

DIGNITY THROUGH ACTION WORKSHOP

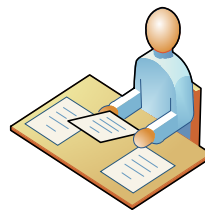
PART 4

Action Planning

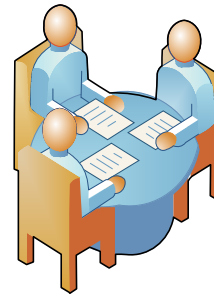
Dignity Action Plan - Definition

A dignity action plan describes '**how**' you are going to solve one or many dignity problems and includes information about '**what**' is to happen, '**where**' it is going to happen, '**who**' is going to do it, '**when**' events will take place (***a timetable***) and '**how**' it will be evaluated.

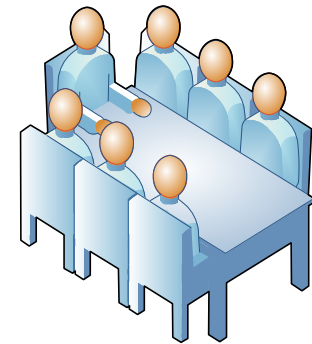
**The same
contents of plans
are recognizable
at all levels!**



Personal
Action Plan

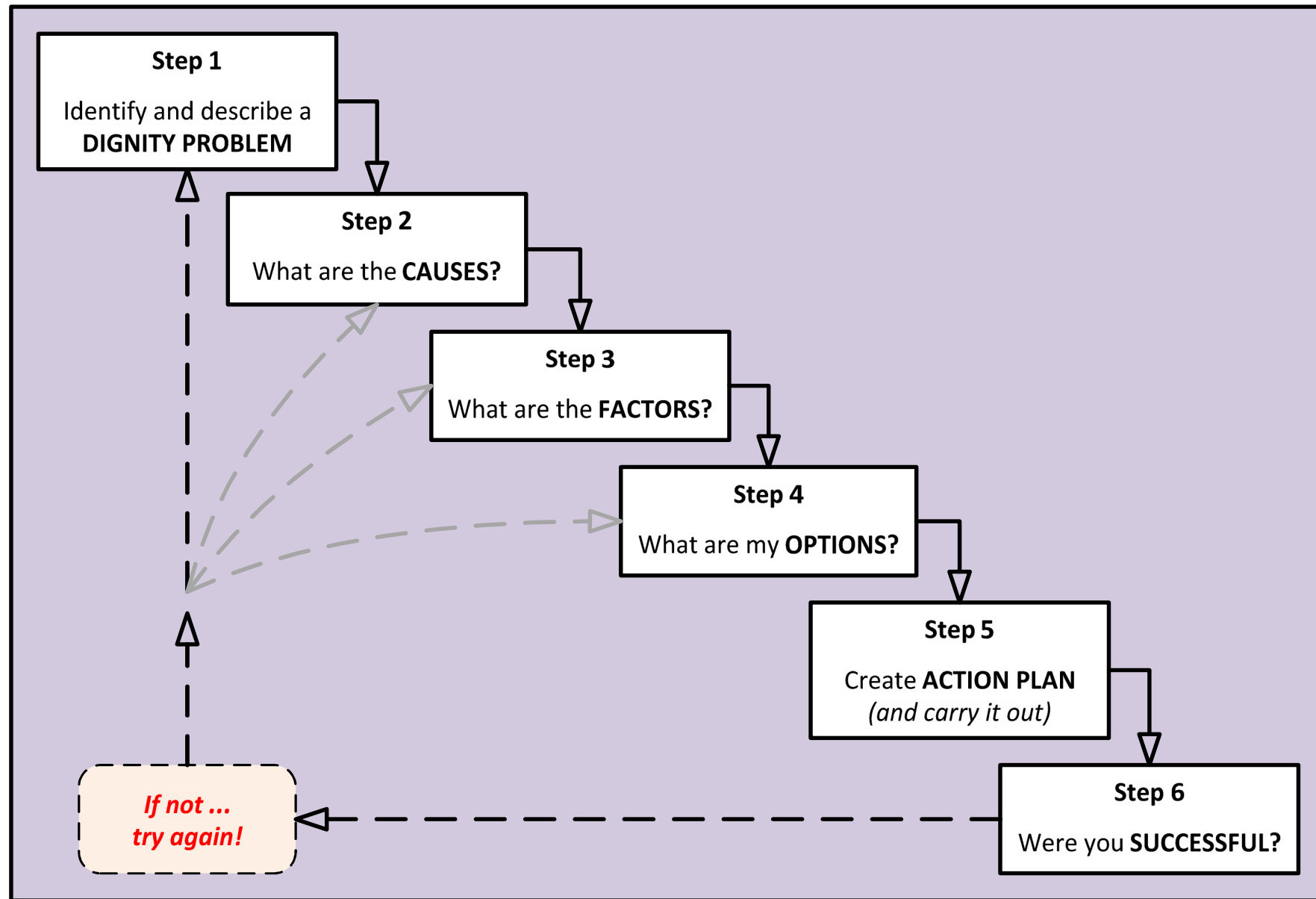


Team
Action Plan



Organizational
Action Plan

Dignity Action Plan – Planning Process Steps



Action Planning Step 1: Identify and Describe Dignity Problems

What happened? *(Relate to the Dignity Challenges)*

Gather the details:

- **When, where** and **how** often did it happen?
- **Who** was involved?
- What were the consequences for the older person, staff & relatives?
- Had the problem been identified before?
- What was done about the problem last time?

Action Planning Step 2: Identify Causes of Dignity Problems

What are the causes of the dignity problem?

Is there anything else you need to record?

Action Planning Step 3: Considering the Factors

This is the most difficult part of planning.

You need to consider the **FACTORS** involved

(See the **Workshop Pack Checklist** - this will help you to think through all the details.)

Major themes of factors to consider are:

Place

Process

People

STEP 3: CHECKLIST - CONSIDERING THE FACTORS (After RCN, 2009)

PLACE (Physical environment, its resources and funding).

What environmental issues are causing or affecting the dignity issue. You need to consider e.g.:

- Physical environment (privacy, hygiene, housekeeping).
- Resources (equipment, storage and tidiness).
- Safety, security and access.

