



## Examples of possible participation projects

### Learning Note 4

Updated at March 2008

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## About this Learning Note

Getting Involved is a learning programme for staff in the Allied Health Professions in NHS Greater Glasgow and Clyde.

Part of the programme is support for staff who will be working on a small project around an aspect of patient focussed care or public involvement.

This note gives some examples of possible projects, to help staff get ideas about work that they could do in their own setting.

The notes are drawn from two sources.

The first is the ideas identified by the staff who took part in the first Learning Event in February 2009.

The second is some hypothetical examples, based on the types of situations that often come up in any NHS Board area.

For staff who want to take on a small project around PFPI during the period of the CPD Programme, there will be a range of supports.

- Access to the Learning Events on topics that are relevant to your project.
- Shared learning sessions, which will look at project design and ways to tackle problems that can arise in work of this sort. These sessions will focus on the specific projects that staff are planning or undertaking.

The learning support in the workshops will reflect the circumstances of each project and the learning needs of the staff who are taking part. This could be around any of the stages of a project, and could include:

- Planning a project
- Learning about different ways to gather people's views and experiences
- Working in partnerships
- Writing reports and giving presentations
- How to influence decisions and services.

Staff have to book places on these sessions: contact Anne Connor at Outside the Box for more information: [anne@otbds.org](mailto:anne@otbds.org)

## Notes that apply to any participation project

**Timescales:** Expect that most things around patient and public involvement will take longer than you expect they will or want them to. It is usually better to plan to do something smaller that you know is achievable in the time available, and then do a bigger follow up project.

**Opportunities for staff:** It is good if there are several ways for staff to be involved. This way, several people can share the work and the learning. They can also support and encourage each other.

**Opportunities for people you support:** It is good if there are ways for the people you support, or other people from a service user or relative/carer role, to be involved in addition to giving their views. And it is even better if there are several ways for people to be involved. This way, you are building up the confidence and skills of people in the community, and will have more people to help you when you next want to do work around patient or public involvement.

**Inclusion and equalities:** Think about ways to make your project inclusive – welcoming to all the people who want to contribute their experiences and ideas. These are some points to think about.

- Share the information about what you are doing widely.
- Go to where people are, rather than only expecting people to come to you.
- Aim to make the style and language of everything you do accessible to all the people who have an interest in the project.
- Ask people what forms and styles of communication work well for them.

**Opportunities to learn:** Small participation projects can give staff – and people who use services and others from the community – opportunities to learn new skills. It helps to think about who you are learning from as well as what you are learning, and to think if there are ways to create some additional opportunities for everyone. The support from Outside the Box is designed to help you to learn new skills and reflect on what you – and other people are learning. Other people you can learn from are the other people involved in this project, people in all sorts of settings and roles who have worked on other participation projects, and staff whose job it is to support public engagement.

**Keeping colleagues informed:** Most of the projects described here need staff to have enough time to do the task and for most of you this will be an integral part of your job. But you may still want to tell colleagues about the project and how the information that you gather will be used.

**Resources:** Some projects will need access to a small amount of money. One example is to meet the expenses for patients who volunteer to help you. Or you might need access to practical resources such as a place to meet or a colour photocopier. The support from Outside the Box will include helping you

identify sources for these sorts of resources if needed. But a useful first step is to ask colleagues in your setting if they know of anyone who can help.

***Benefits for the people you support:*** There are often many benefits from PFPI activities for the people whom a service supports. Some of these will be through more appropriate, or more accessible, health care. Other benefits can come from the process of the PFPI project, such as people who are volunteers or actively involved feeling more confident. Think about whether there is scope to get even more benefits for the people taking part and for people receiving care. Build into the project a way of checking that people are getting the benefits you intended. And also check what other benefits they see in themselves and in each other.

***Benefits for the service you provide, and for your own skills and knowledge:*** there are also benefits for the wider service and for the staff taking part. Again, it is useful to reflect on whether there are opportunities to increase the benefits – for example, by giving colleagues the opportunity to contribute and to learn. Build into the project ways of checking what benefits for the service and staff are occurring, and whether they are additional benefits beyond those in the initial plan.

***Keeping a record of what you do:*** It is a good idea for any project to keep a list of the main contacts, copies of the leaflets or whatever, notes on what happened, what worked well, and what did not go so well. Next year, when you want to do it again, it will make life easier. It will also help when someone in another setting wants to know how you did things, as well as learning what you did. Good records also mean that the evidence is there for CPD purposes or other learning programmes.

## Examples of possible projects

### Current ideas in Glasgow

These are the examples of possible or planned projects that people raised at the Learning Event in February 2009.

- Carers groups, for example for relatives of people with dementia.
- Engaging with target or potential patients who are 'hard to reach'.
- Expanding an existing service users' group to include more or more diverse people.
- Setting up a service users' forum and supporting it for the first few months.
- Planning and putting on a one-day event about recovery, to bring together people who live with long-term mental health problems, families and staff who work in a range of services.
- Developing and doing a survey of people's experiences of OT services – designed with service users. Examples were a mental health service and services for older people.
- An information leaflet about the OT role and potential support – explaining this to more patients.
- Patient involvement in developing more accessible leaflet/s about a service.
- Setting up training for patients with a long-term condition around self-management and looking after their well-being. An example would be adapting the Lanarkshire training that was described at the Learning Event.
- Introducing a notebook for older people to note down comments.

