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## Capable, Integrated & Fit for the Future

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Educational and learning Directory



# Educational/ Training and Learning Opportunities Currently Available

Capability	Resource	Level of Staff (professional Groups)	Overview	Contact Details
1.1 The health and social care worker continually develops and updates their knowledge of new policy and research evidence relevant to intermediate care services and uses this to promote and develop effective, evidence-based care.	Joanna Briggs Institute	All professions, all levels/ grades	<p>JBICONNECT is an online web-based facility that provides users with resources and tools to search, appraise, summarise, embed, utilise and evaluate evidence-based information.</p>	<p><a href="http://nhsqis.jbiconnect.org/">http://nhsqis.jbiconnect.org/</a></p> <p>Margo Russell  <a href="mailto:m.russell@lanarkshire.scot.nhs.uk">m.russell@lanarkshire.scot.nhs.uk</a></p>
	Introduction to E-library	All professions, all levels/ grades	<p>A beginners guide to using, navigating and basic searching of the e-library the e-library is a web based facility that provides users with access to journals, books, search engines</p>	<p><a href="http://www.elib.scot.nhs.uk">http://www.elib.scot.nhs.uk</a></p> <p><a href="mailto:Amanda.minns@lanarkshire.scot.nhs.uk">Amanda.minns@lanarkshire.scot.nhs.uk</a></p>
	Flying Start	All Newly Qualified NHS Staff	<p>Online Learning Set: Research for Practice, Action Learning Set Policy To enhance the ability of newly qualified practitioners to gather and present evidence of applying research skills and knowledge in the workplace.</p>	<p><a href="mailto:maggie.hogg@lanarkshire.scot.nhs.uk">maggie.hogg@lanarkshire.scot.nhs.uk</a></p>
	SVQ Level 2 & 3	Clinical support workers/ AHP's	<p>To understand the policy and organisational context of health and social care in NHS Scotland. To ensure all policies and up to date legislation is adhered too and ensure it</p>	<p>Maxine Kinnoch  <a href="mailto:Maxine.kinnoch@lanarkshire.scot.nhs.uk">Maxine.kinnoch@lanarkshire.scot.nhs.uk</a></p>

Lanarkshire Research  
Advisory Group

All staff  
No cost

is part of the overall competencies that  
are met by all support workers

The Lanarkshire Research Advisory  
Group is aimed at Staff who are  
interested in research or wish to  
develop their research skills.  
Opportunity to network with  
experienced research professionals  
and other health professionals  
interested in research over  
refreshments.

Helen Kane  
[Helen.kane@uws.ac.uk](mailto:Helen.kane@uws.ac.uk)

[simon.carr@uws.ac.uk](mailto:simon.carr@uws.ac.uk)

Principles of Diabetic  
Management  
UWS  
Location –Paisley

Level 9-Degree  
  
15 points  
available as stand  
alone module

The module will enable students to  
describe the physiological  
characteristics of diabetes; understand  
the importance of pharmacology and  
diet in the management of the disease.  
Manage the ongoing treatment of  
diabetes in the adult and elderly client;

[simon.carr@uws.ac.uk](mailto:simon.carr@uws.ac.uk)

Tissue Viability  
UWS  
Location -Hamilton

20 credits – level  
9

The module has been designed to  
develop knowledge and understanding  
of principles and practice related to  
tissue viability, including professional,  
legal and ethical issues related to this  
area of practice.

[simon.carr@uws.ac.uk](mailto:simon.carr@uws.ac.uk)

Pain Management  
UWS  
Location- Hamilton

20 credits – level  
9

This module is relevant for any health  
and social care practitioners who work  
with clients experiencing pain.  
The module aims to improve pain  
management in all care settings by  
developing within practitioners,

Contact Patricia Watson  
01698 283100 ext 8659 or  
0800 027 1000

[uni-direct@uws.ac.uk](mailto:uni-direct@uws.ac.uk)



Health Studies (MSc) UWS	Level 11	critical evaluative skills, and evidence based knowledge that encompass holistic care.	<a href="mailto:a.mcquarrie@uws.ac.uk">a.mcquarrie@uws.ac.uk</a> or <a href="mailto:ellen.mccormick@uws.ac.uk">ellen.mccormick@uws.ac.uk</a>
Non-Medical Prescribing UWS	Open to nurses and midwives and AHP's with 2 years' post registration experience	The course aims to provide the opportunity for health care professionals to further develop their knowledge, skills and expertise relevant to health studies. It is anticipated that students undertaking this degree will already have considerable professional expertise and knowledge.	Angela Kydd Tel: 0141 849 4207 <a href="mailto:angela.kydd@uws.ac.uk">angela.kydd@uws.ac.uk</a>
Gerontology Interest Group UWS	All Staff	The aim of this course is to prepare eligible health practitioners to prescribe independently or supplementary from the British National Formulary.	Isobel Phee, Senior Officer, Learning and Organisational Development. <a href="mailto:Pheei@northlan.gov.uk">Pheei@northlan.gov.uk</a>
SVQ in Care level 3 and 4 HNC in Social Care North Lanarkshire Council Registered Managers Award (Stirling)	Residential unit Managers, Senior/Social Care Workers	Formed in 1998, the group provides a research focus for multidisciplinary health and social care professionals who work with older people.	<a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a>
		Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.	Professor Andrew Watterson <a href="mailto:aew1@stir.ac.uk">aew1@stir.ac.uk</a>
		Level 4 – the demonstration of competence involves the application	

University)

Graduate Diploma in  
Professional  
Development: Skin and  
Wound Care  
Stirling University

This programme  
is for Nurses,  
Midwives and  
Allied Health  
Professionals

of knowledge in a broad range of  
complex professional activities with a  
substantial degree of personal  
responsibility and autonomy.

[victoria.lawlor@stir.ac.uk](mailto:victoria.lawlor@stir.ac.uk)

Improving Health  
Outcomes  
Stirling University

MPhil and PhD

Nursing assessment and management  
of leg ulceration  
Principles of tissue viability  
Principles of wound debridement

Mr Phil Cuthbertson  
[p.g.cuthbertson@stir.ac.uk](mailto:p.g.cuthbertson@stir.ac.uk)

The programme focuses on research  
that is relevant to: - Exploring how  
nurses, midwives and other health  
professionals may contribute to  
improved health outcomes in practical  
ways a range of publics including  
user, community and lay groups; a  
better public understanding of and  
engagement with public health

[julia.scott@stir.ac.uk](mailto:julia.scott@stir.ac.uk)

Research in practice  
Stirling University

As part of MSc or  
stand alone  
module

This module provides a framework to  
advance understanding and the  
application of research from a global  
and practice based perspective as a  
means of assisting professionals to  
improve the quality of care provided.

Mrs Sheena Williamson  
[s.a.williamson@stir.ac.uk](mailto:s.a.williamson@stir.ac.uk)

Di Douglas  
[nursingandmidwiferycpd@stir.ac.uk](mailto:nursingandmidwiferycpd@stir.ac.uk)

Practical Approaches to  
Research

SCQF  
Level 9

The research process.  
Examination of the major paradigms  
that underpin research in nursing  
Ethical issues in research; ways of  
knowing, the scientific method and  
consideration of theory  
testing/generation.

Advanced Clinical  
Assessment  
Stirling University

Level 9 Degree  
Stand alone  
module

This module will introduce students to advanced clinical assessment combining the skills of clinical history taking with those for physical examination.

Mrs Sheena Williamson  
[s.a.williamson@stir.ac.uk](mailto:s.a.williamson@stir.ac.uk)

Dr Derek Jones, Award Co-ordinator, 131 474 0000,  
[djones@qmuc.ac.uk](mailto:djones@qmuc.ac.uk)

Principles of Tissue  
Viability  
Stirling University

Level 9 Degree  
Stand alone  
module

To further develop reflective practitioners who will be enabled to assess, diagnose and plan care for patients with wounds.

