

Stroke

A training resources guide



Contents

Introduction	3
Background	3
Role of education	3
Supporting organisations	5
Stroke Prevention	7
Stroke recognition and management	11
Stroke Neuroradiology	18
Stroke Rehabilitation	21
Life After Stroke	30
Palliative Care	36
Clinical leadership learning support	42
Management learning support	53

Introduction

The need to ensure a skilled multi-disciplinary workforce delivering effective stroke care has never been more important ([Leira et al. 2020](#) and [Ford et al. 2020](#)). [The National Stroke Strategy \(2007\)](#) aimed to grow a workforce that enables all people with stroke, and at risk of stroke, to receive care from staff with the appropriate level of knowledge, skills and experience.

More recently, the [NHS Long Term Plan](#) set out the ambitions for the NHS over the next 10 years, identifying [stroke as a clinical priority](#). It outlines how improvements along the full pathway from symptom onset to ongoing care, including prevention, treatment and rehabilitation, would result in the NHS having the best performance in Europe for people with stroke.

Health Education England has a [role](#) in supporting training and modernising the stroke workforce to help develop cross-specialty and cross-profession accreditation of capabilities; aligned to deliver excellent care to patients based on the latest and best evidence.

Background

A [stroke](#) is a life-threatening medical condition that occurs where there is a disruption of blood supply to the brain, either a blockage or a bleed. The damage this causes can affect the way your body works resulting in for example arm and/or leg weakness, communication difficulties etc. The effects of a stroke depend upon which part of the brain is affected.

Stroke is the leading cause of adult disability and the fourth largest cause of death in the UK. Around 85,000 people a year are admitted to hospital with a stroke, and there are over 1 million stroke survivors in England, more than half of whom have a disability resulting from their stroke.

It is estimated that 70% of strokes could be prevented by the detection and effective management of [hypertension](#), [atrial fibrillation](#), [diabetes mellitus](#), [cholesterol](#) and addressing lifestyle factors [such as smoking](#). Stroke becomes more likely with age but 1 in 4 stroke survivors are working age adults. Only a minority of strokes have a genetic basis.

Role of education

Stroke care is one of the best examples of multidisciplinary working across a number of professions. Great strides have been made in supporting the workforce through the [Stroke-Specific Education Framework \(SSEF\)](#), which covers the whole of the stroke care pathway and resources developed by the [Stroke Association](#). The [SSEF](#) details what knowledge and skills are needed by staff working on the stroke pathway, in order to care for their patients appropriately and compassionately. This ensures continual professional development (CPD) for staff working in stroke care to foster the promotion of better patient care.

Stroke training resource: a guide

However, in light of recent events, the need for embedding virtual education into stroke services has been highlighted and the delivery of education using digital and virtual solutions enable staff to maximise time-saving opportunities ([Ford et al. 2020](#)).

The importance of looking at ways to both cross skill and up skill the available workforce is critical, particularly where there have been highlighted deficiencies in training ([Natarajan et al. 2019](#)). This includes the entire workforce, from staff in the emergency departments through to the community and voluntary sector.

The aim of this guide is to provide learners with a comprehensive list of available resources that can be used simultaneously with the [SSEF](#) to support workforce upskilling, training and development.

A digital version of this guide will be made available on [e-learning for healthcare](#) and any comments and feedback can be sent to enquiries@e-lfh.org.uk.

Supporting organisations

British and Irish Orthoptic Society
British Association of Stroke Physicians
British Dietetic Association
Chartered Society of Physiotherapy
College of Paramedics
Intensive Care Society
Intercollegiate Stroke Working Party
LonDEC, Faculty of Dentistry, Oral & Craniofacial Sciences
National Pharmacy Association
National Stroke Nursing Forum
NHS England and NHS Improvement
Royal College of Anaesthetists
Royal College of Emergency Medicine
Royal College of Occupational Therapists
Royal College of Physicians
Royal College of Radiologists
Royal College of Speech & Language Therapists
Royal Pharmaceutical Society
Skills for Health
Society of Vascular Nurses
Stroke Association
United Kingdom Clinical Pharmacy Association

Collaborating organisations

Greater Manchester Integrated Stroke Delivery Network
Lancashire Teaching Hospitals NHS Foundation Trust
King's College London
North Bristol NHS Trust
Stroke-Specific Education Framework (SSEF)
University Hospitals Dorset NHS Foundation Trust
University of Central Lancashire (UCLan)
University of West of England



Stroke Prevention

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
All Our Health	Public Health England's All Our Health framework is a call to action to all health and care professionals to embed prevention within their day to day practice. Through educational materials, tools and resources, All Our Health helps professionals make an even greater impact in preventing illness, protecting health and promoting wellbeing.	The framework aims to: <ul style="list-style-type: none"> - Care for individuals and local communities as well as larger populations. - Support all ages of the life course with the aim of improving health and reducing health inequalities. - Simply present evidence and guidance and show the impact health and care professionals can make on key public health topics.
NHS Health Check	NHS Health Check is a web-based learning resource for staff involved in the delivery of the NHS Health Check, which is a core part of the national programme for prevention.	Consists of several sessions covering: <ul style="list-style-type: none"> - The Health Check Process - Skills - Point of Care Cholesterol Testing - Height, Weight and Waist - History Taking - Pulse Rate, Rhythm and Blood Pressure - Identify Willingness to Change - Alcohol - Nutrition - Physical Activity
Hypertension	Incorporates up to date guidelines and evidence-based aims specifically addressing the needs for front-line primary care colleagues in the diagnosis and management of hypertension and cardiovascular disease (CVD) risk, including familial, hypercholesterolaemia, atrial fibrillation (AF), dyslipidaemia and	<ul style="list-style-type: none"> - Understand of National Institution of Care Excellence (NICE) guidance on establishing a diagnosis of hypertension. - Recognise blood pressure targets depending on co-morbidity. - Understand the Hypertension Treatment algorithms and be able to follow accordingly.

Session	Description	Learning Outcomes
	other cardiovascular disease related conditions.	<ul style="list-style-type: none"> - Be able to assess cardiovascular risk and target organ damage. Introducing Joint British Societies recommendations on the prevention of Cardiovascular Disease and British Heart Foundation's "heart age". - Be able to recognise electrocardiogram (ECG) changes in people with hypertension. - Be able to identify secondary hypertension. - Be able to assess your level of knowledge via a short informal question and answer session after the training has been delivered.
Alcohol and Tobacco Brief Interventions	This programme has been designed to explain why it is our responsibility as health professionals to provide brief interventions to identify and influence smoking and alcohol use in hospital patients.	<p>Consists of four learning sessions:</p> <ol style="list-style-type: none"> 1. Introduction to treating and preventing ill health by risky behaviours – tobacco and alcohol. 2. Very Brief Advice on Smoking: ASK, ADVISE, ACT 3. Alcohol Brief Advice: IDENTIFY and ADVISE or REFER. 4. Bringing it together: patients with multiple risk factors. 5. Final assessment: treating and preventing ill health by risky behaviours – tobacco and alcohol.
Identification of Atrial Fibrillation	This session will explore the use of ambulatory ECG monitoring in patients with transient ischaemic attack (TIA)/stroke to identify atrial fibrillation.	<ul style="list-style-type: none"> - Describe the clinical and radiological patterns of TIA/stroke that suggest a cardioembolic event. - Recognise the criteria for diagnosing paroxysmal atrial fibrillation (PAF) on ambulatory ECG monitoring. - Identify risk factors that suggest a patient is more likely to have AF/PAF. - Discuss the optimal duration of ambulatory ECG monitoring in different stroke sub-types. - Evaluate your overall strategy for diagnosing PAF in the TIA Clinic.
Stroke prevention in AF	This course is designed for non-specialist clinicians who look after patients with atrial fibrillation.	<ul style="list-style-type: none"> - Understand the prevalence of AF. - Understand the relationship between AF and stroke. - Basic knowledge of the coagulation pathway. - Understand the evidence behind anticoagulation decision making.

NHS Education for Scotland

Session	Description	Learning Outcomes
Reducing the risk of stroke	On completion of this module you will be expected to have a critical understanding of the relevance and importance of secondary prevention in stroke patients.	<ul style="list-style-type: none"> - Recognition of important underlying causes of stroke e.g. ischaemic due to cardiac embolism. - Knowledge about risks of stroke after TIA and stroke and how one might present this to a patient e.g. relative risk, absolute risk. - Understanding of the change of risk over time and the importance of this for starting treatments as early as possible. - Understanding the indications for, and the effects of medications and surgical interventions in relation to secondary stroke prevention. - Understanding the problem of poor adherence to medications. - Advice on lifestyle modification and how best to influence / support lifestyle behaviour.

