Contemporary perspectives on evaluation approaches to practice development

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Overview

- Providing a context
- Key building blocks for practice development
- Operationalising person-centredness in practice
- Approaches to evaluation
- Demonstrating the impact of practice development
- Future developments
Definition of PD

“... a continuous process of developing person-centred cultures. It is enabled by facilitators who authentically engage with individuals and teams to blend personal qualities and creative imagination with practice skills and practice wisdom. The learning that occurs brings about transformations of individual and team practices.”

(Manley, McCormack and Wilson 2008; p9)
Values underpinning PD

- Person-centred care
- Collaboration and partnership
- Enabling facilitation and support
- Commitment to active learning and development
- Culture transformation
- Evaluation

(Shaw, T in McCormack et al 2013)
Shared Values and Vision

(transforming individuals and contexts of care)

Person-centred Culture

Facilitated Active Learning

Authentic Engagement

(adapted from McCormack & Garbett, 2004)
Definition of person-centredness

“An approach to practice established through the formation and fostering of therapeutic relationships between all care providers, [older people] patients and others significant to them in their lives. It is underpinned by values of respect for persons, individual right to self determination, mutual respect and understanding. It is enabled by cultures of empowerment that foster continuous approaches to practice development.”

(McCormack et al., 2010c, p.13)
Principles of person-centredness?

- Treating people as individuals
- Respecting their rights as a person
- Building on mutual trust and understanding
- Developing therapeutic relationships
Person-centred Nursing Framework
(McCormack & McCance 2010)
Prerequisites: *Attributes of the nurse*

- Professionally competent
- Developed interpersonal skills
- Commitment to the job
- Clarity of beliefs & values
- Knowing ‘self’
Care environment: *The context in which care is delivered*

- Appropriate skill mix
- Shared decision making systems
- Effective staff relationships
- Supportive organisational systems
- Power sharing
- Potential for innovation and risk taking
- The physical environment
Person-centred processes: *delivering care through a range of activities*

- Working with patient’s beliefs and values
- Engagement
- Having sympathetic presence
- Sharing decision making
- Providing holistic care
Outcomes: *results of effective person-centred nursing*

- Satisfaction with care
- Involvement with care
- Feeling of well-being
- Creating a therapeutic culture
Using a different lens to learn from practice?
Person-centredness and PD

“Developing person-centredness is at the heart of practice development and despite much policy and strategic rhetoric, practice development continues to be the only methodology that has the development of person-centredness as its primary purpose and which recognises that person-centredness is not developed through one-off change events. Instead, it needs continuous reflective and critical relationships to be developed and sustained over time.”

(McCormack 2008, p.161)
Evaluation approaches to PD

- Demonstrates impact and outcomes of a specially/locally delivered practice development project or programme of work
- Obtain evidence that further informs and influences organisation-wide strategic transformational change
- Generate new knowledge that can contribute to the evidence base.
Example 1

Promoting person-centred practice in acute care

(McCance et al 2013)

‘Sharing the vision..’

The staff in Eye and ENT theatres believe that the purpose of Person Centred Care is to work together to ensure the delivery of best practice in an environment of support, mutual respect and where everyone is valued.
Person-centred Care Programme

The overarching aim of the PCC Programme is to enable nursing and midwifery teams to explore the concept of person-centredness within their own setting, to improve care delivery.
Participants

<table>
<thead>
<tr>
<th>Participating sites</th>
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</thead>
<tbody>
<tr>
<td>Cancer Inpatient Unit</td>
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<tr>
<td>Mental Health Inpatient Unit</td>
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<tr>
<td>Brain Injury Unit</td>
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<td>Specialist and General Medical Inpatient Wards</td>
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<td>- Chest Medicine</td>
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<td>- Cardiology Intervention</td>
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<td>- Medicine/ Respiratory</td>
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<tr>
<td>- Medical/ Hepatology</td>
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<tr>
<td>- Neurology</td>
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<tr>
<td>Eyes and ENT Theatre Department</td>
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<tr>
<td><strong>Theme 1:</strong> Promoting an awareness &amp; understanding of person-centredness:</td>
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<td><strong>Programme Activities:</strong></td>
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<tr>
<td>• Explore principles of Person-centred Care</td>
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<td>• Introduction to the Person-centred Nursing Model</td>
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<td>• Introduction to Reflective activities</td>
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| **Theme 2:** Developing a shared vision |
| **Programme Activities:** |
| • Values clarification |
| • Visioning workshops |
| • Development of vision statements in each care setting |

| **Theme 3:** Determining the quality of the user experience: |
| **Programme Activities:** |
| • Analysis of Compliments & Complaints |
| • Observations of practice |
| • Patient stories |
| • Mapping data against PCN Framework |
| • Presentation of data & identification of trends |

| **Theme 4:** Developing Practice: |
| **Programme Activities:** |
| • Identifying an aspect of practice for development |
| • Developing action plans |
| • Evaluating practice change |

-------- EVALUATION APPROACH --------
Evaluation Framework

Evaluation questions

How does a facilitated programme focusing on exploring the concept of person centredness:

- impact on nurses and midwives knowledge and understanding of person centredness in practice?
- increase nurses and midwives understanding of the emerging challenges to providing person centred care?
- impact on outcomes for staff as a result of practice change?