Dermatology for Health  
Professionals:  
Foundation Module  
Stirling University

SCQF  
Level 9

This module is a web based distance-learning module, suitable for Registered Nurses, AHPs, doctors and medical trainees in Foundation years 1 and 2. All need to have access to dermatology experience. The module will run over two semesters

Suzanne Fustukian , 131 474 0000 ,  
[sfustukian@qmu.ac.uk](mailto:sfustukian@qmu.ac.uk)

Non Medical  
Prescribing  
Stirling University

SCQF  
Level 9

The education programme aims to prepare staff to prescribe safely, appropriately and cost-effectively as independent and supplementary prescribers

Suzanne Fustukian, 131 474 0000, [sfustukian@qmu.ac.uk](mailto:sfustukian@qmu.ac.uk)

Evidence based  
healthcare

11 - Masters  
Available as a  
stand-alone  
module

This module aims to: provide students with a critical awareness of the principles and complexities of evidence based practice within health and social care contexts develop skills in synthesising a variety of forms of evidence and applying the knowledge to facilitate clinical effectiveness

Louise Campbell  
[L.Campbell3@gcal.ac.uk](mailto:L.Campbell3@gcal.ac.uk)

Elizabeth Bennett  
[e.bennnett@gcal.ac.uk](mailto:e.bennnett@gcal.ac.uk)

Health related research	11 - Masters Available as a stand-alone module	'Core topics include: Introduction to research approach, design and method; Ethical issues in research; Using literature and other Information sources; Critiquing research reports; Qualitative techniques; Quantitative techniques; Use of statistics in research; Compiling a research proposal; Utilising research in health policy and practice.	Janette Palmer <a href="mailto:j.m.palmer@gcal.ac.uk">j.m.palmer@gcal.ac.uk</a>
Social development policy and practice	11 - Masters Available as a stand-alone module	This module focuses on issues of vulnerability, sustainable livelihoods and poverty reductions, with examination of practice utilizing social analysis frameworks in a range of context	Karen Roome <a href="mailto:Karen.Roome@gcal.ac.uk">Karen.Roome@gcal.ac.uk</a>
MSc/ PGd Specialist Nursing (part time)	Candidates must be a first level nurse on part 1 or 12 of UKCC register.	This is a modular programme, with each module having a separate assessment strategy. A supervised research dissertation is submitted as the final assessment towards the award of MSc Nursing.	Alex Barnard <a href="mailto:Alex.Barnard@gcal.ac.uk">Alex.Barnard@gcal.ac.uk</a>
MSc /PGd Community Nursing (part time)	Candidates should preferably possess a professional qualification	The MSc Community Health programme provides a framework by which health professionals can undertake postgraduate study which is of direct relevance to the development and delivery of community health services.	<a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a>

BSc/ BSc(Hons)  
Specialist Nursing  
(Part Time )

Candidates must  
be first level  
nurses on the  
appropriate part  
of the NMC  
Register

Judgement and discretion in clinical care, demonstrate higher levels of clinical decision-making, monitor and improve standards of care through supervision of practice, clinical audit, the provision of skilled professional leadership and the development of practice through research, teaching and the support of colleagues.

[nursing@gcal.ac.uk](mailto:nursing@gcal.ac.uk)

MSc/PGd Community  
Health (Part time)

Candidates  
should hold a  
professional  
qualification,

The MSc Community Health programme provides a framework by which health professionals can undertake postgraduate study, which is of direct relevance to the development and delivery of community health services.

[nursing@gcal.ac.uk](mailto:nursing@gcal.ac.uk)

[nursing@gcal.ac.uk](mailto:nursing@gcal.ac.uk)

BSc (Hons) BSc  
Professional  
Development (Part  
time)

Applicants must  
provide evidence  
of accreditation  
of 240 SHE  
points / SCQF  
Levels 7, 8 & 9.

The BSc/BSc(Honours) Professional Development is designed to allow Nurses and other Health Care Workers to 'top-up' to degree level by taking into account existing professional qualifications and experience.

[nursing@gcal.ac.uk](mailto:nursing@gcal.ac.uk)

BSc Community  
Nursing (Part Time)

Applications  
must be first level  
registered nurses  
on appropriate  
part of the NMC  
register.

The community programmes offer the choice of undertaking academic study within the specialist practitioner qualification (SPQ) pathway or the continuing professional development pathway (CPD).

[nursing@gcal.ac.uk](mailto:nursing@gcal.ac.uk)

20 credits

The module will enable participants to

Accessing And  
Assessing Research For  
Evidence-Based  
Practice

SCQF level 8

recognise the value of research evidence to nursing, midwifery and health care practice. Students will be able to identify useful and relevant sources of evidence and use effective strategies to access evidence.

[nursing@gcal.ac.uk](mailto:nursing@gcal.ac.uk)

A Contemporary  
Exploration Of Nursing  
Theory In Practice

15 credits  
SCQF level 11

This module will explore the theory that underpins contemporary nursing practice and its importance to the delivery of high quality practice.

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

Advanced Assessment  
& Clinical Decision  
Making In Primary  
Care (Level 3)

40 credits

This integrated theory and practice module aims to prepare students to assess, diagnose and manage defined minor illnesses relevant to unscheduled primary care.

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

Advanced Assessment  
& Clinical Decision  
Making In Primary  
Care (Level 4)

40 credits

This integrated theory and practice module aims to prepare students to assess, diagnose and manage defined minor illnesses relevant to unscheduled primary care..

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

Advancing  
Rheumatology Nursing  
Practice

20 credits

This module is designed to meet the needs of nurses working with patients who have a rheumatic disease. It aims to further develop those areas of knowledge that are fundamental to rheumatology nursing practice. The module provides the student with an opportunity to develop an understanding of the inter-relationship

[futurecare@gcal.ac.uk](mailto:futurecare@gcal.ac.uk)

Advanced care in asthma and chronic obstructive pulmonary disease	20 credits	of theory and practice
		This module is for the Nurse who, as part of their role, cares for patients with Asthma or COPD. The module provides the opportunity to explore the theoretical principles and evidence based practice which influences the management of these diseases.
Stroke management	20 credits SCQF level 9	Contact university for further information
Gastroenterology nursing	20 credits SCQF level 9	Contact university for further information
Pressure Ulcer assessment and prevention	20 credits SCQF level 9	Contact university for further information
Leg Ulcers :Assessment and management	30 credits SCQF level 9	Contact university for further information
Understanding nutritional needs of older adults	10 credits SCQF Level 9	Contact university for further information
Prescribing in nursing	40 credits SCQF Level 9	Contact university for further information
Evidence based practice development	20 credits SCQF Level 9	Contact university for further information

2.1 The health and social care worker uses their judgement and	Single Shared Assessment NHS Lanarkshire	All Health and Social care Staff	Training on assessment and completion of SSA documentation	Craig Tannahill <a href="mailto:craig.tannahill@lanarkshire.scot.nhs.uk">craig.tannahill@lanarkshire.scot.nhs.uk</a>
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<p>knowledge to assess the holistic needs of people and their carers who are using intermediate care services and to provide and evaluate evidence-based care.</p>	<p>Flying Start NHS Lanarkshire</p>	<p>All Newly Qualified NHS Staff</p>	<p>Online Learning Set: Clinical Skills Involve assessing the health and wellbeing needs of individuals and groups (including families) where the assessment focuses on the whole person in the context of their community, family, lifestyle and environment.</p>	<p>Maggie Hogg <a href="mailto:maggie.hogg@lanarkshire.scot.nhs.uk">maggie.hogg@lanarkshire.scot.nhs.uk</a></p>
	<p>Clinical Knowledge updates NHS Lanarkshire</p>	<p>Bands 5,6,7, Nursing Staff</p>	<p>The overall aim of the clinical knowledge programme is to enable health professionals with previous clinical experience to maintain up to date evidence based practice and to provide practitioners an opportunity to access the latest clinical research evidence within specified conditions</p>	<p>Sheila Lindsay <a href="mailto:shielalindsay@lanarkshire.scot.nhs.uk">shielalindsay@lanarkshire.scot.nhs.uk</a></p>
	<p>Patient Assessment for Unscheduled Care Or Advanced Patient Assessment for Unscheduled Care UWS</p>	<p>SCQF Level 9 Or SCQF level 11</p>	<p>This module is for any nurse currently employed in Unscheduled Care. The module develops the practitioner's skills and knowledge in patient assessment, history taking and documentation</p>	<p><a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a></p>
	<p>SVQ in Care level 3 HNC in Social Care North Lanarkshire Council</p>	<p>Senior/Social Care Workers</p>	<p>Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.</p>	<p>Isobel Phee, Senior Officer, Learning and Organisational Development <a href="mailto:PheeI@northlan.gov.uk">PheeI@northlan.gov.uk</a></p> <p>Harry Brown, Service Manager, Learning and Organisational</p>

