## **Table of Contents**

Preface ix
About the companion website xi
1 Introduction: Getting the best out of this resource 1
Introduction 1
This resource matters because 4
Who is it for? 5
How can this resource be used in your workplace? 7
What is practice development? 9
The principles of practice development work 11
The person-centred practice framework 12
Useful websites and resources 14
2 Knowing and demonstrating values and beliefs about person-centred care 17
Introduction 17
Reflection on my own values and beliefs about the care/services I give or receive 20
Going for a reflective walk on your own or with someone else 21
Values and beliefs of the care setting 23
Leaders' values and beliefs 25
Sheet 2.1: Worksheet for recording learning activities with a buddy: Values and beliefs about

Sheet 2.2: Discussion groups 28

Discussion trigger 2.1: Short videos 30

Quick evaluation to raise profile of values and beliefs in the care home (available on companion website)

Invitation and information sheet for patients/residents, families and care staff for the values and beliefs clarification activity (available on companion website)

Discussion trigger 2.2: Posters (available on companion website)

Discussion trigger 2.3: Factsheets (available on companion website)

Discussion trigger 2.4: Scenarios (available on companion website)

Discussion trigger 2.5: Scenarios created by sensory walkabouts (available on companion website)

Discussion trigger 2.6: Accessing group/team values and beliefs through emotional triggers (available on companion website)

Sheet 2.3: Handout: How to feature values and beliefs in your work around the care setting/care home 32

Sheet 2.4: Values and beliefs template 33

Sheet 2.5: Values and beliefs clarification activity: A facilitator's guide (This section also includes materials that are on the companion website) 34

Sheet 2.6: Instruction sheet for patients/residents, families and care staff for the values and beliefs clarification activity 38

## 3 Developing a shared vision for person-centred care 39

Introduction 39

Guide: Setting up a practice development coordinating group for visioning activities 43

Sheet 3.1: Templates for group meeting agendas and notes 44

Sheet 3.2: Group relaxation activity (available on companion website) 45

Sheet 3.3: Creative methods for developing a shared vision: Programme of three workshops (you decide

which one you might do) 45

Sheet 3.4: Workshop guidance: Visualisation through painting and/or collage 46

Sheet 3.5: Workshop guidance: Creating and sharing personal visions 48

Sheet 3.6: Workshop guidance: Vision statement development 50

Sheet 3.7: Guide: Visioning with a virtual group 51

Sheet 3.8: Questionnaire: Developing a shared vision for person-centred care at . . . 52

Sheet 3.9: Visioning the practice development processes and developing ground rules (one-to-one) 53

Sheet 3.10: Visioning the practice development processes and developing ground rules (small informal group) 55

Sheet 3.11: Workshop guidance: Visioning the practice development processes and developing ground rules 57

Sheet 3.12: What do we do next? 58

Useful websites and resources 59

## 4 Introduction to measuring progress and evaluation 60

Introduction: Why measuring and evaluation is important 60

Workshop guidance: Current evaluation methods within your organisation 63

Trigger for group discussion: What are 'metrics' and how do we measure person-centred care? 65

Trigger for group discussion: Practice development principles for measuring and evaluation 66

Learning activity for teams: Evaluating care plans 67

Learning activity for teams: Evaluating your respect for dignity, privacy and the control people have in your service 70

Learning activity for teams: Cats, skirts, handbags and lipstick 73

'At a Glance': Summary plan for personalised care (available on companion website)

Learning activity for staff who serve food & drink: Evaluating the service you offer 74

Learning activity for housekeepers: Evaluating the cleaning, housekeeping or repair service you offer 76

Learning activity for team or home managers and those with an interest in learning and practice development: Evaluating the learning support systems for care teams 79

Guide: Reflection tools 82

Reflection tools and examples (available on companion website)

Getting the commitment of stakeholders 84

Template for developing a communication plan with stakeholders 85

Guide: Setting up and sustaining a practice development coordinating group 86

Examples of session plans (available on companion website) Developing a common vision about our roles (available on companion website) Claims, Concerns and Issues: An evaluation tool for working with stakeholders 87

A template for stakeholders' views: Claims, Concerns and Issues 88

An example of Claims, Concerns and Issues (1) 89

An example of Claims, Concerns and Issues (2) 90

Guide: Facilitating Claims, Concerns and Issues 91

5 Getting started together: Measuring and evaluating where we are now 93

Introduction 93

Guidance on developing evaluation questions 95

SWOT or TOWS tool 96

Forcefield analysis 97

Gathering evidence in the workplace 98

Example of a poster/flyer about gathering evidence (available on companion website)

