

Pull Up A Chair Training Tool For Care Home 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

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 one working day.

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	
Welcome	Part 1: Introduction and overview session	Find the Part 1 document on page 10	1 hr
Short Break			15 mins
	Part 2: The Films <ul style="list-style-type: none"> ▪ Managing Daily Living ▪ Managing Health ▪ Social Contact 	Find Part 2 documents on page: <ul style="list-style-type: none"> 16 20 24 	Allow up to 50 minutes per film
Lunch	Learners should complete the morning session reflection part of the workbook	28	30 mins
Afternoon	Recap session	Find the Recap guidance on page 30	5 mins
Contracting	Part 2: The Films <ul style="list-style-type: none"> ▪ Enjoyment ▪ Safety and Security ▪ Independence 	Find the Part 2 documents on page: <ul style="list-style-type: none"> 31 35 39 	Allow 50 minutes per film
Contracting	Summary and close	Find the summary and close documents on page 43	Allow 5 mins

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

PART 1: Introduction and Overview Session

Slide	Section	Content	Activity	
6	Learning Outcomes	What is the aim of the training?	<p>Here are the learning outcomes for the training:</p> <ul style="list-style-type: none"> ▪ to develop your 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 care 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. 	2 mins
7	Overview and context for the training tool	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"> ▪ the films were made by Age UK Wakefield District as part of an NHS England project ▪ residents in care homes and people in assisted living were asked about their experiences of living in residential care. ▪ twelve films in total were made each covering the life domains found in Age UK Wakefield District's assessment tool the LEAF-7 ▪ these life domains are: Managing Daily Living, Managing Health, Social Contact, Enjoyment, Safety and Security, Independence ▪ 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. 	5 mins

8 Show the Introductory film

PART 1: Introduction and Overview Session

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

PART 1: Introduction and Overview Session

Slide	Section	Content	Activity	
13	Key Skill: Empathy	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"> ▪ the ability to be an active listener ▪ being able to listen to thoughts and feelings of others in a non - judgemental way ▪ showing a sensitivity and respect for others' emotions ▪ to respect what they say as their own truth, even if it is different to yours ▪ developing your “emotional radar” to pick up on what people are feeling by watching their body language and facial expression ▪ 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. 	Cont. 15 mins
14			<p>GROUP ACTIVITY – DISCUSSION</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 understand the eight person-centred care values.

PART 1: Introduction and Overview Session

Slide	Section	Content	Activity	
15	Key Skill: Person-centred care values	Person-centred responding - applying the eight person-centred care values to our everyday work	GROUP DISCUSSION: 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.	15 mins
16			Offer the following to help people remember: Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard. The eight person-centred care values are: Dignity Privacy Rights Independence Partnership Individuality Respect Choice	
17			Give out the workbooks at this point and direct your group to page 3. This has a description of the person-centred care values.	
18			End the session by saying: “This is the end of Part 1. We have introduced the skill of empathy and reminded ourselves of the eight person-centred care values. We will be using these in the next session”. 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

Participants should have their workbooks

Managing Daily Living

Slide	Activity	
<p>19</p>	<p>You should introduce the film by saying: “This is a film about managing daily living, the residents were asked about how they managed everyday activities like washing and cooking”. 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>10 mins</p>
<p>20</p>	<p>ACTIVITY: GROUP DISCUSSION Ask your group the following question: What kinds of things did people talk about? 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"> ▪ that accepting help to manage daily living and self care activities was difficult for residents ▪ that dementia makes it difficult to take care of oneself and that staff sometimes don't understand this. 	

