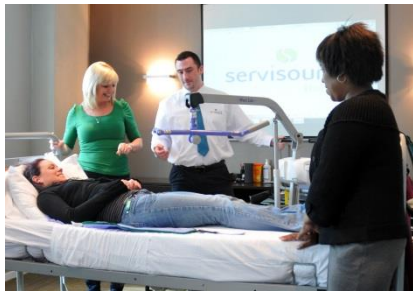


## COURSE DESCRIPTIONS

### PEOPLE MOVING AND HANDLING - DURATION 8 HOURS



Commonly known in the healthcare sector as 'manual handling' this course comprises of two main components, theoretical considerations and practical applications. The theoretical section involves introducing the issue of manual handling and the corresponding problem of back injuries in the workplace, legislation in this regard, following up with an explanation of safer handling practices. The most up to date information on patient risk assessment and considerations in terms of manual handling completes the theory section. The practical element follows the guidelines set out by the Dublin Area Teaching Hospitals. Inanimate exercises and people handling scenarios are explained, demonstrated and practiced with course records compiled during each course. Tasks include moving inanimate objects, pushing and pulling, standing and sitting the patient, walking the patient, rolling/moving the patient in a bed, sitting to sitting transfers, repositioning the patient in a chair and assisting the fallen patient. Throughout this there is an emphasis on independent living and how we can be of safe assistance in this regard, for both the staff member and the patient. This encourages minimal handling in the healthcare environment whilst promoting safe patient care.

### MANUAL HANDLING - DURATION 4 HOURS

Suitable for all business operations that involve the handling of loads, manual handling training is delivered under the Health and safety at Work, General Application Regulations 2007. The course comprises of two main components, theoretical considerations and practical applications. The theoretical section involves introducing the issue of manual handling and the corresponding problem of back injuries in the workplace, legislation in this regard, following up with an explanation of safer handling practices and risk assessment. The practical

section involves an explanation, demonstration and practice of the safe manual handling of inanimate loads to and from the ground and from a variety of heights. It also includes pushing



and pulling loads, supporting loads and team handling. A full course participation record is compiled during each course which is available to both the employee and the employer. Throughout the course emphasis is placed on avoiding unsafe practices and prevention of back injuries.

#### OCCUPATIONAL FIRST AID - DURATION 8 HOURS

“An employer shall designate at each place of work under the employers control the number of occupational first aiders as is necessary to give first aid at the place of work concerned”

SI No. 299 of 2007, Safety, Health and Welfare at Work (General Application) Regulations 2007.



Our one day first aid training is focused specifically on aiding employers to meet these requirements. We tailor the training to a given employee or workplace, showing them how to perform first aid for circumstances which may arise in their workplace. This will include cardiopulmonary resuscitation (CPR) with automated external defibrillator (AED) training to

American Heart Association standard. It also includes how to deal with a range of signs and symptoms including, bleeding, burns, broken bones and strains, choking, chest pain and dizziness. Our focus is on the practical aspect of the training ensuring that as much of the time as possible is spent practicing the scenarios likely to occur in a given workplace. A full course record is available at the end of all training and certificates are issued by Servisource Training.

#### NON-VIOLENT CRISIS INTERVENTION - DURATION 7 HOURS

This course aims to improve staff skills and knowledge in dealing with a variety of behaviours that challenge and how to identify and explore acceptable resolutions to this behaviour.



#### STAFF WILL LEARN:

- How to identify behaviours that could lead to a crisis.
- How to most effectively respond to each behaviour, to prevent the situation from escalating.
- How to use verbal and non-verbal techniques to defuse hostile behaviour and resolve a crisis before it becomes violent.
- How to cope with your own fear and anxiety.

CPI's Personal Safety Techniques for staff are also demonstrated and practised in this seminar to prepare staff to safely remove themselves and others from dangerous situations. The course is approved by the Crisis Prevention Institute and promotes their philosophy of Care, Welfare, Safety and Security.

## BLS HEALTHCARE PROVIDER - DURATION 8 HOURS



BLS (Basic Life Support) for Healthcare Providers aims to provide healthcare practitioners such as nursing staff and healthcare assistants with individual CPR (Cardiopulmonary Resuscitation) skills and to follow this up with their practical application in a team environment. The skills taught include adult, paediatric and infant CPR, use of bag valve mask and barrier devices, management of foreign body airway obstruction (FBAO), and use of AED's. The course is approved by

the Irish Heart Foundation and the American Heart Association and is widely recognised both nationwide and worldwide. All teaching is evidence based and in accordance to the training guidelines set down by the AHA, including theory and practical assessment.

