

# Safe & Well Training

Training Activity Name	Delivery Format	Learning Objectives	Potential Activity Content	Delivered by	Duration	Renewal Period
Introduction	<p>Potential info graphic with video case studies / interviews</p> <p>Potential Videoscribe</p>	<p>Explain what S&amp;W is; the spirit / philosophy behind it i.e. early intervention and the link to the GMFRS Core Purpose</p> <p>Describe what is meant by taking a person centred approach and how this links to the S&amp;W check i.e. what is important to the person</p> <p>Discuss the risks to GMFRS and the opportunities that we have around the following;</p> <ul style="list-style-type: none"> <li>• DevoManc</li> <li>• <b>Maintaining resilience?</b></li> <li>• Reducing demand on our partners by focusing our priorities on those in Health and Social Care inc. stats (PH / FI?)</li> </ul>	<p>CFO video??</p> <p>Helen Sanderson?</p> <p>Person, environment and occupation tool</p> <p>Interview with fire fighter</p>	Comms	N/A (however, condensed version to be included within Induction)	N/A
Induction - 1	Watch based training – link	<b>VERSION OF INTRODUCTION TO BE INCLUDED</b>	Fire Safety	GMFRS	0.5 day	

	<p>to MOS</p>	<p>Describe what is included within a S&amp;W check, for example the check still includes fire safety but also expands to cover other areas</p> <p>Explain the difference between a HSC and a S&amp;W check</p> <p>Identify risks to health and wellbeing associated with following factors;</p> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Dementia</li> <li>• Mobility and Falls Prevention</li> <li>• Smoking</li> <li>• Drug and Alcohol</li> <li>• Hoarding</li> <li>• Home Security</li> </ul> <p>Describe why the following priorities for our Health and Social Care partners are also contributory factors to fire;</p> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Dementia</li> <li>• Physical Health</li> <li>• Mobility and Falls Prevention</li> <li>• Smoking</li> <li>• Drug and Alcohol</li> <li>• Hoarding</li> </ul>	<p>Asbestos</p> <p>Mental Health &amp; Dementia (covered in MHFA and partner training)</p> <p>Mobility and Falls Prevention (covered with FRAT)</p> <p>Smoking &amp; Drug and Alcohol (covered in L2 UHIP)</p> <p><b>Hoarding (TBC)</b></p> <p>Home Security (covered by GMP)</p>			
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		<i>(consideration of Older People; isolation and loneliness)</i>				
		<p>Explain your role in relation to S&amp;W (fire fighter / CSA / Volunteer)</p> <p>Explain how S&amp;W will fit within your day to day work; this may include targets, processes / procedures etc</p> <p>List the training that you will be given to conduct a S&amp;W check and explain why it is valuable for your role</p> <p>Recognise the appropriate response to risks - appreciate that you are not an expert;</p> <ul style="list-style-type: none"> <li>• Advice</li> <li>• Intervention</li> <li>• Signposting</li> <li>• Referral</li> </ul>	<p>Training will include;</p> <p>Knowledge to enable you to develop skills e.g. communication skills</p> <p>Access to tools that will allow you to screen and assess</p> <p>Links to resources that will enhance your S&amp;W check (i.e. smoke alarms, leaflets, guidance documents etc)</p>	GMFRS		
GMFRS	eLearning	Module 1- What is Safeguarding?	Assessment required upon	GMFRS	1 hour	

Safeguarding		<p>Module 2- GMFRS Safeguarding Policy</p> <p>Module 3- GMFRS Safeguarding Procedures</p> <p>Module 4- Supporting Information</p>	completion			
RSPH L2 Understanding Health Improvement	Classroom	<p>1. Know how inequalities in health may develop and what the current policies are for addressing these, by being able to:</p> <p>1.1 Give an example of health inequality, its effects and possible impact on local communities</p> <p>1.2 Identify the factors leading to health inequalities</p> <p>1.3 Outline the policies and methodologies for reducing inequalities in health</p> <p>2. Understand how effective communication can support health messages, by being able to:</p> <p>2.1 Identify the communication skills that are effective in communicating health messages</p> <p>2.2 Identify barriers to communication that may affect the understanding of health messages and strategies for overcoming these</p> <p>2.3 State the role of effective communication in the promotion of health messages</p>	<p>Assessment required upon completion</p> <p>Extended from 1 day to 2 days to include;</p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Alcohol (inc IBA)</li> <li>• Smoking</li> </ul>	RSPH or GMFRS?	2 days	

