

*Providing bespoke training for  
Healthcare Professionals*

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## Course Directory -New Courses for 2022

1. Cultural Competence	Page 3
2. Medical Appraiser- Upskilling and Coaching	Page 4
3. Principles- Quality Improvement Projects	Pages 5-6-7
4. Finding Personal Balance and Empowering Patients	Page 8
5. Wellbeing, Self -Compassion and Self Care	Pages 9-10
6. Facilitation Skills	Pages 11-12
7. Reflection and Reflective Writing	Pages 13-14
8. Breaking Bad News	Pages 15-16
9. Self Expression	Page 17

## Cultural Competence

**Number of Days: Half a day (2.5 hours)**

**CPD Points: 3**

**Programme Introduction:** The NHS is a culturally diverse workforce, bringing skills and expertise from across the globe to keep our nation healthy. Differences in backgrounds and upbringings can result in varying ways of perceiving the world, as well as differing behaviours and communicating styles. These differences can – on occasion – cause confusion, hurt, and even conflict within the work environment.

The aim of this programme is to explore culture's influence on perceptions, behaviours and communication styles. Developed for Educators, this workshop will enable delegates to improve their cross-cultural understanding and communication, to improve workplace harmony and effectiveness.

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

- Explain Hofstede's 6 dimensions of culture and be able to apply this knowledge
- Describe the difference between Passive / Assertive / Aggressive
- Describe the 3 steps of questioning to apply when seeking to understand behaviours
- Give feedback using the Situation, Behaviour, Impact model
- Structure a request in a clear (unambiguous) and motivational manner

### **The Programme Includes**

- Introduction, Learning Outcomes and Personal Objectives
- Cross-cultural background and diversity within the NHS
- Hofstede's six Dimensions of Culture; their common characteristics and impact
  - ✓ Focus on elements that most commonly cause issues between NHS staff
- The use of questioning to understand what is driving behaviours of trainees
- Using the Situation, Behaviour, Impact Model to deliver feedback
  - ✓ Identifying & structuring the relevant information ahead of the conversation
  - ✓ Reducing stress before entering into a potential conflict conversation
- Definition of Assertiveness, and how to apply this in an educational situation
- How to give an unambiguous request for changes in behaviour to a trainee
- Reflection and Learning Journal
- Course Close

## Medical Appraiser Upskilling and Coaching:

**Duration: 1 day**

**6 CPD points**

**Programme Introduction:** This one-day programme provides an example of a practical approach to appraiser training and skills development. It is specifically designed to ensure that appraisers are reminded of core elements required as NHS Appraiser's. It will continue the process of developing skills in individuals and allow them to continue as first-class appraisers.

**Learning Outcomes: At the end of the programme, the delegate will be:**

- Reminded of the core principles and processes underpinning medical appraisal for revalidation and explain 4 of each
- Confident about their own skills in delivering and writing up an effective medical appraisal for revalidation for a colleague listing 4 skills.
- Developing an understanding of the importance of at least 3 key communication skills when conducting an appraisal
- Able to review their own organisational competencies and develop appraisal schedules for doctors, using 3 principles
- Able to link PDP's with CPD requirements and Job plans (where required) and name 3 connections.

### **The Programme Includes:**

Introduction, collecting delegate expectations, explanation of agenda

- Medical Appraisal – a reminder of the Process
- What skills does an appraiser need?
- Required qualities and characteristics of an Appraiser
- Active Listening techniques
- A reflective process and what an appraiser will seek
- Questioning Skills:
  - Motivational interviewing
  - Coaching and what makes a good coach?
  - Questioning techniques
  - Giving and Receiving Feedback
  - Handling unexpected or serious concerns that arise during the appraisal discussion

Close, check expectations and reflect

## Principles of Quality Improvement Projects

**Duration: 1 day (2 days if linked with QI in action)**

**6/12 CPD Points**

Are you targeted to deliver constant service improvement? We thought so! 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.

**Who should attend:** All personnel who have to achieve quality targets and run a more efficient department.

**Programme Introduction:** The NHS's greatest strength and expertise lies in practical service improvement. They have years of experience in clinical patient pathway re-design which supports improved patient experience and outcomes. This programme is designed to give you a taste of what is expected of you to enable you to deliver your targets. This programme is designed to help staff understand the management and leadership aspects of this role with the clear focus on improving service, and building on skills they have already acquired. A management project of relevance and meaning to the organisation is undertaken to build on skills acquired and add value.

