Using SCIE resources

social care
institute for excellence
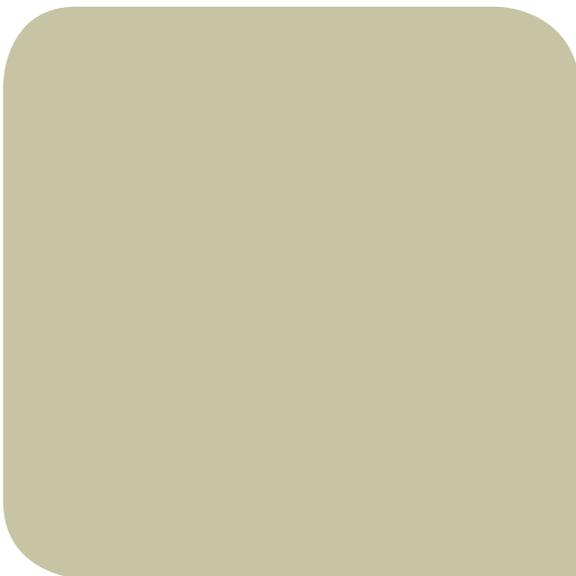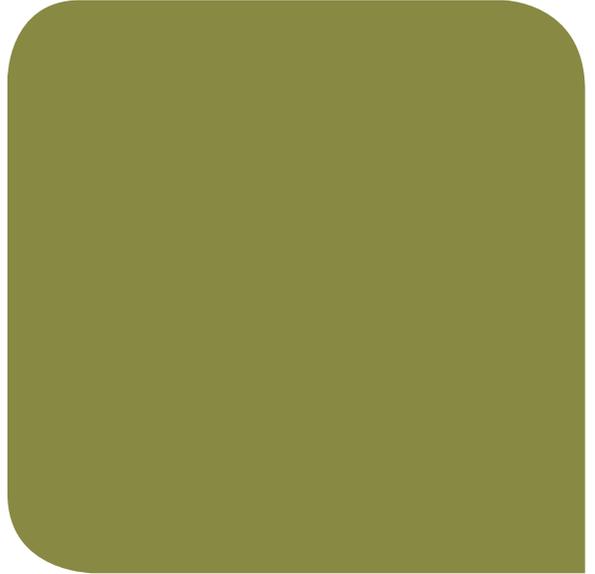
scie

Established in 2001, the Social Care Institute for Excellence (SCIE) is an independent charity, funded by the Department of Health, Department for Children, Schools and Families, and the devolved administrations in Wales and Northern Ireland. We support care services for adults, children and families and we work collaboratively with partners at national and regional levels.

SCIE supports the transformation of social care by identifying and transferring knowledge about good practice. We are able to do this by ensuring that the experiences and expertise of people who use services, their carers and workers are reflected in all aspects of our work.

About *Using SCIE resources*

The aim of *Using SCIE resources* is to help organisations or individuals implement SCIE's work. It will help organisations develop and strengthen their workforce enabling them to provide high-quality services for the people they support.

Using SCIE resources includes a presentation slide set template and notes on its use, and an example of SCIE's new At a glance summaries. The CD can ordered from SCIE.

All these resources are also available on the SCIE website.

What do we mean by implementation?

Developing the organisation needs to become an ongoing process. However, changing established behaviours and practices can be particularly challenging in social care because of the number of complex relationships that exist. Organisations need a clear system in place to support the dissemination and implementation of evidence-based practice, in order to improve the care people receive.

SCIE's role is to help disseminate the evidence for good practice. This guide is a toolkit showing people how SCIE products can be disseminated by social care staff so that they know what the evidence base is for a particular product. This will then help them to develop and implement practice. There is no one single model of implementation. Different organisations can implement SCIE resources in different ways, however implementing SCIE guidance will ensure that organisations are able to see consistent improvements. Putting SCIE resources into practice will benefit everyone: those that use services, workforce, local authorities, provider organisations and policy makers.

'SCIE should be the first port of call for any social care practitioner or manager who wants to provide a service based on best knowledge available.'

