

# Sharing good knowledge mobilisation practice



Speakers: Hannah Cochrane, Helen Watts, Preeti Puligari, Stacey Richards, Tilly Dixon, Jess Pawley, Sarah Stones, Pippa Orr, Helen Swales, Jenny Emmel

Facilitators: Jess Pawley, Liz Jordan, Alison Day

Date: 23rd November 2022 10:00 – 12:00

# Microsoft Teams etiquette

- We will be muting you to keep background noise to a minimum
- Please use the chat function if you want to ask a question or raise a point
- If you cannot use the chat function, then please raise your hand and we will bring you into speak
- Please put your camera on where possible when speaking

# Our ways of working

- We will actively participate in the sessions
- We will actively listen to each other
- We will openly share our views, ideas and experience
- Treat each other with kindness and tolerance first
- Respect each other's opinions
- All questions are welcome

# Welcome



Share in the chat box one new thing you have learned over the last month

# Session Overview

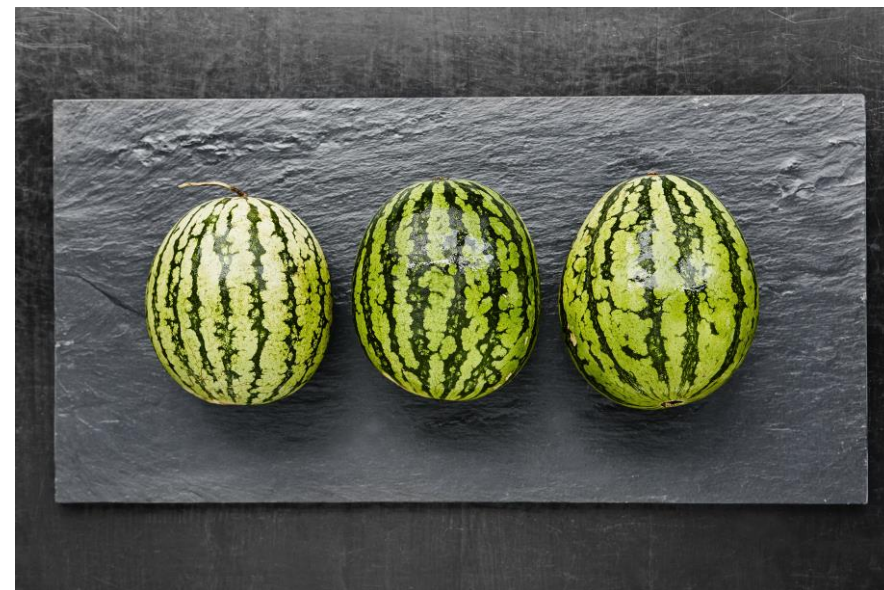
- Share a variety of ways that knowledge specialists mobilise knowledge
- Gather tips on how to approach knowledge mobilisation
- Transfer ideas about knowledge mobilisation to your own organisation

3 rounds of speakers (5 mins each) followed by a short espresso café:

Events

Quality Improvement

Joint Working



# Questions for your espresso café

What made this knowledge mobilisation activity work?

What were the key learning points?

How could you adapt this activity to work in your own organisation?

On return to the main session add one comment and one action based on what you have discussed in your café to the chat