## **Detailed notes on hypothetical examples**

### **Example 1: Checking out people's views about a proposed change to a service**

#### ***Background***

Some people who come regularly to a clinic have been saying that it would be good if it was on in the afternoon instead of mornings.

So the staff are going to ask all the people who use the service what they think, before they make any more detailed plans

#### ***Main stages of the project***

- Preparing information about the possible change and where the suggestion has come from that is easy to understand – clear and accessible for the people who use this clinic.
- Identifying several ways to gather feedback from people and their relatives.
- Listening to what people say, as they will probably give their views on other matters too.
- Writing up a short report, so colleagues and managers know what people said.
- Feeding back the result to the people who use the service, thanking them.
- As soon as a decision is made, telling them what the plans are (even if it is for the service to stay the same as now, or to spend longer checking out the options).
- Writing up what has happened, the benefits and other outcomes, and what you have learned.

#### ***Some of the ways staff can be involved***

- Co-ordinating and leading the overall project.
- Preparing the background information and producing it in a lively and accessible form.
- Helping to gather feedback from people.

- Helping a colleague write the short report – planning out what it has to cover and commenting on drafts, for example.
- Being one of several people reflecting on what we heard from people and how best to take it forward.
- Helping to feed back to the people who use the service by preparing good written information.

***Some of the ways people who use the service can be involved***

- Designing and writing the information for everyone.
- Helping gather people's views.
- Contributing their views and suggestions.
- Commenting on or sharing the writing of the report or other feedback.

## **Example 2: Designing information leaflets and posters**

### ***Background***

This team is supporting people to take a more active role in looking after their own health and wellbeing.

Some staff are going to work with some people who have long-term conditions to prepare information for the people the team care for and for relatives and friends. They want the information to be positive, bright and cheerful, encouraging, and show how keeping well can be a part of people's daily lives. The information will reinforce the care and information that staff are providing.

### ***Main stages of the project***

- Identifying some people to work with you on this project.
- Getting examples of information that other people/settings have used, so you can all discuss what aspects you like, or dislike, and so get ideas for your information.
- Making some initial leaflets or posters.
- Asking some people who use your services and relatives what they think – the pilot or checking out stage.
- Revising the original ideas.
- Designing or creating the final version of the material.
- Getting enough copies of the leaflets and posters.
- Contacting a wide range of places and distributing the information, so it reaches people who might otherwise get missed.
- Writing up what has happened, the benefits and other outcomes, and what you have learned.

### ***Some of the ways staff can be involved***

- Co-ordinating or leading the overall project.
- Contacting other services and asking about the information they provide on managing your own wellbeing.
- Being part of the creative ideas team.

- Asking people what they think of the draft material.
- Organising and distributing the copies of the final leaflets and posters

***Some of the ways people who use the service can be involved***

- Being part of a small team with staff for the whole project.
- Spending a few hours at a 'come and make posters' session – the creative bit.
- Asking a few other people which of 2 or 3 posters and leaflets they find most helpful, and feeding this back to the team.
- Suggesting places for the posters and leaflets to go and use their own connections to help with the distribution.

### **Example 3: Focussing on the needs of patients**

#### ***Background***

This team cares for people who have complex health care problems and draws on the skills of staff from several professions. For some time, patients have been telling staff that it sometimes feels as if the patients have to organise their lives around the clinics. Instead, they want the care to help them get on with their lives and have a good quality of life.

A few staff are trying out the person-centred care tools with a few patients. They want to find out if this will help the people plan for the future and help the services be better at focussing on the needs of the patients and their families. There are several tools which sound as if they might be useful, so they may try several similar approaches.

#### ***Main stages of the project***

- Staff checking out what is involved in using the tool and talking to someone else who has already done this.
- Recruiting 3 or 4 people to take part in the project.
- Using the person-centred planning tools with the people and their families and anyone else they want to involve.
- Asking the patients and their families how the process worked for them, and getting their suggestions on ways to make it easier for people.
- Perhaps recruiting another few people and repeating it with them, including the suggestions made by the people who took part the first time.
- Getting together with the people who took part and feeding back to other members of the team on how the process worked.
- Following up on the suggestions about the support to the individual patients that were identified at the person-centred planning sessions.
- Writing up what has happened, the benefits and other outcomes, and what you have learned.

#### ***Some of the ways staff can be involved***

- Co-ordinating or leading the overall project.

- Finding out about person-centred planning tools, and which ones may work best in this setting.
- Using the tool with a client. Noting how you both thought the process worked. Then following up on the points that were raised as part of your on-going work with the person.
- Being one of the people who get together and think about how the tools worked and what would be useful here.
- Supporting colleagues in your team who are trying out this approach – asking questions, being encouraging and making helpful suggestions.