How would you need to change the care environment, so as to solve the dignity issue?

What resources are needed to deliver this change?

PROCESS (How care activities are conducted).

Are there existing organizational policies, processes and procedures covering the problem you have identified?

Are local policies, processes, or procedures other actions good enough?

Are local policies, processes and procedures consistent?

Do Audits take place?

Do organizational targets reflect the needs of older people in care?

Are there constraints?

Are there barriers?

Is staff training sufficient for the problem?

Can older people be involved?

Is there a proper protocol?

PEOPLE (Behaviours)

If there is a dignity problem:

What are staff doing that is causing the problem?

Do I and the other staff members have the knowledge and skills needed for delivering care with dignity?

Who does the problem affect (which older people, which relatives, which careworkers, which supervisors and managers)? Who will be affected by any changes to practice?

What is the relationship between careworkers, older people/advocates & relatives?

What are the attitudes and level of self-esteem amongst the older people?

Managerial Support

Who do you need to influence for change to care practice to occur?

Who needs to give specific permission for any changes to take place?

Who and what is going to help you with your plan to solve the problem?

Who and what is going to hinder or stop you with your plan to solve the problem?

In the organization who needs to know about the dignity problem? Are other teams involved?

Is the problem or issue about staff behaviours, attitudes and culture or is it about procedures and processes?

Is the dignity issue to do with individual older people and staff or is it more widespread?

**Checklist
from the
Workshop
Pack**

Action Planning Step 3: Considering the Factors – Look for a Solution

This is the most difficult part of planning.