Support to improve care and standards

Using SCIE products can enable services to learn from others, improve care and meet standards required by the different inspectorates. All SCIE work is produced to embed knowledge into the workforce and support organisations to meet the needs of people using their services and to meet national minimum standards. SCIE products can also be used to support the workforce to meet underpinning knowledge requirements when carrying out national vocational qualifications. We take a strong people-centred approach to our work. We involve people who use services, their families and carers, as well as social care professionals, in its development.

- **SCIE guides** bring together information, research and current good practice about particular areas of social care. They give users the opportunity to develop their own knowledge about what works well and apply it effectively in their day-to-day work.
- **Research briefings** are a concise document summarising the knowledge base in a particular area to act as a 'launch pad' or signpost to more in-depth material.
- **Knowledge reviews** pull together knowledge from people who use services, research and practice. They describe what knowledge is available, highlighting the evidence that has emerged, and drawing on practice points from the evidence.
- **At a glance summaries** help you understand quickly and easily the important messages and practice advice in SCIE's publications.
- **Interactive e-learning resources** are designed to engage groups and individuals through simulations, quizzes, short commentaries, interactive case studies and audio and video clips, helping to bring the topics alive. They are supported by evidence-based research bringing out key issues. They can be accessed from any internet-enabled PC and are fully accessible to users with disabilities.
- **Web resources** enable users to access information in different ways and to use this in local settings. Examples of these web resources include People Management and Social Care Online.

Sharing knowledge

There are a number of ways that practice knowledge can be disseminated and implemented. Below we explore and explain some of the techniques you can introduce to your organisation or workplace. It is important to think about which of SCIE's work would be most valuable for you. Once this decision has been made, an action plan of how you will implement it should be developed. This action plan should include such things as audience for the resource, expected outcomes for the individual, the organisation and the people that you support and the timescale for implementation.

Some of the different examples of how information can be implemented are outlined below.
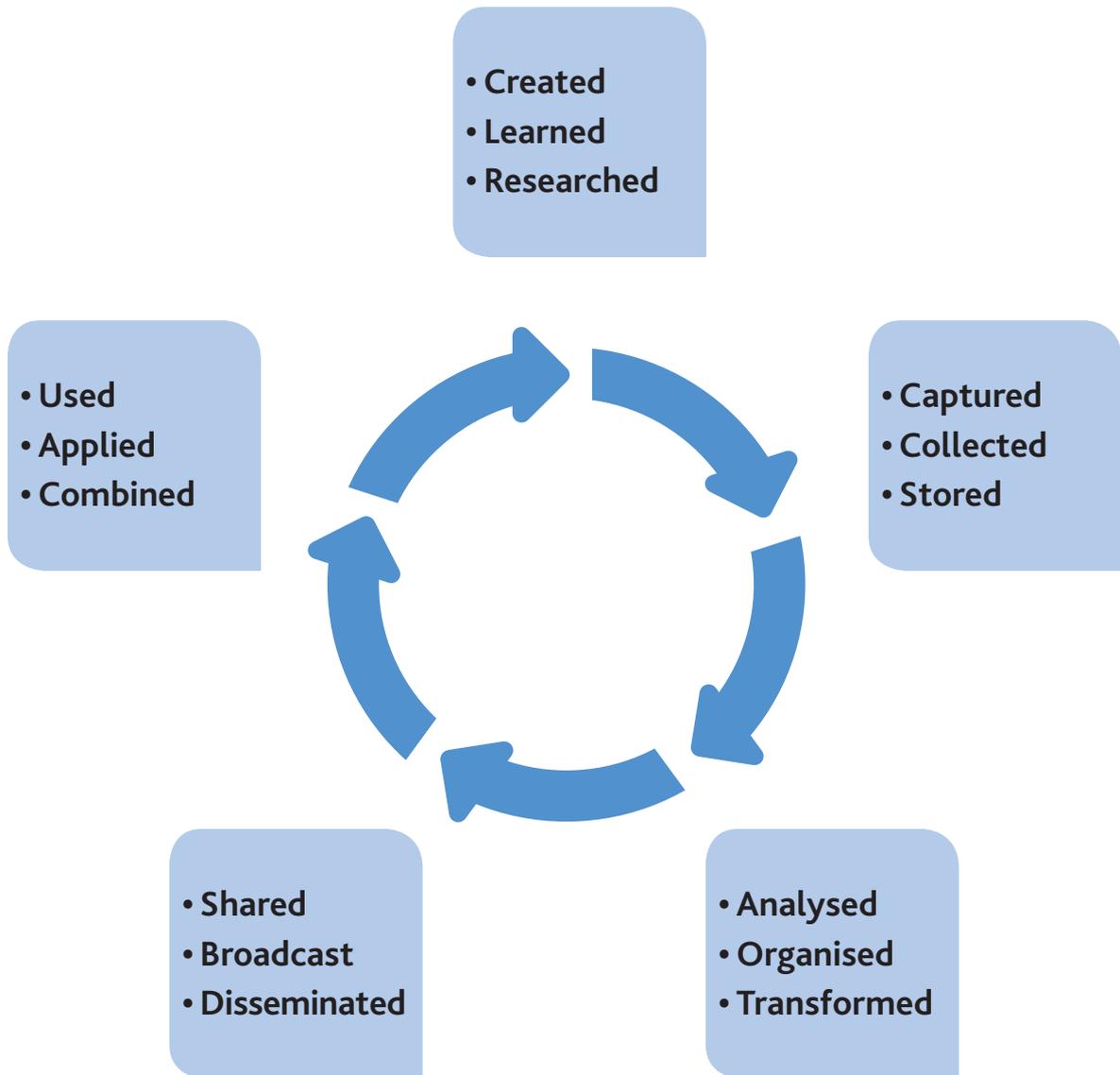
Knowledge cycle

