Developing a post – modern paradigm for work based practice education: the role of the practice development facilitator
Practice Development ....

‘... a continuous process of improvement towards increased effectiveness in patient centred care. This is brought about by enabling healthcare teams to develop their knowledge & skills and to transform the culture and context of care. It is enabled & supported by facilitators committed to systematic, rigorous continuous processes of emancipatory change that reflect the perspectives of both service users and service providers’

(Garbett & McCormack 2002:88)
Key Themes

- Strategic alignment
- Combined methodology
- Business planning
Content

Policy & professional context
Team, local context & functions
Strategies & frameworks
Evaluations so far
The way forward
The Practice Development Team
Community Health Care

- 213 Nurses
- 11 Health Care Assistants
- 36 Allied Health Professionals
- 10 Nurse Managers
Core functions of PDF role

Clinical

Interpersonal

Educational

Strategic
Business planning model

Financial Performance

Organisational goals

Key Performance Indicators (KPIs)

Team Tasks

Skills, Competencies & knowledge.

The priority for evaluation is to measure ALIGNMENT.
Strategies & frameworks

- Team development planning
- Clinical practice development
- Visions & values
Team development planning

- New framework & process
- Aligns team development needs with KSF, service & organisational objectives
- Use of a variety of enabling techniques (Harvey et al 2002)
- Aids development of a patient centred culture (Garbett & McCormack 2002)
Clinical practice development

Development programme

Observation of practice framework

Person centred

Communication

Leadership

Professionalism

Safe & evidence based care
Visions & values

• Inspirational mission statement - important starting point for cultural change
• Utilised tried & tested process (Warfield & Manley 1990)
• Action planning – turning vision into a reality
Evidence of impact so far

| Evaluation – integral to good practice development (Manley & McCormack 2003) |
|---|---|---|
| 360 degree evaluation | Responsive & accessible model | Lack of clarity & understanding of role |
Feedback from staff relating to team development planning

“Excellent way to review & celebrate where a team is at & what has been achieved, plus plan ahead & set goals for further development” 2007

“Provided an opportunity for the team to come together without usual distractions to identify strengths & weaknesses & development opportunities to enhance patient centred care & effective team work” 2009
Improvements in patient care?

“Yes...not directly, but by improving clinical skills this will impact on patient care.” 2007

“A PDF has identified areas in our team that was not correct policy for e.g. We were using the wrong gloves in practice” 2009

“The PDF has supported my role in the delivery of improved patient care through the process of reflective practice- i.e. Discussions & reflection post live supervision, constructive feedback enabled me to move forward in my practice.” 2009
The way forward

• Action research
• Work based learning projects
• Releasing time to care
• Practice Development unit
• New learning & development techniques
## Conclusion

### Importance of:

<table>
<thead>
<tr>
<th>Alignment of practice development activity to organisational goals</th>
<th>Combined methodology – technical &amp; emancipatory approaches</th>
<th>Business planning model</th>
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“have the courage to step forward and make the case for change…. our task has only just begun.”
References


DH 2004. *Standards for Better Health*

References


References


