



Facilitating the development of person-centred cultures

A Residential Programme Hosted by the Foundation of Nursing Studies

22nd-26th April 2023

Evaluation Report



1. Introduction

This report provides an evaluation of the FoNS Residential Programme: Facilitating the Development of Person-centred Cultures. The programme ran over five full days at Herstmonceux Castle, East Sussex. It was facilitated by:

- Kate Sanders, Practice Development Facilitator, Foundation of Nursing Studies, UK
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- Grace Cook, Practice Development Facilitator, Foundation of Nursing Studies, UK
- Michele Hardiman, Independent Facilitator, Ireland

The programme curriculum was underpinned by several guiding principles drawn from theoretical understandings related to person-centredness; participatory methodologies to facilitate culture change; and knowledge generation through critical and creative approaches. The principles are:

- Being person-centred by valuing and respecting the uniqueness, individuality, contribution and potential of all participants and facilitators
- Working in ways that are collaborative, inclusive and participatory
- Creating learning environments that are psychologically safe and use creativity and criticality as key elements of the learning process
- Drawing on and valuing participants' experiences of work and their workplaces as a key resource for learning and development
- Drawing upon an evidence-base and theoretically-based models and frameworks
- Valuing ongoing participatory evaluation

The curriculum presented some changes from the last FoNS school in 2022, creating more space to explore and work explicitly with the guiding principles; and introducing the core concepts underpinning the person-centred practice framework (McCance and McCormack, 2021), enabling this to be explicitly woven throughout the week.

All of the participants received McCormack, B. et al. (eds.) (2021) *Fundamentals of Person-centred Healthcare Practice*. Chichester: Wiley-Blackwell, and its use was integrated into the learning during the week.

1. Participants

There were 29 participants from across England, Scotland, Wales and Ireland. Attendance was funded through organisational sponsorship, FoNS' Inspire Improvement Fellowship bursaries, and a Richard Tompkins Nurse Development Scholarship:

- 1 participant from Newcastle upon Tyne Hospital Trust
- 2 participants from East and North Hertfordshire NHS Trust
- 5 participants from Leeds and Yorkshire Partnership Foundation Trust
- 5 participants from North West Anglia NHS Foundation Trust
- 2 participants from Barking, Havering and Redbridge University Hospitals
- 1 participant from Cambridge University Hospitals
- 2 participants from Portsmouth Hospitals University Trust
- 2 participants from Galway Clinic, Ireland
- 1 participant from Sherwood Forest NHS Foundation Trust
- 1 participant from NHS Lanarkshire
- 2 participants from Ashford and St Peters Hospitals NHS Foundation Trust
- 1 participant from University of Nottingham
- 1 participant from Hywel Dda University Health Board
- 1 participant from Longfield Hospice, Gloucestershire
- 1 participant from NHS Fife
- 1 person from Sheffield Teaching Hospitals NHS Trust

Over the five days, the participants worked in a variety of groups. On occasions we worked in the large group, but predominantly participants worked in small groups. Working groups focussed on the themes of the day and active learning groups focussed on participants' critical questions. Participants self-selected both small groups.

The week in pictures



2. Programme evaluation

At the beginning of the week, participants were invited to contribute to several activities to inform the evaluation of the programme.

Hopes, Fears and Expectations

These were collected at the beginning of the week and then revisited by participants on the last day (see Appendix 1). An evaluative summary is presented below.

Hopes

At the start of the programme, many participants hoped to network and connect with like-minded people and to learn new knowledge, ideas and skills that they could take back to their workplace to impact on practice. Others hoped to gain/increase confidence and be able to articulate the value of their role. For a few participants, the opportunity to reboot and refresh was important. Overall, it seems that these hopes were largely met:

I certainly have learnt lots. I am looking forward to sharing the knowledge and getting the team on the way to person-centred utopia!

