



## Claims, Concerns and Issues

Claims, concerns and issues (CCIs) is a really useful way in which you can gain the views and perspectives of all the people (stakeholders) who will be involved in and/or affected (in a positive or negative way) by the work that you are planning to undertake. You can use it to explore any aspect of practice e.g. mealtimes, handovers etc. or to gain a sense of how a team are feeling – what they think is working well and what they would like to improve.

CCIs comes from Fourth Generation Evaluation (Guba and Lincoln, 1989), an evaluation methodology that captures the opinions of stakeholders and uses these to plan on-going activity.

A **claim** is a positive statement that someone would make about the subject, for example teamworking.

e.g. I believe feedback is important to help me to continuously develop my role within the team.

A **concern** is a negative statement that someone would make about the same subject.

e.g. I feel that there is a lack of positive and negative feedback for staff within the team both individually and as a group.

An **issue** is a reasonable question about the subject; these are raised through a better understanding of the claims and concerns.

e.g. What knowledge and skills do we need to develop to give and receive feedback effectively?

e.g. How can we create opportunities to give feedback to each other?

*How do I facilitate a CCI exercise?*

Ideally this activity is facilitated in groups. You can do it with a group of any size, but your approach may change slightly depending upon the number of participants. A number of options are provided below.

You will need flip chart paper, pens and sticky notes.

*Preparing the group*

To prepare the group, explain that you are inviting them to take part in an activity to share their views and perspectives about x (whatever the subject is). Explain that you will be asking them to share what they think is positive or good about x (their *claims*), and also what concerns they have or think is bad about x (their *concerns*). There will then be an opportunity to use these claims and concerns to create questions that will help them to identify and prioritise actions.

*Approach 1 – working with a small group*

- Working individually, invite participants to write their claims and concerns about the subject on sticky notes – 1 idea per sticky note:

- It is useful to state that there are no right or wrong responses – everyone has their own views and perspectives
- Encourage participants to structure their statement starting with ‘I’ e.g. ‘I think, feel, believe etc.’ as this promotes thoughtfulness and ownership of the statements
- Once they have finished, you can then invite them to stick their notes on flip charts – 1 for claims and 1 for concerns, and then invite them to read the contributions of all. At this stage you can invite participants to ask each other about anything that needs clarifying
- Next, it is usual to help the group to create ‘how’ and ‘what’ questions in relation to the concerns. These can then be prioritised and used to develop action plans. However, it is also useful to consider the questions that arise from the claims, as these might provide an opportunity to think about how the participants can evidence and learn from good practice so that they can build upon it – see example below

<b>Claims: What positive statements can you make about nutritional care?</b>	<b>Concerns: What concerns do you have about nutritional care?</b>	<b>Issues: How and what questions about the claims and concerns</b>
<ul style="list-style-type: none"> <li>• <i>Documentation reveals that some patients are being asked about their food preferences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Observations reveal that some patients have to wait for help with eating</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can we ensure that all patients are asked about their food preferences and that this is documented?</i></li> <li>• <i>How can we ensure that all patients receive help with eating and drinking in a timely manner?</i></li> </ul>

#### *Approach 2 – working with multiple groups*

- Approach 1 can be repeated multiple times with small groups, so that the views and perspectives of all stakeholders can be collected
- The contributions of all groups can then be collated. At this stage it might be helpful to do some theming. Essentially, theming is a way of organising the contributions by clustering together those with a common meaning and then identifying a title (the theme) that describes these contributions – see example below. It is helpful if you can do the theming with others – perhaps you could involve some of the participants
- Once the contributions have been collated and themed, they can be shared with all participants for verification. For example, you could create a document that could be emailed to all participants, asking them for feedback on their contributions and how they have been themed. At this stage you could also ask them to prioritise the issues. Alternatively you could create a poster and display in a staff room, asking people to post comments and their ideas for moving forward

**Example of a theme created from claims**

**Good communication with patients and colleagues:**

- I think the team have good communication skills
- I believe we talk to patients to gain their confidence and help them to open up
- I think the team communicates professionally with staff and patients
- I feel we are good at giving each other feedback
- I think we can share opinions
- I think the team uses appropriate language
- I think the team uses a variety of skills to communicate

*Approach 3 – creating a questionnaire*

- On occasions it may not be possible to gain the views and perspectives of participants by working in groups; however it is possible to use CCI on an individual basis by creating a questionnaire, an example is provided below

What claims or positive statements would you make about x?
What concerns or negative statements would you make about x?
What questions do you have about x?

- The responses of all participants should be collated, themed and shared as above so that key priorities can be identified collaboratively

**References**

Guba, E.G. and Lincoln, Y.S. (1989) *Fourth Generation Evaluation*. Newbury Park, CA: Sage Publications.

