

## ANNOTATED CRITICAL COMPANIONSHIP REFERENCES

(In date order to show developments over several decades. Therefore, the quickest way to find a particular reference that has been cited in the website material, might be searching for the date first!)

Although many of these references focus on critical companionship within nursing contexts (because that is where it was originally developed), subsequent research and experience demonstrates that it is transferable to other health and social professions and contexts.

The references are divided into four parts:

- Critical companionship
- Consultancy practice, person-centred systems & processes
- Stepping into critical-creative ways of working holistically with body, imagination and metaphysical
- Demonstrating impact

### Critical companionship

Manley K, Crouch, R, Goodhew S & Harding D (2024) From supervision to critical companionship for supporting the development of multi-professional consultant practice. *(This final consultation draft might be useful for considering critical companionship being built into governance structures or formal career progression initiatives, such as those described on the NHS Advanced Practice site (link below). The final draft content is available in the Domain 5 Consultancy Journey Resources section. When complete, it will be available on <https://advanced-practice.hee.nhs.uk/resources/consultant-resources/>)*

Webster J, Sanders K, Cardiff S, Manley K (2022), Guiding Lights for Effective Workplace Cultures: enhancing the care environment for staff & patients in older people's care settings, Continual Professional Development, Nursing Older People, DOI: 10.7748/nop.2022.e1377  
*(There are four Guiding Lights: 'collective leadership', 'living shared values', 'safe, critical, creative learning environments' and 'change for good that makes a difference'. Each one articulates what good workplace cultures are through descriptors and intermediate outcomes and together produce a set of ultimate outcomes)*

Codd M. & Titchen A. (2022) Navigating new waters together using critical creativity. International Practice Development Journal, 12(1), Article 2.  
<https://doi.org/10.19043/ipdj.121.002> *(This article focusses on co-learning through co-inquiry and learning from experience, creativity and imagination, so is useful for the Learning, Improving, Developing domain of advanced and consultant practice)*

Frost D. (2020) Coming to understand the professional artistry of nursing practice and facilitating its development: A critical creative collaborative inquiry, Queen Margaret University, Edinburgh, ISBN 978-94-6416-537-1 *(Relevant to Embedded Research domain)*

Titchen A. & Hammond K. (2020) Critical-creative companionship: Walking alongside in city streets and health care settings. In A. Titchen & McCormack B. (Eds), *Dancing the Mandalas of Critical Creativity in Nursing and Healthcare: A Collection of New Work, Published Papers, Book Chapters, Creative Media and Blog Entries with Weaving Commentary*, Queen Margaret University Centre for Person-centred Practice Research, Edinburgh, pp 88-104. <https://www.cpcpr.org/critical-creativity>

*(This chapter shows how the simple act of doing critical companionship outdoors makes a difference and has unexpected and meaningful results. Although the focus in this chapter is on critical creative companionship, you will see (as in some of the videos on this website), the power of going for walks with your critical companion!)*

Van Lieshout, F., Peelo-Kilroe, L. (2021). Methodologies for Person-centred Nursing Research. Chapter 6 in: Person-centred Nursing Research: Methodology, Methods and Outcomes (eds. Dewing, J., McCormack, B., McCance, T.). pp 71-82. Springer. *(Helpful for Embedded Research Domain)*

Titchen A. & McCormack B. (Eds) (2020) Dancing the Mandalas of Critical Creativity in Nursing and Healthcare: A Collection of New Work, Published Papers, Book Chapters, Creative Media and Blog Entries with Weaving Commentary, Queen Margaret University Centre for Person-centred Practice Research, Edinburgh, pp 88-

104. <https://www.cpcpr.org/critical-creativity>

*(This e-book takes critical companionship into the new paradigm that Brendan McCormack and Angie Titchen describe as Critical Creativity. It contains many colourful, practical descriptions of critical-creative companionship in action. Some of these chapters were written with video makers in this Resource Guide)*

Williams C.V. (2019) The role of a facilitator in enabling registered nurses to translate reflective appraisal into work-based learning and an evaluation of the outcomes of this learning. PhD Thesis. Queen Margaret University, Edinburgh. <https://test-eresearch.qmu.ac.uk/bitstream/handle/20.500.12289/9820/9820.pdf?sequence=1>

*(In this doctoral thesis, the critical companionship framework was used (in combination with constructs for a critical enquiry), as a participative research methodology. Collaborative understandings arising in the research were synthesized into a model that captures the role of the facilitator in professional learning through work. The model has been named as a Professional Learning Partnership)*

Titchen A. (2018) Flowing like a river: Facilitation in practice development and the evolution of critical-creative companionship. International Practice Development Journal, 8(1), Article 4 (ISSN 2046-9292),

[https://www.fons.org/Resources/Documents/Journal/Vol8No1/IPDJ\\_0801\\_04-.pdf](https://www.fons.org/Resources/Documents/Journal/Vol8No1/IPDJ_0801_04-.pdf)

*(Relevant to Embedded Research domain. If you are really interested in widening and deepening being a critical companion and becoming a critical-creative companion, this article will help you understand what it is you are aiming for!)*

Titchen A. & Tasker D. (2017) Critical companionship: Nurturing mindful dialogues in the midst of practice. In D. Tasker et al (Eds) Community-Based Healthcare: The Search for Mindful Dialogues. Rotterdam: Sense Publishers. *(Focusses on Learning, Improving, Developing domain, using a community physiotherapy illustration)*

McCance T. & McCormack B. (2017) The Person-centred Practice Framework. In McCormack B. & McCance T. (Eds), Person-Centred Nursing – Theory and Practice. Oxford: Wiley-Blackwell, pp 36 – 64. *(Recommended for Domain 1: Building on Expert Person-centred Practice through Critical Companionship)*

McCormack B. & McCance T. (Eds), (2017) *Person-Centred Practice in Nursing and Health Care – Theory and Practice*. Oxford: Wiley-Blackwell (*Recommended for Domain 1: Building on Expert Person-centred Practice through Critical Companionship*)

Titchen A. & Hammond K. (2017) Helping health-care practitioners to flourish: critical companionship at work. In B.McCormack & T.McCance (Eds), *Person-centred Nursing – Theory and Practice*. Oxford: Wiley-Blackwell, pp 162-171. (*Focusses on Learning, Improving, Developing domain in relation to Strategic and Enabling Leadership domain*)

Akhtar M, Casha, JN, Ronder J, Sakel M, Wight C and Manley K (2016) Leading the health service into the future: transforming the NHS through transforming ourselves, *International Practice Development Journal* 6 (2) [5].  
[https://www.fons.org/Resources/Documents/Journal/Vol6No2/IPDJ\\_0602\\_05.pdf](https://www.fons.org/Resources/Documents/Journal/Vol6No2/IPDJ_0602_05.pdf)  
(*This article also shows the impact of the critical companionship that Karen Hammond describes in her video with a lead consultant surgeon in an NHS Trust leadership programme*)

Manley K. & Titchen A. (2016) Facilitation skills: The catalyst for increased effectiveness in consultant practice and clinical systems leadership. *Educational Action Research: An International Journal*, ISSN: 0965-0792; DOI: 10.1080/09650792.2016.1158118 (*Learning, Improving, Developing domain*)

Van Lieshout, F. & Cardiff S. (2015) [Reflections on being and becoming a person-centred facilitator](#). *International Practice Development Journal*, 5(4) (*Shows connections between the domains of critical companionship and multi-professional consultant practice*)

Hardiman M. & Dewing J. (2014) Critical Ally and Critical Friend: stepping stones to facilitating practice development, *International Practice Development Journal*, 4 (1) [3],  
[https://www.fons.org/Resources/Documents/Journal/Vol4No1/IPDJ\\_0401\\_03.pdf](https://www.fons.org/Resources/Documents/Journal/Vol4No1/IPDJ_0401_03.pdf)  
(*Domain 1 - starting the journey to critical companionship*)

Mulcahy M (2013) Mandalas as a tool for transformation to enable human flourishing: the influence of Carl Jung, *International Practice Development Journal*, 3 (2), Article 11  
[https://www.fons.org/Resources/Documents/Journal/Vol3No2/IPDJ\\_0302\\_11.pdf](https://www.fons.org/Resources/Documents/Journal/Vol3No2/IPDJ_0302_11.pdf) (*critical-creative resource*)

Eldridge P (2011) Reflections on a journey to knowing self, *International Practice Development Journal*, 1(1), Article 5 <http://www.fons.org/library/journal/volume1-issue1/article5> (*critical companion facilitating reflective practice*)

Brown D. & McCormack B. (2011) Developing the practice context to enable more effective pain management with older people: an action research approach, *Implementation Science* 6(9). <http://www.implementationscience.com/content/6/1/9>  
(*Example of critical companionship in person-centred, embedded inquiry*)

Williams C. (2011) Working with relationships and boundaries: Part 1 – Developing relationships, *International Practice Development Journal* 1 (2) [9]  
<https://www.fons.org/library/journal/volume2-issue1/article9>  
(*Part 1 explores an awakening of the need to mutually negotiate relationships and boundaries at the outset of a critical companionship relationship that is open, honest, non-hierarchical and person-centred. (Learning, Improving, Developing domain)*)

- Williams C. (2011) Working with relationships and boundaries: Part 2 – Setting boundaries, *International Practice Development Journal* 1 (2) [10]  
<https://www.fons.org/library/journal/volume2-issue1/article10>  
*(Part 2 stresses the importance of new critical companions seeking support and guidance in mutually negotiating boundaries. All companions are advised to have their own professional support. (Learning, Improving, Developing domain)*
- Brown A. & Scott G. (2010) Treasures in Clay Jars: Working with critical companionship. In *Illuminating the Diversity in Cancer and Palliative Care Education*. Ed by Foyle, L and Hostad J Radcliffe Publishing Oxford. *(Domain 1 - starting the journey to critical companionship)*
- Titchen A. (2009) Developing expertise through nurturing professional artistry in the workplace. In S. Hardy, A. Titchen, B. McCormack & K. Manley (eds.), *Revealing Nursing Expertise through Practitioner Inquiry*, Wiley-Blackwell, Oxford, pp. 219-243.  
*(This chapter focusses on the more hidden dimension of critical companionship)*
- Brown A & Harrison K (2009) Working with critical companionship. In S. Hardy, A. Titchen, B. McCormack & K. Manley (eds.), *Revealing Nursing Expertise through Practitioner Inquiry*, Wiley-Blackwell, Oxford, pp. 93 – 109. *(Embedded research)*
- Greggans A & Conlon M (2009) Critical companionship – The lived experience. In S. Hardy, A. Titchen, B. McCormack & K. Manley (eds.), *Revealing Nursing Expertise through Practitioner Inquiry*, Wiley-Blackwell, Oxford, pp. 110-127. *(Embedded research)*
- Bezzant K. (2008) Practice development: providing benefits for both managers and older patients with delirium and dementia. *Journal of Nursing Management*, 16, 141–146.  
*(Domain 1 - starting the journey to critical companionship)*
- Gribben B & Cochrane C (2006) Critical companionship: our learning journey  
*Practice Development in Health Care* 5(1). pp. 14-19.  
*(The use of the critical companionship framework by nurses at the Royal Hospitals, Belfast to facilitate their development in group clinical supervision and action learning. The use of the 3 domains and related concepts of critical companionship, the development of a template for feedback and the nurses' reflection on the process are described)*
- Odell J., Holbrook J. & Sander R. (2006) Improving the hospital experience for older people, *Nursing Times*, 102(2), 23-24.
- Hardy S., Titchen A., Manley K., & McCormack B. (2006) Re-defining Nursing Expertise in the United Kingdom, *Nursing Science Quarterly*, 19(3), 260-264. *(Critical companionship contribution to developing expertise)*
- O'Halloran P., Martin G. & Connolly D. (2005) A model for developing, implementing, and evaluating a strategy to improve nursing and midwifery care. *Practice Development in Health Care*, 4(4): 180-191.
- Vanlaere L. & Gastmans C. (2005) Ethiek in de opleiding van verpleegkundigen: leren reflecteren op zorgpraktijken, *TGE jaargang* 15(1), 12-16.
- Titchen A. (2004) 'Helping Relationships for Practice Development: Critical Companionship', in *Practice Development in Nursing*, eds. B. McCormack, K. Manley & R. Garbett, Blackwell

Publishing, Oxford, pp.148-174. *(Relevant whatever health or social care profession you work in for helping people learn in and from practice)*

Titchen A., McGinley M. (2003) [Facilitating practitioner-research through critical companionship](#). NTRResearch, 8(2), 115-131. *(Embedded Research domain)*

Titchen A. & McGinley M. (with Brendan McCormack) (2004) 'Blending self-knowledge and professional knowledge in person-centred care', in *Developing Practice Knowledge for Health Professionals*, eds. J. Higgs, B. Richardson, M. Abrandt Dahlgren, Butterworth Heinemann, Oxford, pp. 107-126.

Titchen A. (2003) [Critical companionship: part 1](#). *Nursing Standard*, 18(9), 33-40. *(For complete beginners and those interested in foundation of critical companionship)*

Wright J. & Titchen A. (2003) [Critical companionship Part 2: using the framework](#). *Nursing Standard* 18(10), 33-38. *(For complete beginners and those interested in foundation of critical companionship)*

Harvey G., Loftus-Hills A., Rycroft-Malone J., Titchen A., Kitson A., McCormack B., Seers K. (2002) Getting evidence into practice: the role and function of facilitation. *Journal of Advanced Nursing*, 37(6), 577-588.

Titchen A. (2001) 'Critical companionship: a conceptual framework for developing expertise', in *Practice Knowledge and Expertise in the Health Professions*, eds. J. Higgs & A. Titchen, Butterworth Heinemann, Oxford, pp.80-90.

Titchen, A. & Higgs, J. (2001), 'Towards professional artistry and creativity in practice', in *Professional Practice in Health, Education and the Creative Arts*, eds. J. Higgs & A. Titchen, Blackwell Science, Oxford, pp. 273-290.  
*This chapter shows what a critical companion can do to help others develop their professional artistry and creativity in practice*

Titchen, A., Butler, J. & Kay, R. (2001), 'Transforming practice', in *Professional Practice in Health, Education and the Creative Arts*, eds. J. Higgs & A. Titchen, Blackwell Science, Oxford, pp. 185-198.  
*(Discusses critical companionship as a strategy for facilitating a partnership between a university and a practice organisation, so may be useful for Dismantling Silos and Working across Systems).*

Titchen A. & Higgs J. (2000) Facilitating the acquisition of knowledge for reasoning. In *Clinical Reasoning in the Health Professions*, 2<sup>nd</sup> Edition (Higgs J. & Jones M. eds), Butterworth Heinemann, Oxford, p222-229.

Titchen A. (2000) Professional Craft Knowledge in Patient-Centred Nursing and the Facilitation of its Development. University of Oxford, DPhil Thesis, Ashdale Press, Oxford.  
*(Rather than plough through my thesis, I recommend Titchen (2001) above for looking at the origins of the critical companionship!)*

Binnie A. & Titchen A. (1999) *Freedom to Practise: The Development of Patient-Centred Nursing*. Butterworth Heinemann, Oxford. *Critical companionship emerged from this work in Angie Titchen's doctoral study (2000)*

## **Consultancy practice, person-centred systems & processes**

NHS England - link for [consultant practice](#) (last accessed 4/12/24)

*(This page contains the guides, documents and forms. In other words, all the required resources for career development for aspiring and consultant practitioners, including the domains of consultant practice)*

Fink, A., Habtamu, B., Kunkel-Linares, A., Pence, M., Woller, K., & Alexander, I. (2024) Everybody teach! Upending traditional disciplinary curriculum to create co-taught, praxis-based, higher education courses. In H.M.A. Williams, H. Huskić, & Noto, C.M. (Eds.), *Disrupting Hierarchy in Education: Students and Teachers Collaborating for Social Change*. Teachers College Press *(example of co-learning happening in social work context)*

Manley K. & Titchen A. (2011) *Becoming and Being a Consultant Nurse: Towards Greater Effectiveness through a Programme of Support*. RCN Learning and Development Institute, London.

Manley K; Titchen A; Hardy S (2009) From artistry in practice to expertise in developing person-centred systems: the clinical career framework. In Hardy, S, Titchen A, McCormack B, Manley K (2009) *Revealing Nursing Expertise Through Practitioner Inquiry* Wiley-Blackwell Chichester pp3-30. *(This book chapter provides examples applied to Caplan's multi professional consultant practice)*

McCormack, B, Manley K. & Walsh K. (2008) Person-centred Systems and Processes. In Manley, K, McCormack B. & Wilson V. (Eds), *International Practice Development in Nursing and Healthcare*, pp 17-41. Oxford, Wiley-Blackwell. *(This practice-oriented chapter offers an overview of systems theory (including micro, mezzo and macro systems and how person-centredness fits in)*

Caplan, G (1970) *The Theory and Practice of Mental Health Consultation* Tavistock, London .

*(Caplan's consultancy model identifies four levels of consultancy practice which is process focussed. The first two levels focus on direct and indirect everyday practice where practitioners first act as a consultant to patients and service users (client centred consultancy') but also to each other reflecting how the interdisciplinary team can benefit from the expertise of different professions (consultee - centred) to inform the care provided. The second two levels is programme/ system focused where direct expertise is provided through consultancy to the programme or system ( programme-centred administrative consultancy) and indirect consultancy focuses on supporting a consultee who is implementing a programme or activity)*

*(NB: Famke van Lieshout's video in Domain 4 can be cross-referenced with Caplan's model)*

## **Stepping into critical-creative ways of working holistically with body, imagination and metaphysical**

Cane P.M. & Duggan S. (2023) *Empowering Strength and Resilience: Capacitar Self-Care Practices to Accompany Youth and other Climate Activists in our Climate Emergency*. Capacitor International, Inc., Scot *(This beautifully illustrated [publication](#) offers resources that are relevant to critical-creative companions working with clinicians, practice developers, embodied researchers in health, social and educational contexts and in Nature. Who are, of course, also activists!!)*



Cook G. (2023) Into a place where thoughts can bloom: a reflection on how raising awareness of our multiple intelligences can support learning and growth, International Practice Development Journal 13 (1) [12] <https://doi.org/10.19043/ipdj.131.012> *(This short piece could be a good starting point for beginning to think differently and holistically)*

Sanders K. (2023) 'Muchness' as the subjective experience of wellbeing: sharing the findings of a participatory inquiry with nurses, International Practice Development Journal 13 (1) [2] <https://doi.org/10.19043/ipdj.131.002> *(Kate's doctoral research resonates with critical-creative companionship. She found that holistic facilitation, that enables 'muchness' and well-being, is vital to creating person-centred cultures and contexts at micro, meso and macro levels. Such facilitation involves a 'full life' understanding of well-being and what matters to people. This work is an exemplar of embodied, embedded research see Sanders et al (2021).*

Sanders, K., Marriott-Statham, K. and Logan, G. (2021) Overviews of person-centred research. Chp 4 in: Dewing, J., McCormack, T. and McCance, T. (eds.) Person-centred nursing research: methodology, methods and outcomes. Springer. pp 39-57). *(This chapter concerns on the development of ontological/epistemological clarity in person-centred research)*

Titchen A. (2021) Creating healthful cultures through Critical Creativity. International Practice Development Journal, 11(2), Article 2. <https://doi.org/10.19043/ipdj.112.02>

*This article moves beyond healthcare using critical companionship processes and strategies to work with citizens and local government – the focus is on critical creativity rather than the critical companionship framework itself. It may be useful when you are looking at the Dismantling Silos/Working across Systems domain.*

### **Impact** (in alphabetical order)

*(References in red print are the most important - the others are of relevance to demonstrating impact)*

Akhtar, M; Casha, JN; Ronder, J; Sakel, M; Wight C; Manley, K, (2016) Leading the health service into the future: transforming the NHS through transforming ourselves *International Journal of Practice Development* Volume 6, Issue 2, Article 5

[https://www.fons.org/Resources/Documents/Journal/Vol6No2/IPDJ\\_0602\\_05.pdf](https://www.fons.org/Resources/Documents/Journal/Vol6No2/IPDJ_0602_05.pdf)

*(This article shows the impact of the critical companionship that Karen Hammond describes in her video with a lead consultant surgeon in an NHS Trust leadership programme.)*

Belcher, B. & Halliwell J. (2021) Conceptualizing the elements of research impact: towards semantic standards. *Humanit Soc Sci Commun* 8, 183

(2021). <https://doi.org/10.1057/s41599-021-00854-2>

*(This is an impact framework which can be used for research related actions as well as other actions that lead to impactful change. It presents a continuum of impact as well as linking this to cycles of learning and evaluation with stakeholders.)*

Health Education England (2020) Multiprofessional consultant practice capability and impact framework. Health Education England <https://advanced-practice.hee.nhs.uk/consultant/>

*(This capability framework for multi professional consultant practice across England links capabilities to an impact continuum.)*

Manley, K., Crouch, R., Ward, R., Clift, E., Jackson, C., Christie, J., Harden, B. (2022). The role of the multi-professional consultant practitioner in supporting workforce transformation in the UK. *Advanced Journal of Professional Practice*, 3(2), 1-26. <https://doi.org/10.22024/UniKent/03/ajpp.1057>

*(This paper provides three case studies that illustrate impact achieved by three different multiprofessional consultant practitioners linked to the domains of consultant practice. The practitioners include a consultant pharmacist, a consultant physiotherapist and a consultant nurse.)*

Manley K. & Jackson C (2020) The Venus model for integrating practitioner-led workforce transformation and complex change across the health care system, *Journal of Clinical Evaluation*, 15 March, Vol. 26 No. 2, pp. 622-634.

*(This publication focuses on the skills required to achieve sustainable person-centred transformation across integrated care systems. The five sets of skills include: Facilitation, culture change, clinical and systems leadership, improvement and practice development.)*

Manley K, Saunders K, Wilkinson D, Faruqui R, Sakel M. (2023) Co-creating system-wide improvement for people with traumatic brain injury across one integrated care system in the United Kingdom to initiate a transformation journey through co-production. *Health Expect.* 2023;1-13. <https://doi.org/10.1111/hex.13712>

*(This publication provides a case study for how to develop care across integrated care systems by working with and co creating direction with stakeholders. It focuses on the needs of people with traumatic brain injury and what matters to them.)*

Manley K; Martin, A; Jackson C; Wright T (2018) A realist synthesis of effective continuing professional development (CPD): a case study of healthcare practitioners' CPD *Nurse Education Today* Volume 69, Pages 134–141. October. <https://doi.org/10.1016/j.nedt.2018.07.010>

*(The focus is on a realist evaluation of continuing professional development across the health professions. It identifies the contextual factors and the mechanisms that can account for positive impact in transforming practice in relation to a) professional development, b) workplace culture, c) team capabilities that meet the needs of people and d) knowledge translation.)*

Solman A; Manley K; Christie J. (2021) Systems Leadership Enablement of Collaborative Healthcare Practices (ch 14/n: Manley, K. Wilson,V., Oye C. (Eds) *International Practice Development in Health and Social care*.(2<sup>nd</sup> ed) Wiley Press. Oxford, pp187-204)

*(This book chapter identifies how facilitation standards are used to develop the workforce as system leaders but also the chapter focuses on the enabling factors, attributes and outcomes of system leadership from the literature. This in turn informs the mnemonic SYSTEM to describe the processes that systems leaders use in practice to be effective. Intermediate and ultimate outcomes of systems leadership are also derived from the literature.)*

Ward, V., Tooman, T., Reid, B., Davies, H., O'Brien, B., Mear, L., & Marshall, M. (2021). A framework to support the design and cultivation of embedded research initiatives, *Evidence*



& Policy, 17(4), 755-769. Retrieved Jul 13, 2022,  
from <https://bristoluniversitypressdigital.com/view/journals/evp/17/4/article-p755.xml>

*(This paper is one of several publications on the concept of being an embedded researcher. It was funded through the National Institute of Health Services Research and has generated a number. of tools to support embedded research.)*