

# Have you thought about Professional Curiosity?

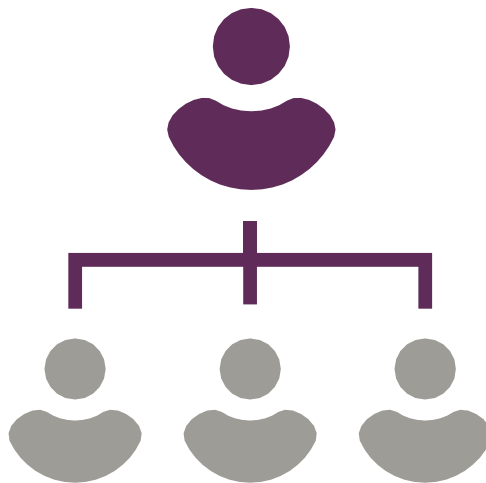


## Organisational

- **Culture of openness** - transparency, learning, questioning, challenging, reflecting, recruitment - recruit the right people to create the right ethos
- **Policy and Procedure** - escalation policy, missed appointments policy, whistleblowing policy, professional standards direct us to be professionally curious
- **Learning and Development** - Relevant and appropriate levels of training, availability of training, mandatory training, time allowed for Continuous Professional Development (CPD)
- **Supervision and support structure** - to include peer support/challenge/one to one and group support, support your staff with time to be professionally curious



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## Managerial

- **Culture of openness** - Proactively promote a positive culture. Talk about learning and how the team can share issues, concerns, support each other
- **Policy and Procedure** - Share policy and procedures. Regularly revisit policy with staff. Highlight policies and procedures that can support professional curiosity. Highlight how professional standards direct us to be professionally curious
- **Supervision and support structure** - Use the supervision and support structure. Include reflection/challenge/mentoring around professional curiosity. Do this as one to ones and in groups, sharing learning with teams/ individuals. Support staff with time to be professionally curious
- **Learning and Development** - Identify gaps and encourage learning and development. Allow time for Continuous Professional Development. Reflect on learning after training. How is this influencing practice?

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## Practitioner

- **Culture of openness** - Contribute to the culture of the organisation by being open/transparent with everyone
- **Policy and Procedure** - Read and keep updated on policies and procedures. Use these to support practice. Highlight how professional standards direct us to be professionally curious
- **Supervision and support structure** - Make sure you have regular reflective supervision. Use this to discuss things that don't sit right. Consider if you have the time and connections to be professionally curious
- **Learning and Development** - Identify gaps in knowledge. Access training and support



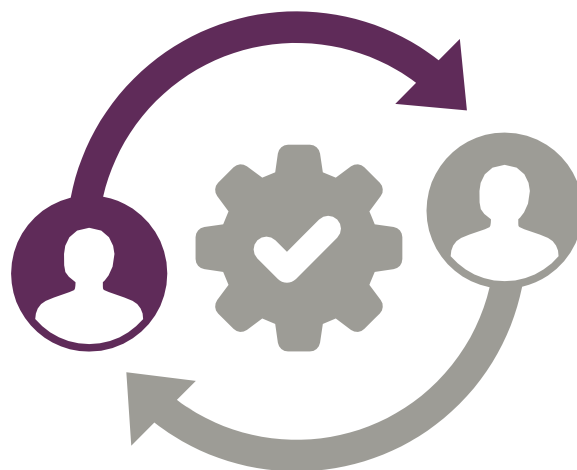
CITY OF YORK

Safeguarding  
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**SAB**  
MANAGER  
NETWORK

# Have you thought about Professional Curiosity?



## Building a Relationship *Effective Engagement*

- Ask the person to tell you a story about them or their past
- Take note of objects around them, such as photographs and jewellery. Engage them in conversations about these items
- Ask them what helps when things get difficult
- Find out information about the person's past. Consider how this may trigger their behaviour in the present
- Have an open and honest conversation. Make sure their response has been acknowledged
- Body language - don't look shocked or uncomfortable. Be open and positive. Be mindful of your facial expression

*continued...*

**PROFESSIONAL CURIOSITY IS EVERYONE'S BUSINESS**



- Ask what their current concerns are
- Make sure you display empathy
- Consider how you would speak to them if they were your friend
- Look into the person's support networks, including friends and family. Find out about any interests they have, or have had previously
- Ask them what they would like to accomplish in the future
- Go at the person's own pace
- Find out what the individual wants help with. This may not be related to their concern or self-neglect
- Be clear about what can happen
- Encourage a deeper conversation. For example 'what are the things working well in your life?'
- Ask them what you can work on together to achieve what they want from their life
- Set milestones, keeping them small and timely, for example 'what hopes do you have for the coming week?'
- Ensure you are in a location where the person feels comfortable to talk, which may not always be at home initially
- Offer an understanding statement, for example 'I understand that the problem with your neighbours is really affecting you'
- Write down some key points before entering the conversation
- Identify their strengths. Think about how you might highlight these in your conversation. Have some ideas on how they might draw on these strengths
- Appreciate their circumstances. Tell them you want to learn about them. Ask about their strengths, abilities and preferences



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## Building a Relationship *Professional Curiosity*

- Offer to make a cup of tea. Whilst doing so see if there is enough food in the cupboards and fridge
- Ask to see where they sleep. Is it easy to access? Are the sleeping arrangements appropriate for that person?
- Ask if they feel safe living where they are. If they say 'no' explore why with them.
- Find out how they keep themselves warm. Discuss heating arrangements
- Give the person time to answer the question. Allow for silence when they are thinking
- Never make assumptions. Always talk to them and fully explore their situation
- Use your communication skills. Review records. Record accurately. Check facts. Feedback to the people you are working with and for

*continued...*



- Focus on the need, voice and the lived experience of the person
- Listen to people who speak on behalf of the person. They have important knowledge about them
- Speak your observations such as 'I've noticed you've lost weight; have you been feeling unwell'?
- Pay as much attention to how people look and behave as to what they say
- Build the foundation with the person before asking more personal and difficult questions
- Ask 'How are you coping at the moment?' 'What helps when you are not feeling your best?'
- Explore the persons concerns. Don't be afraid of asking why they feel a certain way
- Put together the information you receive. Weigh up details from a range of sources and/or practitioners
- Ask yourself 'How confident am I that I have sufficient information to base my judgements on?'
- Question smoking habits, and consider fire risk at the same time, such as 'Where in the property do you smoke the most?' 'Is it in bed or the living room?'
- Speak to the person about medications. Ask if they are taking medication and how they find it. Do they have side effects? Are they taking it consistently?
- Ask who visits them. Ask how long it has been since they had a visitor
- Ask if they are in any pain. If they are, ask what they are doing to manage the pain?
- Make sure the person feels listened to and valued. When ending the conversation thank them for sharing with you
- Consider inconsistencies in the person's body language/ behaviour and actions/ conversations. Ask questions if things don't seem to 'add up'