

# **Pull Up A Chair Training Tool For Domiciliary Care Staff Training Pack**



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## Introduction to the Tool:

# What is Pull Up A Chair?

Pull Up A Chair is a video engagement tool, designed to capture the views and thoughts of older people. It allows for the exploration of issues that are often difficult to discuss, such as loneliness or bereavement.

Older people are keen to express their feelings on camera and are often delighted both by taking part and seeing themselves on film. Pull Up A Chair gives a voice to people who feel they are seldom heard.

This training tool has been developed from footage captured as part the Wakefield Care Home Vanguard, a programme funded by NHS England, designed to provide new models of care for those in care settings. The approach is both holistic and person-centred and has been tested in a number of care homes and assisted living facilities throughout Wakefield District since 2015.

The content of the films is intended to be a snapshot of people's thoughts and opinions captured on a particular day. The training tool encourages reflection and discussion for those involved in the commissioning or delivery of care about issues for tenants and residents across key life domains.

## Pull Up A Chair and the LEAF-7 tool

A key element in the Wakefield Care Home Vanguard programme has been the LEAF-7 (Life Essentials Assessment Framework), a validated tool, developed by Age UK Wakefield District, which assesses quality of life across seven key domains important in later life:

- **Managing Daily Living**
- **Managing Health**
- **Social Contact**
- **Enjoyment ('Value' as a life domain was added as seventh domain in 2016)**
- **Safety and Security**
- **Independence**

These key domains of life have provided the framework for the analysis of the Pull Up A Chair films from the Vanguard programme and have supported the development and structure of the training tool.

## Pull Up A Chair training tool - development for the care sector

The Pull Up A Chair training tool has been developed using the latest evidence from health psychology to embed person-centred skills and increase staff resilience. It also maps across to a number of key standards in the Care Certificate (Skills for Care) and the CQC person-centred care fundamental standards, ensuring its relevance to workforce development in this sector.

## **Who will use the Pull Up A Chair training tool?**

- Managers in domiciliary care companies, care homes and supported residential settings.
- Commissioners who commission care.
- Front-line staff working in a variety of care settings.

## **What are the benefits of using the training tool?**

- Improvement in the delivery of person-centred care, impacting positively on the quality of life of older people.
- Opportunities for staff to reflect and think about the issues raised by the residents and tenants in the films encouraging the development of empathy.
- Opportunities for sharing with colleagues coping strategies and good practice, helping staff be more resilient through peer support.
- Individuals will gain a better understanding of older people's experiences and their perspective about life in residential care settings.
- Improvements in staff motivation, resilience and good working practices.

## **Learning outcomes:**

- To develop a greater understanding of person-centred care in the workplace.
- To develop the skill of empathy and how to make an empathetic response.
- How to apply person-centred values to work practices.
- Self care: understanding how thinking about working practices (reflexive practice), getting support from work colleagues (peer support) can help staff feel better about their work.

# What is in the Training Pack?

## Each pack contains

- **The Trainer Guide**
- **Participant Workbook**
- **PowerPoint Presentation**

## The films

There are six films each exploring a different life domain:

- **Managing Daily Living:** explores how the activities of daily living impact on resident quality of life.
- **Managing Health:** explores issues around health and well-being.
- **Social Contact:** explores issues around social relationships for residents.
- **Enjoyment:** explores the things that residents enjoy in life and issues that are key for them to having an enjoyable life.
- **Safety and Security:** explores how residents feel about their physical and emotional safety.
- **Independence:** explores the importance of and barriers to feeling in control of life.

## Trainer Guide

This contains detailed instructions and guidance for running the training.

## Participant Workbook

Participants should use the blank workbook provided to take part in the training.

This workbook becomes their personal property and/or can be added to a training file.

## Certificate of Attendance

A master copy of a certificate of attendance is included in this pack for you to make copies for each of your staff attending the training. This can be found in Appendix 2.

## Where to find the tool:

For a download link email [admin@ageukwd.org.uk](mailto:admin@ageukwd.org.uk)

For a datapen containing the training tools, contact Emma Kirkby-Geddes, Age UK Wakefield District on: 01977 552114

Note: An older version of the PowerPoint Presentation for Powerpoint 97-2003 is available by datapen.

# How to use the Pull Up A Chair training tool

The Pull Up A Chair training tool has been developed to be flexible to meet the needs of busy individuals responsible for the delivery of care in care settings.

## Managing time required


**Prior to the session:** reading through the training guide and the presentation should take about one hour.

The training is designed to be completed within twelve hours and is broken into two hour sessions.

Part 1 gives an introduction to the core skills. As your staff become familiar with the core skills covered in Part 1 you may wish to omit this part of the training session.

**The tool is designed to be delivered to a group.** We recommend a minimum of **four** staff are needed to run the training. We recommend that you have no more than **twenty** people in the group. If you have a large group, you will need to factor more time for delivery, to ensure that all group members have the opportunity to take part.

We suggest the following format:

Section	What to do	Where in the Guide	
Part 1	Part 1: Introduction and overview session	Find the Part 1 document on page 10	<b>1 hr to complete</b>
Short Break			<b>5 mins</b>
Part 2	Part 2: The Films <ul style="list-style-type: none"> <li>▪ Managing Daily Living</li> <li>▪ Managing Health</li> <li>▪ Social Contact</li> <li>▪ Enjoyment</li> <li>▪ Safety and Security</li> <li>▪ Independence</li> </ul>	Find the notes for this film on page: <ul style="list-style-type: none"> <li>16</li> <li>21</li> <li>26</li> <li>31</li> <li>36</li> <li>41</li> </ul>	<b>Allow 50 minutes per film</b>

### **Facilitating your group**

**Creating a safe space:** It is important to create a safe and comfortable space for the participants to contribute. You can do this by:

- **Understanding that everyone will respond differently to the films depending on their own life experience, knowledge and training.**
- **Remembering that each person's contribution is important and should be acknowledged.**
- **Making it clear that there are no wrong or right answers.**
- **Encouraging reflection on experiences and sharing ideas.**
- **Making sure that the training room is well ventilated, with good lighting, comfortable seating and with few noise/distractions. The room layout should allow people to see any visual aids.**
- **Being sensitive to your group, try to make sure that everyone has a chance to be involved. Encourage those who are quiet to share their ideas and thoughts. Guide those who tend talk more to listen to others.**

### **Materials needed**

Each pack contains the documents for the training ready for you to print out. They have been designed for a black and white printer.

