, and genuine nature of the interview. Some limitations may be organising a mutual time to meet, dual responsibility of the educator to the guest speaker and the students, and allowances for the older persons capacity (cognitive, fatigue, physical, etc.).

Learners should prepare by:

- Discussing what skills (e.g., communication, observation, listening, questioning sensitively) are needed for an assessment that does not include biometric measures.
- Developing a set of possible interview questions to elicit the information about the focus topic and the impact those conditions have on their quality of life.
- Signing consent forms for the interview to be filmed/recorded (if applicable).

To prepare the guest speaker, the educator should:

- Discuss the upcoming topic and provide examples of questions the learners may ask.
- Discuss boundaries about what the learners can or cannot ask.
- How to make the guest speaker feel comfortable and encourage them to be as honest as possible.

An example is:

Gwen, a community mental health nurse who retired at 81 years of age, was invited to a tutorial session for second year undergraduate nursing students. The learning objective was to develop skills in assessing an older person with comorbidities. The students were familiar with undertaking biometric assessments (e.g., blood pressure, pulse, etc.) but needed to develop other skills (e.g., observation and curiosity) in the assessment process, and sensitive and professional communication skills.

The students interviewed and assessed Gwen, and she provided feedback about the quality of the interactions from her perspective. There was a debriefing with both Gwen and the students on the day of the session, and at the following tutorial the students critiqued their own assessment skills.

Example 2: Role play

In this example, the learners watch a role play interaction between an older person and a health professional. This can be in real time or watching a video.

The educator can include whatever is relevant to their health discipline and high light a specific issue such as communication breakdown, identification of assumptions, bias or stereotyping from the healthcare worker.

The learners should prepare by:

- Considering how they would feel if an older person revealed something emotive or something they felt unable to support them with
- Discussing how to explore sensitive issues with an older person, such as mental health.
- Considering the complexity of communication skills and include physical impediments to communication, cultural issues, and generational differences.

To prepare the older actors, the educator should:

- Discuss the upcoming topic.
- Practice the role play and interview questions.
- Discuss boundaries about what the health professional can or cannot ask.
- How to make the older actor feel comfortable and encourage them to be as honest as possible.

The learners should critique the communication and interpersonal skills of the health professional and identify any needs of the older actor that were not addressed.

Example of this:

An older person presenting to the emergency department from home or brought in by ambulance from a residential aged care facility. The older person is interviewed by a health professional regarding their presenting problem and ongoing treatment.

Example 3: Staged video of a case study

In this example, learners are presented with a case study of a couple at their home in a rural community. The video should include prompts to assist learners to recognise various issues and cues that are not specific to an individual, but instead relate to social relationships and the home environment. Some examples are:

- an empty fridge
- sink full of unwashed dishes.
- a car with flat tyres
- rubbish around the house.

Once learners recognise the issues, they should draw inferences and identify further assessments that will be required to appropriately support this couple to remain in their rural home.

The learners should prepare by:

- Practicing observational skills
- Considering how to ask questions relating to the older persons living arrangements and conditions.
- Considering the complexity of entering someone else's private residence
- Considering communication skills and include physical impediments to communication, cultural and social issues, and generational differences.

To prepare the older actors in the video, the educator should:

- Discuss how the video will be viewed and assessed by the learner.
- Practice the role play and interview questions.
- Discuss boundaries about what the health professional can or cannot ask.

Make the older actors feel comfortable.

Example 4: Pre-recorded interview

The pre-recorded interview is similar to Example 2, it can be a real or staged interview. Pre-recording an interview can be a good option when:

- the older person has relevant experience but is not available at the time of the education session.
- the older person is nervous or uncertain about their contribution, since their comments can be edited if necessary and they can see the recording prior to it being shown to the learners.
- the family want to ensure that their relative is safe and not exploited. They can see the recording prior to the learners to allay their fears.

The learners should prepare by:

- Considering how they would feel if an older person revealed something emotive or something they felt unable to support them with
- Discussing how to explore sensitive issues with an older person, such as mental health.
- Considering the complexity of communication skills and include physical impediments to communication, cultural issues, and generational differences.
- To prepare the guest speaker, the educator should:
- Discuss the upcoming topic and interview questions.
- Discuss boundaries about what the health professional can or cannot ask.
- How to make the guest speaker feel comfortable and encourage them to be as honest as possible
- Explain how the video will be presented to learners.

Example:

Mary is an 85-year-old woman who is actively engaged with her community and has much to share about 'healthy ageing'. Mary's busy schedule meant that it suited her best to pre-record an interview that would be shown to learners during class time. The interview questions were given to her prior to the interview so she could consider what she wanted to share.

