

# Edge Hill University - Leading the Delivery of Person Centred Care: Action Learning with South Liverpool



## Overview

Primary care is being targeted to transform its service and work in new ways to deliver care. With the removal of Primary Care Trusts, CCGs, federations and clusters of GPs are creating their own neighbourhoods and developing their own network systems, in an attempt to build a meaningful service. The intention of the project is to bring a group of clinical leaders from closely linked neighbourhoods together to look at a key area of practice that impacts on them all. These neighbourhoods are aiming to directly contribute to the development of a Locality Frailty Pathway which addresses local needs.

This programme will develop cross-boundary transformational leaders to achieve change in behaviours and cultures in the workforce. These leaders will enable leaders from a cross-boundary team to develop the skills required to support approaches aimed to reduce avoidable hospital attendance and admission. The participants are exploring what services they each provide, how they work, if they are effective, appropriately resourced and if there are any gaps. At the end of this project, an action plan shall be devised identifying some of the gaps in service provision and how these can be overcome or minimised. This action plan will contribute to the development of the Frailty Pathway. Three Inter-professional Action Learning Sets will aim to identify key challenges in addressing the needs of frail service users. Supported by facilitators, the group, through ALS will question their approach to care individually and as a group: how their care impacts on their own practice, other organisations and question alternative approaches. Each set has representation from the various health professions in order to foster inter-professional communication.

## What is Action Learning?

Action learning is a way of learning through doing, it is based in the real world of work with real problems, so it is work based and relevant. The philosophy behind action learning is that “there is no learning without action and no action without learning” (Revans, 2011) Mc Gill and Beatty (2001) identify action learning as a continuous process of learning and reflection. People learn with and from each other by working on real problems, but also by reflecting on their own experiences. What worked, what didn't, how might things be done differently? It encourages people to work together, to share experiences, to listen to others and to solve their own problems with the support of others. For this precise reason Action Learning was considered an appropriate means of encouraging inter-professional cohesion and problem-solving amongst the three Action Learning Sets on the project.

### Potential Benefits of ALS

- Delivered by experienced Action Learning Facilitators
- Includes leadership skills, transformational leadership, organisational culture, and leading across organisational boundaries
- Greater understanding of each profession and contribution to patient care
- Overcome professional boundaries
- Apply leadership skills and implement change
- Report/action plan contributing to the development of locality frailty pathway to be produced

### Participants' Comments

- 'Has been useful for multidisciplinary working-networking- better understanding of frailty and the pathway work'
- 'Generated some good discussion and collaborative working ideas'
- 'Encouraged relationships and communication between specialities'
- 'Highlighted possible ways to change my own practice to work towards delivery on frailty pathway'
- 'Good active discussion. Multidisciplinary approach helps us to view others perspectives - working for the good of the patient'

### Summary to date

- Project is in the early stages of delivery
- Some issues raised by participants, to be addressed within sessions
- Wide variety of health professionals attend both sessions
- Post evaluation to be completed by project participants