### **Each participant needs**

- **A workbook**

### **Session leader needs**

- **The trainer guide**
- **The presentation slides**
- **A flipchart with pens**
- **A projector, laptop and screen**

# The Trainer Guide



## **PART 1: Introduction and Overview Session**

### **In this session you will:**

Introduce the session and the schedule for the day

Conduct an icebreaker activity

Create a group training agreement with your staff

Outline the learning outcomes for the training

Give a brief overview of the Pull Up A Chair training tool and how it has been developed

Outline the topics covered in each of the six films

Introduce the structure for how the training will be delivered

Explore the key skill of empathy

Explore the person-centred care values

### **For this session you will need:**

The workbook – a copy for each participant


A flipchart and pens

Presentation slides




The total time for Part 1 will be approximately one hour.

## PART 1: Introduction and Overview Session


Slide	Section	Content	Activity	
<b>1</b>	Welcome	PLEASE NOTE THE TRAINING WORKBOOKS SHOULD NOT BE GIVEN OUT UNTIL YOU ARE INSTRUCTED TO DO SO.		<b>5 mins</b>
<b>2</b>		Housekeeping	For example: fire escapes, fire alarms, and toilets.	
<b>3</b>		Introduce training session	<p>You can introduce the session in the following way:</p> <p><b>“The training is in two parts.</b></p> <p><b>Part 1 is the introduction and overview session. This covers understanding empathy and understanding person-centred care values.</b></p> <p><b>In Part 2 we will watch one of six films about life for tenants in care settings. We will watch the films all the way through and there will be exercises for you to do to develop your skills in empathy, active listening and how to work in a person-centred way”.</b></p>	
<b>4</b>	Icebreaker	Group exercise	<p>You can introduce the icebreaker exercise by saying:</p> <p><b>“In pairs, your task is to find out about your partner.</b></p> <p><b>You have one minute each to talk about yourself without being interrupted.</b></p> <p><b>You will need to report three things back to the group that you have learned about your partner.</b></p> <p><b>Remember to really listen to your partner”.</b></p>	<b>10 mins</b>
<b>5</b>	Contracting	Group training agreement	<p>Ask the group for ideas about the rules for working together during the training. Write their answers on the flipchart.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ listening to each other</li> <li>▪ confidentiality</li> <li>▪ mobile phones</li> <li>▪ respecting each other views.</li> </ul>	<b>5 mins</b>

## PART 1: Introduction and Overview Session


Slide	Section	Content	Activity	
<b>6</b>	<b>Learning Outcomes</b>	What is the aim of the training?	<p>Here are the learning outcomes for the training:</p> <ul style="list-style-type: none"> <li>to develop your understanding of person-centred care in the workplace</li> <li>to develop the skill of empathy and how to make an empathetic response</li> <li>how to apply person-centred care values in your work</li> <li>self care: understanding how thinking about how you work (reflexive practice) and how learning and getting support from work colleagues (peer support) can help you feel better about your job.</li> </ul>	<b>2 mins</b>
<b>7</b>	<b>Overview and context for the training tool</b>	Introduction film and information about the training tool and its development	<p>Before showing the introductory film you can tell the group about it:</p> <ul style="list-style-type: none"> <li>the films were made by Age UK Wakefield District as part of an NHS England project</li> <li>residents in care homes and people in assisted living were asked about their experiences of living in residential care</li> <li>the training tool can be used for staff working in domiciliary care settings as many of the issues covered are relevant</li> <li>twelve films in total were made each covering the life domains found in Age UK Wakefield and District's assessment tool the LEAF-7</li> <li>these life domains are: Managing Daily Living, Managing Health, Social Contact, Enjoyment, Safety and Security, Independence</li> <li>the films give a snapshot of life on a particular day and give a personal perspective. Remember we do not know the background or history of the people involved.</li> </ul>	<b>5 mins</b>

**8** Show the Introductory film

## PART 1: Introduction and Overview Session


Slide	Section	Content	Activity	
<b>9</b>	<b>Key Skill: Empathy</b>	Exercises to develop the skill of empathy	<b>GROUP ACTIVITY:</b>  Ask the group to give their definition of empathy.  Write the answers on the flipchart.	<b>15 mins</b>
<b>10</b>			Show the RSA film 'Empathy vs. Sympathy' (Brené Brown).	
<b>11</b>			<b>GROUP ACTIVITY:</b>  Ask the group if they can identify the key differences between empathy and sympathy.	
<b>12</b>			These are the key differences between empathy and sympathy:  <b>sympathy</b> - drives disconnection <b>empathy</b> - promotes connection  <b>sympathy</b> - looking for the silver lining <b>empathy</b> - taking the others' perspective  <b>sympathy</b> - making a judgment <b>empathy</b> - staying out of judgment  <b>sympathy</b> - not recognising the emotion in another <b>empathy</b> - feeling with someone	

## PART 1: Introduction and Overview Session

Slide	Section	Content	Activity	
<b>13</b>	<b>Key Skill: Empathy</b>	Exercises to develop the skill of empathy	<p>On the flipchart give a summary of empathy.</p> <p>You can use this definition below and check it against the definition given by the group.</p> <p>Empathy is a set of skills, which include:</p> <ul style="list-style-type: none"> <li>▪ the ability to be an active listener</li> <li>▪ being able to listen to thoughts and feelings of others in a non - judgemental way</li> <li>▪ showing a sensitivity and respect for others' emotions</li> <li>▪ to respect what they say as their own truth, even if it is different to yours</li> <li>▪ developing your “emotional radar” to pick up on what people are feeling by watching their body language and facial expression</li> <li>▪ being able to listen not only to words, but to messages that may be “between the lines”. For example, some people say one thing with their words but their body language may show they are feeling something different.</li> </ul>	<b>Cont.</b> <b>15 mins</b>
<b>14</b>			<p><b>GROUP ACTIVITY – DISCUSSION</b></p> <p>Ask the group the following question:</p> <p>Why is it important to be empathetic in our work?</p>	

The training now shifts focus to understanding the eight person-centred care values.

