Exploring the impact environments have on children and young people’s experience of healthcare

Alison Tonkin

Image courtesy of Jeremy Weldon

Consultation Rooms, The Everybody: Young Persons Resource Centre. Image courtesy of Boex
Aims of the presentation

• Background to the project
• Key outcomes
• Exploring perspectives
• What’s in it for me? (and other similar questions)
• Leadership behaviours
• Final thoughts
This time last year...

Kath Evans - Head of Patient Experience - Maternity, Newborn, Children and Young People Nursing Directorate, NHS England

Alison Tonkin
Happy bunny
Stanmore College

Available at:
http://www.hpset.org.uk
Just to get us in the mood

“...It also provides compelling evidence for advocating the participation of children and young people in contributing to the debate surrounding all aspects of the healthcare environment, from the initial planning and design, to the implementation and maintenance of suitable environments, and finally the evaluation of the environments they interact with” (page 3).
The environment should...

- Reflect nature
- Reduce environmental stressors
- Be age/stage appropriate
- Promote healing
- Enable play and recreation
- Reflect United Nations Convention on the Rights of the Child
- Provide privacy
- Promote socialisation
- Use art to distract
But which outcomes matter most?

• The following activity looks at nine of the most significant findings from the literature review
• Diamond Nines are used for ranking preferences
• Your mission (should you choose to accept it) is to rank the findings in the order of significance... so, in **YOUR** opinion, what order would you rank the findings... most important at the top, to least important at the bottom
This is what you do...

On the yellow side of the grid, please rank the yellow cards in order of preference. This is to be done in a small group of no more than 4 but not on your own. Yellow = YOUR opinion. You have 4 minutes.
4 minute sand timer

4 minutes

End
3 minute sand timer
Perceptions differ

http://www.halogensoftware.com/blog/six-perspectives-one-decision/
Why does play and recreation matter?

An environment is defined as: ‘The surroundings or conditions in which a person, animal, or plant lives or operates’ (Oxford University Press 2015).

Children **know** how to operate in a playful environment – it provides an element of normalisation and control. Play and recreation should be reflected throughout the whole environment.

Alder Hey Children’s Health Park
Image courtesy of Alder Hey Children’s NHS Foundation Trust.
So...what’s in it for me?

The Committee on the Rights of the Child (2013, p.3) promotes “the importance of approaching children’s health from a child's-rights perspective” through the UNCRC. Although the Committee identifies article 24 as an ‘inclusive right’, it also advocates a holistic approach to health, requiring utilisation of other rights from the UNCRC to enable fulfilment of article 24.
Other rights covered...

- Article 12
- Article 13
- Article 15
- Article 31
Images from Scotland’s Commissioner for Children and Young People
Illustrator: Alex Leonard

Article 3

Article 6

Article 17

Article 36

Article 42
How easy is it to do?

Northwick Park Hospital and Stanmore College

4 rooms and a corridor £750... with paint left over

Work based experience for the students Priceless
The Gold Standard

The process...

Bringing designers and children together

Meaningful public participation..

The new Children’s Unit at Salisbury District
The project is described in Waterworld & Treetops
It is well worth a read

Image courtesy of Penny Bayliss-Robbins
How do we know?

A robot being used to collect patient feedback. Image courtesy of Alder Hey Children’s NHS Foundation Trust.

Did you receive great care?

Friends and Family Test: Images of Monkey courtesy of Monkey Wellbeing

www.monkeywellbeing.com

Images courtesy of Birmingham Children’s Hospital
Who benefits?

Radiology Reception Area, Royal Manchester Children’s Hospital, Image courtesy of Boex

Part of The Teenage Cancer Trust Ward 15: Image courtesy of Birmingham Children’s Hospital

En-suite, single room. Image courtesy of Alder Hey Children’s NHS Trust

Bedroom... Children’s Unit, Salisbury District Hospital. Image courtesy of Penny Bayliss-Robbins
A point to ponder...
An NHS Dementia ward

“Drawing on our knowledge and previous experience of how shape, form, colour and light can positively contribute to improving the healing environment...”

(Images and text courtesy of Boex)
Exploring leadership behaviours

The Healthcare Leadership Model

The NHS Leadership Academy has been working with research partners to develop a new model for leadership in our health service.

The Healthcare Leadership Model has been developed to help staff who work in health and care to become better leaders. It is useful for everyone – whether you have a formal leadership responsibility or not, if you work in a clinical or other service setting and if you work with a team of five people or 5,000. It describes the things you can see leaders doing at work, and is organised in a way that helps everyone to see how they can develop as a leader. It applies equally to a whole variety of roles and settings that exist within health and care.

We want to help you understand how your leadership behaviours affect the culture and climate you, your colleagues and teams work in. Whether you work

Images provided with kind permission – all rights reserved – NHS Leadership Academy (2013)
### The perfect dimension...

#### Strong

“Do I encourage others to become ‘ambassadors for the vision and generate excitement about long term aims?’”

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<table>
<thead>
<tr>
<th>Essential</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>Communicating to create credibility and trust</td>
<td>Creating clear direction</td>
</tr>
<tr>
<td>Am I visible and available to my team?</td>
<td>Do I help people to see the vision as achievable by describing the ‘journey’ we need to take?</td>
</tr>
<tr>
<td>Do I communicate honestly, appropriately and at the right time with people at all levels?</td>
<td>Do I use stories and examples to bring the vision to life?</td>
</tr>
<tr>
<td>Am I helping other people appreciate how their work contributes to the aims of the team and the organisation?</td>
<td>Do I clearly describe the purpose of the job, the team and the organisation and how they will be different in the future?</td>
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<tr>
<td>Do I break things down and explain clearly?</td>
<td></td>
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<thead>
<tr>
<th>Strong</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making long-term goals desirable</td>
<td>Inspiring confidence for the future</td>
</tr>
<tr>
<td>Do I encourage others to become ‘ambassadors’ for the vision and generate excitement about long-term aims?</td>
<td>Do I display confidence and integrity under robust and public criticism?</td>
</tr>
<tr>
<td>Do I find ways to make a vivid picture of future success emotionally compelling?</td>
<td>Do I describe future changes in a way that inspires hope, and reassures staff, patients and the public?</td>
</tr>
<tr>
<td>Do I establish ongoing communication strategies to deal with the more complex and difficult issues?</td>
<td>Do I explain controversial and complex plans in a way that different groups can hear, understand and accept?</td>
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(NHS Leadership Academy 2013)
Final thoughts...

“Children’s perceptions differ significantly from those of adults and therefore, the need to find out how children themselves would operate within their surroundings provides a valid reason for asking them, listening to what they have to say and then acting upon their contributions” (page 4).

The Children’s Unit at Salisbury District Hospital. Image courtesy of Penny Bayliss Robbins
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http://sharp-cookies.blogspot.co.uk/2013/03/idiom-of-week-skeleton-in-cupboard.html
References