I am feeling more confident now I have a set of tools to use that I am growing in confidence with

Met some amazing people. Grateful for everything

I have started the reset. I'm focussed but open to other concepts, ideas, ways. Less fixed in my focus. But OK with that. I've knowledge, maps, ideas, more Qs

Fears

Fears at the start of the week related to feeling vulnerable and out of their comfort zone, not being able to concentrate, and primarily, about implementing learning on return to work. Those participants who responded at the end of the week were very positive about the learning experience. For example, participants recognised the value of creating effective learning environments:

Most definitely happened [being out of comfort zone] but in a supportive and productive way

This has been a long-standing fear however oversharing is not an issue if you create a safe and respectful space

I have engaged the whole week which was surprising

With regards to returning to work and implementing new learning, understandably a degree of uncertainty remained for some participants, but there was also a sense that they had more clarity and confidence, and a set of tools and resources to work with:

Still a bit of a worry but I have learnt ways of achieving this over time

Still fear how to implement but have many tools now

No fear, trusting the process, being present, not fearing failure. Confidence to try and test and reflect. Optimistic

Expectations

Similar to the Hopes and Fears, participants expected to make new connections, and to learn new knowledge and skills to inform culture change in a safe and supportive space. Feedback suggests that these expectations were met to a large extent, but some uncertainty remained about the impact of learning on return to the workplace:

So refreshing and energising to be with good kind kindred spirits

Felt well supported by everyone

The group felt safe at all times

Up to a point. I learnt new ways of thinking about how to progress to the future

Confidence Line

All participants were invited to place themselves on a Confidence Line in relation to how confident they felt as a facilitator of the development of a culture that is person-centred, safe and effective at the beginning of the week and again at the end of the week. All the participants that revisited the Confidence Line visually represented an increase in confidence over the week, as represented below. This supports the feedback from revisiting their Hopes.

Confidence Line relating to facilitating the development of cultures that are person-centred



Guiding principles

To actively engage the participants in the creation of the learning environment, on the morning of Day One we asked them to review the programme's guiding principles (page 1) using a World Café approach. Each guiding principle was presented on a poster around the large conference room and the following prompts were offered:

- Anything that participants would like to question or challenge
- Anything participants would like to be added
- How participants would know if these principles were guiding how we work and learn together in terms of what we should experience

Participants viewed the principles in small groups, to encourage dialogue, and were invited to leave their comments and questions on the posters. To continue the process of critique, we asked participants to review the principles again on Day Three and as an evaluation activity on Day Five (see Appendix 2).

From a facilitator's perspective, there seemed to be active engagement with the process on Monday, with small group conversations and many comments contributed. Overall, a review of these suggested coherent understanding of the principles between facilitators and participants. There was less engagement with the principles on Wednesday and Friday with only a few comments being added. On the whole, the additional comments were affirmative of the guiding principles being experienced in reality:

Mutual respect – everyone's contributions have been so valuable

Setting out the 'ways of working' supported us to develop an environment that was safe + brave + creative

I feel my evaluation is valued because of the effort made to feedback to evaluations each morning

The exception related to evidence-based models and frameworks; two participants commented that they would have liked greater exposure to models and frameworks:

We would be interested in more evidence based and learning more models so I can choose which are applicable in different contexts & situations, this would help us with strategic working

Ahead of the next residential programme, the facilitators will review this process to consider ways of enabling greater engagement with the guiding principles, to encourage participants to consider how the principles will guide our ways of working together during the week, but also their relevance to their respective workplaces.

3. Daily Evaluation

At the end of each day participants were invited to complete an evaluation form to share their experiences and learning from the day (Monday-Thursday). The facilitators collated and themed these each evening. The evaluation themes were fed back to the participants the following morning in the form of a creative presentation. On Thursday morning, participants also undertook this process (reviewing the evaluation feedback from Wednesday). The facilitators also debriefed each day, reflecting on what had gone well and what could have been better or different.

Monday - Day One: Expanding understanding of person-centredness and developing facilitation skills

Aims of the day:

For participants and facilitators to collaboratively engage in creating a person-centred culture for learning; to explore concepts, values and beliefs and ideas about person-centredness and what this means in the workplace; and to develop insight and understanding about the contribution of enabling facilitation to the creation of person-centred cultures.