## PART 1: Introduction and Overview Session

Slide	Section	Content	Activity	
<b>15</b>	<b>Key Skill: Person-centred care values</b>	Person-centred responding - applying the eight person-centred care values to our everyday work	<b>GROUP DISCUSSION:</b>  Ask the group to name the eight person-centred values.  Write their answers on the flipchart.  A full list of the eight person-centred values is given in Appendix 1.	<b>15 mins</b>
<b>16</b>			<b>Offer the following to help people remember:</b>  <b>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard.</b>  The eight person-centred care values are:  Dignity  Privacy  Rights  Independence  Partnership  Individuality  Respect  Choice	
<b>17</b>			<b>Give out the workbooks at this point and direct your group to page 3.</b>  This has a description of the person-centred care values.	
<b>18</b>			End the session by saying:  <b>“This is the end of Part 1. We have introduced the skill of empathy and reminded ourselves of the eight person-centred values. We will be using these in the next session.”</b>  Invite participants to write their names on their workbooks.  End of Part 1: take a short comfort break.	

## **PART 2: The Films**

### **Getting ready for your session**

### **PART 2 has the following:**

**Guidance notes for running a session for each of the six films**

### **You should have ready:**

**The PowerPoint presentation slide should be cued for the life domain you wish to focus on.**

**Managing Daily Living go to slide: 19**

**Managing Health go to slide: 30**

**Social Contact go to slide: 41**


**Enjoyment go to slide: 52**

**Safety and Security go to slide: 63**

**Independence go to slide: 74**

**Participants should have their workbooks**


## Managing Daily Living

Slide	Activity	
<b>19</b>	<p>You should introduce the film by saying: <b>“This is a film about managing daily living, the tenants were asked how they managed everyday activities like washing and cooking”.</b></p> <p>Show the film all the way through.</p> <p>Whilst the group are watching the film you can use the time to familiarise yourself with the next activity.</p>	<b>10 mins</b>
<b>20</b>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask your group the following question: <b>What kinds of things did people talk about?</b></p> <p>Write the responses from your group onto a flipchart.</p> <p>To help your group here are some examples the kinds of things people talked about:</p> <ul style="list-style-type: none"><li>▪ that accepting help to manage daily living and self care activities was difficult for tenants</li><li>▪ that dementia makes it difficult to take care of oneself and that staff sometimes don't understand this.</li></ul>	




## Managing Daily Living

### Key Skill: Empathy and active listening

Slide	Activity	
21	<p><b>ACTIVITY: RECAP ACTIVITY</b></p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
22	<p>The definition of empathy is given again, if you need to refer to it.</p>	
23	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> <li>▪ if they <b>do</b> go to <b>A</b></li> <li>▪ if they <b>don't</b> go to <b>B</b>.</li> </ul> <p><b>A:</b> Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> <li>▪ What thoughts were expressed?</li> <li>▪ What feelings were expressed?</li> </ul> <p>Then show the film.</p>	
24	<p><b>B:</b> Tell the group to go to their workbook page 4: worksheet 1.</p> <p><b>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</b></p> <p>The worksheet questions will help your group to really listen to the person in the film.</p> <p>The worksheets are to be completed individually.</p> <p>To help you we have provided some useful prompts for each question on the worksheet:</p> <p><b>What thoughts were expressed?</b> A tenant talks about the loss of independence to manage self care and describes how: “everything is done for you” and how she would like to: “do more” for herself”.</p> <p><b>What feelings were expressed?</b> A tenant talks about feeling fortunate and proud of how they are managing: “I can do a lot for myself”.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p>	


## Managing Daily Living

### Key Skill: Person-centred responding. Applying the person-centred care values to everyday practice.

Slide	Activity	
<p><b>25</b></p>	<p>We now focus on the eight person-centred care values and the key skill of applying these values at work.</p> <p>Remind your group about person-centred care values using:</p> <p><b>Did Peter Rabbit Invent a Perfect Iced Rolypoly and Custard</b></p> <p>You can also direct the group to their workbook to look again at page 3.</p> <p>There is also the full description of the eight values for you to prompt your group in Appendix 1.</p>	<p><b>20 mins</b></p>
<p><b>26</b></p>	<p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>Split the group into pairs.</p> <p>Direct participants to their workbook page 5: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p><b>“How might you respond to what you have seen in the films relating to the person-centred care values?”</b></p> <p>You can help your group by saying:</p> <p>“You can think of the people that you care for at work and give an example of when you have used person-centred care values”.</p> <p>If you are stuck, here is an example that might help:</p> <p>When the lady was talking about wanting to be more involved in her own laundry, you could enable her to wash small items in her bathroom.</p> <p>This would relate to the person-centred care values of <b>Independence</b> (empowering her to help herself) and <b>Dignity</b> (giving her time to do things in her own way).</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p> <p>Encourage responses that show staff can apply the values to their everyday work, for example updating and checking that care plans reflect individual preferences.</p>	


## Managing Daily Living

**Key Skill: Peer support. Developing the skill of working with and learning from others.**


Slide	Activity	
<b>27</b>	<p>The focus for this section is on the key skill of developing peer support.</p> <p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>You can start the discussion by saying the following:</p> <p><b>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</b></p> <p>Invite the group to discuss the following questions:</p> <p><b>1. How do we support each other in our work?</b></p> <p>Encourage your group to:</p> <ul style="list-style-type: none"><li>▪ share ideas and feelings</li><li>▪ suggest or share a coping strategy that could help to keep everyone’s morale high</li><li>▪ share ideas about how you as a manager or the organisation could help with work stresses.</li></ul> <p><b>2. To encourage the group to think as team, ask them:</b></p> <p><b>“Can you can map the eight person-centred values onto how you work with each other?”</b></p>	<b>10 mins</b>

## Finishing the Managing Daily Living session

Thank your staff for their contribution and ask them to complete the sheet on page 6. This will provide further quiet time for reflection.