Example 5: Using photographs as teaching tool

Older people may be willing to have photographs taken, to be shown during tutorials, labs, lectures, or other educational sessions to enhance learning. It is important that the purpose of the photo in the teaching session and where and how the photograph will be used, is clearly explained to the older person. Formal permissions must be obtained and documented using the image release form and the story release form. It is best to avoid posting photographs on social media and a permission form should be signed by the person /subject if social or public forums are to be used. The assurances given to the older person about the use of the photograph need to be adhered to, and any restrictions they want to place on the use of the photograph must be respected.

Using photos can be a good option when:

- there are sensitive topics such as abuse.
- the clinical aspects of a case/situation need to be discussed.
- the older person cannot be present at the tutorial.
- there is an unusual pathophysiology/situation.
- the education session is aimed at extrapolating principles rather than focusing on the individual.

Example 6: Written case study

The power of storytelling is used to 'capture the heart' of the learners in the beginning. Then as learners engage with the compelling story, information can be discussed and drawn out for learning specific concepts and skills. The older person needs to formally give permission using the story release form.

Case studies written as stories can be a good option when:

- learners need to develop an understanding of ways that an older person's past can affect the present.
- teaching and learning online.
- it is not practical to tell a person's life story in an education session.
- learning needs to be divided up into smaller 'chunks' without losing continuity.

In this example, the life story of an elderly relative, Sharleen, was written to illustrate the context in which she grew and developed across her lifespan. Sharleen's story was written in sections which corresponded with Erikson's stages of psychosocial development (infancy, early childhood, preschool age, school age, adolescence, early adulthood, adulthood maturity). After each section of the story, questions were posed to guide the learners' thinking.

Further reading focused on Erickson and other theories of ageing can be found in:

Winkler, D. (2022). The Personal Perspective of Ageing in a Complex World. In M. Bernoth & D. Winkler, Healthy Ageing and Aged Care. Oxford University Press. This resource is relevant as it uses case studies to demonstrate to the reader the emergence of theory as the life story develops. Use 'Normal' type style for body copy. Other commonly used type styles are available from the Styles Gallery under the Home tab.

Templates

Image/story release consent form

This document is to gain your consent to take part in an education session. Depending on whether the session will be audio- or video-recorded, you may also be asked to sign an Image Release and/or a Story Release form. It is your right to choose to sign or refuse to sign this form.

I agree to participate in an education session being organised by the abovementioned organisation. I confirm that the organiser has:

- explained the purpose of, and expectations for, my participation.
- answered any questions to my satisfaction.
- informed me (verbally and/or in writing) of the following:
  - the date and time of the session
  - the location of the session
  - how long I am expected to speak for
  - the expected size of the audience

Further, I understand that:

- I can be accompanied by a carer, relative or other person.
- It is my responsibility to only share facts and experiences that I am comfortable with.

I (name):

Of (address):

Phone: Email:

My signature below signifies my approval of the items above, and I therefore have no further claims for compensation from the organisation.

Signature:

Date:

Witnessed by (Name):

Signature:

A checklist for planning the session

This checklist will assist you to plan and organise the education session. Remember that there may be other points specific to your organisation, the location and/or the guest speaker that will need to be added as tasks.

In the weeks leading up to the education session	Completed	Incomplete	N/A
• Confirm relevant policies and procedures for having visitors onsite and ensure compliance			
• Develop a written plan for the session and have this approved and signed off by management (as appropriate for your organisation)			
• Make decisions about the size of the audience, format, location, and main topic(s) of the session (being sure to align with any approved curricula, learning outcomes, etc.)			
• Decide on the room/area to hold the education session, noting access issues (including to the toilet), thermal comfort, and background noise issues			
• Plan the best and safest route to the room/area where the education session will be held, keeping in mind that the guest speaker or support person may have limited mobility			
• Determine the requirements for additional furniture (including a comfortable chair for the guest speaker, which is easy to get in and out of) and equipment including extension cords, roving/wireless microphones etc			
• Coordinate additional people to operate recording equipment or be 'on call' to troubleshoot			
• Order catering (if applicable) and ensure that any dietary requirements of the guest speaker and students/learners are accommodated			
• Brief any additional people (e.g., person to greet, photographer/videographer) about their roles and responsibilities			
• Organise name tags/stickers for the learners/students and the guest speaker			