You need to consider the **FACTORS** involved

*(See the Workshop Pack **Checklist** - this will help you to think through all the details.)*

Major themes of factors to consider are:

Place

Process

People

Working through the factors should enable you to work out a **SOLUTION** to the problem.

You might have several **OPTIONS**.

STEP 3: CHECKLIST - CONSIDERING THE FACTORS (After RCN, 2009)

PLACE (Physical environment, its resources and funding).

What environmental issues are causing or affecting the dignity issue. You need to consider e.g.:

Physical environment (privacy, hygiene, housekeeping).

Resources (equipment, storage and tidiness).

Safety, security and access.

How would you need to change the care environment, so as to solve the dignity issue?

What resources are needed to deliver this change?

PROCESS (How care activities are conducted).

Are there existing organizational policies, processes and procedures covering the problem you have identified?

Are local policies, processes, or procedures other actions good enough?

Are local policies, processes and procedures consistent?

Do Audits take place?

Do organizational targets reflect the needs of older people in care?

Are there constraints?

Are there barriers?

Is staff training?

Can older people?

Is there a proper process?

PEOPLE (Behaviours)

If there is a dignity problem -

What are staff doing that is

Do I and the other staff members have

dignity?

Who does the problem affect (which

supervisors and managers)? Who will

What is the relationship between care

What are the attitudes and level of self

Managerial Support

Who do you need to influence for change to care practice to occur?

Who needs to give specific permission for any changes to take place?

Who and what is going to help you with your plan to solve the problem?

Who and what is going to hinder or stop you with your plan to solve the problem?

In the organization who needs to know about the dignity problem? Are other teams involved?

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**Checklist
from the
Workshop
Pack**

Action Planning Step 4: What are my Options?

Straightforward

Problem

Solution

Action Plan

More Complex Choices

Problem

Solution Option 1

Solution Option 2

Solution Option 3

Action Plan

Compare the **advantages** & **disadvantages** of each option to see which is best to select

Write the Action Plan **in detail** when you have selected the best option

Action Planning Step 5: Create the Plan - Goals & Objectives (A)

Have you a clear **GOAL**? *(Single clear sentence of overall target)*

What are your **OBJECTIVES**?

Clear statements about action you need to carry out to achieve your goal.

Action Planning Step 5: Create the Plan - Goals & Objectives (B)

Have you a clear **GOAL**? *(Single clear sentence of overall target)*

What are your **OBJECTIVES**?

Clear statements about action you need to carry out to achieve your goal.

You may have many objectives

***If you have only 1 objective
then this is the same as your goal!***

Action Planning Step 5: Create the Plan - Goals & Objectives (C)

Have you a clear **GOAL**? *(Single clear sentence of overall target)*

What are your **OBJECTIVES**? **Are your Objectives SMART**?

- ***S****pecific*
- ***M****easurable*
- ***A****chievable*
- ***R****ealistic*
- ***T****imed*

Action Planning Step 5: Create the Plan - Goals & Objectives (D)

Have you a clear **GOAL**? (*Single clear sentence of overall target*)

What are your **OBJECTIVES**? **Are your Objectives SMART**?

- ***S****pecific*
- ***M****easurable*
- ***A****chievable*
- ***R****ealistic*
- ***T****imed*
- ***I****nspiring*
- ***E****nthusiasm Generating*
- ***S****ustainable*

SMARTIES !

Action Planning Step 5: Create the Plan – Details in the Plan

Work out the **logical action steps** to be taken For each action you need to be clear about:

‘WHAT’ is to happen and the **‘ORDER’** of the tasks.
One objective each step?

‘WHO’ is involved and **‘allocation of tasks to people’**.

‘WHEN’ and **‘WHERE’** are things to happen.

Do you need a **‘TIMETABLE’**?

Does the Plan need management approval?

Have you included arrangements in the plan for measuring if you were successful (**EVALUATION**)?