Slide	Activity	
<b>28</b>	<p><b>ACTIVITY: REFLECTION</b></p> <p>Ask participants to complete the reflection sheet in the workbook.</p> <p>They are asked to write two things that they have learnt today that they can use in their work.</p> <p>This can include examples of good practice shared by their colleagues.</p> <p>They are also asked to write one action that they will take to show support for their colleagues.</p>	<b>5 mins</b>
<b>29</b>	<p>Read the learning outcomes for the group and ask participants to share something they have learned from the session.</p> <p>Thank your group for taking part in the training. Hand out certificates at this point.</p> <p>If you are using the completed workbooks in supervision sessions with staff you may want to remind staff to keep the workbooks in a safe place.</p>	

## Managing Health

Slide	Activity	
<p><b>30</b></p>	<p>You should introduce the film by saying:</p> <p><b>“This is a film about managing health. The tenants were asked how they managed their existing health conditions with medication, how they accessed health information and about their attitudes to keeping healthy”.</b></p> <p>Show the film all the way through.</p> <p>Whilst the group are watching the film you can use the time to familiarise yourself with the next activity.</p>	<p><b>10 mins</b></p>
<p><b>31</b></p>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask your group the following question:</p> <p><b>What kinds of things did people talk about?</b></p> <p>Write the responses from your group onto a flipchart.</p> <p>To help your group here are some examples of the kinds of things people talked about:</p> <ul style="list-style-type: none"> <li>▪ the importance of structured mealtimes and provision of food</li> <li>▪ the impact on mental health</li> <li>▪ the importance of keeping active</li> <li>▪ managing medications</li> <li>▪ worrying about falls.</li> </ul>	


## Managing Health

### Key Skill: Empathy and active listening

Slide	Activity	
32	<p><b>ACTIVITY: RECAP ACTIVITY</b></p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
33	<p>The definition of empathy is given again, if you need to refer to it.</p>	
34	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> <li>▪ if they <b>do</b> go to <b>A</b></li> <li>▪ if they <b>don't</b> go to <b>B</b>.</li> </ul> <p><b>A:</b> Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> <li>▪ What thoughts were expressed?</li> <li>▪ What feelings were expressed?</li> </ul> <p>Then show the film.</p>	
35	<p><b>B:</b> Tell the group to go to their workbook page 7: worksheet 1.</p> <p><b>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</b></p> <p>The worksheet questions will help your group to really listen to the person in the film.</p> <p>The worksheets are to be completed individually.</p> <p>To help you we have provided some useful prompts for each question on the worksheet:</p> <p><b>What thoughts were expressed?</b> A tenant talks about concerns about deteriorating mobility: “there’s always a fear of falling”.</p> <p><b>What feelings were expressed?</b> A tenant expresses feelings of frustration about not being able to manage own medication: “I’m used to doing it for myself, so it annoys me”.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p>	


## Managing Health

### Key Skill: Person-centred responding. Applying the person-centred care values to everyday practice.

Slide	Activity	
<p><b>36</b></p>	<p>We now focus on the eight person-centred care values and the key skill of applying these values at work.</p> <p>Remind your group about person-centred care values using:</p> <p><b>Did Peter Rabbit Invent a Perfect Iced Rolypoly and Custard</b></p> <p>You can also direct the group to their workbook to look again a page 3.</p> <p>There is the full description of the eight values for you to prompt your group given in Appendix 1.</p>	<p><b>20 mins</b></p>
<p><b>37</b></p>	<p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>Split the group into pairs.</p> <p>Direct participants to the workbook page 8: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p><b>“How might you respond to what you have seen in the films relating to the person- centred care values?”</b></p> <p>You can help your group by saying:</p> <p><b>“You can think of the people that you care for at work and give an example of when you have used person-centred care values”.</b></p> <p>If you are stuck here is an example that might help:</p> <p>When the lady was talking about not being able to manage her own medication, you could suggest that she might check, prepare and administer her daily medication with staff supervision.</p> <p>This would relate to the person-centred care values of <b>Partnership</b> (involving the individual alongside other workers) and <b>Independence</b> (promoting her wish to help herself).</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask the participants to share what they have written with the group.</p> <p>Encourage responses that show staff can apply this in their everyday work, for example, updating and checking that care plans reflect individual preferences.</p>	

## Managing Health


**Key Skill: Peer support. Developing the skill of working with and learning from others.**

Slide	Activity	
<b>38</b>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>You can start the discussion by saying the following:</p> <p><b>“The work you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</b></p> <p>Invite the group to discuss the following questions:</p> <p><b>1. How do we support each other in our work?</b></p> <p>Encourage your group to:</p> <ul style="list-style-type: none"><li>▪ share ideas and feelings</li><li>▪ suggest or share a coping strategy that could help to keep everyone’s morale high</li><li>▪ share ideas about how you as a manager or the organisation could help with work stresses.</li></ul> <p>2. To encourage the group to think as team, ask them:</p> <p><b>“Can you map the eight person-centred values onto how you work with each other?”</b></p>	<b>10 mins</b>




## Finishing the Managing Health session

Thank your staff for their contribution and ask them to complete the sheet on page 9. This will provide further quiet time for reflection.


