Bonus online chapter  Sharing and celebrating

Contents

Introduction B.2
Activity B.1: Acknowledging our own achievement B.4
Activity B.2: Helping each other share own achievements and acknowledging and affirming them B.5
Activity B.3: Acknowledging and affirming achievements in the working day B.7
Activity B.4: How can we share our achievements and celebrate them more widely in the care setting? B.8
Sheet B.1: Logbook template B.9
Examples of sharing and celebrating in the care setting with care teams, patients/residents, families and visitors B.9
Sheet B.2: Handout for the team: Examples of recognising person-centred ways of working in our care setting B.13
Sharing and celebrating nationally B.16
Useful websites and resources B.16
Introduction

Vision for a person-centred culture

Safer and more effective person-centred care

Fig. B.1 Sharing and celebrating.

This chapter emphasises the importance of being positive, recognising and sharing progress and celebrating all the achievements of individuals, teams or the whole care setting, whether small or large, not only at the end of a stage on the journey towards a person-centred workplace culture, but also with the completion of a mini-project and, indeed, all the way through development work. Here, we offer a range of activities, examples and handouts. These will help the care setting team, patients/residents and families acknowledge and affirm their achievements as well as share and celebrate them in the setting/home, locally and nationally.

So far in this resource, we have shown you many ways of sharing ideas, plans and actions. Please note that we don’t say ‘Wait until the end of the journey to celebrate’. You need to recognise your own and others’ achievements as you go along and find small yet meaningful ways to celebrate. Further, practice development and likewise person-centredness never ends, as you need to constantly strive to live your vision and evaluate and improve the way you provide care for patients/residents and the way you work with team members – just as the path in the picture above continues around the bend and stretches to a never-ending horizon! Now, you might find that depressing, but think of it this way. Practice development to achieve person-centredness is a way of life, a way of working together for the benefit of all who live, work and visit in the care setting. And so, to give us energy and motivation, we need to share and celebrate the positives and successes along the path.

If you accept that becoming person-centred never ends, then it is really important to feel that you are a genuine collaborator who is included in shared decision-making about integrated evaluation-learning-planning-action-evaluation-revised learning and planning. Sharing decisions about these things is central, and having achievements acknowledged and celebrated is vital for us to be able to maintain our motivation to participate and go the extra mile. The energy lift that we get is wonderful when someone recognises our achievement and tells not only us, but others in the workplace. How often does that happen to you now? When did you last affirm people’s achievements out loud to them and others?

Imagine you have three recognition awards to offer this week – who would you award them to and for what reason?

Imagine you could receive three awards – what would you receive them for?
In this workbook so far, we have pointed out that you can use what is happening in your care setting to share and celebrate, like the conversations you have with patients/residents and fellow workers, corridor conversations, group sessions and meetings. Other more formal ways include your work with buddies and/or active learning groups, stakeholder, practice development and mini-project sessions and activities (like creating the vision statements), posters and noticeboards. We have also highlighted the importance of sharing through giving feedback during learning activities and the baseline evaluation (e.g. observations of care or the workplace). Giving feedback about what went well is a form of positive recognition and can be cause for celebration. In this chapter, we focus on sharing as part of the celebratory process and with others so that they can learn from your experiences. We provide ideas about how you can do this, not only in the workplace, but also locally and nationally.

**Resources in this chapter**

- **Sharing and celebrating in your care setting with patients/residents, families and visitors** – sharing and celebrating achievements is not always a part of the workplace culture and so some people will be reticent about sharing their achievements and/or they don’t have the skills to help others to share and then to acknowledge positively their achievements. We offer some activities to help you think through the purpose and potential impact of sharing and celebrating and to try out skills to do so. We offer some examples of achievements of care settings/homes that are doing practice development.

- **Sharing and celebrating with your local community** – again we build on the work of teams who have involved their local communities in creating person-centred learning environments (by community members coming into the care setting or patients/residents and families going out into the community). We show you how you can tap into local events and local newspapers and newsletters.

- **Sharing and celebrating nationally** – we point out a range of ways you can make your work known nationally, including social media, posters at conferences and exhibitions, articles in the national press and practice-oriented journals and using websites that focus on improving care settings/homes and offer a chance to share experiences and successes.
Activity B.1: Acknowledging our own achievement

This activity shows you two options and is for the care setting team, patients/residents and family members

Option 1

Do you acknowledge your achievements to yourself? If you don’t, this activity could help you to do so. The activity is a personal creative visualisation with the purpose of helping you to acknowledge your part in the success of the practice development journey in the care setting. An alternative, if you don’t want to do the visualisation, is to walk yourself through the practice development journey from the beginning and think about what you have contributed to the successes that have been achieved.