Methods

Data collection methods used included:

- Process evaluation drawn from 4th generation evaluation involving repeated use of claims, concerns and issues (Guba and Lincoln 1989)
- Reflective accounts using John model of reflection (1993)
- Qualitative interviews using focus groups
Key messages

- Enabling engagement through practice development
  - Value of the processes used that ensure participation, prioritise working collaboratively and promote ownership
  - Centrality of the role of facilitator in enabling engagement at local level
  - Challenge of maintaining momentum
- Impact of context on person-centred practice
  - Impact of an evolving context
  - Readiness of each team to engage in PD
- Developing cultures that support person-centredness in everyday practice
  - Constant tussle between conflicting priorities and the desire to live out person-centred values in practice
Example 2

Implementing a Model of Person-centred Practice in Older Persons Settings across the Republic of Ireland

(McCormack et al 2011)
Aims of the programme

Overall aims of the programme were to:

- Implement a framework for person-centred practice for older people across multiple settings in Ireland through a collaborative facilitation model
- To carry out evaluation of processes and outcomes
The model

- Small groups of staff formed development groups in each site (n = 18) to co-ordinate the work (>600 staff)
- Sites had a regional facilitator and an internal facilitator working with the group
- The group met for 1 day every 6-8 weeks and 2 hours in between and used transformational processes
- The group followed a structured programme of development and evaluation over the two years.
- All staff in each unit were gradually involved in the work along with the older people in each site in a range of ways.
Evaluation (National)

- Observation of practice (WCCAT) – McCormack et al 2009
- Person Centred Nursing Index and Person Centred Caring Index - Slater et al 2009; McCormack et al 2008; McCance et al 2009
- Context Assessment Index (CAI) – McCormack et al 2008
- Resident Stories – Hsu & McCormack 2006 & 2011

Action Evaluation (Local)

- Resident Stories
- Environmental walkabouts
- Reflective groups
- Use of Local and National data to inform action planning / development cycles
- Action plan review and approval with management
Summary of Outcomes (McCormack et al 2010)

- Improved experience for residents and staff:
  - Residents having more choice
  - More hopeful environments
  - More effective teamwork
  - Better inter-professional relationships
  - Settings being more open to change and innovation
  - High challenge with high support being practiced
  - Development of facilitation skills
  - The development of more person-centred environments

- The positive role of the facilitators working collaboratively and in partnership with staff groups.

- The role of the DoN in different units is a [statistically] significant factor in the way different settings achieved more or less change in culture.
Looking to the future

Outcome evaluation

- Satisfaction with care – experience of good care
- Involvement with care
- Feeling of well-being
- Creating a therapeutic culture

Range of available tools

- Person-centred practice Inventory (PCPI)
- Patient experience indicators
Patient Experience KPIs for Nursing

1) Consistent delivery of nursing care against identified need
2) Patient’s confidence in the knowledge and skills of the nurse
3) Patient’s sense of safety whilst under the care of the nurse
4) Patient involvement in decisions made about his/her nursing care
5) Time spent by nurses with the patient
6) Respect from the nurse for patient’s preference and choice
7) Nurse’s support for patients to care for themselves where appropriate
8) Nurse’s understanding of what is important to the patient
## Measurement framework

<table>
<thead>
<tr>
<th>Strongest Source of Evidence</th>
<th>Data Collection Methods</th>
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<tbody>
<tr>
<td>Asking patient</td>
<td>• Survey</td>
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<td></td>
<td>• Patient Stories</td>
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<tr>
<td>Observing practice</td>
<td>• Observations of practice</td>
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<tr>
<td>Asking nurses/midwives</td>
<td>• Interviews</td>
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<tr>
<td>Reviewing documentation/data</td>
<td>• Reviewing the patient record</td>
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When thinking about evaluation...

- What are the expected outcomes?
- How do outcomes translate into evaluation questions?
- What methods will generate the evidence?
- What are the key indicators to be measured?
- What stakeholders should be targeted?

Hardy et al (in McCormack et al 2013)