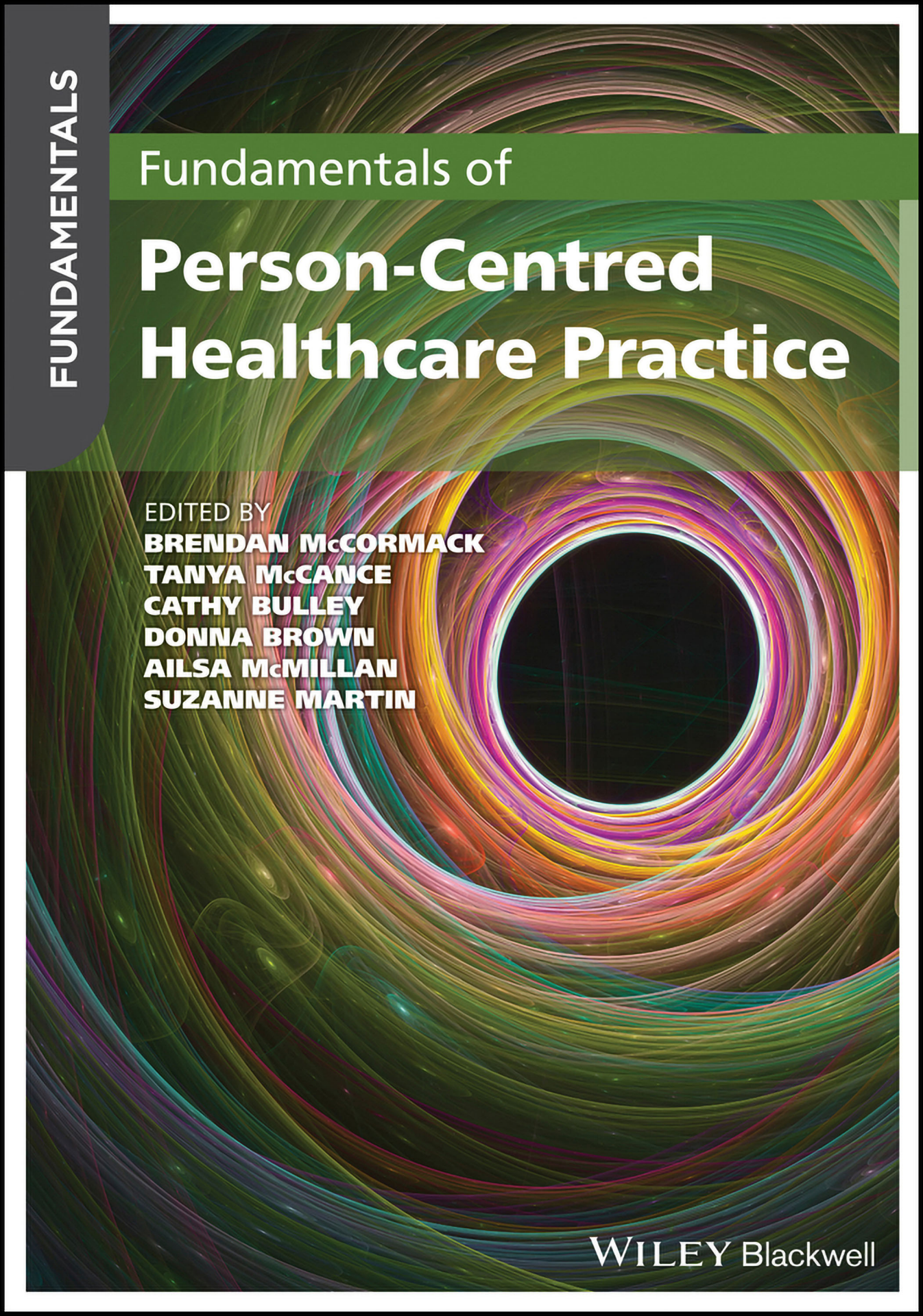
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Person-Centred Healthcare Practice
EDITED BY
BRENDAN McCORMACK
TANYA McCANCE
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AILSA McMILLAN
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WILEY Blackwell

