

CASE STUDY: STUDY DAY TO ENCOURAGE THE ADOPTION OF NHS VALUES AMONGST STUDENTS

In May 2013 Wrightington Wigan and Leigh (WWL) NHS Foundation Trust launched its Nursing, Midwifery and Allied Health Professional Strategy, outlining its vision for this group of staff. Recognising the many challenges that are faced by staff, the ethos behind the strategy is a return to the fundamentals of care to reduce harm to patients.

With this in mind, the Trust's practice education facilitators (PEFs) considered how best to reinforce the fundamental values of nursing with students who access the Trust for practice learning. They developed a study day, which runs twice a year, to help raise awareness of NHS values and behaviours; in order to encourage students to adopt these in their practice and ultimately to enhance the quality of care. A cohort of nursing students, who were on their final placement and preparing for qualification, were chosen as a pilot group, and the PEFs worked closely with the Trust's head of engagement to create a fun, inspiring and influential patient experience session as part of the in-house final placement programme. This study day was set up as an innovative learning experience which could be replicated for other groups of students and staff and will now be continued for all pre-registration students across the organisation.

Key outcomes

Evaluation of the study day showed 100% positive feedback from the 22 students who took part. Comments included:

"Greater understanding of the importance of listening to our patients"

"Seeing it through a patient's eyes was particularly good to show how we need to improve"

"Interesting to see patients' views about how care is delivered and how we can act upon it"

"Gave me food for thought, and will impact on the care that I deliver"

"Insight into how we can improve service which is something I thought I couldn't do"

By the end the students had a greater understanding of the importance of the patient experience, and attendance at the study day also encouraged behaviour that reflects the shared values of the Trust, as outlined in the strategy.



- It can be hard to measure what direct impact this has had on service improvement and the delivery of care, as it can be difficult to validate the data and make a direct correlation to show that learning has made a difference. However, 72.7% of the first cohort gained employment within the Trust, using a values-based recruitment process, and there has been the opportunity to measure the cohort's adoption of shared values and behaviours through preceptorship.
- A follow up session with the first cohort, who are now doing their preceptorship at the Trust, has allowed the team to explore what impact the session has had on their practice. Each participant has been expected to reflect on this and provide evidence within their portfolios; which have subsequently been reviewed as part of the PDR process. This reflective work has revealed that the session has influenced them to listen to patients and their families more, made them feel empowered to make a difference and has given them greater empathy for patients.
- The PEF team has also recently surveyed the multi-professional learners that access the Trust for practice learning experience, and has asked whether they witnessed care that promoted dignity and respect to service users and their carers. 90% of learners either agreed or strongly agreed that they had.
- The Trust began a series of focused work concentrating on values and behaviours and in January 2014 launched '10 Always Events'. Things which should happen all the time, no matter what. As they are 'always events' the Trust has taken a zero tolerance approach to them. Each of these ten things is audited via various surveys. The

Trust audits a quarter of the staff every quarter. The last audit, which took place in July 2014, showed that 100% of staff reported that they always showed patients and their families the same level of respect they would expect for themselves or their family. These results were corroborated via the Trust's Patient Experience Survey October 2014, whereby 100% of patients agreed that hospital staff always treated them and their family with the level of respect they would like.

10 Always Events

1. Always address patients by their preferred name
 2. Always introduce yourself to patients
 3. Always show patients and their families the level of respect you would expect for yourself or your family.
 4. Always keep patients informed of their care in a way that they can understand and is acceptable.
 5. Always ensure that patients are assisted to the toilet, if requested.
 6. Always ensure that patients have access to appropriate nutrition and fluids.
 7. Always challenge members of staff who are not doing the right thing.
 8. Always adhere to the six rights of medicine safety.
 9. Always ensure that patients receive an expected date of discharge and appropriate explanation of what this means, on admission.
 10. Always ensure that patients who have died receive dignified care and leave the ward within two to four hours.
- Following the introduction of the '10 Always Events' the PEF team reviewed the content of the session to incorporate a 'stop, start, continue' approach to provoke deeper reflective thought, and learning. This encourages 'buy in' for the always events and is linked to the "[#Hello my name is](#)" campaign launched by Kate Granger. Kate is a doctor but also a terminally ill cancer patient who made the realisation that staff looking after her did not introduce themselves before delivering care. Kate started this campaign to encourage and remind staff about the importance of introductions in making a human connection and building trust. Feedback from the session informed a report sent to the Trust board via the Educational Governance Committee and the Heads of Nursing Group.



Background

Wrightington, Wigan and Leigh NHS Foundation Trust (WWL) is a major acute trust serving the people of Wigan and Leigh. It was awarded NHS foundation trust status in December 2008, and has around 9,000 members as well as 4,300 staff. Innovative and forward thinking, the Trust is dedicated to providing the best possible healthcare for the local population of over 300,000 people. The Trust operates across three hospital sites: Wrightington Hospital, Royal Albert Edward Infirmary, and Leigh Infirmary, and Thomas Linacre Centre, a state of the art outpatients' centre. WWL

aims to provide safe quality care for all patients, and invests over £220 million each year on a diverse range of reputable general and specialist acute services.

Nursing, Midwifery and Allied Health Professional Strategy (2013)

The Trust's local vision reflects and encompasses the national strategy around the 6Cs of nursing: care, compassion, competence, communication, courage and commitment. The strategy reflects both the Chief Nursing Officer for England's vision and the recommendations outlined in the Francis Report (2013). The strategy also includes the five domains of the NHS Outcomes Framework and the Energise for Excellence (E4E) call for action national initiatives.

