

**Day One: Morning**

<b>Day One: Morning</b>	<b>'Lets Celebrate Health Care Assistants: Compassionate Care in Practice</b>
<b>Venue:</b>	<b>Indigo Conference Centre Ashworth Hospital 9am – 4 pm</b>
<b>Facilitator:</b>	Fiona Cassells MA (Health Research) RMN RGN RCNT RNT Cert. Ed. Clinical Skills Facilitator
<b>Overall Course Aims</b>	<p>a) Introduce the Health Care Assistant /support worker to their own <b>Code of Conduct</b> (giving a background to the <b>Francis Report and Cavendish Review</b> and the importance of the <b>Department of Health 6 C's</b>)</p> <p>b) Understand their <b>own role</b> in implementing the <b>recovery approach</b>; (what it means at different stages of the life span, instilling hope, new developments in recovery research, (Personality Disorder, brain development, nutrition and mental health and Depression)</p> <p>c) Increase awareness of developing your own <b>resilience and managing stress</b></p> <p>d) Introduction to the <b>Ward Stars Portfolio</b> (increasing health, social and recreational activities with service users.</p>
<b>Session 1 Learning outcomes</b>	<p><b>a) Discuss the seven standards of the HCA Code of Conduct</b>, (1) Accountability, (2) Privacy, Dignity, rights and wellbeing, (3) compassionate care, team work and collaboration, (4) communication users and carers (5) Respect and Confidentiality (6) Quality of health care and continuing professional development (7) uphold and promote equality, diversity and inclusion)</p> <p><b>b) Discuss Role of the Health Care Assistant in relation to the six C's</b> (care communication commitment courage compassion and competency)</p>
<b>Reading/Resources:</b>	Skills for Care and Skills for Health (2013) Code of Conduct for Health Care Assistants Department of Health
<b>Teaching Sequence:</b> Lets celebrate HCA's Introductory Power point  Ward Stars Wardipedia	<p>a) Introduce self, and participants, name labels for group, get into pairs (talk for a few minutes with someone you don't know then introduce them in two/three sentences)</p> <p>b) Course overview power point Human Rights (FREDA) background to any Code of Conduct. Talk about importance of protecting human rights. 6 C's in practice</p> <p>c) Computer session introduction to the <b>Ward Stars and Wardipedia websites</b> activity and feedback</p>
<b>Discussion group / working in pairs/activities:</b>	<p>a. In pairs, discuss a time when the care you gave was compassionate. What made it compassionate?</p> <p>b) In pairs, think of a person who has inspired you in your life describe their qualities to your colleague. What do you think you learnt from them? Now go on to discuss how role models can increase hope and inspire patients</p> <p>c) Complete the anonymous questionnaire (questions taken from Cavendish Report) (Voluntary activity)</p>

## Day One: Afternoon

<b>Afternoon Day One</b>	<b>Recovery Approach: Practical Aspects of Compassionate care</b>
<b>Venue:</b>	<b>Indigo Conference Centre Ashworth Hospital</b>
<b>Sessions 3&amp;4 1-30-4-30</b>	Session 3 Recovery: practical principles (from acute care, including observations through to community care (applying 6 C's to practice) Session 4 Resilience and Stress management as part of a recovery approach
<b>Facilitator:</b>	Fiona Cassells
<b>Aim(s):</b>	1) Outline latest developments in a recovery based approach, 2) Introduce the principles and the language of recovery and apply them to practice 3) Introduce the concept of Resilience and Stress management as underlying principles of recovery and also essential for taking care of yourself in the workplace
<b>Learning Outcomes: Power points</b> Attachment /personality Brain development across life span Resilience and Recovery	Discuss the role of the health care assistant as she/ he supports the person who uses the health service towards recovery. (Importance of looking after yourself, developing personal resilience and stress management) Discuss the importance of a hopeful and optimistic attitude and using recovery language. Discuss how the principles of a recovery approach are applicable across all mental health issues
<b>Reading/Resources:</b>	<a href="http://www.wardstars.org">www.wardstars.org</a> <a href="http://www.wardepedia.org">www.wardepedia.org</a> <a href="http://www.mind.org">www.mind.org</a>
<b>Teaching Sequence:</b> <b>Session 3 Recovery practical principles</b>  <b>Session 4 Resilience and Stress management as part of a recovery approach</b>	<b>Overview of the latest (bio-psycho and social) research on recovery</b> (Brain development and Attachment, Nutrition and Mental Health, Childhood Trauma and Psychosis, Brain development and Personality Disorder.) <b>Introduce and review recovery principles.</b> Specify what recovery means for a person with a personality disorder, and other mental health conditions, explain reasons for boundary and consistency within the recovery approach) (patient education, information and support for families and carers, activities, physical health care (sleep, stress management, nutrition and exercise) and the role of the immune system in recovery (importance of having fun, laughter and joy in daily life) make link here to the importance of Ward Stars Programme to recovery, and the practical application of IMAGINE framework and ward stars programme <b>Resilience and Stress Management</b> ways to build HCAs own resilience and also apply the principles of resilience to recovery, teaching patients to manage stress, and learn how to self soothe when distressed <b>Summary</b> remind group of Code of Conduct and what we have covered today
<b>Activities:</b>	<b>Recovery Case Studies</b> exercise in pairs <b>Resilience and Stress Management</b> exercises (your own health) Why resilience and stress management is so important for you.