Overview of the day:

Building upon the experience of previous schools, the facilitators agreed to amend the format of the day to increase the level of engagement and participation from the outset. To achieve this, after introductions and housing keeping notices, rather than starting with a plenary session, we asked the participants to review the programme's guiding principles (page 1) using a World Café approach (see above). For the rest of the day, the participants worked in self-selected 'working groups'. These groups were facilitated by the same facilitator/s throughout the week. The groups began by agreeing ways of working to facilitate the creation of effective learning environments. Subsequently they worked with the themes of the day; firstly, exploring what it means

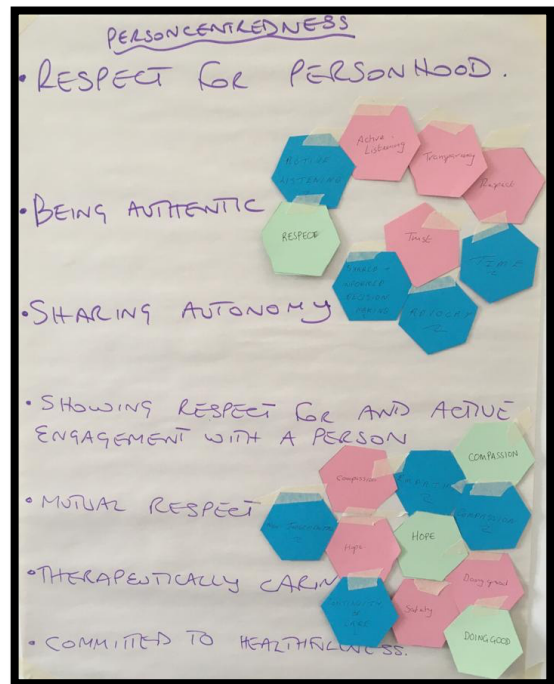
to be a person, personhood and person-centredness; and secondly, developing facilitative relationships using the Critical Allies framework (Hardiman, 2017).

To contribute to the creation of a sense of community and to encourage participants to engage with the shared space for capturing learning, experiences, insights, reflections etc. the whole group re-connected in the large room at the end of the day. The participants were invited to complete their daily evaluations and then share any insights that they had gained throughout the day. This was done in the whole group, and additionally, a creative and collaborative learning space was created (a table covered in large piece of blank paper) where we encouraged participants to share their new learning and insights in any format that they wished e.g. words, pictures, artefacts. This process continued throughout the week.

Participant evaluation (n=28):

The key themes to emerge from the daily evaluations were:

- Guiding principles
- Building new relationships
- Working in groups
- Learning more about self
- Creativity
- Strategies and frameworks
- Thinking about practice



Participants expressed a range of emotions and feelings including discomfort and processing, and feeling tired, optimistic, hopeful and reflective.

A number of metaphors were shared to illustrate the learning journey. These included:

- Starting to fill a blank space
- Start of a journey

A flavour of the day is illustrated in the participant feedback below:

'... it is evident that the guiding principles are reflected all through...'

'I found really 'unpicking' and understanding the word 'person' and 'personhood' essential and powerful'

'Breaking down the critical allies framework into sections... rather than looking at it as a whole'

'Learning process – like little drips on the brain'

The facilitators presented the above themes back to participants on Tuesday morning around the creative and collaborative learning space using small creative representations, pictures and words. By doing this we hoped to role model the opportunities for participation in this shared space.

Facilitator evaluation:

Overall, the facilitators felt that the day had gone well. They believed that the large group had connected well and that engaging with the guiding principles had helped participants to think about their ways of working from the start of the week. Whilst it was recognised that the programme for the day was very full, the

facilitators sensed that the sessions flowed and built upon each other. Dropping the introductory plenary session in favour of exploring concepts within the working groups was acknowledged as a positive development.

Tuesday - Day Two: Developing awareness and understanding of workplace cultures

Aim of the day:

To develop insight and understanding about workplace cultures to support the development of cultures that are person-centred and healthful

Overview of the day:

Following the evaluation feedback, participants were invited to engage in a visualisation to help them to explore their current workplace. There was then time for individual reflection before participants shared their insights in their working groups and then developed a creative presentation to represent the common themes relating to their workplace cultures. The presentations were shared in the whole group. Following this, participants were encouraged to offer feedback without judgement using 'I see, I feel, I imagine etc.'



After the presentations, there was an opportunity to explore workplace culture further using a variety of approaches including the Person-centred Practice Framework (McCance and McCormack, 2021), and Claims, Concerns and Issues (CCIs) (Guba and Lincoln, 1989). CCIs invites participants to consider what claims (positive statements) and concerns (negative statements) they would make about their workplace culture and then use these to create reasonable or helpful questions (issues) in relation to either the claims or concerns.

In the afternoon, participants created and worked in their active learning groups, developing new relationships and beginning to consider what critical questions from practice they would like to explore. The day once again finished in the large group.