Other resources

- [e-Learning for Healthcare \(eLfh\) Population Wellbeing Portal \(PWP\)](#)
- Stroke Association: [Stroke prevention](#); [High risk of strokes](#); [Films](#); [Atrial fibrillation and stroke - the professional perspective film](#)
- [NHS RightCare Pathway: Stroke](#)
- [NHS RightCare Atrial Fibrillation High Impact Intervention Tool](#)
- [NHS RightCare Cardiovascular disease prevention pathway](#)
- [NICE: CVD prevention: NHS Health Checks](#)

Return to top



Stroke recognition and management

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
Definition of Stroke	This session defines and describes stroke using current guidelines. It also makes the distinction between stroke, transient ischaemic attack (TIA) and brain attack.	<ul style="list-style-type: none"> - Recall the definition of stroke.
Transient Ischaemic Attacks Transient Ischaemic Attacks: MCQs Part I Transient Ischaemic Attacks: MCQs Part II	Approximately 20,000 transient ischaemic attacks (TIA) occur each year in England. Making the diagnosis of TIA is important because the patient is at high risk of suffering a disabling stroke. The sessions will present you with a series of multiple-choice questions, many of which are based on patient scenarios.	<ul style="list-style-type: none"> - Describe the epidemiology of TIA. - Outline an appropriate strategy of investigation. - List and differentiate possible mimics of TIA. - Stratify the risk of stroke in TIA patients. - Explain the treatment options with respect to stroke risk.
CVA in the ED	Stroke is the third most common cause of death in the UK, and the largest cause of adult physical disability. A suspected stroke should be treated as a medical emergency.	<ul style="list-style-type: none"> - Outline the epidemiology and pathophysiology of stroke. - Explain the link between the physical presentation of stroke patients and the vascular territory affected. - List examples of relevant assessment and scoring tools for stroke. - Describe the appropriate investigation of acute stroke. - List the therapeutic options in the treatment of acute stroke. - Explain the balance of risk and benefit of thrombolytic therapy for stroke.
Acute Stroke Management	Podcast talking about what acute stroke is and how it presents, exploring the ways in which stroke may and may not present and what initial steps can be taken by the first members of the team to improve the early management.	<ul style="list-style-type: none"> - To describe the features of an acute stroke. - To have knowledge of conditions that mimic stroke. - To be able to describe the potential treatment options for an acute stroke. - To know what to do if you suspect a stroke.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - To understand the role of the MDT in the acute phase of stroke care. - To recognise that stroke is potentially preventable and treatable. - To understand that an acute stroke is a medical emergency.
<p>TIA clinics:</p> <p>TIA Clinic 1</p> <p>TIA Clinic 2</p> <p>TIA Clinic 3</p> <p>TIA Clinic 4</p> <p>TIA Clinic 5</p> <p>TIA Clinic 6</p> <p>TIA Clinic 7</p> <p>TIA Clinic 8</p> <p>TIA Clinic 9</p> <p>TIA Clinic 10</p>	<p>This course consists of a series of patient scenarios, with four cases presented in each. Each case presents the learner with a patient history and then gives the opportunity to discuss examinations, diagnoses and next steps. The patient scenarios can be completed prior to or after completing the core knowledge sessions.</p>	<ul style="list-style-type: none"> - Identify some examples of conditions encountered by TIA clinicians. - Recognise the clinical features associated with such conditions. - Describe how best to manage patients with such conditions.
Migraine as a TIA Mimic	<p>This session will explore the pathogenesis of migraine with aura, the visual, sensory and motor symptoms that may present and how to differentiate migraine with aura from TIA.</p>	<ul style="list-style-type: none"> - Describe how cortical spreading depression is propagated across the cerebral cortex. - Discuss the varied presentations of visual/motor and sensory aura in relation to cerebral anatomy. - Explain how a thorough history can help to differentiate aura from TIA.
Identification of Atrial Fibrillation	<p>This session will explore the use of ambulatory ECG monitoring in patients with TIA/stroke to identify atrial fibrillation.</p>	<ul style="list-style-type: none"> - Describe the clinical and radiological patterns of TIA/stroke that suggest a cardioembolic event. - Recognise the criteria for diagnosing paroxysmal atrial fibrillation (PAF) on ambulatory ECG monitoring. - Identify risk factors that suggest a patient is more likely to have AF/PAF. - Discuss the optimal duration of ambulatory ECG monitoring in different stroke sub-types. - Evaluate your overall strategy for diagnosing PAF in the TIA Clinic.

Session	Description	Learning Outcomes
Anticoagulation for TIA Patients	This session describes the indications for anticoagulation with TIA patients and explores the risks and benefits. Later sections will describe the effects of certain anticoagulants and offer guidance on how to manage problems during treatment.	<ul style="list-style-type: none"> - Describe the indications for anticoagulation in a TIA patient. - Estimate the risks and benefits of anticoagulation. - Describe the mechanism of action and factors affecting the efficacy of warfarin and non-vitamin K antagonists. - Form a plan for rapid anticoagulation tailored to a TIA patient.
Partial Seizures	This session focuses on how to accurately diagnose and differentiate partial seizures from transient ischaemic attack (TIA) and discusses appropriate investigations and management strategies.	<ul style="list-style-type: none"> - Describe typical presentations of partial seizures in TIA Clinic or Medical Admissions. - Discuss appropriate investigation and treatment options. - Identify different causes of partial seizures. - List different therapeutic approaches.
Functional Disorders in the Stroke Service	Functional disorders are a common cause of stroke-like symptoms. This session goes through the assessment and management of the patient with functional disorder presenting in a stroke-like way.	<ul style="list-style-type: none"> - Describe specific methods used to positively identify functional weakness and functional movement disorder. - Identify the issues of misdiagnosis and feigning. - Recall the best ways to communicate the diagnosis.
The Role of Carotid Duplex Ultrasonography in TIA	This session considers the role of carotid duplex ultrasonography (CDUS) in TIA and stroke to facilitate an understanding of the technical principles of CDUS, the description of plaques and the grading of stenoses.	<ul style="list-style-type: none"> - Describe relevant vascular anatomy of the neck. - List the different modalities available to image the carotid arteries. - Describe the principles behind carotid duplex ultrasonography. - Describe the criteria used to grade carotid artery stenosis. - Identify normal and abnormal imaging.
Brain Imaging in TIA and Stroke	This session explores the role of brain imaging in patients with TIA and describes how imaging modalities can be used to inform management and improve outcomes.	<ul style="list-style-type: none"> - Describe the indications for brain imaging in patients presenting with TIA. - Explain how brain imaging can be used to inform TIA management and improve patient outcomes. - Identify some examples of common changes found on brain imaging in patients with TIA.
Principles of MRI of the Brain and Spine	Magnetic resonance imaging (MRI) is rarely used in most emergency departments. However, the properties of	<ul style="list-style-type: none"> - Express a basic understanding of the physics of MRI scanning and how this can be applied to the interpretation of images.

Session	Description	Learning Outcomes
	such images can provide emergency physicians with critical information to support the optimal clinical care of many neurological disorders. Clinicians must appreciate the risks associated with this technology to ensure that outcomes are not adversely affected.	<ul style="list-style-type: none"> - Explain the role and value of contrast media in MRI scanning. - Compare and contrast the applicability of MRI scanning with other imaging systems. - Identify key anatomical and pathological features on an MRI brain or spine scan. - Demonstrate an understanding of the indications for MRI scanning of the brain and spine within the emergency medicine setting. - Apply clinical risk principles to the use of MRI in emergency medicine practice.
Peripheral Vascular Disease: Transient Ischaemic Attacks and Strokes	In this session the presentation, investigation and management of carotid atherosclerosis are discussed.	<ul style="list-style-type: none"> - Recognise the clinical syndrome of carotid territory ischaemia. - Identify modifiable risk factors for carotid atherosclerosis and their treatment. - Understand how carotid stenosis is measured. - Recognise which patients benefit from revascularisation. - Appreciate the anatomy, technique and complications of carotid endarterectomy.
Stroke Differential Diagnosis in Younger Patients	This session covers potential causes of 'stroke mimics' seen more commonly in younger patients.	<ul style="list-style-type: none"> - Describe the differential diagnosis of a stroke syndrome in a younger patient.
Stroke: Where is the Lesion?	This session presents principles of arterial anatomy based on clinical presentation of stroke.	<ul style="list-style-type: none"> - Localise the arterial territory involved, once the clinical diagnosis of stroke is established.
Thrombolysis and Thrombectomy	This session covers the use of thrombolysis and thrombectomy in the peripheral circulation to clear occlusions.	<ul style="list-style-type: none"> - Explain the principles of local and systemic thrombolysis. - Describe the potential uses of these techniques in peripheral arteries and bypass grafts, haemodialysis fistulas and venous disease. - Describe the contraindications for thrombolysis. - List alternative or adjunctive techniques that can be used.
Multi-Disciplinary Discharge Planning	This session focuses on the role of the Multidisciplinary team in organising a	<ul style="list-style-type: none"> - Recognise the roles of each member of the Multidisciplinary team.

Session	Description	Learning Outcomes
	patient's safe discharge from hospital. It describes the role of each member of the team and how they work together to ensure the patient is discharged in a safe and timely manner, so as to reduce readmission rates, improve effective use of hospital beds and improve the overall patient experience of being in hospital. Includes a patient case with an ischaemic stroke.	<ul style="list-style-type: none"> - Describe and analyse the importance of Multidisciplinary team working to develop a discharge care plan. - Identify discharges which are simple or complex and predict the level of input required. - Employ nurse-led discharge. - Employ supporting services to aid discharge. - Identify the need for rehabilitation, where appropriate.
Living With Stroke	This session aims to develop your understanding of the long-term effects of stroke and how this impacts on paramedic practice.	<ul style="list-style-type: none"> - Describe the impact of previous strokes and associated disabilities. - Explain how stroke links with multi-morbidities. - Explain the implications and considerations for people living with stroke on paramedic practice.

NHS Education for Scotland

Session	Description	Learning Outcomes
Thrombolysis: Introduction and overview	<p>This module aims to provide an overview of thrombolysis following stroke and to 'demystify' thrombolysis treatment to improve understanding.</p> <p>The content comprises three patient scenarios; within the scenarios the patient may or may not turn out to be suitable for thrombolysis treatment. Only 10-15% of patients following stroke are suitable for thrombolysis treatment. The immediate</p>	<ul style="list-style-type: none"> - The purpose, evidence-base, benefits and risks of thrombolysis treatment following stroke. - The importance of 'Time is Brain' in relation to thrombolysis treatment, and why stroke should be treated as a medical emergency. - The criteria for use and the potential contra-indications of thrombolysis treatment following stroke. - Providing information and support to the patient and their family about thrombolysis treatment. - The properties, actions, dosages, administration and side-effects of thrombolysis treatment.