Managing Daily Living

Key Skill: Empathy and active listening

Slide	Activity	
21	<p>ACTIVITY: RECAP ACTIVITY</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"> ▪ if they do go to A ▪ if they don't go to B. <p>A: Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> ▪ What thoughts were expressed? ▪ What feelings were expressed? <p>Then show the film.</p>	
24	<p>B: Tell the group to go to their workbook page 4: worksheet 1.</p> <p>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</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>What thoughts were expressed? A resident 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>What feelings were expressed? A resident expresses feelings of sadness and resignation about doing personal laundry: “it’s a job you can do yourself”.</p> <p>ACTIVITY: GROUP DISCUSSION</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>25</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>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard</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>20 mins</p>
<p>26</p>	<p>ACTIVITY: COMPLETING WORKSHEET 2</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>“How might you respond to what you have seen in the films relating to the person-centred care values?”</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: 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 Independence (empowering her to help herself) and Dignity (giving her time to do things in her own way).</p>	
	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask participants to share what they have written with 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	
27	<p>The focus for this section is on the key skill of developing peer support.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>You can start the discussion by saying the following:</p> <p>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</p> <p>Invite the group to discuss the following questions:</p> <p>1. How do we support each other in our work?</p> <p>Encourage your group to:</p> <ul style="list-style-type: none">▪ share ideas and feelings▪ suggest or share a coping strategy that could help to keep everyone’s morale high▪ share ideas about how you as a manager or the organisation could help with work stresses. <p>2. To encourage the group to think as team, ask them:</p> <p>“Can you can map the eight person-centred values onto how you work with each other?”</p>	10 mins

Managing Health

Slide	Activity	
<p>28</p>	<p>You should introduce the film by saying: “This film is about managing health, residents were asked about how they felt about their health and their care”.</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>10 mins</p>
<p>29</p>	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask your group the following question: What kinds of things did people talk about?</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"> ▪ the importance of medication when thinking about health ▪ the importance of being physically active every day and for rehabilitation ▪ experiences of getting health advice and accessing help from the doctor. 	

Managing Health

Key Skill: Empathy and active listening

Slide	Activity	
30	<p>ACTIVITY: RECAP ACTIVITY</p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
31	<p>The definition of empathy is given again, if you need to refer to it.</p>	
32	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> ▪ if they do go to A ▪ if they don't go to B. <p>A: Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> ▪ What thoughts were expressed? ▪ What feelings were expressed? <p>Then show the film.</p>	
33	<p>B: Tell the group to go to their workbook page 6: worksheet 1.</p> <p>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</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>What thoughts were expressed? A resident talks about the importance of medication routines: "I feel more comfortable with doing it myself".</p> <p>What feelings were expressed? A resident expresses feeling reassured that someone was there to manage medication needs: "so we know we've had what we should have".</p> <p>ACTIVITY: GROUP DISCUSSION</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>34</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>Did Peter Rabbit Invent a Perfect Iced Rolypoly and Custard</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 given in Appendix 1.</p>	<p>20 mins</p>
<p>35</p>	<p>ACTIVITY: COMPLETING WORKSHEET 2</p> <p>Split the group into pairs.</p> <p>Direct participants to the workbook page 7: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p>“How might you respond to what you have seen in the films relating to the person-centred care values?”</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 independent with her toileting needs, you might gradually decrease the help and support you provide and praise her attempts to be independent.</p> <p>This would promote the person care-centred values of Independence (empowering her to do as much as she can for herself) and Dignity (allowing her to take time to do things in her own way).</p> <p>ACTIVITY: GROUP DISCUSSION</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	
36	<p>The focus for this section is on the key skill of developing peer support.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>You can start the discussion by saying the following:</p> <p>“The work that you do is very emotional as you deal with people who are unwell or facing difficult life circumstances”.</p> <p>Invite the group to discuss the following questions:</p> <p>1. How do we support each other in our work?</p> <p>Encourage your group to:</p> <ul style="list-style-type: none">▪ share ideas and feelings▪ suggest or share a coping strategy that could help to keep everyone’s morale high▪ share ideas about how you as a manager or the organisation could help with work stresses. <p>2. To encourage the group to think as team, ask them:</p> <p>“Can you map the eight person-centred values onto how you work with each other?”</p>	10 mins

Social Contact

Slide	Activity	
<p>37</p>	<p>You should introduce the film by saying: “This is a film about social contact. Residents were asked about how they felt about their social life and activities”.</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>10 mins</p>
<p>38</p>	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask your group the following question: What kinds of things did people talk about?</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"> ▪ getting along with other residents ▪ it is good to have some company rather than living alone ▪ it is important to notice and to take into account the needs of the other residents ▪ having contact with people who live outside the care home is important ▪ relationships with family, especially grandchildren is important ▪ that staff in the care home have many skills and are very caring. 	

