

## Case Study: Reshaping Care

### Developing effective practitioners to reshape care.

The Effective Practitioner project was based within the Integrated Community Assessment Support Service (ICASS) team within a CHP. The team has been established for several years but is rapidly developing and changing to meet the needs of patients within the health and social care integration agenda. Integration has brought many challenges particularly around communication between practitioners; transition of care; and at times unnecessary hand offs.

Focusing on the 'Effective' and 'Person-centred' ambitions of the Healthcare Quality strategy, the EP project aimed to support the ICASS team to better adapt to their evolving purpose and working relationships and to become more effective within their individual roles and as a team.

A Band 7 Physiotherapist was seconded to develop and lead two Effective Practitioner development workshops with the ICASS team and to provide additional 1:1 development support around using EP, as required. The Band 7 Physiotherapist worked alongside NES and Blake Stevenson to create this bespoke development programme for the team using resources from Effective Practitioner as a core element. Specific activities of the project were:

- Workshop 1: to explore EP and work-based learning, and to use EP to explore individual roles and identify learning activities and areas of interest.
- 1:1 support from Band 7 practitioner available to staff for six weeks until the second workshop to help them get to grips with EP and work-based learning.
- Workshop 2: to explore work areas chosen by the team (evidence-based practice and person-centred care).

Eleven staff (ten AHPs and one community nurse representing bands 4-7) from the ICASS team attended the first workshop which was three hours long; eight team members engaged in discussions and use of EP in between the sessions with four taking up the 1:1 support available; and 12 staff attended the second three- hour workshop which took place six weeks after the first workshop.

## Intended Outcomes

The intended learning outcomes of this project were:

- to develop the 70/20/10 model of work place and experiential learning;
- to understand the role of others in the wider multidisciplinary team to develop deeper knowledge and understanding of their role;
- to improve methods of giving feedback within the team allowing peers and colleagues to communicate in a supportive and constructive way; and
- to embed cultures whereby practitioners see a person, not just a patient.

## Desired Impact

### Short Term:

- Improved understanding within Multi Disciplinary Team and more effective communication between, and confident collaboration with, colleagues.
- Increased safety and effectiveness as a result of improved communication between practitioners.

### Long Term:

- Consistent person- centred approaches with an emphasis on outcomes focused individualised care.
- Greater value placed on workplace and experiential learning resulting in the delivery of more care and less time spent away from the workplace.



## How was Effective Practitioner used to support the project?

The EP self-assessment tool was used to identify initial learning needs so that the EP resources used during the project could be targeted to identified need. Staff also used the self-assessment forms from the Effective Practitioner web resource during the second workshop to discuss potential benefits/usefulness of Effective Practitioner in relation to PDP/KSF reviews.

In the first workshop, practitioners were introduced to EP using an ‘introductory quiz’ developed by the project lead. Staff had to find answers to the quiz by searching and

navigating the Effective Practitioner web resource and by the use of clinical scenarios that encouraged staff to look for relevant resources and evidence-based practice. This worked very well and was fun, stimulating and engaging for staff and a useful introduction to the web resource and what it has to offer.

Following workshop 1, staff were encouraged to use the EP resources to carry out a piece of reflective personal learning (using the self-assessment tool as a guide). This resulted in many staff successfully using the learning activities from the web resource and the online record of learning forms or engaging in some of the learning activities from the web resource.

The learning activities were also used during workshops to engage staff in group discussion and interaction, with the main focus on person-centred care and evidence-based practice. The learning activities were found to be very useful in introducing a topic area and stimulating discussion.

Staff were also encouraged to use the EP search functions (Managed Knowledge network (MKN) and site search) during the project to identify relevant evidence-bases to underpin their practice.

EP was primarily used online at a computer throughout the duration of the project, always during work hours.

In their project evaluation forms, one practitioner said they used EP to help maintain their professional registration, two said they had used EP to create and develop their PDP, and five said they had used EP to provide evidence for their KSF.



### **What has the impact of the project been?**

The project set ambitious outcomes. Some of these have been achieved, but others are harder to evidence.