Participant evaluation (n=26):

The key themes to emerge from the daily evaluations were:

- Exploring culture
- Creating together
- Group processes – new groups
- What is realistic? Priorities
- Wide range of emotions – feeling hopeful and flourishing, overwhelmed and challenged

Once again, the day is reflected in the words of some of the participants:

'Visualisation... a very powerful tool to be able to sense workplace'

'... it's sad on so many levels that across the diverse range of clinical specialities the difficulties present and problems/challenges are quite similar'

'That it's OK to encourage people to feel momentarily uncomfortable if it inspires their development and personal growth'

'The afternoon session was more challenging. New group... no time to connect'

The facilitators presented the themes back to participants on Wednesday morning using the game of 'snakes and ladders' to represent both the positives and challenges of the learning experiences shared by participants.

Facilitator evaluation:

There was active engagement in the workplace culture workshop. Participants seemed to value the visualisation and individual time to reflect on their own workplace cultures before sharing within groups. The groups were largely self-facilitating when working to create their culture presentations. Many of the themes to emerge from the process reflected the challenges that are being faced across health and care organisations currently. This was quite a sobering insight for some, but participants seemed to gain a sense of validation and reassurance through realising that they were not alone.

The transition to working in a new group was difficult for some as they once again acknowledged the need to establish connections and ways of working. Similarly, beginning to consider the active learning process offered challenges as some participants tussled with leading their own learning. In future programmes, the facilitators will explore how this transition can be supported more effectively.

Wednesday - Day Three: Transforming workplace culture through evaluation

Aim of the day:

To guide participants through a systematic, participatory and learning orientated approach to evaluation that facilitates the development of person-centred cultures

Overview of the day:

Building on the learning from the first two days and the exploration of person-centredness and workplace culture, participants were first invited to imagine what 'Utopia' might look like in terms of their workplace culture. They then explored this from the perspective of stakeholders. Discussions followed about:

- The evidence that is collected that might inform an evaluation of their current culture
- How this evidence might inform transformation
- What gaps there might be in this evidence and methods that could be used to fill these
- The nature of collaboration and opportunities for learning through evaluation and how these could be enhanced to facilitate culture change



In the afternoon, participants continued their learning in active learning groups, critically and creatively considering their questions from practice. Although a challenging process for many, greater clarity began to emerge.

Participant evaluation (n=26):

Key themes to emerge from the daily evaluations, as identified by the facilitators, are reflected in the four Haiku verses below:

*Moving on from frustration
Sit with discomfort
Acknowledging our feelings*

*Imaging Utopia
Evaluation
Sharing together to learn*

*Active learning processes
Gaining clarity
Using critical questions*

*Stillness silence reflections
Learning space and place
Finding the way through the maze*

These verses were prepared to share as evaluation feedback; however, as the participants were invited and agreed to undertake the evaluation feedback process on Thursday, in the end they were not shared with them. Instead, the evaluation forms were divided into three, one third being given to each of the working groups. The groups then had 20 minutes to read the feedback, identify themes, and to prepare a presentation of these themes for the whole group. One group created a game of scrabble, identifying words or key themes and then placing them on the board to represent how things were starting to fit together. Another group created two rowing boats to reflect their experience of the two different groups that they were working in – the working groups were happy and in synch; the active learning groups were flat and out of synch. The third group represented the themes using the metaphor of a flight. Participants boarded and were excited, thinking they were travelling to New York; however, the plane was diverted to York and experienced much turbulence.

The following feedback from one participant seems to capture the experience of many as reflected in the presentations:

‘The morning was positive for me – looking at strengths, workplace culture and utopia and evaluating a culture – feels like the waters are clearing. The afternoon was more complex – our group still developing and struggling to find our way but ended on a high with the barriers in the maze!’

Facilitator evaluation:

Overall, the facilitators felt that the workshop to enable the development of an understanding about how to evaluate workplace culture to inform transformation went well. The creative exploration of a ‘utopian’ culture facilitated a deeper understanding about what participants wanted to achieve (individually and collectively) and where they might start. This led to valuable conversations about stakeholders; consideration of the evidence that is currently collected and how it is used; and discussions about more participatory approaches to evaluation to enable learning. The facilitators acknowledged that in contrast to the working groups, some participants were struggling with the notion of active learning, being used to and perhaps more comfortable with, learning processes that are largely prescribed by others. However, by the end of the afternoon, it seemed