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

- Understand how patient safety and clinical risk management are at the core of continuous improvement in a healthcare setting and explain 5 elements to support this.
- Name 6 skills to show leadership capability to improve services
- To develop a Lean thinking and processing system and culture building on 5 stages
- Discover process mapping and its' usefulness and flexibility in the workplace explaining 5 key points
- Naming and using the 5 of the correct project tools to improve the efficiency of the service
- To investigate issues and 'bottle' necks using root cause analysis and 3 other methods of analysis
- Understand and explain the 5-stage change process and use force field analysis to identify need for change
- Building SWOT and STEEPLE into analysis programmes, understand the reasoning and explain the 4 component parts of SWOT and the 6 component parts of STEEPLE
- Explain 3 of the principles of lean 6 sigma
- Building and leading a team and organising resources to deliver 6 practical improvements (minimum).

### **The Programme Includes:**

Introduction, collecting delegate expectations, explanation of agenda

- Patient safety and clinical risk
- Leaders working with Lean
- Developing a lean system and process
- Background to Process Mapping
- Developing your project
- Identifying issues and 'bottle-necks' in your systems
- The 5-stage process of change management
- Understanding SWOT and STEEPLE as analytical tools
- An overview of Six Sigma and modern JIT processes
- How to build a project team

Close, check expectations and reflect

### **Course Benefits:**

By using their own 'live' case study, participants will be able to immediately practice their learning giving it a practical outcome. Delegates will have the opportunity to build real skills and competencies to enhance their career progression

At the close of the workshop, which is very practical in nature, there will be time for reflection and development of an action plan

## Quality Improvement in Action

**Linked to: Principles of Quality Improvement projects:**

**Duration 1 Day:**

**6 CPD Points**

While there are many different definitions of **quality improvement**, the Health Resources and Services Administration (HRSA) defines it as “systematic and continuous **actions** that lead to measurable **improvement** in health care services and the health status of targeted patient groups.”

The aim of this programme is to enable delegates who attended the Principles of Quality Improvement to:

- Critically evaluate the theoretical background to the concept of improvement science
- Develop critical awareness of quality improvement principles, approaches and application to service delivery

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

- Critically discuss the concept of improvement science
- Compare and contrast quality improvement approaches and tools in practice
- Critically evaluate the quality improvement journey within the context of their own department / organisation
- Critically reflect on the culture of quality improvement in their organisation
- Utilise critical reflection of new learning to devise appropriate strategies to deliver quality improvement in practice using existing or new projects

## Finding Balance and Empowering Patients

**Number of Days: 1**

**CPD points: 6**

**Aim:** To help SAS doctors achieve better balance in their work and home life. The second part of this course will look at how clinicians can empower their patients

**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 programme will assist delegates to take responsibility and to have the skills to plot a route to achieving a work / life balance that works for them. Delegates will then turn their attention to their patients: we will explore models and skills to empower patients, so they become active participants in their own care to reach self-identified health and wellbeing goals.

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

- Describe the 4 dimensions of a balanced life (Physical, Social, Spiritual, Mental) and why inclusion of each of these is important
- Demonstrate The Wheel of Life tool, and how it helps explore our current levels of balance
- List 5 of the most common reasons people fail to implement change - and strategies to overcome them
- Understand the 5 most common barriers to patients feeling empowered
- Define and understand the 6 components of Health Coaching
- Develop personal skills in self-management education
- Understand and utilise the GROW coaching model

### The Programme Includes:

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

Module 1: Achieve better balance in your work and home life:

- Defining 'balance'
- Identify your personal priority areas & reflect on the current status
- Identify your priority areas to change and your personal barriers
- The Wheel of life
  - Current level of balance
  - How can it be used
- The Grow Model
  - Its effectiveness
  - How can it be used?

## Module 2: Improve patient outcome by improving patient empowerment”

- Why it is important for patients to feel empowered?
- Questioning and empathic listening to identify the barriers by the patient
  - Options for overcoming each of the typical barriers
- Co-creating an effective and achievable treatment plan with the patient
  - Involvement, Encouragement and Motivation
- Creating a realistic action plan to improve balance in both the short and long term
- Health Coaching
  - The 6 components
  - Self-Management Education
- Communication Skills
  - Respectful and empowering Conversations
  - Shared decision-making techniques
  - Motivation, Self-efficacy, independence, and empowerment
- Review Learning Outcomes

## Well-being, Self-Compassion and Self-Care

**Number of Days: 1**

**CPD Points: 6**

**Aim:** To offer supportive strategies to promote good mental health for yourself and by extension your colleagues and your patients, thus following the ethos underpinning the vision for compassionate and inclusive leadership within the NHS.