	<p>Assessment Planning and Reflective Recording Practice North Lanarkshire Council</p>	<p>Unit managers/Senior Care Workers</p>	<p>This purpose of this course is to familiarise employees with the developments in respect of: Individual assessment and planning Recording and reflective practice Prioritisation framework and a guide to social services</p>	<p>Development. <a href="mailto:Brownh@northlan.gov.uk">Brownh@northlan.gov.uk</a> <a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a> victoria.lawlor@stir.ac.uk</p>
	<p>Graduate Diploma in Professional Development: Pain Assessment and Management Stirling University</p>	<p>This programme is for Nurses, Midwives and Allied Health Professionals</p>	<p>Pain 1 –Understanding and Assessing Pain Pain 2- Current Issues in pain Advanced clinical assessment Non-Medical prescribing</p>	<p><a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a></p>
	<p>Skin and Wound Care with Dermatology Stirling University</p>	<p>This programme is for Nurses, Midwives and Allied Health Professionals</p>	<p>Nursing assessment and management of leg ulceration Principles of tissue viability Dermatology for health professionals:Foundation Module Principles of wound debridement</p>	<p><a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a></p>
	<p>Participation &amp; Decision Making Stirling University</p>	<p>MPhil and PhD</p>	<p>The judgements and decisions of NMAHPs are central to healthcare provision. At the same time the concept of choice and control for service users has become central to healthcare policy. Therefore research in decision making is essential if NMAHPs are to be equipped to provide an optimum level of healthcare.</p>	<p>Dr Michèle Hipwell Programme Leader, 131 317 3611, <a href="mailto:mhipwell@qmu.ac.uk">mhipwell@qmu.ac.uk</a>  Gill Baer, Award Co-ordinator , 131 474 0000 , <a href="mailto:gbaer@qmu.ac.uk">gbaer@qmu.ac.uk</a></p>
<p>Conceptualising health</p>		<p>11 - Masters Available as a</p>	<p>To enable students to develop a deep</p>	

	and illness	stand-alone module	understanding of the psychological and sociological approaches to health, illness and health care.	Gill Baer, Award Co-ordinator , 131 474 0000 , <a href="mailto:gbaer@qmu.ac.uk">gbaer@qmu.ac.uk</a>
	Measurement and assessment of pain and its effects	11 - Masters Available as a stand-alone module	This double module aims to provide students with the opportunity to enhance their understanding of the following in relation to measurement and assessment of pain and its effects - the basic concepts and approaches	
	Neurological physiotherapy: assessment, outcome measures and effectiveness of intervention	11 – Masters/ Physiotherapists Available as a stand-alone module	The main areas of study in this module are: how and why physiotherapists assess neurological patients; the use of outcome measures in neurological physiotherapy; specific psychometric properties of selected outcome measures defining and describing of quality of movement; how therapeutic intervention is defined and measured; how effectiveness of therapeutic intervention can be measured.	
3.1 The health and social care worker actively contributes to a team approach within the multi-agency context to ensure effective communication, continuity and consistency of patient and carer focused care across settings.	Essential Development for Clinical Leadership	All professionals (cost to non NHS employees approx £650) SCQF 9 and 11	Module 1- Developing Self - Leadership styles, communication emotional intelligence, delegation, conflict Module 2 – Leading Others – Team role, Team Dynamics, Effective Team working, Motivation, Empowerment	Moira Gray <a href="mailto:moira.gray@lanarkshire.scot.nhs.uk">moira.gray@lanarkshire.scot.nhs.uk</a>
	Flying Start	All Newly Qualified NHS Staff	Online Learning Set: Teamworking Understand, respect and value the roles and contributions of all members	Maggie Hogg <a href="mailto:maggie.hogg@lanarkshire.scot.nhs.uk">maggie.hogg@lanarkshire.scot.nhs.uk</a>

	Core competencies of the SVQ units	All Clinical Support Workers	of the health and social care team. Relevant units and competencies around communication skills, team working and reflective practice	Maxine Kinnoch <a href="mailto:Maxine.kinnoch@lanarkshire.scot.nhs.uk">Maxine.kinnoch@lanarkshire.scot.nhs.uk</a>
	IT Training	All NHS Staff 10 week Course	This course is designed for people with very little or no IT knowledge or experience. It covers basic introduction to word and Internet	Agnes Robb <a href="mailto:Agnes.robbs@lanarkshire.scot.nhs.uk">Agnes.robbs@lanarkshire.scot.nhs.uk</a>
	Professional Practice 1 Communication Skills UWS	SCQF Level 9 Online learning	The module will cover principles and theories of communication, including verbal and non-verbal communication, interviewing skills and report writing	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>
	SVQ in Care – levels 3 and 4 North Lanarkshire Council	Unit Managers and Senior/ Social Care Workers	Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.  Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal	Isobel Phee, Senior Officer, Learning and Organisational Development. <a href="mailto:Phee@northlan.gov.uk">Phee@northlan.gov.uk</a>
	Development Event to promote Joint Working North Lanarkshire Council	All staff	Available on request	Isobel Phee, <a href="mailto:Phee@northlan.gov.uk">Phee@northlan.gov.uk</a>
	Collaboration in health care	11 - Masters Available as a	This module will be relevant to all nursing, healthcare and primary care	Dr Shona Cameron, Programme Leader, 131 474 0000, <a href="mailto:scameron@qmuc.ac.uk">scameron@qmuc.ac.uk</a>

		stand-alone module	Specific content will relate to models and theoretical issues in interprofessional practice; Teamwork, partnerships and networks; Rapid versus long-term collaboration response; Outcomes and impact of interprofessional work.	Dr Michèle Hipwell Programme Leader, 131 317 3611, <a href="mailto:mhipwell@qmuc.ac.uk">mhipwell@qmuc.ac.uk</a>
	Communication in context: The role of the health professional	11 - Masters Available as a stand-alone module	To enable students to critically review a selected range of counselling approaches taking into account their philosophical, theoretical and operational aspects.	Dr Shona Cameron, Programme Leader , 131 474 0000 , <a href="mailto:scameron@qmuc.ac.uk">scameron@qmuc.ac.uk</a>
	Primary care - working together creatively	11 - Masters Available as a stand-alone module	Based on the belief in the importance of multiprofessional and interagency teamwork in taking forward advances in primary care, this module seeks to enable participants to analyse their professional values and the theoretical frameworks underpinning collaborative teamwork and innovation in primary care.	<a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	Foundations of Therapeutic Communication	20 credits SCQF Level 8	Contact university for further information	
3.2 The health and social care worker uses knowledge of the available roles and services within the multi-agency context to participate in care and	Directory of Services	All Staff	Currently Under Development	Janette Barrie <a href="mailto:Janette.barrie@lanarkshire.scot.nhs.uk">Janette.barrie@lanarkshire.scot.nhs.uk</a>
	Professional Practice and Leadership UWS	9-Degree 15 points	The module will offer a context based perspective on issues such as leadership styles and	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>