The metaphors and images shared within the feedback represented a sense of getting ready to leave and move forward:

- Climbing to the top of stairs
- Approaching the finishing line
- Flowers blooming
- Light-bulb moments

There was a sense that participants were feeling tired, but that new learning and insights were starting to come together in a way that was offering optimism for their return to work. For some, the week had been restorative:

'I feel I have been on a journey this week. I came here, highly stressed, emotional and trying to hang on. This week has given me the headspace, the tools to build myself back 1st which is essential before I can begin to work with the team. From the bottom of my heart – THANK YOU'

Facilitator evaluation:

Engagement in the workshop to explore orientations to reflection was varied. Some participants seemed to actively engage in discussion with others through the World Café approach, whilst others appeared to struggle to develop new insights with regards to reflection, its intention, and possible outcomes. An alternative approach might be to encourage the participants to explore the different orientations in small groups, inviting them to create appropriate scenarios and role play what these might look like in practice. Participants appeared to value the opportunity to consider healthful relationships using the five healthful ways of being. Overall, active learning seemed to be effective with participants developing a greater understanding of the process. In general, they were able to use the environment and available resources to explore their critical questions from practice in a variety of ways.

Friday - Day Five: Capturing and sharing learning and developing actions

Aim of the day:

To enable the collaborative sharing of individual and group learning considering the implications for self, teams and organisations

Overview of day:

To start the morning participants were encouraged to spend time individually reflecting on their learning from the week, perhaps walking in the grounds, or using the creative materials. A number of prompt questions were then provided to facilitate this process further. The intention of this activity was to give participants the opportunity to summarise their experience of the week, to articulate their learning, identify their plans and the support that they require. The time and attention that participants gave to these activities suggested to facilitators that they found them of value. Once participants had worked individually, they shared their learning from the week in their Working Groups (as decided by participants) and following discussion, created a presentation of their collective learning for the whole group. One group revisited and reworked their workplace culture presentation from earlier in the week, representing it in a way that identified the characteristics of a healthful culture and the processes of achieving this. Another group used the metaphor of Paris fashion week, with participants 'modelling' their key learning from the week using styles of clothing and props. The final group shared their learning using a blossom tree, hanging key themes from the branches, inviting other participants to wander around the tree.



The presentations were full of energy and celebrations of learning and new relationships. Closure of Working Groups followed the presentations (see below).

To close the day and the programme, participants were asked to undertake a few evaluation exercises including revisiting their Hopes, Fears and Expectations (see Appendix 1) and the Confidence Line (see page 5). They were also invited to write a letter to themselves that will be posted back to them in six months' time. Final closure was held around the collaborative learning space which captured participant and facilitator learning, experiences, insights and reflections from the week. Participants were invited to take an element of the creation away with them.

4. Venue evaluation

As usual, the venue offers excellent spaces for learning in both the large and small groups. The staff were flexible about the room layout and responsive to requests for changes. The accommodation and catering are good value for money. The staff were always friendly and helpful. We would recommend its continued use.

5. Final reflections

Overall, the facilitators felt the week had been successful with participants highlighting the development of new knowledge, skills and confidence in facilitating the development of person-centred cultures. The facilitators were positive about the changes to the curriculum, identifying that using the person-centred practice framework as the central thread created a greater sense of coherence across the week. Additionally, the *Fundamentals of Person-centred Healthcare Practice* book proved to be a very useful programme companion. An additional development was the creation of an online space for participants to share their thoughts, reflections, questions and photos etc. using Knowledge Hub (khub.net). The hope was that connections would continue beyond the end of the residential programme. Ten participants joined this group along with the four facilitators but there were issues with gaining access which took the providers a few days to resolve. This inevitably reduced participation. The creation of such a space is something that we will keep under review as we plan for the programme in 2024.