You will need:

- 15 minutes;
- your learning notebook;
- a quiet space in the workplace or its grounds to reflect on your own.

Key activities

Creative visualisation (5 mins) – after you have read these instructions, close your eyes. Tell yourself that you have 15 minutes learning space entirely for yourself.

Take a few deep breaths. Feel the rise and fall of your ribs. Hear the sound of your breath.

Imagine your experience in the practice development as a river. In your imagination, take yourself back to the source of the river (the starting point of the practice development). Now make your way down the river, experiencing all the twists and turns, the rocks and rapids, the waterfalls and the quiet flows and pools. How do you see yourself, in your mind’s eye, as you move down the practice development river?

When you get to where you are now, gently open your eyes. Now reflect on the part you played and are playing now.

- What did you do (are doing) to navigate rocks, rapids, waterfalls, quiet flows and pools?
- What successes or achievements have come about from your contribution? (5 mins)

Now make notes on your achievements. Let what you didn’t do so well float away for now. (5 mins)

Option 2

Key activities

Write down all the things that have happened to you in the last 24 hours that you feel grateful for. They need only be very small things. You should aim to write at least five things down.

__________________________________________________________________________
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Try keeping a gratitude journal

A gratitude journal is a diary of things for which one is grateful. Gratitude journals are used to focus attention on the positive things in our lives. Gratitude journals may be one treatment used to alleviate sadness and negativity or apathy. Every night, before you go to bed, you take about three minutes to write down a list of five things (or any do-able number). (www.oprah.com/spirit/The-Power-of-Gratitude)
Activity B.2: Helping each other share own achievements and acknowledging and affirming them

This activity is for all the team, patients/residents and family members

Do you find it difficult at work to share your achievements with others in the workplace? Are you embarrassed to tell others what you think you have done well? Are you afraid that others might think you are 'blowing your own trumpet' or 'boasting'? Or is it just not done in the care setting, so you, along with everyone else, don’t do it?

The purpose of this activity is to help you to share your achievements with others and help them to share theirs. It also gives you a chance to practise the enabling questions that we introduced you to in Chapter 7 and get more feedback on how you ask such questions and the effect they had. The activity can be done with your buddy but preferably with three of you. It will take approximately 40 minutes with your buddy or 60 minutes in a three.

You will need:

- to have done Activity 1 in advance of this activity and written reflections on your achievements in your learning notebook;
- a space to sit together somewhere in the public area of the workplace where you are not in the way, but where you can sit and talk whilst the work and the life of the care setting goes on around you. You will be learning how to share and celebrate achievements in the space where social/community life and work happens;
- to explain to fellow workers and patients/residents what you are doing and negotiate with them so that you will not be unduly interrupted.

Key activities

If you are only working with your buddy, you will be an observer at the same time as a presenter or helper. The timing for each presentation is 15 minutes including acknowledging and affirming by the helper and 5 minutes for feedback.

Presenter

You are to share an achievement that you alone or with others have experienced in the practice development journey. You will discuss it with the helper. Try to be brief and specific. The achievement should be one of which you are proud. Although the whole event or story you describe might not be all positive, stick to the positives that came out of it. (10 mins)

Helper

You are to help the presenter (within these 10 minutes) by trying to get the presenter to think through his or her achievement and how it was achieved specifically. You could ask the observer to let you know when 10 minutes is up. Ask open questions (How do you know? What does this mean?). The objective is to help the presenter to define or redefine the achievement and their part in it in specific detail, so that the presenter can think about the impact of this achievement on her/himself, patients/residents and colleagues and what this might mean for the practice development. Some enabling questions may include:

- It sounds as though you are feeling …? Tell me more about it.
- What positive feelings do you have from this event …?
- What do you feel …?
- What do you think made it so successful …?
- What did you do to help this become a success?
- How have you helped yourself to value your achievement?
- How can you share …?
After 10 minutes, the helper acknowledges the presenter’s achievement, shows appreciation and gives detail of why s/he thinks it is an achievement. The helper must not ask questions that focus on negative aspects of the event or story or unpick it. The focus here is on seeing that you can find and appreciate the success. (5 mins)

Observer

The observer listens to what is being said (during the whole 15 minutes). You observe the verbal interaction (e.g. is the presenter able to be positive?) and consider what questions/responses were more/less helpful in enabling the presenter to share and acknowledge his or her achievement with the practice development. Notice the impact of the acknowledgement and appreciation on the presenter. The observer also listens to/senses (with the body and imagination) what the feelings of the presenter and helper are in relation to the achievement.