Fundamentals of

Person-Centred Healthcare Practice

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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'

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Foreword

The whole of this ground-consolidating, forward-looking book is far greater than the sum of its parts. Exquisitely designed and written, it builds on decades of rigorous research and scholarly inquiry in and on person-centred practice in healthcare in the UK and around the world. Individuals, teams, workplaces and some organisations have aspired to make this practice a reality. However, in recent years, person-centred practice has only become possible for 'moments' due to complex cultural and socio-political contextual reasons that have forced nursing, for example, to go back, almost full circle, to a 21st century version of 20th century task-focussed care. In the UK, these reasons include severe cost-cutting in the National Health Service, resulting in a lack of resources and time to build healthcare systems that support authentic, person-centred practice. Another reason, worldwide at this very moment, is the COVID-19 pandemic.

Writing this foreword, therefore, has been an emotional experience for me because I have been fortunate to play a small and exciting part in a worldwide movement that has enabled health and social care professionals to become person-centred practitioners, leaders, educators, facilitators, life-long-learners, practice developers and researchers. So for me, the 'whole' of this book that goes beyond the sum of its parts, is that it offers hope and a way for recovery towards authentic person-centred practice, at every level of healthcare. The way in this book is a lifelong learning adventure, so the book is crafted for pre-registration students, experienced practitioners, leaders, practice and systems innovators and all those in between. This means that we can dive into parts that are relevant to us as we become more person-centred and progress through our careers.

At the heart of the book is the dynamic Person-Centred Practice Framework, created and fine-tuned by Brendan and Tanya and tested by practitioners nationally and internationally. With an aesthetic minimalism, the theoretical framework reveals the macro context, prerequisites and person-centred processes that come together to create a desired outcome of a healthful culture in which receivers and givers of care flourish.

As if a piece of music, the book weaves the Framework through a four-part structure that enables chapter authors to improvise their unique contribution to the whole. Concepts and constructs of the framework, set out in the first and second sections, flow and harmonise through the third and fourth that are concerned with person-centred practice in different health and social care contexts and facilitating learning and development respectively.

There is an interactive and unifying style of writing and design used by the many authors that lifts the book above being merely a linear textbook to the musical qualities of flow and integration. For example, authors show how the Framework interconnects and fits with the approaches, concepts, models or principles relevant to their professions, roles, service users, students, colleagues, service contexts or learning environments. They also speak directly to us readers as they offer a variety of reflexive, embodied, creative and imaginative activities (alone or with others). They enable us to engage with the whole of ourselves, as we dive into relevant

concepts, constructs, dilemmas and challenges of knowing self as a person and active learner and being person-centred within a particular nuanced context. These activities are enriched by web links, clinical vignettes and discussions about what we might have uncovered. Further insights, strategies and practices are offered that we may not have reached ourselves, for instance, on how to reflect upon and re-appraise our practices, help our learning, develop and care for ourselves and create cultures of effectiveness in our workplaces.

So just as a piece of music can jolt us into our bodies and emotions and then being still and silent to go deeper into ourselves to reflect upon what matters to us, this book jolts us to examine issues in relation to our past, current and future practices as well as our ways of active learning, knowing, being and becoming. Thus, it can help us embody or internalise the Framework in our own being and practice.

I finish with a haiku that captures the most important thing for me about this book, at this time in our world's history. I wish you well. You are the future.

Singing the circle round

A call to action
Person-centredness for all
Human flourishing!

Decision-makers!
For moral healthcare systems
This book is a gift

Exemplar for all
Showing how to enculture
Person-centredness

Angie Titchen
July 2020

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The editors are grateful to Sharon Middlemass for the help and support she provided to us in managing this project. Her attention to detail, unfailing persistence and good humour has enabled the project to be brought to fruition. We are eternally grateful.