A knowledge cycle describes the process by which knowledge passes through different stages in an organisation as it is:

• identified
• captured
• shared
• used.

Each cycle generates new knowledge, or refines old knowledge.

Institutional knowledge evolution cycle

- Created
- Learned
- Researched

- Captured
- Collected
- Stored

- Analysed
- Organised
- Transformed

- Shared
- Broadcast
- Disseminated

- Used
- Applied
- Combined

Source: Knowledge Research Institute

Leadership and direction

It is important to have full agreement from senior colleagues and leaders for any change you wish to implement. This approval will help to ensure that the levers for change are put into place and become part of the culture of the workplace.

Leaders need to have a strategic vision and an understanding of social care as they will determine the culture, structures and resources required to take the agenda forward. Corporate leadership is about ensuring:

• there is a competent workforce
• clarity about roles and responsibilities
• clear structures which address current and future service needs
• accountability regarding relevant legislative requirements.

Controls and assurances need to be in place to manage anticipated risks linked to achieving strategic and operational objectives. Professional leadership is essential to support sound decision-making and improving practice and the service.

Developing the right culture is one of the biggest challenges and takes dynamic leadership, time and commitment from all levels of the organisation. There must be:

• a commitment to organisational learning
• support for an open and fair approach
• partnerships and collaboration with people who use services, carers and other professionals.

Teams

In social care today people work in many and diverse teams. These can vary in size and in purpose but, to be most effective, teams should be no greater than 15 people – larger teams can be difficult to manage and coordinate. It is important to recognise those that need to be involved in the work to ensure that the implementation of the work is rigorous. People can belong to a number of different teams at any one time. Working with teams to disseminate practice can be a fast and effective way to ensure implementation.

Multi-disciplinary teams

These teams are made up of people from a number of different disciplines. They come together as they all share the same goal or purpose, such as the support of an individual. It is important to remember when setting up multi-disciplinary teams to incorporate all those people who would be of benefit to its function and ability.

Regional teams

These teams can be developed within a region with people who are working towards a common goal. An example of this is a number of small providers working together to provide training for staff as a cost-effective way of ensuring development of the staff teams.

Professional teams

These teams are developed by professionals who come from a similar background and wish to work together.

Work-based teams

These teams work together in the work place. They may come from different backgrounds but are employed to work together within the same environment.

Collaborative working

A collaborative is an improvement method that relies on the spread and adaptation of existing knowledge to multiple settings to accomplish a common aim.

Social work and social care are less used to developing measures and evaluating practice, because we deal with particular interventions for particular situations. However, the method depends on development approaches, undertaken by the practitioners themselves, and not on external measures applied by other people. The experiences of social work and social care staff who have taken part in collaboratives have said how useful, practical and relevant they found the method.