		<p>3. Know how to promote improvements in health and well-being to individuals, by being able to:</p> <p>3.1 Give the western scientific model and World Health Organisation definitions of the term 'health and well-being'</p> <p>3.2 Identify positive and negative influences on health and well-being</p> <p>3.3 Give an example of a strategy for the promotion of health and well-being</p> <p>3.4 Identify resources that can be used for promoting health and well-being</p> <p>3.5 State how individuals can promote health and well-being</p> <p>4. Understand the impact of change on improving an individual's health and well-being, by being able to:</p> <p>4.1 Give an example of behaviour change that can improve an individual's health and well-being</p> <p>4.2 Outline how individuals can be encouraged to change their behaviour</p> <p>4.3 Identify positive and negative influences on behaviour change</p>				
FRAT	Classroom	Falls Risk Assessment Tool		GMFRS	0.5 day	
Hoarding	Classroom	Clutter Imaging Rating Scale				
MHFA	Classroom	Spot the early signs of a mental health	Assessment required upon	GMFRS	2 days	

		<p>problem</p> <p>Feel confident helping someone experiencing a mental health problem</p> <p>Provide help on a first aid basis</p> <p>Help prevent someone from hurting themselves or others</p> <p>Help stop a mental illness from getting worse</p> <p>Help someone recover faster</p> <p>Guide someone towards the right support</p> <p>Reduce the stigma of mental health problems</p>	<p>completion</p>			
Understanding Mental Health Services	Classroom	<p>Provide an overview of what mental health services look like</p> <p>List the mental health services that you are likely to contact in the area</p> <p>Translate the acronyms and terminology used in mental health</p> <p>Describe a personality disorder and describe how this can manifest itself</p> <p>Describe what it means to be sectioned</p>	<p>Scenario based session delivered by CQUIN</p> <p>GMW: Bolton / Salford / Trafford <i>(with potential to expand across GM)</i></p> <p>Joint delivery required with GMFRS</p>	0.5 day	0.5 day	

		<p>under the mental health act</p> <p>Apply the most appropriate communication methods to individuals with mental health conditions</p> <p>Make appropriate decisions in relation to individuals with mental health conditions (including community/social elements)</p>				
Dementia Awareness	Classroom	TBC – awaiting learning objectives	<p>GMW: Bolton / Salford / Trafford (with potential to expand across GM)</p> <p>Joint delivery required with GMFRS</p> <p>Inc. Dementia Friend video</p>	CQUIN	0.5 day	
Crime Prevention Training (GMP)	Classroom	Domestic Security	Delivered by GMP	GMP	1 day	
S&W Check	Classroom	<p>Process and procedure</p> <p>Fire Safety Awareness</p> <p>Introduction to the form</p> <p>Apply the correct approach, process and procedure when conducting a S&amp;W check</p>	<p>Revamp of PAIROF</p> <p>Consolidation of learning</p> <p>Introduction to the form</p> <p>Hello my name is?</p>	GMFRS	1 day	

		<p>Act in an appropriate and professional way when carrying out a S&amp;W check</p> <p>Explain the importance of safe working practises when conducting a S&amp;W check i.e. before, during and after</p> <p>Apply safe working practises to an example S&amp;W check scenario</p>	<p><a href="http://www.nhsemployers.org/case-studies-and-resources/2014/03/hellomynameis-campaign-video-released">http://www.nhsemployers.org/case-studies-and-resources/2014/03/hellomynameis-campaign-video-released</a></p> <p>Lone working policy? Safe working policy?</p>			
Record Keeping	Classroom	<p>Describe what CRMS is and how it will assist when conducting a S&amp;W check</p> <p>Articulate the rationale for the questions and content in the new S&amp;W form</p> <p>Identify the importance of writing articulately and professionally i.e. a copy will be provided to the community</p> <p>Transpose a S&amp;W check into a written report on CRMS (this will be followed by CRMS training)</p>	<p>Record Keeping Guidance</p> <p>Exemplar</p>			
				<b>Total: 8 days + (1 hour Safeguarding)</b>		

BigRed Information Page:

- Learning Disability (inc Video)
- Record Keeping



- Safeguarding
- Hoarding
- Cultural Awareness Guidebook
- Local info

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