Editor Biographies

Brendan McCormack DPhil (Oxon), BSc (Hons) Nursing, FRCN, FEANS, FRCSI, PGCEA, RMN, RGN, FAAN
Professor Brendan McCormack is Head of the Division of Nursing, Occupational Therapy and Art Therapies; Associate Director, Centre for Person-centred Practice Research, Queen Margaret University, Edinburgh, Scotland; and Honorary Nurse Consultant, Erskine Care, Scotland. He also holds adjunct professorial positions at universities in Ireland, Norway, Slovenia, South Africa, Austria, Denmark and Australia. His research has specifically focused on person-centred practice, and over a period of 22 years he has developed models, theories, frameworks and evaluation instruments that have been adopted globally in policy and practice. In addition, he has led the implementation and evaluation of person-centred practices in a variety of clinical settings and in healthcare curricula. Professor McCormack has particular expertise in gerontological nursing and the adoption of person-centred practices with older people.

Tanya McCance DPhil, MSc, BSc (Hons), RGN
Professor Tanya McCance has an international reputation in the development of person-centred practice through the use of participatory research approaches, such as practice development and action research. She has been a registered nurse since 1990 and throughout her career has held several joint posts between higher education institutions and health and social care providers, demonstrating her commitment to the integration of practice, education and research. She has developed a programme of work through engaged scholarship and research that is underpinned by the Person-centred Practice Framework, which is central to the impact of her research. Her most recent work focuses on the identification of a relevant and appropriate set of key performance indicators for nursing and midwifery that are indicative of person-centred care and the development of methods that will demonstrate the unique contribution of nursing to the patient experience. She has been recognised for her research contribution by inclusion in the *Nursing Times* Inspirational Nurse Leaders List (September 2015), was awarded the Nurse of the Year 2017 Outstanding Achievement Award, and was listed as one of 70 influential nurses and midwives in 70 years of the NHS. Tanya's contribution reflects her passion for nursing and her commitment to the development of person-centred practice that will enhance the care experience for patients and their families.

Cathy Bulley PhD, MCSP, SFHEA
Dr Cathy Bulley is a Reader in the School of Health Sciences at Queen Margaret University. She trained in Physiotherapy, and quickly developed a love of research, progressing to PhD studies within Queen Margaret University. Engaging in clinical practice reinforced her love of using research to advocate for people by exploring their experiences of health and healthcare, and Cathy returned to Queen Margaret University.

She is fascinated with the ways in which physiotherapy and other allied health professions enact person-centredness; how different ways of researching interact with person-centred principles; and with the way these concepts mesh with user-centred product design and innovation.

Donna Brown PhD, RN, MA, PGDipHP, PGCert

Donna is currently a Lecturer of Nursing, Postgraduate Tutor for the Institute of Nursing and Health Research and Course Director for the BSc(Hons)/PGDip/MSc Developing Practice in Healthcare Programme, in the School of Nursing, Ulster University. Having qualified as a registered general nurse, Donna has worked across many areas in healthcare and specialised in pain management. She initiated the Acute Pain Service at the Royal Victoria Hospital, Belfast, and was the lead nurse for pain services across the Belfast Health and Social Care Trust. Donna's commitment to developing nursing practice, education and research has been evident throughout her career. She has influenced the development of practice and education programmes both in terms of pain management and facilitating learning in practice.

Donna's work focuses on participatory research approaches, such as action research and practice development, working with teams and individuals to assist them in exploring the culture and context in which they work. She has a particular interest in person-centredness, pain management, knowledge utilisation, critical reflection, facilitation, learning in and from practice and older people.

Ailsa McMillan MSc, PGCert, Prof Ed, RGN

Ailsa McMillan is a senior lecturer in nursing within the Division of Nursing at Queen Margaret University. Her interests include neuroscience, rehabilitation, interdisciplinary practice and leadership while her curiosity is piqued by authenticity and pushing the boundaries of nursing education. Ailsa has been influential in the development of the pre-registration person-centred Masters of Nursing curriculum, engaging in collaborative and creative activities to bring this to fruition.

Suzanne Martin PhD

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Introduction

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Dear reader, welcome to our book on the fundamentals of person-centred practice. We are delighted to work with you through the chapters of this book to enable you to explore the essence of practice and to enhance your understanding of person-centredness within a wide variety of healthcare contexts. You might be a student starting out on your professional journey and excited to learn about your discipline; a newly qualified professional grappling with the realities of practice; an established practitioner or healthcare worker with many years of experience wanting to reaffirm your passion and commitment to trying to make a difference; or a leader aiming to harness a shared vision for your team or organisation that transcends day-to-day professional differences. Whilst we have framed this book in the context of the fundamentals of practice, we believe it has something to offer everyone, regardless of your healthcare discipline or where you might be on your career pathway. But why bother, you might ask, as person-centredness in healthcare has been a focus for many years and is now firmly embedded in the language of healthcare. However, it is our contention that despite a continuous focus on developing healthcare services and practices that place the person at the centre of decision making, the reality and rhetoric of practice are sometimes difficult to dissect!

Let's imagine that someone you love becomes very unwell and has to be admitted to hospital. As a professional, you will have an expectation of the kind of care you want them to experience and what's more, you will instinctively know when their care meets *your* standard. It might not always be clear what members of that healthcare team are doing that makes it a good experience, but it will feel right and you will feel your loved one is in safe hands. Now let's go to a place in your mind where your loved one is getting sicker and no-one seems to know what is happening, nor does there seem any sense of urgency to find out, and, worse still, it gives you a sense that no-one cares.

Understanding what makes the difference between these two scenarios and how you can improve the experience of care for everyone is at the heart of this book. If you want to make a difference to practice that ensures all service users and families have a positive experience of caree, and that you and other staff are also recognised as persons rather than cogs in a wheel, then this book is written for you!

Our desire for all service users and staff to experience person-centredness in their daily contact with healthcare systems may seem like idealism, given that no system is perfect. As a multiprofessional editorial team, we are highly aware that there are challenges in healthcare systems that impact on the development of person-centred workplace cultures. This book is grounded in the realities of practice and our aspiration is to offer a common language that will create a shared understanding of person-centred practice, in the hope that it will generate an impetus for practice change. A shared language is essential if we are to bring about system-wide change. Whilst person-centredness permeates healthcare strategy and policy, the reality is that often stakeholders aren't actually talking about the same thing. We also see this dilemma in the published literature with interchangeable use of terms such as family-centred, patient-centred and relationship-centred, leading to arguments that person-centredness is 'too difficult to define'.

Furthermore, we see this very issue reflected in the campaigns calling for a refocusing on compassion, caring and kindness. Whilst these are important values within healthcare systems, the challenge is how they manifest in our and other people's behaviours and the influence of attitudinal and moral factors. A shared language is the foundation that supports the development of a shared understanding of person-centred practice and the issues that need to be addressed in order to bring about sustainable change. At the level of principle, the understanding of person-centredness is well rehearsed and involves treating people as individuals, respecting their rights as persons, building mutual trust and understanding, and developing therapeutic relationships. Central to this is our explicit focus on all people as persons and the promotion of workplace cultures that promote the well-being of those providing as well as receiving services. This shared understanding, however, needs to be more than an emphasis on the commonly agreed principles that underpin person-centredness. There needs to be an understanding of how these principles can be implemented in practice in order to bring about a positive outcome, that being the development of healthful cultures that enable flourishing for all.

We believe this book offers a unique perspective on person-centredness viewed through the lens of the Person-centred Practice Framework of McCormack and McCance, which is a theoretical model developed from practice, for use in practice. The framework has evolved over two decades of research and development activity and has made a significant contribution globally to the landscape of person-centredness. Not only does it enable the articulation of the dynamic nature of person-centredness, recognising complexity at different levels in healthcare systems, but it offers a common language and a shared understanding of person-centred practice. The Person-centred Practice Framework is used in this book to illuminate the different components that make up person-centredness but, more importantly, how these different components connect to develop a deeper understanding of person-centred practice.

This book is presented in four sections, reflecting different constructs of the Person-centred Practice Framework. The first section focuses on the person in person-centred practice, respecting the centrality of all people as persons. The second section focuses on being person-centred and reflects the person-centred processes. The third section focuses on the many different contexts in which health and social care is delivered, not only recognising the practice context but also the organisational and system issues that can influence practice. The final section brings our focus back to how we equip the workforce to engage effectively in developing this