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Appendix 1: Hopes, Fears and Expectations

Hopes – at start of programme (n=38)	Hopes – at end of programme (n=21)
To give something back to my team	Learned a lot I can take back
To be able to share knowledge with team at home	I certainly have learnt lots. I am looking forward to sharing the knowledge and getting the team on the way to person-centred eutopia!
'Reset', refocus, plan, knowledge, direction, ideas, questions	I have started the reset. I'm focussed but open to other concepts, ideas, ways. Less fixed in my focus. But OK with that. I've knowledge, maps, ideas, more Q
Learn from others, be inspired. Figure out better work/life balance while still being there for my team	
To feel rebooted	
I learn new things. I am able to take things away that I can use/implement at work	Yes – I feel I have done
Meet and network with fellow awesome healthcare colleagues	I cannot say any more other than this was absolutely achieved
Get new ideas and inspiration	
To apply what I have learnt back at work	
I'd love to bring back fresh ideas to my unit!	I'm going to do more active learning – fun!
Learn how to better my practice/patient care	Yes ✓
To feel brave	
To be able to facilitate person-centredness in practice	
Learn new things	Definitely ✓
Learn and have fun	Fabulous week. So much fun and laughter. Fabulous people
Sleep well for the next 4 nights	Not all the 4 but most of it. Thank you!
Sleep well and enjoy our company	Yes
Increase in confidence	I am feeling more confident now I have a set of tools to use that I am growing in confidence with
Learn new skills	Knowledge has increased
Increase confidence	Feel more confident
That my mind feels refreshed	It does indeed
To meet new people and gain new and useful skills	Met some amazing people. Grateful for everything
To write on developing person-centred cultures in academic settings	
To connect with others	
Network and make new friends	
Learn to better relationships at work that will help provide change	
To feel more confident in my role and that it is valuable and worth it	Yep! Keep going with FoNS energy
Find ways forward for changes in practice	
Learn lots from others that I can use in work	
Network and make new friends	
Take what I have learnt back to my team and make a difference	

Learning	✓ achieved
Support	
Confidence boost	
Sleep well and enjoy our company	
Feel brave	
Share knowledge from course in workplace – change culture	Use my toolkit in practice
Meet and network – share knowledge	This did indeed happen. Thanks
To be more confident	
Learn to better relationships at work that will help provide change	Yes ✓
Fears - at start of programme (n=32)	Fears - at end of programme (n=18)
Overwhelmed. Not be able to do justice to efforts & support and opportunity given to me this week	No fear. Trusting the process. Being present. Not fearing failure. Confidence to try and test and reflect and optimistic
It might get tiring	The energy kept getting brought up in group
Losing the learning after the week	Yet to be seen
Using up time efficiently	
Pressure to take all of this back to my trust and create change	
Having to be vulnerable with people I don't know in an unfamiliar place	
Might not be relevant for me	
Pushing boundaries + my comfort zone	It was worth it
Not being able to concentrate	
Being stuck	
Able to take it back	
Feeling awkward & uncomfortable	Need not have worried, everyone was so supportive and friendly
Not being able to concentrate	I have engaged the whole time which was surprising
Being out of my comfort zone	Nothing grows there!
Not being able to implement what I learn – lack of time & support	Be bold. Be confident about PD
Able to take back what I've learnt & be able to make a difference	
Feeling that I'm not able to put things into words well (brain fog)	Go with the flow about finding the words. Have faith – you're on the right track!
Being able to take the learning back to my trust	Still a bit of a worry but I have learnt ways of achieving this over time
Feeling more confused or out of my depth @ the end of the week	I feel less confused now and keen to start
Being able to articulate & be clear what I need to do	
Being out of my comfort zone	Most definitely happened but in a supportive and productive way
Person-centredness + it all being related to healthcare & patients, I need to relate it to academia	
Change existing cultures at work	Still fear how to implement but have many tools now

Challenges around application of person-centred approach to practice	
Meeting new people	In fact not a fear – as it was joyous, helpful and uplifting
Feeling vulnerable	
Oversharing	Didn't matter
Struggling to concentrate/not being on my feet	The group work made all the difference
Out of my comfort zone	
Lack confidence	
Push out of comfort zone	
Oversharing. Lack of self confidence	This has been a long-standing fear however oversharing is not an issue if you create a safe and respectful space
How to implement my learning into practice @ work	
To learn things that I am unable to implement due to time /finances /resources/acuity etc...	Resources does not matter
Expectations - at start of programme (n=39)	Expectations – at the end of the programme (n=21)
Safe space to explore beliefs & be challenged	
Meet new people and share learning	Met lovely people 😊
To be with like-minded people	So refreshing and energising to be with good kind kindred spirits
To feel re-energised!	Most definitely! Thank you 😊
Time for reflection	
New knowledge. Focus. Reset. Journey of plan + delivery + “prof. legacy” True PC care	Much more realistic of self. Can see how as a team can work together on a journey
Develop new skills	Up to a point. I learnt new ways of thinking about how to progress to the future
To be inspired	
Safe space to discuss how to improve staff culture to create person centred culture	
To be able to recognise cultures and have the courage + knowledge to challenge or embrace them	I feel more confident to do this now!
Help prepare for band 6 – leader + role model focus	Given me a lot of info and ideas I can use next week
Grow & develop	Yes
More confident	
Feel more confident	
Safe space to reflect on what I already know	
To use this in my academic role	There are things I can take away
Feel energised 😊	
To learn and network	
Support	Felt well supported by everyone
Safe space	The group felt safe at all times
Learn new skills	Have learnt so much!
Feel brave + confident to facilitate once back home	
Feel inspired	
To learn. Reflection and space to breathe	

