

e-LEARNING RESOURCES

Managing risk, minimising restraint

Session 3: Trainer's pack



Session 3: Creating a positive environment

About this resource

This is a resource created by the Social Care Institute for Excellence (SCIE) to help care homes for older people deliver in-house staff training. It is envisaged that it will be used by organisations who have a number of managers to train them together in small groups: 6–10 participants is ideal. It may also be useful for local care associations, training companies and trainers delivering courses to care managers. Depending on your group size and how much discussion you allow, you should plan to take between two and three hours for this session.

You do not need to be an experienced trainer to deliver this training session, but you should set aside time to prepare well by reading through the Trainer's Pack, the Participant Workbook, and gather the different resources needed for the session.

There are five sections to this session:

- Introduction
- Communication
- Learning and development
- Creating a positive environment
- Conclusion.

This session is part of a suite of free resources from SCIE about restraint. To work alongside this session you may find it useful to use one of the following:

- two other group learning resources
- three e-learning modules, available at <http://www.scie.org.uk/publications/elearning/index.asp>

Intended audience

It is anticipated that this resource will be used to train all staff who are involved in care management, care assessments and care planning. It may also be useful to incorporate elements of this training for key workers and other senior staff to help build a whole-team understanding of the importance of reducing restraint.

What is included

To help you lead this session you will find on the webpage:

- Trainer's Guide, including Trainer's Printout pack (see appendix)
- Participant Workbook

A CD of all SCIE's resources on restraint is available on request by calling 020 7089 6840.

What is needed for the session

A quiet room and protected time when the participants will not be distracted by other duties. A flipchart or whiteboard and the appropriate pens are needed. You will need a postcard/piece of paper, envelope and stamp for every participant.

Learning objectives

By the end of this session participants should be able 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.

Preparing ahead

Well ahead of the session you need to identify the staff who will be attending the training, and when, so that the staff shifts can be prepared accordingly. It is important that you communicate both to the staff attending and the rest of the team that this is protected training time, and no one should be called out of the session except in the case of an emergency.

Participants **must** have attended Sessions 1 and 2, or completed the first and second related e-learning modules before the session.

Lesson plan for running the session

Before the session starts

- Find out if there is a local care association in the area, and find their contact details. Find out the details of the closest Skills for Care regional group.
- Every participant needs a pen and to have a printed copy of the Participant Workbook. The picture activity needs the Workbooks to be printed in colour. Print a workbook for yourself as well as this Trainer's Guide.
- You may like to prepare a 'Do not disturb' sign for the door.

Beginning the session

Welcome the group and explain that this session will help them to think about how a positive culture of care is important for very many reasons – but today you will be considering why a positive culture of care is important for reducing restraint, and taking practical steps forward to achieve this.

Explain the learning objectives for the session are to help participants 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.

You may like to agree some training ground rules with the group. Explain to the group that shared rules help everyone learn in a positive environment. If your organisation regularly uses training ground rules you should use the ones the participants are used to; if not, the Trainer's Printout Pack provides an example you could use.

Warm up activity

Give out the Participant Workbooks, and give participants time to complete the front page, and turn to the 'Five things about me' activity. Ask them to complete this individually, being as specific as possible about the things they would like care staff to know about them. If the group do not know each other well, use this as an opportunity for them to introduce themselves to the rest of the participants, and share their five things.

Once they have completed this task, ask how they might feel if they were denied these things. Emphasise that the freedoms/habits/preferences that we all prize are individual, and the same is true for our residents. This means that not doing something may be a much bigger restraint for one person than another.

Way in activity

Start by celebrating good things about where you are already. If the group of managers know each other and their homes ask them each to:

- think of a strength their care home already has when trying to develop a positive culture of care, and
- a strength of the homes of each of the people on their left and right.

Ask them to go around the group sharing what they do well, and encouraging their colleagues by saying what they do well.

Draw the activity to an end by saying that although this session will present many ideas for improving practice, participants shouldn't lose sight of their care home's strengths. Valuing and building on these could be key to improving the culture of care in their home.

(If the participants don't know each other well, simply ask them to think of and share three things that their home does well.)

Explain that we are going to make action plans for the three areas:

- communication
- learning and development
- creating a positive environment.

The aim is to identify actions that the participants will go away and implement in their working lives after the session.

Communication

Ask participants to individually complete the first communication confidence exercise.

Ask the group to share their experience with each other, and come up with suggestions for how they might improve in each of the four areas:

- be clear in your own views
- work with relatives on restraint
- develop a support network
- involve all parties and talk together.

