Fundamentals of

Person-Centred Healthcare Practice

EDITED BY

BRENDAN McCORMACK
TANYA McCANCE
CATHY BULLEY
DONNA BROWN
AILSA McMILLAN
SUZANNE MARTIN

Table of Contents

Cover
<u>Title Page</u>
<u>Copyright Page</u>
<u>Dedication Page</u>
<u>List of contributors</u>
<u>Foreword</u>
<u>Acknowledgement</u>
<u>Editor Biographies</u>
Introduction
<u>Reference</u>
SECTION 1: The Person in Person-Centred Practice
1 The person in person-centred practice
<u>Introduction</u>
Who am I?
What does it mean to be a person?
<u>Personhood</u>
Persons, personhood and person-centred
<u>practice</u>
<u>Conclusion</u>
<u>Summary</u>
References
<u>Further reading</u>
2 What is person-centredness?
Introduction
The values of person-centredness
Person-centredness and related concepts

<u>Person-centred_practice</u>
Person-centred culture
Conclusions
<u>Summary</u>
References
<u>Further reading</u>
3 The Person-centred Practice Framework
Introduction
What is person-centred practice?
<u>Introducing the Person-centred Practice</u> <u>Framework</u>
<u>Prerequisites</u>
The practice environment
Person-centred processes
Person-centred outcomes
Applying the framework in practice
<u>Conclusions</u>
<u>Summary</u>
References
<u>Further reading</u>
4 Knowing self
<u>Introduction</u>
<u>Understanding and defining self: different</u>
<u>perspectives</u>
<u>Different aspects of self</u>
<u>The journey through 'knowing self': tools and approaches</u>
The importance of self-knowledge for developing healthful cultures

<u>Using reflection to know self</u>
Creating the conditions to know self and others
Conclusion
<u>Summary</u>
References
5 Flourishing as humans
<u>Introduction</u>
What is human flourishing?
Conditions for human flourishing
A resting place
<u>Summary</u>
<u>References</u>
<u>Further reading</u>
6 Professionalism and practising professionally
<u>Introduction</u>
<u>Practising professionally</u>
Standards for professional practice
Maintaining professional standards
<u>Legal and ethical responsibilities</u>
Person-centredness, professionalism and
<u>organisational structures</u>
<u>Creating person-centred cultures</u>
Conclusion
<u>Summary</u>
References
7 The future nurse, midwifery and allied health professional
Introduction
Professionalism and person-centredness

Step 1 - Build the initial team
Step 2 - Identify what we can do
Step 3 - Co-create the vision
Step 4 - Co-design the solution
<u>Step 5 - Co-delivery</u>
<u>Step 6 - Co-evaluate</u>
<u>Challenges to professionalism</u>
<u>Curricula content</u>
<u>Conclusion</u>
<u>Summary</u>
<u>Acknowledgements</u>
<u>References</u>
<u>Further reading</u>
SECTION 2: Being Person-centred
8 Communicating and relating effectively
Introduction
<u>Framing communication – definitions and basic concepts</u>
Fundamental ideas in person-centred
<u>communication</u>
Strategies for putting person-centred communication into action
<u>Conclusion</u>
<u>Summary</u>
<u>References</u>
<u>Further reading</u>
9 Systems to support person-centred decision
<u>making</u>
<u>Introduction</u>

What is decision making?
Service user perspectives
Person-centred decision making
The value of shared decision making
<u>Multidisciplinary team</u>
Organisational decision making
<u>Summary</u>
<u>References</u>
<u>Further reading</u>
10 Connecting with others
<u>Introduction</u>
Relationship with self: emotional intelligence
Relationship with colleagues
Relationships with the person and their family
Conclusion
Summary
References
<u>Further reading</u>
11 The physical environment
Introduction
Ward layout and room type
Acoustic environment (noise reduction)
<u>Lighting (natural daylight and artificial light)</u>
Views, exposure and access to nature
How can a better environment be provided to
service users?
Conclusion
<u>Summary</u>

<u>References</u>
<u>Further reading</u>
12 Working with persons' beliefs and values
<u>Introduction</u>
Beliefs, values and person-centredness
Personal beliefs and values
<u>Professional values</u>
Respecting all beliefs and values
Contemporary considerations and challenges
Beliefs and values in person-centred practice
Conclusion
<u>Summary</u>
References
<u>Further reading</u>
13 Engaging meaningfully and effectively
<u>Introduction</u>
Engaging authentically
<u>Levels of engagement</u>
Human agency and reflexivity
Challenging the status quo and non-person-
<u>centred practices</u>
Conclusion
<u>Summary</u>
References
<u>Further reading</u>
14 Sharing in decisions
<u>Introduction</u>
Shared decision making with service users