Key aims

The main aim of the study day is to help foster a shared purpose between the Trust and its staff, of which the students are a fundamental part. As such it is designed to:

- encourage behaviour that reflects the shared values of the Trust in the delivery of care
- make students feel valued for their contribution to health care delivery
- improve student engagement
- enable students to feel proud of their profession
- increase awareness of the importance of delivering health care with care and compassion

How it works

The study day was facilitated and arranged by the PEF team in collaboration with the head of engagement, and formed a half-day of one of the Trust's full study days, which the PEFs facilitate as part of the in-house final placement programme.

The workshop content was designed as follows:

- Patient experience: videos and analysis
- Service improvement: action planning
- 6 Cs activity: t-shirt design

The first part of the session involved the students watching a real life Wrightington Wigan and Leigh patient experience feedback video. The group were then encouraged to participate in an organised reflective discussion around the themes identified from the video and the lessons learnt. The latter part of the session involved the students working in six groups. Each group was given one of the 'Cs' to focus upon and were asked to consider the defining values and behaviours that underpin their particular 'C'. They were also asked to consider what made them proud to be a nurse and also what may cause them concern.

Students were then tasked with converting this into art by designing a t-shirt, and this was used to facilitate further group discussion. At the end of the study day the students

were asked to write down a pledge on what they would do to make a difference following the study day.

The students were all asked to formally evaluate the study day by completing an evaluation form. The students were given the Trust evaluation form to complete and feedback/data was collated by the PEF team to inform future changes to the training. The student feedback was written up for an article in the Trust's Focus Newsletter, and an evaluation report written for both the Trust's Professional Advisory Boards and Heads of Nursing Group. Evaluation plays a key role in assessing the quality of the training the Trust provides, ensuring it is both fit-for-purpose and adds value. The Trust has guidelines around effective evaluation, and determines that all internal training should measure at least level one data on the Kirkpatrick (2007) model of evaluation. Level one measures immediate responses based on engagement with the learning, initial reactions on relevance and commitment to taking such action as a result of the learning and course satisfaction.

Resources

Each session is facilitated by the PEF team, who are employed by Wrightington Wigan and Leigh NHS FT and funded by Health Education North West. The cost of providing materials for the session was £50. This was absorbed by the Trust via the corporate nursing budget. The room used was in-house and free for Trust staff. However the potential cost to the Trust was £95 as the room was being used and therefore could not be used for any external bookings –involving a potential loss of income.

The sessions, which take place twice a year, run for 3.5 hours and require two PEFs to facilitate each day, along with support from the head of engagement. The PEFs also spend half a day preparing for the session and approximately another half or full day collating feedback and generating a report. Based on the staff time required, each session costs approximately £235 with the annual cost equating to around £470.

Key challenges

- Encouraging students to talk and discuss the sensitive issues that the study day brought up in an open and honest way can be challenging. This is overcome by establishing ground rules and confidentiality at the beginning of the session. It is also agreed that if any issues or concerns come up as part of the discussions, related to patient safety, then these will be escalated in accordance with both Trust and HEI processes; ensuring that the student is appropriately supported.
- Measuring value and impact is currently limited to obtaining student feedback at the end of the day. However as the majority of the students have subsequently gained employment within the Trust, there has been the opportunity to measure the cohort's adoption of the shared values and behaviours through

preceptorship (See Service Improvement section)

Key learning

- Having first-hand accounts from patients, both positive and negative, helps put the day in context for your audience
- Students are the future workforce and must be included in an organisation's plans and progression
- It is important to create a sense of belonging and identity for students if they are going to engage fully with local and national priorities affecting patient health care delivery
- Using a framework such as action learning is key to ensuring that any learning that takes place is subsequently acted upon to improve quality

Sustainability

The PEF team have displayed the work generated by the students from the study day at one of the Trust's professional development days. Feedback from senior managers, heads of service and directors of nursing has been overwhelmingly positive. It has allowed the students to have a forum to showcase their hard work, ongoing commitment and contribution to improving the quality of patient health care.

Next steps

So far this programme has been delivered to three cohorts of final placement nursing students. The plan is to extend this to all future cohorts of both nursing and allied health professional students, and to include medical students. The PEF team are currently in discussions on how this can be facilitated by bringing all students together, as part of the

supportive teaching calendar facilitated by the PEF team, and are currently mapping all pre-registration student placements, with the aim of identifying common times when the students are out in practice

The 6Cs are not just exclusively for nurses and midwives but should be shared across the wider health care team. As such the plan is to run a series of interprofessional learning workshops focusing on current NHS priority areas such as the 6Cs of nursing and learning from the Francis Report in 2014 .

References

- Department of Health (2013) The NHS Outcomes Framework 2014/15, London: Williams Lea.
- Francis. R. (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry, London: The Stationery Office.
- Kirkpatrick D.L, Kirkpatrick J.D (2007) Implementing the four levels: a practical guide for effective evaluation of training programmes
- NHS Institute (2012) Energise for excellence: a call to action for nurses and midwives.
- Wrightington, Wigan & Leigh NHSFT (2014) Our Vision and Strategy for Nurses, Midwives and Healthcare Professionals, 2014 – 2017.

For more information contact:

Nicola.Compton-Jones@wwl.nhs.uk

Jenny.H.Smith@wwl.nhs.uk