<p>initiate appropriate supportive services when required to ensure continuity and consistency of care.</p>	<p>Quality centred health care management UWS</p> <p>SVQ in Care – levels 3 and 4</p> <p>Out of Hours/ Unscheduled Care/ Hospital at Night Stirling University</p> <p>Community Development in Primary Care</p>	<p>available as stand alone module</p> <p>SCQF Level 9 Online learning Stand alone module</p> <p>Unit Managers and Senior/ Social Care Workers</p> <p>This programme is for Nurses, Midwives and Allied Health Professionals</p> <p>9 - Degree 10 points Available as a</p>	<p>functions, professional and interprofessional roles, authority and spheres of responsibility and the development of effective teamwork and support of staff members. It will also consider the creation of a climate change.</p> <p>Students will have the opportunity to understand the concepts and values of quality improvement and how this can be effectively used to promote change within their working environment.</p> <p>Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.</p> <p>Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal</p> <p>Advanced clinical assessment Non-medical prescribing For professionals seeking to extend practice into the roles developing from the OOH/UC/HAN initiatives.</p> <p>This short course offers participants the opportunity to critically explore the theoretical frameworks of</p>	<p><a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a></p> <p>Isobel Phee, Senior Officer, Learning and Organisational Development. <a href="mailto:PheeI@northlan.gov.uk">PheeI@northlan.gov.uk</a></p> <p><a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a></p> <p>Fiona Cook or Joyce Surfleet, 131 474 0000, <a href="mailto:fiona.cook@lpct.scot.nhs.uk">fiona.cook@lpct.scot.nhs.uk</a> Or <a href="mailto:joyce.surfleet@lpct.scot.nhs.uk">joyce.surfleet@lpct.scot.nhs.uk</a></p>
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	Health services development and management	stand alone module  11 - Masters Available as a stand alone module	community development and promotes awareness of the implementation of community development concepts  'This module seeks to develop students' capacity to plan, design and manage health systems appropriate to policy context, health need and resource constraint.	'Suzanne Fustukian , 131 474 0000 , <a href="mailto:sfustukian@qmu.ac.uk">sfustukian@qmu.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	Collaborative management of life long conditions	20 credits SCQF Level 9	Contact university for further information	<a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	Life long issues in diabetes	20 credits SCQF level 9	Contact university for further information	Postgraduate Programme Administrator <a href="mailto:mfadmission@GCAL.AC.UK">mfadmission@GCAL.AC.UK</a> 0141 331 8142
	Interdisciplinary practice in gerontology	40 credits SCQF level 9	Contact university for further information	
	Partnership:an approach for care	20 credits SCQF level 9	Contact university for further information	
	Postgraduate Certificate in Partnership Working		Part Time Day Release	
4.1 The health and social care worker continually develops their knowledge of culture, diversity, ethical, professional and legal	Record Keeping & Documentation	All NHS Staff (1 Day)	To heighten Awareness, provide and overview and enhance you theoretical knowledge required for accurate record keeping and documentation by all health professionals.	<a href="mailto:armorel.allen@lanarkshire.scot.nhs.uk">armorel.allen@lanarkshire.scot.nhs.uk</a>  <a href="mailto:Sheila.lindsay@lanarkshire.scot.nhs.uk">Sheila.lindsay@lanarkshire.scot.nhs.uk</a>

frameworks and uses this knowledge to support purposeful and effective interactions with people and their carers who are using intermediate care services.	Flying Start	All Newly Qualified NHS Staff	Online Learning Set: Diversity Recognise and value diversity within your healthcare setting to ensure positive behaviour towards patients, carers, colleagues and the wider health and social care team.	Maggie Hogg <a href="mailto:maggie.hogg@lanarkshire.scot.nhs.uk">maggie.hogg@lanarkshire.scot.nhs.uk</a>
	SVQ Level 2 & 3	All clinical support workers	Overall role of ensuring equality and diversity, equal opportunities and ensuring that CSW fully aware of responsibilities and accountability when delivering care.	Maxine kinnoch. <a href="mailto:Maxine.kinnoch@lanarkshire.scot.nhs.uk">Maxine.kinnoch@lanarkshire.scot.nhs.uk</a>
	Professional, Moral and Legal Issues In Nursing UWS	Level 9-Degree  15 points available as stand alone module	This module is designed to promote ethical decision making skills within the health and nursing profession, taking into consideration relevant legal perspectives.	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>
	SVQ in Care – levels 3 and 4	Unit Managers and Senior/ Social Care Workers	Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.  Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal	Isobel Phee, Senior Officer, Learning and Organisational Development. <a href="mailto:Pheei@northlan.gov.uk">Pheei@northlan.gov.uk</a>
	Assessment Planning and Reflective Recording Practice	Unit managers/Senior Care Workers	This purpose of this course is to familiarise employees with the developments in respect of: Individual assessment and planning	Harry Brown, Service Manager, Learning and Organisational Development <a href="mailto:Brownh@northlan.gov.uk">Brownh@northlan.gov.uk</a>  Dr Gill Hubbard

	Understanding Patient and Family Experiences	MPhil and PhD	Recording and reflective practice Prioritization framework and a guide to social services	<a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a>
	Ethics and Legal Issues	SCQF Level 9 Degree Stand alone module	To contribute to international excellence in research related to the experiences of people affected by illness	<a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a>
	Theoretical Foundations of the Helping Relationships - Counselling	SCQF Level 9 Degree Stand alone module	Throughout this module you can acquire the knowledge and skills necessary to critically analyse the propriety of relevant aspects of your professional practice within a legal and ethical framework.	Mrs Bernie Stoddart <a href="mailto:bmfs1@stir.ac.uk">bmfs1@stir.ac.uk</a>
	Decision-Making with Service Users	SCQF Level 10	To examine and critically appraise the major models and theories of counselling. To enable the student to determine when counselling is a appropriate helping model; and to assess the need for counselling of clients, families and carers.	<a href="mailto:carol.bugge@stir.ac.uk">carol.bugge@stir.ac.uk</a>
			This module aims to build on students experience and knowledge of working with people who use health/social services. This module will highlight and critically appraise models of decision-making (centred on service user-provider interaction) that encourage service user involvement in decisions about their own health/social care.	Fiona Cook or Joyce Surfleet <a href="mailto:fiona.cook@lpct.scot.nhs.uk">fiona.cook@lpct.scot.nhs.uk</a> or <a href="mailto:joyce.surfleet@lpct.scot.nhs.uk">joyce.surfleet@lpct.scot.nhs.uk</a>

	Counselling skills for practice	9 - Degree 20-point Available as a stand alone module	On completion of this module participants will have had the opportunity to develop a range of counselling skills for use in clinical practice	Dr Michèle Hipwell Programme Leader, 131 317 3611, <a href="mailto:mhipwell@qmuc.ac.uk">mhipwell@qmuc.ac.uk</a>
	Health change: perceptions across the lifespan	11 - Masters Available as a stand alone module	'This module aims to provide the student with an understanding of: The relation between illness adjustment and developmental level, The influence of developmental level on therapeutic intervention strategies, The influence of gender and socioeconomic factors on health and illness	Dr Vivienne Chisholm, Award Co-ordinator , +44 (0)131 474 0000 , <a href="mailto:vchisholm@qmuc.ac.uk">vchisholm@qmuc.ac.uk</a>
	Stress and coping with chronic illness	11 -Masters Available as a stand alone module	The aim is to present an introduction to the current theories, models and concepts of stress and to their application to stress management and coping in chronic illness.	Gillian Aitken , 131 474 0000 , <a href="mailto:gaitken@qmu.ac.uk">gaitken@qmu.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	Understanding nutritional needs of older adults	Web based/ Distance learning	Introduction to nutrition in the health of older adults. The normal process of ageing. Nutrition related disease affecting older adults. Nutritional screening and assessment Contact university for further information	<a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	Values in gerontological practice	10 credits SCQF level 9	Contact university for further information	
	Foundation counseling skills	30 credits SCQF level 9	Contact university for further information	