Finally, the observer also listens to/senses what the presenter has invested (or not) in bringing about the achievement. What is the presenter’s will, commitment or motivation toward building on the achievement and enhancing the practice development?

Further points the observer may wish to consider include:

- Is the helper conveying the praise and affirmation in a way that feels real?
- What is the effect of the acknowledgement and affirmation?
- Is the presenter focusing on the positive of what they have done and learned about?

After the session and a pause, the presenter and helper (in that order) convey how the experience was for them (1 minute each). The observer then gives feedback for 5 minutes to the helper on how their facilitation helped the presenter, and also to the presenter. After that, the presenter and helper may wish to add their comments. Change roles, in order that each person in the two or three can take on the role of helper and presenter.

Example 1

At their end of year meeting as a final agenda item, a group of educationalists were asked to each share something they had achieved and would like to celebrate with others…. There was a prolonged silence in the room for a few minutes. No one seemed to want to say anything and people looked unsure or just looked down at the floor. The meeting facilitator asked someone whether they wanted to share something about a recent achievement and this team member, probably reluctantly said something. Again silence…. Again, the facilitator suggested a team member might like to share something about a conference paper they’d given. After that example someone volunteered an achievement. By this time, other team members had started offering a round of applause and cheers. Gradually other people suggested achievements and after a short time there was a long list of impressive achievements from the majority of team members in the room.

Example 2

The England Centre Practice Development meetings always start with ‘our recent achievements and or things to celebrate’. This helps build up our commitment and resilience for the challenges we then go on to discuss.
**Activity B.3: Acknowledging and affirming achievements in the working day**

This activity is for everyone in the care setting team, patients/residents and family members

Are you skilled in acknowledging others’ achievements and giving praise? Do you do it informally in your working day when someone does something well? Do you do it formally and intentionally in regular staff/resident meetings and in practice development sessions? Do you have a ‘Good news’ slot? Especially if you are the team leader or manager, do you praise people’s efforts whenever you can (in the corridor, public spaces, meetings, staff development reviews and personal development planning)?

Are you able to recognise for yourself when you have been offered praise, either general or specific? Often people aren’t able to do this and therefore feel they are never offered recognition or praise, when in fact they aren’t able to see it for themselves.

The purpose of this solo activity is:

1. to keep a log in your learning notebook of when you acknowledge and affirm another person’s achievements in the working day;
2. to reflect on the impact that giving acknowledgement and praise, where it is due, is having on the person, you and the practice development;
3. for you to recognise when you have received recognition and praise for your efforts.

Remember to include patients/residents and family members in this too.

Here is a template that might be helpful to use for both your learning log and reflection.

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**Sheet B.1: Logbook template**

<table>
<thead>
<tr>
<th>Acknowledgement (date &amp; brief description)</th>
<th>Impact on person to whom given</th>
<th>Impact on you</th>
<th>Impact on person-centred workplace</th>
<th>Actions to be taken</th>
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**Activity B.4: How can we share our achievements and celebrate them more widely in the care setting?**

This activity is for the care setting team, patients/residents and family members

The purpose of this activity is to help you, with others, such as your buddy, active learning group, patients/residents, families or other stakeholders to think about how your achievements could be shared and celebrated across the care setting. The activity could be carried out in a learning situation, such as an active learning group session or during a team/work meeting with staff/the executive board, or in a practice development session (such as a coordinating group, stakeholder group, mini-project group), patients/residents forum or social activity.

You will need:

- 30 minutes;
- your notebook (with reflections on identifying, sharing and acknowledging achievements – Activities 1 & 3 will help you to do this in advance);
- sticky notes;
- picture cards laid face down or unwanted magazines;
- if a group activity, one of you in the role of facilitator to structure the session and take summary notes;
- if a group activity, a flipchart and pens.

Before you begin, check out what methods your organisation already uses.