SECTION 3:	Person-Centredne	ss in	Health	and	Social
Care System	<u></u>				

17 Sociopolitical context in person-centr

Introduction

Strategic leadership

Health and social care policy

Strategic frameworks

Workforce developments

Conclusion

Summary

References

Further reading

18 Being person-centred in the acute hospital setting

Introduction

An overview of person-centredness in the acute hospital setting

Person-centred moments versus consistent person-centred practice

The impact of the practice environment on person-centredness in acute settings

How can we move beyond person-centred moments in acute hospital settings?

Conclusion

<u>Summary</u>

References

Further reading

19 Person-centred rehabilitation

Introduction

What is rehabilitation?

	Who can participate in person-centred
	rehabilitation?
	<u>Person-centred processes</u>
	Conclusion
	Summary
	References
	<u>Further reading</u>
	Being person-centred in community and bulatory services
	<u>Introduction</u>
	The rich learning environments in community
	contexts
	Knowing what matters to you being in the
	<u>community</u>
	Stepping stones to enable you to be your best self in practice
	Community contexts as flourishing workplaces
	Conclusion
	Summary
	References
	<u>Further reading</u>
21 I	Experiencing person-centredness in long-term
care	
	Introduction
	Residential and long-term care: supporting quality of life
	Choosing the right long-term care setting and holding that difficult conversation
	The transition from 'home' to 'home'

Nursing	and	<u>caring</u>	expertise	in	residential	care
<u>settings</u>						

<u>Dignity and the importance of effective</u> communication and interpersonal skills

Conclusion

Summary

References

<u>Further reading</u>

22 Being person-centred in mental health services

Introduction

<u>How rights-based approaches can inform</u> <u>person-centred care of people experiencing</u> mental distress

Implementing the Person-centred Practice
Framework in the context of mental distress
and trauma informed practice

The necessity of developing a shared understanding

Story telling as a means of therapeutic engagement

Conclusion

Summary

References

23 Person-centred support for people with learning disabilities

Introduction

Definition of a person with a learning disability

Person-centred principles that have underpinned services for people with learning disabilities

The ongoing need for a person-centred framework that is evidenced in practice	
Delivering person-centred health and social care services for people with learning	
<u>disabilities</u>	
Conclusion	
<u>Summary</u>	
<u>References</u>	
<u>Further reading</u>	
24 Being person-centred in maternity services	
Introduction	
Contemporary maternity care	
Being professionally competent as a midwife	
Power sharing in person-centred maternity care	<u>e</u>
Enabling person-centred maternity care through shared decision making	
Conclusion	
<u>Summary</u>	
References	
<u>Further reading</u>	
25 Being person-centred in children's services	
<u>Introduction</u>	
Person-Centred Processes	
Working with the person's beliefs and values	
Engaging authentically	
Sharing decision making	
Being sympathetically present	
Working holistically	
Conclusion	

	Summary
	References
	<u>Further Reading</u>
	Being person-centred when working with people ng with long-term conditions
	Introduction
	The context and challenges of living with a long-term condition
	<u>Healthcare system design</u>
	Supporting people with long-term conditions
	Assessment in the context of providing holistic care
	<u>Critical perspectives</u>
	Conclusion
	Summary
	References
	<u>Further reading</u>
27	Palliative and end of life care services
	<u>Introduction</u>
	Key strategic drivers reflecting the person- centred macro context of palliative care
	<u>Prerequisites: being a person-centred</u> <u>practitioner in palliative care</u>
	The context of palliative care and person- centred practice
	Person-centred processes in palliative care
	<u>Challenges to person-centred outcomes in palliative care</u>
	Summary
	References

Further reading a	and resources
-------------------	---------------

<u>SECTION 4: Approaches to Learning and Development</u> for Person-Centred Practice

28	Being	an	active	<u>learner</u>

<u>Introduction</u>

What is active learning?

Our primary senses as the foundation for learning

Multiple intelligences

What makes active learning necessary for human flourishing?

