

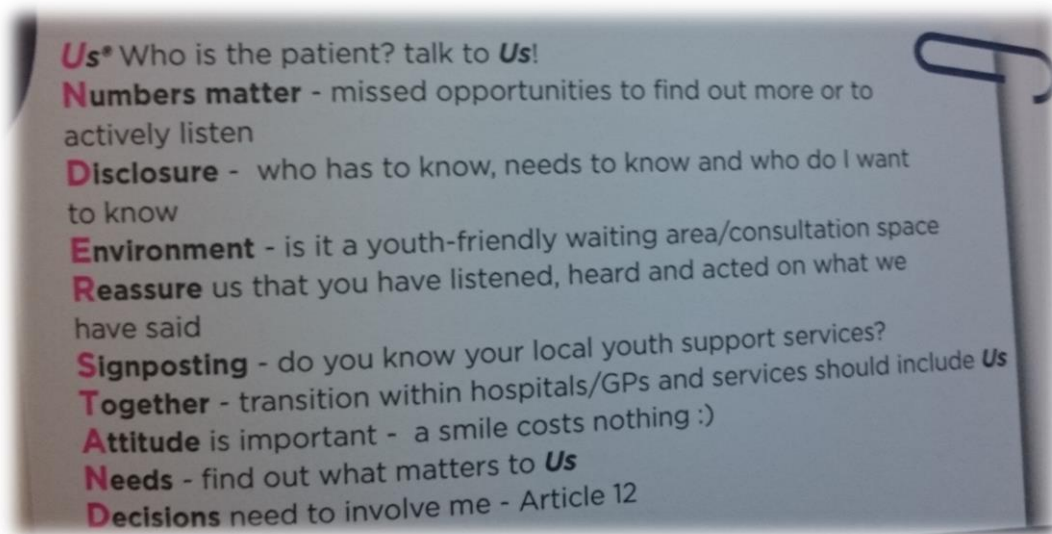


U N D E R S T A N D



Understand is a new approach to working with children and young people, written and developed by children and young people working with RCPCH &Us.

In 2016, over 1000 children, young people and parents/carers shared their voices and views on how to improve child health services, interactions between patient and clinician and suggestions for new projects and activities. In 2017, two young people reviewed these comments and created the “Understand” model as a way for healthcare professionals to think about the why, how and what every time they work with children and young people. Launched at the Royal College of Emergency Medicine’s Adolescent study day in March 2017 and further developed for the RCPCH Conference in May 2017, we are pleased to share this with you and hope that you find it useful!



The Understand model is designed to be used for discussion with children, young people, parents, carers and healthcare professionals to identify areas which are working well and to spot the gaps where there might be need for improvements.

We have created a number of different games or activities that you can use to have a discussion about Understand, adapted from the Recipes for Engagement series which is free to download at www.rcpch.ac.uk/and-us-resources.








U N D E R S T A N D



Rate yourself on the elements of Understand - where do you / your service score now? Repeat in a month / 3 months / 6 months and look back to see if it changed. Would children, young people, parent/carers score the same way? How could you check?

Date _____ individual / setting / service (*please circle*)

| U N D E R S T A N D |  |  |  |
|--|---|---|---|
| Us - who is the patient? Do you talk to Us ? | | | |
| Numbers matter - are there missed opportunities to find out more or to actively listen? | | | |
| Disclosure - do you explain / clarify who has to know, who needs to know and who the patient wants to know? | | | |
| Environment - is it child / youth friendly in your waiting area, consultation room, health setting? | | | |
| Reassure - how do you show us that you have listened, heard and acted on what we have said? | | | |
| Signposting - do you know your local child /youth support services? | | | |
| Together - transition within hospitals / GPs and services should include Us ... does yours? | | | |
| Attitude is important - a smile costs nothing! Are you confident the attitude of your service is child/youth friendly? | | | |
| Needs - find out what matters to Us . Do you know more about me than what hurts or needs treatment? | | | |
| Decisions - need to involve me. Do you and your teams know about Article 12 and how to involve me? | | | |





U₁ N₁ D₂ E₁ R₁ S₁ T₁ A₁ N₁ D₂



If you are talking about the principles of Understand with a new group, try this set of activities for a 30 minute micro-session.

Icebreaker

Write out each letter of understand on a different bit of paper and mix them up. Ask the group to work out what word the letters will make - you might have to give them a few tips! We've checked and the only 10 letter work that can be made is.... Understand!

Prioritisation

You'll need to find... 10 cups, a bag of pasta (or paperclips / buttons) and print out the Understand cards in this pack. Put the cards out on a table and pop a cup next to each card. Then give each person in your group 5 tokens (either 5 bits of pasta, or 5 paperclips or something else!). Read out each card and explain that to work with children and young people to support them to feel comfortable and able to get involved, each part of Understand is needed. Ask them to decide which are the areas that need to be improved in their local area by voting for the card that needs the most improvement - they can put all 5 tokens in one pot/card or can split them. Then add them up!

Planning

Once you know which are the top topics (you might have to vote again if you have a tied vote) then you can ask the group to start coming up with ideas on how things could improve. This could be around training, about the language we use, about remembering to ask questions using the HEADSS model or something else! Create a mini action plan for your top topic, make sure it is smart and that people know what role they need to play to make a change.

Evaluation

Using the letters from the icebreaker, ask everyone to pick one letter. They need to then say a work that fits that letter that explains the session- it could be good or bad and might be one word or a sentence e.g. "n" - "not boring" "nice people".

These games were adapted from the Recipes for Engagement series - edition 1 for visual voting and edition 2 for plan it!





U₁ N₁ D₂ E₁ R₁ S₁ T₁ A₁ N₁ D₂



U₁ N₁ D₂ E₁ R₁ S₁ T₁ A₁ N₁ D₂

Us - who is the patient? Do you talk to **Us**?

U₁ N₁ D₂ E₁ R₁ S₁ T₁ A₁ N₁ D₂

Numbers matter - are there missed opportunities to find out more or to actively listen?

U₁ N₁ D₂ E₁ R₁ S₁ T₁ A₁ N₁ D₂

Disclosure - do you explain / clarify who has to know, who needs to know and who the patient wants to know?

U₁ N₁ D₂ E₁ R₁ S₁ T₁ A₁ N₁ D₂

Environment - is it child/youth friendly in your waiting area, consultation room, health setting?





U N D E R S T A N D



U N D E R S T A N D

Reassure - how do you show us that you have listened, heard and acted on what we have said?

U N D E R S T A N D

Signposting - do you know your local child/youth support services?

U N D E R S T A N D

Together - transition within hospitals / GPs and services should include *Us*... does yours?

U N D E R S T A N D

Attitude is important - a smile costs nothing! Are you confident the attitude of your service is child/youth friendly?





U N D E R S T A N D



U N D E R S T A N D

Needs - find out what matters to *Us*. Do you know more about me than what hurts or needs

U N D E R S T A N D

Decisions - need to involve me. Do you and your teams know about Article 12 and how to involve me?





U N D E R S T A N D

*&Us
Resources*

Us - who is the patient? Talk to **Us**?

Numbers matter - missed opportunities to find out more or to actively listen

Disclosure - who has to know, who needs to know and who do I want to know

Environment - is it a child/youth friendly waiting area/consultation space

Reassure us that you have listened, heard and acted on what we have said

Signposting - do you know your local child/youth support services?

Together - transition within hospitals / GPs and services should include **Us**

Attitude is important - a smile costs nothing 😊

Needs - find out what matters to **Us**.

Decisions - need to involve me. - Article 12