Use the flipchart to write down their suggestions. Include the following suggestions.

Possible actions to help you **be clear on your own views**:

- If participants haven't completed the restraint e-learning Module 1 this would help. It can be found at the Managing risk, minimising restraint link at <http://www.scie.org.uk/publications/elearning/index.asp>
- Read the organisation's policy on restraint, or speak to senior care management.
- Research the legal position on restraint, including professional guidance found at SCIE's website, which signposts an extensive range of resources

that relate to the Mental Capacity Act.

Possible actions to help you **work with relatives on restraint**:

- To work with them, you have to talk to them. Set up a system to invite residents and relatives to a regular care review.
- Ask relatives some questions about their views on risk and restraint, such as: what are your fears for your relative here, and what helps your relative when they are distressed?
- Review your communication with relatives whose family member is currently being restrained. Are they clear about what strategies are in place should problems arise? Invite them to make an appointment to see you next time they are visiting so that you can tell them how you are managing the situation.

Possible actions to **develop a support network**:

- Swap contact details with the people in the room.
- Join an online network like the one promoted by My Home Life, known as 'Shared Space' (go to www.myhomelife.org.uk).
- Join a local care association or Skills for Care regional group (share the contact details you found before the session).
- Be clear about arrangements for joint working in difficult and crisis situations: this may involve liaising with and even petitioning local acute and primary care trusts and the local authority if this help doesn't already exist.

Possible actions to **involve all parties and talk together**:

- At a meeting with residents and relatives, start on a positive note. Make clear the team's approach and be hopeful about the home's potential to respond positively to the situation. Some or all parties may have become quite negative about the situation and feel hopeless about a solution, but it's vital that managers set a positive tone.
- Keep the resident's needs and the promotion of their well-being at the centre of all discussions. Be clear about what the resident's needs are. Participants may have different views on this, and what best supports the resident's well-being.
- Follow good practice for running meetings. Give all invitees good notice of

the meeting, ensure everyone has a chance to speak, and be clear about outcomes from the meeting, including who will do what and when.

- Use the care home's records to report on the problem. Some people may have an exaggerated idea of the scale of the problem. It can help if records make clear the nature and extent of the problem.
- Be prepared to consider a range of possible solutions. It may help to research options beforehand, or talk to other professionals about their ideas.

After you have had this group discussion, explain to the group that you want each of them to set themselves some actions depending on how confident they felt in these areas. If they said they were completely confident and gave themselves a 0, they don't need to choose an action in that section, but if they chose 1, they should choose one action to act on and if they chose 2, two actions.

Explain that you want them to write their actions into their Participant Workbooks, and explain that you would like them to start the ball rolling immediately. Write down when they will start their actions.

Communication reflective practice

Explain to the group that taking a little time to think back over how we communicate in situations can help us to improve our own performance. This is called 'reflective practice'. Explain that one approach to reflective practice is to ask yourself the following questions:

- What went well?
- What didn't go well?
- What would I do again?
- What would I do differently?

Ask how many of the group regularly incorporate reflective practice into their personal development. Ask them to share any other frameworks they find useful for this.

Your experience

It would be good if you could share a personal story demonstrating how you were able to reflect on your own communication and improve your future performance in this way. It is important to be genuine and only give authentic examples from your own experience, but you might be able to think of examples along these lines:

- Where you realised you had rushed a resident and not got the information you wanted, and in future had allowed more time and got a better result.
- Where you found that a relative was misunderstanding a situation and being uncooperative, but reflected that they hadn't been included in decision-making, and so made an effort to involve relatives earlier.

Their experience

Ask the participants to think of a recent occasion when they had to communicate about a difficult situation. Tell them it does not have to be a big occasion, but it must be a **specific** time they are thinking about, and something that has happened in the last couple of weeks is preferable.

Tell them to think through the occasion and ask the four reflective practice questions. Explain that they have five minutes to do this, and they should make notes in their Workbooks.

Draw the group together again, and first ask the group if they would like to share anything that they were pleased with. Next ask if there was anything that they felt they could improve.

Learning and development

Ask the participants to complete the self-audit. Once they have had time to complete this, tell them that they can get practical advice about how to improve in all of these areas from the free e-learning module that accompanies this training session. They can access it online at www.scie.org.uk

Creating a positive environment

Explain to the group you are now going to consider how care can be much easier to deliver, and restraint avoided, if the premises are working with you to help!