Slide	Activity	
<b>39</b>	<p><b>ACTIVITY: REFLECTION</b></p> <p>Ask participants to complete the reflection sheet in the workbook.</p> <p>They are asked to write two things that they have learnt today that they can use in their work.</p> <p>This can include examples of good practice shared by their colleagues.</p> <p>They are also asked to write one action that they will take to show support for their colleagues.</p>	<b>5 mins</b>
<b>40</b>	<p>Read the learning outcomes for the group and ask participants to share something they have learned from the session.</p> <p>Thank your group for taking part in the training. Hand out certificates at this point.</p> <p>If you are using the completed workbooks in supervision sessions with staff you may want to remind staff to keep the workbooks in a safe place.</p>	

## Social Contact

Slide	Activity	
<p><b>41</b></p>	<p>You should introduce the film by saying:  <b>“This is a film about social contact. The tenants were asked about how they managed their social activities and social life”.</b></p> <p>Show the film all the way through.                      Whilst the group are watching the film you can use the time to familiarise yourself with the next activity.</p>	<p><b>10 mins</b></p>
<p><b>42</b></p>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask your group the following question:  <b>What kinds of things did people talk about?</b></p> <p>Write the responses from your group onto a flipchart.</p> <p>To help your group discussion here are some examples of the kinds of things people talked about:</p> <ul style="list-style-type: none"> <li>▪ family and friends – adjusting to changes in relationships</li> <li>▪ making new friends and acquaintances</li> <li>▪ feeling isolated in social spaces and groups</li> <li>▪ intimate relationships.</li> </ul>	


## Social Contact

### Key Skill: Empathy and active listening

Slide	Activity	
<b>43</b>	<p><b>ACTIVITY: RECAP ACTIVITY</b></p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	<b>15 mins</b>
<b>44</b>	<p>The definition of empathy is given again, if you need to refer to it.</p>	
<b>45</b>	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> <li>▪ if they <b>do</b> go to <b>A</b></li> <li>▪ if they <b>don't</b> go to <b>B</b>.</li> </ul> <p><b>A:</b> Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> <li>▪ What thoughts were expressed?</li> <li>▪ What feelings were expressed?</li> </ul> <p>Then show the film.</p>	
<b>46</b>	<p><b>B:</b> Tell the group to go to their workbook page 10: worksheet 1.</p> <p><b>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</b></p> <p>The worksheet questions will help your group to really listen to the person in the film.</p> <p>The worksheets are to be completed individually.</p> <p>To help you we have provided some useful prompts for each question on the worksheet:</p> <p><b>What thoughts were expressed?</b> A tenant expresses concerns about fitting in and making new friends: “when I first came here I thought, I don’t know a soul”.</p> <p><b>What feelings were expressed?</b> A tenant talks expresses feeling strange about being in a new environment: “I felt a bit strange at first, but I think I’ve settled”.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p>	


## Social Contact

### Key Skill: Person-centred responding. Applying the person-centred care values to everyday practice.

Slide	Activity	
47	<p>We now focus on the eight person-centred care values and the key skill of applying these values at work.</p> <p>Remind your group about person-centred care values using:</p> <p><b>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard</b></p> <p>You can also direct the group to their workbook to look again at page 3.</p> <p>There is the full description of the eight values for you, to prompt your group in Appendix 1.</p>	20 mins
48	<p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>Split the group into pairs.</p> <p>Direct participants to the workbook page 11: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p><b>“How might you respond to what you have seen in the films relating to the person-centred care values?”</b></p> <p>You can help your group by saying:</p> <p><b>“You can think of the people that you care for at work and give an example of when you have used person-centred care values”.</b></p> <p>If you are stuck, here is an example that might help:</p> <p>When the tenant was describing concerns about ‘fitting in’, you might introduce her to other tenants with similar interests/personality.</p> <p>This would relate to the person-centred care values of <b>Independence</b> (by not leaving the lady to cope on her own and <b>Partnership</b> (you would involve the lady in choosing who she might want to spend time with).</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p> <p>Encourage responses that show staff can apply this in their everyday work, for example updating and checking that care plans reflect individual preferences.</p>	


## Social Contact

### Key Skill: Peer support. Developing the skill of working with and learning from others.


Slide	Activity	
<p><b>49</b></p>	<p>The focus for this section is on the key skill of developing peer support.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>You can start the discussion by saying the following:</p> <p><b>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</b></p> <p>Invite the group to discuss the following questions:</p> <p><b>1. How do we support each other in our work?</b></p> <p>Encourage your group to:</p> <ul style="list-style-type: none"> <li>▪ share ideas and feelings</li> <li>▪ suggest or share a coping strategy that could help to keep everyone’s morale high</li> <li>▪ share ideas about how you as a manager or the organisation could help with work stresses.</li> </ul> <p>2. To encourage the group to think as a team, ask them if they can map the eight person-centred care values onto how they work with each other</p> <p><b>“Can you map the eight person-centred values onto how you work with each other?”</b></p>	<p><b>10 mins</b></p>

## Finishing the Social Contact session

Thank your staff for their contribution and ask them to complete the sheet on page 12. This will provide further quiet time for reflection.


Slide	Activity	
<b>50</b>	<p><b>ACTIVITY: REFLECTION</b></p> <p>Ask participants to complete the reflection sheet in the workbook.</p> <p>They are asked to write two things that they have learnt today that they can use in their work.</p> <p>This can include examples of good practice shared by their colleagues.</p> <p>They are also asked to write one action that they will take to show support for their colleagues.</p>	<b>5 mins</b>
<b>51</b>	<p>Read the learning outcomes for the group and ask participants to share something they have learned from the session.</p> <p>Thank your group for taking part in the training. Hand out certificates at this point.</p> <p>If you are using the completed workbooks in supervision sessions with staff you may want to remind staff to keep the workbooks in a safe place.</p>	

## Enjoyment

Slide	Activity	
<p><b>52</b></p>	<p>You should introduce the film by saying:  <b>“This film is about enjoyment. The tenants were asked about what they enjoyed in life”.</b></p> <p>Show the film all the way through.</p> <p>Whilst the group are watching the film you can use the time to familiarise yourself with the next activity.</p>	<p><b>10 mins</b></p>
<p><b>53</b></p>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask your group the following question:  <b>What kinds of things did people talk about?</b></p> <p>Write the responses from your group onto a flipchart.</p> <p>To help your group discussion here are some examples of kinds of things that people talked about:</p> <ul style="list-style-type: none"> <li>▪ expectations of coming to live in Assisted Living</li> <li>▪ barriers to enjoyment</li> <li>▪ helping others.</li> </ul>	

## Enjoyment


### Key Skill: Empathy and active listening

Slide	Activity	
<b>54</b>	<p><b>ACTIVITY: RECAP ACTIVITY</b></p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	<b>15 mins</b>
<b>55</b>	<p>The definition of empathy is given again, if you need to refer to it.</p>	
<b>56</b>	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> <li>▪ if they <b>do</b> go to <b>A</b></li> <li>▪ if they <b>don't</b> go to <b>B</b>.</li> </ul> <p><b>A:</b> Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> <li>▪ What thoughts were expressed?</li> <li>▪ What feelings were expressed?</li> </ul> <p>Then show the film.</p>	
<b>57</b>	<p><b>B:</b> Tell the group to go to their workbook page 13: worksheet 1.</p> <p><b>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</b></p> <p>The worksheet questions will help your group to really listen to the person in the film.</p> <p>The worksheets are to be completed individually.</p> <p>To help you we have provided some examples of answers to the questions.</p> <p><b>What thoughts were expressed?</b> A tenant talks about expectations being met.</p> <p><b>What feelings were expressed?</b> A tenant expresses frustrations at expectations not being met.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p>	




## Enjoyment

### Key Skill: Person-centred responding. Applying the person-centred care values to everyday practice.

Slide	Activity	
<p><b>58</b></p>	<p>We now focus on the eight person-centred care values and the key skill of applying these values at work.</p> <p>Remind your group about person-centred care values using:</p> <p><b>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard</b></p> <p>You can also direct the participants to their workbook to look again at page 3. There is the full description of the eight values for you, to prompt your group in Appendix 1.</p>	<p><b>20 mins</b></p>
<p><b>59</b></p>	<p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>Split the group into pairs.</p> <p>Direct participants to the workbook page 14: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p><b>“How might you respond to what you have seen in the films relating to the person-centred care values?”</b></p> <p>You can help your group by saying:</p> <p><b>“You can think of the people that you care for at work and give an example of when you have used person-centred care values”</b></p> <p>If you are stuck here is an example that might help:</p> <p>When the man was talking about wanting to visit an art gallery, we might reflect on whether we offer activities based on individuality... or are we taking a ‘one size fits all’ approach? We might then seek to find ways to help him access visual art material within the limits of his capacity/mobility.</p> <p>This would relate to the person-centred care values of <b>Individuality</b> (recognising each person’s unique identity) and <b>Choice</b> (finding ways to show understanding and meet their needs).</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p> <p>Encourage responses that show staff can apply this in their everyday work, for example updating and checking that care plans reflect individual preferences.</p>	


## Enjoyment

### Key Skill: Peer support. Developing the skill of working with and learning from others.


Slide	Activity	
<p><b>60</b></p>	<p>The focus for this section is on the key skill of developing peer support.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>You can start the discussion by saying the following:</p> <p><b>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</b></p> <p>Invite the group to discuss the following questions:</p> <p><b>1. How do we support each other in our work?</b></p> <p>Encourage your group to:</p> <ul style="list-style-type: none"> <li>▪ share ideas and feelings</li> <li>▪ suggest or share a coping strategy that could help to keep everyone’s morale high</li> <li>▪ share ideas about how you as a manager or the organisation could help with work stresses.</li> </ul> <p>2. To encourage the group to think as team, ask them:</p> <p><b>“Can you map the eight person-centred care values onto how you work with each other?”</b></p>	<p><b>10 mins</b></p>

## Finishing the Enjoyment session

Thank your staff for their contribution and ask them to complete the sheet on page 15. This will provide further quiet time for reflection.


Slide	Activity	
<b>61</b>	<p><b>ACTIVITY: REFLECTION</b></p> <p>Ask participants to complete the reflection sheet in the workbook.</p> <p>They are asked to write two things that they have learnt today that they can use in their work.</p> <p>This can include examples of good practice shared by their colleagues.</p> <p>They are also asked to write one action that they will take to show support for their colleagues.</p>	<b>5 mins</b>
<b>62</b>	<p>Read the learning outcomes for the group and ask participants to share something they have learned from the session.</p> <p>Thank your group for taking part in the training. Hand out certificates at this point.</p> <p>If you are using the completed workbooks in supervision sessions with staff you may want to remind staff to keep the workbooks in a safe place.</p>	

## Safety and Security

Slide	Activity	
<p><b>63</b></p>	<p>You should introduce the film by saying:</p> <p><b>“This is a film about safety and security. Tenants were asked about how they felt about their physical safety and it also includes feelings of safety around other people”.</b></p> <p>Show the film all the way through.</p> <p>Whilst the group are watching the film you can use the time to familiarise yourself with the next activity.</p>	<p><b>10 mins</b></p>
<p><b>64</b></p>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask your group the following question:</p> <p><b>What kinds of things did people talk about?</b></p> <p>Write the responses from your group onto a flipchart.</p> <p>To help your group discussion here are some examples of kinds of things that people talked about:</p> <ul style="list-style-type: none"> <li>▪ living alone in the community</li> <li>▪ feeling safe in the Assisted Living site</li> <li>▪ safety around other tenants</li> <li>▪ the role of staff in feelings of safety.</li> </ul>	


## Safety and Security

### Key Skill: Empathy and active listening

Slide	Activity	
<b>65</b>	<p><b>ACTIVITY: RECAP ACTIVITY</b></p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	<b>15 mins</b>
<b>66</b>	<p>The definition of empathy is given again, if you need to refer to it.</p>	
<b>67</b>	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> <li>▪ if they <b>do</b> go to <b>A</b></li> <li>▪ if they <b>don't</b> go to <b>B</b>.</li> </ul> <p><b>A:</b> Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> <li>▪ What thoughts were expressed?</li> <li>▪ What feelings were expressed?</li> </ul> <p>Then show the film.</p>	
<b>68</b>	<p><b>B:</b> Tell the group to go to their workbook page 16: worksheet 1.</p> <p><b>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</b></p> <p>The worksheet questions will help your group to really listen to the person in the film.</p> <p>The worksheets are to be completed individually.</p> <p>To help you we have provided some useful prompts for each question on the worksheet:</p> <p><b>What thoughts were expressed?</b> A tenant talks about feelings of reassurance and contentment: “you know there’s someone here all the time”.</p> <p><b>What feelings were expressed?</b> A tenant expresses the importance of living in a safe environment: “security is wonderful... you feel so safe”.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p>	


## Safety and Security

### Key Skill: Person-centred responding. Applying the person-centred care values to everyday practice.

Slide	Activity	
69	<p>We now focus on the eight person-centred care values and the key skill of applying these values at work.</p> <p>Remind your group about person-centred care values using:</p> <p><b>Did Peter Rabbit Invent a Perfect Iced Rolypoly and Custard</b></p> <p>You can also direct the group to their workbook to look again at page 3.</p> <p>There is also the full description of the eight values for you to prompt your group in Appendix 1.</p>	20 mins
70	<p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>Split the group into pairs.</p> <p>Direct participants to the workbook page 17: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p><b>“How might you respond to what you have seen in the films relating to the person-centred care values?”</b></p> <p>You can help your group by saying:</p> <p><b>“You can think of the people that you care for at work and give an example of when you have used person-centred values”.</b></p> <p>If you are stuck, here is an example that might help:</p> <p>When the man was talking about feelings of discomfort when someone came to his door unannounced, you could try to ensure procedures were in place to avoid this where possible or give prior notice by ringing the flat first.</p> <p>This would relate to the person-centred care values of <b>Rights</b> (to be kept safe from harm) and <b>Respect</b> (showing understanding of their concerns and taking them seriously).</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p> <p>Encourage responses that show staff can apply this in their everyday work, for example updating and checking that care plans reflect individual preferences.</p>	


## Safety and Security

### Key Skill: Peer support. Developing the skill of working with and learning from others.

Slide	Activity	
<b>71</b>	<p>The focus for this section is on the key skill of developing peer support.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>You can start the discussion by saying the following:</p> <p><b>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</b></p> <p>Invite the group to discuss the following questions:</p> <p><b>1. How do we support each other in our work?</b></p> <p>Encourage your group to:</p> <ul style="list-style-type: none"><li>▪ share ideas and feelings</li><li>▪ suggest or share a coping strategy that could help to keep everyone’s morale high</li><li>▪ share ideas about how you as a manager or the organisation could help with work stresses.</li></ul> <p><b>2. To encourage the group to think as team, ask them:</b></p> <p><b>“Can you map the eight person-centred values onto how you work with each other?”</b></p>	<b>10 mins</b>


## Finishing the Safety and Security session

Thank your staff for their contribution and ask them to complete the sheet on page 18. This will provide further quiet time for reflection.

Slide	Activity	
<b>72</b>	<p><b>ACTIVITY: REFLECTION</b></p> <p>Ask participants to complete the reflection sheet in the workbook.</p> <p>They are asked to write two things that they have learnt today that they can use in their work.</p> <p>This can include examples of good practice shared by their colleagues.</p> <p>They are also asked to write one action that they will take to show support for their colleagues.</p>	<b>5 mins</b>
<b>73</b>	<p>Read the learning outcomes for the group and ask participants to share something they have learned from the session.</p> <p>Thank your group for taking part in the training. Hand out certificates at this point.</p> <p>If you are using the completed workbooks in supervision sessions with staff you may want to remind staff to keep the workbooks in a safe place.</p>	




## Independence

Slide	Activity	
<b>74</b>	<p>You should introduce the film by saying:  <b>“This is a film about independence. Tenants were asked about whether they felt they had much choice and control in life”.</b></p> <p>Show the film all the way through.</p> <p>Whilst the group are watching the film you can use the time to familiarise yourself with the next activity.</p>	<b>10 mins</b>
<b>75</b>	<p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask your group the following question:  <b>What kinds of things did people talk about?</b></p> <p>Write the responses from your group onto a flipchart.</p> <p>To help your group here are some examples of the kinds of things people talked about:</p> <ul style="list-style-type: none"> <li>▪ differing needs and the impact of living in Assisted Living care</li> <li>▪ the importance of remaining independent</li> <li>▪ impact of transport to and from the site</li> <li>▪ sharing a social space.</li> </ul>	


## Independence

### Key Skill: Empathy and active listening

Slide	Activity	
<b>76</b>	<p><b>ACTIVITY: RECAP ACTIVITY</b></p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	<b>15 mins</b>
<b>77</b>	<p>The definition of empathy is given again, if you need to refer to it.</p>	
<b>78</b>	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> <li>▪ if they <b>do</b> go to <b>A</b></li> <li>▪ if they <b>don't</b> go to <b>B</b>.</li> </ul> <p><b>A:</b> Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> <li>▪ What thoughts were expressed?</li> <li>▪ What feelings were expressed?</li> </ul> <p>Then show the film.</p>	
<b>79</b>	<p><b>B:</b> Tell the group to go to their workbook page 19: worksheet 1.</p> <p><b>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</b></p> <p>The worksheet questions will help your group to really listen to the person in the film.</p> <p>The worksheets are to be completed individually.</p> <p>To help you we have provided some useful prompts for each question on the worksheet.</p> <p><b>What thoughts were expressed?</b> A tenant talks about the loss of independence in self-care and describes how “everything is done for you” and how she would like to “do more for myself”.</p> <p><b>What feelings were expressed?</b> A tenant expresses feelings of determination to maintain independence: “I’m not ready for giving in”.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the rest of the group.</p>	


## Independence

### Key Skill: Person-centred responding. Applying the person-centred care values to everyday practice.

Slide	Activity	
<p><b>80</b></p>	<p>We now focus on the eight person-centred care values and the key skill of applying these values at work.</p> <p>Remind your group about person-centred care values using:</p> <p><b>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard</b></p> <p>You can also direct the group to their workbook to look again at page 3.</p> <p>There is also the full description for you to prompt your group in Appendix 1.</p>	<p><b>20 mins</b></p>
<p><b>81</b></p>	<p><b>ACTIVITY: COMPLETING WORKSHEET 2</b></p> <p>Split the group into pairs.</p> <p>Direct participants to their workbook page 20: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p><b>“How might you respond to what you have seen in the films relating to the person-centred care values?”</b></p> <p>You can help your group by saying:</p> <p><b>“You can think of the people that you care for at work and give an example of when you have used person-centred care values”.</b></p> <p>If you are stuck, here is an example that might help:</p> <p>When the lady was talking about feeling restricted and annoyed by the staff response when she independently strolled outside for some fresh air – the staff member could respond more empathetically, respecting her independence at the same time as noting her capacity/mobility.</p> <p>This would relate to the person-centred care values of <b>Dignity</b> (valuing their individuality and wishes) and <b>Independence</b> (respecting what they can do for do for themselves).</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>Ask participants to share what they have written with the group.</p> <p>Encourage responses that show staff can apply this in their everyday work, for example updating and checking that care plans reflect individual preferences.</p>	


## Independence

### Key Skill: Peer support. Developing the skill of working with and learning from others.

Slide	Activity	
<p><b>82</b></p>	<p>The focus for this section is on the key skill of developing peer support.</p> <p><b>ACTIVITY: GROUP DISCUSSION</b></p> <p>You can start the discussion by saying the following:</p> <p><b>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</b></p> <p>Invite the group to discuss the following questions:</p> <p><b>1. How do we support each other in our work?</b></p> <p>Encourage your group to:</p> <ul style="list-style-type: none"> <li>▪ share ideas and feelings</li> <li>▪ suggest or share a coping strategy that could help to keep everyone’s morale high</li> <li>▪ share ideas about how you as a manager or the organisation could help with work stresses.</li> </ul> <p>2. To encourage the group to think as a team, ask them if they map the eight person-centred care values onto how they work with each other.</p> <p><b>“Can you map the eight person-centred values onto how you work with each other?”</b></p>	<p><b>10 mins</b></p>

## Finishing the Independence session

Thank your staff for their contribution and ask them to complete the sheet on page 21. This will provide further quiet time for reflection.

Slide	Activity	
<b>83</b>	<p><b>ACTIVITY: REFLECTION</b></p> <p>Ask participants to complete the reflection sheet in the workbook.</p> <p>They are asked to write two things that they have learnt today that they can use in their work.</p> <p>This can include examples of good practice shared by their colleagues.</p> <p>They are also asked to write one action that they will take to show support for their colleagues.</p>	<b>5 mins</b>
<b>84</b>	<p>Read the learning outcomes for the group and ask participants to share something they have learnt from the session.</p> <p>Thank your group for taking part in the training. Hand out certificates at this point.</p> <p>If you are using the completed workbooks in supervision sessions with staff you may want to remind staff to keep the workbooks in a safe place.</p>	

## Appendix 1 **Person-Centred Care Values**

Person-centred values are the guiding principles that help to put the interests of the individual receiving care or support at the centre of everything we do. In health and social care, person-centred values include **dignity, privacy, rights, independence, rights, privacy, choice, independence, partnership, individuality, respect and choice.**

An acrostic helps to remember the values:

**Did Peter Rabbit Invent a Perfect Iced Roly-poly and Custard**

**Let's look at these in more detail...**

**Dignity** - Treating somebody in a dignified way means to treat someone with respect, valuing their individuality and their ethical and moral beliefs. In order to provide the dignified care, you need to have an open and positive attitude. Take time to do things their way, don't make assumptions about how they want to be treated and be aware of how personal care may affect their dignity.

**Privacy** - Everyone has a right to private space and time when they need it. Privacy affects how and where care and support are given, especially when it involves personal hygiene or intimate procedures. Privacy includes not talking to anyone about the individual's private information unless they give permission and it is on a need-to-know basis to improve their care and support.

**Rights** - The Human Rights Act 1998 is the main legislation that sets out the rights of people in the UK. You have the right to speak your mind and be kept safe from harm, as well as the right to respect dignity and equality. You should make sure an individual's rights are respected, not only by yourself but also by other people involved in their care.

**Independence** - Promoting an individual's independence means to look at what they can do for themselves and empower them to do as much as possible for themselves. It does not mean leaving someone to cope alone but agreeing to the support they need and want.

**Partnership** - You work in partnership when you involve the individual and their family and work alongside other workers. The key to a successful partnership is good communication and trust; valuing and respecting what others have to say

**Individuality** - Each person has their own identity, needs, wishes, choices, beliefs and values. 'One size fits all' does not work when it comes to providing care and support.

**Respect** - Respecting someone means believing and showing that they have importance as an individual. It means that they have their own opinions and feelings and that even though you may not agree with them, you do respect them.

**Choice** - Each individual should be supported to make choices about their care and support. They should be given information in a way that they can understand so they can make informed choices. When working with individuals who cannot express their wants, needs and wishes in words, you must find other ways of communicating. Additional training and supervision can help you to develop these skills.

[www.propersoncentredcare.co.uk](http://www.propersoncentredcare.co.uk)

# Certificate of Attendance

## Awarded to:

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**For attending the Pull Up A Chair Training**

Date: \_\_\_\_\_

Facilitated by: \_\_\_\_\_

### Learning Outcomes:

Developing your understanding of person-centred care in the workplace.

Developing your skill of empathy and how to make an empathetic response.

Understanding how to apply Person-Centred Values in your work.

Self Care: Understanding how thinking about how you work (reflexive practice) and how learning and getting support from work colleagues (peer support) can help you feel better about your job.

Pull up a Chair

# **The Pull Up A Chair training tool has been developed by Age UK Wakefield District. With support from:**

## **Skills for Care**

**The Laurels Care Home**

**Holyrood House Care Home**

**Complete Care Ltd. Wakefield**

**Age UK Wakefield District**

**Home Support Service**

Further information about the training tool can be found at:  
**[www.leaf-foundation.co.uk](http://www.leaf-foundation.co.uk)** or by contacting:

**Age UK Wakefield District**  
7 Bank Street  
Castleford  
WF10 1JD

**t** 01977 552114  
**f** 01977 518549  
**e** [admin@ageukwd.org.uk](mailto:admin@ageukwd.org.uk)  
[www.ageukwd.org.uk](http://www.ageukwd.org.uk)

