

HCPC student competition 2023 entry

Title: Health and Well-being for Healthcare Professionals

Objective: To educate healthcare professional students about prioritising their health and well-being while providing the best possible care for service users.

Duration: Approximately 30 minutes, though lessons should allow for flexibility as introductions and discussions can often take longer than anticipated.

Materials:

1. Laptop able to link to a projector
2. Handouts (optional)

Lesson Plan:

1. Introduction (5 minutes)

- a. Greet the participants and address housekeeping items such as fire alarms, fire exit routes, toilet locations, etc.
- b. Introduce the topic of health and well-being for healthcare professionals and why this is such a crucial element of their professional development in line with HCPC standards.
- c. Explain the importance of self-care and how it directly impacts the quality of care provided to service users.
- d. Engage participants by asking them about their experiences and challenges related to self-care.

2. Understanding the Challenges (5-10 minutes)

- a. Present a brief overview of the common challenges healthcare professionals face in maintaining their health and well-being (e.g., long working hours, emotional demands, high stress levels).
- b. Discuss the potential consequences of neglecting self-care, such as burnout, compassion fatigue, and decreased job satisfaction.
- c. Encourage participants to reflect on their own experiences and challenges they anticipate in their future healthcare careers. Ensure clarity that sharing is optional and for people to share things they are comfortable with.

3. Strategies for Health and Well-being (5-10 minutes)

- a. Introduce practical strategies to help healthcare professionals prioritise their health and well-being. Some examples could be:
 - i. Time management: Discuss the importance of setting boundaries, maintaining work-life balance, and delegating tasks when necessary. Highlight the importance of good working

relationships with colleagues. For example, occupational therapists and physiotherapists can delegate tasks to qualified therapy assistants.

ii. Stress management: Explain techniques such as deep breathing exercises, mindfulness, and engaging in hobbies or activities that bring joy.

iii. Physical health: Emphasise the significance of regular exercise, healthy eating habits, and sufficient sleep (touch on sleep hygiene solutions such as reducing blue light before bed, a calming environment to sleep in, making lists before bedtime or keeping a pen and paper by the bed for jotting down thoughts).

iv. Emotional support: Encourage students to seek emotional help from colleagues, mentors, or support groups and engage in regular supervision sessions.

b. Provide examples of how these strategies can be integrated into their daily lives as healthcare professionals.

4. Case Studies and Discussion (5 minutes)

a. Present one or two fictitious case studies depicting healthcare professionals who faced challenges in maintaining their health and well-being.

b. Initiate a discussion to analyse the case studies, asking questions such as:

i. What could the healthcare professionals have done differently to prioritise their well-being?

ii. How could the outcome have been improved if they had implemented self-care strategies?

iii. How can the participants apply the lessons from the case studies in their own practice?

5. Conclusion and Action Plan (5 minutes)

a. Summarise the key points discussed during the session.

b. Encourage participants to develop their own action plan for incorporating self-care strategies into their lives as healthcare professionals.

c. Provide additional resources and references for further exploration of the topic. Links can be sent to interested participants via email to reduce the need for paper handouts, though hard copies can be provided upon request.

d. Thank the students for participating and reiterate the importance of prioritising their health and well-being to practice in line with HCPC standards.

Note: It is essential to adapt lesson plans to suit the specific needs and learning styles of the participants and the time available. Adding interactive elements, group discussions, or self-reflection exercises can enhance student engagement and understanding. Longer sessions could benefit from interactive quick quizzes such as Kahoot!

Three take-home messages from this lesson on health and well-being for healthcare professionals could be:

1. Prioritising self-care is essential for healthcare professionals: Participants should understand that their own health and well-being directly impact their ability to provide quality care to patients. Neglecting self-care can lead to burnout, compassion fatigue, decreased job satisfaction, and negatively impact employee attrition. Therefore, healthcare professionals must prioritise their own health.

Commonly used analogies:

"You can't pour from an empty cup."

"You need to help yourself before you can help others" - the analogy of putting your own oxygen mask on in an aeroplane emergency before helping others.

2. Practical strategies can help maintain health and well-being: Students should be introduced to various practical strategies that can be incorporated into their daily lives. Ideas such as time management, stress management techniques, prioritising physical health through exercise and healthy eating, and seeking emotional support. By implementing these strategies, healthcare professionals can better manage the challenges they face in their careers.

3. Reflection and action planning are essential: Participants should be encouraged to reflect on their own experiences and challenges related to self-care. They can gain insights into prioritising their health and well-being by analysing case studies and discussing potential solutions. Participants should develop their own action plans, outlining specific steps to incorporate self-care strategies into their lives as healthcare professionals. This empowers them to take responsibility for their health and implement positive changes.

By emphasising these three key messages, participants can understand the importance of self-care, learn practical strategies to enhance their health and well-being and develop a proactive mindset towards maintaining their own self-care as healthcare professionals.

Ideas for additional "bite-size" learning opportunities

- Provided as a finishing "food for thought" element
- Can be given as handouts, a clickable slide at the end of a PowerPoint presentation, or sent via email to consenting participants
- Students can visit resources in their own time for additional learning

HCPC website:

<https://www.hcpc-uk.org/>

HCPC standards of proficiency pages:

<https://www.hcpc-uk.org/standards/standards-of-proficiency/>

An article from the British Journal of Occupational Therapy exploring emotional intelligence among students:

Gribble, N., Ladyshevsky, R.K. and Parsons, R. (2018) 'Changes in emotional intelligence of occupational therapy students during practice education: A longitudinal study', *British Journal of Occupational Therapy*, 81(7), pp. 413-422. Available at: <https://doi.org/10.1177/0308022618763501>

"Emotional intelligence skills are malleable and can improve during practice placements. Supervisors and employers should encourage students and new graduates to practice their emotional intelligence skills under supervision and then provide feedback to better prepare them for the emotional demands of healthcare workplaces."

An extract from a talk by Brené Brown highlighting the subtle differences between empathy and sympathy:

<https://youtu.be/KZBTYViDPIQ>

What is sleep hygiene? Tips from the British Sleep Foundation:

<https://www.sleepfoundation.org/sleep-hygiene>