## HEART SAVER AED - DURATION 4 HOURS

The Heartsaver AED Course teaches you the basic techniques of cardiopulmonary resuscitation (CPR), how to use an Automated External Defibrillator (AED) and the relief of choking, for adults, children and infants. An AED is a computerised defibrillator which analyses the heart rhythm of a person in cardiac arrest and uses voice prompts to advise you if a shock is needed. The AED is an important link in the chain of survival and this course teaches you how to use them effectively. The course is approved by the Irish Heart Foundation and the American Heart Association and is widely recognised both nationwide and worldwide. All teaching is evidence based and in accordance to the training guidelines set down by the AHA, and includes a practical assessment. It is suitable for most work sectors including homecare, hospitality and industry.



## INFECTION PREVENTION AND CONTROL - DURATION 3 HOURS



This short program aims to deliver to staff the simple and most effective knowledge and practices to reduce healthcare associated infections (HCAIs) in their workplace. The content is set out in accordance with the Health Management Institute of Ireland learning program topics include the chain of infection, hand hygiene technique and focus on when hand hygiene should be performed including the five moments. A short MCQ test paper is completed to finish.

## RECOGNISING AND RESPONDING TO ELDER ABUSE - DURATION 4 HOURS

The aim of this training programme is to increase knowledge and understanding of what elder abuse is. To give the knowledge and skills needed to identify abuse, mistreatment and neglect – including covert or hidden abuse or abuse in its early stages. To help identify care practices that might lead to or contribute to elder abuse and to understand the actions you need to take if you discover or suspect elder abuse is taking place.



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## HACCP LEVEL 1 AND 2 DURATION: 8 HOURS

**The course is made up of the following sessions:**

1. Food hygiene awareness and Contamination control
2. Food Delivery
3. Food Storage
4. Food preparation, Cooking & Hot Holding
5. Personal Hygiene
6. Pest Control, Premises & Cleaning Awareness
7. HACCP Awareness & Monitoring

Candidates complete a short test paper and the certificate is issued from SMC Food Safety Management Consultants.

Activity sheets, DVD and interactive questions are used throughout the training.

## MEDICATION MANAGEMENT - DURATION 3 HOURS

**Aim:** To develop participants understanding of the policy and practice of medication management to assist them in undertaking this aspect of care in a safe and accountable way

**Learning Outcomes:** At the end of the 3 hour unit of learning on medication management participants should be able to:

- Define medication management
- Describe the regulatory and legal framework relating to medication management
- Discuss key principles in medication management
- Discuss the cycle of medication management
- Prescribing
- Dispensing
- Storing

- Supplying
- Administering
- Discuss safety in medication management
- Outline key components of medication protocols

## PRESSURE AREA CARE

### PRESSURE ULCER PREVENTION

**Aim:** To enhance participant's knowledge and skills in delivering evidence based approaches to the prevention of pressure ulcers.

**Following the programme it is anticipated the participants will have achieved the following learning outcomes:**

- Describe risk factors for pressure ulcer development
- Describe the pathophysiology of pressure ulcer development
- Describe pressure ulcer classification systems
- Explore the elements of a comprehensive assessment of individuals at risk
- Examined factors that influence the selection and effective use of pressure relieving devices
- Describe team members role in the education of patients and carers in the prevention of pressure ulcers

**Duration:** 3 hours

**Audience:** Nurses & Healthcare Assistants

### PRESSURE ULCER MANAGEMENT

**Aim:** To enhance participant's knowledge and skills in delivering evidence based approaches to the management of pressure ulcers.