**Key activities**

People write each of their achievements on a separate sticky note. If you are in a group and anyone needs help, the facilitator pairs them with someone who can assist them or helps them him/herself. (5 mins)

Ask people to put their sticky notes together and quickly theme them (i.e. put the similar things together and give them a name (descriptor) (5 mins). Invite people to give each other positive feedback. (5 mins)

Now help people to think about how they might share and celebrate these achievements by suggesting that they choose three picture cards at random (if you are working only with your buddy, choose five cards each). Turn the chosen cards face up and people put them altogether. (5 mins)

(If you do not have picture cards to hand, use magazines that no one wants. Suggest people flip through them really quickly (not stopping to read or look closely). Invite them to tear out the pictures that grab their attention. There doesn’t have to be a reason at all.)

Focus on each card (or torn out picture) individually, then look at them as a whole with soft eyes (i.e. not taking in the detail, but look at the overall colour, texture, patterns) and then focus in again on individual cards/pictures. Encourage people to voice their ideas about how the care setting could share and celebrate the identified achievements as the ideas come up. The ideas don’t have to be carefully thought through, just share what bubbles up without any effort. You, the facilitator, summarise the ideas on the flipchart. (10 mins)

Guide people to consider whether any of these spontaneous and perhaps ‘off the wall’ ideas are worthwhile following up or what they need to do if they aren’t. Help them to agree what the first step will be and record who will do what and by when. Circulate the record (typed up or photocopy of handwritten record) as soon as possible after the session.
Examples of sharing and celebrating in the care setting with care teams, patients/residents, families and visitors

Examples that the care setting team, patients/residents and family members can use to inspire their own thinking about how to celebrate in the setting/home

To give you a better idea of the kinds of achievements that are possible, we present some of the achievements of care settings that have participated in practice development programmes for the purpose of working towards person-centred workplaces. These programmes were based on many of the same principles and processes that we have offered you in this resource.

Health-care setting examples

These examples are extracts from articles written by practice developers in the International Practice Development Journal, which you can download for free (www.fons.org/library/journal.aspx). The act of writing and successfully publishing an article is a celebration, in itself, of the achievements of a practice development programme or mini-project with the programme.

Noise and clenched fists

‘Noise and clenched fists... are the metaphors used by nursing staff during a culture collage activity to describe the context of the unit. This is where I began my facilitator journey, in a Complex Continuing Care and Rehabilitation setting.’

These are the words of Jennifer Haynes in her article with Nadine Janes in which she describes her experience as a new facilitator trying to involve service users in a vision exercise. Her description is a mini-project within a wider practice development programme going on in the organisation.

As indicated by the metaphors, Jen began her journey as a facilitator in a workplace culture where there were ‘strained relationships between service users and staff on the unit’. She describes what she learned as she used some of the practice development processes you may have experienced as you used this resource, in particular the culture collage work, values clarification and visioning activities.

These are some of the insights and achievements that emerged for Jen and the patients:

Freedom from distractions enables the visioning process. Unlike staff, patients have the option of engaging in practice development activities outside of the unit. It was beneficial for patients to remove themselves from the context of their struggles to really engage in the process of reflection. The constant ringing of the call bells and chiming of the ventilators can be a distraction. I often worked with patients outside surrounded by nature which provided them with clarity and calmness to fully engage in the process away from the perpetual noise and tension of the clenched fists.

Involvement of the service users promoted their reflection on and questioning of their assumptions leading to new insights and depths of understanding.... They had the opportunity to think about care situations with more depth and acknowledge patterns of their own behaviour that may be contributing to unhealthy relational dynamics with staff. This is something that we don’t normally do with our patients. I had the opportunity to challenge service users in a supportive way to reveal the implications of their behaviours.... The most important opportunity that the service users’ involvement presented was that it gave me a greater understanding of what is important to them. ... It allowed me to understand the importance of the little things that we take for granted. For example, patients bemoaned being dependent on others to have their legs shaved in the summer when they wear shorts and to have their braids taken out so their hair could be brushed. Hearing about the disappointment and emotional strain experienced by patients when these things go undone was a valuable and sensitising experience.
Finally, the inclusion of the service users in the development of a shared vision, although challenging, was necessary to raise their voice that all too often goes unheard. I have learned that it is possible to bridge the gap between two seemingly very disparate groups and that this requires acceptance, authenticity, encouragement, resiliency, commitment and passion. The collaboration, inclusion and participation of all stakeholders were important to provide direction for the future and will hopefully contribute to the quieting of the noise and unclenching of the metaphorical fists that are the unit culture.