To meet more practice development people!	100% check!
To feel more confident and knowledgeable within PD	
Confidentiality	Felt able to discuss in a confidential and open way
To learn more and link with everyone	
To leave here feeling more confident in my role	Not sure I feel more confident but definitely motivated and excited!
Have a 'toolkit'	Yes
Space to reflect & think	100% achieved
Opportunity for self reflection (picture of a heart)	There has been plenty of time and space for self reflection and this is something I aim to continue. I find it helps me to better process my thoughts
I want + expect to develop and change understanding and approach to leading my team 😊 #	This has been far surpassed
Leave with a plan on how I will start facilitation back @ workplace	
To learn + to laugh	
To learn a lot of new skills to help myself & my patients	Some useful tools to use. Inspired to use them to create a more positive work culture
To share experiences + ways of working	
Confidence boost	Definitely

Appendix 2: Guiding principles

Principle	Wednesday additions	Friday comments
<p>Being person-centred by valuing and respecting the uniqueness, individuality, contribution and potential of all participants and facilitators:</p> <ul style="list-style-type: none"> • Be respectful and listen. Come open minded • Listening to people’s stories and experiences • This is essential to learning • Fairness • Inclusion of all. And listening to each other • Acceptance of others. Listening to others • Be decent remember even when things get heated • Bringing in the humane nature • Respect each other’s opinions • Give everyone a chance to be involved • No judgement. Be yourself • Listening to each other & experience/knowledge & non judgements • Encourage people to be open and honest • We are all bringing so many different perspectives & experiences • Respecting individuality. Valuing uniqueness. Gives a safe space to explore new and fresh ideas. Self awareness 		<ul style="list-style-type: none"> • Mutual respect – everyones contributions have been so valuable x • This is also evident in healthful relationships • Everyone contributing was fabulous!
<p>Working in ways that are collaborative, inclusive and participatory:</p> <ul style="list-style-type: none"> • Would feel like I was being listening to • Love principle of the role + of the programme • Psychological safety • I don’t disagree with this principle. Teamwork 	<ul style="list-style-type: none"> • The AM groups have been v. collaborative and inclusive • In our groups, good to see everyone participating, so setting ‘the tone’ of inclusivity works here 	<ul style="list-style-type: none"> • AM + PM groups very supportive and inclusive • This is definitely evident in our groupwork

<ul style="list-style-type: none"> • Means – being able to feel supported and open minded - teamwork • Yes of course • Active listening • *challenges* shy introvert some people do not like such activities which can hinder participation • Be open to challenging each other and accepting challenge • With you not to you. Equal opportunity to contribute • This is needed to be an effective facilitator so I agree • Equal opportunity • Thinking & doing out of the box. All ideas welcome! 😊 • I believe in fairness and giving equal opportunities to everyone • Respecting diversity • Equal participation from <u>all</u> • Respect and understanding other views • Reaching out to people • Safe, respectful sharing experiences – valuing others experiences • Yes • What is participatory? Active contribution v reflective listening 		
<p>Creating learning environments that are psychologically safe and use creativity and criticality as key elements of the learning process:</p> <ul style="list-style-type: none"> • We have to learn to progress 	<ul style="list-style-type: none"> • We have been creative (tick) • Feel it is a safe learning environment (tick) 	<ul style="list-style-type: none"> • Loved our “greatest hits” & the stars of Daisy Ward (heart) 😊