**Programme Introduction:** As the heroes of the Pandemic, healthcare professionals have been under an inordinate amount of stress and pressure. Professor Michael West, a pioneer of compassionate and inclusive leadership within the NHS, has highlighted the significance of self-compassion as a pre-requisite for the ability to extend enhanced compassion to patients and colleagues. We aim to provide some psychoeducation to support you, our healthcare heroes thrive and not just survive the many challenges you face. Delivered by a therapist, this programme seeks to improve your self-awareness, self-care routine and self-compassion with a view to managing stress, preventing burnout and protecting yourselves from vicarious traumatisation.

**Learning Outcomes: By the end of the Programme the delegate will be able to**

- Identify the four key dimensions of self-care and their significance
- Understand the importance of placing value upon your feelings and learn healthy strategies to process them in order to build your emotional resilience.
- Identify and challenge 5 unhelpful thought processes you may have
- Understand and recognise the signs of stress, burnout and vicarious traumatisation
- Describe at least four strategies to support with stress, burnout and vicarious traumatisation
- Explain and use 3 grounding techniques to support yourself, your colleagues and your patients in times of emotional overwhelm.

### **The Programme Includes:**

Introduction, collecting delegate expectations, explanation of agenda

Module 1: Define Self-Care and its importance in the NHS

- A look at Research and Statistics
- An overview of the 4 dimensions of self-care
- Exploring the importance of 'physical' self-care

Module 2: Learning about and understanding 'emotional' self-care

- Understanding how to healthily process feelings and emotions
- Strategies to support with emotional processing
- An exercise to develop insight and understanding

Module 3: Learning about and understanding 'psychological' self-care

- 5 unhelpful thought processes and how to challenge them
- Learning about and understanding 'spiritual' self-care
- An exercise to apply these concepts into practice.

#### Module 4: Stress and Burnout

- Vicarious Traumatization
- Strategies to support stress, burnout and vicarious traumatization
- Three Grounding techniques

**Review learning outcomes and close**

## Facilitation Skills

**Number of days:** ½ Day

**CPD Points:** 3

**Aim:** The aim of this programme is to outline the key qualities of an effective facilitator, to build on current skills and to showcase how good facilitation skills can impact meetings and help achieve optimum results.

**Programme Introduction:** Effective facilitation skills are valuable for anyone who is in charge of a team or coordinating and managing meetings. Facilitation is the skill, of guiding others to solve problems and achieve objectives without simply giving advice or solutions. This programme has been designed to develop participants' facilitation skills and build their confidence when facilitating groups, whilst deepening their understanding of what good facilitation really is.

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

- Describe 4 of the key skills of an effective facilitator
- Identify 4 of the key tasks, tools and techniques for effective facilitation
- Assess needs & establish aims and 3 meeting objectives
- Confront and overcome 3 difficult situations and potential disruptions
- Use 3 facilitation skills to achieve optimum results
- Evaluate the outcomes of the facilitation process and understand their own facilitation style
- Explain 5 tools and techniques that will help them develop their style
- Identify how to motivate 4 different learning styles and personality types
- Use 4 of their new skills in supporting participants to think clearly and creatively, as well as working together productively
- Plan and facilitate a productive discussion and reach an agreement on action

**The Programme Includes:**

- Introduction, collecting delegate expectations, explanation of agenda
- What is facilitation and how does it differ from other meeting skills?
- The key skills required to control and motivate the audience
- Designing agendas, aims and meeting objectives
  - Planning a productive discussion
  - Reaching an agreement
  - Achieving results
- How to deal with difficult situations
- Using techniques to distribute questions amongst the audience
- Understanding different personality types and learning styles to aid motivation and inter-action
- Creating collaboration and engagement on-line
- Developing action plans and ways forward

**Review Learning Outcomes and close**

## Reflection and Reflective Writing

**Duration: 1 Day**

**6 CPD Points**

**Overview:** All Doctors (and others working in the Healthcare sector) should regularly reflect on their own performance, their professional values and contribution to any teams in which they work. They should ask for, and be prepared to act on, feedback from colleagues and patients, including via the outcomes of audits, appraisals and performance reviews, and through patient complaints and comments.

Reflective practice should therefore be embedded in your everyday practice in order to provide quality and holistic patient/client care.

### **Common aims of Reflection:**

- To deepen your own understanding of reflective practice and its potential impact on the quality of care delivered
- To enhance your personal and professional development particularly within the wider context of the clinical practice setting

**Course Introduction:** A key component of Appraisal and Revalidation is that the process has to be robust and challenging. Within this, the GMC requires Doctors to reflect on their practice and make decisions based around reflection which will help and support their appraisal.

This programme asks the question – ‘what is meant by reflection’ – and looks at the key skills and competencies needed to ensure the process is thorough.