	Completed	Incomplete	N/A
• Design and print evaluation forms for the students/learners			
• Notify relevant people in your organisation of the details and timing of the education session and the need to maintain a quiet environment, free from distractions			
• Tell or invite the students/learners/audience to expect a special guest speaker with details of place, date, and time			
• Ensure that the guest speaker has all the following:			
o the day, date, and time you would like them to arrive			
o the full address of where the education session is being held, directions, maps			
o where the room/area is located and by whom they will be met/greeted			
o the time the education session starts, how long you would like them to speak for, and the main topics you would like them to speak about			
o your telephone number and the mobile number of the person who will greet them on arrival			
o the consent form and image release and/or story release forms (Be sure to arrange collection and safe storage of signed copies of these forms)			
o Directions to access the building, where and how to sign in (if applicable)			
o Explanation of how to get to the room/area where the education session is being held – including clear directions, number of steps, use of ramps etc.			
At least a day before the session	**Completed**	**Incomplete**	**N/A**
• Remind the guest speaker of the details for the education session and re-confirm their availability and willingness to be involved			
• Check that the guest speaker still has your contact details and the details of the person who will greet them and support them afterwards (if applicable)			
• Confirm the availability of the people to greet the guest speaker and support them afterwards (if applicable)			

	Completed	Incomplete	N/A
• Confirm the availability of other people (e.g., technical assistants, photographer/videographer)			
• Send a reminder to the students/learners about the guest speakers visit (including the group agreements)			
• Print evaluation forms (with a few spare) for the students/learners			
• Pack everything needed for the session including name tags, felt pens, whiteboard markers, butcher's paper and/or whiteboard (for group agreements), spare batteries for equipment, evaluation forms, microphones, etc			
• Set up and test audio and/or video equipment			
• Remind others in your organisation of the timing of the session and the need for quiet/uninterrupted time			
• Design signs to direct people to the education session and determine the location for the signs and the number of signs required			
On The morning of the session	**Completed**	**Incomplete**	**N/A**
• Send a final reminder to students/learners about the visiting guest speaker			
• Ensure that you have enough nametags/stickers for everyone involved in the education session			
• Set up the audio equipment (microphones, speakers, etc.)			
• Put up signs directing people to the education session			
• Check the thermal comfort of the room/area			
• Arrange furniture to maximise interaction and comfort			
• Have water and cups available for the guest speaker as well as a comfortable chair			

Feedback form for older people

NOTE: Please edit this form in the planning phase. It should be filled out after the session has concluded.

1. Did the education session happen the way you expected?
2. What was the best thing about sharing your story?
3. If you were to do it again, what would you change?
4. What else would you like us to know?

Thank you for contributing to our education session and taking the time to share your thoughts and ideas.

Feedback form for learners

Note: The educator may need to modify this form in the planning phase. The learners should fill this out at the end of the session.

1. Did the education session meet your expectations?

Circle one: Yes / No

Please elaborate:

2. What were the three most significant things you learnt during the session?

3. Is there anything you would change about the session?

4. Is there anything you would like us to pass on to the guest speaker?

5. What benefits do you see in having an older person share their story?

Thank you for participating in this education session.

Reflection form for educators

This reflection exercise is based on the Gibbs Reflection Cycle.

Steps in the Reflection Cycle	Prompts for Reflection
Description	*Describe the significant aspects of the education session in detail. List the memorable moments.*
Feelings	*What were your feelings before, during and after the session? What do you think the older person felt? What do you think the learners felt?*
Evaluation	*What went well? What didn't go well? What did you, the older person and the learners do to contribute to the education session?*
Conclusions	*How could the session have been more positive for everyone involved?* *What will you do differently next time?* *What skills do you need to develop for the next session?*
Action	*What will you DO next? How will you prepare for the next education session?*
Plans for next session:	

Sample letter of invitation for older person

Use this as a guide for drafting your own letter to invite an older person to be a guest speaker.

Dear *name of older person*

I am [*enter your name and role here*] and I am responsible for teaching nursing students. We are learning about how older people [*enter your topic of interest here*], and I was hoping you may be interested in coming to speak to the students about your experience.

We are looking at running a one-hour education session on [*enter date here*], here at the [*enter work or teaching space here*]. The session will use the OPTeach approach, which is a program that promotes teaching delivered by older persons with lived experience.

I would be happy to meet with you to explain more about how the education sessions are run and what you might do as an invited guest speaker. The session could run 'live' or be pre-recorded – whichever would help you feel more comfortable.

Would you be able to let me know whether this is something that might interest you? You can either email me at *[enter email address here]* or write to me at [*enter address here*]. Alternatively, you can call me on [*enter phone number/s here*] and we can discuss our ideas.

I am looking forward to hearing from you.

Regards,

[*enter your details here*]