(Haynes and Janes, 2011)
Another effective exercise was the Circle of Influence/Circle of Concern. Based on the nature and level of the political decision making process around the co-location (of two units), the staff felt extremely disempowered with situations they were forced to work within. This frustration and anger at external issues spilt over into the way that day to day problems within the unit were also handled. What this exercise made possible for the staff was the realisation that some problems could easily be solved. … The issues that needed more time to address and ultimately solve were also identified and staff realised and, for the first time accepted, there were processes to be followed to enable such solutions …

… Staff are now proficient with Intermittent Dialysis which has resulted in us no longer having to send patients requiring dialysis to the Adult Intensive Care Unit …

… Through meaningful and constructive dialogue, and the significant commitment to change by the staff, we have been rewarded with a collaborative and inclusive team.

The staff would like to thank the Facilitators for working with them and helping them achieve a more productive and harmonious unit. I would personally like to thank the Facilitators and the Nursing Co-Director for giving me the tools I need which has enabled me to effectively lead the team, for which I have been rewarded with significant job satisfaction.

(Murray et al., 2012)

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Care home examples

The care home examples come from the final report of the Older Persons National Practice Development Programme in the Republic of Ireland (2007–2009) (McCormack et al., 2010: 50–54), which we introduced in Chapter 1. The examples come from three residential care facilities in the Dublin North East Area of Ireland. These units are sited at St. Joseph’s Community Care Unit, St Mary’s, Castleblaney and St. Josephs, Ardee.

Activities undertaken to achieve the outcomes

- Vision statements have been developed at each site reflecting the values and beliefs that have emerged from the values clarification exercises. This work involved care teams, residents, families and visitors.
- Team members explored the language that is used in the organisation not only with residents but amongst themselves. Work is ongoing in this area to heighten awareness of a person-centered approach in the language used. Awareness is kept high by challenge and support exercises, collage work and posters.
- Care teams have undertaken exercises to get to know the residents as residents by finding out what they would most like to be known about them and their likes and dislikes. The programme days involved team members reflecting on their own likes and dislikes and considering how this might feel for the people being cared for. More recently, life-story work is being done to get a more in-depth knowledge of the older person. This information is being linked into their care plan in order to make all the care team aware of their preferences.
- Observations of care have taken place on each unit and teams have been encouraged to repeat this exercise and to involve as many team members as possible in conducting an observation of care. This exercise has been one of the most powerful tools in allowing care teams to reflect on practice and how it might feel for the people living in the home. Feedback has been given on the observations of care to the team and to residents who wished to be present. This was a very useful exercise in trying to get everybody on board and to let them know more about person-centred care.
- Environmental walkabouts have been facilitated and team members have been encouraged to involve residents, families and visitors in reflecting on how person-centred the environment is for people living and working in the setting.
- Team members have been introduced to a reflective framework and encouraged to undertake reflective exercises about their practice and their facilitation work.
- Giving and receiving feedback has improved perceptions of the programme as a supportive and developmental endeavour to improve experiences for everyone.
Achievements at St. Joseph’s Community Care Unit

- clarifying values and beliefs with care teams;
- a written vision statement;
- ongoing work on ensuring that language remains person-centred;
- dining room area where people living in the home can socialise and meet relatives and friends;
- more meaningful activities for residents, e.g. menus available to residents at each meal, and traditional Irish music sessions;
- holding garden parties;
- in the dementia unit, a visiting pet and new decor;
- continuation of their own observations of care to highlight challenges that need to be addressed.

Achievements at St. Mary’s

- clarifying values and beliefs;
- written vision statement;
- a diversional therapist to increase meaningful activities with residents;
- complementary therapies such as hand massage are now arranged for residents who wish to avail of them;
- afternoon tea party including a music concert arranged every week;
- one programme participant arranged a cookery and bread-making activity for residents and it is planned for this to become a regular activity.

Achievements at St. Joseph’s, Ardee

- clarifying values and beliefs;
- written vision statement;
- changes to meals and mealtimes to allow choice including photo menus;
- wall mural displayed on area leading to garden. The visiting artist involved the people living there and also developed a small area in the annex with a mural and some comfortable seats where people could socialise;
- extension built on the ground floor leading out to the garden. This area has a living and dining area and a purpose built kitchen that can be used by residents and their visitors. It is possible to cook and bake in this area, which is something many people missed doing. There is a dog in the unit as a resident pet. Whilst this was an externally led project it helped with the achievement of some of the action plans;
- regular shopping trips;
- the making of local trips accompanied by team members.
Sheet B.2: Handout for the Team: Examples of recognising person-centred ways of working in our care setting

We are all committed to offering each other praise and positive recognition when we see person-centredness in action or when we work alongside a colleague who is living out person-centred values in how they are working. This handout offers us some pointers or tips for what to say and shows us some examples to help us think through how we can offer each other and other colleagues more positive recognition of their work.

General recognition
- Saying a genuine thank you:
  'Thank you for the work you did today'
  'Thank you, I enjoyed working with you today'
  'I wanted you to know that I admired how you responded with X today'
  'I learned a lot from seeing you work tonight'
- Acknowledgement of support can include:
  'I appreciated your support today/tonight'
  'I saw how helpful you were in supporting X who was so busy this evening'

More specific recognition
- 'I noticed that the way you helped Mrs R to make a choice about how she wanted to spend the morning was very person-centred. I wanted to say "Well done!"'
- 'I saw that you facilitated the mini-project group session really well today. I felt you made sure that we were all clear about the purpose of the session and what we wanted to achieve at the beginning. You kept us on track in the middle by using the agenda but you didn’t drag us through it. I also felt that you made sure that we had to contribute to group decisions about keeping on track. Great! I am learning how to facilitate a session or meeting from watching you!'
- (In a long-stay rehabilitation unit) 'I wanted to let you know how much I appreciate the changes you guys have made in the dining room. I see they have made a huge difference. I have some more detail I can share from Elsie if you would like to hear it?'
- (After a 'yes, please' from the catering staff) 'Elsie told me that not only is she really enjoying having a choice of meal, she is also finding mealtimes much friendlier and more of a social occasion than in the past. She was telling me all about it last night when I helped her to bed. As she told me how wonderful the catering staff have been in making these changes, she had a sparkle in her eye that I haven’t seen for months. I encouraged her to tell you all and she said “Yes, I will and I will do it at the Residents’ Forum on Friday because the catering staff are attending. Then everyone can hear. In fact, I will ask whether ‘Achievements’ can be a regular item on our Forum agenda and we can spread the word about the successes of the practice development.” That gave me two ideas, I can tell you. I said to Elsie that I am going to suggest first that we do the same with our staff meeting agenda and second, put up an “Achievements” section on the care team noticeboard as well where we can put up photos and thank people publicly. Elsie said that gave her an idea and she would suggest the same at the Forum for the residents’ noticeboard!'
- 'My wife and I are really experiencing a difference with the way you staff are treating me in the ward. I was admitted to this same ward four years ago, but my wife and I really notice a huge difference. Now, you really understand us as people and the lives we have had together for 47 years. We would like to come along to one of your staff meetings one day to tell you all how much we appreciate the effect this practice development project is having on us personally.'
When your care setting achieves a key stage on the journey to a person-centred workplace, such as when your vision statement or practice development plan is ready

- You launch the new vision statement with a tea party for staff, patients/residents, families and visitors who are there that day. Before cutting the celebration cake, you invite those present to say a few sentences to celebrate the most important thing that they think helped to get to this stage. Contributions to the work, large and small, are honoured and everyone is thanked.
- Have a ‘thank you’ or ‘milestone board’ so team members can leave recognition messages to each other.
- Have a large ‘well done card’ and all team members are invited to write a congratulations type message in it.
- A celebration ‘tree’ (e.g. a small tree branch) is put up somewhere convenient so that team members and patients/residents are invited to make a simple message about the achievement and tie it on the tree.
- The care setting’s newsletter runs a short and celebratory piece about the achievement.
- Posters are made to communicate the key messages and are put up around the care setting.
- At a social event, you thank those who have organised it and point out how the event is linked to an achievement of some actions taken to implement the practice development plan.