The methodology is based on six fundamental premises:

- There is a substantial gap between knowledge and practice.
- There is broad variation in practice.
- There are examples of improved processes and outcomes but they need to be described and disseminated.
- Teams need to working together to achieve the same aims.
- Outcomes of care are the results of the processes.
- Understanding rapid cycle improvement can dramatically accelerate demonstrable improvements.

['A framework for collaborative improvement: lessons from the institute for healthcare improvement's breakthrough series' Charles M Kilos, *Quality Management in Health Care*, 6(4), 1–13, 1998]

The Collaborative Model involves selecting a topic for improvement, convening a planning group, identifying core measures for changing practice, mapping the existing processes and identifying bottlenecks. A series of learning sessions are planned interspersed with action periods. Progress is then measured and dramatic improvements can be achieved in a short timescale.

Collaboratives can be most useful when there are a number of participating organisations. This enables a useful exchange of experience, ideas and learning. These cross-agency sessions are a part of the collaboratives timetable.

Initially, teams analyse the system (process mapping), identifying any blockages/issues that may be noticeable at this stage. This exercise helps to clarify a whole team understanding of the work involved. The team then undertakes small-scale tests, called Plan, Do, Study, Act (PDSA) cycles on a specific set of referrals. The changes are redesigned repeatedly based on the outcome of previous PDSAs

'Thank you very much for setting up the Leadership Network. I think this is a very exciting initiative and I will look forward to contributing and using it.'

Patrick Tomlinson,
Strategic Development Director, SACCS

Networks

Networks enable people to share knowledge and learning. When setting up networks it is important to have a shared goal or purpose. Consideration should be given to the audience for the network and the themes that would be useful to discuss. Electronic networks can work very well, but bringing the network together regularly can give added value.

There are a number of different networks that can be established.

Organic

These are networks that people who use services, carers or professionals start themselves. They can be regional or national but thought should be given to how they link. Examples of organic networks set up with support from SCIE are the Safeguarding Network and the Social Care Leaders Network.

Joint

These networks are established by joining onto already existing networks. If you decide it is important to take this direction you should thoroughly scope the purpose and function of the original network to ensure that collaboration will work.

Contracted

These are networks run by organisations. Technical aspects of running these networks can be very time consuming and thought needs to be given to administration and IT requirements. An example of a contracted network at SCIE is the Parental Mental Health Network.

Practical steps for dissemination and implementation of SCIE resources

Disseminating and implementing SCIE's work is a lot easier to an audience that is aware of SCIE's aims and how it plays a part in supporting people to implement evidence-based practice in the workplace. It may be useful to arrange an awareness-raising session about SCIE's work .

You can encourage people to sign up to SCIE email updates which will keep them updated with all SCIE developments such as events and new resources.

To help disseminate SCIE's work through relevant professional and user groups you could:

- organise forums, based on existing networks and regional groups where SCIE resources can be discussed and shared
- arrange for local authorities to discuss guidance with staff in provider services
- work with the Care Quality Commission or Ofsted in your area to see how SCIE's work can help you meet minimum standards.

This will also enable you to share good practice examples and ideas on how you plan and implement the work in your area.

To help with this you may consider using:

- SCIE slides: These Powerpoint slides help disseminate information about SCIE resources and stimulate their work in practice. They can also be used to encourage and stimulate organisations and individuals as knowledge creators. Presenters are encouraged to edit and adapt these to fit with their own needs, including adding additional slides when and if deemed appropriate.

- SCIE At-a-glance summaries: These summaries highlight key messages from our guides and the implications for practice. They are designed to be succinct and accessible to enable practitioners access the main points quickly.

> 'SCIE's Support for Disabled Parents publications contain the kind of information that should be read and absorbed by people who provide services for disabled parents. Little helpful information is out there and it isn't always accessible so these SCIE resources are particularly useful.'

Consider the relevance

When a new SCIE resource becomes available the first thing you need to decide is whether it is relevant to you and the people you support. You should also think about whether the resource has implications for others within your multi-disciplinary workplace. If it does, it may be useful to consider whether a collaborative approach to implementation could be more effective.

For example, SCIE produces a number of its resources in collaboration with NICE. It may then be valuable when thinking about the implementation for these resources to involve colleagues from the health teams.