<ul style="list-style-type: none"> • Everyone should feel able to be themselves and share thoughts/feelings/insights • Able to test ideas & concepts with the group • What might feel safe for one person may feel unsafe for others • Having fun as well • Be open to learning • Push each other to be inclusive and encourage • Interesting do we have time • Some people may struggle to be creative/ we all different conceptions as to what this means to be creative • Understanding individual learning capacity & ability • Essential for learning • Making it everyday practice • Essential! • To Holy Grail of learning & development • Introverted people may find it difficult to feel safe + brave in this environment 	<ul style="list-style-type: none"> • “we can’t do role play!” oh yes we can 😊 • Setting out the ‘ways of working’ supported us to develop an environment that was safe + brave + creative 	<ul style="list-style-type: none"> • FoNS is always fun! Big girl pants on!
<p>Drawing on and valuing participants’ experiences of work and their workplaces as a key resource for learning and development:</p> <ul style="list-style-type: none"> • Yes but drawing this out of people can be a challenge if they don’t want to share/have an agenda/don’t feel safe • Helpful to hear what others are experiencing. Feel less lonely • People are our best resource • Regularly asking for feedback, using qualitative and quantitative data 	<ul style="list-style-type: none"> • I felt this in Tuesday PM group activity – I resonated a lot with the experiences of others and appreciated their feeling 	<ul style="list-style-type: none"> • So much experience and wisdom here – great to share & learn • Sharing, so much experience here & amazing people!

<ul style="list-style-type: none"> • Our experiences are our main teaching resource • Yes • Psychological safety • You are not alone • Honest, confidential, safe space • Care • Positive feedback • Praise/thank staff to motivate them • Totally agree core requirement • This is so helpful given we are in a room of people from a variety of background professions • Learning from the past and working in different areas, to make the present & future better • Being non judgemental to other's experiences is essential • We can learn so much from each other • Confidentiality 'what happens in the castle stays in the castle' 		
<p>Drawing upon an evidence-based and theoretically-based models and frameworks:</p> <ul style="list-style-type: none"> • Gap between knowing evidence based practice and putting it into practice • Aligning with framework • Learning more on framework • Can measure this as part of QI initiatives • Introducing EB into practice can be met with resistance + must work in conjunction with change management • Love EB theory but often find people not interested/ cannot be bothered to read this *challenge* 	<ul style="list-style-type: none"> • Pulling evidence base into active learning sets would be helpful • Enjoyed breaking down critical allies model/made it easier to understand • It has felt helpful to • The guiding principles is very useful...However, how can it be applied? • We would be interested in more evidence based and learning more models so I can choose which are applicable in different 	<ul style="list-style-type: none"> • Thank you • I now need to apply it +gain confidence + strategies to support me

<ul style="list-style-type: none"> • Learning new approaches. Head space to take this in. Yes! • Theory/guidelines help as facilitators but how does this work in real practice setting? • Learn about theories, how & why they do & don't work • Gives structure = Remembering frameworks = implementation of framework • This is gold standard but met by the challenges of reality when introducing into practice • Validating way forward evidence based 	<p>contexts & situations, this would help us with strategic working (2 of us)</p> <ul style="list-style-type: none"> • It has felt helpful to learn the critical allies theory first as it is evidence in the other work we did yesterday – gives a grounding for the group work 	
<p>Valuing ongoing participatory evaluation:</p> <ul style="list-style-type: none"> • Yes • We have to evaluate to actually know what makes a difference – impact • Group evaluation • Always improving • Give honest feedback • Work in progress – ongoing • Emotional intelligence – self awareness • Sadly lots of people do not provide evaluation feedback – but it is really valuable to learn from • Shared perspectives • Definitely. Participatory evaluation allows development and improvement • 'In the moment' 'live' feedback • Evaluating. Being heard. Responding. Growth • Keeping mind open to other perceptions • Identifying gaps • Testing assumptions • Valuable to practice +ways to improve! 	<ul style="list-style-type: none"> • Creative ways of giving evaluation • Have enjoyed others sharing and participating • Loved the creative way of feeding back evaluations! • I feel my evaluation is valued because of the effort made to feedback to evaluations each morning 	<ul style="list-style-type: none"> • Who knew this could be so creative?! • Loved this, evaluating in different ways – creativity rocks!!!

<ul style="list-style-type: none">• To app? And develop learning practices• Evaluation done by the people experiencing it• Room for improvement• The value of qualitative data can be very powerful, does require people to be honest – they need to feel safe to do so• Yes as evidence shows active evaluations allow for dynamic changes however programme is heavy so difficult for participants to engage• Be open and honest		
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