When your care setting achieves one of the objectives of the practice development plan, or a mini-project is completed

- You plan an early evening celebratory event to show what the objective or mini-project has achieved. You have been working to involve the local community in the life of the care setting and in particular on an inter-generational project with the secondary school. Students there have been working with patients/residents to write and perform a drama of the lives of patients/residents. The celebration is a performance of the drama in the care setting, followed by a fruit punch with or without a dash of...! You invite members of the community, school staff and the local press along to the performance, to take pictures and talk to people who live there, families and the team for an article in the local newspaper or a news item on the local radio station.
- You invite representatives from local charitable organisations and other partners in social and health care.
- You invite the ‘bosses’ of regional or national organisations, such as your professional body, community groups, health-care consortiums, local charities, union or care home organisation. You have been working hard to keep them abreast of the development and all the achievements. You make sure that they have the opportunity to talk with patients/residents, families and the team as well.
- You make a photo album or collage of the event and leave it or put it up, for example at the nurses’ station in the ward or the sitting room in the care home for people to look at when they feel like it. Photos are also put up on the noticeboards around the workplace and organisation.
- You make a slide show of photos of the event for others to view. For example, you might run this on a loop over a weekend.

When your care setting has been working towards person-centredness through practice development for two years and has achieved a number of objectives around achieving their person-centred workplace

- You create an exhibition of your achievements and invite all stakeholders along to view the exhibition and to celebrate. Team members, patients/residents and their families take photos and use a digital voice recorder to capture people’s response to the exhibition. You invite the local press.
- Making use of your organisation’s intranet/extranet and e-based or paper-based newsletters.
- Using social media such as facebook and Twitter (make sure you work within professional codes and local policy).

Note: where the media is involved you may need to work through a media team or manager in your organisation.

Examples

Spurred on by our enjoyment of giving our narratives/stories in the practice development evaluation and then our involvement in the Life Stories mini-project, me and a group of other people here set up a story-telling group. With the help of Joan (the new activities coordinator), we have been sharing our stories now for a year. By popular request, we often tell them in the evening after supper to other folks living here and visitors. One of the visitors, who is the head teacher at the local primary school, was there one evening and she said that she saw that her children could learn from us residents! Can you believe it?
Anyway, she invited us to come and tell our stories to the school children one afternoon and it was such a success with the children and their teachers that we have been invited to do this one afternoon a term. They even come and pick us up. The care home manager let the local media know about this and they were very interested in it. I am going to talk today with a local radio interviewer to tell them about it. The manager and I agreed that we would use the opportunity to tell listeners about the other things we are doing here and about our other achievements.

Last year, the local flower show was on at the village hall. One of the housekeeping staff grows roses and she won first prize! She brought the prize roses into the care home and put them in our lounge. At the show, she noticed that a number of local organisations had stalls there with information about what they did. At the practice development coordinating group, she suggested that we could put together a stall about our achievements and set it up in the village square on May Day and at the village carnival in July. Well, we did it and you wouldn’t believe how much interest it created. Many people in the surrounding villages know what we are doing now. And our waiting list has grown – everyone wants to come and live here now! The bosses are very happy!

This year in our hospital, we are planning an Open Day for anyone interested. We will have a stall for each mini-project we’ve got going in the different wards. We are all working on getting the stalls ready. As well as a notice in the hospital newsletter, we are advertising in the local Post Office window and in the local shops around here. The town council have put the invitation on their website. We are also asking our community contacts and stakeholders to advertise it through their networks.

A few of our residents are active in local groups. For example, Mr K goes to the local history group and two women (one with early dementia) go to a quilting class. Enid is a member of a group trying to reduce their carbon footprint. At these groups, our people get to talking with the others at the classes and they are amazed that our people live in residential care and even more when they hear what is going on here. It is helping to break down their old ideas about what living in a care home is about – that it is about just sitting about waiting to die. They can’t believe how active and varied our lives are. The environmental group now want to come and talk with us about how we could live in a more sustainable way by composting our vegetable waste and other things. The important thing is that these kinds of opportunities and chances to talk with people outside the care home are making life for all of us here more person-centred and much more interesting.

- All achievements in the care setting are shared with senior managers such as those on the Executive Board and Trustees to ensure their continuing support of the practice development.
- Making use of your organisation’s intranet/extranet and e-based or paper-based newsletters.
- Using social media such as facebook and Twitter (make sure you work within professional codes and local policy).
- Remember to see whether your stakeholders can help share successes amongst their networks.