Session	Description	Learning Outcomes
	care following thrombolysis treatment is then considered.	<ul style="list-style-type: none"> - Nursing observation, monitoring, care and interpretation of the patient's condition before, during and after thrombolysis treatment, responding appropriately to changes or deterioration. - Causes, manifestations and management of adverse reactions following thrombolysis treatment.
Physiological monitoring following stroke	On completion of this module you should have a critical understanding of the relevance and importance of monitoring in acute stroke patients, understanding the relevance and the implications of investigation and management of individual patients.	<ul style="list-style-type: none"> - The important physiological parameters that you can monitor. - Alternative methods of monitoring each parameter, including the common pitfalls which need to be avoided. - Acceptable ranges of values for each parameter and the most important common causes of deviation from normal values. - Possible effects on patient outcomes of uncorrected abnormal parameters. - Appropriate responses and actions you should make to abnormal readings. - The benefits that your prompt interventions have on patient outcomes. - To adapt your monitoring of different physiological parameters as the patient's condition changes.
Thrombolysis Masterclass: Making the decision to treat	This Masterclass is aimed at senior staff who are involved in making the decision to treat with thrombolysis. The module consists of a series of virtual patient scenarios which focus on patient history, examination and imaging. The learner is asked to decide what treatment options they would choose and have the opportunity to compare their treatment decisions with selected experts and other learners who have completed the cases.	<ul style="list-style-type: none"> - Explore the factors which influence the decision to treat or not. - To share experience in selecting patients for thrombolysis. - To calibrate your decision making against others.

Other resources

- [Fundamentals of Acute Care and Treatment in Stroke \(FACTS\) Online Educational Resource](#)
- [London Stroke Clinical Network](#): Includes [London Stroke Nurse Competency Workbook](#) and Nursing Competency Workbook Learning Resources that aid learning and enable nurses complete their competency training.
- [NETSMART: Neurovascular Education and Training in Stroke Management and Acute Reperfusion Therapies](#)
- [NHS Improvement: Implementing best practice in acute care: case studies from the Stroke Improvement Programme projects](#)
- [NHS RightCare Pathway: Stroke](#)
- [e-Learning for Healthcare \(eLfH\) deterioration resources](#)
- [PHE Public Health Profiles:Stroke](#)
- [PHE Campaigns Act FAST - Stroke](#)
- [Stroke Association Resources](#)
- [National Stroke Nursing Forum](#)

Return to top

Stroke Neuroradiology

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
Neurovascular Ultrasound	This session explains how to carry out neurovascular (carotid and vertebral) ultrasound, including normal features to look for and a few tricks for identifying arteries.	<ul style="list-style-type: none"> - Explain how to do a standard carotid and vertebral ultrasound examination. - Explain some useful tips, pitfalls and how to avoid mistakes. - Describe the principle of transcranial Doppler ultrasound.
Basic Stroke	This session describes the clinical features of stroke and how and when imaging is used. The different appearances over time on both computed tomography (CT) and magnetic resonance imaging (MRI) are covered, along with important very early signs of infarction on CT. The differential diagnosis of patients presenting with stroke-like symptoms is also considered.	<ul style="list-style-type: none"> - Differentiate between stroke and conditions mimicking stroke. - Differentiate basic ischaemic from haemorrhagic stroke. - Describe early infarct signs on CT. - Describe how to manage patients who don't present to hospital until many days or weeks after the stroke, especially the milder strokes. - Decide when to consider using MRI instead of CT. - Refer to the current clinical guidelines.
Unusual Causes of Stroke	In this session, you will learn about unusual causes of stroke, such as arterial dissection, amyloid angiopathy, vasculitis, and genetic conditions such as cerebral autosomal dominant arteriopathy with subcortical infarcts and leukoencephalopathy (CADASIL).	<ul style="list-style-type: none"> - Describe and identify the features of dissection. - Recognise unusual causes of haemorrhage, e.g., amyloid angiopathy. - Describe and identify the features of vasculitis. - Recognise unusual causes of cerebral small vessel disease, e.g., CADASIL.
Stroke Mimics	This session addresses conditions that may mimic the clinical presentation of stroke. This is more common than you might think with even experienced clinicians frequently caught out. The different 'stroke mimics' will be explored by a series of cases and questions.	<ul style="list-style-type: none"> - Recognise radiological mimics of stroke. - Describe what to do about common radiological mimics.
Primary Intracerebral Haemorrhage (ICH)	This session deals with the contribution of primary intracerebral haemorrhage (ICH) to	<ul style="list-style-type: none"> - Describe the incidence of ICH in patients over the age of 50 years who have presented with a stroke.

Session	Description	Learning Outcomes
	stroke and discusses the primary sites and the known causes. The session will distinguish ICH arising from underlying conditions. Brainstem haemorrhage secondary to transtentorial herniation will be discussed as well as the use of various imaging modalities to elucidate a complete diagnosis.	<ul style="list-style-type: none"> - List the common primary sites of ICH. - List the common causes of ICH. - List the underlying conditions that may be present in a patient who has been shown to have ICH. - Describe the appearance of ICH in different locations. - Identify features in an infarct that are associated with haemorrhage. - Prescribe a sequence of radiological investigations to identify the cause of ICH. - Study the other sessions on stroke, trauma and tumour in Module 6b Neuroradiology.
Secondary Stroke Prevention	This session details the use of imaging for secondary stroke prevention, in particular the role of carotid imaging prior to carotid endarterectomy.	<ul style="list-style-type: none"> - Explain the use of imaging for secondary stroke prevention. - Describe the role of carotid imaging prior to carotid endarterectomy.
White Matter Abnormalities in Older People	This session details the range of imaging appearances and associated anatomical, clinical and pathological features of brain white matter (WM) abnormalities in older people. These are contrasted with other causes for WM abnormalities on imaging.	<ul style="list-style-type: none"> - Describe the prevalence and range of severity of WM abnormalities in older people. - Distinguish between periventricular and deep WM abnormalities. - Explain the risk factors for and the clinical correlates of WM abnormalities. - Distinguish these from other common diseases affecting WM such as multiple sclerosis (MS).
General Approach to CTA	This session describes computed tomography (CT) angiography (CTA) of the intracranial and extracranial neck vessels technique. The various clinical indications for CT angiography are then considered, along with means of image interpretation and findings in common pathologies.	<ul style="list-style-type: none"> - Describe how a CT angiogram is acquired. - List the appropriate CT angiogram technique for different clinical indications. - Distinguish the advantages and disadvantages of different image reconstruction techniques. - Recognise the typical CT angiographic appearances of common pathologies encountered in routine practice.

Return to top



Stroke Rehabilitation

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
Multi-Disciplinary Discharge Planning	This session focuses on the role of the Multidisciplinary team in organising a patient's safe discharge from hospital. It describes the role of each member of the team and how they work together to ensure the patient is discharged in a safe and timely manner, so as to reduce readmission rates, improve effective use of hospital beds and improve the overall patient experience of being in hospital. Includes a patient case with an ischaemic stroke.	<ul style="list-style-type: none"> - Recognise the roles of each member of the Multidisciplinary team. - Describe and analyse the importance of Multidisciplinary team working to develop a discharge care plan. - Identify discharges which are simple or complex and predict the level of input required. - Employ nurse-led discharge. - Employ supporting services to aid discharge. - Identify the need for rehabilitation, where appropriate.
Primary, Secondary Care Interface	The session outlines the process of referral between primary and secondary care. It looks at the reasons for referral to secondary care and the considerations to make when requesting specialist advice. This is followed by a discussion of the importance of good communication and ways in which the interface between primary and secondary care may continue to be improved. You will learn about the different sources of information to guide the referral process and how to effectively write a secondary care referral.	<ul style="list-style-type: none"> - Recognise the importance of the primary/secondary care interface. - List the reasons for referral to secondary care. - Write a structured referral. - Identify guidelines which optimise referral to secondary care. - Describe strategies in development for improving the interface between primary and secondary care.
Effective Referrals to Other Clinical Teams	This session covers what to think about before referring to other clinical teams and how to make effective referrals.	<ul style="list-style-type: none"> - Identify and discuss factors involved in making the decision to refer a patient. - Identify and describe important issues in the referral process such as mode of referral, destination and timing.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - Gather appropriate information and identify the most important points to include in your referral. - Write a succinct and effective referral letter. - Make a concise verbal referral. - Analyse and discuss post-referral communication between clinical teams and the importance of timely discharge summaries.
<u>Impact of Short-term and Long-Term Physical Problems on Daily Living</u>	This session is based on a case history examining the patient journey from admission to discharge. It includes past medical history, the process of history taking, including social history and activities of daily living (ADLs), prescribing medication and treatment and recovery.	<ul style="list-style-type: none"> - Identify and explain how physical problems impact on daily living. - Identify barriers to rehabilitation and explain how chronic disease may affect rehabilitation potential.
<u>Assessment of Ability to Self-Care after Discharge</u>	This session examines the process of assessing a patient's ability to look after themselves following discharge from hospital. It gives learners the opportunity to identify and analyse the different factors that contribute to the process and the ways that self-care can be assessed.	<ul style="list-style-type: none"> - Identify the environmental factors influencing a patient's ability to self-care. - Identify the medical factors contributing to a patient's ability to self-care. - Perform a functional screen as to who will need further input from the multidisciplinary team. - Explain the role of the multidisciplinary team in assessing self-care. - Understand the importance of ascertaining the patient's mental capacity with regards to discharge planning.
<u>Family Dynamics Affecting Discharge</u>	This session enables learners to determine factors affecting inpatient discharge with particular reference to the patient's home situation and involvement of relatives. It also considers patient autonomy and best interests as perceived by the patient, their relatives and the medical team.	<ul style="list-style-type: none"> - Take a focused social history including family details, designated next of kin and social circumstances. - Identify and discuss financial, physical and emotional barriers to discharge. - Analyse concepts of patient autonomy, capacity and best interests. - Identify and describe services available to facilitate discharge and support patients and their families.