Action Planning Step 6: Create the Plan – Evaluation Arrangements

- **How are you going to evaluate the success of your Action Plan? Put this in your Plan.**
- **Who needs to be involved?**
- **How are you going to communicate the results?**
- **What will you do if it goes wrong?**

Activity 4.1

How to Produce an Action Plan *(Worked Example)*

Dignity Action Plan – Step 1: Identify Dignity Problems

EXTRACT OF NOTES FROM CASE STUDY B.

COMMUNICATION CHALLENGES

Engage with Care
Partners

Listen and support
people to express their
needs and wants.

It is clear that the older person's relative wishes to be involved in care - but appears excluded.

Inaccurate information being provided to the relative about future care - there are also intervention/consent issues.

Poor information flow to and from relatives.

Obvious lack of consultation with older person and apparent confused planning over future care.

Many care professionals having input, but little consultation with family members.

There is also poor documentation of care of the older person.

Dignity Action Plan – Step 1: Identify Dignity Problems & Prioritize

Sort and Prioritize – for example:

Priority 1. Poor information flow to and from relatives

- Inaccurate information being provided to the relative about future.
- Relative wishes to be involved in care – but appears excluded.
- Many care professionals having input - little consultation with family.
- There is also poor documentation of care of the older person.

Priority 2. Lack of consultation with older person.

Priority 3. Apparent confused planning over future care.

Dignity Action Plan – Step 2: Identify Causes

Priority 1. Poor information flow to and from relatives

- Inaccurate information being provided to the relative about future.
- Relative wishes to be involved in care – but appears excluded.
- Many care professionals having input - little consultation with family.
- There is also poor documentation of care of the older person.

SOME POSSIBLE CAUSES?

- **Inadequate policy about involvement of relatives.**
- **Failure to recognise legal position of relatives.**
- **Inadequate documentation procedures**
(admission, during stay, prior to discharge, post discharge)
- **Inadequate training of staff.**
- **Inadequate allocation of responsibilities for information management.**
- **Lack of a single source of accurate information.**
- **Inadequate team procedures.**

What other causes might there be?

Step 3: Consider the Factors

Matters to Consider	Some of the many issues to consider
Place <i>Physical Environment and its resources, funding, staffing.</i>	Any physical environment issues to consider? Is there an obvious contact point for information? Enough resources to ensure information flow? Is more money needed? Notice boards? Newsletters?
Policies, Processes and detailed care procedures <i>How care activities are conducted</i>	Care planning and pathways (<i>documentation</i>) (Procedures) - Staff training requirements? Creating information about older people/family - what is required? (Procedures) What is the policy for keeping older people/family members informed? (Policy) How to keep accuracy of information. (Procedures) Problem of mixed messages from different staff - how to prevent? (Procedures) Expectation of relatives - how do we know what they want to know? (Procedures) Respecting the status of family members e.g. as advocates (<i>and consent issues</i>). How do we provide information about policies and procedures in use? (Procedures) Availability of complaints procedures. (Procedures) Are the staff conforming to the laid down procedures. (Procedures) What are the Care Quality Commission Guidelines about this?
People <i>Behaviours, attitudes, culture</i>	Leadership, Teamwork & Accountability Training state Named carers - are they there - do older people know who they are? Availability and access to senior staff - are they available? How do they know? Designation of family members e.g. NOK (privacy issues) who agrees this?