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

- Understand and explain the GMC 4 stage process of reflection
- State 4 of the advantages of reflection
- Explain the 4 GMC Good Medical Practice Domains and link them to Quality Improvement
- Name 2 educational events which may be reflected upon
- List 5 powerful words which will enhance your writing skills

### **The Programme includes:**

- Welcome, outline agenda and learning outcomes, expectations and introductions

### **Module 1: What is reflection ?**

- The GMC stages for focussed reflection

- Advantages and disadvantages of focussed reflection
- Litigation and reflection
- What the patient should expect ( via the NHS Constitution )

### **Module 2: What should I be reflecting on?**

The Good Medical Practice Framework and Quality Improvement

- What do we mean by quality improvement?
- Kaizan meaning and practicalities
- Exploring the 4 Domains
- Significant events ( SUI's, near misses, unusual activities )
- Complaints and Compliments
- CPD educational activities
- Colleague and Patient Feedback

### **Module 3: Effective writing Principles:**

- Feelings and emotions in reflection
- Writing in free – hand and up-loading to your portfolio
- Using templates for focus
- Avoiding litigation in your reflection ( GMC guide-lines and recommendations )

**Time allotted for practice of writing and presenting Reflections to colleagues**

### **Module 4: Linking Reflection to:**

- Clinical Governance
- Appraisals
- Job Planning
- PDP's
- Complaints ( statistics and your role in the process )

**Close: Action points and plans for reflection.**

## Breaking Bad News

**Number of Days: 1 Day**

**CPD Points: 6**

**Programme Introduction:** Having difficult conversations and breaking bad news is often part of a healthcare professional's role. This Programme will explore how to adapt your own style to suit a variety of personality types and situations that arise when dealing with sensitive or emotional issues, whilst ensuring the news delivered is in a professional, polite, and effective manner.

Delegates will learn how to assert themselves in the most difficult situations and to adapt accordingly even when they may feel under pressure in difficult and uncomfortable situations. The programme will also address how to deal with conflict and resist manipulation.

The programme will be highly interactive with case studies and discussions throughout the programme.

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

- Understand and describe 3 different approaches sensitively depending on conversation type.
- Understand and describe the 4 behaviours and personality types and when to modulate your language to match
- Describe the difference between assertive and aggressive behaviours and define 6 components of assertiveness
- Prioritise the 4 different elements of a conversation
- Understand their own communication style and how to positively create 4 new behaviours
- Describe the 6 component parts of breaking bad news
- Prepare to break bad news

### **The Programme Includes:**

Introductions, agenda, learning outcomes and expectations

- Misuse of jargon
- Sharing of personal experiences
- 4 behaviours and personality types
- Understand how different personalities communicate
  - ✓ Why this is important when breaking bad news
- The different types and choices of conversations

- Using Emotional Intelligence
  - ✓ An Emotional Intelligence overview
  - ✓ Its importance between healthcare professional, patient and relative
- Using questions to ascertain the receptive nature of the recipient
- Communicating between/across different languages
  - ✓ Potential barriers and awareness
  - ✓ Whole Body Language
- Adapting your own personal style depending on situation
- The importance of active listening
- Breaking the bad news (or sensitive news)
  - ✓ Conversation examples
  - ✓ Working with strong emotions
  - ✓ Exercises
- Moving forward and action plan/reflection

## Self-Expression

**Duration: 1 day**

**6 CPD points**

**Introduction:** Self Expression according to various sources, is the expression of one's feelings, thoughts, or ideas, especially in writing, art, music, or dance (and many other areas).

In order to achieve different results, sometimes we need to make changes and approach things from a different perspective, so we need to look at our emotional, mental and physical state and understand who we are as individuals. This workshop will focus on building self-awareness in order to identify our individual drivers and values and also establish where we ultimately want to be in life and endeavoring to build confidence to express ourselves in the way we want. 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 to express themselves.

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

- Explain 5 barriers to expression yourself
- Work with 3 methods to improve confidence
- Identify 3 areas of your life which are affecting your thinking and actions
- Name and describe 4 personality types and how they impact on your potential
- Describe 3 different ways of 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 to unlock potential

**The programme Includes:**

- Introduction, collecting delegate expectations, explanation of agenda.

### **Module 1: Self-Expression-Background**

- What is it?
- Barriers to expression. Explore who or what smothers us
- How might we express ourselves? 20 different ways.
- Expressions-ways, forms and repressions

### **Module 2- The real you**

- 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, the roles you play and your emotional self, building self- esteem and resilience

### **Module 3 - Thinking and you**

- Your brain at work-pursuing intelligence, words and numbers, how perceptive are you, creative thinking.
- Overcoming mental blocks-daring to fail, assert your-self, positive actions.
- Building solutions, resolving issues.
- Risk taking
- Summary and test learning outcomes.