

## 3 Day SPH Train the Trainer

Day 1	Day 2	Day 3
<p><b>Manual Handling</b>  Definitions  Necessity for trained practice  Correct manual handling methods  TILE/LITE</p> <p><b>Legislation</b>  Key Moving and Handling legislations</p> <p><b>Responsibilities</b>  Employer Responsibilities  Your responsibilities</p> <p><b>Anatomy and Physiology</b>  Health issues  Potential injuries</p> <p><b>Ergonomics</b>  Importance of good design and equipment choices</p> <p><b>Safer People Handling</b>  Health issues that necessitate support  Privacy and dignity</p> <p><b>Bariatric Residents</b>  Extra support needed</p> <p><b>Bed Rails</b>  Pros and cons</p> <p><b>Incidents, Errors and Near Misses</b>  Reporting</p>	<p><b>Roles and Responsibilities</b>  Roles and responsibilities of a trainer  Professional standards</p> <p><b>Legislation</b>  Equality</p> <p><b>Learner needs</b>  Prior learning and experience  Language  Individual needs</p> <p><b>Presentations</b>  Rule of 6  Use of voice  Key points for trainers  Mini-presentations</p> <p><b>Teaching and Learning</b>  Inclusive learning  Learning styles  Teaching approaches  Teaching practical skills  Learning environment  Relationships and boundaries</p> <p><b>Assessment and feedback</b>  Holistic  Formative  Summative  Feedback models  Difficult conversations</p>	<p><b>Practical Competencies</b>  Safety checks  Communication  Hoisting safely  Slings  Slide sheets  One person and two person moving  Sitting to standing  Standing to sitting  Assisted walking  Bed manoeuvres</p> <p><b>Micro-teach</b>  Teaching a skill  Feedback</p>