	Couple and family counseling skills	30 credits SCQF level 9	Contact university for further information	
	Crisis and Trauma counseling skills	30 credits SCQF level 9	Contact university for further information	
	Grief and bereavement Counseling skills	30 credits SCQF level 9	Contact university for further information	
	Ethics for practice	20 Credits SCQF level 9	Contact university for further information	
5.1 The health and social care worker recognises that rehabilitation is relevant throughout the patient pathway and contributes to rehabilitation and follow-up planning for people using intermediate care services and their carers.	Principles of Rehabilitation	Degree SCQF Level 9 Stand alone module	This module will examine, in depth, a variety of theoretical perspectives important to extending the student's understanding of rehabilitation, chronic illness and disability.	<a href="mailto:patricia.thomson@stir.ac.uk">patricia.thomson@stir.ac.uk</a>
	Understanding Risk Behaviours	11 - Masters Available as a stand-alone module	To enable students to explore and develop a deep knowledge of social scientific perspectives on risk behaviours and of their application to the understanding of health and risk behaviours	Dr Michèle Hipwell Programme Leader, 131 317 3611, <a href="mailto:mhipwell@qmuc.ac.uk">mhipwell@qmuc.ac.uk</a>
	Adult Nursing 3 - Maximising Health	40 credits	The module aims to develop the student's skills in relation to the teaching and coaching aspect of the role of the nurse. The module will emphasise issues of current importance e.g. health promotion for older adults and the partnership between client and nurse.	<a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>

	Pain management	20 credits SCQF level 9	Contact University for further information	
5.2 The health and social care worker works collaboratively as part of the multi-agency team to optimise general health and well being through promoting empowerment and support for the development of self-care capacity.	Essential Development for Clinical Leadership	All professions (cost to non NHS employees approx £650) SCQF 9 and 11 (24 weeks half day release)	Module 1- Developing Self - Leadership styles, communication emotional intelligence, delegation, conflict Module 2 – Leading Others – Team role, Team Dynamics, Effective Team working, Motivation, Empowerment	Moira Gray <a href="mailto:moira.gray@lanarkshire.scot.nhs.uk">moira.gray@lanarkshire.scot.nhs.uk</a>
	SVQ Level 2 & 3	All Clinical support workers	Part of core and optional competencies introducing health promotion and the CSW's role within this.	Maxine Kinnoch <a href="mailto:Maxine.kinnoch@lanarkshire.scot.nhs.uk">Maxine.kinnoch@lanarkshire.scot.nhs.uk</a>
	Principles of Interprofessional Working Location- Hamilton	Level 9 20 credits	This module has been designed to offer knowledge of roles and strategies to support interprofessional practice, and to equip those working in a variety of professions with the requisite knowledge, skills and attitude in order to work collaboratively across multi agency organisations.	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>
SVQ in Care – levels 3 and 4	Unit Managers and Senior/ Social Care Workers	Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.  Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal	Isobel Phee, Senior Officer, Learning and Organisational Development. <a href="mailto:Phee@northlan.gov.uk">Phee@northlan.gov.uk</a>  Dr Ruth Jepson <a href="mailto:ruth.jepson@stir.ac.uk">ruth.jepson@stir.ac.uk</a>	

	<p>Enhancing Self Care and Self Management</p> <p>The Context of Living with Progressive Illness</p> <p>Pain 1: Understanding and Assessing Pain</p> <p>Pain 2: Current Issues in Pain</p> <p>Supporting Self Care 1</p>	<p>MPhil and PhD</p> <p>As part of MSc or stand alone module</p> <p>SCQF Degree level 9 Stand alone module</p> <p>SCQF Degree level 9 Stand alone module</p> <p>SCQF Level 9</p>	<p>Where carers and family members are respected as co-producers of health and health professionals use the evidence base to work with them to maintain health, prevent and treat illness and manage its impact in everyday life.</p> <p>This module develops perception and understanding of the emergence of progressive conditions as one of the significant health challenges for the future.</p> <p>To enable students to understand the theoretical issues associated with both acute and chronic pain; to explore the philosophical issues associated with pain perception and communication; and to critically examine pain research and communication; and to critically examine pain research methodologies.</p> <p>The module focuses on fostering new knowledge and skill to aid nurses in their management of chronic pain, cancer pain and key issues associated with surgical intervention.</p> <p>The self-care module will provide students with the knowledge needed to support patient self-care and empowerment and to help them effectively manage their own care.</p>	<p><a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a></p> <p><a href="mailto:sandra.menzies@stir.ac.uk">sandra.menzies@stir.ac.uk</a></p> <p><a href="mailto:sandra.menzies@stir.ac.uk">sandra.menzies@stir.ac.uk</a></p> <p><a href="mailto:patricia.thomson@stir.ac.uk">patricia.thomson@stir.ac.uk</a></p> <p><a href="mailto:patricia.thomson@stir.ac.uk">patricia.thomson@stir.ac.uk</a></p> <p>'Gillian Aitken , 131 474 0000 , <a href="mailto:gaitken@qmu.ac.uk">gaitken@qmu.ac.uk</a></p>
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	Supporting Self Care 2	SCQF Level 10	It will provide Nurses, Midwives and Allied Health Professionals (NMAHPs) with the opportunity to explore in-depth a patient and family orientated approach to self-care.	'Dr Michèle Hipwell Programme Leader, 131 317 3611, <a href="mailto:mhipwell@qmuc.ac.uk">mhipwell@qmuc.ac.uk</a>
	Optimising nutrition in care homes	7	This course to enhance's the knowledge and understanding of poor nutrition on clinical status, thereby improving the wellbeing of this vulnerable group.	Joan Adam, Nurse Lecturer St Columba's Hospice, 0131 551 1381, <a href="mailto:jadam@stcolumbashospice.org.uk">jadam@stcolumbashospice.org.uk</a>
	Promoting Health of Populations	11 - Masters Available as a stand-alone module	Models & approaches to promoting health, Critical exploration of knowledge and understanding in relation to health, health promotion and evidences of health	Karen Roome <a href="mailto:Karen.Roome@gcal.ac.uk">Karen.Roome@gcal.ac.uk</a>
	Working with people with complex pain and symptoms	11 - Masters Available as a stand-alone module	Health professionals have an important role in the assessment, management and support of patients with complex problems at the end of life. They need to adopt a reflective and critical stance in order to recognise the factors that contribute to the experience of complex pain/ symptoms for individual patients and to develop creative approaches to respond to that experience (Corner 2004)	<a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>  <a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	MSc Public Health (Part Time) Open Distance Learning		This taught masters programme offers an opportunity to explore issues and topics of direct relevance to the development, management and	

	Health promotion in action	20 credits SCQF level 9	provision of public health services and initiatives.  Contact university for further information	
	Health promotion in practice	20 credits SCQF level 9	Contact university for further information	
5.3 The health and social care worker continually develops, promotes and demonstrates understanding of and respect for those experiencing loss across different cultures and belief systems.	Bereavement & Communication Skills NHS Lanarkshire	?? (2 days or 4 evenings)	Includes listening and communication skills, frameworks of grief, coping with feelings, meeting the needs of the bereaved and importance of confidentiality	Barbara Simpson 01698 723295 <a href="mailto:Christine.Watson@lanarkshire.scot.nhs.uk">Christine.Watson@lanarkshire.scot.nhs.uk</a>
	Breaking Bad News NHS Lanarkshire	?? One Day	Designed to develop a deeper understanding of the grieving process and what may or may not facilitate the process in the person and significant other.	Barbara Simpson 01698 723295 <a href="mailto:Christine.Watson@lanarkshire.scot.nhs.uk">Christine.Watson@lanarkshire.scot.nhs.uk</a>
	Therapeutic Communication Loss & Grief NHS Lanarkshire	(5 weeks, one day per week) SCQF8 and SCQF 9 (20 scotcat points)	To provide skills and understanding in establishing an appropriate safe and supporting relationship via therapeutic communication. Emphasis is on self-awareness, understanding, personality type, communication, stages of grief, task of mourning, coping with feelings, issues specific to loss, relationships and critical awareness	Jan Wilkinson 01236 712156 Julie Graham 01698 366053 Gillian Muir 01355 584656 <a href="mailto:Christine.Watson@lanarkshire.scot.nhs.uk">Christine.Watson@lanarkshire.scot.nhs.uk</a>  <a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>
	Palliative Care- a Nursing Perspective Location-Ardgowan	9-Degree  15 points	This module will provide a deeper understanding of the principles underlying the skills required to	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>