***Some of the ways people who use the service can be involved***

- Taking part in the pilot.
- Helping to feed back to the other members of the staff team.

## **Example 4: Doing a joint workshop at a conference**

### ***Background***

A team is working in an area which includes a relatively high proportion of people from Black and minority ethnic (BME) communities.

There is a conference coming up on the health needs of people from the BME communities.

The participation project is a member of staff working with some of the people they care for on the experiences of people who have a particular long-term health condition, and how they would like services to take account of their circumstances, including their cultures, preferred languages, diets, religious observances and family circumstances.

The people who use the services and the staff would also like to raise awareness about the condition among the BME communities, to encourage people to contact their GP as soon as symptoms start to emerge.

### ***Main steps of the project***

- Telling people about the conference and asking if they want to be part of the small project.
- Looking at what people have already said about their needs and preferences.
- Inviting people from the BME communities who use the service to identify the points they want to get across at the conference – for example, through a graffiti wall and suggestions box, telling the member of staff they see, telling any of the conference workshop team, or coming along to an open ‘have our say’ session.
- Making a list of points that people raised which the team can act on themselves, and the points which need to be followed up with managers or with people in other parts of the NHS, and a member of staff taking responsibility for passing these on.
- Getting together with the volunteers and deciding what the main points are that you all want to get across.
- Planning and putting together the hand outs, which include more of the quotes from people.
- Practicing together on the workshop presentation, so everyone feels confident.
- Doing a run through for the rest of the team and some friends and family.

- Doing the workshop at the conference.
- Having a last session to talk about how well it went, what we enjoyed and what we will do differently next time, and saying well done to each other.
- Writing up what has happened, the benefits and other outcomes, and what you have learned.

***Some of the ways staff can contribute***

- Co-ordinating or leading the overall project.
- Gathering together notes from earlier consultations or feedback, if these are available.
- Helping with one of more of the ways for people to feed in their suggestions – for example, looking after the big graffiti wall, facilitating at the discussion session or writing down what people say at it.
- Being part of the conference workshop team.
- Being one of the encouraging audience who help the team rehearse what they are going to say.
- Helping the team be organised with their handouts and so on.
- Discussing what people raised in a team meeting and contributing ideas to how the service can respond.

***Some of the ways people can be involved in the project***

- Being one of the volunteers who help plan the presentation and encourage the speakers.
- Being someone who gives the workshop presentation.
- Contributing their views.
- Coming to the session where people practice their presentation and giving them helpful suggestions and encouragement.

## **Example 5: Encouraging people to take part in a PPF**

### ***Background***

The Public Partnership Forums are one of the main routes through which the NHS hears the views and ideas of people who use the services and the wider public.

There is a Public Partnership Forum - or PPF - for each Community Health Partnership in Greater Glasgow. There are also forums and similar committees which relate to services working across the wider area.

In this area, the PPF is keen to expand the range of people who take part in the Forum. The staff at a particular team want to make sure that their patients have the opportunity to take part. The nature of the health problems that the patients have means that they are likely to need some extra support to be comfortable taking part in the meetings.

This project is a series of steps to help people take part in the PPF.

### ***Main stages of the project***

- Arranging with the development worker for the PPF to get information about the PPF. Then making the information available at the clinics and sending it out to patients.
- Identifying a range of ways for people to feed in their questions and the points they would like the PPF to help them with, as some people will find some forms of communication difficult.
- Arranging a session with the development worker and a few members of the PPF - getting them to come along to the centre and meet people, talk about how the PPF meetings work, and talk about the ways in which the PPF hears the experiences of many more people across the CHCP.
- Making time to work with individual people who are interested in getting more involved in the PPF to plan any communication support or other help they will need. This part will take longer and staff know that it will become an on-going part of how they support those people.
- Offering to help the people who use the service keep in touch with the PPF and gather their overall views and list of points they want to raise. This could be letting people use the centre for a meeting or sending round a newsletter with someone's contact details. A longer-term option may be to work on a service User Forum for the centre, if people want this.
- Feeding back to the PPF on ways they can make their arrangements more inclusive and flexible.

- Writing up what has happened, the benefits and other outcomes, and what you have learned.

***Some of the ways in which staff can be involved***

- Finding out more about the PPF and other routes for patients and the public to influence the NHS and other related services.
- Asking people what points they want to raise.
- Organising the session with the members and development worker from the PPF.
- Work with individual people around planning how they get involved and what support they need.
- Doing a session for the PPF on ways to include people who have particular communication needs.

***Some of the ways people who use the service can be involved***

- Come along to the session to learn more about the PPF.
- Get involved in the formal committee process.
- Come along occasionally to meetings or hear updates about the PPF and feed in their views.
- Be one of a small group of people who support any folk who join the PPF – be a sounding board, talk over issues before the meeting, have a chat afterwards about how it went, and so on.

## **Further Information**

Further information about the Getting Involved programme and the other Learning Notes is available from:

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