**Following the programme it is anticipated the participants will have achieved the following learning outcomes**

- Describe pressure ulcer grades
- Discuss the assessment of the patient/client to include
  - Holistic assessment
  - Ulcer assessment
  - Monitoring healing
- Outline the support surfaces used for pressure ulcer treatment
- Discuss the management of pressure ulcer wounds to include
  - cleaning
  - debridement
  - dressing
- Discuss pain assessment and management
- Describe the role of nutrition in the treatment of pressure ulcers

**Duration:** 3 hours

**Audience:** Nurses & Healthcare Assistants

## FIRE WARDEN/EVACUATION

Section 11(1) (c) of the Safety, Health and Welfare at Work Act 2005 states that the employer is required to: “designate employees to implement the plans, procedures and measures concerning fire and emergency. These designated employees are commonly called fire wardens”

There is a legal requirement on employers to prepare an Emergency Plan that outlines how the workplace will be evacuated in the event of a fire outbreak. Fire Wardens are designated the responsibility of executing this plan in an emergency situation. This one-day course aims to inform Fire Wardens of their responsibilities in running a fire drill effectively and safely. It also details the steps involved in developing an Emergency Plan for the workplace, in the event that one does not currently exist.

### **Course Objectives:**

On completion of this programme participants will be able to:

- List their duties as fire wardens
- Identify fire hazards in the workplace
- Use portable fire extinguishers effectively
- Manage and control evacuations
- Describe the chemistry of fire
- Monitor fire controls
- Assist in the management of evacuation procedures/drills

### **Course Programme:**

- Theory of fire and fire extinction
- Chemistry of fire
- Practical demonstrations of fire hazards
- Spread of fire
- Smoke behaviour
- Classification of fires
- Basic fire prevention
- Evacuation procedures
- How to make evacuation realistic

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### PRE-COURSE REQUIREMENTS FOR IN COMPANY TRAINING:

A practical demonstration of fire extinguishers can be incorporated into this course by prior arrangement

Fire extinguishers will be supplied by you. Please note that the use of fire extinguishers during this training requires a wide-open space where a practical demonstration can take place safely.

## Assessment/Certification:

Certificate of Attendance will be issued by Servisource

### DELEGATION AND CLINICAL SUPERVISION FOR NURSES AND MANAGERS WITHIN THE COMPLEX HEALTHCARE ENVIRONMENT

This one day workshop explores the solutions and challenges surrounding Delegation and Clinical Supervision for Nurses and Managers within the complex healthcare environment. It aims to encourage all nursing staff engaged in the delivery of healthcare to reflect collaboratively on skills proposed for delegation, in order to ensure that patients and residents receive safe and effective care from the most appropriate person.

*This workshop aims*

- To identify what is meant by delegation and identify the five rights of delegation and how this correlates within the Scope of Practice Framework and Nurses Act
- To provide an insight and gain understanding of the professional, legal and quality of care issues involved when deciding to delegate a function to Student Nurses/Health Care Assistants in the Clinical Area.
- To clarify the issues of delegating and clinical supervision of record keeping and countersigning records for nursing staff and employers
  
- To understand what is meant by Clinical Supervision and how this links within the Clinical Governance framework of the organisation and the role of the Individual Nurse and Clinical Nurse Manager in this area

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### OUTLINE OF DAY

9.30-10.00am :: Introductions and objectives

10.00-10.30am :: Delegation; definitions and guiding principles

10.30-11.00am :: Application of the principles to case studies relating to Delegation in the Clinical Environment

11.00-11.20am :: Morning break

11.20-1.00pm :: Role of the Nurse, Scope of Practice, Nurses Act and impact regarding Delegation. Case studies within own environment and application of the five rights of Delegation

1.00-1.45pm :: Lunch

1.45pm :: Role play on Delegation with patient area central; responding and documentation to behaviours that challenge, restraint review and release, application specific to Clinical Area

2.30pm :: Clinical supervision and models- your role

3.30pm :: Case study relation to Clinical Supervision

3.45pm :: Review and recap on main points to note within the Clinical Environment

4.00pm :: Questions and evaluation.



4.15pm :: Completion of session.

## END OF LIFE MATTERS

This course aims to:

Assist the team to gain further understanding of their role and the interdisciplinary team in providing end of life care. This facilitated time assists the staff to apply the principles of end of life care within their own care setting, utilising a holistic and individual approach which are pivotal in contributing towards alleviating distress for the dying person and their families.

This overall aim is linked in line with the Health Information Quality Authority (HIQA, 2014) self-assessment and future thematic inspection process.