<u>Active learning and the Person-centred Practice</u> Framework

Active learning in class-based learning

Active learning in the workplace

Conclusion

<u>Summary</u>

<u>References</u>

Further reading

29 Knowing and becoming through reflective learning

<u>Introduction</u>

Reflection for person-centred practice

In pursuit of knowing and becoming

<u>Creating communicative spaces</u>

Working with the challenges of knowing and becoming

<u>Linking knowing and becoming to experiences</u> <u>from practice</u>

Creating the conditions for knowing and becoming
<u>Conclusion</u>
<u>Summary</u>
References
<u>Further reading</u>
30 Becoming a critical thinker
<u>Introduction</u>
What is critical thinking?
The importance of critical thinking in practice
Enablers and inhibitors of critical thinking
The journey of becoming and being a critical thinker
<u>Understanding self in becoming and being a critical thinker</u>
<u>Conclusion</u>
References
<u>Further reading</u>
31 Developing and supporting practice educators
<u>Introduction</u>
Person-centred learning cultures
<u>Learning processes</u>
Evaluation processes
Evaluating your role and responsibility
<u>Summary</u>
References
<u>Further reading</u>
32 Being curious through research and knowledge
<u>exchange</u>

'n		٠.													
	[n	١٦	h	r	<u> </u>		ł١	п	1	٦.	m	1	n	T	1
ч	LLI	Ц	L.	Ľ	U	ľ	L	u	IJ	ار	IJ	U	U	υ.	1

Person-centred values and principles in research and knowledge exchange

Starting off: developing ideas for research and knowledge exchange through conversation

Continuing: developing ways of addressing research questions and knowledge exchange topics

Moving forward: ensuring that our work has positive impacts on people

Conclusion

Summary

References

Further reading

33 Being a lifelong learner

Introduction

<u>Lifelong learning and its relationship to person-centredness</u>

Practice learning as adult learners

How we learn, and its effect on practice learning

Developing reflexivity in learning

Conclusion

<u>Summary</u>

References

Further reading

<u>34 The future of person-centred practice – a call to action!</u>

The need for conceptual and theoretical clarity
The KISS Principle

Resting place
References

Index

End User License Agreement

List of Tables

Chapter 2

<u>Table 2.1 The core values of person-centred</u> <u>practice</u>

Table 2.2 Associated concepts

Chapter 5

Table 5.1 The conditions for human flourishing

Chapter 14

<u>Table 14.1 Opportunities and challenges with</u> <u>shared decision making</u>

Chapter 15

<u>Table 15.1 Contemplative practices to engage with</u> service users

Chapter 16

Table 16.1 Enablers and inhibitors to holistic care

Chapter 28

Table 28.1 Gardner's multiple intelligences

<u>Table 28.2 Active learning principles and prerequisites</u>

Table 28.3 Active learning principles and indicators in class-based learning ...

Chapter 32

<u>Table 32.1 Person-centred principles and values</u> <u>applied to different broad st...</u>

List of Illustrations

Chapter 3

Figure 3.1 Person-centred Practice Framework.

Figure 3.2 Defining prerequisites.

<u>Figure 3.3 Defining the characteristics of the practice environment.</u>

<u>Figure 3.4 Defining the person-centred processes.</u>

Chapter 5

Figure 5.1 'Flourishing in transition'.

Chapter 7

<u>Figure 7.1 Four components of collective leadership.</u>

Figure 7.2 Hickson (2007) model to identify, assess and deal with unprofessi...

Chapter 9

Figure 9.1 Power continuum.

Figure 9.2 A model of shared decision-making.

Chapter 10

Figure 10.1 Interdependence in relation to emotional intelligence.

Chapter 11

Figure 11.1 Children's hospital building.

Chapter 16

Figure 16.1 Elements of holism.

Chapter 20

Figure 20.1 Public health values.

Chapter 25

Figure 25.1 Learning incomes.

Chapter 26

Figure 26.1 Chronic Care Model.

Figure 26.2 House of Care Model.

Chapter 27

Figure 27.1 Trajectories graphic.

Chapter 29

Figure 29.1 Using a concept map.

Chapter 30

<u>Figure 30.1 Tips for developing critical thinking skills.</u>

<u>Figure 30.2 Enablers of critical thinking through a systems approach.</u>

Chapter 33

<u>Figure 33.1 Fixed mindset versus growth mindset.</u>

Figure 33.2 Map of internal/external awareness.

Figure 33.3 Comparison of Rodenburg's and Illeris's notions of identity and ...

<u>Figure 33.4 Lifelong learning attributes mapped to the Person-centred Practi...</u>

Figure 33.5 Assumptions and principles underpinning adult learning.

