

help&care



working in partnership with

CEmPaC

Introduction to Practice Training

as a non-clinical practitioner in a clinical environment

(complete course 21 hours)

Pre-programme Overview

Introduction

The concept of patient activation or self-management recognises that people can, if given appropriate support, become confident and knowledgeable partners in their own care, making day-to-day decisions and judgments on how to effectively manage their health.

For some people, with complex health conditions and social circumstances, this journey may take many years, sometimes compounded by the health care system itself.

The role of Link Workers, Health & Wellbeing Coaches and Care Co-ordinators is to support the client in developing the knowledge, confidence and skills to manage their health, based on what matters to them.

The induction programme has evolved to support the training needs of this new and developing non-clinical team. It is essentially an Introduction to Practice as a non-clinical practitioner in a clinical environment. It aims to build on existing knowledge and competencies by providing opportunities for learning, discussion and reflection. In order to meet diverse learning styles, the sessions include facilitated discussion, paired or small group work, role play and signposts to further e-learning resources. Protected time for self-directed learning is also scheduled and a personal learning journal is recommended.

The induction course meets the learning outcomes for Level 1 of the Personalised Care Core Curriculum and introduces concepts of Level 2 which are followed up in more detail in the 8 Modules of Health & Wellbeing Coach training.

Overview of non-clinical roles

Health & Well-being Coaches, Social Prescribers and Care Co-ordinators depending on the role, clients receive support to:

- Identify what matters to them.
- Work through practical issues that the client is struggling with
- Help and support the client overcome blocks and barriers or if not, seek alternatives.
- Enable a patient / service user to find and use resources that would empower them to become self-managing.
- Helping the individual make sense of information and to use it to help them to take action.
- Achieve lifestyle related goals and other goals that help to improve health and emotional wellbeing.

These non-clinical roles complement clinical roles available in primary care and do not give advice or comment on treatments, medication, or the person's health condition.

Overview of curriculum

Topics covered are:

Setting the scene and overview	Skills and tools	Core tools and approaches	Useful techniques
<ul style="list-style-type: none"> • National and Local view of Personalised Care • Components of Personalised Care • Case studies 	<ul style="list-style-type: none"> • Introduce to the coaching model • Person-Centred Tool Kit • Spoons Theory & SMART goal setting models 	<ul style="list-style-type: none"> • Personalised care and support planning • Social prescribing • Supported Self-Management 	<ul style="list-style-type: none"> • Introduction • Collaborative agenda setting • Understanding importance of levels of knowledge skills and confidence • Goal setting • Using scaling • Working with ambivalence • Asking before advising • Problem solving activating people's thinking • Follow up

Level 1 - The learner will:		
Be aware of	Know	Understand
<ul style="list-style-type: none"> • The strengths and resilience that people, families, carers, and circles of support can have within themselves. • The concept of co-production and its importance to individual health and care, and in wider service design. • The importance of engaging and building rapport and relationships to create a safe environment where people and carers can share feelings, thoughts and ideas. • Local resources relevant to the discussion to which people can be signposted. • The importance of continually reflecting on whether services and process are optimal and opportunities to improve these further through co-production. • The impact that a range of social, economic, and environmental factors can have on outcomes for individuals, carers and their circles of social support. • The need for appropriate record keeping and information technology skills that capture and record conversations, decisions and agreed outcomes that make sense to people. 	<ul style="list-style-type: none"> • How to sensitively introduce subjects that a person might find challenging. 	<ul style="list-style-type: none"> • How mental and physical conditions commonly coexist and interact in any individual. • The importance of social networks and circles of support for individuals and their carers to lessen feelings of psychological or social isolation. • The impact of health inequalities and social determinants of health. • When and how to refer a person onto more specialised, tailored or intensive sources of support.

Learning Methods

The course utilises a range of learning methods:

e-Learning	A range of web-based learning resources provides information, skills demonstrations and links to additional learning.
Role play	Pair work using coaching techniques and role play. Discussion of sessions to assist in skills analysis, improvement and discussion.
Self-directed learning	Following up links to e-Learning for further reading. Inductees are encouraged to keep a learning journal.
Post induction	
Supervision and mentoring	On-going supervision and buddying with experienced peers to facilitate on-going learning, reflective practice and identification of further training needs.

The Course

The course is divided into 6 modules - each module equivalent to a half day training, totalling 21 hours in addition to the e-Learning.

<p>Module 1</p> <p>For attendees to know the:</p> <ul style="list-style-type: none"> • Course overview and be introduced to participants • Overview of National and Local view of Personalised Care • Overview of components of Personalised Care 	<p>Module 2</p> <p>For attendees to see how their non-clinical role fits in with Personalised Care, focussing on:</p> <ul style="list-style-type: none"> • Personalised care & Support Planning • Social Prescribing • Supported Self-Management <p>To introduce Person-Centred Tool Kit & how it can support work with clients</p>
<p>Module 3</p> <p>For attendees to know the health coach role</p> <ul style="list-style-type: none"> • To use a coaching mindset in their role • Be introduced to the coaching model: listening to the story /identifying the change • Skills practice 	<p>Module 4</p> <p>For Health & Well-being Coaches only. A detailed introduction to the tools and skills needed for:</p> <ul style="list-style-type: none"> • Goal setting & • Follow-up • Skills practice
<p>Module 5</p> <p>For Health and Wellbeing Coaches to:</p> <ul style="list-style-type: none"> • Review of the coaching model • Practice skills introduction, consent and GDPR/goal setting • Observe a demonstration and modelling • Reflect and pose their own questions 	<p>Module 6</p> <p>Introduction to the concept of Patient activation and how to adapt practice according to client's activation level.</p> <p>Introduction of outcome measurements:</p> <ul style="list-style-type: none"> • PAM • WEM

Supervision and training requirements

An inclusive supervision and support framework is available and attached with supporting documents.