	Hospice, Greenock	available as stand alone module	provide palliative nursing care.	
	Palliative Care – a Psycho-Social Perspective UWS	Level 9-Degree  15 points available as stand alone module	The module is designed to allow consideration of the wider implications of how death and serious illness are managed by society and the health profession. It will develop the student’s knowledge of how such attitudes may affect the provision of palliative care and the health professional’s role in delivering it.	Susan Jackson 0141 849 4214
	Cancer and Palliative Care (PgC) Location – Hamilton/Paisley	This programme is open to candidates with a first degree or significant relevant experience.	The programme consists of three modules examining contemporary issues, symptom management and psychosocial concerns in people who have cancer or advanced disease.	Isobel Phee, <a href="mailto:Pheei@northlan.gov.uk">Pheei@northlan.gov.uk</a>
	SVQ in Care – levels 3 and 4	Unit Managers and Senior/Social Care Workers	Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.	Isobel Phee <a href="mailto:Pheei@northlan.gov.uk">Pheei@northlan.gov.uk</a>
	Anti Oppressive Practice	Unit Managers and Senior/Social Care Workers.	Develop an understanding and awareness of anti – discriminatory practice. Consider issues such as gender oppression, racism, sectarianism, disability discrimination and the implications of practice. Become familiar with current legislation and policies. Explore	Isobel Phee, Senior Officer, Learning and Organisational Development. <a href="mailto:Pheei@northlan.gov.uk">Pheei@northlan.gov.uk</a>  <a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a>

	Counselling Skills	Unit Managers and Senior/Social Care Workers	personal attitudes, values and prejudices. Assist employees in understanding the process of counseling. Identifying methods and aims of counseling, practicing key counselling skills and identifying situations where the use of such skills would be appropriate.	<a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a>
	MSc Enhanced Cancer Care Practice, Palliative Care Practice, Enhanced Care Practice of Progressive Conditions	Level 11	The multi-professional context of the programmes also provides opportunity for individuals to work innovatively, and learn collaboratively within one of the specialities.	<a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a>
	Communication: Exploration and Transfer to Practice	As part of MSc or stand alone module	This initial core module challenges you as a professional to extend the effectiveness of your communication with individuals and their families, with differing illness profiles and health and social care needs.	<a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a>
	The Context of Cancer: Its Related Science and Treatment		This module advances the perception and understanding of key concepts, which have shaped the development of cancer services at a national and international level. It explores how nations, as well as individuals, are affected by cancer incidence and diagnosis, and rigorously investigates the impact of culture and attitude on cancer service provision.	<a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a> <a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a>

	<p>Assessment and Decision Making in Cancer Care</p> <p>Effective Symptom Management and Supportive Care</p> <p>Enhancing Practice through Assessment and Management of Symptoms</p> <p>Identifying Need and Assessing Practice in the Management of Progressive Illness</p> <p>The Palliative Approach to Care</p> <p>The Psychosocial Impact of Advanced Disease on Patients and Families</p>	<p>Degree level 9 Stand alone module</p> <p>Degree level 9 Stand alone module</p> <p>SCQF Degree level 9 Stand alone module</p> <p>SCQF Level 9</p>	<p>This module provides enhanced knowledge and skills to aid comprehensive assessment of people with cancer.</p> <p>This module aims to provide the in-depth knowledge and skills to safely and effectively manage the symptoms derived from cancer, or resulting from cancer treatment.</p> <p>This module provides enhanced knowledge and skills to aid comprehensive assessment of people with palliative care needs.</p> <p>This module provides you with the knowledge to help patients achieve optimal experience of living with progressive conditions.</p> <p>This module will cover the fundamental principles of palliative care and as such supports students wishing to expand their knowledge and understanding of caring for patients living with incurable illness.</p> <p>This module will engage the student in learning and critical debate related to the psychosocial impact for those individuals and families who are living and dying with life limiting illness / advanced disease.</p>	<p><a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a></p> <p>Mrs Noreen Reid <a href="mailto:nursingandmidwiferycpd@stir.ac.uk">nursingandmidwiferycpd@stir.ac.uk</a></p> <p>Mrs Jackie Higgins <a href="mailto:enquiries@strathcarronhospice.org">enquiries@strathcarronhospice.org</a></p> <p>Margaret Colquhoun, Senior Nurse Lecturer, St Columba's Hospice, 0131 551 1381, <a href="mailto:mcolquhoun@stcolumbashospice.org.uk">mcolquhoun@stcolumbashospice.org.uk</a></p> <p>Margaret Colquhoun, Senior Nurse Lecturer, St Columba's Hospice, 0131 551 1381, <a href="mailto:mcolquhoun@stcolumbashospice.org.uk">mcolquhoun@stcolumbashospice.org.uk</a></p>
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	Creative Communication Skills for Palliative Care	9 - Degree Available as a stand alone module	<p>Communication is important in all health care settings, but is critical in palliative care and at the end of life. Health professionals often lack the communication skills required to work with this patient group such as, listening, responding and dealing with challenging emotions in a variety of practice situations.</p>	<p>Margaret Colquhoun, Senior Nurse Lecturer, St Columba's Hospice, 0131 551 1381,  <a href="mailto:mcolquhoun@stcolumbashospice.org.uk">mcolquhoun@stcolumbashospice.org.uk</a></p>
	End-of-Life care	9 - Degree Available as a stand alone module	<p>This module is relevant to all registered health and social care practitioners with a responsibility for patients and families in the palliative care phase of illness. The aim of this module is to facilitate practitioners to provide sensitive, evidence- based care at the end of life for people with advanced progressive disease in a variety of settings - care homes, hospital, hospice or community.</p>	<p>Fiona Cook or Joyce Surfleet  <a href="mailto:fiona.cook@lpct.scot.nhs.uk">fiona.cook@lpct.scot.nhs.uk</a>  or  <a href="mailto:joyce.surfleet@lpct.scot.nhs.uk">joyce.surfleet@lpct.scot.nhs.uk</a></p>
	Helping People Live with Advanced Progressive Disease	9 - Degree	<p>The module is relevant to health and social care practitioners who have a responsibility for palliative care for people with any life threatening illness and in any context: home, care home, hospital, hospice. This module explores the psychological, social and spiritual journey of patients with a wide range of diseases and of their families and looks in depth at the issues of living with hope, as well as</p>	<p>'Margaret Colquhoun, Senior Nurse Lecturer, St Columba's Hospice, 0131 551 1381,  <a href="mailto:mcolquhoun@stcolumbashospice.org.uk">mcolquhoun@stcolumbashospice.org.uk</a></p> <p><a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a></p>