Fundamentals of Person-Centred Healthcare Practice

EDITED BY

Brendan McCormack Queen Margaret University Edinburgh, UK

Tanya McCance Ulster University Northern Ireland, UK

Cathy Bulley Queen Margaret University Edinburgh, UK

Donna Brown Ulster University Northern Ireland, UK

Ailsa McMillan Queen Margaret University Edinburgh, UK

Suzanne Martin Ulster University Northern Ireland, UK

WILEY Blackwell

This edition first published 2021 © 2021 John Wiley & Sons Ltd

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by law. Advice on how to obtain permission to reuse material from this title is available at http://www.wiley.com/go/permissions.

The right of Brendan McCormack, Tanya McCance, Cathy Bulley, Donna Brown, Ailsa McMillan and Suzanne Martin to be identified as the author(s) of the editorial material in this work has been asserted in accordance with law.

Registered Office(s)

John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, USA John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Office

9600 Garsington Road, Oxford, OX4 2DQ, UK

For details of our global editorial offices, customer services, and more information about Wiley products visit us at www.wiley.com.

Wiley also publishes its books in a variety of electronic formats and by print-ondemand. Some content that appears in standard print versions of this book may not be available in other formats.

Limit of Liability/Disclaimer of Warranty

The contents of this work are intended to further general scientific research, understanding, and discussion only and are not intended and should not be relied upon as recommending or promoting scientific method, diagnosis, or treatment by physicians for any particular patient. In view of ongoing research, equipment modifications, changes in governmental regulations, and the constant flow of information relating to the use of medicines, equipment, and devices, the reader is urged to review and evaluate the information provided in the package insert or instructions for each medicine, equipment, or device for, among other things, any changes in the instructions or indication of usage and for added warnings and precautions. While the publisher and authors have used their best efforts in preparing this work, they make no representations or warranties with respect to the accuracy or completeness of the contents of this work and specifically disclaim all warranties, including without limitation any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives, written sales materials or promotional statements for this work. The fact that an organization, website, or product is referred to in this work as a citation and/or potential source of further information does not mean that the publisher and authors endorse the information or services the organization, website, or product may provide or recommendations it may make. This work is sold with the understanding that the publisher is not engaged in rendering professional services. The advice and strategies contained herein may not be suitable for

your situation. You should consult with a specialist where appropriate. Further, readers should be aware that websites listed in this work may have changed or disappeared between when this work was written and when it is read. Neither the publisher nor authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Library of Congress Cataloging-in-Publication Data

Names: McCormack, Brendan, editor.

Title: Fundamentals of Person-Centred Healthcare Practice. / [edited by] Brendan McCormack, Tanya McCance, Cathy Bulley, Donna Brown, Ailsa McMillan, Suzanne Martin.

Description: First edition. | Hoboken, NJ: Wiley-Blackwell, 2020. | Includes bibliographical references and index.

Identifiers: LCCN 2020024722 (print) | LCCN 2020024723 (ebook) | ISBN 9781119533085 (paperback) | ISBN 9781119533092 (adobe pdf) | ISBN 9781119533023 (epub)

Subjects: MESH: Patient-Centered Care | Personhood

Classification: LCC R727.3 (print) | LCC R727.3 (ebook) | NLM W 84.7 | DDC 610.69/6-dc23

LC record available at https://lccn.loc.gov/2020024722

LC ebook record available at https://lccn.loc.gov/2020024723

Cover Design: Wiley

Cover Image: © Tim Bird/Getty Images

We dedicate this book to all the persons we have worked with and learned from over the many years of practice, teaching and research. We are indebted to all of you for reminding us to 'always be curious'

List of contributors

Deborah Baldie

NHS Tayside and Queen Margaret University, Edinburgh, Scotland, UK

David Banks

Queen Margaret University, Edinburgh, Scotland, UK

Owen Barr

Ulster University, Northern Ireland, UK

Derek Barron

Erskine, Bishopton, Scotland, UK

Christine Boomer

Ulster University, Northern Ireland, UK and

South Eastern Health and Social Care Trust

Donna Brown

Ulster University, Northern Ireland, UK

Robert Brown

Western Health and Social Care Trust, Derry, Northern Ireland, UK

Cathy Bulley

Queen Margaret University, Edinburgh, Scotland, UK

Vivien Coates

Ulster University, Northern Ireland, UK and

Western Health and Social Care Trust, Londonderry, Northern Ireland, UK

Martina Conway

Health Service Executive, Letterkenny, Republic of Ireland

Neal F. Cook

Ulster University, Northern Ireland, UK

Jean Daly Lynn

Ulster University, Northern Ireland, UK

Jessica Davidson

NHS Lothian and Queen Margaret University, Edinburgh, Scotland, UK

Jan Dewing

Queen Margaret University, Edinburgh, Scotland, UK

Caroline Dickson

Queen Margaret University, Edinburgh, Scotland, UK

Michelle L. Elliot

Queen Margaret University, Edinburgh, Scotland, UK

Ailsa Espie

Queen Margaret University, Edinburgh, Scotland, UK

Caroline Gibson

Queen Margaret University, Edinburgh, Scotland, UK

Patricia Gillen

Southern Health and Social Care Trust and Ulster University, Northern Ireland, UK