Social Contact

Key Skill: Empathy and active listening

Slide	Activity	
39	<p>ACTIVITY: RECAP ACTIVITY</p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
40	<p>The definition of empathy is given again, if you need to refer to it.</p>	
41	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> ▪ if they do go to A ▪ if they don't go to B. <p>A: Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> ▪ What thoughts were expressed? ▪ What feelings were expressed? <p>Then show the film.</p>	
42	<p>B: Tell the group to go to their workbook page 8: worksheet 1.</p> <p>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</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>What thoughts were expressed? A resident is concerned about fitting in and making new friends: “when I first came here, I thought I don’t know a soul”.</p> <p>What feelings were expressed? A resident expresses feeling alone: “I don’t know anybody here”.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask participants to share what they have written with the group.</p>	

Social Contact

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

Slide	Activity	
<p>43</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>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard</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>20 mins</p>
<p>44</p>	<p>ACTIVITY: COMPLETING WORKSHEET 2</p> <p>Split the group into pairs.</p> <p>Direct participants to their workbook page 9: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p>“How might you respond to what you have seen in the films relating to the person-centred care values?”</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 resident was describing concerns about ‘fitting in’, you might introduce her to other residents with similar interests/personality.</p> <p>This would promote the person care-centred values of Independence (by not leaving the lady to cope on her own) and Partnership (you would involve the lady in choosing who she might want to spend time with).</p> <p>ACTIVITY: GROUP DISCUSSION</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>	

Social Contact

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

Slide	Activity	
<p>45</p>	<p>The focus for this section is on the key skill of developing peer support.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>You can start the discussion by saying the following:</p> <p>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</p> <p>Invite the group to discuss the following questions:</p> <p>1. How do we support each other in our work?</p> <p>Encourage your group to:</p> <ul style="list-style-type: none"> ▪ share ideas and feelings ▪ suggest or share a coping strategy that could help to keep everyone’s morale high ▪ share ideas about how you as a manager or the organisation could help with work stresses. <p>2. To encourage the group to think as team, ask them:</p> <p>“Can you map the eight person-centred values onto how you work with each other?”</p>	<p>10 mins</p>

End of Morning Session

Thank your staff for their contribution this morning.

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ACTIVITY: REFLECTION

Participants should fill in the workbook section: Reflection - morning session on page 10. They are asked to write two things they have learnt today that they can use in their work. This can include examples of good practice shared by their colleagues. They are also asked to write one action that they will take to show support for their colleagues.

They should bring the completed section with them after lunch.

Afternoon Session

47

ACTIVITY:

Ask the group to sit in a different place to the one that they sat in for the morning session.

This can encourage staff to work with different colleague and will support peer group development.

Recap Session

48

Here is a suggestion on how you might recap on the learning from the morning session:

- remind the group about the films and their topics which were: managing health, managing daily living, social contact
- remind the group about active listening skills and how this links with empathy and how empathy is different to sympathy
- ask the group to briefly share a something useful that they have learnt from the morning session. This could be something from the reflection activity set at lunchtime.

Enjoyment

Slide	Activity	
<p>49</p>	<p>You should introduce the film by saying: “This film is about enjoyment. Residents were asked about how they felt about aspects of life that brought them enjoyment and what activities they would like to do”.</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>10 mins</p>
<p>50</p>	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask your group the following question: What kinds of things did people talk about?</p> <p>Write the responses from your group onto a flipchart.</p> <hr/> <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"> ▪ food ▪ going outside and nature ▪ hobbies ▪ entertainment ▪ watching TV. 	