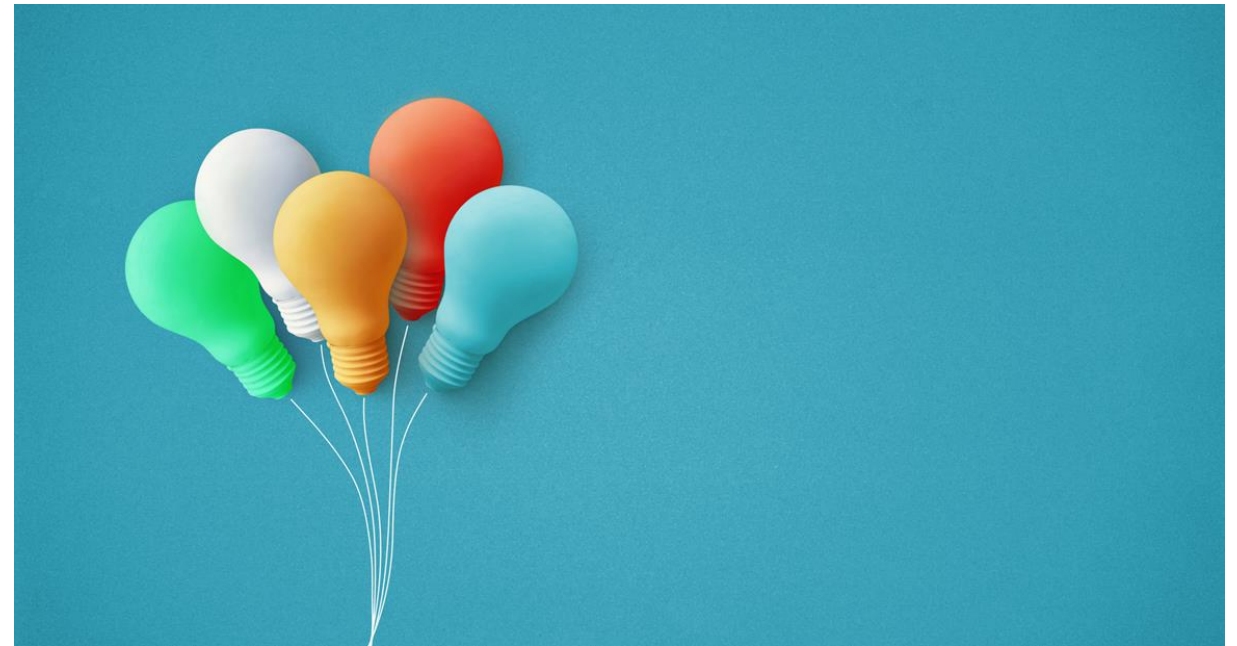


# Knowledge Mobilisation and Events

Hannah Cochrane – Knowledge Capture Interviews

Helen Watts - Living Libraries

Preeti Puligari & Stacey Richards - Participating in the FabChange 2020/21 campaigns



# Knowledge Capture Interviews:

Ensuring that knowledge is not lost when colleagues leave or change roles



University Hospitals  
Bristol and Weston  
NHS Foundation Trust

A structured, facilitated interview which gathers important job-related information and identifies actions to support the transfer of knowledge within teams

Identifies priorities to focus on, alongside reasonable actions for each

Conducting a Knowledge Capture Interview encourages shared learning, helps new staff develop more quickly in their roles and prevents repeated work



Knowledge Capture Interviews can be conducted by the Library's dedicated Knowledge Specialist.

Contact us to find out more:

[Library@uhbw.nhs.uk](mailto:Library@uhbw.nhs.uk)

call: 0117 342 0105

Ext.: 20105

Visit our website [here](#) to see our range of services

Determines knowledge areas at risk

We are  
**supportive**

We are  
**respectful**

We are  
**innovative**

We are  
**collaborative**



# Knowledge Capture Interviews Pilot - Education

## What was supposed to happen?

- The development of a project to support effective handover in teams.
- A meeting with managers to promote the process.
- A survey to identify the types of knowledge to capture from leavers.
- The development of interview questions from HEE template and survey.
- A commitment from Education Team Leads to participate.
- The facilitation of interviews with department leavers, by the Library's Knowledge Specialist.
- A process to gather feedback to inform and develop the service.
- A sustainable process in place to ensure continuity of work.

## What actually happened?

- Project development within a QI Silver programme.
- A presentation to Education Department managers.
- A survey of manager's knowledge needs from leavers.
- Development of a questionnaire and the 'output' template.
- An encouraging response, most managers committed to using the service, though it was unclear whether all leavers were referred to the Library.
- The knowledge Specialist undertook interviews with department leavers.
- Feedback was solicited but not always submitted.
- A request to develop an eLearning module for management training.
- A meeting with HR, to introduce the project.

## Why was there a difference?

- **Some managers may not have informed the Library about leavers because:**
  - There were time constraints, or a heavy workload.
  - They had forgotten about the service.
  - They preferred to keep processes 'in house'.
- If the results were not as expected, they may have been reluctant to feedback.
- There was a recognition of the potential to develop as a eLearning tool and a process to gather experiential knowledge in teams.

## What can we learn from this?

- Demonstrating and promoting the benefits of sharing leavers' corporate knowledge and best practice - an example interview may 'sell' the process more successfully.
- Speaking to those who have not taken part or given feedback for more information.
- Proactively contacting leavers to arrange interviews.
- Using staff stories to illustrate the challenges of taking on a new role.
- Assessing effectiveness - peer-reviewing the process.
- Sustainability – developing continuous feedback and review.



# The Living Library

Helen Watts

Library and Knowledge Services Manager  
Avon and Wiltshire Mental Health Partnership  
NHS Trust





# Quick guide to running a Living Library

- Create aims and objectives for the event so that you and your team have a clear purpose that you can easily communicate to others.
- Identify a focus (eg Health Information Week) and arrange a date and book venue etc
- Decide how many human books to include – about 10 is a good number but this will all depend on your focus, venue size, availability of chosen books etc
- Contact your chosen books - you will probably want a wide variety of healthcare staff. Hold a meeting to explain the purpose of the event and their role.
- Ask books to write a brief biography to create the catalogue, approximately 150 words
- Create the catalogue - we used a ring binder with plastic inserts so that it was easy to update. Have 2 or 3 copies of the catalogue.
- Venue - you need space to accommodate your books and borrowers, you also need an issue desk and a waiting area if things get busy and people are waiting to talk to particular books
- Registration sheet – borrowers need to register with you and get issued with a library card. By registering they agree to abide by the LL rules.

# Quick guide to running a Living Library

- Create borrowing cards with rules on the back
- Create a timing record sheet of who is borrowing who for the event
- Create poster to display Library Rules – A3 to be displayed on issue desk
- Evaluation forms - if you want to evaluate - we had a box they could be posted into.
- Decide if you want to serve refreshments during event
- Badges for librarians for identification purposes ( we also all wore pink shirts)
- Table signs for books with role on.
- Publicise your event - this is key - use all means possible depending on your audience: emails / posters/ intranet / fliers etc

## Rules of the Living Library

1. Readers must join at the library desk in order to borrow a book.
2. By registering readers accept the rules of the Living Library.
3. Only 1 book can be borrowed at a time.
4. Books are borrowed for 15 minutes then they must be returned.
5. Books must be returned in the condition they were borrowed.
6. Books can end the conversation at any time if they feel uncomfortable.
7. Books can be renewed if they are in agreement and time allows.

Please note “SShhh does not apply in the Living Library!”

/	LIVING LIBRARY CARD	
NAME		
BOOK		TIME
BOOK		
BOOK		TIME
BOOK		

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LL timesheet - Microsoft Word

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Styles: AaBbCcDd AaBbCcDd AaBbCc AaBbCc AaB

Editing: Find Replace Select Change Styles

	2.00-2.15	2.15-2.30	2.30-2.45	2.45-3.00	3.00-3.15	3.15-3.30	3.30-3.45	3.45-4.00	4.00-4.15	4.15-4.30
Thanos Tsapas – Psychiatrist										
Nurse – Leonora Rochester										
Michael Belfield – Chaplain										
Art psychotherapist – Nick Hayman										
OT – Katherine Godfrey										
Psychologist – Sian Clark										
HCA – Nathan Gray										
Mark Earl – Lived Experience										
Social worker – Martin Benfield										
Physiotherapist – Simon Gale										
Pharmacist – Peter Arthure										
Librarian – Cathy										

Page: 1 of 1 Words: 49 English (U.K.) 90%

16:37 24/09/2018



**TITLE:** Music Therapist

**AUTHOR:** Nick Hayman

**CLASSMARK:** WM620

**SUBJECT:** The use of music as an adjunctive therapy in psychiatry

**HEADINGS:** Acoustic stimulation, sensory art therapies, rehabilitation

# Feedback from users

I found it an amazing resource and rare opportunity to get advice and insight from professionals.

Yes very interesting and a good opportunity to address stigma.

Good to talk to different people about occupational therapy :)

**Some very interesting conversations and some enlightening**

SUPERB - fascinating "human books". Very welcoming and easy environment with which to meet people and hear their stories / insights in practice.

I really enjoyed some superbly interesting conversations. Thanks for asking me :)

# Challenges

- Venue set up and lay out
- Have as many people on hand to help as possible.
- Be prepared for interviews. Write something in advance clearly outlining the aims of the LL and what you hope to achieve and list all involved.

## Feedback from member of the public who borrowed an Occupational Therapist

“She was very down to earth and incredibly helpful. She gave me lots of ideas on how to keep my elderly parents active and stimulated, through activities in their community where they could continue their interests but also help other people and so feel useful. I was so glad I'd gone to talk to her! We get used to researching things online don't we, but this was a breath of fresh air - the chance to speak to a professional person full of knowledge and ideas”

# Thank you for listening

- Please contact me if you would like to know more
- Send you my toolkit
- Recommend further resources
- Check out Human Libraries and Living Libraries on You Tube

# Responses from the books

I found the living library a constructive exercise to allow me to reflect on my experience of having an illness and how this relates to my working life at AWP, sharing this with people who have a genuine interest in what it means to have a diagnosis and to hold down a job. It also enabled me to develop my own understanding of my lived experience and how I develop as a person professionally and in how I create connections with others.

To put it succinctly I think it validated my diagnosis and how my relation to this has changed over time, and how I think about my life as I venture further into advanced middle age.

# Participating in the FabChange 2020 & 2021 campaigns – After Action Review

Preeti Puligari – Library and Knowledge Services Manager  
Stacey Richards – Assistant Librarian

Guaranteed time for teams to talk, listen, learn and act



## Introduction

Fab Change Day took place on the 21<sup>st</sup> October 2020. The focus of the day was change and innovation brought about as a result of the Covid-19 pandemic. The Library and Knowledge Service (LKS) at SWB trust decided to take part. During the week 19<sup>th</sup> to 23<sup>rd</sup> October 2020 staff were encouraged to submit their Fab Change stories. The following year Fab Change Day took place on the 24th November 2021. The focus of the day was once again, change and innovation brought about as a result of the Covid-19 pandemic. The Library and Knowledge Service (LKS) at SWB NHS Trust had planned to follow-up on the 2020 submission and see what changes were still in place one year later.

FabChange campaign of sharing change stories, was promoted as part of the weLearn programme which aims to share best practice, research, innovation, and, quality improvement across the organisation.

## What was supposed to happen?

- Collect Fab stories using the template provided by FabChange, from staff, detailing changes in practice that had come about because of the Covid pandemic.
- Advertise through trust intranet (Connect), comms bulletin and Twitter.
- Comms department to record some of the stories as videos.
- Generic email set up for receiving submissions.
- Created pages on the Trust intranet (Connect) to collate stories and videos to enable sharing across the Trust.
- Write a report of the activities and share with the deputy director of learning for SWB Trust.
- Share report and submissions with the FabChange website.
- In 2021, one year later, follow up submissions with 3 impact questions to see if changes were sustained.

## What actually happened 2020?

- Promotion of the campaign was done as planned through the LKS Twitter account and the trust communications bulletin.
- LKS Liaised with the IT Department and set up the FabChange email address for receiving submissions.
- In 2020 the LKS received a total of 14 unique Fab Change stories from a variety of departments and staff groups.
- Also, a set of 17 posters, identified from the trusts WeLearn poster competition were also included as examples of FabChange. The posters were highlighted because they focused on change and quality improvement because of Covid-19.
- The videos, stories and posters were uploaded to the FabChange pages on the trust intranet.
- The 2020 activities were written up and uploaded to Connect and the FabChange website: <https://fabnhsstuff.net/fab-stuff/fabchange20-report-from-sandwell-and-west-birmingham-nhs-trust>

## What actually happened 2021?

In 2021 LKS liaised with the head of innovation to arrive at a set of 5 impact questions as FabChange provided no guidance. These were emailed to the 14 2020 submissions, inviting them to attend an impact interview or to complete a form containing the 5 impact questions.

1. Has your practice change developed into business as usual?
2. Are there any changes that you've decided to revert, and why?
3. What have you learnt about service change?/Do you have any advice/tips to share with other teams?
4. Could your change be spread to other teams? If so, what might be adopted or adapted?
5. What has been the impact of your changes on: staff, patients, families & carers, and partner organisations (as applicable)?

- 4 previous participants responded, a mixture of interviews and surveys. The responses were summarised into a template and uploaded to Connect and the FabChange website.
- Some of the participants had also submitted a poster in 2020 and were encouraged to update their posters and resubmit to the 2021 weLearn QI poster competition. 3 of the 4 participants submitted a poster and these have also been uploaded to Connect.
- The activities for 2021 were written up and shared on connect and sent to the Head of Innovation, Director of Governance, and the Deputy Director of Governance – Knowledge and Learning.

**Case Study:** Introduction of physiotherapy within orthopaedic fracture clinic during Covid-19 together with e-referral.

**Department:** Physiotherapy

**Lead:** Kevin Tucker – Advanced MSK Practitioner



## Why was there a difference?

- The weLearn QI poster competition runs annually and the Covid poster submissions were an unexpected bonus that we hadn't considered, so they were included in the 2020 FabChange campaign.
- Initially many teams had no patients as clinics were stopped due to the Pandemic and they had to find different ways of working. FabChange 2020 campaign provided them an opportunity to submit their stories. The poster competition also saw a huge submission rate in 2020. The follow up in 2021 with the impact questions did not receive the same response, possibly due to patients returning, increased workloads, and the continuing pressures of the pandemic.
- The 2021 campaign followed the same theme as 2020 so we did our own thing and worked around the campaign for our benefit, deciding to follow up on the impact of the stories previously submitted rather than ask for new ones.

## What can we learn from this?

- There always seems to be short notice from FabChange, about the campaign details. This makes it difficult to plan events and promotions. There needs to be better communication from the Fab team. However, the LKS has added FabChange to the annual calendar of recurring activities contributing towards the mobilising knowledge agenda.
- Sustaining interest is hard, once teams have made their changes and go back to business as usual. They forget about the innovation and move on.
- With a new Dy Dir for K & L, there is a new thinking and new approach to such campaigns
- The FabChange format for 22/23 has changed, we aim to link in more closely with the trusts weLearn programme, so the learning is wrapped up with other deliverables, improving how the sharing takes place.
- Explore new platforms/communities to share these changes more widely e.g Beneficial Changes Network

## Links

3 of the submissions received were uploaded to the Fab Change website and can be found at the following links:

<https://fabnhsstuff.net/fab-stuff/patient-safety-education-during-covid-19-delivering-simulation-training-virtually-by-max-newbould>

<https://fabnhsstuff.net/fab-stuff/icares-own-bed-instead-response-to-predicted-covid-19-hospital-admissions-by-suzanne-meads>

<https://fabnhsstuff.net/fab-stuff/evaluating-physiotherapy-orthopaedic-changes-made-during-covid-19-by-kevin-tucker>



**Thank you!**

**Any questions?**



# Questions for your espresso café

What made this knowledge mobilisation activity work?

What were the key learning points?

How could you adapt this activity to work in your own organisation?

On return to the main session add one comment and one action based on what you have discussed in your café to the chat



# Knowledge Mobilisation and Quality Improvement

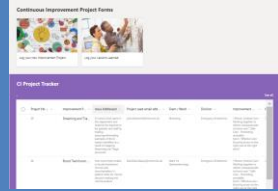
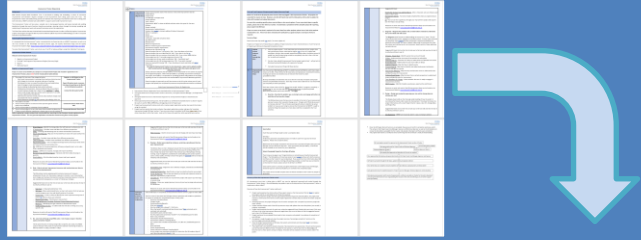
Tilly Dixon – Continuous Improvement  
Project Tracker

Jess Pawley – Embedding Knowledge  
Management into in-house Quality  
Improvement training

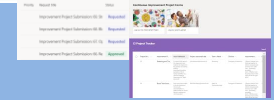
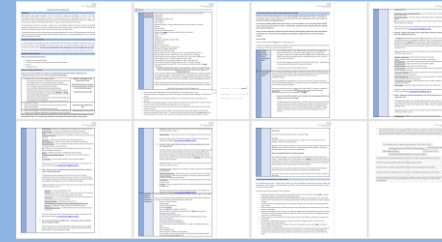


# After Action Review – Tilly Dixon

## What was supposed to happen?



## What actually happened?



## Why was there a difference?



## What can we learn from this?

Guidelines - POC - Under construction

thebmj

Clinical Guidelines

Guidelines Home Page

Anaesthesia

Women's Health

Ophthalmology

Current Research

Current Research

Project Status

Project Status

# Embedding Knowledge Management into inhouse Quality Improvement Training

Or... the working group that didn't work!



# Questions for your espresso café

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# Stretch Break



# Knowledge Mobilisation and Joint Working

Sarah Stones - Embedding a knowledge mobilisation session into Trust leadership programmes

Pippa Orr - Library and Knowledge Services and Sustainable Healthcare

Helen Swales and Jenny Emmel – Joining forces to support GOLD command in Leeds during the COVID-19 pandemic

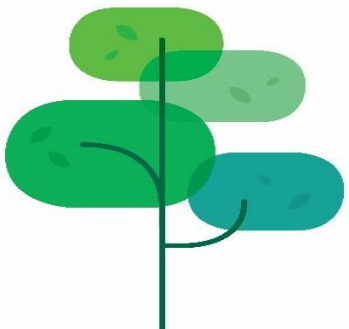




# Embedding a Knowledge Mobilisation session into Trust leadership programmes

**Sarah Stones**

Library & Knowledge Services Manager  
Sherwood Forest Hospitals NHS Foundation Trust



# Plan of session



1 hr session – 30 min overview of key KM tools using slides



3 Espresso Knowledge Cafés (10 mins each)

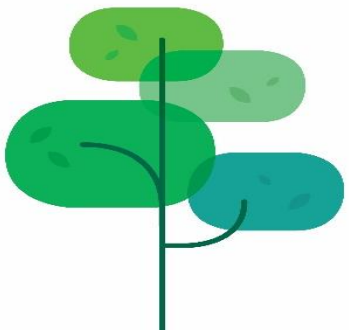


Used the KfH KM postcards on each of the tables to start conversations



# KNOWvember 2019

Discussion with the organiser of the **Team Leader Development Programme** led to embedding a KM session as a trial



# Tools covered



## Knowledge Mobilisation Framework

### Learning Before

Self Assessment Tool  
Peer Assist  
Before Action Review

### Learning During

After Action Reviews  
Knowledge Cafe  
Randomised Coffee Trials  
Communities of Practice  
Action Learning Sets  
Knowledge Assets

### Learning After

Knowledge Harvesting  
Retrospect



Knowledge Mobilisation for Health Organisations



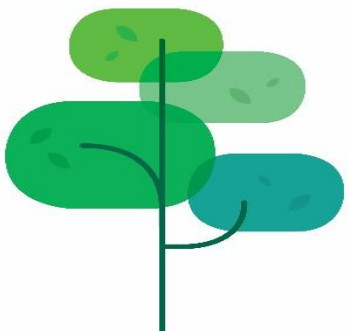
# Then....

- COVID hit....
- All training sessions paused from March 2020 to September 2021
- In September 2021 restarted TL sessions but on Teams
- Also approached by course leader for the **Clinical Leadership Development Programme (CLDP)** to incorporate a similar session on their programme



# CLDP

- Sessions follow same format as Team Leader ones – short presentation/Knowledge cafés
- This course also requires completion of a small Service Improvement Project in own area of work
- I attend the presentations at the end of the course on the Service Improvement Projects and they all complete a Knowledge Capture form



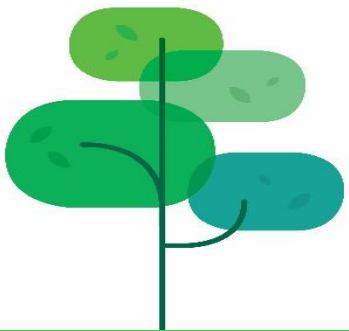
# Outcomes

- Some good examples of how they could use the tools came out – particularly with regards to Knowledge Harvesting
- Also, the importance of knowledge sharing with regards to projects (both during and after action reviews) as felt this is not done well currently
- LKS asked to continue including this session in Team Leader programmes going forward



# Analysis of session

- At first difficult to get them engaged with the topic and understanding the different aspects
- Broke it down into less jargon and more plain English – good discussions
- Encouraged them to look at how they could use the techniques in their own areas as well as organisation as a whole





# Innovation/Bright Sparks/ QI Hub!!



# Conclusions



Definitely raised the profile of the LKS and knowledge mobilisation generally



Sometimes difficult to convey what the different aspects are – seem to be a lot of different tools



Can lead to some useful conversations and thoughts to take away



Plan to make the presentation shorter and more interactive going forward



# Library and Knowledge Services & Sustainable Healthcare

Pippa Orr  
Clinical Effectiveness Librarian



Caring | Discovering | Growing | **Together**

healthcare wellbeing  
nhs forests learning  
evidence evidence check climate emergency climate anxiety  
practice file management tree planting climate change  
review of sustainability policy  
randomised coffee chats knowledgeshare awareness

cntwclimatehealth lunchtime conversation

sign wild  
nature  
white space book mental health  
green care  
neighbouring trust blue space

sustainable healthcare green therapy  
schwartz rounds

allotment document garden shared learning urban green space raise awareness  
randomised coffee chat

current awareness forest bathing  
green space

check for review  
nhs forest green plan evidence search

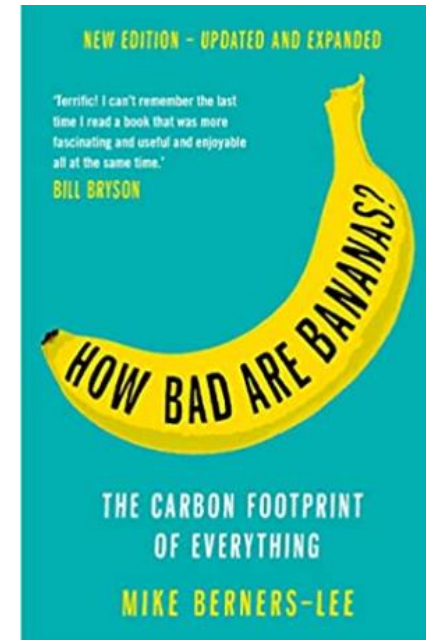
recycling good practice resale of books  
staff engagement



## Environmental Sustainability Policy - March 2022



**1250 trees planted, across 8 sites**



Joining forces to  
support **GOLD**  
**Command** in  
Leeds during the  
COVID-19  
pandemic

**Jenny Emmel, Corporate Support Librarian**  
**Leeds Teaching Hospitals NHS Trust**

**Helen Swales, Library Services Manager**  
**Leeds Community Healthcare NHS Trust**

# What was supposed to happen?

In April 2020 LCH library team were asked to support the weekly Health and Social Care Intelligence reports



# What actually happened?

LCH library team reached out to LTHT for help

Over time, weekly briefings became fortnightly (at request of Health & Care Evaluation Service within NHS Leeds CCG) and the Leeds Health Partnership Team (Leeds City Council)







# Why was there a difference?

Very time consuming for library staff to produce



# What can we learn from this?

Benefits of partnership working – not just one library service

# What actions can be taken to improve or sustain what went well?

## Weekly Health & Social Care Intelligence Report

### Week Commencing 27.07.2020

This report is being produced jointly by the Health and Care Evaluation Service (HaCES) and the Leeds Health Partnerships Team, with support from the library services at Leeds Community Healthcare NHS Trust and Leeds Teaching Hospitals Trust.

# For further details

[https://www.lksnorth.nhs.uk/  
blog/posts/joining-forces-to-  
support-gold-command-in-  
leeds-during-the-covid-19-  
pandemic/](https://www.lksnorth.nhs.uk/blog/posts/joining-forces-to-support-gold-command-in-leeds-during-the-covid-19-pandemic/)



# Questions for your espresso café

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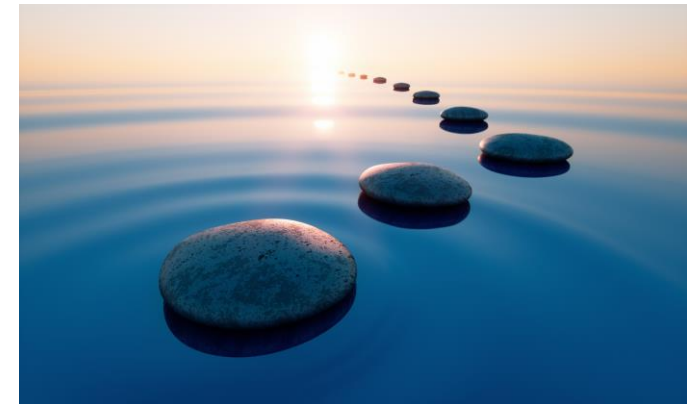
## Further Reflections

Reflect on what you have heard

What will you try?

What have you heard that has been a surprise?

What is the one thing which you will share with your team?



## Thank you

Take time to read the blogs on the website

<https://library.hee.nhs.uk/knowledge-mobilisation/KNOWvember22>

Continue the discussion on the community of practice

<https://library.hee.nhs.uk/knowledge-mobilisation/knowledge-mobilisation-community-of-practice>

Share and consider writing up your reflections for a local or national newsletter