Session	Description	Learning Outcomes
Management of Long Term Disease in the Community	This session covers the management of long-term disease in primary care, liaison and communication with secondary care and illustrates relevant issues with specific conditions.	<ul style="list-style-type: none"> - Recognise and explain what is meant by 'long-term disease'. - Use specific long-term conditions to illustrate how they may be managed by primary care, secondary care or a combination of both. - Identify the importance of effective two-way communication between community and hospital services in the management of long-term disease.

NHS Education for Scotland

Session	Description	Learning Outcomes
Physiological monitoring following stroke	On completion of this module you should have a critical understanding of the relevance and importance of monitoring in acute stroke patients, understanding the relevance and the implications of investigation and management of individual patients.	<ul style="list-style-type: none"> - The important physiological parameters that you can monitor. - Alternative methods of monitoring each parameter, including the common pitfalls which need to be avoided. - Acceptable ranges of values for each parameter and the most important common causes of deviation from normal values. - Possible effects on patient outcomes of uncorrected abnormal parameters. - Appropriate responses and actions you should make to abnormal readings. - The benefits that your prompt interventions have on patient outcomes. - To adapt your monitoring of different physiological parameters as the patient's condition changes.
Feeding, hydration and nutrition following stroke	On completion of this module you should have a critical understanding of the importance of achieving a patient's optimal	<ul style="list-style-type: none"> - The procedures for screening patients in the acute phase of stroke to determine nutritional risk, hydration and the presence of a swallowing difficulty.

Session	Description	Learning Outcomes
	<p>nutritional status to support their recovery following stroke.</p> <p>This will include addressing the challenges of achieving optimal nutritional status in patients with dysphagia.</p>	<ul style="list-style-type: none"> - Management of patients with swallowing difficulties post stroke. - Management of non-oral feeding methods used post stroke: nasogastric tube and gastrostomy tube feeding. - Management of hydration following stroke. - Oral health conditions and maintenance of optimal oral health following stroke. - Ethical issues around oral, non-oral feeding and hydration post stroke. - Importance of involving patients and families in decision-making following stroke.
<u>Continence management following stroke</u>	<p>The most common bladder and bowel difficulties associated with stroke are illustrated in this module. However, identifying and successfully managing stroke associated bladder and bowel dysfunction is complex and not all scenarios can be covered. You are encouraged to read further using the references provided.</p>	<ul style="list-style-type: none"> - Explore aspects of bladder and bowel function after stroke and the impact of difficulties in these areas on the person. - Find approaches to help you identify the types of bladder and bowel dysfunction experienced and strategies to promote continence will be presented, using four different case studies.
<u>Management of physical complications following stroke</u>	<p>On completion of this module you should have a critical understanding of the common physical complications which can occur following stroke and how these may be prevented. Where complications have arisen, you should understand the importance of early detection and appropriate management.</p>	<ul style="list-style-type: none"> - Which important common physical complications can occur following stroke. - How to recognise the clinical features of those common physical complications. - Strategies to prevent the development of common physical complications. - Individual assessment and treatment strategies for particular physical complications. - About establishing a regimen for maintaining a patient's optimal physical condition to promote recovery. - The benefits of prompt interventions on patient outcomes with respect to physical complications.

Session	Description	Learning Outcomes
Cognition and perception following stroke	On completion of this module you should have a working knowledge of human cognition and perception, understand the impact of their impairment after stroke and be aware of some techniques which you can apply to help your patients and clients.	<ul style="list-style-type: none"> - The key components which make up cognition. - How to recognise some frequently encountered cognitive and perceptual problems experienced by individuals after stroke. - How to assist in the management of these cognitive problems. - How to recognise and manage apraxia, agnosia and unilateral inattention. - The impact that decreased insight has on an individual's awareness of their limitations. - How cognitive impairment can affect an individual's communication abilities.
Physical Rehabilitation	On completion of this module you should have an understanding of the common physical problems after stroke and have the means to address these as part of multidisciplinary rehabilitation.	<ul style="list-style-type: none"> - The common components of physical management. - Early mobilisation following stroke. - Ways of managing spasticity. - Orthotic devices which may be used to assist walking. - The use of goal setting in clinical practice. - Physical fitness and fatigue management. - The issues that people face in the community.
Emotional impact of stroke	There are many mood disturbances that may follow stroke. This module aims to encompass depression, emotional lability and anxiety. On completion of this module you should have a critical understanding of these specific issues and how they may impact on a person. You will also be aware of strategies that may help.	<ul style="list-style-type: none"> - Have improved your knowledge and understanding related to identifying the signs of depression, emotional lability and anxiety. - Have enhanced your skills related to dealing effectively with depression, emotional lability and anxiety. - Be aware of the support that may be available for people who present with depression, emotional lability or anxiety following stroke and be able to direct them to organisations or individuals that may help them. - Have improved understanding of the spiritual needs of your patient/clients. - Be aware of the various resources available to assist with spiritual needs assessment and provision.

Session	Description	Learning Outcomes
Reducing the risk of stroke	On completion of this module you will be expected to have a critical understanding of the relevance and importance of secondary prevention in stroke patients.	<ul style="list-style-type: none"> - Recognition of important underlying causes of stroke, e.g. ischaemic due to cardiac embolism. - Knowledge about risks of stroke after TIA and minor stroke and how one might present this to a patient, e.g. relative risk, absolute risk. - Understanding of the change of risk over time and the importance of this for starting treatments as early as possible. - Understanding the indications for, and the effects of antiplatelet drugs and their combinations anticoagulants carotid endarterectomy. - Understanding the problem of poor adherence to medications. - Advice on lifestyle modification and how best to influence/support lifestyle behaviour.
Resuming daily activities after stroke	This module aims to provide an understanding of issues relating to the resumption of normal daily life and activities after a stroke. This module could cover many aspects of a person's life. However, we have chosen to deal with four commonly reported areas of difficulty: return to work, sexuality, driving and leisure activities.	<ul style="list-style-type: none"> - The effects a stroke may have on a person's ability to return to work. - How to advise a person on return to work issues and who to refer to for more specialised assessment and advice. - The impact of stroke on a person's ability to resume normal sexual activity and intimate relationships. - What advice to give a person who has difficulties resuming sexual activity and intimate relationships and where to access more specialised advice if necessary. - The effects a stroke may have on a person's ability to return to driving. - The legal aspects and regulations around resuming driving after a stroke and how to refer someone for specialised advice and assessment of driving abilities. - The effects of stroke a person's ability to resume leisure pursuits after stroke. - The management and options available for resumption of leisure activities.

Session	Description	Learning Outcomes
Mobility Aids Provision	These modules are aimed at people that have previously been evaluated to be able to safely assess the need for, and provide, different types of walking aids to service users. The modules are available to remind registrants or support workers about how to safely assess and provide walking aids in a hospital or community.	Module 1: Balance Module 2: Walking aids Module 3: Walking patterns Module 4: Stairs Module 5: Indoor mobility

Other resources

- [Fundamentals of Acute Care and Treatment in Stroke \(FACTS\) Online Educational Resource](#)
- [NHS RightCare Pathway: Stroke](#)
- [NHS RightCare Community Rehabilitation Toolkit](#)
- [University of Nottingham Stroke Rehabilitation Resources](#)
- [NICE Stroke rehabilitation in adults clinical guideline](#)
- NHSI Psychological care after stroke [shared learning](#) and [presentation](#)
- [Stroke Association: Physiotherapy after a stroke resources](#)
- [Stroke Association: Emotional changes after stroke](#)
- [Chartered Society of Physiotherapy: Physiotherapy works: Stroke](#)
- e-Learning for Healthcare (eLfh) [Mental Health Awareness Programme](#) and Mental Health Training [Resources](#)
- Cochrane Database of Systematic Reviews for stroke rehabilitation: (1) [Acupuncture](#) (2) [Yoga](#) (3) [Virtual reality](#) (4) [Telerehabilitation](#) (5) [Electromechanical and robot-assisted arm training](#) (6) [Interventions for post-stroke fatigue](#) (7) [Very early versus delayed mobilisation](#) (8) [Physical fitness training](#) (9) [Cognitive rehabilitation](#) (9) [Electromechanical-assisted training for walking](#) (10) [Occupational therapy for cognitive impairment](#) (11) [Simultaneous bilateral training for improving arm function](#) (12) [Interventions for sensory impairment in the upper limb](#) (13) [Action observation for upper limb rehabilitation](#) (14) [Interventions for improving upper limb function](#) (15) [Improving automobile driving](#) (16) [Treadmill training and body weight support for walking](#) (17) [Repetitive transcranial magnetic stimulation for improving function](#) (18) [Circuit class therapy for improving mobility](#) (19) [Repetitive task training for improving functional ability](#) (20) [Early supported discharge services](#) (21) [Swallowing therapy for dysphagia](#) (22) [Inspiratory muscle training for the recovery of function](#) (23) [Improving sit-to-stand ability](#)

- [Torbay and South Devon: Support Videos: Stroke](#)
- [North Devon Healthcare: Early Supported Discharge \(ESD\) Service](#)

Return to top



Life After Stroke

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
Cardiovascular Conditions: Being Active	This session discusses the positive impact of physical activity on people living with cardiovascular conditions.	<ul style="list-style-type: none"> - Explain the relationship between physical activity and CVD. - Describe the role of activity in CVD prevention. - Describe the role of activity in CVD treatment and management. - List the risks of prolonged physical inactivity. - List the contraindications in extreme acute conditions.
Living With Stroke	This session aims to develop your understanding of the long-term effects of stroke and how this impacts on paramedic practice.	<ul style="list-style-type: none"> - Describe the impact of previous strokes and associated disabilities. - Explain how stroke links with multi-morbidities. - Explain the implications and considerations for people living with stroke on paramedic practice.

