# 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 . . . . . . . . . . . . . . . . care 27
   - 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) 30
     - Invitation and information sheet for patients/residents, families and care staff for the values and beliefs clarification activity (available on companion website) 30
   - Discussion trigger 2.2: Posters (available on companion website) 31
   - Discussion trigger 2.3: Factsheets (available on companion website) 31
   - Discussion trigger 2.4: Scenarios (available on companion website) 32
     - Discussion trigger 2.5: Scenarios created by sensory walkabouts (available on companion website) 32
   - Discussion trigger 2.6: Accessing group/team values and beliefs through emotional triggers (available on companion website) 32
     - 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
4 Introduction to measuring progress and evaluation

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) 74
Learning activity for staff who serve food & drink: Evaluating the service you offer 75
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) 84
Getting the commitment of stakeholders 85
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) 86
Developing a common vision about our roles (available on companion website) 87
Claims, Concerns and Issues: An evaluation tool for working with stakeholders 88
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
6 A practice development plan

Introduction

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

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

Pulling it together workshop 2: Comparing findings and interpretations

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

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

Practice development coordinating group: Roles and responsibilities

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

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

Overview action planning guide

Overview action planning template (available on companion website)

Action point planning sheet (available on companion website)

SMART and SMARTER goals

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

Introduction

Examples of mini-projects

Mini-projects: Guide to structure and processes

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

Sheet 7.2: Mini-project action planning template

Sheet 7.3: Example: Filled in mini-project action planning template

What do you do with this next?

8 Learning in the workplace

Introduction

Part 1: Creating a person-centred learning environment

Sheet 8.1: A learning culture guide

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

Sheet 8.3: Evaluation and process review of group work and sessions

Sheet 8.4: Giving and receiving feedback handout

Indicators of effective feedback (available on companion website)

Indicators of ineffective feedback (available on companion website)

Part 2: Active learning

Enabling questions

Activity 8.1: The 15 minute reflection space

Activity 8.2: Practising the use of open enabling questions in active learning

Sheet 8.5: Preparation for activities 3–6

Activity 8.3: Reflection on ‘self as active learner’

Activity 8.4: Types/modes of reflection: The way you tend to reflect (available on companion website)

Activity 8.5: Positive incident accounts

Activity 8.6: Problem-solving tool (available on companion website)

Sheet 8.6: Worksheet for recording learning and action points
## Table of contents

| 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) | 194 |
| 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

| 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

| 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 |