## Day Two: Morning

<b>Day 2 Morning</b>	<b>Compassionate Care: Recovery Approach continued and Implementing the Ward Stars Activity Programmes</b>
<b>Venue:</b>	<b>Indigo Conference Centre Ashworth Hospital</b>
<b>Sessions 1&amp;2 9-30- 12.30</b>	<b>Compassionate Care: Reflection and application of Ward Stars programme</b>
<b>Facilitator:</b>	Fiona Cassells
<b>Aim(s):</b>	<ol style="list-style-type: none"> <li>1) To review what was discussed yesterday, the HCA Code of Conduct (in relation to human rights, recovery principles, boundaries, expected behaviours, use of positive recovery language, developing resilience in service users and ourselves)</li> <li>2) Outline how reflection can help improve the quality of care, improve the effectiveness of the Health Care Assistant in practice</li> <li>3) Application of Ward Stars Programme to practice</li> </ol>
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1) With reference to standard 3&amp;4 of the HCA Code of Conduct, discuss the application of compassionate care, team work and collaboration, communication with users and carers</li> <li>2) Define Reflection and outline its importance</li> <li>3) Discuss practical ways of increasing activities using the Ward Stars Resources on the web site</li> </ol>
<b>Reading/Resources:</b>	Skills for Care and Skills for Health (2013) Code of Conduct for Health Care Assistants Department of Health
<b>Teaching Sequence: Reflection</b>	<p>Simple model of reflection (What went well, even better if? (WWWEBI) or What? So What? Now What? How do we learn from experience?</p> <p>How does reflection as skill underpin the HCA Code of Conduct?</p> <p>What is 'self compassion' (reflection is not about beating yourself up! So how can it enhance reflective practice?</p> <p>Resilience and Stress Management ways to build HCAs own resilience and also apply the principles of resilience to recovery, teaching patients to manage stress, and learn how to self soothe, regulate their own emotion when they are distressed</p> <p>Helping patients be reflective and learn from their own experience to enhance their own recovery</p> <p>Discussion on what constitutes activities in a group</p>
<b>Resilience</b>	
<b>Activities:</b>	<ol style="list-style-type: none"> <li>1) <b>Reflective Exercise:</b> (in pairs) When was the last time you did an activity with a service user? Apply the reflective framework (WWWEBI) and see what you could have done to make it more effective</li> <li>2) <b>Involving Carers in activities</b> (reminiscence, individual and group)</li> <li>3) <b>Co consulting Exercise</b> in three's one person tell their story, (a work related issue) the other people listen actively without interruption for 5 minutes, then other people gives them feedback, ideas, positive reinforcement</li> </ol>

## Day Two:Afternoon

<b>Two Day Workshop</b>	<b>Afternoon Day 2: Where to now?</b>
<b>Venue:</b>	<b>Indigo Conference Centre Ashworth Hospital</b>
<b>Sessions 3&amp;4 1-30-4-30</b>	<b>Portfolio development, the ward stars (IMAGINE) programme and how it links to the role of the HCA in practice and to personal development plans</b>
<b>Facilitator:</b>	Fiona Cassells
<b>Aim(s):</b>	To bring together the concepts outlined over the two days (compassionate care, looking after yourself / recovery / resilience / stress management, the IMAGINE ward stars activities programme, the HCA Code of Conduct, the 6 C's reflective portfolios and links to personal development plans
<b>Learning Outcomes:</b>	Discuss how to develop the portfolio Discuss how the ward stars programme will be implemented and how the Clinical Skills Facilitator will support the HCA in practice Discuss further learning opportunities and individual learning needs
<b>Reading/Resources:</b>	Skills for Care and Skills for Health (2013) Code of Conduct for Health Care Assistants Department of Health
<b>Teaching Sequence:</b>	Facilitator sees the written reflective account of the Empathy star Demonstrate the teaching of an activity to the group (neuromuscular relaxation if facilitator thinks it is a safe activity in the classroom) Benefits of goal setting and mind mapping
<b>Activities:</b>  'Last word' 3pm -3.30 A Service user recovery story <i>"Compassionate care and my recovery"</i>	1) <b>Ward Stars</b> In pairs devise an activity based on the IMAGINE framework 2) <b>Relaxation as a practical skill:</b> how to teach neuromuscular relaxation or breathing exercises to people who use health services (may not be experiential depending on group) 3) In small groups <b>Devise a Mind Map</b> with the four key aims outlined and illustrate with colour and imagination, summarising what you have learnt over the two days (HCA code conduct, looking after yourself, resilience and recovery, and ward stars) 4) <b>Evaluation Questionnaire</b> for the two days 5) <b>Application of Ward Stars</b> Facilitator to make appointments to see each participant in their practice area