

# Managing risk, minimising restraint

## Session 3: Participant's Workbook



## Session 3: Workbook

### Creating a positive environment

Name:

Date:

This session looks at three areas that can make a huge difference to improving the culture within care homes: **communication, learning and development, and creating a positive physical environment.**

While many other factors are important, we have chosen to focus on these three aspects of promoting a positive culture of care.

The learning objectives for this session are to help you to:

- Create a positive culture of care to lessen the likelihood of care staff needing to use restraint.
- Use good communication to help negotiate the many different and often emotive views of everyone involved in a decision to use restraint.
- Provide learning and development opportunities that help promote a learning culture and support better decision-making about restraint.
- Develop a positive physical care environment to help reduce the need for restraint.

This Workbook is designed to be used in a group training session. It fits alongside a free e-learning module on Creating a positive culture of care which considers many of these points in more detail. Go online to <http://www.scie.org.uk/publications/elearning/index.asp> to find out more after this session has been completed.

If you are completing the Leadership and Management for Care Services Award, this workbook could contribute towards your evidence for units LMC B1: 'Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people', and unit LMC E1: 'Lead and manage effective communication that promotes positive outcomes for people within care services'. Show this workbook to your assessor.

## Five things about me

List five things about you that you would want care staff to know if you were in a care home.



1
2
3
4
5

**End of Activity 1**

## Communication confidence

How confident do you feel in the following areas? Tick the box that best describes you.

0 = completely confident 2 = not confident at all

	0	1	2
I feel completely confident about my own views concerning restraint			
I know how I need to work with relatives on restraint			
I have a well-developed support network of other managers			
I involve all parties and talk together about restraint			

**End of Activity 2**

## My actions

I will	Started by

**End of Activity 3**

## Reflective practice

Generally, with reflective practice, we reflect on our own actions in a particular situation. Think about one specific occasion recently. Consider the four questions below.

What went well?	What didn't go well?
What would you encourage staff to do again?	What would you encourage staff to do differently?

**End of Activity 4**

## Learning and development self audit

	Yes	Yes to some extent	No
<p><i>General training</i> Do you ask trainers to make sure that they address the issue of restraint when they are running general training courses, such as 'Person-centred care planning' or 'Managing behaviour that challenges', for your staff?</p>			
<p><i>Specialist training</i> In the past year or two have you purchased specialist training on restraint for your staff – for example, on the legal aspects of restraint or on the skills involved in physical restraint?</p>			
<p><i>Staff support</i> Are strong arrangements in place to give staff at your home regular professional support with opportunities to share their feelings about difficult situations?</p>			
<p><i>Leadership on reflective practice</i> Can you think of an instance in the past month when you modelled and promoted reflective practice in a difficult situation as a learning and development opportunity?</p>			
<p><i>Resources to have at hand</i> Does your home have any helpful resources to hand on restraint?</p>			
<p><i>Sharing the learning</i> Are staff actively encouraged to share what they have learned on training courses or through difficult situations with others on the team – for example at a monthly team meeting or at a wider learning forum such as a conference?</p>			

If you can say yes to all of these areas – well done! If it is only yes to some extent, or no, schedule some time to take the accompanying e-learning module which will give you suggestions for how you can improve in all of these areas. The e-learning is free, and available at <http://www.scie.org.uk/publications/elearning/index.asp>

**ACTION POINT:** Set aside 30 minutes to complete the e-learning module.

## Creating a positive environment

Increasingly, all care providers – hospitals included – are recognising that the way they set up care environments will make a big difference to the people they are caring for and the staff as well.

Take a look at this room. Where we have added dots, can you identify helpful or unhelpful features?



Features that **could** be improved

Positive features

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**End of Activity 5**

Positive environment action plan

Three changes I would like to make	People I need to speak to about this	What it will cost	When I will start this activity?

**End of Activity 6**

## Websites

Assistive technology is a fast-growing area, and many new devices are changing the way we provide care. For more information on assistive technology, in particular how it relates to people with dementia, go to [www.atdementia.org.uk](http://www.atdementia.org.uk). The Disability Living Foundation also produces valuable resources, including 'AskSARA', an advice tool that includes information on assistive technology.

Online network from My Home Life, known as 'Shared Space' (go to [www.myhomelife.org.uk](http://www.myhomelife.org.uk)).

Social Care Institute for Excellence (2009) Mental Capacity Act web resource. Access at [www.scie.org.uk](http://www.scie.org.uk).

## Further reading

If you would like to find out more, the further reading listed below may interest you.
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Brooker, D. (2006) <i>Person-centred dementia care: making services better</i> , London: Jessica Kingsley.
Dementia Services Development Centre (2007) <i>Best practice in design for people with dementia</i> , Stirling: Dementia Services Development Centre, Stirling University.
Dementia Services Development Centre (2008) <i>Design for people with dementia: audit tool</i> , Stirling: Dementia Services Development Centre, Stirling University.
Department for Constitutional Affairs (2007) <i>Mental Capacity Act 2005 code of practice</i> , London: The Stationery Office.
Department of Health (2001) <i>National service framework for older people</i> , London: Department of Health.
My Home Life (2007) <i>Promoting positive culture in care homes</i> , My Home Life research briefing 8, London: Help the Aged.
My Home Life (2008) <i>Bulletin: sharing decision making</i> , Issue 4 (May), London: Help the Aged.
My Home Life (2008) <i>Bulletin: creating communities</i> , Issue 3 (March), London: Help the Aged.

National Care Homes Research and Development Forum/My Home Life (2007) <i>Quality of life in care homes: a review of the literature</i> , London: Help the Aged.
Nolan, M., Davies, S., Brown, J.M., Keady, J. and Nolan, J. (2004) 'Beyond "person-centred" care: a new vision for gerontological nursing, <i>Journal of Clinical Nursing</i> , vol 13 (s1), pp 45–53.
Nolan, M., Davies, S., Ryan, T. and Keady, J. (2008) 'Relationship-centred care and the "Senses" framework, <i>Journal of Dementia Care</i> , vol 16, no 1, pp 26–28.
Owen, T. and National Care Homes Research and Development Forum (2006) <i>Quality of life in care homes</i> , London: Help the Aged.
Pool, J. (2006) <i>Alzheimer's Society guide to the dementia care environment</i> , London: Alzheimer's Society.
Royal College of Nursing (2008) <i>Let's talk about restraint: rights, risks and responsibility</i> , London: RCN.
Utton, D. (2007) <i>Designing homes for people with dementia</i> , London: Hawker Publications.