Objectives:

- To support the development of good communication skills in end- of-life care and enable staff to become more confident, competent and comfortable in end-of-life care communication.
- Anticipate and diagnose the dying phase more confidently, and initiate a plan of care to meet the resident/patient and his/her family needs at the end of life.
- To develop, outline and examine the holistic care of the dying person within the physical, emotional, spiritual, financial, psychosocial and symptom control areas of care using an effective integrated care approach
- Anticipate and gain knowledge on how to treat symptoms experienced by older people at the end of life such as nausea, vomiting, breathlessness, delirium, moist respirations and constipation.
- Reflection on the importance of self-care and debriefing as part of an interdisciplinary team.

This course is facilitated utilising DVD, examples, discussion and reflection, powerpoint, group work and role play.

## NUTRITION/DYSPHAGIA

The aim of this education session is to outline the tools and steps of assessment, individualised care planning, monitoring implementation and evaluation of each resident as to their needs for maintenance of nutrition and hydration.

Further the session will outline and review a plan of care developed to meet specific nutrition and hydration needs in accordance with the resident's preferences. This education session is based on the HIQA self-assessment for thematic inspections.

Objectives:

- Outline the importance of the BMI and MUST scores in assessment, and the interventions if these are outside parameters for the residents well-being.
- Outline the importance of modified diet and review within the team relating to changes in appetite, review of likes and dislikes and swallowing difficulties.



- Identify if there are residents with communication difficulties and how their needs and preferences are addressed and our key role in this process.
- Understand the importance of a food diary and the specific implication of accuracy to assist team decisions and future implementations for the resident.
- Address the holistic care relating to hydration and nutrition of a resident who is palliative care and the emphasis relating to oral hygiene and hydration and nutrition.
- Use of Case studies and group work to facilitate staff to have input and review of a person's care plan and key emphasis with feedback within all the team.

## MANAGEMENT OF ACTUAL OR POTENTIAL AGGRESSION COURSE – MAPA

Full day – 7 hours

This programme has been designed by the Crisis Prevention Institute (CPI) to enhance your understanding and management of disruptive, aggressive and/or violent behavior. MAPA has been delivered to a wide range of professional staff within health, education and social care environments since 1992 and aims to ensure that everyone involved in crisis situations which include disruptive, challenging or violent behavior can maintain the Care, Welfare, Safety and Security of all involved

## CHILDREN'S FIRST COURSE DESCRIPTION

Children' First training course is to assist candidates in the identification of child abuse and neglect and to deal effectively with concerns. The training course provides a framework to support the enhancement of inter-agency co-operation and the strengthening of multidisciplinary responses to child abuse and neglect. The welfare of the child is of importance.

All statutory, voluntary and community organisations working with and in direct contact with children should have procedures and guidelines derived from and consistent with the current Children's First national guidance.

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### THE TRAINING AIMS:

Participants develop an understanding and knowledge of:

Child Protection /Welfare.

The different types of child abuse.

How to recognise and respond to situations.

What steps to take to address concerns.

The organisational support available and how to access this support.

## CRUCIAL CONVERSATIONS

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3 HOURS DURATION.

This interactive session aims to help attendees manage challenging conversations and difficult attitudes, gain respect and win people over by providing various proactive mechanisms.

Ultimately this course is to assist attendees achieve optimum performance and satisfaction out of every opportunity.

The course will provide opportunities to practise and enhance their negotiations skills, their assertiveness, their understanding of needs of the clients/customer and their communication and listening skills.

## DEMENTIA CARE WORKSHOP

### AIM

This one day workshop aims to give participant the knowledge required to enhance the care they provide to a person with dementia

### LEARNING OUTCOMES

- At the end of this workshop participants should be able to:
- Describe the different types of dementia
- Discuss what is meant by person-centred care
- Discuss effective communication methods with the person with dementia
- Identify and describe effective strategies in dealing with behavioral changes in a person with dementia
- Explore effective collaborative partnerships between the person with dementia, carers and family members

### OUTLINE OF THE DAY

9.30-10.00am:	Introductions and learning outcomes
10.00-11.15am:	Types of Dementia
11.15-11.30am:	Morning break
11.30-1.00pm:	Person Centred Care
1.00-1.45pm:	Lunch
1.45- 2.30pm:	Communication methods with a person with Dementia
2.30- 3.00pm:	Dealing with behavioral changes in a person with Dementia
3.00- 4.00pm:	Video (Quality of life issues) and discussion
4.00- 4.30pm:	Review and evaluation