Example of a poster/information sheet about carrying out observations (available on companion website)

Example of information sheet for families/decision makers of people for whom process consent might apply (e.g. people with severe cognitive impairment) (available on companion website) Guide: Method and documentation of consent process for individuals with severely impaired capacity (available on companion website)

Giving and receiving feedback after evidence has been gathered 100

Workplace observations: Walkabout guide 102

Workplace observations: In a fixed place 103

Workplace observations: Record sheet 104

Combined observations: Record sheet for feedback 105

Guide: Observations of care 106

Guide: Patient/resident/relative narrative interview 106

Guide: Conversation with patients/residents with severe cognitive impairment 108

Two person-centred assessment tools (available on companion website) Handout: Culture 111

Method for facilitating a workshop on workplace culture (available on companion website)

Handout: Effective workplace culture 112

Useful websites and resources 113

6 A practice development plan 114

Introduction 114

Pulling it together activity 1: Individual/informal group activity for analysis of evidence (in preparation for

action planning) 119

Pulling it together workshop 1: Analysis of evidence gathered through observations, narratives and conversations 122

Pulling it together workshop 2: Comparing findings and interpretations 124

Worksheet for recording learning about person-centred care through practice development activities and workshops (available on companion website)

Pulling it together activity 2: Individual/informal group activity for identifying indicators to prioritise action planning 127

Pulling it together workshop 3: Identifying indicators and using them to prioritise action planning 129

Practice development coordinating group: Roles and responsibilities 132

Person-centred practice templates (also available on companion website) 133

Evidence summary and action plan for aims and goals based on the person-centred practice framework 134

Overview action planning guide 138

Overview action planning template (available on companion website)

Action point planning sheet (available on companion website)

SMART and SMARTER goals 139

7 Mini-projects: Ongoing and integrated action, evaluation, learning and planning 140

Introduction 140

Examples of mini-projects 143

Mini-projects: Guide to structure and processes 145

Sheet 7.1: Leading a project/working/action or learning group 148

Sheet 7.2: Mini-project action planning template 149

Sheet 7.3: Example: Filled in mini-project action planning template 155
What do you do with this next? 161
8 Learning in the workplace 162
Introduction 162
Part 1: Creating a person-centred learning environment 167
Sheet 8.1: A learning culture guide 168
A framework for work-based learning (available on companion website)
Sheet 8.2: Activity and guidance for managers for creating a person-centred learning environment 171
Sheet 8.3: Evaluation and process review of group work and sessions 174
Sheet 8.4: Giving and receiving feedback handout 176
Indicators of effective feedback (available on companion website)
Indicators of ineffective feedback (available on companion website)
Part 2: Active learning 178
Enabling questions 179
Activity 8.1: The 15 minute reflection space 181
Activity 8.2: Practising the use of open enabling questions in active learning 182
Sheet 8.5: Preparation for activities 3–6 184
Activity 8.3: Reflection on 'self as active learner' 185
Activity 8.4: Types/modes of reflection: The way you tend to reflect (available on companion website)

Activity 8.5: Positive incident accounts 186 Activity 8.6: Problem-solving tool (available on companion website) Sheet 8.6: Worksheet for recording learning and action points 187 Sheet 8.7: Process evaluation: Listening critically to other peoples' work 188 Sheet 8.8: Process evaluation record: Listening skills 189 Sheet 8.9: Process evaluation record: What I said 190 Sheet 8.10: Active learning evaluation 191 Part 3: Learning supervision 192 Induction programmes, preceptorship, mentorship, coaching and work-based learning facilitation 193 Guide for work-based facilitators: Foundation Degrees (available on companion website) Clinical or professional supervision for the future 195 Summary of learning in the workplace 195 Useful websites 196 Sharing and celebrating

9 What if . . . ? When things don't go so well 199

Introduction 199

Frequently asked questions 201

Most common challenges 207

Identifying why things are not going well 212

Sheet 9.1: Material from other chapters in this resource that can be used for addressing things that don't go well 213

Activity 9.1: Acknowledging our own part in what didn't go well 215

Activity 9.2: Helping each other learn from what didn't go well and work out what to do about it 216

Activity 9.3: Acknowledging, in the working day, when things don't go well and affirming plans to change 221

10 Practice development as a continuous process 223

Introduction 223

Activity 10.1: Look after yourself and your health 224

Activity 10.2: Keeping it fresh everyday 225

Guidance: Keeping practice development fresh 226

Examples: The art of re-invention 227

Activity 10.3: The art of re-invention 227

Linking to new policy agendas 229

Useful websites and resources 230

References 231

Index 233