	<p>Introduction to bereavement issues</p> <p>'Supporting the patient and family in palliative care: a team approach</p> <p>Adult Nursing 2 - Chronicity And Palliative Care</p> <p>Cancer Pain</p> <p>Therapeutic communication: loss</p>	<p>9 - Degree 10 points</p> <p>11 - Masters Available as a stand-alone module</p> <p>40 credits</p> <p>10 credits SCQF level 8</p> <p>20 credits SCQF Level 8</p>	<p>the concepts of loss, death and bereavement.</p> <p>Participants will be offered the opportunity to explore concepts of loss and bereavement so as to develop personal knowledge and understanding required to support patients and clients in practice.</p> <p>An interdisciplinary approach is needed to meet the complex and often competing psychosocial needs of patients and families in the palliative care phase of illness. This approach should be complemented by partnership working with the patient, family and wider community.</p> <p>This module will focus on the development of knowledge and skills required to nurse individuals from across the adult lifespan who are experiencing chronic impairment of health and/or requiring palliative care..</p> <p>Contact university for further information</p> <p>Contact university for further information</p>	<p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p> <p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p> <p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p> <p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p>
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	<p>and grief</p> <p>Clinical assessment and interventions palliative care</p> <p>Principles of therapeutic communication</p>	<p>20 credits SCQF Level 9</p> <p>20 credits SCQF Level 9</p>	<p>Contact university for further information</p> <p>Contact university for further information</p>	
<p>6.1 The health and social care worker continually develops their knowledge and understanding of the beliefs and practices of different faith/belief groups and how they might impact on the receipt and delivery of intermediate care.</p>	<p>Multi Faith Resource for Healthcare Staff NHS Education for Scotland</p> <p>SVQ in Care – levels 3 and 4</p> <p>Anti Oppressive Practice</p> <p>Spiritual , religious and emotional health</p>	<p>All staff</p> <p>Unit Managers and Senior/ Social Care Workers</p> <p>Unit Managers and Senior/ Social Care Workers</p> <p>20 credits SCQF Level 9</p>	<p>Resource which can be used to help assist staff to address some of the religious needs of individuals care</p> <p>Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.</p> <p>Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal</p> <p>Information available on request</p> <p>Contact university for further information</p>	<p><a href="http://www.nes.scot.nhs.uk">www.nes.scot.nhs.uk</a></p> <p>Isobel Phee, Senior Officer, Learning and Organisational Development. Pheei@northlan.gov.uk</p> <p>Isobel Phee <a href="mailto:Pheei@northlan.gov.uk">Pheei@northlan.gov.uk</a></p> <p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p>

<p>6.2 The health and social care worker helps the patient and carer identify areas of spiritual concern and/or strength and offers spiritual support through a relationship of mutuality and compassion.</p>	ETHOS Training	All levels, all professions (? Cost Non NHS Staff) ?? (2 days or 4 nights)	<p>Sessions on self awareness and practical aspects of incorporating spiritual care into practice</p> <p>Developed with an understanding of spiritual care in its broadest sense. It acknowledges that spirituality includes whatever gives a person meaning, value and worth in their life. The difference between spirituality and religion are clearly distinguishable.</p>	<p>Bob Devenny <a href="mailto:b.devenny@lanarkshire.scot.nhs.uk">b.devenny@lanarkshire.scot.nhs.uk</a></p> <p>Barbara Simpson 01698 723295  <a href="mailto:Christine.Watson@lanarkshire.scot.nhs.uk">Christine.Watson@lanarkshire.scot.nhs.uk</a></p>
	Introduction to Spirituality			
	SVQ in Care – levels 3 and 4	Unit Managers and Senior/Social Care Workers	<p>Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.</p> <p>Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal</p>	<p>Isobel Phee, Senior Officer, Learning and Organisational Development. Phee@northlan.gov.uk</p>
	Anti Oppressive Practice	Unit Managers and Senior/Social Care Workers	Information available on request	<p>Isobel Phee, <a href="mailto:Phee@northlan.gov.uk">Phee@northlan.gov.uk</a></p> <p><a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a></p> <p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p>
	Psychosocial Adjustment to Illness			<a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
Spirituality in Healthcare		20 credits SCQF level 8	<p>This module provides an opportunity for you to review critically the theoretical and practice-based approaches that enable patients and their families to adjust to progressive illness.</p> <p><a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a></p>	

	Spirituality in Palliative care	20 credits SCQF level 9	Contact university for further information	
	Caring through Arts and Humanities	20 credits SCQF level 9	Contact university for further information	
7.1 The health and social care worker recognises that mental health is a crucial component of overall health and well-being and actively facilitates and promotes healthy living	Implementing the 5 areas Cognitive Behavioural Model UWS	Level 9-Degree 15 points available as stand alone module	This module is based on the SPIRIT model of therapeutic intervention. It will enable participants to utilise the 5 areas Model when engaging with clients who have psychological problems. It will be competency led and requires clinical supervision to meet module outcomes.	Liz Richmond (Education Guidance Advisor) Tel: 0141 8494231 Email: <a href="mailto:liz.richmond@uws.ac.uk">liz.richmond@uws.ac.uk</a>
	Interprofessional Practice in Dementia Care UWS	Level 9 20 credits	This module is designed to provide a coherent programme of study reflecting the ever changing face of service provision for older people by providing a multi-professional learning experience focused upon the thirteen guiding principles of a good service for people with dementia (NHS Health Scotland 2003).	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>
	Principles and Practice of Cognitive Behavioural Therapy UWS	Level 9 20 credits	This module is suitable for any health care practitioners involved in the application of a CBT oriented approach to patient/ client/ problem management.	Patricia McBride 0141 848 4292
	Mental Health Care (PgC)	This course is open to mental	The programme consists of two core modules, which give students the	

	UWS	health practitioners with a first	opportunity to develop skills and increase knowledge in case management and interdisciplinary assessment and care delivery in mental health.	<a href="mailto:simon.carr@uws.ac.uk">simon.carr@uws.ac.uk</a>
	Professional Practice – Counselling Skills UWS	SCQF Level 9 This module is suitable for health and social care professionals	The module covers principles and theories of Rogerian counselling, including counselling models, counselling techniques and strategies, specifics of counselling and micro skills workshops.	Norma Lang, Senior Officer, Learning and Organisational Development. <a href="mailto:Langn@northlan.gov.uk">Langn@northlan.gov.uk</a>
	SVQ in Care – levels 3 and 4	Unit Managers and Senior/ Social Care Workers	Level 3 – to enhance the ability of employees to gather and present evidence of applying research skills and knowledge in the workplace.  Level 4 – the demonstration of competence involves the application of knowledge in a broad range of complex professional activities with a substantial degree of personal	Lorraine Henderson, Learning and Organisational development Officer. <a href="mailto:Hendersonlo@northlan.gov.uk">Hendersonlo@northlan.gov.uk</a>
	Mental health Awareness	Unit Managers and Senior/ Social Care Workers	To assist employees: to explore the continuum of mental health. To become familiar with the classification and treatment of mental illness as well as relevant legislation. To understand the effects of mental illness on the individual and family and be aware of the signs and symptoms of mental disorder. Be aware of the the social effects of mental illness and develop	Frances Patterson <a href="mailto:m.f.patterson@stir.ac.uk">m.f.patterson@stir.ac.uk</a>

