

# Teaching Plan for Safeguarding refresher (2 hour) 1



Structure	Nurses:	HCA's:	Date:	Length: 2 hours
<b>Objective(s) :</b> Participants will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of own roles and responsibilities</li> <li>• Know indicators of abuse</li> <li>• Be able to put knowledge into practice</li> </ul>				
<b>Social, Ethical and Moral Implications:</b> <ul style="list-style-type: none"> <li>• Person-centred care ensures that the care the person receives not the tasks that we have to perform, this reduces risk of abuse.</li> <li>• Dignity and respect as well as choice are essential to reduce risk of abuse</li> <li>• Links to Care Act and Human Rights Act</li> <li>• Be aware of and adhere to Code of Conduct for healthcare support workers and adult social care workers</li> <li>• Be aware of and adhere to NMC Code of Conduct</li> </ul>			<b>Key Words:</b> <ul style="list-style-type: none"> <li>• <b>Safeguarding</b></li> <li>• <b>Person centred</b></li> <li>• <b>Dignity</b></li> <li>• <b>Respect</b></li> <li>• <b>Barriers</b></li> <li>• <b>Holistic</b></li> <li>• <b>Partnership</b></li> <li>• <b>Well being</b></li> <li>• <b>Enablement</b></li> <li>• <b>Empowerment</b></li> </ul>	
<b>Pre-requisite knowledge/skills/understanding:</b> <ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>			<b>Links to other subjects:</b> <ul style="list-style-type: none"> <li>• Nutrition &amp; Hydration</li> <li>• Skin integrity</li> <li>• Basic care skills</li> <li>• Safeguarding</li> <li>• MCA &amp; DoLS</li> <li>• Infection control</li> <li>• Risk assessing</li> <li>• Manual Handling</li> <li>• End of life</li> <li>• Etc.</li> </ul>	
Teaching Activities				Time
9.30	<b>Starter:</b> <ul style="list-style-type: none"> <li>• