FIRST THOUGHT
TRAINING

Providing bespoke training for

Healthcare Professionals

www.firstthoughttraining.com

Tel: 07949 284092

First Thought Training

Course Directory 2021

Leadership, Teaching and Communication Skills:

Personal Development:

Professional Development:

Leadership and Management: An Introduction

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Leadership is an essential part of any healthcare professional's role, whether Clinical or non-Clinical. The NHS Leadership Academy explain their Healthcare Leadership Model was designed to help all professionals become better leaders in their day-to-day roles. The model is for everyone, it is about exploring your own leadership style and developing further.

This course is based on the 9 dimensions of the Healthcare Leadership Model, and aims to provide the skills required to successfully lead and manage teams. The course will explore the different Leadership types to build awareness and forward planning.

Learning Outcomes: At the end of this programme, the delegate can:

➢ List the 4 different Leadership Styles and identify their own style
➢ Explain 4 differentiators between Leadership and Management
➢ Recall the 9 dimensions of the Healthcare Leadership Model and explain how they work in a practical way
➢ Explain 8 of the most important Leadership behaviours
➢ Describe a range of 4 strategic communication methods
➢ Explain the four stages in effective delegation
➢ Identify and develop the strengths of their team using the 8 components.

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ The difference between Leadership and Management
➢ Understanding the roles and responsibilities of an effective Leader
➢ The 4 Leadership Styles
➢ Identifying your own Leadership Style
➢ Communication: How and what to communication
➢ Teams and Team Dynamics
➢ Leading a Team:
  ✓ Supporting a Multi-Disciplinary Team
  ✓ Delegation Techniques
  ✓ Supporting Strengths
  ✓ Maintaining high performance
  ✓ Identifying poor performance
➢ Motivating your team
➢ Action Plan for the future
➢ Review learning outcomes

First Time at the Top- The New Leader

Number of Days: 1   **CPD Points: 6**

Programme Introduction: People new to the role of leading or supervising others, frequently say that initially they feel out of their depth. Stepping up from ones role in an existing team to leading that same team can be daunting. This one-day course is designed to build confidence in individuals who are about to step up to lead a team. It is also suitable for people new to such a role.

The course includes concepts and techniques at an introductory level, and has been designed to be an interactive day with practical exercises, discussions and sharing of individual experiences.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Explain the importance of having role clarity and their Duty of Care to the team
➢ Describe the 4 leadership styles and identify their own style
➢ Demonstrate how to give effective feedback
➢ Identify factors that can help to motivate team members
➢ Understand how to set sensible and achievable objectives

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Gaining clarity around the role
   ✓ Understanding the new responsibility
➢ Moving from Colleague to Supervisor/Team Leader/Manager
   ✓ The reality
   ✓ Making the best of the transition
   ✓ Understanding team dynamics
   ✓ Different Characters
➢ Leading and motivating the team
   ✓ Potential Challenges
➢ Giving effective feedback
   ✓ Listening Skills
➢ Dealing with resistance
➢ Setting objectives
   ✓ What is realistic
➢ Managing performance
➢ Action Plan for moving forward
➢ Review Learning Outcomes

Taking Leadership to the Next Level

Number of Days: 1-2 Days   **CPD Points: 6/12**

Programme Introduction: High level leadership and organisational strategy is an exciting and challenging prospect, particularly in today's ever-changing NHS. Having to make fundamental decisions about the future direction of the organisation or department; its purpose, resources and how it interacts in the political world it inhabits is vital.
This workshop will explore these broad areas which have to be considered and operated upon to ensure organisational continuity. It will also view the divergent strategies of prescriptive and emergent processes.
Delegates will explore what strategy is and discover the processes, content and contexts which feed into it. This is a case study-based workshop where attendees will explore theories and more importantly, work with practical examples of their own to ensure full understanding.

Learning Outcomes: At the end of this programme (Day 1), the delegate can:

➢ Name 4 core areas of corporate strategy
➢ Describe the three areas of Process, content and context and name 3 advantages of each
➢ Explain Prescriptive and emergent strategy and name 2 elements of both
➢ Define the 6 outside influences on your decision making and pro-activity
➢ Name 4 ways to form a patient-led strategy
➢ Explain 4 ways to add value to your plan

The Programme Includes: (Day 1)

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Module 1: What is corporate or high-level strategy?
  ✓ Core areas
  ✓ Process, content and context and linking the three areas
  ✓ What makes good strategy?
  ✓ Critical reflection
➢ Module 2: Strategic theory and practice
  ✓ Historical context
  ✓ Prescriptive and emergent strategy
  ✓ Exploring the environment and the impact of outside influences
  ✓ Environmental turbulence
  ✓ Analysing and understanding our 'competition'
➢ Module 3: Developing a patient led strategy:
  ✓ Patients and patient led thinking
  ✓ Strategic patient implications
  ✓ Communication plans and stakeholder involvement
  ✓ Resource issues and adding value
  ✓ Delivering sustainable advantages to meet patient expectation

Learning Outcomes: At the end of this programme (Day 2), the delegate can:

- Explain 4 ways to create organisational culture
- List 2 political obstacles and how to work with or remove them
- Name 3 sources of NHS financing
- Describe the 4 stages of a business case used in the NHS
- Describe the difference between vision and values, write one and name 5 values you believe in for your team
- Explain what is meant by level 5 leadership and the 2 main components.

The Programme Includes: (Day 2)

- Introduction, collecting delegate expectations, explanation of agenda
- Module 4: Analysis of human resources:
  - ✓ Human resource audit
  - ✓ Analysing and creating an organisational culture
  - ✓ What about change and politics?
  - ✓ Supporting resources to create sustainable development
  - ✓ Service and operational environments
- Module 5: Analysing financial resources:
  - ✓ Where are the sources of finance?
  - ✓ Cost of capital, optimal capital structure
  - ✓ Financial management and adding value to your proposal
  - ✓ Making and presenting a business case
  - ✓ Relationship between financial and corporate objectives
- Module 6: Organisational Purpose:
  - ✓ Vision and values
  - ✓ Shaping the purpose of the organisation
  - ✓ Corporate Governance and Leadership
  - ✓ Purpose of innovation and technology
  - ✓ Corporate and business objectives

This programme has been designed to be delivered as either a 1 day or 2-day programmes depending on the development needs. Modules can also be mixed from different days to create your desired course.

Leadership and Management for Senior Doctors

Duration: 1 day   **6 CPD points**

Programme Introduction: The NHS is changing and expects its' senior doctors to take active, professional participation in their leadership role. As clinicians, this role is not always one which is easily undertaken without help and support. That is why it is essential to have a grasp of the theories behind successful leadership and management.

This programme is designed to enable those doctors who want to ensure they have a practical, working knowledge of leadership theories take tips and techniques back into the work-place for immediate implementation

Learning Outcomes: At the end of the workshop, delegates will be able to:

➢ Name the 5 levels of leadership
➢ State 5 characteristics of an influential person
➢ Give 3 reasons why we defer delegation
➢ Name the 4 stages of how a team forms
➢ State the 8 team roles with explanations for each
➢ List 5 team building activities
➢ Describe the 4 personality styles and explain how to lead each one

Workshop agenda:

Introductions, Expectations & Key Learning Objectives, Explanation of the Importance of recording Key Learning Points.

Module 1: Developing your Leadership Style(s)

➢ The NHS and the 7 principles of management
➢ Level 5 Leadership
➢ Developing Personal Leadership Qualities:
➢ Leading v Managing-what's the difference?

Module 2: Flexible leadership (also called situational leadership)

➢ The 4 flexible leadership styles
➢ When to use each style
➢ Delegation

Module 3: Working with Others:

- ➢ What makes a team perform to its highest standard?
- ➢ The 4 stages of team development and what role does the leader have at each stage?
- ➢ The 8 Belbin Team roles-which are you?
- ➢ Coaching the team

Review personal objectives, summary & close

The NHS Leadership dimensions for Senior Doctor

Duration: 2 days   **CPD points: 12**

Introduction: Your development as a Leader is paramount in today's NHS. This workshop will help you develop yourself and enhance the skills and competencies you already have. You will then help your Organisation to realise their goals and business plans through developing yourself. It is a three-pronged attack. Firstly, to assist the NHS in achieving their ambitious plans. Secondly, to enhance your own personal development, and finally to support your own career progression.

It is a hands-on workshop with plenty of opportunities to work closely with colleagues, to expand discussions and ideas and take practical tips, techniques and strategies back into the real-world. The workshop is based around the nine dimensions of the NHS's own leadership model, so is an essential workshop for everyone involved in leading others, and also for those doctors applying for CESR.
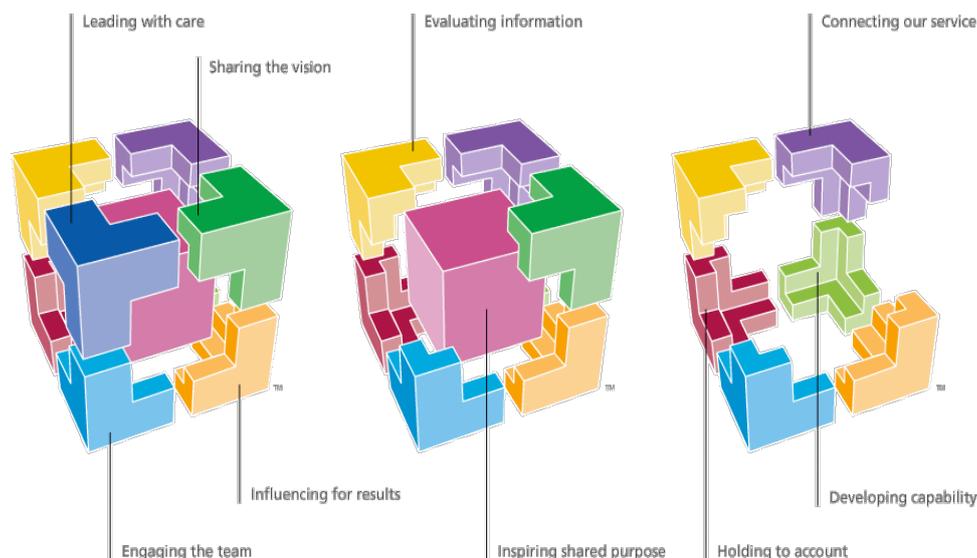
Learning Outcomes: By the end of this programme, delegates will be able to:

➢ Recognise the 7 ways to influence others, knowing when and when not to use each one
➢ List and explain 2 ways to assess the knowledge and skills of team members
➢ Build a profile of your own conflict resolution style and how to be a problem- solver using any one of the 5 styles
➢ Name 6 differentiators between a leader and a manager
➢ Give 2 examples of a vision, values and culture
➢ Consider and explain how 4 different types of people take in information and relate to different communication styles
➢ Name 3 examples of negativity in the team and how to solve the issues
➢ Keep a record of their learning experiences so that learning points can be reflected upon and referred to after the programme

Programme agenda:

Welcome, Agenda, Introductions, Delegate expectations.

Opening: To better understand the roles of a leader and manager.
- The differentiators between both roles
- How to combine both in a practical way and when to use each one
- Developing the skill sets to cover the above

An introduction to the nine NHS Leadership dimensions
- Background and history of the NHS Leadership Dimensions

Dimension 1- Inspiring a shared purpose:
- Valuing a service ethos
- How to improve services and patient care?
- Behaving in a way that reflects the principles and values of the NHS

Dimension 2 - Leading with care:
- Dealing with negative or unsettling emotions in the team and acting to put the situation right
- The health and wellbeing of the team and their importance to the leader (and why)
- Is there a culture of genuine acts of kindness within the team? If not, how do we address it?

Dimension 3 - Evaluating Information:
- Being open and alert to information from internal and external sources
- Investigating what is happening currently to be informed how to develop proposals for
  Improvement
- Dealing with negative or unsettling emotions in the team and acting to put the situation right
- Dealing with challenging conversations and conflicting ideas

Dimension 4 - Connecting services:
- Understanding how things are done in different teams and organisations
- Recognising the implications of different structures, goals, values and cultures
- Making links, sharing risks and collaborating effectively

Dimension 5 - Sharing the vision:
- Conveying vivid and attractive pictures of what everyone is working towards
- Keeping the message clear, consistent and honest
- Inspiring hope and helping others to see how they fit in
- Creating vision

Dimension 6 - Engaging the team:
- Promoting teamwork and a feeling of pride through valuing individuals' contributions and ideas
- Creating an atmosphere of staff engagement to encourage desirable behaviour, such as mutual respect, compassionate care and attention to detail
- Motivational reinforcement to all team members

Dimension 7 - Accountability:
- Creating clarity about expectations and what success looks like in order to focus people's energy
- Freedom to self-manage within the demands of their individual job, and how to deliver improving standards of care and service delivery

Dimension 8 - Developing capability
- Championing learning and capability development so that others gain the skills, knowledge and experience they need to meet the future needs of the service
- How to develop your own potential, and learn from both success and failure

Dimension 9 - Influencing for results
- Sensitivity to the concerns and needs of different individuals, groups and organisations
- Building networks of influence and plan how to reach agreement about priorities, allocation of resources or approaches to service delivery
- The 7 types of influence

Record of Learning, Action Plan & course close
Reflection on each dimension is paramount so the action plans / projects are vital in ensuring that the reflective process is completed

Action Plan/Project:
Each delegate has the responsibility to provide evidential proof of how the learning has helped them in a practical way in the work-place. These will be action plan points. This must show the issue or problem they faced and how they dealt with it based around the 9 dimensions. The post-course project template will be issued to each attendee and delegates have 30 days to complete and return to us at First Thought Training for comments.

Timings: 0900-1700 hours
Pre/post course work: See above

Leading and Managing- Building a Team

Duration: 1 day   **6 CPD points**

Programme Introduction: The NHS is changing and there has never been greater emphasis on each individual team member taking responsibility for their share of the team achievement. The NHS is also encouraging employees at all levels to develop their leadership skills with ever increasing determination. This programme is designed to help and support delegates to achieve the organisational needs and develop skills and techniques which they can take back into the work-place and use in a practical fashion.

Aims developed during this workshop:

- ➢ Creating team ethos (same hymn sheet theory)
- ➢ Allowing leadership styles to be encouraged and flourish through activity
- ➢ Through participation understand team bonding and synergy
- ➢ How to create the key leadership skills for differing situations

Learning Outcomes: At the end of the workshop, delegates will be able to:

- ➢ List, explain and use the 4 leadership styles to suit different situations
- ➢ Name 4 ways that you are leading and 4 when you are managing
- ➢ Set one aim and two objectives to use in the work-place
- ➢ Explain the 8 team roles and how I can practice them in given situations
- ➢ Name 5 ways to communicate more effectively

.

Workshop agenda:

Welcome, introduction, review personal objectives

Module 1: Key Leadership Competencies:
- The individual as a leader in the NHS
- Leadership and Management-what's the difference?
- Developing your own leadership style to suit practical situations using each of the flexible styles

Module 2: Being part of a Team:
- Setting my own aims and objectives
- Understanding how I can contribute to my team's performance
- Knowing my own team role

Module 3: Effective Communication:
- Understand the importance of reducing barriers to effective communication
- Key communication skills
- Influencing and persuasion

- ➢ **Review personal objectives, summary & close**

Effective Educational Leadership

Duration: 1 day   **6 CPD points**

Educational Leadership is often hard to define yet apparent when missing.

Programme Introduction: Leadership is an essential component within any team and there has never been a greater need for strong Leadership skills within the ever-changing NHS to support the delivery of continuous improvements. This interactive programme has been designed to encourage delegates to explore their current leadership styles and to identify and build on their current skill set. This programme will highlight the essential skills needed to be an effective Educational leader and explore the skills required to succeed.

Learning Outcomes: At the end of the programme the delegate can:

- Explain the importance of educational leadership in the workplace
- Understand their personal leadership style, their strengths and areas for future development
- Recognise the importance of self-awareness within effective Leadership
- Understand their responsibilities as a leader within the NHS
- Identify the main components of both Coaching and Mentoring and explain when each is required

The Programme Includes:

- The NHS and 9 dimensions of Leadership
- The 4 flexible Leadership styles
    - ✓ What is your current style?
    - ✓ Strengths and future development
- Self-Awareness
    - ✓ Self-Awareness and Emotional Intelligence
    - ✓ The importance as a leader
- Educational Leadership and the NHS

- **Review personal objectives, summary & close**

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Teach the Teacher

Number of Days: 2   **CPD Points: 12**

Programme Introduction: Throughout their careers, most Doctors within the NHS will be involved in Teaching and Training in some capacity, whether through Clinical or Educational Supervision, coaching and mentoring, work placed based assessment or simply general support in the hospital environment. The GMC encourage and state that Doctors ''should be prepared to contribute to teaching and training doctors and students, be willing to take on a mentoring role for more junior doctors and other healthcare professionals and you must support colleagues who have problems with their performance or health. But you must put patient safety first at all times.'' This programme has been designed around the GMC Good Medical Practice Standards and aims to prepare Doctors with the necessary skills to be confident in various teaching environments.

Learning Outcomes: By the end of this programme, the delegate can:

➢ List 4 ways to define 'What is teaching?'
➢ List the 4 learning styles and understand the advantages and disadvantages of each
➢ Adapt their delivery/teaching style accordingly identifying 3 methods
➢ Understand 2 differences between large group, small group and 1-2-1 teaching
➢ Identify training needs and create key learning objectives creating performance and standards and explaining 3 examples
➢ Use 4 various teaching methodologies as required in a practical example
➢ Explain three ways how to validate their teaching
➢ Demonstrate three methods for giving effective feedback
➢ Conduct a 1-2-1 Teaching session in 5 minutes and a 10 minute teaching session

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ The principles of Adult Education/Learning
➢ How people Learn and your role as the Trainer
➢ Different Learning Styles
➢ How your own style may influence your teaching style
➢ Adapting to the environment/audience, group dynamics
➢ Group Teaching and 1-2-1 Teaching
➢ Voice, Tone, Pitch, Body Language, rapport
➢ Creating Learning Objectives and Understanding the need
➢ Structure and Planning- Aids, Material, Activities
➢ Dealing with a difficult audience, retaining engagement
➢ Validating Your Teaching
➢ Review learning outcomes
   Each delegate will be asked to prepare a 5 minute teaching session for Day 1 and a 10 minute teaching session for Day 2

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Advanced Teach the Teacher

Number of Days: 2 Days   **CPD Points: 14**

Programme Introduction: Teaching is about supporting others to develop their knowledge and competence. A good teacher will use a range of techniques to ensure that what and how they teach, recognises the needs of others and meets defined learning and teaching goals. Best practice teaching techniques include planning for a teaching session, finding out prior knowledge and skills and using relevant case studies and scenarios that resonate with the learner. An important part of teaching is also supporting the learner as they practice and apply their knowledge and skills in the workplace.

This workshop will explore those skills and with practical scenarios and the chance to practice newly – learnt skills, delegates will enjoy a teaching experience which will be transferrable into their work-place. It also matches the 7 domains of the Academy of Medical Educators and GMC which healthcare employees must demonstrate when working with trainees or colleagues in a teaching situation.

Learning Outcomes: At the end of this programme the delegate can:

➢ Name 4 ways that accelerated learning enhances teaching experiences
➢ List and explain the 5 stages in a structured teaching session
➢ Define the 3 stages of KIM and explain two advantages to the teacher
➢ Explain 3 methods of feedback in theory and in a practical situation
➢ Name 5 delivery skills the teacher should have and explain why they are important
➢ Define 2 benefits from outpatient teaching for the learner

The Programme Includes:

Pre-course reading: Training lesson design and structure

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Opportunity to teach colleagues in a short, 5-minute teaching session

➢ **Module 1: Accelerated Learning**
  ✓ The theory and background to Accelerated Learning
  ✓ Creating a positive learning experience
  ✓ Creating collaboration amongst learners
  ✓ Variety means analogies, stories, comparisons and case studies
  ✓ Contextual learning
  ✓ Guiding principles of accelerated learning
  ✓ Practice with scenarios

➢ **Module 2: Planning a teaching experience**
  - ✓ Structure (reviewing pre-course reading)
  - ✓ Introductions and what they should include
  - ✓ Stages of instruction
  - ✓ Stage checks-what does this entail?
  - ✓ Objective tests
  - ✓ Writing learning objectives
  - ✓ KIM-a structure for small group / 1 to 1 teaching

➢ **Module 3: Evaluation of teaching effectiveness**
  - ✓ Obtaining feedback
  - ✓ Designing analysis tools
  - ✓ Making decisions based on feedback

➢ **Module 4: Teaching Delivery Skills**
  - ✓ Control of the voice (both 1 to 1 and in a seminar setting)
  - ✓ Evaluating your personal characteristics
  - ✓ Dealing with nerves
  - ✓ Managing Group dynamics including challenging learners
  - ✓ Do your visuals aid?
  - ✓ The 5 roles and responsibilities of a teacher
  - ✓ The instructors behaviours

➢ **Module 5: Cycle of learning in an outpatient setting**
  - ✓ Planning
  - ✓ Learning with patient contact
  - ✓ Appraisal and assessment
  - ✓ Reflection on delivery / success

The finale of the workshop is an opportunity to deliver a 10 minute inter-active teaching session to your audience, with the chance to make an evaluation of a colleague and run a feedback session based on their performance

Close, check expectations and ensure learning objectives have been met.

Post course: Delegates will have 30 days to put into practice their learning experiences using a guiding template. This will be sent back to us and feedback given on the outcomes.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Communicating with Confidence

Number of Days: 1   **CPD points: 6**

Programme Introduction: In order to communicate successfully, one person has to send a message and another to receive it. We are constantly involved in both of these activities-we speak and listen and also send signals through our body language. Sometimes this two-way process fails. If you need a workshop to sharpen all your skills after identifying your potential barriers, then this is an opportunity for you to learn new techniques and skills and build your inner confidence and outward effectiveness to achieve problem free communication.

Learning Outcomes: At the end of the programme, the delegate can:

➢ Describe the 2 processes in two-way communication
➢ Name 5 barriers to effective communication within the work-place
➢ Understand and describe 5 examples of body language which can give mixed signals
➢ List 5 differences between implied and explicit messages
➢ Name the 6 communication styles and how they impact on your conversations
➢ Briefly describe 5 ways to persuade others
➢ Explain 3 mini-negotiation techniques with three wrong approaches and three right approaches
➢ Name 4 ways to deal with sensitive communication
➢ List 5 techniques of telephone and e-mail etiquette

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Identifying the issues:
  ✓ Communication as a two-way process-what is involved in the communication process?
  ✓ Barriers and what stops us being ultra- effective?
➢ Solutions:
  ✓ Silent signals- Body talk, facing facts, Messages from space, Creating the right impression, Putting it all together
➢ Ways of speaking- Making the right connections, Game Players, Family Patterns, Making conversation, Matters of the Heart.
➢ Getting your own way- Persuasion and mini negotiations, saying what you feel, Sensitive situations, Land that job.
➢ Putting your message across- Speaking to an audience, using the telephone and e-mails, creating a new self and confident communicator.
➢ Review learning outcomes

Cultural Dimensions and Communication

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: In today's NHS, the patient has become far more discerning and expectations have become higher. One of the major areas for complaints into the Organisation has been that of communication, with many of the letters hinting that cultural differences are an issue. The aim of this programme is to explore how culture affects our perceptions, our behaviours and our communications. It will also allow delegates time to explore how they increase patient satisfaction and continue to deliver against expectations of that of the patient and the NHS as a whole.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Describe 5 ways that the influence of culture impacts on our attitudes towards communication
➢ Consider 6 cultural dimensions in managing the doctor and patient relationship and the effect they have on that partnership
➢ List 5 barriers to effective cross-cultural communication and how to deal with them
➢ Explain 5 characteristics of cultural diversity
➢ Describe how Hofstede's 6 dimensions affect cultural up-bringing

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda

Module 1: Cross Cultural Communication-background:

➢ Understanding Cultural Diversity
➢ Cross Cultural Communication within the NHS:
    ✓ Challenges, Conflicts, Potential Problems
    ✓ How to overcome them
➢ Social coding- What is it?
➢ Hofstede
    ✓ The different levels of culture
➢ Trompenaar
    ✓ Seven dimensions of culture

Module 2: Differences between Western communication and traditional Indigenous Communication

➢ High- and low-level context Cultures
➢ Non-verbal, written and oral context:
➢ Emblems
➢ Illustrations
➢ Affect displays
➢ Adaptors
➢ Language and Power distances
➢ Review Learning outcomes and Action Plan

Unconscious Language Skills

Number of days: 1   **CPD Points: 6**

Programme Introduction: People say that we cannot not communicate and words that once uttered are irretrievable. In the modern world where complaints about attitude and a lack of communication skills are rising, it's fair to say that understanding the nature of language and its sometimes-unconscious meaning is essential to being an even better communicator. The fact that gifted communicators are able to create a sense of ease in people means that their level of influence is much higher. This course is beneficial for all healthcare professionals who want to explore how they use language at an unconscious level and how changing sentence structures can improve their level of influence.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Specify three power words that are processed immediately by the unconscious
➢ Compose a sentence that is easy to agree with
➢ Create a question that could be used as a pattern interrupt
➢ List three presuppositions that can be used within an assumptive sentence
➢ Explain how ABS can be used to establish credibility and trust

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Module 1: How words create Importance
➢ Module 2: Diagnose Before Practice
    ✓ The Mind Reality and how Deletions, Distortions and Generalisations affect language representational systems and language choice
➢ Module 3: Influencing Language Patterns
    ✓ Pattern Interrupts
    ✓ The Three stage influencing language model
➢ Module 4: Advanced Influential Language
    ✓ Power Words
    ✓ ABS
        • Attract Attention
        • Bypass the Conscious Mind
        • Stimulate their Imagination
    ✓ Embedded Sentence Structures
➢ Review Learning Outcomes

Personal Effectiveness and Achieving Work-Life Balance

Number of days: 1   **CPD Points: 6**

Programme Introduction: An essential component of any individual's success, whether professional or personal is achieving a healthy balance between our work and our personal life. This workshop has been designed in order to support all individuals in achieving a sensible balance between their working and private/personal lives.

This workshop will assist delegates in firstly, understanding their current position within their organisation or home life, and then offering the necessary time management and personal skills to set and more importantly achieve their individual goals.

Learning Outcomes: At the end of this course, the delegate can:

➢ Explain the 5 component parts of S.M.A.R.T objectives and how they should be used.
➢ Identify 6 symptoms of stress and how it affects individuals adversely.
➢ Choose 5 decision making strategies for different situations
➢ Define the 4 ways of effective prioritisation
➢ Create a time management plan with a minimum of 4 action points for moving forward

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Practical thinking and planning skills
➢ Reviewing your current personal and professional pressures
➢ Managing & prioritising these pressures
➢ Using S.M.A.R.T objectives as a tool
➢ Realistic goal setting
➢ Understanding both your current strengths and weaknesses
➢ Stress and its impact
➢ Decision making and moving forward
➢ Review learning outcomes and action plan

Navigating Difficult Conversations

Number of days: 1   **CPD Points: 6**

Programme Introduction: When difficult conversations present themselves, it is important to know how to approach them depending on their type. This course will assist delegates in their approach to conversations that could be of an emotional or sensitive nature or alternatively they could be a grievance or complaint. Delegates will learn how to approach each type of conversation in a professional and polite manner in order to regain effective relationships, ether from a personal or professional perspective.

Learning Outcomes: At the end of this course, the delegate can:

➢ Understand three different approaches depending on conversation type
➢ Describe the difference between assertiveness and aggression and define 6 characteristics of assertiveness
➢ Prioritise the 4 different components of a conversation
➢ Understand their own current communication style and how to positively create 4 new behaviours
➢ Describe the 11 component parts of breaking bad news

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Understanding the different types of personality within communication
➢ The different type of conversations
➢ Adapting your own style to match the situation
➢ Dealing with conflict successfully
➢ When to say NO
➢ Whole body communication
➢ The importance of listening
➢ Breaking Bad news
➢ Conversation examples
➢ Moving forward with the lessons learnt
➢ Review learning outcomes

This course is highly interactive with exercises and group discussions.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Reflection: The process and its benefits!

Number of days: ½   **CPD Points: 3**

Programme Introduction:

Why is reflection so important? Why should I do it?

Reflection is an activity which allows the delegate to see the value in the learning experience. Within the healthcare profession it is about understanding the importance or significance of an activity and the lessons learnt from that activity. It is about self-development and progression. The GMC requires both Doctors and Nurses to 'reflect' as part of the revalidation process, therefore the process must be thorough and allow the delegate to continually ask the question 'what did I get out of this, how can this experience aid me in the future'?

This half day programme will cover the main components of Reflection and explore the personal skills needed to guarantee the process is a success, and the lessons learnt will aid future activities.

Learning Outcomes: At the end of this course, the delegate can:

➢ Explain what Reflection is and its value and purpose
➢ Describe how it links to the Appraisal and Revalidation process
➢ Identify the situations where Reflection would be beneficial
➢ Define the different stages of reflection
➢ Understand how Reflection can be used moving forward
➢ Describe a recent experience where Reflection can be applied

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ What is Reflection? What does it mean to you?
➢ How it links to Appraisals and Revalidation: The bigger picture
➢ The different stages of Reflection
➢ Preparing to Reflect: The right environment
➢ Reflection: Activity
➢ Using Reflection within Appraisals
➢ Using Reflection as a development tool
➢ Review learning outcomes

This half day course has been designed to be practical and interactive. All delegates should leave with an understanding of the benefits of Reflection and how the process can support them in their development moving forward.

How to Inspire and Motivate Others

Number of days: 1   **CPD Points: 6**

Programme Introduction: Every Manager knows that Inspiration and motivation are extremely important factors when trying to achieve a collective goal, but how do you actually motivate and inspire others?

This course will explore what motivation and inspiration is and also delve into the many different ways people feel motivated. How do you get the best out of the team? Everyone is different therefore different approaches are explored. This course will also focus on creating the right environment is which people feel empowered, motivated and inspired therefore increasing job satisfaction.

Learning Outcomes: At the end of the programme, the delegate can:

- ➢ Define three differentiators between motivation and Inspiration
- ➢ List 6 proven motivation techniques and understand which technique to apply depending on the situation.
- ➢ Understand and describe 4 methods how to create 'the right' environment to inspire
- ➢ Recognise 5 of the signs of de-motivation and how to change that behaviour
- ➢ Understand 4 of the positive psychological factors of motivation and inspiration

The programme Includes:

- ➢ Introduction, collecting delegate expectations, explanation of agenda
- ➢ Defining Motivation and Inspiration
- ➢ Proven techniques- why do they work?
- ➢ Different motivators? What works for some people and not others?
- ➢ Understanding how people are different
- ➢ Creating the most effective environment
- ➢ Keeping yourself motivated and inspired
- ➢ Activity: Motivational Techniques
- ➢ Overcoming de-motivation
- ➢ Dealing with barriers
- ➢ Action plan: Moving forward
- ➢ Review learning outcomes

Negotiating within a healthcare setting

Number of days: 1   **CPD Points: 6**

Programme Introduction: We all negotiate every day, sometimes without even realising it, we negotiate both at work and at home. Negotiation is the process to either achieve compromise or resolve differences. If successful, the outcome should benefit all parties and result in a win situation.

This course will explore the components of a solid negotiation and show delegates how these skills can be applied back in the workplace. This course also aims to give delegates the relevant skills to plan and execute a successful negotiation and have the confidence to deal appropriately with resistance or negativity.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Explain what negotiation is and name 3 parts of its purpose
➢ Understand 7 different components of a successful negotiation
➢ Recognise their individual negotiation style and explain the 5 types
➢ Use active listening and questioning skills effectively and define 3 ways to use questions
➢ Plan a negotiation strategy depending on the situation naming three different strategies and the three stages

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Understanding what is negotiation
➢ Situations to use negotiation
➢ Negotiation techniques and variables
➢ Your individual style: How this impacts on a negotiation
➢ Preparing for the Negotiation
    ✓ Understanding the starting point
    ✓ Setting clear objectives
    ✓ The correct environment
    ✓ Achieving the desired result
➢ Activity: Scenarios
➢ Listening and questioning skills
➢ Overcoming resistance and manipulation
➢ Moving forward
➢ Review learning outcomes

This course is highly interactive, with open discussions and opportunities to practice and develop new skills and techniques.

Managing Conflict

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Conflict can happen in any workplace; the healthcare environment is no exception and it is essential that managers and supervisors are confident when dealing with tough situations.

This course has been designed for anyone who wants to understand what causes conflict and the impact it can have on the individual and organisation.
This course will explore the different ways people respond to conflict and also how to approach and resolve issues before they escalate.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Describe your own conflict management style identifying one of the 5 methods
➢ Explain four differences between Assertive and Aggressive behaviour
➢ Recognise three warning signs of a potential conflict
➢ Explain the 8 causes of conflict
➢ Understand and diffuse a challenging situation using one of 4 techniques
➢ Name 3 communication skills to deal with conflict successfully
➢ Identify and manage expectations using a range of 4 elements

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Assessing the different conflict management styles
➢ What causes conflict?
   ✓ Behaviour?
   ✓ Environment/Situation?
   ✓ Personality?
➢ Bell & Hart's 8 Causes of Conflict
➢ Reactions to Conflict
➢ Handling and Diffusing conflict
➢ Using Communication skills within conflict
➢ Moving forward and Action Plan
➢ Review learning outcomes

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Presentation Skills

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Presenting is often an essential part of a healthcare professional's role, whether clinical or non-clinical and may include presenting to group or individuals. This programme has been designed in order to firstly, assist delegates in understanding their individual presentation style and then to develop this style and enhance confidence. This programme will also focus on the necessary elements that make up a successful presentation and how to fully prepare.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Describe 4 techniques which aid their current and desired presentation style
➢ Explain 4 benefits of considered preparation
➢ Display 6 techniques which enhance confidence and control
➢ Show awareness of 3 body language behaviours and 3 non-verbal communications
➢ Explain 4 ways that visual aids can both support and hinder a presentation

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ The different presentation styles
  ✓ Where are you currently and where do you want to be
➢ The benefits of preparation
  ✓ Knowing your audience and environment
  ✓ Clear Aims and Objectives
  ✓ Relevance of content
  ✓ Strong Introduction
➢ Delivery and Presence
  ✓ Body Language and non-verbal communication
  ✓ Reacting to the audience- involvement
  ✓ Handling nerves
  ✓ Structure and timing
➢ Using Visual Aids successfully
➢ Managing the presentation
  ✓ Managing Interruptions
  ✓ Assertiveness
  ✓ Sticking to time
➢ Supporting exercises/handouts
➢ Closing a presentation
➢ Review learning outcomes

pduriez@firstthoughttraining.com

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

The Skilful Presenter

Number of Days: 2   **CPD Points: 12**

Programme Introduction: Competent presentation skills are an essential part of the role of any professional, whether this is presenting to groups or individuals. This programme has been designed for delegates who are already presenting regularly and who wish to develop their skills even further, particularly in a formal setting. Whilst the basics of presentation skills will be refreshed, the focus of this programme will be to examine and to provide in depth feedback on delegates' existing presentation style. Delegates will be coached to enhance their existing skills by employing advanced techniques such as storytelling, positioning, body language and some elements of Neurolinguistic Programming. Additionally, time will be spent on the analysis of presentation materials – principally PowerPoint slides. The ability of the delegate to prepare PowerPoint slides at a simple level is essential.

Ideally, to enhance the feedback experience, delegates will be required to bring:

- A portable device, such as an iPad or tablet to record their performance
- A previous or planned presentation to work on during the course (using a laptop or other device that will operate PowerPoint)

Learning Outcomes: At the end of this programme, the delegate can:

➢ Describe their current presentation style
➢ Identify through feedback and observation, their specific development areas
➢ Optimise the delivery of their presentation objectives:
  ✓ Demonstrate an enhanced, more skilful style
  ✓ Prepare effective materials

The Programme over the 2 days Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Presentation basics refresher
  ✓ Purpose
  ✓ Objectives
  ✓ Planning
  ✓ Design
  ✓ Delivery
  ✓ Handling and/or using questions
➢ Assessment of current style
  ✓ Recorded performance
  ✓ Intensive feedback
➢ How people retain and remember information

- Ways to enhance delivery
  - Gaining attention
  - Putting more power into words, voice tone and body language
  - Designing materials that will enhance the audience experience
    - Visuals: Layout, wording
- Group and individual coaching on specific development areas
  - Of the delivery
  - Of the presentation materials
- Demonstration of newly learned techniques and enhanced skills
  - Recorded performance
  - Feedback
- Revisit personal objectives and development planning
- Review learning outcomes

Because of the intensive nature of this programme, delegate numbers will be limited to 6 per group.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Teams, Coaching and High Performance

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Working as a Team is essential to the success of any organisation, and the NHS is no exception. In order to have a successful team, each individual must take responsibility for their role/position and understand the importance of these within the team. This programme aims to highlight the necessary components of a high performing team and explore how to achieve constant high-performance levels.

Depending on the needs and interests of the team, this programme can be tailored for all levels and specialities, including multidisciplinary teams, foundation doctors, senior teams and non-clinical teams.

Learning Outcomes: By the end of this programme, the delegate can:

➢ Understand the link between the individual, team and organisation and describe each one
➢ Identify the 8 different strengths of each team member
➢ Explain the impact of coaching on performance and describe GROW
➢ Describe three benefits of using a performance management system

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ The difference between an individual, team and organisation
➢ Strength Assessment
    ✓ Strength Questionnaire, Observation, Interview
    ✓ Embracing diversity and working together
➢ Team Formation: The four stages of a team formation
    ✓ Creating the right environment
➢ Goal setting and Objectives
    ✓ Allocation of responsibility
    ✓ Understanding individual roles
    ✓ Gaining agreement
    ✓ Ownership
➢ Motivation and performance
    ✓ Performance Management Tools
    ✓ Impact of low performance
    ✓ Coaching and Feedback
    ✓ Communication
    ✓ The Performance Improvement Cycle
➢ Moving Forward
➢ Review learning outcomes

Coaching and Mentoring for High Performance

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Effective performance is essential to the success of any organisation, and the NHS is no exception. Coaching and mentoring are desirable and valued attributes that can enable the development of competent and high performing individuals and teams. This programme aims to explore the range of skills that are required to develop successful coaches and mentors and to provide an opportunity to practice these in a supportive environment.

Learning Outcomes: By the end of this programme, the delegate can:

➢ Describe the role of an effective coach/mentor in the medical arena
➢ List the skills required for these roles
➢ State a range of benefits of the mentoring relationship
➢ Explain the components and purpose of the GROW model
➢ Demonstrate a range of coaching skills in a safe environment

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Coaching and mentoring – are they different?
➢ Mentoring in the medical context
  o Benefits
    ▪ Gains for the mentor
    ▪ Gains for the mentee
➢ Key skills for success
  o How are your coaching skills questionnaire?
➢ The GROW model
  ✓ Exploration of components and purpose
  ✓ Creating a supportive environment
  ✓ Goal setting and Objectives
  ✓ Allocation of responsibility
  ✓ Gaining agreement and ownership
➢ Motivation, feedback and performance
➢ Practice with own or created scenarios
➢ Moving Forward
➢ Review learning outcomes

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Get Coaching- The difference it can make

Number of Days: 1   **CPD points: 6**

Programme Introduction: Coaching has been practiced for many hundreds of years and these days it is an expectation that managers and other individuals across an organisation, (including those within the healthcare sector), will coach other members of the team. Managers are required to fulfil a broader, more versatile role than ever before. Quite often, individuals and teams have gaps in their skills and development base which they need in order to achieve challenging targets, many of these gaps can be supported through coaching.

This one-day course is aimed at individuals who wish to gain the most from their colleagues, by developing their ability to coach and ultimately benefit from a mutually satisfying relationship.

Learning Outcomes: At the end of the programme, the delegate can:

➢ Determine whether they really want to be a coach- Is it right for them?
➢ Identify their own coaching strengths and development areas
➢ Explain how people learn and how they can adapt their own coaching style to complement the learner's needs in order to optimise the coaching outcome.
➢ Apply a simple coaching model to a given situation
➢ Understand how to check the commitment of their learner

Including a range of questionnaires, exercises and discussion, this course has been designed as a practical approach to coaching.

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Manager; coach; mentor – what's the difference?
  ✓ What am I currently?
➢ The relationship between the coach and the coachee
  ✓ The importance of the relationship
➢ The benefits of coaching
➢ Personal style and coaching
  ✓ What makes a good coach?
  ✓ Core skills
➢ How people learn
➢ Super questions to clarify or challenge
➢ A solid coaching model – GROW
➢ Checking commitment
➢ Review learning outcomes

FIRST THOUGHT
T R A I N I N G
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Releasing Your Potential

Number of Days: 1   **CPD points: 6**

Programme Introduction: In order to achieve different results, sometimes we need to make changes and approach things differently, we need to look at our emotional, mental and physical habits and understand who we are as individuals. This course will focus upon building self-awareness in order to identify our individual drivers and values and also to establish where we ultimately want to be in life. This programme is ideal for anyone who wants to make a positive change in their life either within a personal or professional capacity or to learn new techniques around building confidence and feeling empowered or influential.

Learning Outcomes: By the end of the programme, the delegate can:

➢ Identify 3 areas of your life which are affecting both your thinking and actions
➢ Use 5 descriptors to determine your levels of 'happiness'
➢ Name and describe the 4 different personality types and how they impact on your potential
➢ Explain 2 ways your body clock can enhance your potential
➢ Describe 3 different ways of using creative thinking to build action plans
➢ Work with 10 elements which contribute towards assertiveness, and 3 ways which will help to eliminate aggressive and passive behaviours
➢ Identify 5 positive traits which will help in unlocking potential

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ Take a look at your life-is it ok? Are you doing the right things?
  ✓ Turning the past into future actions
➢ Discover the real you-who are you? Profile yourself, explore your hidden side, your body clock, the roles you play and your emotional self, building self -esteem and resilience
➢ Your brain at work-pursuing intelligence, words and numbers, creative thinking, how perceptive are you?
➢ Overcoming mental blocks-daring to fail, assert yourself, positive actions.
➢ Building solutions, resolving issues.
➢ Review learning outcomes

Lifting the lid On Myers Briggs Personality Styles

Number of Days: 1   **CPD points: 6**

Programme Introduction: Have you ever wondered what makes people tick? Why is it that some people can think on their feet and you can't? Why does your colleague leave things to the last minute and you are always on time? If you have ever wondered why people can behave so differently at work, you may learn some fascinating insights on this course.

Based on the well-known Myers Briggs personality styles, this course explores the range of styles and their relevance, particularly within team working and communication. It will enable delegates to recognise, respond to and benefit from different personalities in the workplace. Although aimed at individuals, this course would be an ideal opportunity for a live team development event.

Due to the nature of the content, the course may be delivered as an introductory half-day event. Alternatively, a full day with more extensive content can be delivered.

Learning Outcomes: At the end of the programme, the delegate can:

➢ Identify the key characteristics of their own Myers Briggs style
➢ Explain differences between styles at opposite ends of each preference scale
➢ List ways in which they can improve their communication with different types
➢ Identify where there may be weaknesses in their team map and identify how they could address such weaknesses

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ A brief history of Myers Briggs
    ✓ Why is it used?
    ✓ How can it support you/the team?
➢ The four preference scales
    ✓ Your preference style
    ✓ Understanding your style
➢ Mapping the team
    ✓ Embracing differences
➢ Communication and Myers Briggs
➢ The 16 Myers Briggs types:
    ✓ How helpful and unhelpful characteristics are expressed when taking a leadership role
➢ Review Learning Outcomes

Emotional Intelligence – An Introduction

Number of days: 1   **CPD Points: 6**

Programme Introduction: This introductory course looks at what emotional intelligence is and what it is not. It explores some models of emotional intelligence and what they mean. The main aim of this workshop is to help delegates understand how emotional intelligence offers effective ways to develop communication and interpersonal skills. The fundamental skills needed by a manager and leader to make decisions more effectively whilst building and improving relationships with colleagues, their team and other stakeholders.

The course covers the advantages and disadvantages of emotional intelligence, ways it can be improved and some do's and don'ts of working with emotional intelligence. The course looks at the ability to recognise emotions, understand what these emotions mean, and recognise how emotions affect other people; how to work with the information contained in emotions to the best effect.

This interactive training is aimed predominately at leaders and managers who operate teams and departments and who want to learn practical skills that can be utilised immediately in their job role to enhance performance.

Learning outcomes: At the end of this programme the delegate will be able to:

➢ Understand how emotional competencies support development
➢ Understand their behaviour and how this impacts upon performance
➢ Understand the behaviour of others
➢ Identify how to effectively use emotional information in different work scenarios
➢ Explain how empathy is involved in motivating and influencing others
➢ Design implementation plans to improve communication and efficiency

The Programme Includes:

Welcome, introduction, review personal objectives

➢ Emotional Intelligence at work
➢ Introduction to human behaviour
➢ Recognising how emotional intelligence can influence leadership and how it can impact upon others
➢ Exploring emotional intelligence; it's strengths and limitations at work
➢ Exploring the nature of others
➢ Challenging behaviours
➢ Understanding how emotions impact upon relationships and work
➢ Recognising perspective and how others see the world
➢ Strategies to work more effectively together
➢ Personal action plan
➢ Review personal objectives

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Working in the NHS – Navigating Change and Effective Communication

Number of Days: 1   **CPD Points: 6**

Programme Introduction: The Health and Safety Executive (HSE) stated that in 2014/15 440,000 people in the UK reported a work related stress that was at such a level it was making them ill. That's around 40% of all work related illnesses. The NHS is constantly changing and change can often lead to uncertainty and high levels of stress. Throughout such periods, effective communication is paramount in order to successful navigate change and best prepare ourselves for stressful situations. This is a highly interactive course based around case studies and real life scenarios, delegates will leave with an increased knowledge of the change process, and a sharper awareness of how important successful communication is.

Learning Outcomes: By the end of the programme, the delegate can:

➢ List the 5 stages of change
➢ Understand the impact that change can have on an individual
➢ Explain why change is necessary
➢ Define Stress and 4 ways it impacts on both personal and professional situations
➢ Understand the triggers associated with stress and name 8 Warning Signs
➢ Relay the 6 management standards required to support staff in the work-place
➢ Name the 6 communication styles and how they impact on your conversations
➢ Explain 3 mini-negotiation techniques with three wrong approaches and three right approaches

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ The 5 stages of change
   ✓ The Transtheoretical Model – Prochaska & DiClemente
➢ Why change is necessary within the NHS
➢ The effects of Change
   ✓ Positive and Negative
➢ Case Studies and Scenarios
   ✓ Your experiences
➢ Change and Stress- Recognising Stress
➢ The Workplace: Duty of Care
➢ HSE: 6 Management Standards:
   ✓ Demands, Control, Support, Relationships, Role, Change
➢ Change and successful Communication
➢ Persuasion and mini negotiations
➢ Action Plan for the future
➢ Review learning outcomes

Working in the NHS – Navigating Change and Managing Stress

Number of Days: 1 **CPD Points: 6**

Programme Introduction: The Health and Safety Executive (HSE) stated that in 2014/15 440,000 people in the UK reported a work related stress that was at such a level it was making them ill. That's around 40% of all work related illnesses. Pressure and some stress can be motivating but once it reaches a certain level it can result in serious illness. The NHS is constantly changing and change can often lead to uncertainty and high levels of stress. This course will explore how people react to change and the effects that change can have. A highly interactive course based around case studies and real life scenarios, delegates will leave with an increased knowledge of the change process and how to recognize the symptoms of stress before they take hold.

Learning Outcomes: By the end of the programme, the delegate can:

➢ List the 5 stages of change
➢ Understand the impact that change can have on an individual
➢ Define Stress and 4 ways it impacts on both personal and professional situations
➢ Understand the triggers associated with stress and name 8 Warning Signs
➢ Relay the 6 management standards required to support staff in the work-place

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ The 5 stages of change
  ✓ The Transtheoretical Model – Prochaska & DiClemente
➢ Why change is necessary within the NHS
➢ Coping with Change
➢ The effects of Change
  ✓ Positive and Negative
➢ Case Studies and Scenarios
  ✓ Your experiences
➢ Change and Stress
➢ What is stress?
➢ Recognising symptoms of stress
➢ The Workplace: Duty of Care
➢ HSE: 6 Management Standards:
  ✓ Demands, Control, Support, Relationships, Role, Change
➢ Preventing Exhaustion and Saying No
  ✓ Reasons and Solutions
➢ Relaxation techniques
➢ Action Plan for the future
➢ Review learning outcomes

Thought Field Therapy

Number of days: 1   **CPD Points: 6**

Programme Introduction: Thought Field Therapy is an evidence-based energy psychology that has been through clinical trials conducted in the United States by SAMHSA – Substance Abuse and Mental Health Services*

Aim: The delegate will learn how the mind/body system can be helped, in order to reduce the effects of rising stress levels in an NHS where expectations are ever increasing on the healthcare professional.

Learning Outcomes: At the end of this course, the delegate can:

➤ List the 12 different types of energy points
➤ Describe the 9 steps during the process of a 9g
➤ Understand and demonstrate the algorithm used for anxiety and stress

The Programme Includes:

Module 1:

➤ Introduction and Objectives
➤ The mind/body reality
➤ Energy points

Module 2: Architecture

➤ The three components of an algorithm
➤ SUD levels
➤ Anxiety, fear and stress
➤ Psychological reversals and IETs
➤ Algorithm chart analysis
➤ Emotional vs Energy points

Module 3 - Self maintenance

➤ Collar bone breathing
➤ The triangle
➤ Side of hand
➤ Review Learning outcomes and Objectives

*Details of the trial can be found at:
http://nrepp.samhsa.gov/ProgramProfile.aspx?id=60#hide4

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Understanding and Dealing with Burnout in the NHS

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: Burnout is a type of psychological stress. Occupational burnout or job burnout is characterized by exhaustion, lack of enthusiasm and motivation, feelings of ineffectiveness, and also may have the dimension of frustration or cynicism, and as a result reduced efficacy within the work-place. This workshop looks at the symptoms of burnout, and explores some strategies to deal with it in a pro-active way. Practical and inter-active, this workshop allows delegates to discuss in an open and friendly environment some of their own feelings with like-minded colleagues, and find individual ways to deal with burnout.

Learning Outcomes: At the end of this programme the delegate can:

➢ Name 4 reasons why worrying is counter-productive
➢ List 5 signs of burnout and explain each one
➢ Explain 2 differences between stress and burnout
➢ Define and show understanding of 6 ways to deal with burnout
➢ Explain 5 methods to have a work / Life balance

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ **Module 1: What is burnout?**
  ✓ Background to NHS burnout
  ✓ Is it specific to certain sectors or personalities?
  ✓ Obsessive worrying-how to sabotage your life

➢ **Module 2: Signs of burnout**
  ✓ Signs you may be 'burning out'
  ✓ Work related, Lifestyle choices, Personality traits
  ✓ Are you on that road to burnout?
  ✓ Emotional and Behavioural signs
  ✓ The difference between stress and burnout
  ✓ Emotional exhaustion

➢ **Module 3: Strategies for dealing with burnout for patients and doctors**
  ✓ Social contacts
  ✓ Positive relationships
  ✓ Power of giving
  ✓ Reframing you
  ✓ Reevaluating priorities
  ✓ Using exercise
  ✓ Life / work balance

Close, check expectations and ensure learning objectives are met.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Time Management

Number of Days: ½ Day   **CPD Points: 3**

Programme Introduction: Demands on the NHS are ever increasing, this in turns puts pressure on its employees to achieve more with no extra time given. This course has been designed to help achieve effective Time Management whilst focusing on aspects such as: delegation, assertive communication and personal organisation.

This programme is highly interactive, containing exercises and discussions.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Explain the difference between urgent and important tasks
➢ Recall the 5 steps to effective delegation
➢ Identify 7 ways to say No effectively
➢ Understand the importance of personal organisation

The Programme Includes:

Introduction, collecting delegate expectations, explanation of agenda

➢ Identifying your personal time thief's
➢ Prioritising Tasks- What is Urgent and What is Important?
➢ Delegation – Why is it so hard?
➢ The 5 steps to effective delegation
➢ Assertive Communication – The importance of saying No
➢ Managing people's reaction
➢ Personal Organisation – Owning your time

Close, check expectations and ensure learning objectives are met.

The Principles of Life

Number of Days: 2 Days   **CPD Points: 12**

Programme Introduction: Attend this programme and your level of consciousness will rise, insights for problem solving and understanding will become more frequent and your effectiveness, productivity, resilience and positivity will increase. Stress, pressure, frustration and any other feelings associated with an inflated ego or despair will fall away and, in its place, a deep sense of gratitude, love and hopefulness will come in to fill the void.

Anyone who looks East every night to see the sunset is looking in the wrong direction, even though they see the sky is red it's not the vibrant colourful experience they would have if they turned around and looked West. Trying to "work" on our feelings in order to feel better is like the person looking in the wrong direction for the sunset. Come and share with us, this new paradigm shift in understanding and you'll see that the greatest gift you'll ever receive is, life itself. No techniques necessary!

Learning objectives: By the end of this programme, delegates can:

> List and illustrate how the three principles are behind the true nature of life and our experience of it.
> Use a metaphor and provide two examples of how to explain to someone, that a deep sense of well-being is our natural state
> Demonstrate which energy points on the body are related to anxiety, guilt, stress, sadness, shame, embarrassment, anger, rage, trauma, jealousy and how to use them to affect our felt experience of life

The Programme Includes

> Welcome and expectations
> ESP exercise - mind reading ice breaker
> Your life and experience so far - how has your life been so far, what is it you want and how would that help you?
> Cause – effect- what makes your life better or worse
> The great illusion - seeing is NOT believing, situations and circumstances are not the cause of your feelings!
> Reality - The Heisenberg principle says that reality is changed through observation, so what is real?
> Mind-Thought-Consciousness - The principle of gravity means that water will always run downhill. These principles work in the same way and they give us an insight into our experience of life.
> Energy Psychology
> Review course objectives and learning outcomes

FIRST TH O **UGHT**
T R A I N I N G
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Building Personal Resilience

"The science says the more you feel in control, the less you'll get ill,"

– Prof Cary Cooper

Number of Days: 1 day   **CPD Points: 6**

Programme Introduction: The NHS has never been busier. Personal pressure exists throughout. How people 'bounce back' and how teams work together in such challenges is down to the way they pull together and adapt to the changes they face. Why is it we can deal with setbacks one day but not another? Why is it that individuals are motivated one day and not another? Why quality output is up to standard one day - but targets not met another?

Resilience is the ability to recover quickly from setbacks and adversity. Resilient people stay committed and increase their efforts when the going gets tough. It used to be thought that people were just born with "resilience", but we now know that anyone can improve their resilience through effective training and development.

Developing Personal Resilience is suitable for anyone in any organisation. Many organisations choose this course for their staff, in conjunction with the Team / Manager's version.

Learning Outcomes: By the end of this programme, the delegate can:

➢ Define resilience and explain its importance
➢ Apply resilience to a busy clinical workload
➢ Use cognitive tools to manage high pressure
➢ Develop a resilience grid
➢ Understand the assertiveness triangle and you
➢ Clarify the three types of saying "No"
➢ Identify further techniques to help you build resilience
➢ Help others to build resilience

Programme Includes

Welcome, introduction, review personal objectives

Module 1: Define Resilience
➢ Define resilience and its importance in the NHS
➢ What 50 years of research tells us
➢ The 4 C's of Resilience that work
➢ Work related pressure

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Module 2: Cognitive Tools to Help You
➢ The 7 keys of resilience
➢ 4 Psychological Techniques for mental agility
➢ Applying the tools
➢ The resilience grid
➢ Assertiveness
➢ Empowering yourself to say No

Module 3: Focus on your Future:
➢ Action Planning
➢ Next steps
➢ Resources to take away.
➢ Follow up

 Review personal objectives, summary & close

Building Team Resilience

"We only have 3 things to look forward to – change, change and more change! "

– Winston Churchill

Number of Days: 1 day   **CPD Points: 6**

Programme Introduction: The NHS has never been busier. Over a third of employers reported that stress-related absence has increased over the previous year and the top causes of unhealthy pressure at work are workloads, external relationships, organisational change/ restructuring and management styles. Eight out of ten public service employers are taking steps to identify and reduce stressors in the workplace compared with about half of private sector employers.

In today's economic climate all organisations need to be resilient in the way they deal with adversity, reduced resources, tighter deadlines and increased competition. No less so than in the NHS. Managers and staff are asked to work harder to deliver higher targets for patients in less time but with less resources! It seems they need to DELIVER MORE WITH LESS!
It is often said "A Manager is only as good as his or her team". True success comes from the whole team - So how can that be done?

Learning Outcomes: By the end of this programme, the delegate can:

➢ Define resilience and explain its importance within Teams
➢ Apply the 4 C's of Resilience to manage Teams
➢ Apply resilience tools to bolster your team's success
➢ Recognise a high performing NHS team
➢ Identify which 7 keys can help you manage your team
➢ Develop a resilience grid
➢ Identify further techniques to help you build resilience
➢ Help others to build resilience

Programme Includes

Welcome, introduction, review personal objectives

Module 1: Define resilience and explain its importance to Teams
➢ Define resilience and its importance in the NHS
➢ What 50 years of research tells us
➢ Applying the 4 C's of Resilience within Teams
➢ Dealing with high pressure

Module 2: Tools to Help Build Resilience
- ➢ High performing Teams
- ➢ Medical v's non-medical delivery
- ➢ The 7 keys of resilience
- ➢ How teams are empowered
- ➢ The resilience grid
- ➢ Understanding the resilient NHS Trust
- ➢ Applying the tools to organisations

Module 3: Focus on your Future:
- ➢ Action Planning for your Team/s
- ➢ An effective approach
- ➢ Next steps
- ➢ Resources to take away
- ➢ Follow up

Review personal objectives, summary & close

Healthy Living Skills: Implementing the Wellbeing Principle (1 Day)

Number of days: 1   **CPD Points: 6**

Programme Introduction: Implementing the Care Act's Wellbeing Principle is part of practitioners' duty. They need to teach clients some skills that will increase their independence and wellbeing, while delaying or reducing their health and social care needs. This concept will be individualised in various health and social care contexts. In this course, delegates learn how to teach practical and essential life skills to their clients, to help them improve or maintain emotional and physical health.

Aims

➢ To support the active development of healthy living skills among clients
➢ To develop delegates' psycho-socio education and facilitation skills, in order for them to raise their clients' awareness of healthy living and help them to develop those skills within their individualised care plans.

Learning Outcomes: At the end of this course, the delegate can:

➢ Have developed their own awareness of healthy living skills and their importance when promoting and supporting the Wellbeing Principle
➢ Be able to help their clients to maintain a balanced diet and a good sleeping hygiene, as part of a healthier and more productive lifestyle
➢ Know strategies to help clients overcome stress and daily challenges
➢ Be able to help clients build some gentle exercise in their daily routine
➢ Have some useful knowledge of common complementary therapies, under the guidance and supervision of medical/clinical professionals
➢ Use simple, yet effective, techniques to help their clients reduce or eliminate behaviours that may have a negative impact on their health

This programme includes:

➢ Psycho-socio education techniques and skills
➢ Eating for better health and sleeping hygiene
➢ Effective self-management and stress reduction techniques
➢ Gentle exercise and complementary medicine
➢ Motivational Interviewing techniques to reduce harmful behaviour

Personal Wellbeing and Organisation

Number of days: 1   **CPD Points: 6**

Programme Introduction: As the NHS becomes more strategic in its outlook and aims, the need for every individual within the organisation to perform at their highest level has become paramount. More of us are expected to give extra effort and productivity to the overall cause so we need to be as effective and efficient as we can be.

To this end, this programme is designed to help and support each participant to ensure they are maximising their efforts, while at the same time ensuring that they work as SMART as possible to make sure they stay as healthy as possible and recognise symptoms that their effectiveness may be compromised, ultimately leading to a better work/life balance….and improving their own wellbeing

Learning Outcomes: At the end of this programme, the delegate will be able to:

➢ Understand 5 of the key elements of personal organisation including:

- Goal setting (and name 2 types of goal)
- Prioritisation (explain the 4 we cover)
- Dealing with procrastination (name 2 reasons why we procrastinate)
- Elements which devour our time (list 4)

➢ Deal with different personalities to avoid frustration (explain the 4 types)
➢ Develop 3 assertive behaviours
➢ Recognise 5 symptoms of high pressure
➢ Understand the importance of a work/lifestyle balance and develop a plan of 6 'to do' s

The Programme Includes:

Welcome, introduction and expectations

Module 1: Becoming organised

➢ Recognising what tasks can make us un-productive
➢ Developing strategies to deal with un-productive work/life elements
➢ The importance of setting work and life goals and aims
➢ Objective setting – alignment of personal, team, service and organisational objectives using SMART
➢ Using delegation as an effective, personal organisational tool
➢ Prioritisation of all key tasks and alignment with other work elements
➢ Procrastination
➢ Time management effectiveness
➢ Different working style personalities

Module 2: How to improve our own wellbeing and building a work / life balance

- ➢ Assertive behaviours
- ➢ Identifying potential problems and generating assertive solutions
- ➢ Recognising pressure and its' effects
- ➢ Building resilient attitudes at work and home
- ➢ Developing a work/life balance with productive strategies
- ➢ Exploration of mindfulness, emotional intelligence

- ➢ Check understanding, Review personal objectives, and expectations
- ➢ Set action plans and summary, Close

Mindfulness

Number of days: 1   **CPD Points: 6**

Programme Introduction: Mindfulness has its roots over 2,500 years ago, in Buddhist and other far eastern religions, and is increasingly being recognised as having a place in western business practices. Mindfulness is about being in the present, shifting your focus of attention to what's happening in this very moment. Noticing your thoughts, feelings and anything else that you might not normally notice. It can feel quite difficult to do this at the beginning, especially in today's high-pressured world. You might often feel out of your depth, worrying, or suffering from feelings of sadness, anxiety or anger. With Mindfulness practice, you have a chance to take a step back from your pressures and gain a much better sense of well-being and to simply feel happier.

Learning outcomes: At the end of this programme the delegate will be able to:

➢ Describe what mindfulness is and how this can help overcome personal internal struggles.
➢ Discover, by trying out mindfulness techniques and different exercises, the space to slow down the chatter of the mind and experience a greater sense of well-being.
➢ Understand what it means to be more accepting of oneself and discover how to let go of critical judgements.
➢ Develop ideas of how to transfer personal learning of mindfulness to a professional role.
➢ Understand the meaning of inner awareness and accept thoughts can change momentarily.
➢ Realise there is space for healthy thoughts and to make different choices.

The Programme Includes:

Welcome, introduction, review personal objectives

➢ Course introduction
➢ Review personal objectives
➢ What mindfulness is and what mindfulness is not
➢ The benefits of mindfulness
➢ Understanding the inner world
➢ Recognising the automatic pilot
➢ Experiencing mindfulness techniques
➢ Bringing mindfulness into everyday practice
➢ The neuroscience of mindfulness
➢ Personal action plan

Review personal objectives

There will be several different mindfulness practices that we will do together throughout the day.

Presenting with PowerPoint

Number of days: 1   **CPD Points: 6**

Programme Introduction: PowerPoint is an extremely powerful business tool used in many ways to communicate and inform. It is often used poorly leading to badly constructed presentations as many people using the software do not go beyond a few basics. Whether you are teaching/presenting at clinical meetings, or presenting internationally, this workshop will build your confidence in your presentations that will make them stand out and become more memorable. The workshop takes you from stumbling through the interface to knowing how to create multimedia-rich presentations that transform any message in less than a day. You will learn simple hints and tips that will change the way that you present using PowerPoint to deliver engaging, memorable presentations that are relevant to the medical profession.

Learning outcomes: At the end of this programme the delegate will be able to:

➢ Identify the names and functions of the PowerPoint interface
➢ Create, edit, save, and print presentations
➢ Format presentations
➢ Add a graphic to a presentation
➢ Create and manipulate simple slide shows with outlines and notes
➢ Create slide presentations that include text, graphics, animation, and transitions
➢ Use design layouts and templates for presentations
➢ Create a PowerPoint presentation

The Programme includes:

Welcome, introduction, review personal objectives

Getting Started with PowerPoint

➢ Working with Microsoft Office PowerPoint
➢ Creating a Presentation
➢ Working with Your Presentation
➢ Editing Your Presentation
➢ Arranging Slides
➢ Getting Help in PowerPoint

Understanding & Customising the PowerPoint Interface

➢ The Quick Access Toolbar
➢ Tabs and Groups
➢ Customising the Ribbon

Creating and Formatting Presentations

➢ Using Templates
➢ Working with Text Boxes
➢ Basic Editing Tools

> ➢ Formatting Text: Effects; Fonts and Spacing
>   Formatting Text: Alignment; Indenting and Lists
>   Advanced Text Tools

Adding Shapes and Art to Your Presentation

- ➢ Drawing Shapes
- ➢ Working with Shapes
- ➢ Working with Text and Shapes
- ➢ Advanced Shape Tasks

Viewing and Printing Your Presentation

- ➢ Using Layouts and Views
- ➢ Viewing a Slide Show
- ➢ Preparing Your Presentation
- ➢ Printing Your Presentation

Adding the Finishing Touches

- ➢ Research Tools
- ➢ Using Themes and Backgrounds
- ➢ Creating Slide Transitions
- ➢ Creating Basic Animations
- ➢ Creating Advanced Animations

Review personal objectives and close.

Effective Team Working

Number of days: ½ day   **CPD Points: 3**

Programme Introduction: Team Working has never been more important than during the latest pressures and demands on the NH**S.** This programme has been developed to encourage interaction and collaborative working amongst teams and colleagues. This interactive, activity fuelled session will focus on individual strengths and deepen knowledge of what an effective team really is.

Learning outcomes: At the end of this programme the delegate will be able to:

➢ Recognise the individual strengths and positive characteristics of each team member
➢ Understand the benefits of supporting colleagues and working positively together as a team
➢ Participate in a range of interactive activities to develop knowledge of effective team behaviour
➢ Explain the GROW model and how it can be used

The Programme includes:

Welcome, introduction, review personal objectives

➢ Why is teamwork important?
➢ Tower building activity (2 groups)
   ✓ Review how the teams approached the task
   ✓ Level of positivity
   ✓ Innovation
   ✓ Team work
➢ The different personality types
➢ Explanation of styles, Analytical, Amiable, Driver, Expressive
➢ Results from pre-course work
➢ Discuss strengths and overdone strengths
➢ The 'Ideal' team
   ✓ What would the team do?
   ✓ How would they interact with each other?
   ✓ What would you see and hear them doing/saying?
   ✓ What wouldn't they say and do?
   ✓ Each person to anonymously rate their team (out of ten) against the points mentioned
   ✓ Later to agree two things the team could change to take them closer to the 'Ideal' team

- ➢ Traffic jam activity
  - ✓ Review strengths of individuals
  - ✓ Approaches to problem solving
  - ✓ How they kept each other positive
- ➢ The GROW model and how it can be used to coach each other
- ➢ Individual action planning (traffic light)

Review personal objectives and close.

Self-Awareness and Perception

Number of days: 1 day   **CPD Points: 6**

Programme Introduction: Understanding how you see yourself in relation to others and the world around you – your self-awareness or self-perception - is vitally important. What is also important is being in touch with your feelings and emotions. This needs to take place before you can begin to understand others, understand your interactions with them, and what impact you have on those around you. Emotions are not about being soft or fluffy - they are vital in helping to make hard, direct management decisions. Managing your emotions well can mean managing your life with more influence and impact.

Learning outcomes: At the end of this programme the delegate will be able to:

➢ Describe their understanding of who they are; what their core purpose is, what their values are and what limits their success.
➢ Investigate how they perceive themselves, so they can develop better self-awareness of who they are and how they relate to others
➢ Determine what, when, why, and how different emotions impact upon their thoughts and actions
➢ Identify how to manage their emotions and feelings more effectively to have the impact that they need
➢ Discover how to be persistent in their pursuit of personally relevant and meaningful goals

The Programme includes:

Welcome, introduction, review personal objectives
➢ What is Self-Awareness? Defining Self-Awareness
  ✓ Self-Limiting Beliefs
  ✓ Understanding Values
➢ Self-Regard - Boosting your Self-Esteem
  ✓ The Nature of your Behaviour
  ✓ The Strengths in your Behavioural Focus
➢ Management and Awareness of Emotions
  ✓ Emotional States, Moods, Traits and Styles
  ✓ Working with and Handling Emotion
➢ Self-Actualisation - Determining your Core Purpose in Life
  ✓ Goals and Goal Setting
  ✓ Working with your Core Purpose

Review personal objectives and close.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Distress Tolerance

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Emotional stress is challenging to deal with. Some of us have learned how to cope with stressful situations as children, while others never developed adequate coping skills. The ability to tolerate distress and to cope with it in a healthy way is as crucial for Health practitioners as it is for patients, especially in the current context where added pressure can be sorely felt by all.

Doctors also need to promote wellbeing. They can help patients develop the Distress Tolerance skills that will increase their wellbeing and independence, and can help to reduce self-harm, hospital admissions and treatment drop-out. This course is intended to support both patients and staff to develop crisis skills and strategies, as highlighted by Dialectical Behaviour Therapy (DBT).

Aims

- To increase knowledge and understanding of distress tolerance
- To help develop strategies to cope with stress and improve wellbeing
- To develop the delegates' skills and ability to teach Distress Tolerance skills to their patients/clients, individually or in groups, while applying some of Dialectical Behaviour Therapy's (DBT) principles and philosophy

Learning Objectives - At the end of this course, the delegates will be able to

➢ Demonstrate a greater awareness of the negative impact of stress
➢ Define distress tolerance and what may lower it
➢ Identify what can exacerbate distress in the current context and environment, in order to prevent or tackle crisis
➢ Name 5 principles and 8 benefits of Dialectical Behaviour Therapy (DBT); explain its philosophy and purpose to increase distress tolerance
➢ Name DBT's 4 behavioural skills and explain their 'dialectical' qualities
➢ Learn 8 Distress Tolerance skills or techniques to tackle distress in times of crisis, and teach them to patients/clients with a range of conditions
➢ Run Distress Tolerance skills group

The Programme Includes:
➢ A comprehensive guide to understanding and tackling ongoing stress
➢ Psychosocial theories to increase self-awareness and emotional literacy
➢ A practical and relevant overview of Dialectical Behaviour Therapy (DBT)
➢ Effective distress management and stress reduction techniques for all
➢ A Distress Tolerance skills toolkit to help clients handle emotional crisis

FIRST THOUGHT TRAINING
PROFESSIONAL - MOTIVATIONAL - DELIVERY

Managing Stress within the NHS

Number of Days: 1   **CPD Points: 6**

Programme Introduction: The Health and Safety Executive (HSE) stated that in 2014/15 440,000 people in the UK reported a work related stress that was at such a level it was making them ill. That's around 40% of all work related illnesses. Pressure and some stress can be motivating but once it reaches a certain level it can result in serious illness. The NHS is constantly facing high levels of stress and it is important to protect the workforce. This programmer will explore the causes of stress and how to recognize the symptoms before they take hold.

This programme is relevant for both the individual worker and also the manager.

Learning Outcomes: By the end of the programme, the delegate can:

➢ Define Stress and 4 ways it impacts on both personal and professional situations
➢ Understand the triggers associated with stress and name 8 Warning Signs
➢ List 6 of the main symptoms of stress
➢ Relay the 6 management standards required to support staff in the work-place
➢ Outline 3 prevention/managing stress techniques

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ What is stress?
➢ The difference between Stress and Pressure
➢ Primary Work Place Stresses
➢ Recognising symptoms of stress
➢ The Workplace: Duty of Care
➢ HSE: 6 Management Standards:
    ✓ Demands, Control, Support, Relationships, Role, Change
➢ The role of the manager
➢ Awareness and preventing workplace stress
➢ Preventing Exhaustion and Saying No
    ✓ Reasons and Solutions
➢ Relaxation techniques
➢ Review learning outcomes

Managing Poor Performance

Number of Days: 1   **CPD Points: 6**

Programme Introduction: Managing poor performance is one of the most stressful aspects of any manager's role. It is imperative that managers can assess and interpret an underperforming member of staff and offer the correct level of support whilst maintaining relationships. This programme has been designed to address the main types of performance issues and will explore how to effectively manage them.

For every hundred men hacking away at the branches of a diseased tree, only one will stoop to inspect the roots. – *Chinese proverb.*

Learning Outcomes: By the end of the programme, the delegate can:

➢ Understand three reasons for poor performance
➢ Identify3 of the early signs of poor performance
➢ Use 3 assessment tools and select the appropriate response in a practical setting
➢ Demonstrate coaching techniques and explain GROW stage by stage and 3 of the questions used to improve an individual performance
➢ State the three parts of the KIM model and 2 of its advantages to the coach
➢ Create a plan to monitor and move forward the individual and team using 10 elements

The Programme Includes:

➢ What is poor performance?
➢ The NHS and maintaining performance
➢ The relationship between performance and Stress
➢ Signals of a colleague in difficulty
➢ Early detection
➢ Armstrong and Baron
    ✓ Defining Performance Management
    ✓ Elements to consider
➢ The GMC and managing poor performance
➢ Raising performance issues- Clear Communication
➢ The KIM model
➢ Performance Assessment/Appraisal
➢ Giving and receiving performance feedback
➢ Mentoring and Coaching
➢ Identifying areas of improvement
➢ Moving forward and setting a plan
➢ Review learning outcomes

This is a highly interactive course, delegates will be asked to prepare examples of poor performance to be used within activities throughout the day.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Job Planning and Negotiation

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: Job Planning has been used within the NHS since the late 1990's and aims to ensure that the organisation has the correct staffing levels in the right places, to ensure that patients are safe and the business can be resourced in the right way.

The Job Plan forms part of the Doctors contract and informs pay progression. This workshop will highlight the main areas of the Plan and give confidence to attendees to negotiate their own Job Plan to achieve maximum productivity and satisfaction.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Identify 4 types of PA's and work requirements in each
➢ Name 10 elements of the Job Plan which should be included and explain why?
➢ List 3 requirements of evidence for both Threshold 1 and 2
➢ Name the 4 stages for a successful negotiation
➢ Describe 4 of your own (personal) variables / bargaining chips
➢ Define SMART and how it affects the plan

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda.

How job planning is linked to the 2008 SAS Grade Contract (and for broader use, link to 2008 consultant contract) including Public funding, Workforce numbers, Objectives, Contractual Obligations.

➢ **Module 1: Background to Job Planning:**
   ✓ What is a Job Plan? including Prospective nature, Types of professional activities, PA's, SPA's and timetables
   ✓ Writing your Job Plan- what to include
   ✓ The Job Plan Review meeting
   ✓ Appeals

➢ **Module 2: Progression through the Thresholds:**
   ✓ Progressing through threshold 1-the requirements
   ✓ Progressing through threshold 2-the requirements
   ✓ Appeals

➢ **Module 3: Negotiating your Job Plan**
   ✓ Identifying the structure for negotiation
   ✓ Assessing useful variables
   ✓ Setting your WEB
   ✓ Aiming for win/win
   ✓ Summary and review learning outcomes.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Interview Confidence-Gaining your Ideal Job

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: This workshop is for existing Consultants and other Doctors applying for Consultant positions within all specialties. It will help towards providing you with both the tools and resources to prepare more effectively for your forthcoming interview. From the outset, it is important to recognise that this interview will comprise of a series of conversations, the aim of which are to determine, firstly, if you are competent and qualified to carry out the duties of the post on offer, and, secondly, if you are the most suitable doctor to take up this role out of all the qualified and competent doctors who have also applied for this post?
The aim of this programme is straightforward. In a competitive market-place, where NHS funding is static, there are more candidates for Consultant posts than ever before. How do you get that position? You have to differentiate yourself from the rest! We aim to give you the skills, competencies and confidence to make you the best candidate for the role. That is our true target.

Learning Outcomes: At the end of this programme, the delegate can:

> ➢ Name 5 questions they may be asked and be prepared to deal with each one
> ➢ Name the 3 parts of rapport building and how to practically use them within an interview
> ➢ Explain 5 areas which must be planned before the event
> ➢ Define and develop 5 specialty specific questions
> ➢ Name 6 elements an interviewing panel may be looking for in a candidate
> ➢ Name 3 areas the GMC will want to have explored at interview
> ➢ Explain 5 ways to create impact within the interview

The Programme Includes:

> ➢ Introduction, collecting delegate expectations, explanation of agenda
> ➢ Preparing for your interview
>> ✓ Research and work place visits
>> ✓ Practice
> ➢ Interview techniques-using body language and assertiveness
>> ✓ Positioning and Attitude
>> ✓ Building rapport
> ➢ Types of questions you will asked
> ➢ Specialty specific questions
> ➢ What does the GMC require?
> ➢ Other than clinical questions, what else will the panel want to know?
>> ✓ Leadership and management and Teaching
>> ✓ Links to outside commitments
> ➢ Mock interviews (delegates have an opportunity to be both interviewer and interviewee)
> ➢ Feedback on interviews, record of learning and reflection

Consultant Interview Skills

Number of days: 1   **CPD Points: 6**

Programme Introduction: This workshop is for existing Middle Grades and Doctors applying for Consultant positions, of all specialties. It will help towards providing you with the tools and resources to prepare more effectively for your forthcoming interview.

At the outset, it is important to recognise that this interview will comprise of a **series of conversations**, the aim of which is to determine, firstly, if you are competent and qualified to carry out the duties of the post on offer, and, secondly, if you are the most suitable doctor to take up this role out of all the qualified and competent doctors who have also applied for this post.

This is a practical programme and offers you the chance to be interviewed by a panel of your colleagues, which represents what you will face at interview.

Learning Outcomes: At the end of this course, the delegate can:

➢ Name 5 questions they may receive and how to deal with each one
➢ Name the 3 parts of rapport building and how to practically use them in interview
➢ Explain 5 areas which must be planned before the event
➢ Define and develop 5 specialty specific questions
➢ Name 6 elements an interviewing panel may be looking for in a candidate
➢ Name 3 areas the GMC will want to have explored at interview
➢ Explain 5 ways to create impact within the interview

The Programme Includes:

Pre-course reading of 'questions likely to be asked'.

➢ Welcome, Introductions and expectations

➢ Preparing for your interview
➢ Interview techniques-using body language and assertiveness
➢ Types of questions you will asked
➢ Specialty specific questions
➢ What does the GMC require?
➢ Other than clinical questions, what else will the panel want to know?
➢ Mock interviews (delegates have an opportunity to be both interviewer and interviewee

➢ Feedback on interviews, record of learning and reflection

Clinical Supervision

- ***Accredited by the AoME, in partnership with Logic Training***

Duration: 1 day   **6 CPD points**

Programme Introduction: The purpose of clinical supervision is to provide a safe and confidential environment for staff to reflect on
and discuss their work and their personal and professional responses to their work. The focus is on supporting staff in their personal and professional development and in reflecting on their practice.

This workshop will help Clinical Supervisors to understand their roles and responsibilities and how to support trainees through working closely with them.

The programme is mapped to the 7 GMC Framework areas which are shown against each topic area. Number 7 domain states: 'Continuing Education as an educator' which maps to each topic.

Learning Outcomes: At the end of the workshop, delegates will be able to:

- ➢ Name 5 of the CS roles and duties
- ➢ List and explain the 4-part reflective process
- ➢ Name 2 benefits to the patient, the Supervisee and the NHS which can be gained by effective Clinical Supervision?
- ➢ Name and explain 3 methods of teaching Trainees
- ➢ Name the 4 Learning Styles and explain each one and the benefit to the CS
- ➢ Describe 4 techniques or key skills to create rapport and empathy with your Supervisee.

The Programme Includes:

Introductions, expectations, course agenda

Module 1: Introduction and background:
- The aims of Clinical Supervision   Domains 1,2,5,6
                                                                 AoME domain 5

- What is Clinical Supervision?   AoME domain 5

- The role of the Supervisor and Supervisee   AoME domain 5

- Clinical Governance and the Clinical Supervisor Domains 1,2,6
                                                                 AoME domain 5

- Encouraging Reflective Practice?   Domains 1,2,3,4
                                                                 AoME domains 2, 3

Module 2: CS Roles and Responsibilities:
- Initial meeting with your Trainee   Domains 1,5,
                                                                 AoME domains 1,5

- Key communication skills   Domains 1, 2, 3,

	AoME domains 2,3
- Encouraging value in clinical education	Domains 4, AoME domains 2,3
- Providing regular and appropriate feedback	Domains 1, 2, 3, 4, 5, 6, AoME domains 3,5
- Understanding of Work Place Based Assessments	Domains 2,4, AoME domain 3,5
- Liaising with Educational Supervisors	Domain 6, AoME domain 5
- The curriculums / s	Domain 1,5,6, AoME domain 4,5

Module 3: Knowledge and Skills Required:

- Knowledge of equality and diversity	Domains 2,3, AoME domains 1,2,3
- Work Place Based Teaching and coaching	Domains 1,2,3,4, AoME domains 2,3
- Learning styles	Domains 2,3,4, AoME domain 2
- Teaching Techniques	Domains 1,2,3, AoME domain 2
- Assessment and Feedback rules	Domains 1,3,4, AoME domain 2,3
- Understanding and Teaching ethics	Domains 1,2,3,6, AoME domain 2,3
- Understand the GMC role for Clinical Supervisors	Domains 1,2,3,4, AoME domain 2,3,5

Timings: 0900 to 1630

This workshop maps to the 7 domains for educational excellence required by the AoME and GMC. These will be highlighted to delegates at each stage of the workshop.

Educational Supervision

- *Accredited by the AoME, in partnership with Logic Training*

Duration: 1 day   **6 CPD points**

The Academy of Medical Educators (AoME):

Educational Supervisors have a pivotal role to play in the management and leadership of the educational programmes they are involved with. There are standards (core Medical Educator values) which must be met during this process related to the management, leadership and governance of medical education.

These include the knowledge and ability to manage personal education time and resources effectively, an understanding of how to deliver intended educational outcomes, taking professional responsibility for their own role in local education and the roles and responsibilities of statutory and other regulatory bodies in the quality assurance of medical education.

Educational Supervisors must be fully aware of the standards expected of the Clinical Supervisors' role and the levels of expertise needed to fulfil that commitment. The 5 core values outline these values along with descriptors. This will be sent as a link- http://www.medicaleducators.org/Professional-Standards prior to attendance and a review will be held at the workshop.

Pre-workshop:

Essential reading of the Academy of Medical Educators Core Values and 5 domains prior to the workshop is essential as it sets the scene for the day.

Course Aims: The Educational Supervisors' role is to help and guide the student or trainee to plan their training and achieve agreed learning outcomes. S/he is responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the clinical training placement and/or series of placements.

This programme will help Educational Supervisors to understand their role and differentiate it from that of the Clinical Supervisor, and utilise practical help so their trainees can achieve their potential and succeed in their chosen specialty as a doctor.

The programme is mapped to the 7 GMC Framework areas which are shown against each topic area and the 5 core values of the AoME's.

Learning Outcomes: By the end of this programme, delegates will be able to:

➢ List the 5 core values of the AoME and explain the ES's responsibility towards them
➢ Identify and name 5 of the ES roles and responsibilities
➢ Name 4 ways to train their Clinical Supervisor and how to assess them
➢ List the 7 Domains for Educational Excellence
➢ Outline 5 discussion points from each meeting with their Trainee
➢ Name 5 skills needed for the ES role

Programme Includes:

Welcome, introduction, review personal objectives

Module 1: The Roles and Responsibilities of an Educational Supervisor:

- Educational Management and Leadership	Domains 1,2,5,6, AoME domain 5
- Educational Supervision and Feedback	Domains 1,2,5,6, AoME domain 5
- The role of assessment in learning	Domains 1,4, AoME domains 3,4,5
- Using portfolios as a learning and assessment tool	Domains 1,4, AoME domains 3,4,5
- Supporting and Managing a Trainee in Difficulty	Domains 1,2,3,4,5, AoME domains 1,2, 3,
- Supporting Career decision making	AoME domain 5
- The importance of encouraging Reflection	AoME domain 2

Module 2: Understanding the role of your Clinical Supervisor/ s:

- Recruitment of Clinical Supervisors	AoME domain 5
- Their training and education	Domains 1,2,4,5,6, AoME domains 1, 2, 5
- Required standards for your trainers (skills)	Domains 1,2,3,4, AoME domains 1,2,3,5
- The 7 educational excellence standards (AoME and GMC)	Domains 1-7 AoME domains 1-5

Module 3: Conducting Meetings with your Trainees:

- Initial	Domains 1,5,6, AoME domains 1-5

- Mid-Point	Domains 1,5,6, AoME domains 1-5
- End of Rotation	Domains 1,5,6, AoME domains 1-5
- Other doctors in Training	Domains 1,2,3,4,5,6, AoME Domains 1-5

Module 4: Knowledge and Skills Required for the ES role:

- Coaching, Mentoring and Pastoral Care	Domains 1,5,6, AoME domain 2,5
- Career support	Domains 5,6, AoME domain 5
- Learning agreements and understanding Trainee needs	Domains 5,6, Domain 5
- Assessment and Appraisal	Domains 5,6, AoME domain3,
- Principles of ARCP / RITAS	Domains 1,2,3,5,6, AoME domains 3,4,5
- Managing Trainees in Difficulty via your CS	Domains 1,2,3,5,6, AoME domains 2,3,5
- Basics of Quality Control	Domains 1,4,5,6, AoME domains 2,3,5

Check expectations have been met and set action plan / reflection

Record of Learning & Action Plans

Timings: 0900 to 1630

NB: the programme maps to the 7 domains for Educational Excellence as outlined by the AoME and GMC. During the workshop, these will be highlighted to the delegates as above.

Educational Supervision, Incorporating supported return to training and trainees in difficulty

Duration: 1 day   **CPD points: 6**

Introduction-The Academy of Medical Educators (AoME):

Educational Supervisors have a pivotal role to play in the management and leadership of the educational programmes they are involved with. There are standards (core Medical Educator values) which must be met during this process related to the management, leadership and governance of medical education.

These include the knowledge and ability to manage personal education time and resources effectively, an understanding of how to deliver intended educational outcomes, taking professional responsibility for their own role in local education and the roles and responsibilities of statutory and other regulatory bodies in the quality assurance of medical education.

They must also be aware of HEE's **SuppoRTT** policy and processes as appropriate, to ensure that a high-quality training environment and individualised support are provided to all postgraduate medical trainees, regardless of their personal circumstances.

Educational Supervisors must be fully aware of the standards expected of the Clinical Supervisors' role and the levels of expertise needed to fulfil that commitment. The 5 core values outline these values along with descriptors. This will be sent as a link- http://www.medicaleducators.org/Professional-Standards) prior to attendance and a review will be held at the workshop.

Pre-workshop:

Essential reading of the Academy of Medical Educators Core Values and 5 domains prior to the workshop is essential as it sets the scene for the day. Also, to familiarise them- selves with HEE's guidance on the supportRTT (return to training) for doctors, who for whatever reason, have taken leave from their roles and are now wanting to continue their career. The link is www.hee.uk/return to training.

Course Aims: The Educational Supervisors' role is to help and guide the student or trainee to plan their training and achieve agreed learning outcomes. S/he is responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the clinical training placement and/or series of placements.

This programme will help Educational Supervisors to understand their role and differentiate it from that of the Clinical Supervisor, and utilise practical help so their trainees can achieve their potential and succeed in their chosen specialty as a doctor.

The programme is mapped to the 7 GMC Framework areas which are shown against each topic area and the 5 core values of the AoME's.

Learning Outcomes: By the end of this programme, delegates will be able to:

➢ List the 5 core values of the AoME and explain the ES's responsibility towards them
➢ Identify and name 5 of the ES roles and responsibilities
➢ List and explain 4 ways to create a supportive culture for doctors returning to training and doctors in difficulty
➢ Name 4 ways to train their Clinical Supervisor and how to assess them
➢ List the 7 Domains for Educational Excellence
➢ Outline 5 discussion points from each meeting with their Trainee
➢ Name 5 skills needed for the ES role

Programme agenda:

Welcome, introduction, review personal objectives

Module 1: The Roles and Responsibilities of an Educational Supervisor:

- Educational Management and Leadership	Domains 1,2,5,6, AoME domain 5
- Educational Supervision and Feedback	Domains 1,2,5,6, AoME domain 5
- The role of assessment in learning	Domains 1,4, AoME domains 3,4,5
- Using portfolios as a learning and assessment tool	Domains 1,4, AoME domains 3,4,5
- Supporting and Managing a Trainee in Difficulty	Domains 1,2,3,4,5, AoME domains 1,2, 3,
- Supporting Career decision making	AoME domain 5
- The importance of encouraging Reflection	AoME domain 2
- Understanding the role of your Clinical Supervisor/ s:	AoME domain 1-4
- The 7 educational excellence standards (AoME and GMC)	Domains 1-7

Module 2: Supported return to training and managing the trainee in difficulty:

- HEE's aims and objectives in supporting return to training	Domain 1-4
- Developing a supportive culture	Domains 5,6,7
- Managing the trainee in difficulty	Domains 1-7
- Skills and competencies needed	Domains 5,6,7

Module 3: How to Conduct Meetings with your Trainees and supporting returning trainees:

- Initial	Domains 1,5,6, AoME domains 1-5
- Mid-Point	Domains 1,5,6, AoME domains 1-5
- End of Rotation	Domains 1,5,6, AoME domains 1-5
- Other doctors in Training	Domains 1,2,3,4,5,6, Domains 1- 5

Module 4: Knowledge and Skills Required for the ES role:

- Coaching, Mentoring and Pastoral Care	Domains 1,5,6, AoME domain 2,5
- Career support	Domains 5,6, AoME domain 5
- Learning agreements and understanding Trainee needs	Domains 5,6, Domain 5
- Assessment and Appraisal	Domains 5,6, AoME domain3,
- Principles of ARCP / RITAS	Domains 1,2,3,5,6, AoME domains 3,4,5
- Managing Trainees in Difficulty via your CS	Domains 1,2,3,5,6, AoME domains 2,3,5
- Basics of Quality Control	Domains 1,4,5,6, AoME domains 2,3,5

Check expectations have been met and set action plan / reflection
Record of Learning & Action Plans

Timings: 0900 to 1630

NB: the programme maps to the 7 domains for Educational Excellence as outlined by the AoME and GMC and the guidance shown in the HEE's supportRTT programme. During the workshop these will be highlighted to the delegates as above.

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Managing Complaints

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: As the NHS strives for greater consistency in the ways that it improves services to their patients, it has an underlying obligation to patients to understand their expectations and deliver against them. One of their key strategies is to reduce the number of verbal and written complaints. This workshop studies those written complaints, which the NHS must deal with in a timely and fair way for the public. It will also focus on what the NHS constitution says are the rights of the individual, the doctor and how the NHS will support you, the doctor. This programme has been designed to ensure Doctors are aware of their own responsibilities when a complaint occurs but also of the support they can expect to receive.

Learning Outcomes: At the end of this programme, the delegate can:
➢ Document 3 elements of the NHS constitution
➢ List and understand the 3-part process of how a complaint should be dealt with
➢ Highlight 4 communication requirements which must be maintained when dealing with the complainant
➢ Describe the 4 stage process for reflection with regards to improving the local health service
➢ Name and describe the 6 principles of Clinical Governance

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda

Module 1: The rights of the patient, doctor and what the NHS pledges for both:

➢ Delegate perception of numbers of complaints and what the public complain against
➢ Reviewing the NHS Constitution
➢ How a complaint is dealt with
    ✓ The obligation of the department or hospital
    ✓ Individual responsibility
    ✓ Complaint investigation
➢ Parliamentary and Health Service Ombudsman
➢ Judicial Reviews

Module 2: Dealing with Complaints in a practical manner: What the doctor and complainant should expect

➢ Writing acknowledgements
➢ Dealing with complaints where you have been cited as part of the team
➢ Grammatical insight
➢ Templates

Module 3: Complaints: A reason for Service & Clinical Improvement:

- ➢ Lessons Learnt
- ➢ The Reflection process
- ➢ Clinical Governance
- ➢ Clinical Audit
- ➢ Moving forward
- ➢ Review personal objectives
- ➢ Review Leaning Outcomes

Gaining Recognition: Understanding the GMC and AoME Educator Standards

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: The GMC have put in place new arrangements for the formal recognition and approval of Clinical and Educational Supervisors. This requires local Health Authorities to be responsible for recognising and forwarding these candidates across to the GMC for approval. Appraisers have been given the task of spending time discussing evidence of either role with the doctor at their appraisal during the Revalidation process.

This one-day workshop has been designed to assist any doctor who formally or informally teaches, educates, coaches or facilitates others, to understand their roles and responsibilities in order to gain recognition.

Aim: This programme provides an overview of the 7 domains for Professional Standards for Medical Educators.

What does it mean for attendees?

To be recognised as a Clinical or Educational Supervisor trainers will be required to document evidence from the domains, as indicated below, to demonstrate their engagement in educational activity:

Clinical Supervisor	Domain	Educational Supervisor
✓	1. Ensuring safe and effective patient care through training	✓
✓	2. Establishing and maintaining an environment for learning	✓
✓	3. Teaching and facilitating learning	✓
✓	4. Enhancing learning through assessment	✓
	5. Supporting and monitoring educational progress	✓
	6. Guiding personal and professional development	✓
✓	7. Continuing professional development as an educator	✓

This programme will focus on the core skills required to undertake both the Educational and Clinical Supervisors role related to training, using the 7 domains quoted above as the agenda. We will also use a reflective template for delegates to use on the course for use at their own appraisal.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Identify and explain the 7 domains
➢ Name 3 ways to ensure that their teaching is aimed at patient safety and is risk averse, and how to maintain an environment for learning
➢ Name 2 differentiators as a professional educator between facilitation, teaching, coaching and presentations
➢ Understand assessment structure and name 3 ways to assess and feedback to trainees at any level
➢ List and explain the 4 career stages the GMC encourage delegates to discuss with trainees
➢ Name 5 ways that you will continue to improve your practice as an educator through reflection of the programme

This programme is very inter- active with case studies and hands-on exercises and scenarios to reinforce the learning.

Additional and recommended full day courses available:

1. Ensuring Safe and Effective Patient Care
2. Establishing the correct environment for learning
3. Effective Teaching and Facilitation
4. Enhancing Learning through Assessment
5. Supporting and Monitoring Educational progress
6. Guiding Personal and Professional development
7. Continuing professional development as an educator

Motivational Interviewing

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: Motivational Interviewing is a method that focuses on facilitating and engaging motivation within the individual in order to change behaviour. Motivational Interviewing is a goal-oriented, person centred counselling style for eliciting behaviour change by helping people to explore and resolve ambivalence. The main principle of this approach is around negotiation as opposed to conflict.
In healthcare, it is a directive, patient-centred counselling style that aims to help patients explore and resolve their ambivalence about behaviour change. It combines elements of style (warmth and empathy) with technique (e.g. focused reflective listening and the development of discrepancy).

Aims:

➢ To give delegates the opportunity to understand and explore the key areas of Motivational Interviewing and practice using their own skills.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Clearly define Motivational Interviewing
➢ Name 3 of the main principles
➢ Define and practice the 4 key personal skills
➢ Understand, define and explain the 4 central principles of Motivational Interviewing
➢ Name and use the 4 stages in the process

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda

➢ **Module 1: The Background to Motivational Interviewing**
  ✓ What is it by definition?
  ✓ What are the main principles?

➢ **Module 2: Key Skills required or desired**
  ✓ The importance of active listening and evaluation
  ✓ Reflecting
  ✓ Checking own and subjects understanding
  ✓ Seeking clarification

➢ **Module 3: The central principles of Motivational Interviewing**
  ✓ Creating an empathetic environment
  ✓ Dealing with discrepancies
  ✓ Sidestepping resistance
  ✓ Supporting self-efficacy

> **Module 4: Using Questions**
>   - ✓ Understanding of existing situations
>   - ✓ Helping to define issues or challenges
>   - ✓ Creation of self- implications
>   - ✓ Personal solutions to affect changing behaviours and reducing objections to change

Delegates will work on given cases to enable practice of key skills in order to test understanding.

Making a Business Case

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: Today, NHS Trusts have to operate robust internal business case processes, and maintain a transparent audit trail in order to demonstrate value for money in all decisions relating to the use of all its resources. Nowadays, use of funds and budgets will only be permitted upon completion of the business case proforma. No capital will be available until a business case has been approved (usually) by the Trust Executive Group. Expenditure above budget on a speciality basis will require authorisation by Executive Teams through this process. The Trust Board will receive a report on a monthly basis detailing any expenditure incurred outside this process and authorised levels.

All projects and some complicated tasks require a full or part business case.

Aim:

➢ To give delegates the opportunity to understand and then prepare a business case.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Name the 5 stags in a Business Case proforma
➢ Describe the 4 elements of SWOT
➢ List and explain 5 ways to compare options
➢ Name 4 benefits which relate to business cases
➢ Name and explain 3 types of milestone which may be outlined in the project
➢ Describe 4 elements which could be included in the Revenue Analysis

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda

Module 1: Business Case Proformas and Executive Summary

➢ What are they by definition?
➢ Their importance in the process
➢ Who should we communicate to?

Module 2: Option Appraisal

➢ Starting the evaluation criteria – how have you evaluated the alternative options?
➢ Key assumptions underpinning the option
➢ Key financial indicators – net revenue impact, capital cost, net present value
➢ Risk assessment using LEPEST and SWOT analysis

Module 3: Recommendation of preferred options and benefits realisation

- ➢ Why is this the preferred option?
- ➢ What criteria was used to ascertain this?
- ➢ Who is responsible for delivering the savings?
- ➢ When will the savings be realised?
- ➢ How will the realisation of the savings be demonstrated?
- ➢ How will service quality be affected?

Module 4: Project Timetable

- ➢ All timelines stated
- ➢ Key Project Milestones
- ➢ Resources required

Module 5: Financial analysis

- ➢ Financial summary
- ➢ Detailed Revenue Analysis

Delegates will work on a Business Case they are currently developing or a case given by the facilitator so they can build their case as the workshop moves forward.

Understanding the NHS and the Politics within

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: The NHS has been described in many different and reverential ways. From a 'National Treasure' to 'it belongs to the people-politicians leave it alone'. It is a complicated organisation of some 1.7 million individuals, all trying to work together as one big team to deliver health-care to a nation.

This workshop looks at the way that the NHS works and how the power is distributed, creating a myriad of politics in its wake. From the humble beginnings of the organisation to the huge employer it is today, work your way through the minefield of politics at a local and high level.

Learning Outcomes: At the end of this programme the delegate can:

➢ Name 3 reasons the NHS was created
➢ Name 7 of the structures within the organisation
➢ Define 2 differentiators between Primary and Secondary Care
➢ Describe the 4 stages of how the NHS receives its' funding
➢ List 5 ways to detect that a colleague is playing political games

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda
➢ **Module 1: Background to the NHS**
  ✓ Humble beginnings-5th July 1948
  ✓ Statistics for the Organisation
  ✓ Time line of changes
  ✓ 50's, 60's, 70's, 80's, 90's, 2000's, 2010's

➢ **Module 2: Power and Structure**
  ✓ Secretary of State for Health
  ✓ Department of Health
  ✓ NHS England, Wales and Scotland
  ✓ Clinical Commissioning Groups
  ✓ Health and Well – Being Boards
  ✓ Public Health England
  ✓ Vanguards
  ✓ NHS Foundation and NHS Trusts
  ✓ Primary and Secondary Care

➢ **Module 3: How is the NHS funded?**
  ✓ In England, Wales and Scotland
  ✓ Trusts in Deficit-what happens?

➢ **Module 4: Politics**
- ✓ Definition
- ✓ What can you influence?
- ✓ Examples of local politics
- ✓ Strategies to deal with politics
- ✓ How did the Francis report change the NHS?
- ✓ LEPEST – external factors which drive politics

Close, check expectations and ensure learning objectives are met.

Human Factors in the NHS-creating a Patient Safety Culture

Number of Days: 2 Days   **CPD Points: 12**

Programme Introduction: Human factors is the science of understanding human behaviour and is applied and related through this workshop in the healthcare market-place. Human factors has been defined as: "Enhancing clinical performance through an understanding of the effects of teamwork, tasks, equipment, workspace, culture, and the organization on human beings and their behaviour.

The workshop sets out to firstly define what Human Factors are, then to set out the strategies for a manager, individual or department to ensure they are doing everything possible to eliminate (as far as possible) risk to patients, and then study the personal and individual skills required to take personal responsibility for the success of patient safety.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Name 4 elements of a Strategic Safety Culture
➢ Name the 7 steps to Patient Safety and explain each one
➢ Define 4 ways to analyse issues and find the root cause
➢ Describe the 4 stages of the GMC model for Reflection
➢ List 4 personal skills needed to enhance your Patient safety skills

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda

➢ **Module 1: Background to Human Factors and creating a Patient Safety Culture**
  ✓ Human Behaviour
  ✓ System design and Safety
  ✓ What is a Safety Culture?

➢ **Module 2: Seven steps to Patient Safety**
  ✓ Building a safety culture
  ✓ Leading and supporting Staff
  ✓ Integrating your risk management activity
  ✓ Promoting reporting
  ✓ Involving and communicating with patients and public
  ✓ Learn from and share safety lessons
  ✓ Implement solutions

➢ **Module 3: Engaging with Clinicians and staff**
  ✓ Analysing the root cause of issues and incident decisions
  ✓ The Duty of Candor
  ✓ Medical errors
  ✓ The Reflection process and its' use in learning experiences

> **Module 4: Personal skills to support and enhance your own behaviours in creating a Patient Safety Culture**
>   - ✓ Effective communications
>   - ✓ Organisation, analysis and assessment
>   - ✓ Influence and persuasion
>   - ✓ Assertiveness
>   - ✓ Being pro-active
>   - ✓ Positive attitudes to patient well-being

Close, check expectations and ensure learning objectives are met.

Human Factors

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: Human factors is the science of understanding human behaviour and is applied and related through this workshop to the healthcare market-place. Human Factors has been defined as: "Enhancing clinical performance through an understanding of the effects of teamwork, tasks, equipment, workspace, culture, and the organization on human beings and their behaviour.

The workshop sets out to firstly define what Human Factors are, then set out the strategies for a manager, individual or department to ensure they are doing everything possible to eliminate (as far as possible) risk to patients and then study the personal and individual skills required to take personal responsibility for the success of patient safety.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Name the 7 steps to Patient Safety and explain each one
➢ Define 4 ways to analyse issues and find the root cause
➢ Describe the 4 stages of the GMC model for Reflection
➢ List 4 personal skills needed to enhance your Patient safety skills

The Programme Includes:

➢ Introduction, collecting delegate expectations, explanation of agenda

Module 1: Background to Human Factors and creating a Patient Safety Culture

- Human Behaviour
- System design and Safety
- What is a Safety Culture?

Module 2: Seven steps to Patient Safety

- Building a safety culture
- Leading and supporting Staff
- Integrating your risk management activity
- Promoting reporting
- Involving and communicating with patients and public
- Learn from and share safety lessons
- Implement solutions

Module 3: Engaging with Clinicians and staff

- Analysing the root cause of issues and incident decisions
- The Duty of Candor
- Medical errors
- The Reflection process and its' use in learning experiences
- Effective communications
- Assertiveness
- Being pro-active
- Positive attitudes to patient well-being

Close, check expectations and ensure learning objectives are met.

FIRST THOUGHT
T R A I N I N G
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Harassment and Bullying

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: Everyone should be treated with dignity and respect at work. Bullying and harassment of any kind are in no-one's interest and should not be tolerated in the workplace, but if you are being bullied or harassed it can be difficult to know what to do about it.

This workshop identifies examples of both harassment and bullying and provides strategies for dealing with both.

If you are a sufferer, have suffered or need to understand your limits when running your life or your team, then this course will help and support you.

Learning Outcomes: At the end of this programme the delegate can:

➢ Name 4 statistics relating to Harassment and Bullying from NHS related surveys
➢ Give at least one definition for both behaviours
➢ List 3 ways to promote a positive culture
➢ Name 5 elements of the Equality Act 2010
➢ Give 3 examples of harassment and 3 of bullying
➢ Name 5 types of discrimination
➢ Outline 4 strategies for dealing with harassment and bullying

The Programme Includes:

Welcome, agenda, learning outcomes and check expectations

Module 1: How big a problem of harassment and bullying is there in the NHS?

- Surveys
- Statistics
- Roger Kline-the silent epidemic in the NHS
- Tackling bullying Call to Action in the NHS

Module 2: What constitutes harassment and bullying?

- Definitions for both behaviours
- Promoting a positive culture
- Case studies and good practice

Module 3: What does the law say?

- The Equality Act 2010
- Examples of harassment and bullying
- When it might happen
- What is discrimination and what is included
- Is bullying against the law

Module 4: What to do if you are bullied

- If I'm harassed or bullied what should I do?
- How do I make a grievance?
- How should my employee re-act?
- What strategies are there to prevent both behaviours

➢ N.B. Cases are used which have established precedents in law.

'Lean Management'

Number of days: 1   **CPD Points: 6**

Programme Introduction: Are you targeted to deliver constant quality, service improvement? Let us help and support you to achieve your goals with this exceptional, practical programme which provides the key, basic ingredients to become a leaner organisation.

The NHS's greatest strength and expertise lies in practical, quality, service improvement. They have years of experience in clinical patient pathway re-design which supports improved patient experience and outcomes. This programme has been designed to help staff understand the management and leadership aspects of their role with the clear focus on improving service, and building on skills they have already acquired.

Learning Outcomes: At the end of this programme, the delegate can:

➢ Understand how patient safety and clinical risk management are at the core of continuous improvement in a healthcare setting and name 5 of those processes
➢ Explain how to develop the 5 leadership capabilities to improve services
➢ Develop a Lean thinking and processing system and culture and list 4 of the values which might be used
➢ List how to build a structure of a lean project & name the 4 stages involved
➢ Discover process mapping and name 4 of its' usefulness and flexibility in the work-place
➢ Use 3 of the correct project tools to improve the efficiency of the service
➢ Investigate 4 issues and 'bottle' necks using root cause analysis
➢ Understand the 7change process and use force field analysis to identify need for change
➢ Build SWOT and STEEPLE into analysis programmes and list all component parts for each one and describe their uses
➢ Understand and name the principles of lean 6 sigma
➢ To build and lead a team and organise 4 resources to deliver the practical improvements identified.

The Programme Includes:

➢ Introductions, check expectations and learning outcomes

Module 1

➢ What is continual improvement and lean management?
  - The theories and practicalities of both topics
  - How do we (as leaders) create the right culture for lean>
  - Creating a culture of values

Module 2:

➢ Developing quality and lean management
- 4 stage planning
- What is process mapping and how does it benefit your quality programmes?
- Resourcing your quality improvement projects and targets
- Identifying different analytical tools to help define bottlenecks

Module 3:

➢ Internal and external pressures
- What is STEEPLE and what does it enable us to do?
- SWOT what is it and how it can be used
- What the Japanese have taught us about quality improvement

Module 4:

➢ Utilising resources
- Communication
- Training
- Building a team ethos-how?

Close, check expectations and reflection

Curriculum Mapping

Number of Days: 1 Day   **CPD Points: 6**

Programme Introduction: One of the key areas for Medical Educators is the ability to plan and prepare in a pro-active way, how a curriculum is to be mapped against the programme and sessions aligning to the said curriculum.

Curriculum mapping is the process indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators)

This workshop will help attendees with their own planning and preparation based around the programme they are leading, with emphasis on a coherent curriculum, or aligned curriculum, that is (1) well organised and purposefully designed to facilitate learning and (2) free of academic gaps and needless repetitions. And finally (3) aligned across lessons, courses, subject areas and grade levels.

Learning objectives: By the end of this programme, delegate can:

  ➢ Name 5 of the planning protocols
  ➢ State at least one definition of the topic
  ➢ Define 4 of the topics in the Pacing Guide and define what they are used for?
  ➢ List 4 teaching methodologies and demonstrate usage of 2
  ➢ Name the three assessment tools required
  ➢ State and define 4 areas to consider in training and supporting Clinical Supervisors and Teaching staff.

The Programme Includes:

Introductions, expectations, course agenda

Module 1: Introduction and background to Curriculum Mapping:

  - Definition and understanding / overview of topic
  - Planning techniques
  - Curriculum alignment
  - How is a curriculum map created?
  - Understanding curriculum learning outcomes / objectives

Module 2: Pacing Guide:

  - Maps
  - Scoping
  - Sequencing
  - Matching standards

- Calendars
- Road maps
- Highway alignment
- Horizontal and Vertical Curves

Module 3: Teaching Methodology:

- 1 to 1 four stage process
- Coaching
- Facilitating
- Seminars and preparation
- Self- study
- Case based discussions

Module 4: Assessment methodology:

- Mini Cex
- DOPS
- TAB

Module 5: Working with Clinical Supervisors and other trainers

Close, reflect and check expectations

Timings: 0900 to 1630

This workshop maps to the 7 domains for educational excellence required by the AoME and GMC. These will be highlighted to delegates at each stage of the workshop. A template will be used for practice.

Work Placed Based Assessments

Number of Days: 1 Days   **CPD Points: 6**

Programme Introduction: The pressure on doctors to work and supervise their junior colleagues and other peers has never been higher. This programme is designed to enable individual doctors to work with a number of assessment tools and build tips and techniques to ensure they are using them correctly, fairly and consistently. By its' nature, it will be a practical programme.

Learning objectives: By the end of this programme, delegates can:

➢ Understand what Work-placed based assessments are
➢ Identify their roles and responsibilities within the assessment
➢ Understand the roles and competencies required within the Medical Education Faculty
➢ Explain how to apply Millers Pyramid
➢ Understand and apply in-work assessment tools for both Foundation and Specialist trainees
➢ Demonstrate competence in providing educational feedback in a range of different clinical scenarios
➢ Assess colleagues in their assessments of others
➢ Practically apply the skills and receive feedback

The Programme Includes

➢ Welcome, introduction, review personal objectives
➢ What is Work-place based assessment (WPBA).
➢ The roles and responsibilities for **effective** WPBA
➢ Educational supervision-who can assess who?
➢ Assessment definitions & the key principles
➢ Understanding and using Millers pyramid
➢ Helping to build a learning portfolio and linking to PDP's
➢ Errors in assessment
➢ Feedback behaviours, barriers, reactions and principles
➢ Practical assessment skills and behaviours
➢ Practical assessments using recognised tools.

Certificate of Eligibility for Specialist Registration

Number of Days: ½ day   **CPD Points: 3**

Programme Introduction: This course has been designed for Doctors who wish to join the Specialist Register by applying for a Certificate of Eligibility for Specialist Registration.

The journey through CESR can often be long, and often people do not know the correct process or what the application fully entails. This half day programme has been designed in order to give delegates an overview of the application process in order to decide if this route is the right choice for them. Delegates will leave the session with a deeper understanding of what will be expected and the types of evidence they will be required to collect and submit.

Learning Outcomes: By the end of this programme, the delegate can:

➢ Explain the application process and the 3 specific parts
➢ Identify the types of supportive documentation required for submission
➢ Understand and list the 3 aspects of the appeals process if unsuccessful.

Programme Includes:

Module 1 – The process for Application

➢ Who can apply? Am I eligible?
➢ Planning to apply – what must be done
➢ Using the Application form

Module 2: Evidence

➢ Components of a successful CV
➢ The GMC Domains and supportive evidence
➢ Validating your evidence and certificates

Module 3: Successful and unsuccessful applications

➢ The process and time frames if you are successful
➢ The appeals process if your application is unsuccessful
➢ Additional resources and support

Review personal objectives and summary

Advanced Presentation Skills

Number of Days: ½ day   **CPD Points: 3**

Programme Introduction: This highly participative half day course has been specially designed to give participants the **practical** techniques, knowledge, skills and confidence necessary to enable them to deliver effective, high level presentations to a variety of audiences and situations.

Learning Outcomes: By the end of this programme, the delegate can:

➢ Explain how nerves manifest themselves and how to overcome them
➢ Demonstrate effective use of your voice and the techniques used to maximise its' impact
➢ Identify the key body language behaviours of a professional presenter, and also how to recognise what the audiences body language is saying to you
➢ Learn how to position questions from your audience to maximize and maintain control
➢ Write key headlines to deliver maximum impact
➢ Design and deliver a short presentation during the session

Programme Includes

The Fears of Presenting:

➢ The underlying fears of making presentations
➢ How do we overcome those fears?
➢ Practical tips and techniques

Know your Audience:

➢ Who is it aimed at?
➢ How can we research?
➢ What time have we got?

Use of the Voice/ Body language:

➢ Projecting into your audience
➢ Light and shade, pitch and tone
➢ Effective use of your own body and identifying and eliminating mannerisms
➢ Reading the language of your audience

Structuring a presentation:

➢ Using mind mapping as a planning tool
➢ Procedure/ Information / Summary
➢ Writing key headlines & attention grabbers

Questions & Answers

➤ Exercising control
➤ Dealing with awkward situations

Practical Exercise

➤ During the programme delegates will design and deliver a short presentation to colleagues

Certificate of Eligibility for Specialist Registration

Number of Days: 1 day   **CPD Points: 6**

Programme Introduction: This course has been designed for Doctors who wish to join the Specialist Register by applying for a Certificate of Eligibility for Specialist Registration.

The journey through CESR can often be long, and often people do not know the correct process or what the application fully entails. This full day programme has been designed in order to give delegates an overview of the application process in order to decide if this route is the right choice for them. Delegates will leave the day with a deeper understanding of what will be expected and the types of evidence they will be required to collect and submit.

Learning Outcomes: By the end of this programme, the delegate can:

➢ Explain the application process and the 3 specific parts
➢ Identify 6 of the types of supportive documentation required for submission
➢ Understand and list the 3 aspects of the appeals process if unsuccessful.
➢ List and understand the 9 component parts of an acceptable CV
➢ Write and explain the 4 component parts of the Pro-forma

Programme Includes:

Module 1 – The process for Application

➢ Who can apply? Am I eligible?
➢ Planning to apply – what must be done
➢ Primary and secondary evidence
➢ Using the Application form
➢ The rules of application:
  - Documentation
  - Contacts
  - Royal Colleges and their participation
  - Time-lines

Exercise: Practice at filling in pro-forma

Module 2: Evidence

➢ Components of a successful CV
➢ The 4 GMC Domains and collating supportive evidence
➢ Validating your evidence and certificates
➢ Using the new Pro-forma applications
➢ Selection of Referees and communication with them

Exercise: determining evidence collection and weighting in each domain

Module 3: Successful and unsuccessful applications

➢ The process and time frames if you are successful
➢ The appeals process if your application is unsuccessful
➢ Additional resources and support needed
➢ Fees and costs

Exercise: Build an action plan to prepare for application with time lines

Review personal objectives and summary

The Patient Experience and Continuous Improvement

Duration: 1 day   **CPD points: 6**

Introduction: As individuals, we all experience things differently and as patients, a good experience of care and ongoing treatment is extremely important and linked closely to clinical effectiveness, safety and continuous improvement. This programme has been designed to outline what 'patient experience' is and to explore its importance within the NHS as a whole. Based around the Patient Experience Improvement Framework from NHS Improvement, we will link the importance of the patient experience to areas such as leadership, organisational culture and reporting and lessons learnt.

Learning Outcomes: By the end of this programme, delegates will be able to:

➢ Explain what is 'Patient Experience'
➢ Understand the 5 components directly linked to improving the patient experience
➢ Understand and explain the GMC 4 stage process of reflection
➢ Explain the 4 GMC Good Medical Practice Domains and link them to Quality Improvement
➢ Understand how to use the Assessment tool from the Patient Experience Improvement Framework.
➢ Identify the current strengths and weaknesses of your organisation when linked to the patient experience

Programme agenda:

Welcome, introduction, review personal objectives

➢ What is 'patient experience'?
➢ The importance of the patience experience within the NHS
➢ Overview of the Patient Experience Improvement Framework
➢ The 5 components
  • Leadership, Organisational Culture, Compassionate Care, Staffing Levels, Reporting and Lessons Learnt
➢ Handling difficult situations and/or complaints
➢ The benefit of reflection for the organisation
➢ The GMC 4 stage reflection process and how this links to continuous improvement
➢ Using the Assessment tool
  • Organisational Diagnostic
  • Strengths, weaknesses and
  • Benefits and outcomes
➢ Future Planning

Review personal objectives, Action plan and close

Harassment and Bullying / Building Self-esteem and Confidence

Number of days: 1   **CPD Points: 6**

Programme Introduction: Everyone should be treated with dignity and respect at work. Bullying and harassment of any kind are in no-one's interest and should not be tolerated in the workplace, however, if you are being bullied or harassed it can be difficult to know what to do about it. This programme identifies examples of both harassment and bullying and provides strategies of dealing with both. If you are a sufferer, have suffered or need to understand your limits when running your life or your team, then this programme will help and support you.

Learning Outcomes: At the end of this programme, the delegate will be able to:

➢ Name 4 statistics relating to Harassment and Bullying from NHS related surveys
➢ Give at least one definition for both behaviours
➢ List 3 ways to promote a positive culture
➢ Name 5 elements of the Equality Act 2010
➢ Give 3 examples of harassment and 3 of bullying
➢ Name 5 types of discrimination
➢ Outline 4 strategies for dealing with harassment and bullying

The programme Includes:

Welcome, agenda, learning outcomes and check expectations

Module 1: How big a problem of harassment and bullying is there in the NHS?

➢ Surveys
➢ Statistics
➢ Roger Kline-the silent epidemic in the NHS
➢ Tackling bullying Call to Action in the NHS

Module 2: What constitutes harassment and bullying?

➢ Definitions for both behaviours
➢ Promoting a positive culture
➢ Case studies and good practice

Module 3: What does the law say?

➢ The Equality Act 2010
➢ Examples of harassment and bullying
➢ When it might happen
➢ What is discrimination and what is included
➢ Is bullying against the law

Module 4: What to do if you are bullied and how to build self-esteem

- ➢ If I'm harassed or bullied what should I do?
- ➢ How do I make a grievance?
- ➢ How should my employer re-act?
- ➢ What strategies are there to prevent both behaviours
- ➢ Building self-esteem - what is low self-esteem?
- ➢ How do you build confidence?
- ➢ Developing resilience?

Review personal objectives, Action plan and close

FIRST THOUGHT TRAINING
PROFESSIONAL · MOTIVATIONAL · DELIVERY

Undermining and Bullying of SAS doctors

Number of days: 1   **CPD Points: 6**

Programme Introduction: These topics have been evident in the work-place for years and only the 1997 Harassment Act brought some relief and recourse for sufferers. This programme identifies examples of being undermined, harassed and bullied and provides strategies for dealing with them. If you are a sufferer, have suffered or need to understand your limits, then this workshop will help and support you.

Learning Outcomes: At the end of this programme, the delegate will be able to:

➢ Understand the Harassment 1997 Act and its clear outlines in law
➢ Define what all three topics mean
➢ List common examples of being undermined, harassment and bullying to enable a strategy to be implemented in their work-place
➢ Understand differences between direct and indirect harassment and bullying
➢ List some of the reasons why we rely on these strategies to inflict misery on our fellow human beings
➢ Define the protection under the law and on a local basis for sufferers

The Programme Includes:

➢ Welcome, expectations and introduction
➢ Review personal objectives
  • Open forum on undermining others, harassment and bullying topics led by course facilitator
  • Introduction to Harassment Act 1997 and what it says

➢ Defining Undermining, Harassment and Bullying
  • Protected characteristics
  • Prohibited conduct
  • Adjustments for disabled people
  • Supplementary discrimination
  • Harassment and victimisation

➢ Bullying at work-why do we do it?
➢ Direct and indirect discrimination
➢ Implications of harassment and bullying
➢ What you have a right to expect
➢ Recourse available to victims and protection available
➢ Strategies for dealing with being undermined, harassment and bullying

Review personal objectives, Action plan and close

NB. Cases are used which have established precedents in law.

Personal Safety and Professional Boundaries

Number of days: 1   **CPD Points: 6**

Programme Introduction: Practitioners must know what constitutes appropriate professional practice. They need to maintain boundaries that can keep them and their clients safe. The client or patient is in a vulnerable position and may be unaware of the boundaries of a professional relationship. It is the practitioner's responsibility to assist clients with understanding the nature, aim and limits of this relationship. Healthcare practitioners are legally bound to maintain a relationship based on care plans and goals that are therapeutic, both in intent and outcome.

Aims

➢ To increase delegates' knowledge and understanding of personal and professional boundaries that lead to safe and therapeutic relationships
➢ To increase their knowledge and understanding of the responsibilities and confines of their role and duty, as a service provider's employee
➢ To improve staff and clients' safety as a result of the above.

Learning Outcomes: At the end of this course, the delegate can:

➢ Assess the potential for blurred boundaries and their consequences
➢ Understand the importance and role of professional boundaries, within any health, social care, or other therapeutic setting
➢ Demonstrate a raised awareness of *power imbalance* and how it may affect clients
➢ Demonstrate an increased ability to maintain professional relationships that benefit their clients and their care, and do not place them or themselves at risk
➢ Identify and actively prevent boundary transgressions

This programme includes:

Welcome, introduction, review personal objectives

➢ Reflection and self-assessment in regard to professional boundaries
➢ Continuum of professional behaviour and 'zone of helpfulness'
➢ 'Caring' versus 'carrying'
➢ Social media and other online forms of communication
➢ Boundaries as a tool to support safety, vision and professional goals
➢ Challenges of upholding boundaries and how to overcome them

Solution – Focused Brief Therapy (SFBT)

Number of days: 1   **CPD Points: 6**

Programme Introduction: This course is aimed at practitioners who wish to improve short-term interventions' delivery and outcomes by using this simple, yet highly effective, approach to psychotherapy based on *solution-building*, rather than *problem-solving*.

Knowledge and skills developed can be successfully applied across a range of contexts and groups. Solution-focused principles and techniques enable practitioners to work more effectively in assessment, formulation and intervention approaches, even with complex or challenging presentations.

Aims

➢ To develop or consolidate knowledge and skills in counselling and talking therapy using simple Solution-focused Therapy techniques
➢ To develop skills to improve positive outcomes for people who seem 'stuck' and identify practical ways to help them achieve their goals.

Learning Outcomes – At the end of this course, the delegate can:

➢ Undertake a Solution-focused-based approach, and to deliver (1-to-1 and group) interventions to help resolve ongoing issues
➢ Communicate and engage more effectively with service user groups experiencing a range of mental health issues, and with their families
➢ Demonstrate increased competence in responding to individuals' needs, while increasing hope by using goal-directed approaches
➢ Be able to act as a referral source and active team member for clients who wish to gain more independence and control over their lives
➢ Provide opportunities for enhancing self-awareness and reflection that will positively impact service users' health, wellbeing and recovery.

This programme includes:

➢ When SFBT can be used and how it works
➢ Goals identification and/or clarification
➢ Contract negotiation
➢ Preferred future and related history
➢ Solution-focused model and questions
➢ Solution-focused conversations and scales