Step 4: What are my Options? *(TWO SIMPLE EXAMPLES)*

<p><u>Option 1</u> <u>Ask our Clients</u></p> <p>Carry out a survey of all relatives asking them what sort of information they want from us as a service provider.</p> <p>Compare results with our existing ways of delivering information to relatives.</p> <p>Make changes to our documentation system and how we inform older people and their relatives what is going on.</p> <p>Train staff in the changes</p>	<p><u>Advantages</u></p> <p>Directly related to what older people and their relatives are likely to want.</p> <p>We can ask everyone including staff for their opinions.</p> <p><u>Disadvantages</u></p> <p>Might take quite some time to gather enough opinions to see what we need to do.</p> <p>We might be able to deliver what people want because we have to work within the existing resources.</p> <p>Do not want to change our documentation system again so soon as we only introduced a computer based system last year.</p>
<p><u>Option 2</u> <u>Review Current Practices</u></p> <p>Review our existing way of providing information by looking at our policies and procedures.</p> <p>Check our ways of working against Care Quality Commission Guidelines.</p> <p>Look for 'quick wins'. Things we can improve quickly.</p> <p>Develop a Change Plan over a longer period to take into account policy and procedure development as well as staff training</p>	<p><u>Advantages</u></p> <p>Fast and quick to complete initial examination of existing policies and procedures.</p> <p>Looking at Care Commission Guides helps us prepare for future inspections.</p> <p>Can introduce initial changes quickly.</p> <p><u>Disadvantages</u></p> <p>Option may not address what our people and their relatives really want despite CQC guidance.</p> <p>Do not want to change our documentation system again so soon as we only introduced a computer based system last year <i>(same disadvantage as Option 1).</i></p>

Step 5: Create the Plan (Summary of Contents)

- **Goal** and **Objectives**.
- **Tasks** and **order** of tasks.
- **Who** is responsible for tasks.
- **When** and **where** are tasks carried out.
(Timetable)
- Management **approval** requirements.
- **Evaluation** arrangements.

Step 5: Create the Plan (PART OF AN EXAMPLE AS AN ILLUSTRATION)

Option 2 Plan: Review Current Practices

Goal

The goal is to work towards meeting the Dignity Challenges of communication (*Listen and support people to express their needs and wants and engaging with family members and carers as care partners*).

Objectives

Objective 1. Enable the organization to have policies and processes to enable it to have an effective 'best practice' system of communication with relatives by the end of the year using existing staff.

Objective 2. - - - - -

Objective 3. - - - - -

Objective 1 Tasks

1.1 Compare the organization's existing policies and documented processes (*about communication*) to actual practice recording differences.

1.2 Compare existing policies and documented processes (*about communication*) to the relevant CQC Guidelines (2009) recording differences.

1.3 Write a consolidated list of policy and procedural issues to consider further.

Step 5: Create the Plan (PART OF A TIMETABLE AS AN ILLUSTRATION)

Option 2 Plan: Timetable

Date/Time	Task	Person Responsible
1 Apr	Organize meeting rooms for 9 Apr, 11 May and 21 Jun.	Alma Smith
1 Apr	Print out 6 copies of Organizations Policies 8 and 9. Give one copy to the 5 members of the Review Group to read.	Alma Smith
1-8 Apr	Read Policies 8 and 9. Pass initial comments to Alma Jones by 8 Apr.	All
8 Apr	Obtain 6 copies of the admission pack for tomorrows meeting.	Alma Smith
9 Apr 10:00h - 11:30h	Review Group Meeting 1 Management Room (B23)	Mrs Whitely Chair

HASCAS: Dignity through Action

Activity 4.2

Produce an Action Plan *(Personal or Group Example)*

Action Planning Activity 4.2: INSTRUCTIONS

Identify a dignity problem in your own work.

(Use Dignity Challenges , Dignity Audit Tools, Work Experience)

Use the Six Step Action Planning Process.

Use the **Action Plan Checklists** (Workshop Pack).

Remember a plan contains:

- **Goal** and **Objectives**.
- **Tasks** and **order** of tasks.
- **Who** is responsible for tasks.
- **When** and **where** are tasks carried out (*Timetable*).
- Management **approval** requirements.
- **Evaluation** arrangements

HASCAS: Dignity through Action

Arrangements for Local Follow up Work

HASCAS: Dignity through Action

Evaluation Questionnaire

HASCAS: Dignity through Action