Jackie Gracey

Ulster University, Northern Ireland, UK

Erna Haraldsdottir

Queen Margaret University, Edinburgh, Scotland, UK and

St Columba's Hospice, Edinburgh, Scotland, UK

Lindesay Irvine

Queen Margaret University, Edinburgh, Scotland, UK

Dawn Jansch

Queen Margaret University, Edinburgh, Scotland, UK

and

Western General Hospital, Edinburgh Scotland, UK

Ed Jesudason

NHS Lothian, Edinburgh, Scotland, UK

Fiona Kelly

Queen Margaret University, Edinburgh, Scotland, UK

Antonia Lannie

University of Dundee, Dundee, Scotland, UK

Bill Lawson

Queen Margaret University, Edinburgh, Scotland, UK

Lisa Luhanga

Queen Margaret University, Edinburgh, Scotland, UK

Brighide Lynch

Ulster University, Northern Ireland, UK

Jacinta Lynch

Milesian Manor Lifestyle Care Home, Magherafelt, Northern Ireland, UK

Kath MacDonald

Queen Margaret University, Edinburgh, Scotland, UK

Honor MacGregor

NHS Tayside and Queen Margaret University, Edinburgh, Scotland, UK

Fiona Maclean

Queen Margaret University, Edinburgh, Scotland, UK

Suzanne Martin

Ulster University, Northern Ireland, UK

Ruth Magowan

Queen Margaret University, Edinburgh, Scotland, UK

Charlotte McArdle

Department of Health, Belfast, Northern Ireland, UK

Tanya McCance

Ulster University, Northern Ireland, UK

Brendan McCormack

Queen Margaret University, Edinburgh, Scotland, UK

Sonyia McFadden

Ulster University, Northern Ireland, UK

Brian McGowan

Ulster University, Northern Ireland, UK

Lesley McKinlay

Queen Margaret University, Edinburgh, Scotland, UK

Ailsa McMillan

Queen Margaret University, Edinburgh, Scotland, UK

Vidar Melby

Ulster University, Northern Ireland, UK

Kevin Moore

Ulster University, Northern Ireland, UK

Kristina Mountain

Queen Margaret University, Edinburgh, Scotland, UK

Deirdre O'Donnell

Ulster University, Northern Ireland, UK

Lorna Peelo-Kilroe

Health Service Executive, Dublin, Republic of Ireland

Duncan Pentland

Queen Margaret University, Edinburgh, Scotland, UK

Lucia Ramsey

Ulster University, Northern Ireland, UK

Lindsey Regan

University of Central Lancashire, Preston, UK

Helen Riddell

Queen Margaret University, Edinburgh, Scotland, UK

Assumpta Ryan

Ulster University, Northern Ireland, UK

Josianne Scerri

University of Malta and Kingston and St George's Medical School, University of London

Margaret Smith

Queen Margaret University, Edinburgh, Scotland, UK

Juliet Spiller

Marie Curie Hospice, Edinburgh, Scotland, UK

Amanda Stears

Queen Margaret University, Edinburgh, Scotland, UK

Fiona Stuart

University of the West of Scotland, Paisley, Scotland, UK

Karl Tizzard-Kleister

Ulster University, Northern Ireland, UK

Angie Titchen

Independent Researcher and Transformative Facilitator Activist/Eco-Warrior and Critical-creative Companion

Savina Tropea

Queen Margaret University, Edinburgh, Scotland, UK

Georgios Tsigkas

Queen Margaret University, Edinburgh, Scotland, UK

Lynn Wallace

Queen Margaret University, Edinburgh, Scotland, UK

Catherine Wells

Ulster University, Northern Ireland, UK

Alison Williams

Queen Margaret University, Edinburgh, Scotland, UK and

Parkinson's UK

Anne Williams

Queen Margaret University, Edinburgh, Scotland, UK