	<p>Dementia Support Skills</p> <p>Dementia studies-online learning (MSc postgraduate diploma/postgraduate certificate)</p> <p>End of Life Care for People with Dementia</p> <p>Understanding and Evaluating Addiction Treatment</p>	<p>All employees who support people living with dementia</p> <p>Modes of Study Part-time and delivered by mixed mode.</p> <p>SCQF Level 10</p>	<p>skills and confidence in working with people and families where mental illness is a feature.</p> <p>To consider how the illness might affect the person and consider the carer's perspective. Consider key aspects of person centred support. To consider behaviour as a form of communication, the impact of the environment and ways to enhance it and also ways to enhance communication.</p> <p>To develop an understanding of multi disciplinary perspectives about dementia and approaches to dementia care. To address critical issues in dementia care and service delivery</p> <p>Aims to provide students, the opportunity to understand and develop the insight and skills for caring for people with dementia up to the point of death.</p> <p>Enable students to enhance application of theory to the practice of assessment of people with mental health problems. Enhanced decision making skills in relation to appropriate access to acute mental health services</p>	<p><a href="mailto:victoria.lawlor@stir.ac.uk">victoria.lawlor@stir.ac.uk</a></p> <p><a href="mailto:p.r.yates@stir.ac.uk">p.r.yates@stir.ac.uk</a></p> <p>Mrs Bernie Stoddart <a href="mailto:bmfs1@stir.ac.uk">bmfs1@stir.ac.uk</a></p> <p>Alan Chapman <a href="mailto:admissions@stir.ac.uk">admissions@stir.ac.uk</a></p> <p>Fiona Cook or Joyce Surfleet <a href="mailto:fiona.cook@lpct.scot.nhs.uk">fiona.cook@lpct.scot.nhs.uk</a></p>
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	<p>Assessment in Mental Health</p> <p>Developing a person centred approach to the support and care of people with dementia</p> <p>Dementia awareness</p> <p>Advanced Stress Advice in Practice</p> <p>Alcohol &amp; Drug: Client Centred Interventions</p>	<p>SCQF level 9</p> <p>SCQF level 9</p> <p>9 - Degree Available as a stand alone module</p> <p>20 credits</p> <p>20 credits SCQF level 9</p>	<p>This course is suitable for nursing and social work staff, voluntary organisation workers and care home managers new to working with people with dementia and their carers and those who wish to update their knowledge and awareness of dementia related issues.</p> <p>This 2-day short course includes a variety of interactive sessions designed to improve participants' knowledge and understanding of dementia care in relation to their practice.</p> <p>This course will apply the student's knowledge of stress and its management gained in the 'Becoming a Stress Adviser' Course in a choice of ways relevant to and in their workplace. The aim is to develop in-depth practical skills and understanding.</p> <p>This module and is designed to explore, analyse the interrelationships of a variety of helping strategies and interventions in the management of patients/clients with an alcohol and/or drug problem. The content of this module will reflect counselling skills for eliciting behaviour change, client</p>	<p>or <a href="mailto:joyce.surfleet@lpct.scot.nhs.uk">joyce.surfleet@lpct.scot.nhs.uk</a></p> <p><a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a></p> <p><a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a></p> <p><a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a></p> <p><a href="mailto:nursing@gcal.ac.uk">nursing@gcal.ac.uk</a></p>
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	Alcohol & Drug: Supporting Families And Carers	20 credits SCQF level 9	centred planning and dealing with relapse prevention when interacting with clients and their relatives.  It will address the knowledge and skills required to support clients and their families, both in one-to-one interactions and group settings. A particular focus of this module will be on the facilitation of psycho-educational groups in dependency treatment.  This module enables the students to explore the history and changing policies of alcohol and drug use as well as current and projected trends of psycho-active substance use. The main themes will be the theories and models of 'dependence' and 'addiction', the factors that affect how and why psycho-active substances work (pharmacology and pharmacokinesis).	<a href="mailto:futurecare@gcal.ac.uk">futurecare@gcal.ac.uk</a>
	Alcohol And Drug, The User And Society	20 credits SCQF level 9	This module enables the students to explore the history and changing policies of alcohol and drug use as well as current and projected trends of psycho-active substance use. The main themes will be the theories and models of 'dependence' and 'addiction', the factors that affect how and why psycho-active substances work (pharmacology and pharmacokinesis).	
	Psychosocial interventions for psychosis	40 credits SCQF Level 9	Contact university for further information	
OTHERS	What Stress in Healthcare	One day seminar All NHS Staff	Stress affects increasing numbers of the working population, however it is	Agnes Robb <a href="mailto:Agnes.rob@lanarkshire.sco">Agnes.rob@lanarkshire.sco</a>

	<p>What Attitude- How to work and deal effectively with difficult people in healthcare</p>	<p>One day seminar All NHS Staff</p>	<p>recognized as a particular problem amongst healthcare staff. This seminar is designed to offer practical advice and coping strategies.</p>	<p><a href="http://t.nhs.uk">t.nhs.uk</a> 01698 377790</p>
	<p>What EQ? Understanding and using emotional Intelligence in life and in the NHS Workplace</p>	<p>One day seminar All NHS Staff</p>	<p>Conflict and stress are recognized as a particular problem amongst healthcare staff in the demanding and challenging environment. Dealing with and supporting patients, relatives, carers and colleagues may present special difficulties. This seminar is designed to offer practical advice and coping strategies to all those working in todays healthcare environment.</p>	<p>Agnes Robb <a href="mailto:Agnes.rob@lanarkshire.scot.nhs.uk">Agnes.rob@lanarkshire.scot.nhs.uk</a> 01698 377790</p>
	<p>Team Building Events NHS Lanarkshire</p>	<p>Available to all teams in NHS Lanarkshire</p>	<p>Definition of EQ- The awareness of and ability to manage ones emotions in a healthy and productive manner.</p> <p>This seminar provides an insight into improving personal and team awareness of EQ and to its value in improving day to day interpersonal relationships and building a rewarding workplace environment. EQ can help individuals and organizations to cope with change and reduce conflict and stress.</p>	<p>Agnes Robb <a href="mailto:Agnes.rob@lanarkshire.scot.nhs.uk">Agnes.rob@lanarkshire.scot.nhs.uk</a> 01698 377790</p>
			<p>These team building events are available upon request from the organisational development department</p>	<p>Agnes Robb <a href="mailto:Agnes.rob@lanarkshire.scot.nhs.uk">Agnes.rob@lanarkshire.scot.nhs.uk</a> <a href="http://t.nhs.uk">t.nhs.uk</a></p>

	Team Building/Development Days	All employees as appropriate	These events can be arranged on request to the appropriate Senior Officer within the Learning and Organisational Development Team.	Development. Millery@northlan.gov.uk Learning and Organisational Development Team  <a href="http://www.elib.scot.nhs.uk">http://www.elib.scot.nhs.uk</a>
	Getting the most from e-books and e- journals	All NHS Staff	An advanced course looking specifically at database searching, in particular searching for journal articles and electronic books using databases such as OVID, CINAHL and Emerald	<a href="mailto:Amanda.minns@lanarkshire.scot.nhs.uk">Amanda.minns@lanarkshire.scot.nhs.uk</a>  <a href="http://www.elib.scot.nhs.uk">http://www.elib.scot.nhs.uk</a>
	Introduction to RefWorks	All NHS Staff	Refworks is a web-based bibliography and database manager that allows you to create your own personal database by importing references from text files or online databases and other various resources. You can use these references in writing papers and automatically format the paper and bibliography in seconds	<a href="mailto:Amanda.minns@lanarkshire.scot.nhs.uk">Amanda.minns@lanarkshire.scot.nhs.uk</a>  <a href="http://www.elib.scot.nhs.uk">http://www.elib.scot.nhs.uk</a>
	Internet and Database searching	All NHS Staff	This is a beginners guide to successfully using internet sources beyond the e-library. Topics covered are basic navigation, using search engines, finding, assessment and using information from the internet.	<a href="http://www.elib.scot.nhs.uk">http://www.elib.scot.nhs.uk</a>  <a href="mailto:Amanda.minns@lanarkshire.scot.nhs.uk">Amanda.minns@lanarkshire.scot.nhs.uk</a>
	Sensory awareness	Residential employees	To develop employee's awareness of the cause and effects of sensory impairment and the impact it has on an	Lorraine Henderson, Learning and Organisational development Officer. <a href="mailto:Hendersonlo@northlan.gov.uk">Hendersonlo@northlan.gov.uk</a>

	<p>Open Learning Opportunities - K100</p> <p>Social services management</p>	<p>All employees as appropriate</p> <p>MSc/postgraduate diploma/postgraduate certificate</p>	<p>individual's everyday life.</p> <p>This course will be of particular interest to anyone seeking a thorough, well-supported grounding in health and social care issues, and will appeal to those involved in caring work of all kinds. It is an ideal starting point for students working towards a degree.</p> <p>The issues facing social services and social welfare organisations in the statutory, voluntary and private sector are increasingly of a global nature e.g. poverty, resource shortages, migration (including asylum seekers), an ageing population and the role and status of women in society and in the workforce. Whatever their cultural and legal context, managers are searching for ways to maximise effectiveness and efficiency in their workforce, to promote quality services and to be responsive to changing needs and expectations</p>	<p>Yvonne Miller, Service manager, Learning and Organisational</p>
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