Identify a lead professional

If it is possible, a lead professional within the organisation with the appropriate knowledge and experience should be identified to lead on the dissemination and implementation of the resource. If the decision has been made to work collaboratively across organisations then a lead professional should be identified in both areas. It is useful to identify people who will champion the resource and inspire its use in others.

Carry out a baseline assessment

The lead professional should assess the current state of the organisation's service, and predict improvements as a consequence of the resource being implemented. Consideration should be given to:

• the workforce
• people who use services and carers
• policy makers within the organisation and wider
• training
• configuration of services.

After this assessment has been carried out, the lead professional should draw up an action plan with recommendations for the work that needs to be carried out and allocation of tasks. Once the action plan has been agreed within the organisation, steps can then be taken to begin work.

After this action plan has been developed and begins to be carried out it is important for the changes to be re-assessed and monitored.

Prepare for your presentation

The table below provides a checklist of issues to consider when planning a presentation to your colleagues.

Know your audience	Timings	Environment	Know your subject	Get feedback
Don't make assumptions about what they know	Know how long your session is	Ensure the temperature is correct	Use case examples from your own workplace	Helps you see where more training may be needed in other areas
Who are you speaking to?	Rehearse	If you're using Powerpoint, make sure you have all equipment	Check out the obvious with your audience, put meaning into action	Helps you to improve
What are their roles?	Don't overload your audience with information – less is more	Make sure the room is set up comfortably		
Who do they support?				
What do you want them to learn?				

SCIE resources

The following SCIE resources may be of particular value to you and your team. They include audit tools and interactive learning resources. They are all available free of charge at **www.scie.org.uk**

People management

The People Management website enables organisations to assess their people management policies and practice via a number of audits. It follows the journey an employee takes from recruitment to the end of employment and consists of a number of audits to allow you to assess your organisation's performance at every stage.

Care Skillsbase

Created by SCIE and Skills for Care, Care Skillsbase offers free, practical web-based resources that help social care employers improve the communication and number skills of their staff.

'I was immediately impressed by its content and as a then manager of a nursing home wished I'd found it earlier! The range of helps and resources offered is VERY good and provision of user-friendly tools to help the managers manage are excellent. I have used the People Management site a lot and now in my new role of group manager I am recommending SCIE to my managers.'

Social care governance

SCIE's *Social care governance: a practice workbook* sets out to show how social care governance is made up of many of social care's core activities, familiar to practitioners. It puts social care governance into direct practice by taking a team audit approach. This helps teams reflect on and evaluate their practice to make improvements. The audit framework helps the wider organisation to learn from practice.

The audit tool has been designed specifically for social workers in Northern Ireland. It has been field-tested in different programmes of care in five pilot sites across Northern Ireland, and has been endorsed by staff at all levels in the organisation. SCIE thinks that the workbook will be of great interest and help to social care and health organisations in England and Wales as they begin to follow Northern Ireland's lead in developing social care governance.

'I really like the way this links to the Alzheimer's Society work and the video clips are excellent… they drive home the reality of what is being described in the text and I like all the options available to keep searching for bits of extra information. Have recommended it lots to other people involved in dementia care.'

e-Learning

SCIE's e-learning resources are designed to engage groups and individuals through simulations, quizzes, short commentaries, interactive case studies and audio and video clips of families sharing their experiences of living with poverty and discrimination, helping to bring the topics alive. Moreover, they are supported by evidence-based research bringing out key issues and provide full referencing of key research. They can be accessed from any internet-enabled PC and are fully accessible to users with disabilities.

Social Care Online

Social Care Online is the UK's most extensive free database of social care information. With everything from research briefings, to reports, government documents, journal articles and websites, and you find it all with the click of a button. Updated daily by SCIE's experienced information managers, Social Care Online offers unrivalled free access and ease of use.

Where to find SCIE information

All SCIE information is freely available to view, download, or order at **www.scie.org.uk**. To keep up to date with new resources, register online for SCIE's email updates at **www.scie.org.uk**

Using SCIE resources

The aim of this guide is to help organisations or individuals to implement SCIE's work.

It will help organisations to develop and strengthen their workforce, enabling them to provide high-quality services for the people they support. The guide is part of a pack that includes slides and notes on their use. The pack is available online at **www.scie.org.uk**. A limited number of CDs are also available.

This publication is available in an alternative format upon request.