Enjoyment

Key Skill: Empathy and active listening

Slide	Activity	
51	<p>ACTIVITY: RECAP ACTIVITY</p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
52	<p>The definition of empathy is given again, if you need to refer to it.</p>	
53	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> ▪ if they do go to A ▪ if they don't go to B. <p>A: Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> ▪ What thoughts were expressed? ▪ What feelings were expressed? <p>Then show the film.</p>	
54	<p>B: Tell the group to go to their workbook page 11: worksheet 1.</p> <p>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</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>What thoughts were expressed? Many of the residents talk about the importance of nice food and mealtimes.</p> <p>What feelings were expressed? A resident expresses a sense of loss at not being able to do things that were enjoyable, such as crocheting.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask participants to share what they have written with the group.</p>	

Enjoyment

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

Slide	Activity	
<p>55</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>Did Peter Rabbit Invent a Perfect Iced Rolypoly and Custard</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>20 mins</p>
<p>56</p>	<p>ACTIVITY: COMPLETING WORKSHEET 2</p> <p>Split the group into pairs.</p> <p>Direct participants to the workbook page 12: Part 2 The Films – Enjoyment worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p>“How might you respond to what you have seen in the films relating to the person-centred care values?”</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 to give you some ideas:</p> <p>A resident talked about liking crocheting and got enjoyment from this, you could offer alternatives or find adaptations to help her continue with this hobby.</p> <p>This would promote the person care-centred value of Individuality (remembering that a ‘one size fits all’ approach should be avoided by taking the time to find activities that are meaningful to the person.</p> <p>ACTIVITY: GROUP DISCUSSION</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>57</p>	<p>The focus for this section is on the key skill of developing peer support.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>You can start the discussion by saying the following:</p> <p>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</p> <p>Invite the group to discuss the following questions:</p> <p>1. How do we support each other in our work?</p> <p>Encourage your group to:</p> <ul style="list-style-type: none"> ▪ share ideas and feelings ▪ suggest or share a coping strategy that could help to keep everyone’s morale high ▪ share ideas about how you as a manager or the organisation could help with work stresses. <p>2. To encourage the group to think as team, ask them:</p> <p>“Can you map the eight person-centred values onto how you work with each other?”</p>	<p>10 mins</p>

Safety and Security

Slide	Activity	
<p>58</p>	<p>You should introduce the film by saying:</p> <p>“This is a film about safety and security. Residents were asked about how they felt about their physical safety and it also includes feelings of safety around other people.”</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>10 mins</p>
<p>59</p>	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask your group the following question:</p> <p>What kinds of things did people talk about?</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"> ▪ feeling threatened by the behaviour of other residents ▪ feeling safe with staff who feel like they are family ▪ the building is a place that is a safe place ▪ finding the right balance between having privacy and allowing staff to do their work. 	

Safety and Security

Key Skill: Empathy and active listening

Slide	Activity	
60	<p>ACTIVITY: RECAP ACTIVITY</p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
61	<p>The definition of empathy is given again, if you need to refer to it.</p>	
62	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> ▪ if they do go to A ▪ if they don't go to B. <p>A: Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> ▪ What thoughts were expressed? ▪ What feelings were expressed? <p>Then show the film.</p>	
63	<p>B: Tell the group to go to their workbook page 13: worksheet 1.</p> <p>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</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>What thoughts were expressed? A resident talks about the importance of living in a building that feels safe to move around in: “here, that’s why I can walk. It’s all smooth and no bumps”.</p> <p>What feelings were expressed? A resident expresses feelings of unease and upset when confronted by another resident: “one of them I don’t particularly care for”.</p>	
	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask participants to share what they have written with the group.</p>	

Safety and Security

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

Slide	Activity	
64	<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>Did Peter Rabbit Invent a Perfect Iced Rolypoly and Custard</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>	20 mins
65	<p>ACTIVITY: COMPLETING WORKSHEET 2</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>“How might you respond to what you have seen in the films relating to the Person-centred Care Model?”</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 to give you some ideas:</p> <p>When the lady was talking about feelings of unease at being approached by one of the other residents, you could use the opportunity to discuss with the residents the importance of everyone respecting the rights of each other to feel safe in their environment.</p> <p>This would promote the person care-centred values of Rights (that all residents have the right to be kept safe from harm), Dignity and Respect (encouraging residents to treat others with respect).</p> <p>ACTIVITY: GROUP DISCUSSION</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	
66	<p>The focus for this section is on the key skill of developing peer support.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>You can start the discussion by saying the following:</p> <p>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</p> <p>Invite the group to discuss the following questions:</p> <p>1. How do we support each other in our work?</p> <p>Encourage your group to:</p> <ul style="list-style-type: none">▪ share ideas and feelings▪ suggest or share a coping strategy that could help to keep everyone’s morale high▪ share ideas about how you as a manager or the organisation could help with work stresses. <p>2. To encourage the group to think as team, ask them:</p> <p>“Can you map the eight person-centred values onto how you work with each other?”</p>	10 mins

