

## About this document

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, e.g. as part of an RCSLT Hub or Clinical Excellence Network.



**Please note that the guidance given in this document is not exhaustive and does not constitute legal advice.**

## Scenario

Within your service, you have been asked to ensure that the service you deliver (individually, or on a team or department basis) is truly patient-focused.



**What leadership skills will you draw on to evaluate your service provision and provide this assurance?**

## Things to consider

- What are your ideas about completing the task in this scenario?
- What are the leadership skills required?
- What are your reflections on your own leadership in relation to this scenario?



**If you are in a group, you may like to record on a whiteboard or flipchart.**

## Prompts for consideration

This scenario is relevant to clinicians across the profession and in different stages of their career. At one level there is a practical task which reinforces the importance of patient feedback to high quality care. On another level the scenario is designed to prompt reflection on how leadership is relevant in your job role and which skills or transferable skills you have which you can apply to your leadership.

In addressing the practical side of this scenario, ask yourself questions about:

- your service provision
- evaluating if it is patient focused
- how you know it is patient focused and how you can demonstrate this

Understanding why we need the patient perspective to improve services is important; we cannot provide quality care without it. There are many definitions of quality care but most of these will include three elements:

1. safe practice;
2. evidence-based practice; and
3. Interpersonal skills (including safety, effectiveness and patient experience)

## Prompts for consideration

A patient can have the most advanced technical procedure that a healthcare service can offer, but if they did not feel cared for during the procedure, this would not be high quality care. A child could have the most targeted and up to date therapy technique, but if he found the session wasn't at all fun, would the child perceive this as high quality care? This is why it is very important to gain our client's perception of the treatment, therapy or service we are providing.

In order to then reflect on the leadership skills you are drawing on it might be helpful to think about what leadership is (as opposed to management), and what leadership values are important to you. Using a leadership model can be helpful to understand the types of leadership skills required. Reflect to what degree you already employ these skills in your everyday role. For more background, refer to the section on leadership skills and strengths in the leadership learning journey.

**What steps do you think you need to take next?**



## Prompt questions to consider

1. When did you last seek patient feedback? How do you listen to the child's voice?
2. Were any changes implemented as a result of patient/child feedback?
3. Does your service/team have a patient-centred goal?
4. Do you involve service users in recruitment, training or volunteer programmes?
5. Do you have accessible information (i.e. information leaflets, clinical pathways, letters which are patient-focused)?
6. Is it easy to make an appointment/access and re-access your service/make a complaint?
7. How would you critically evaluate your service's delivery of patient-centred care?



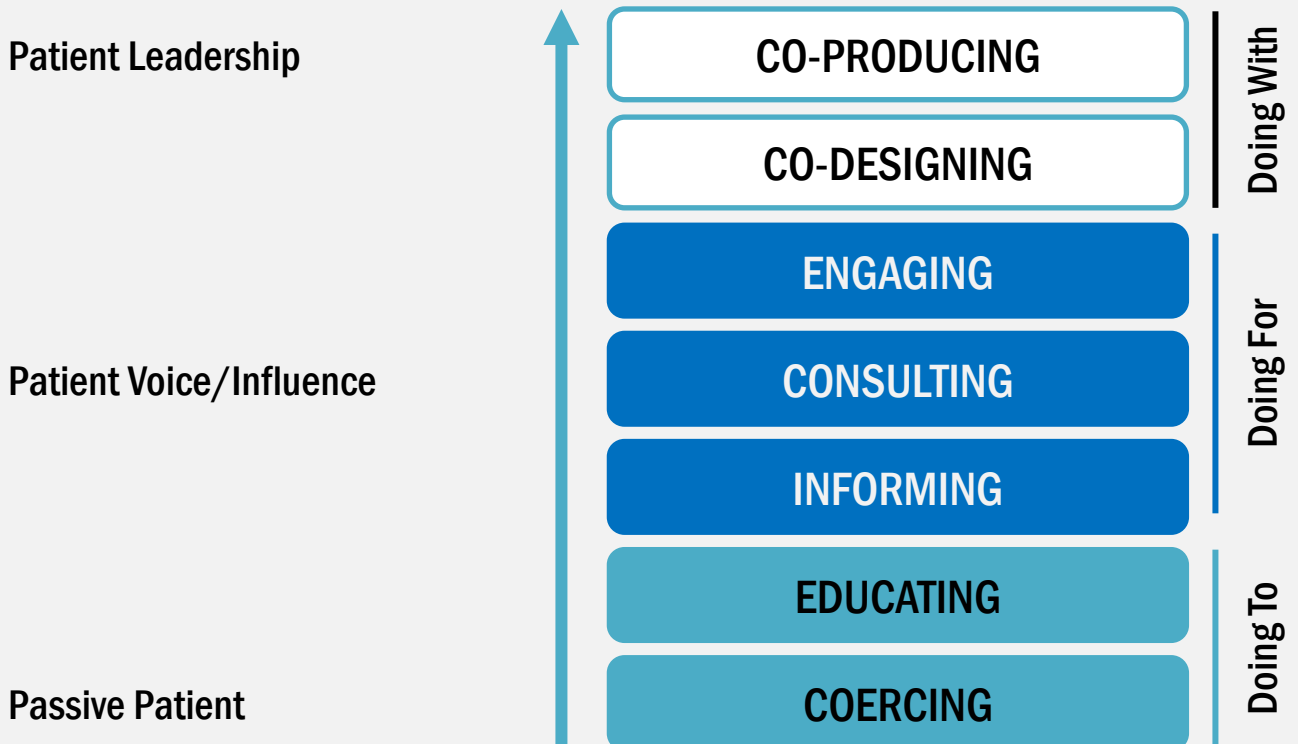
## Areas for self-reflection

- In your current role, can you identify opportunities for leadership aside from formal management responsibilities?
- Reflect on the people who have influenced and inspired you. What is/was it about these people that made you want to be a better clinician?
- With reference to the Healthcare Leadership Model (or similar), critically evaluate the skills you have and already use.
- Consider the '6 Cs' characteristics of leaders and note your areas of strength – discuss with a trusted colleague or supervisor.



## Possible next steps

### Where are we on the Ladder?



- Identify an opportunity within your service to elicit or extend patient feedback within your team.
- If you already complete surveys (or similar), how could you innovate in this area? For example, an exceptional service might use co-design to re-shape service provision.
- Identify how you could (regardless of grade or post) demonstrate leadership qualities to inspire others to want to improve patient-centred care in your service.



## Sources of further information



Here are some links to further information:

- [‘Ladder of Participation’ – NHS England](#)
- [Community Engagement: Improving Health and Wellbeing – NICE 2017](#)
- [Using Patient Feedback to Improve Healthcare Services – National Healthcare Charter](#)
- [NHS Patient Leadership Chapters](#)
- [Experience-based Co-Design – Point of Care Foundation](#)
- [Healthcare Leadership Model – NHS Leadership Academy](#)
- [The Six C’s – NHS Leadership Academy](#)
- [‘Executive-level leadership and talent management...’ – NHS Scotland](#)
- [NHS Scotland Leadership Qualities Framework](#)

## Update your CPD diary

Think about what this scenario has made you consider, reflect on or decide to do differently. Do a piece of reflective writing to cover what you've learned from this experience!

Having had a look at some of the linked resources, have any of your earlier responses changed? How will you incorporate this new knowledge?