The Effective Practitioner project has resulted in enhanced staff engagement and inter-disciplinary communication within ICASS and supported individual team members to gain a better understanding of the role of others within a multi-disciplinary team. The project allowed the team time to discuss and focus on their approaches to staff communication and

feedback, workplace learning and ongoing personal and professional development. The team has not experienced significant improvements in respect of these areas as a result of the project; however the project brought these issues to the forefront of staff's attention and facilitated useful and fruitful discussions around them.

There are a number of staff within the ICASS team who at the start of the project lacked confidence in using computers/internet to search for information or evidence-bases for their clinical practice. Using Effective Practitioner during the project has provided a good opportunity for staff to engage in practical use of computers and relevant web resources and has built confidence and skills in this aspect of their work.

Many staff have also benefited from engaging in discussion with their peers around evidence-based practice and person-centred care, in particular, allowing them to identify their own strengths and weaknesses or confirming their own beliefs and opinions. Staff provided positive feedback to the workshops and identified the benefits of group work and reflection in particular, finding the Effective Practitioner sessions *'informative'*, *'interesting'* and *'thought-provoking'*.

Through using the self-assessment tools from Effective Practitioner, staff have been able to identify and guide themselves towards further learning in relation to clinical practice, non-clinical development and general team dynamics.

The project outcomes relating to embedding a culture of person-centeredness and improving the patient experience and patient safety have been harder to evidence as a result of the project, although the hope is that the work staff have done around person-centred and effective care and their continued use of Effective Practitioner will contribute to achieving these outcomes.

In terms of the Band 7 practitioner seconded to lead the project, they have achieved a number of personal learning outcomes related to supporting the learning and development of others and have gained experience in leading a project from initial planning to evaluation and working alongside NES and other project leads.



## How did the Effective Practitioner facilitate this impact?

The Effective Practitioner project offered the ICASS team time to explore how they could work more effectively as a multi-disciplinary team and time to assess and reflect on their approaches, individually and as a team, to providing person-centred care.

The EP self-assessment was a useful tool to help the team identify initial areas of interest for development – person-centred care and evidence-based practice and to set the direction of the workshops. The associated learning activities and links and resources around these two areas supported useful discussion and debate within the team about their strengths and weaknesses and approaches and encouraged the team to reflect individually and collectively on these practice areas.

The self-assessment tool from Effective Practitioner has further supported staff to identify and direct themselves towards further learning in relation to clinical practice, non-clinical development and effective team working.

Practitioners said the following about how use of Effective Practitioner during the project had helped them:

- *“to structure my thoughts around reflective practice”*
- *“reflecting on patient visits I’ve done”*
- *“consideration of best techniques when teaching”*
- *“Leadership activity 3 and reflection helped me to focus on identifying areas for development/improving such abilities”*
- *“I haven’t used it for any specific area of practice but it has increased my awareness of the resources and how I would go about looking for evidence if/when I needed”*
- *“Greater awareness of resources out there for learning”*
- *“Knowledge of Scottish patient safety”*



## Learning for the future

The elements of this project that worked particularly well were:

- Using a fun and interactive activity (the introductory quiz) to help practitioners familiarize themselves with the web resource and what it has to offer.
- Using the EP learning activities as a stimulus for reflective group discussion and debate around specific topic areas.
- Allowing a multi-disciplinary team dedicated time to learn together.
- Having a motivated project lead and involving practitioners who were motivated to learn and engage with the resource.
- Buy in to continue to raise awareness of Effective Practitioner after the project is completed
- Having dedicated resource to release practitioners.

In terms of successfully meeting the project outcomes, one challenge was that not all ICASS team members were able to attend all elements of the project. This was disappointing to team members who were able to attend because the focus of the project was very much on team development. Future projects may wish to consider how to ensure all team members can attend team development sessions.

Lack of time and competing priorities will likely present a barrier to future use and embedding of EP and therefore the following activities are being undertaken to sustain the impact of this project and support continued use of EP:

- maintaining awareness of EP amongst ICASS teams and other staff post-project;
- implementing Effective Practitioner into general staff induction protocols; and
- continue to use the Band 7 practitioner who led on the project as an advocate/ambassador for the resource who can offer support and guidance to other teams wishing to use EP.

Find more work-based learning activities on the effective practitioner website at [www.effectivepractitioner.nes.scot.nhs.uk](http://www.effectivepractitioner.nes.scot.nhs.uk)