Independence

Slide	Activity	
67	<p>You should introduce the film by saying: “This is a film about independence. Residents were asked about how much choice and control they had in life”.</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>	10 mins
68	<p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask your group the following question: What kinds of things did people talk about?</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"> ▪ the experience of moving into the care setting and feelings of loss ▪ the time it takes to make the adjustment to living in a care setting ▪ feelings of loss of freedom ▪ understanding that ill-health has meant they have had to live in residential care ▪ that they sometimes feel they don't have the power to make decisions in life. 	

Independence

Key Skill: Empathy and active listening

Slide	Activity	
69	<p>ACTIVITY: RECAP ACTIVITY</p> <p>Ask someone from the group to read the summary of empathy written on the flipchart.</p>	15 mins
70	<p>The definition of empathy is given again, if you need to refer to it.</p>	
71	<p>Ask the group if they would like to watch the film again.</p> <ul style="list-style-type: none"> ▪ if they do go to A ▪ if they don't go to B. <p>A: Before watching the film again ask the group to practice active listening by keeping in mind:</p> <ul style="list-style-type: none"> ▪ What thoughts were expressed? ▪ What feelings were expressed? <p>Then show the film.</p>	
72	<p>B: Tell the group to go to their workbook page 15: worksheet 1.</p> <p>INDIVIDUAL ACTIVITY: COMPLETING WORKSHEET 1</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.</p> <p>What thoughts were expressed? A resident talks about coming to terms with new situation: "it's taken a while; I've always been independent".</p> <p>What feelings were expressed? A resident expresses feelings of frustration about loss of control: "I would have like to have been asked".</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>Ask participants to share what they have written with the group.</p>	

Independence

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

Slide	Activity	
<p>73</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>Did Peter Rabbit Invent a Perfect Iced Rolyoly and Custard</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>20 mins</p>
<p>74</p>	<p>ACTIVITY: COMPLETING WORKSHEET 2</p> <p>Split the group into pairs.</p> <p>Direct participants to their workbook page 16: worksheet 2.</p> <p>Ask the group to work in their pairs to answer the following question:</p> <p>“How might you respond to what you have seen in the films relating to the person-centred care values?”</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 to give you some ideas:</p> <p>When the gentleman was talking about wanting more freedom and to get out on his own more, you might arrange for him some safe personal space outdoors to enjoy an activity of his own choice in solitude.</p> <p>This would promote the person care-centred values of Individuality (understanding his needs to express himself) and Partnership (you could work alongside family and your co-workers to make sure that these activities can take place).</p> <p>ACTIVITY: GROUP DISCUSSION</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	
75	<p>The focus for this section is on the key skill of developing peer support.</p> <p>ACTIVITY: GROUP DISCUSSION</p> <p>You can start the discussion by saying the following:</p> <p>“The work that you do is often very emotional as you deal with people who are unwell or facing very difficult life circumstances”.</p> <p>Invite the group to discuss the following questions:</p> <p>1. How do we support each other in our work?</p> <p>Encourage your group to:</p> <ul style="list-style-type: none">▪ share ideas and feelings▪ suggest or share a coping strategy that could help to keep everyone’s morale high▪ share ideas about how you as a manager or the organisation could help with work stresses. <p>2. To encourage the group to think as team, ask them:</p> <p>“Can you map the eight person-centred values onto how you work with each other?”</p>	10 mins

Summary Session

Closing the day of training

76	Ask your group to complete the Reflection section in the workbook on page 17.
77	Read the learning outcomes to the group – ask for participants to share something that they have learnt from the day.
78	<p>Give out certificates to each participant.</p> <p>Thank your group for taking part in the training.</p> <p>If you are using the completed workbooks in your 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.

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Certificate of Attendance

Awarded to:

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 care 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:
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