NHS Education for Scotland

Session	Description	Learning Outcomes
Feeding, hydration and nutrition following stroke	<p>On completion of this module you should have a critical understanding of the importance of achieving a patient's optimal nutritional status to support their recovery following stroke.</p> <p>This will include addressing the challenges of achieving optimal nutritional status in patients with dysphagia.</p>	<ul style="list-style-type: none"> - The procedures for screening patients in the acute phase of stroke to determine nutritional risk, hydration and the presence of a swallowing difficulty. - Management of patients with swallowing difficulties post stroke. - Management of non-oral feeding methods used post stroke: nasogastric tube and gastrostomy tube feeding. - Management of hydration following stroke. - Oral health conditions and maintenance of optimal oral health following stroke. - Ethical issues around oral, non-oral feeding and hydration post stroke.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - Importance of involving patients and families in decision-making following stroke.
<u>Continence management following stroke</u>	The most common bladder and bowel difficulties associated with stroke are illustrated in this module. However, identifying and successfully managing stroke associated bladder and bowel dysfunction is complex and not all scenarios can be covered. You are encouraged to read further using the references provided.	<ul style="list-style-type: none"> - Explore aspects of bladder and bowel function after stroke and the impact of difficulties in these areas on the person. - Find approaches to help you identify the types of bladder and bowel dysfunction experienced and strategies to promote continence will be presented, using four different case studies.
<u>Management of physical complications following stroke</u>	On completion of this module you should have a critical understanding of the common physical complications which can occur following stroke and how these may be prevented. Where complications have arisen, you should understand the importance of early detection and appropriate management.	<ul style="list-style-type: none"> - Which important common physical complications can occur following stroke. - How to recognise the clinical features of those common physical complications. - Strategies to prevent the development of common physical complications. - Individual assessment and treatment strategies for particular physical complications. - About establishing a regimen for maintaining a patient's optimal physical condition to promote recovery. - The benefits of prompt interventions on patient outcomes with respect to physical complications.
<u>Cognition and perception following stroke</u>	On completion of this module you should have a working knowledge of human cognition and perception, understand the impact of their impairment after stroke and be aware of some techniques which you can apply to help your patients and clients.	<ul style="list-style-type: none"> - The key components which make up cognition. - How to recognise some frequently encountered cognitive and perceptual problems experienced by individuals after stroke. - How to assist in the management of these cognitive problems. - How to recognise and manage apraxia, agnosia and unilateral inattention. - The impact that decreased insight has on an individual's awareness of their limitations.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - How cognitive impairment can affect an individual's communication abilities.
Physical Rehabilitation	On completion of this module you should have an understanding of the common physical problems after stroke and have the means to address these as part of multidisciplinary rehabilitation.	<ul style="list-style-type: none"> - The common components of physical management. - Early mobilisation following stroke. - Ways of managing spasticity. - Orthotic devices which may be used to assist walking. - The use of goal setting in clinical practice. - Physical fitness and fatigue management. - The issues that people face in the community.
Emotional impact of stroke	There are many mood disturbances that may follow stroke. This module aims to encompass depression, emotional lability and anxiety. On completion of this module you should have a critical understanding of these specific issues and how they may impact on a person. You will also be aware of strategies that may help.	<ul style="list-style-type: none"> - Have improved your knowledge and understanding related to identifying the signs of depression, emotional lability and anxiety. - Have enhanced your skills related to dealing effectively with depression, emotional lability and anxiety. - Be aware of the support that may be available for people who present with depression, emotional lability or anxiety following stroke and be able to direct them to organisations or individuals that may help them. - Have improved understanding of the spiritual needs of your patient/clients. - Be aware of the various resources available to assist with spiritual needs assessment and provision.
Reducing the risk of stroke	On completion of this module you will be expected to have a critical understanding of the relevance and importance of secondary prevention in stroke patients.	<ul style="list-style-type: none"> - Recognition of important underlying causes of stroke, e.g. ischaemic due to cardiac embolism. - Knowledge about risks of stroke after TIA and minor stroke and how one might present this to a patient, e.g. relative risk, absolute risk. - Understanding of the change of risk over time and the importance of this for starting treatments as early as possible. - Understanding the indications for, and the effects of antiplatelet drugs and their combinations anticoagulants carotid endarterectomy.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - Understanding the problem of poor adherence to medications. - Advice on lifestyle modification and how best to influence/support lifestyle behaviour.
Resuming daily activities after stroke	<p>This module aims to provide an understanding of issues relating to the resumption of normal daily life and activities after a stroke. This module could cover many aspects of a person's life. However, we have chosen to deal with four commonly reported areas of difficulty: return to work, sexuality, driving and leisure activities.</p>	<ul style="list-style-type: none"> - The effects a stroke may have on a person's ability to return to work. - How to advise a person on return to work issues and who to refer to for more specialised assessment and advice. - The impact of stroke on a person's ability to resume normal sexual activity and intimate relationships. - What advice to give a person who has difficulties resuming sexual activity and intimate relationships and where to access more specialised advice if necessary. - The effects a stroke may have on a person's ability to return to driving. - The legal aspects and regulations around resuming driving after a stroke and how to refer someone for specialised advice and assessment of driving abilities. - The effects of stroke a person's ability to resume leisure pursuits after stroke. - The management and options available for resumption of leisure activities.
Change in vision	<p>This activity explores the knowledge and skills required to recognise the different visual problems a person may experience following stroke.</p>	<ul style="list-style-type: none"> - Describe the ways in which a stroke may affect an individual's vision. - Identify strategies which may be used to assist an individual experiencing visual problems following stroke.
Vision after stroke	<p>This advancing module focuses on four visual problems which are commonly seen after a stroke. You will work through three scenarios covering visual field loss and visual neglect, visual perception and eye movement problems.</p>	<ul style="list-style-type: none"> - Have knowledge of visual problems following a stroke. - Have knowledge of assessment processes and a screening tool for visual problems after a stroke. - Recognise the importance of the identification and differentiation of different visual problems which have similar presentations, but may have differing origins and treatment requirements.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - Understand the impairment and functional limitations which may occur with different visual problems. - Have knowledge of the referral pathways for visual assessment and interventions after a stroke. - Have an understanding of the treatment approaches and strategies which may help people with visual problems after a stroke. - Have knowledge of the professionals and services who can help people with visual problems after a stroke.

Other resources

- [Fundamentals of Acute Care and Treatment in Stroke \(FACTS\) Online Educational Resource](#)
- [NHS England: Stroke Recovery](#)
- [Stroke Association: Films](#)
- Coventry and Warwickshire Cardiovascular Network: [Patient Information Booklet](#)
- [NHS RightCare Pathway: Stroke](#)
- [NHS RightCare Toolkit for Physical ill-health and Cardiovascular Disease \(CVD\) prevention in people with severe mental illness \(SMI\)](#)
- [NHSI Psychological care after stroke shared learning](#) and [NHSI Psychological care after stroke presentation](#)
- [Stroke Association: Emotional changes after stroke](#)
- [e-Learning for Healthcare \(eLfH\) Mental Health Awareness Programme](#) and [e-Learning for Healthcare \(eLfH\) Mental Health Training Resources](#)
- Cochrane Database of Systematic Reviews for life after stroke: (1) [Interventions for treating anxiety](#) (2) [Pharmacological treatment for aphasia](#) (3) [Interventions for apraxia of speech](#) (4) [Motivational interviewing for improving recovery](#) (5) [Improving automobile driving](#) (6) [Non-pharmacological interventions for perceptual disorders](#) (7) [Therapy-based rehabilitation services](#) (8) [Interventions for treating urinary incontinence](#) (9) [Transcranial direct current stimulation \(tDCS\) for improving aphasia](#) (10) [Speech and language therapy for aphasia](#) (11) [Activity monitors for increasing physical activity](#) (12) [Interventions for visual field defects](#) (13) [Interventions for preventing falls](#) (14) [Occupational therapy for care home residents](#) (15) [Improving community ambulation](#)
- Stroke Association [Post stroke vision loss | Stroke Association](#)

- British and Irish Orthoptic Society: [Stroke and Neuro Rehabilitation - British and Irish Orthoptic Society](#)
- RNIB: [Stroke-related eye conditions - RNIB - See differently](#)
- VISION Research Unit: [Professional resources - Institute of Population Health Sciences - University of Liverpool](#)
- V-FAST: [PAVE V-FAST - Institute of Population Health Sciences - University of Liverpool](#)
- [Visual impairment Screening Assessment \(VISA\) Tool VISA - Institute of Population Health Sciences - University of Liverpool](#)

Return to top

Palliative Care

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
<u>General Approach to Assessment of Symptoms</u>	This session provides a general approach to the assessment of symptoms, an essential first step before a plan for symptom management and care can be started.	<ul style="list-style-type: none"> - Outline the core steps in the assessment of symptoms to reach a diagnosis. - Recognise the range of investigations that can be used to aid diagnosis and treatment. - Describe some assessment situations when it is not appropriate to undertake further investigations or initiate treatment.
<u>Agreeing a Plan of Management and Care</u>	Once the patient's symptoms have been assessed a working diagnosis can be made. The clinician can then propose a plan for improving symptoms, discussing any advantages, disadvantages and practicalities with the patient. This session examines some of the different factors involved in agreeing a plan of management and care.	<ul style="list-style-type: none"> - Identify some of the responsibilities of the clinician in proposing a plan of management. - Recognise the advantages of informed and collaborative decision-making between the clinician and the patient. - Describe the role of family members in agreeing the plan of management and care. - Give examples of situations in which it may not be appropriate to involve the patient in agreeing a management plan. - State some of the reasons why a patient facing the end of life may refuse or withdraw from the plan.
<u>Communicating the Plan of Management and Care</u>	This session discusses the different aspects that need consideration in effectively communicating the management plan to the patient, family/carers and to all professionals and services involved in the patient's care.	<ul style="list-style-type: none"> - Recognise the need to ensure that the plan for symptom management and care has been clearly communicated to the patient, family and carers as appropriate. - Explain the advantages of clear, timely communication of the symptom management plan to relevant professionals and services. - Describe some of the difficulties that can arise if the plan for symptom management and care has not been communicated well.

Session	Description	Learning Outcomes
<u>Individual Preferences and Cultural Influences on Symptom Management</u>	This session discusses the role of cultural influences and patients' individual preferences on symptom management and care plans.	<ul style="list-style-type: none"> - Explain the importance of ensuring that a patient approaching the end of life is offered sufficient information, at an appropriate level, to be involved in decision making about their symptom management and care plan and has the opportunity to express their preferences. - Recognise how cultural background influences the individual's approach to progressive illness/end of life, the meaning of symptoms for the patient and ways in which these may impact on management of symptoms and care. - Recognise the influence of one's own personal beliefs and attitudes when deciding and negotiating plans for care and symptom management.
<u>Influence of Transition Points and Crises on Decision-Making in Symptom Management</u>	This session discusses how to deal with transition points and crises, both in terms of initial management options and how these options can be explained and discussed with patients approaching the end of life and their relatives and carers. The ways in which these transition points and crises influence decision-making in symptom management are explored.	<ul style="list-style-type: none"> - Explain the need to be alert for changes such as infections and unexpected crises in a patient's condition, which may mark transition points in an end of life population. - Assess the signs and symptoms of change and outline initial management options. - Recognise the impact of infections, transition points and crises on patients approaching the end of life and family/carers. - Outline how you can provide supportive communication and information about infections, transition points and crises, so that sensible and appropriate decisions related to symptom management can be made.
<u>Recognising Your Own Limitations in Symptom Management</u>	This session discusses how being aware of your own skills and limitations can improve symptom management and care for patients at the end of life.	<ul style="list-style-type: none"> - Explain some of the key pressures felt by professionals in coping with symptom management in patients facing the end of life. - Describe how a professional's individual beliefs, values and personal coping strategies can impact on, or influence, patient care. - Describe the responsibilities of professionals to demonstrate self-awareness of their own limitations in

Session	Description	Learning Outcomes
		<p>symptom management and to know when to seek help and support.</p> <ul style="list-style-type: none"> - Recognise some of the personal skills that help the professional manage themselves and take care of their own well-being.
Assessment of Physical and Cognitive Deterioration in Function	This session provides a framework for the assessment of physical and cognitive deterioration in function in end of life care patients.	<ul style="list-style-type: none"> - Explain the importance of regularly assessing physical and cognitive function in end of life care patients. - Outline the core elements in assessing physical and cognitive function and the key professionals involved in assessment. - Give examples of standardised tools used in clinical practice and research and their utility/limitations. - Outline the impact of deteriorating physical and cognitive function on the patient and their family/carers.
Discussing hydration	This session focuses on communication with families and carers, both lay and professional, about decisions involving clinically assisted hydration at the end of life.	<ul style="list-style-type: none"> - Describe the common concerns expressed by patients and families regarding the giving or withholding of clinically assisted hydration at the end of life, including relevant cultural issues. - Review the evidence about the effectiveness of and the legal position regarding clinically assisted hydration at the end of life. - Develop the communication skills to identify and address the concerns raised by patients and families regarding the giving or withholding of clinically assisted hydration at the end of life. - Develop the skills to address the concerns of colleagues regarding the giving or withholding of clinically assisted hydration at the end of life.
Assessment of spiritual wellbeing	Assessment of spiritual well-being is one of the four core areas (also known as domains) of a holistic assessment in end of life care. This session will explore this	<ul style="list-style-type: none"> - Define the term spirituality. - Describe the purpose of assessing spiritual well-being in end of life care patients. - Examine practical ways of identifying spiritual concerns in patients approaching the end of life.

Session	Description	Learning Outcomes
	domain and its potential interactions with the other core areas.	- Describe how spiritual problems may affect other aspects of end of life care.
<u>Recognising the last months and days of life and verifying death</u>	This session offers a framework for recognising patients who are at risk of deterioration and who may die soon (last months of life) and also recognising when death is imminent (last days). The priorities for care of the dying person are discussed and the communication with patients and families needed at these times is explored.	<ul style="list-style-type: none"> - Use the 'surprise question' to identify patients who may be approaching the end of their life. - Identify some key communication issues for patients and their family/carers in the dying phase and when death is imminent. - List the five priorities for care of the dying patient. - List the clinical signs that verify that a patient has died.
<u>When the dying process is protracted or unexpectedly fast</u>	This session looks at the key issues facing two scenarios: where the dying process is protracted and where it is unexpectedly fast. It discusses how to support those around the patient in these situations.	<ul style="list-style-type: none"> - Describe the key issues which you could expect in two contrasting situations: where the dying process has been particularly protracted or where it has been unexpectedly fast. - Apply the five priorities of care for the dying person to the situations. - Discuss how to support families and those close to the patient in these situations. - Describe the impact that such situations may have on other patients nearby, staff and volunteers, and how to manage this.
<u>Talking about death and dying</u>	This session explores the cultural issues surrounding death and dying in the UK and offers guidance on how to talk about this often difficult subject.	<ul style="list-style-type: none"> - Demonstrate an understanding of how different cultures approach death and dying. - Identify cultural barriers to discussing death and dying in the UK. - Recognise the importance of talking about death and dying.
<u>Breaking bad news</u>	This session looks at ways in which to deliver bad news effectively when faced with end of life care situations. It also looks at some of the reasons why professionals find breaking bad news so difficult.	<ul style="list-style-type: none"> - Discuss areas that health and social care professionals find difficult around breaking bad news and reflect on your own practice. - Discuss the importance of preparation for breaking bad news.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none">- Describe the strategy for breaking bad news using the SPIKES framework.- Discuss the need for follow up after breaking bad news.- Identify resources to support your development in breaking bad news.

Other resources

- [Fundamentals of Acute Care and Treatment in Stroke \(FACTS\) Online Educational Resource](#)
- [End of Life Care \(e-ELCA\) e-learning resources](#)

Return to top



Clinical leadership learning support

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
Introduction to Leadership and LeAD	This session explores the concepts of leadership in the clinical setting. It also introduces you to the e-learning support for the development of clinical leadership (LeAD) and its relationship with the Medical/Clinical Leadership Competency Framework (MLCF/CLCF).	<ul style="list-style-type: none"> - Recognise the importance of leadership skills for clinicians. - Explore the key concepts of leadership. - Identify the purpose and outcome of leadership in healthcare. - Describe how LeAD e-learning works to support the MLCF/CLCF. - Identify clinical situations that can support the development of clinical leadership further.
Introduction to the Medical/Clinical Leadership Competency Framework	This session provides an overview of the Medical/Clinical Leadership Competency Framework (MLCF/CLCF). It explains how it has been constructed and how it can be used.	<ul style="list-style-type: none"> - Explain the rationale behind the development of the Medical/Clinical Leadership Competency Framework (MLCF/CLCF). - Describe the structure of the framework. - Explain shared leadership and how it relates to the framework. - Explain how the framework is being used to influence clinical education, training and development.
Introduction to CLCF: Demonstrating Personal Qualities	This session introduces the Medical/Clinical Leadership Competency Framework domain - Demonstrating Personal Qualities. It examines the elements of competence within the domain and the application of leadership to clinical practice.	<ul style="list-style-type: none"> - Identify the four competence elements within this domain. - Explain why these elements are important for clinicians. - Examine the competence descriptors for each element and identify examples of how these are relevant to you and the application of leadership to clinical practice. - Demonstrate your contribution to leadership in clinical settings by identifying what you will do to develop competence in demonstrating personal qualities.
Values and Attitudes in Practice	This session explores values, beliefs, prejudice and stereotyping. It encourages reflection on how these issues might affect	<ul style="list-style-type: none"> - Define values, beliefs and prejudice. - Explain and reflect on how individual and institutional beliefs are developed.

Session	Description	Learning Outcomes
	your working practice and considers how you can uphold the beliefs and values of your workplace. The session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Make the link between values, beliefs and behaviour. - Understand how effective reflection on difficult situations can be used to change behaviour. - Consider the effect of prejudice and stereotyping on your professional practice. - Consider your role in upholding the values and beliefs of the profession and/or organisation. - Identify how you demonstrate leadership by acting to minimise the negative impact of assumptions and prejudices on patients and other staff.
Team Roles and Personality	This session examines how an individual's personality, consequent behaviours and preferred styles and approaches can impact on others. It encourages reflection on personal behaviour as well as on the behaviour of colleagues. This session supports the development of leadership in a clinical setting.	<ul style="list-style-type: none"> - Describe the most common approach to identifying aspects of personality and behaviour of individuals in the workplace. - Explain the influence of personality type on behaviour and consider circumstances where preferred behaviours may or may not be appropriate. - Determine the consequences of individuals with different preferences and approaches working together within teams. - Demonstrate your contribution to leadership by identifying the steps you will take to increase team effectiveness.
Feedback for Personal Development	This session considers methods of obtaining feedback from others in order to increase self-awareness and assist with personal development planning. This session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Detail the principal methods of obtaining feedback from others about personal impact and performance. - Identify and critically evaluate different feedback methods. - List means of using information from such feedback and securing appropriate support. - Describe the link to the Medical/Clinical Leadership Competency Framework. - Demonstrate your contribution to leadership by identifying how to develop your own skills at giving feedback.
Errors and Experiences in Healthcare	This session describes the types of error encountered in healthcare settings, ways of identifying errors, and how to prevent errors occurring. It also supports the	<ul style="list-style-type: none"> - Explain what is meant by patient safety and clinical errors. - Categorise the types of clinical error that can occur, identifying those most likely within your own area of work.

Session	Description	Learning Outcomes
	development of leadership in clinical settings.	<ul style="list-style-type: none"> - Describe local and national processes for managing safer care. - Identify where the clinician can play a lead role in promoting safer care (using a case study). - Identify learning which may arise from clinical errors (whether by self or others). - Identify how, through demonstrating leadership, you will address issues in the future.
Managing Personal and Professional Development	This session considers the necessity for clinicians to continuously develop in the various roles that make up their professional practice, including leadership. It explores the link between individual practice and that of the organisation. This session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - State the requirements for clinicians to demonstrate a consistently high standard in all aspects of their work. - Understand how individual performance impacts on the wider healthcare system. - Identify the range and means of identifying personal and professional development needs. - Describe the link to the Medical/Clinical Leadership Competency Framework. - Identify any areas for future personal development arising from this module and any appropriate training opportunities available locally. - Demonstrate your contribution to leadership by identifying steps to show improvement in your own practice and leadership.
Using Best Practice	This session considers the features of best practice and how it can help improve personal practice and clinical services by increasing transparency, facilitating accountability, ensuring equity of provision and improving outcomes.	<ul style="list-style-type: none"> - Describe what is meant by best practice in the context of a clinical service and consider how to source relevant examples of best practice. - List the advantages and disadvantages of using consistent approaches. - List the benefits of clear common processes and approaches shared across the healthcare system. - Describe the reasons behind equity of provision and outcome for the population. - Describe the link to the Medical/Clinical Leadership Competency Framework.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - Demonstrate your contribution to leadership in the clinical setting by recommending improvements to clinical guidelines.
<u>Using Policy and Guidance to Ensure Effective Healthcare</u>	<p>This session examines the range of policies and guidance that ensure effective practice within our healthcare organisations. The session encourages clinicians to appreciate the importance of these influences on themselves and on the wider organisations in which they work. Understanding how these frameworks are used and learning how to influence them are key factors in the development of leadership.</p>	<ul style="list-style-type: none"> - List the principal frameworks (professional, legal and ethical) which have a role in ensuring the delivery of effective healthcare. - Identify the role of team members in adhering to and promoting the principles behind relevant frameworks, for the benefit of patients and the wider service. - Consider situations where non-adherence to governing frameworks has impacted on the service and the wider healthcare system. - Demonstrate your contribution to developing your leadership capabilities through reflection and awareness of the influence of these frameworks on your work.
<u>The Challenge of Probity</u>	<p>This session gives practical scenarios where probity and conflicts of interest occur and examples of the expectations by professional regulators and organisations. Effective leadership requires individuals to continually demonstrate their integrity and sense of probity, especially when engaged in public service.</p>	<ul style="list-style-type: none"> - Explore and define probity. - Identify how your professional body defines probity and what is required of you. - Discuss and critically evaluate the relationship between probity and effective leadership in healthcare. - Demonstrate your contribution to leadership in your clinical setting by elaborating on the ways in which the challenges of probity may occur and what steps you personally could take to address these.
<u>Introduction to CLCF: Working with Others</u>	<p>This session introduces the Medical/Clinical Leadership Competency Framework domain - Working with Others. It examines the elements of competence within the domain and the application of leadership to clinical practice.</p>	<ul style="list-style-type: none"> - Identify the four competency elements within this domain. - Explain why these elements are important for clinicians. - Examine the competence descriptors for each element and identify examples of how these are relevant to you and the application of leadership to clinical practice. - Demonstrate your contribution to leadership in clinical settings by identifying what you will do to develop competence in working with others.

Session	Description	Learning Outcomes
Leadership Styles	This session examines what is meant by leadership style, explores the different types of leadership style, and considers which style is likely to be the most effective in different situations. This session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Examine the key definitions and models of leadership and leadership style. - Describe current predominant thinking around leadership. - Explain how leadership style can be driven by different situations. - State the most likely outcome of adopting the various leadership styles. - Analyse and critique your personal leadership styles and those of others. - Demonstrate your contribution to leadership by identifying leadership approaches to improving the experience of healthcare for patients.
Team Dynamics	This session examines team dynamics. This includes what constitutes a good team in healthcare, the team's development, your contributions to a successful team, and how to intervene in and improve a dysfunctional team. It also gives you the foundations for successfully contributing to leading a team in a clinical setting.	<ul style="list-style-type: none"> - Define a team and explain the differences between groups and teams. - Explain what constitutes an effective team and its development. - Recognise your personal contribution to effective team working and the skills required for leading a team. - State the interventions required for teams that are not functioning well. - Demonstrate your contribution to leadership through identifying actions to support effective functioning of teams.
Effective Team Working	This session examines how working within and across multidisciplinary teams to deliver and improve services can bring benefits to patients. This session contributes to the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Describe the range of teams and team structures that are found in healthcare settings, including those of which you are a part. - List the advantages of working across networks to deliver and improve services. - Identify the characteristics and benefits of multidisciplinary teams (MDTs) as well as any associated difficulties. - Demonstrate your contribution to leadership by identifying action to improve the way clinical teams function.
Working in a Group	The session looks at what can make working groups successful, and what you	<ul style="list-style-type: none"> - Explain how working groups function.

Session	Description	Learning Outcomes
	can do to contribute towards achieving the group goals, whether you are the designated chair, or a member of the group.	<ul style="list-style-type: none"> - Consider ways in which you can contribute to the effectiveness of a group. - Demonstrate leadership in your field of practice by reflecting on your contribution to a working group.
Coaching for Practice	This session explores values, beliefs, prejudice and stereotyping. It encourages reflection on how these issues might affect your working practice and considers how you can uphold the beliefs and values of your workplace. The session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Describe the main features of a coaching approach. - Discuss how to create an effective coaching alliance. - Understand key techniques and approaches. - Discover how to motivate yourself and others. - Demonstrate your contribution to leadership by reflecting on coaching in a context relevant to your field of practice.
Introduction to CLCF: Managing Services	This session introduces the Medical/Clinical Leadership Competence Framework domain - Managing Services. It examines the elements of competence within the domain and the application of leadership to clinical practice.	<ul style="list-style-type: none"> - Identify the four competence elements within this domain. - Explain why these elements are important for clinicians. - Examine the competence descriptors for each element and identify examples of how these are relevant to you and the application of leadership to clinical practice. - Demonstrate your contribution to leadership in clinical settings by identifying what you will do to develop competence in managing services.
Ensuring Development and Learning	This session examines the formal and informal means of reviewing and managing the individual performance of other people. It describes key aspects around educational supervision, performance review, mentoring and coaching. The session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Define performance management in the context of the individual. - Relate performance management to the formal systems of individual performance review, educational supervision and appraisal. - Identify the skills and techniques associated with conducting effective individual performance review. - Explain the role of mentoring, coaching and counselling in supporting development and improved performance. - Identify where poor performance or inappropriate behaviour calls for the use of formal measures to deal with the situation.

Session	Description	Learning Outcomes
		<ul style="list-style-type: none"> - Identify how managing performance relates to clinical leadership.
<u>Organisational Performance</u>	This session examines the sort of information used by healthcare organisations to assess their performance and considers how this information can be used to improve performance. This session supports leadership development in the clinical setting.	<ul style="list-style-type: none"> - Describe the range of information that can be helpful in indicating performance. - Explain the formal mechanisms and approaches to organisational performance management in the NHS. - Analyse the information provided in a case study to identify key performance issues for a service and decide what actions may be necessary. - Consider how information about performance can be used to inform future plans. - Explore how performance is measured and managed in your own service. - Demonstrate your contribution to leadership by identifying appropriate performance indicators in your service.
<u>Introduction to CLCF: Improving Services</u>	This session introduces the Medical/Clinical Leadership Competency Framework domain - Improving Services and examines the elements of competence within the domain and the application of leadership to clinical practice.	<ul style="list-style-type: none"> - Identify the four competence elements within this domain. - Explain why these elements are important for clinicians. - Examine the competence descriptors for each element and identify examples of how these are relevant to you and the application of leadership to clinical practice. - Demonstrate your contribution to leadership in clinical settings by identifying what you will do to develop competence in improving services.
<u>Introduction to Quality Improvement</u>	This session introduces you to quality improvement in healthcare, in particular the role of the clinician, the discipline of improvement, the people and leadership skills involved, and the main approaches and tools. This session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Define the term quality improvement. - Explain your role as a clinician involved in quality improvement to others. - List the elements that make up a quality improvement approach, in particular the discipline of improvement. - Identify the key tools and approaches for each of the elements in the discipline of improvement. - Demonstrate your contribution to leadership in your clinical setting by identifying areas for improvement in your own service.

Session	Description	Learning Outcomes
<u>Quality Improvement and Patient Safety</u>	This session explores the importance of patient safety and provide some practical tools for improvement. This session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Explain the link between quality improvement and safer patient care. - Describe the methods needed to undertake improvements to ensure patient safety and confidence. - Identify how and when process mapping can be used to analyse services. - Explain how patient and carer input can be obtained and used in service improvement. - State means of evaluating improvement and measuring the impact of changes. - Explain how quality improvement processes relate to the broader system. - Demonstrate your contribution to leadership by identifying changes in the way care is delivered in order to improve patient safety.
<u>Minimising Risk in Healthcare Organisations</u>	This session defines risk and via the presentation of various clinical situations, discusses approaches to the management of risk. This session contributes to the development of leadership in a clinical setting.	<ul style="list-style-type: none"> - Define risk management generally and explain how it applies within the clinical context and to the concept of leadership. - Identify and critique current policies and protocols used locally to manage risk. - Describe and categorise potential sources of risk within your area of work. - Describe commonly used tools and techniques for managing risk. - Through consideration of a case study, demonstrate your contribution to leadership by identifying how risk can be systematically managed.
<u>Clinical Governance</u>	This session outlines the principles of clinical governance, including how clinical governance works for individual clinicians, and how clinical governance is applied to whole organisations to assure and improve quality. This session supports the	<ul style="list-style-type: none"> - Explain how individual clinicians can use governance principles to improve the quality of their care. - Describe the essential components of a structured governance plan within a hospital directorate or GP practice.

Session	Description	Learning Outcomes
	development of leadership in clinical settings.	<ul style="list-style-type: none"> - Evaluate regional and national factors that impinge on local governance requirements. - Demonstrate how you contribute to the development of leadership by identifying how you would assure the quality of service for patients.
Monitoring Systems of Care	This session explains the term outcomes, the methods commonly used to assess quality, and the contribution of monitoring to ensuring standards are met and that there is equity of provision and outcome. This session supports the development of leadership in the clinical setting.	<ul style="list-style-type: none"> - Describe the meaning of outcomes in the context of system wide clinical services. - State the mechanisms used to assess quality and outcomes. - Identify opportunities where systems of care might benefit from assessing the quality of provision and service. - Explain the steps that would be necessary to bring a more systematic approach to monitor the outcome of provision. - Develop your leadership by recommending appropriate outcome measures for your service.
Introduction to CLCF: Setting Direction	This session introduces the Medical/Clinical Leadership Competency Framework domain, Setting Direction. It examines the elements of competence within the domain and the application of leadership to clinical practice.	<ul style="list-style-type: none"> - Identify the four competence elements within this domain. - Explain why these elements are important for clinicians. - Examine the competence descriptors for each element and identify examples of how these are relevant to you and the application of leadership to clinical practice. - Demonstrate your contribution to leadership in clinical settings by identifying what you will do to develop competence in setting direction.
Successful Patient Outcomes	This session examines how patient outcome measures contribute to national and local programmes looking at effectiveness and safety in healthcare and are used to inform service plans nationally and locally. This session supports the development of leadership in clinical settings.	<ul style="list-style-type: none"> - Identify how national programmes relate to local services. - Examine the type of data and information needed to measure patient outcomes. - Consider the use of patient outcomes information in planning practice and services. - Describe how results from national programmes on patient outcomes can be used constructively to influence individual practice.

Session	Description	Learning Outcomes
		- Demonstrate your contribution to the development of leadership in your area of practice by identifying relevant national patient outcome measures.

More learning sessions can be found on the [eLfH Leadership for Clinicians e-learning programme webpage](#).

Return to top



Management learning support

e-Learning for Healthcare (eLfH) and HEE

Session	Description	Learning Outcomes
Working with Others: Developing Networks	This session will increase your knowledge in the importance of developing networks and how your role as a registered practitioner can impact on patient care and the service which you provide. Multi-professional working and learning is essential for any healthcare practitioner. Networking gives you the opportunity to not only work alongside colleagues and other professionals, but also to understand different perspectives in care delivery (including patients and carers).	<ul style="list-style-type: none"> - Identify opportunities where working with patients and colleagues in the clinical setting can bring added benefits. - Create opportunities to bring individuals and groups together to achieve goals. - Promote the sharing of information and resources. - Actively seek the views of others.
Working with Others: Building and Maintaining Relationships	The aim of this session is to enhance your knowledge and appreciation of the importance of building and maintaining relationships as a newly qualified, or new to role healthcare professional, including the positive impact relationships can have on the quality of patient care and safety.	<ul style="list-style-type: none"> - Listen to others and recognise different perspectives. - Empathise and take into account the needs and feelings of others. - Communicate effectively with individuals and groups, and act as a positive role model. - Gain and maintain the trust and support of colleagues.
Working with Others: Working within Teams	This session will support you in your team to deliver and improve services.	<ul style="list-style-type: none"> - Have a clear sense of your role, responsibilities and purpose within the team. - Adopt a team approach, acknowledging and appreciating efforts, contributions and compromises. - Recognise the common purpose of the team and respect team decisions. - Lead a team, involving the right people at the right time.
Managing Services: Managing Performance	This session discusses why measuring performance is a key part of delivering high	<ul style="list-style-type: none"> - Analyse information from a range of sources about performance.

Session	Description	Learning Outcomes
	quality, effective and safe services. It helps you consider how to improve performance and give some ideas for how to take this forward.	<ul style="list-style-type: none"> - Take action to improve performance. - Take responsibility for tackling difficult issues. - Build learning from experience into future plans.
Improving Services: Ensuring Patient Safety	This session provides information about minimising the risk to patient safety through deliverance of evidence-based practice within the healthcare environment. It discusses how this can improve the quality of care given to patients through root cause analysis, risk assessment and will also consider how healthcare professionals can reflect on lessons learnt following patient safety incidents.	<ul style="list-style-type: none"> - Identify and quantify the risk to patients using information from a range of sources. - Use evidence, both positive and negative, to identify options. - Use systematic ways of assessing and minimising risk. - Monitor the effects and outcomes of change.
Improving Services: Encouraging Improvement and Innovation	This session explores ways to support the creation of a climate of continuous service improvement.	<ul style="list-style-type: none"> - Question the status quo. - Act as a positive role model for innovation. - Encourage dialogue and debate with a wide range of people. - Develop creative solutions to transform services and care.
Improving Services: Facilitating Transformation	This session looks at actively contributing to change processes that lead to improving healthcare.	<ul style="list-style-type: none"> - Model the expected change. - Articulate the need for change and its impact on people and services. - Promote changes leading to systems redesign. - Motivate and focus a group to accomplish change.
Setting Direction: Identifying the Contexts for Change	This session helps you explore how to be aware of the range of factors to be taken into account when identifying the contexts for change.	<ul style="list-style-type: none"> - Demonstrate awareness of the political, social, technical, economic, organisational and professional environment. - Understand and interpret relevant legislation and accountability frameworks. - Anticipate and prepare for the future by scanning for ideas, best practice and emerging trends that will have an impact on health outcomes. - Develop and communicate aspirations.

Session	Description	Learning Outcomes
<u>Assertiveness in the Workplace</u>	Assertiveness is getting the attention and the respect you deserve while at the same time, respecting the views of the person you are talking to. It's a two-way process consisting of adult, professional and constructive dialogue. This module gives you the confidence to apply the skills of assertive behaviour in the workplace so benefiting yourself and your team.	<ul style="list-style-type: none"> - Identify the difference between passive, aggressive and assertive behaviour. - Understand how assertive behaviour can get your desired outcome. - Understand the principles of being assertive. - Identify the importance of giving and receiving honest feedback. - Identify how to apply the skills of assertive behaviour in the workplace.
<u>Coaching Skills</u>	This module will enable you to identify and understand some of the principles of successful coaching, and is your first step on the path to becoming a successful coach to help people find their focus and be the best they can be.	<ul style="list-style-type: none"> - Identify and understand the principles of coaching. - Understand how coaching can be used in the work context. - Be able to apply a simple model for coaching – GROW. - Know when and how to use coaching skills. - Be clear about the coach/coachee relationship.
<u>Coaching to Support Change</u>	This module looks at how coaching can be applied as a means of developing specific areas of knowledge and skill to allow a person to perform to the best of their abilities in their job role - particularly when experiencing times of change.	<ul style="list-style-type: none"> - Understand how coaching can support staff through times of change. - Define workplace coaching and how it differs from other types of coaching. - Understand how workplace coaching will benefit the individual, the manager and the organisation. - Understand the process and benefits of three-way contracting.
<u>Dealing with Difficult People</u>	Dealing with difficult people is something we will all have to do at some time and no workplace is without them. This module uses a number of scenarios to introduce how you can deal more effectively with difficult people.	<ul style="list-style-type: none"> - Recognise the common behaviours of a 'difficult' person. - Understand the reasons why dealing with difficult people should not be avoided. - Understand the LEAD model and how this can be a useful tool when dealing with difficult people. - Understand how dealing with difficult people professionally and appropriately can have a positive outcome for all concerned.
<u>Empowering the Manager – Managing Upwards</u>	Managing upwards involves a range of skills in order to get what we need from our	<ul style="list-style-type: none"> - Identify a range of common work styles and understand how to deal with them.

Session	Description	Learning Outcomes
	manager, whilst keeping them happy too. Sometimes it's necessary to say no to our manager and we must do so assertively without causing any ill-feeling. This module covers three specific skills of influence, negotiation and delegation to help with the process of managing upwards.	<ul style="list-style-type: none"> - Be able to receive delegated work more clearly, with explicit measures of time and quality expectations. - Identify skills you already have that can be utilised in managing upwards. - Plan to say 'no' without upsetting the boss. - Self-awareness – what can you do differently to change the results you get with your manager.
Performance Management	This module introduces the concept of performance management as a way of effectively managing and supporting the individuals within your team so effectively increasing your overall team performance and contribution to the organisation.	<ul style="list-style-type: none"> - Identify personal barriers to dealing with performance problems. - Set clear goals for yourself and your team members. - Be more effective in giving reward and encouragement for a job well done. - Identify and differentiate between performance and behaviour issues within the workplace.
The Situational Leader	This module introduces theories and concepts you can use to help you become a more effective leader and manager.	<ul style="list-style-type: none"> - Recognise how different situations will require different management styles. - Understand why consistent leadership does not necessarily mean treating All staff exactly the same. - Recognise different leadership styles and how a combination of these styles is more effective than just choosing one.

More learning sessions can be found on the [eLfH Leadership Foundations e-learning programme webpage](#).

Return to top