Note: where the media is involved you may need to work through a media team or manager in your organisation.
Sharing and celebrating nationally

These ideas can be used by care setting teams, patients/residents and their families and senior managers

Sharing locally is one thing, but sharing nationally is another and can be daunting. You might feel that you don’t have enough to share and celebrate nationally, that people in other parts of the country couldn’t possibly be interested in what you have achieved. But think about what you have seen on the videos we have included in the activities in this resource and any other videos and materials you found as you surfed the websites. They are about people in every kind of care setting around the nation who have shared their experiences and achievements with you. Did you find that helpful? Did it spark off ideas that you thought you could try? Did their experiences inspire you? They did us as we prepared this resource for you. Alternatively, if you haven’t had easy access to a computer, you might have subscribed to newsletters or magazines produced by the organisations we have referred to in this resource.

Useful websites and resources

Here are some ideas about how you and your team or stakeholders go about it. This section is also available elsewhere on this website www.wiley.com/go/practicedevelopment/workbook.

1. Look at magazines, journals and websites that are relevant to your profession, field of practice, the patients/residents you work with and your setting to find out whether they have spaces for people to share their experiences. See, for example:
   - Health Talk Online, NHS Institute for Innovation and Improvement
     This is a collaborative space and web forum that lets you add your own project and share more than 2,000 people’s experiences.
     (www.institute.nhs.uk/index.php?option=com_mtree&task=viewlink&link_id=4724&Itemid=2923)
   - Foundation of Nursing Studies has a Common Room for interactive exchange
     (www.fons.org)
   - Social Care Institute for Excellence (SCIE)
     In the Good Practice Framework section of the SCIE website, you can register easily to share a brief account of your practice nationally or even globally! You can also find out what others are doing. (www.scie.org.uk/goodpractice/browse/default.aspx)
   - My Home Life Shared Space
     My Home Life Shared Space could be your first port of call if you work in a care home (http://myhomelife.org.uk/resources/downloads/). This is what they say:
     ‘My Home Life Shared Space supports partnership working by enabling you to share knowledge, work collaboratively and keep up-to-date with developments.
     Do you want access to:
     • Additional best practice resources to improve quality of life?
     • A shared space to discuss issues and problems or share practice?
     • A place to profile your own work and practice?’
     You can register to share your experiences on the website above.

2. Check out whether websites that are relevant to you and your organisation have blogs that you can follow and add to, like The King’s Fund (www.thekingsfund.org.uk).
3. Set up a blog or Pinterest site – it’s free. Check with the organisation’s policy first – you might be able to pilot or test it out. Enter ‘setting up a blog for free’ in your search engine.
4. For example, your blog might consist of the photos or even video footage that you have taken at all your local events with short descriptions underneath of what achievements each photo/footage is depicting.
5. You could watch out for national conferences for care setting staff where you might be able to talk or present a poster of your achievements or share them by contributing to discussions; for example, in workshops and by net-
working in tea and coffee breaks. You can find conferences by browsing the websites of organisations relevant to you and your organisation. If you want to go for this option, then think about how you can prepare yourself for talking with people about your achievement. You could use Google and type in ‘developing confidence in speaking’ and browse the links that come up. Or you could check out your local evening classes or further education college to see whether they do short courses. It is a good idea to practise your talk or what you want to say about your poster with your buddy or a critical friend and then a small group of colleagues and patients/residents if possible.

6. You could also consider applying for an award. There are more and more award schemes where you can enter your work for recognition. For example, professional journals, such as the Nursing Times and Health Service Journal, are often associated with awards. Professional bodies often have award schemes as does the NHS Institute for Innovation and Improvement. Again, surfing the Internet is a good way of finding out what might be worth going for. Always check out the entry criteria carefully before you start on your submission.

If you work in a care home, you might consider one of the Great British National Care Home Awards. There a number of entry categories, such as Care Employer (e.g. for the whole care home) but also team and individual awards, such as Dementia Carer Award, Dignity in Care Award, Care Home Activity Organiser award, Registered Care Home Manager Award, IT innovator award. You could apply for these based on the practice development you have undertaken. Have a look at the previous year’s winners to get an idea of the kind of thing care homes and people are getting awards for. (www.care-awards.co.uk/)

7. Making use of your organisation’s Intranet/Extranet and e-based or paper-based newsletters.

8. Using social media such as Facebook and Twitter (make sure you work within professional codes and local policy).

Good luck!