Ask them to break into pairs, and to consider the picture in their Workbooks. Ask them to discuss the positive or negative elements marked by the dots, and note down the positive features and the ones that could be improved.

When the pairs have had time to complete this activity, ask for their suggestions. Make sure all of the following points are included:

- **Lighting:** good lighting helps residents to orient themselves and can lead to fewer hallucinatory episodes for people with dementia. Natural lighting is great, but it's important to be able to control it if the light becomes too glary. Watch out for shadows too: people with dementia may not be able to recognise that a shadow *is* a shadow.
- **Walls:** light reflects off lightly-coloured walls, so pale colours are good. Dark walls make it harder to see.
- **Handrails and door handles:** strong colour contrasts help with orientation. Brightly-coloured handrails and door handles are easier to use if they stand out from their background colours.
- **Signage on toilet door:** signage should be consistent throughout a facility. It should be hung at the right height – not too high for older people to see easily. To aid recognition, toilet door signs should be in a consistent contrasting colour.
- **Windows:** windows allow residents to look out onto the outside world, follow the seasons and have access to natural light and fresh air. A well-used outdoor green space that is visible from a lounge can work well to prompt residents to come and go between indoor and outdoor spaces.
- **Mirrors:** mirrors can be confusing, particularly for people with dementia who may have depth perception problems with their eyesight. The person may also not be sure what it is they are seeing – for example, they may not recognise themselves in the mirror. It could be worse if the mirror is in the bathroom: the person may have visual difficulties with perceiving water on smooth floor surfaces, and they may not recognise the person who is probably appearing half-dressed or naked in the mirror. All these factors together could prompt distressed behaviour, and yet staff may be unclear what is triggering such problems.
- **Rugs:** patterned carpets can be confusing, particularly for people with dementia who may have depth perception problems with their eyesight: the person may not be sure what it is they are seeing (for example, a dark circle may appear to be a hole), and whether it is real or not (for example, a floral pattern may look like an animal). Patterns can also make it hard for someone with a visual impairment to be able to find something on the

carpet. Rugs are also a potential falling hazard.

- **Cupboards:** when cupboards are closed residents can't know what's inside without looking: some open shelving or glass doors on the cupboards might work better to invite residents to explore the contents on their own.
- **Corridors:** it helps residents to know where they are within a care home if corridors are distinctive. Consistent colours for each unit and strong themed artworks with tactile features could help here.
- **Televisions:** the use of televisions needs to be managed quite carefully by staff: residents will have a range of tastes and interests, and also different abilities in terms of being able to follow and hear the programme. Televisions should, at best, be a lightly-used addition to a full and varied activities programme.

Next ask them to turn individually to their Workbooks and write beside the dots on the pictures either a tick if they feel their home has this in place, or an approximate cost next to an item that they think could be improved in their premises.

Ask them to choose three of the possible changes that they could make, and complete the positive environment action plan in their workbook.

Conclusion

If the group do not all work together for the same organisation, at the end of the session pass around the 'Staying in touch' sheet, and encourage them to add the details to be shared with everyone after the session. You will need to type this up and circulate it to all participants afterwards.

Explain that this is the end of the session – but hopefully the beginning of a few actions to help them continually move on in improving what they do.

They have considered a number of action points that they can implement back in the workplace. Explain that it is easy to write them on a list today, but not get around to doing anything when they are back in the office, so you want them to look through the action points in their Workbook and put a star by the three that they think are most important to them. Encourage them to start these immediately on their return to their office.

Hand out the paper/postcards and envelopes and ask them to write themselves a message, along the lines of 'Dear me, My **three important action points** that I

am going to get started on are ... and **they are important to me because ...**
have a nice day, love from me.'

Ask them to seal the messages into the envelopes, address them to themselves, and hand them back. Explain you will be posting them in a little while to remind them about their action points.

After the session

Your follow up will greatly help participants put their action points into learning.

Immediately after the event, circulate the contact details of everyone involved (who gave their permission) and encourage them to stay in touch.

About a week later, put the envelopes into the post so that the participants are reminded about their action points.

Appendix: Trainer's Printout Pack

Training ground rules

- Respect each other and listen to others
- Maintain confidentiality concerning shared experiences
- Be purposeful
- No question is a silly question – ask whatever you want
- Be open and honest
- Keep to times (when returning from breaks)
- Don't interrupt and speak one at a time

Staying in touch

If you are happy to share your details to stay in touch after this session write them here:

Name:

Address of care home:

Email:

Phone:

Mobile: