ASCC (Swansea) – 2013 to 2015

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The brief

Work towards establishing research-supportive conditions and a culture of 'research mindedness' in social care practice:

- Identify and develop effective ways of improving research skills, increasing research activity, and improving the quality of that activity in the social care workforce.

- Develop effective systems through which to facilitate and increase research-informed practice in social care.

Establish a network of effective, collaborative relationships across Wales:

- between Welsh HEIs with expertise in social care research or training;

- between the above HEIs and key social care stakeholders (e.g. social care agencies, WG policymakers, and third/private sector service providers)

Getting started - 2013

- Building policy and practice partnerships – meetings with national and local agencies and the **ASCC seminar series** – to wet the appetite!

- Developing our thinking – networking with academics and other experts in knowledge mobilisation and related stuff

- The DEEP discussion paper

- Delightful serendipity – links with Scotland and JRF

www.ASCCcymru.org
@ASCCcymru

NISCHR

Menter Gydweithredol Academaidd Cymru ar gyfer Ymchwil Gofal Cymdeithasol | **ASCC** | All Wales Academic Social Care Research Collaboration

Llywodraeth Cymru
Welsh Government

ASCC is a new initiative funded by the Welsh Government's National Institute for Social Care and Health Research (NISCHR) that is aimed at increasing research and evidence based capacity in social care.

ASCC Seminar & Event Programme 2013-14

'My Home Life Cymru and the Development of Evidence Enriched Practice in Care Homes' – John Moore, *My Home Life Cymru*
21.03.13, 9.30am-1pm, Swansea
Hosted by ASCC/Swansea Social Services

'Community Connectors and the Connecting People Study' – Dr Martin Webber, University of York
12.04.13, 9.30am-3.30pm, Swansea
Hosted by ASCC

'Developing an Evidence Enriched Approach to Outcomes Focussed Social Work Practice' – Nick Andrews, Swansea University & Dr Martin O'Neill, Cardiff University
29.04.13, 1-3.30pm, Monmouthshire
Hosted by ASCC/Monmouthshire Social Services

'Developing an Evidence Enriched Approach to the Development of Quality Assurance in and with Care Homes' – Professor Julienne Meyer, City University
17.05.13, 11.30am-3.30pm, Bridgend
Hosted by ASCC/Bridgend District Borough Council

'The Role of Common Knowledge in Achieving Collaboration Across Practices' – Professor Ann Edwards, Oxford University
05.07.13, 1-3pm, Cardiff
Hosted by ASCC/WISERD

'Talking Points Personal Outcomes Approach' – Dr Ailsa Cook, Edinburgh University & Dr Emma Miller, University of Strathclyde
22.07.13, 2-4pm, Cardiff
Hosted by ASCC/WCVA

'From Guidelines to Mindlines: Developing Evidence Enriched Practice in Wales' – Professor John Gabbay & Professor Andrée Le May, University of Southampton, Professor Jo Rycroft-Malone, Bangor University and Alison Petch, IRISS
19.09.13, 9.30am-4.30pm, Swansea
Hosted by ASCC /OPAN

'The Enriched Opportunities Programme – Developing Evidence Enriched Practice to Support People Living with Dementia in Extra Care' – Professor Dawn Brooker, University of Worcester
26.09.13, 11.30am-3.30pm, Swansea
Hosted by ASCC/Gwalia

To book please email:
WISERD.events@cardiff.ac.uk

Bookings: Please note priority will be given to agencies currently working with ASCC.

Ffon / Tel for Booking: 02920 876318
www.ASCCcymru.org   @ASCCcymru

Why DEEP?

- Evidence *based*

- Evidence *informed*

- Evidence *enriched*

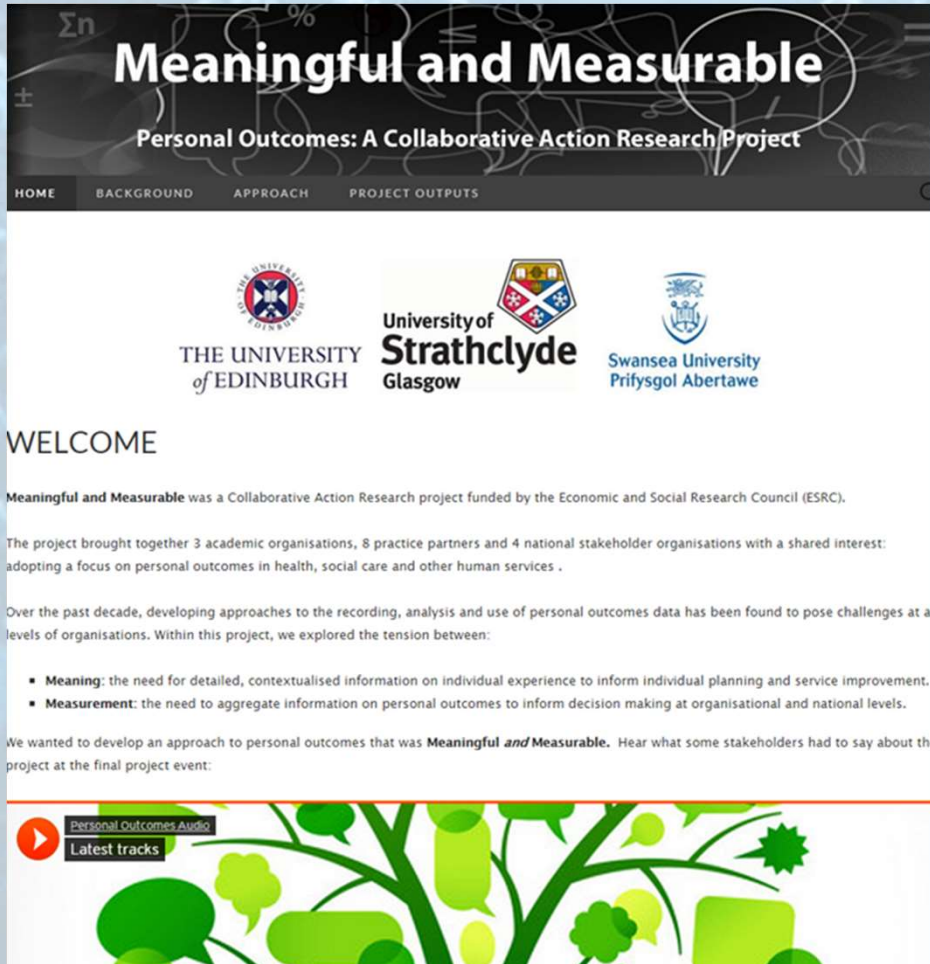- From instrumental rationality to value rationality in context

- Thinking about power

- *'The person possessing practical wisdom has knowledge of how to behave in each particular circumstance that can never be equated with or reduced to knowledge of general truths. Phronesis is a sense of the ethically practical rather than a kind of science'* Flyvjerg (2001)

A key principle

- *'We cannot do anything, if we don't respect the people. We cannot educate if we don't start – and I said start and not stay – from the levels in which the people perceive themselves, their relationships with others and with reality, because this is precisely what makes their knowledge... one of the tasks of the educator is to provoke the discovering of need for knowing and never to impose the knowledge, whose need was not yet perceived'* (Horton and Freire, 1990 p66)

ESRC Meaningful and Measureable

- The capture and use of personal outcomes information

- 8 practice sites (1 in Wales – Bridgend)

- Action research and knowledge exchange - data retreats and wider events

Some key findings and outcomes from the project

- A lot of so-called 'outcomes' recording is meaningless especially when entered into 'tick box' ICT systems
- Some of the best 'outcomes' recording is in case notes
- Narrative is more powerful than numbers in learning and development
- Not everything that counts can be counted
- Outcomes are like threads in a tapestry – when pulled apart the picture of 'a life changed for the better' can be lost
- Outcome focussed conversations are the most important
- Such conversations need to be across the whole system and include conversations between managers and staff
- Good outcomes recording is strengths focused, personalised, evidences collaboration, and action focused

The focus:
Proving v improving?
Attribution v contribution?

The DEEP project in a nutshell

- Appreciative action research;
- in health and social care services for older people;
- across six sites – five in Wales and one in Scotland;
- exploring research and other contextual evidence and using it in service and workforce development;
- To promote well-being and address the Seven Challenges of the JRF programme A Better Life.

Supported by

JRF JOSEPH ROWNTREE FOUNDATION

The Seven Challenges of A Better Life

- Promote a more positive image of old age
- See the person behind the label or diagnosis
- Recognise that all support is founded in meaningful and rewarding relationships
- Enable the opportunity for older people to give as well as receive
- Share responsibility with older people (e.g. in decision making and working together to promote collective well-being)
- Strengthen the individual and collective voice of older people
- Recognise that big innovative changes can be good but also that 'little things' can make big difference

Areas chosen by participants for development

- *Relationship*-centred practice
- Positive and rights based approaches to risk management with people with dementia
- Meaningful activities in care homes and day services
- Supporting caring relationships through the development of meaningful short breaks
- Addressing loneliness and building community links
- Personal outcome focused assessment support planning and review

Spot the difference - before and after the project

The five elements of the DEEP approach

1. Securing senior management buy-in and valuing and empowering project participants

- Appreciation and respect
- Honesty – saying it as it is
- Permission
- Mutual trust
- Celebration

'To alienate human beings from their own decision-making is to change them into objects'
Paulo Freire

2. Valuing and including a range of evidence

- Research findings, including 'A Better Life'

- Practitioner knowledge

- The voice of service users and carers

- Organisational knowledge, including policy

3. Capturing and presenting relevant evidence in accessible and engaging formats

- Short research summaries

- Stories and quotes

- Good practice examples

- Normative frameworks

- Provocative statement

4. Facilitating the exploration and use of evidence

Meaningful conversations:

- Create relationships and contexts
- Facilitates learning
- Supports collaborative decision making, e.g. regarding risk

Facilitated serendipity:

- Allows for emergence rather than implementation
- Requires reflective and responsive facilitation not endless meetings

5. Recognising and addressing national and local organisational circumstances and obstacles

- Recognising the impact of budget cuts
- Challenging narrow views of 'independence'
- Challenging simplistic rules and regulations, e.g. regarding professional boundaries and risk
- Challenging the burden of poorly designed paperwork
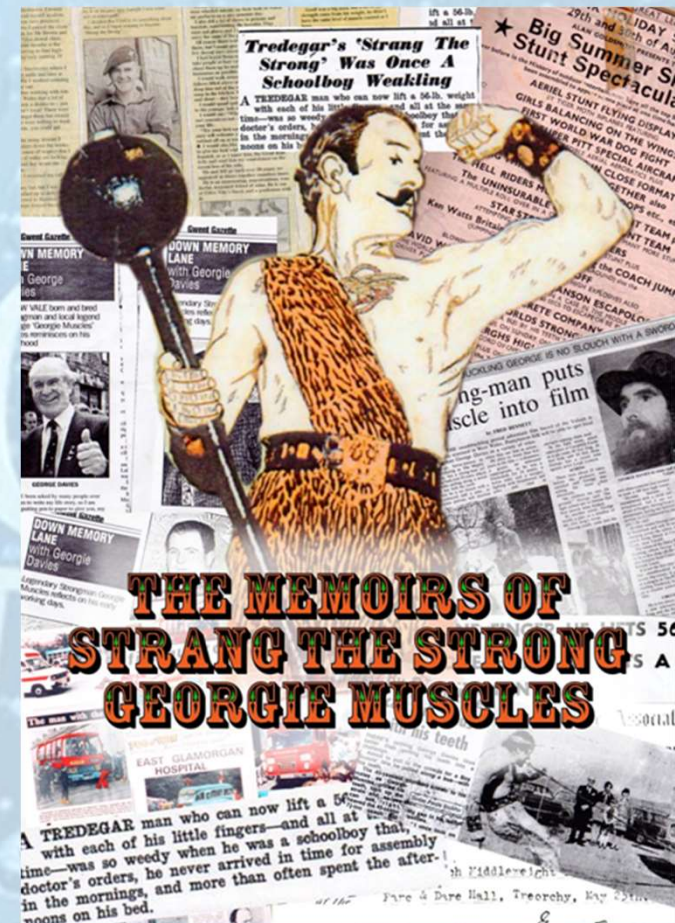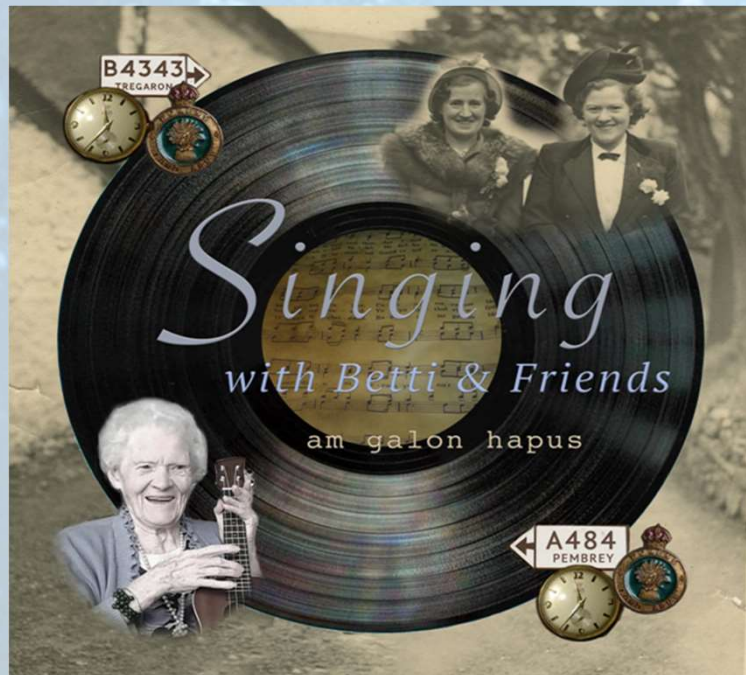- Challenging tick-box approaches to quality assurance

An example of evidence compared – developing relationship centred practice within Gwalia

Result - Professional Boundaries Policy replaced with a Sharing Lives and Professional Boundaries Policy

Some other project outputs

Follow-up work

- The DEEP training course and associated events
- Links with RURU, St Andrews and Cambridge University re dialogue approaches to L&D and use of evidence
- 'Magic moments' work with care homes and OPC
- Developing relationship-based homecare – 'In the game together' event and work with CSSIW
- Community based approaches to supporting interdependent caring relationships and meaningful 'short breaks' – link with Worcester University, Carers Strategy, Ageing Well in Wales and CADR
- Positive risk taking development work and paper
- Dementia Learning and Development Framework for Wales for Care Council for Wales

Further information

DEEP full report and 4-page summary:

http://www.jrf.org.uk/publications/developing-evidence-enriched-practice-health-and-social-care-older-people

DEEP project on-line resource:

http://deep-resources.chrismog.co.uk

Meaningful and Measureable:

https://meaningfulandmeasurable.wordpress.com/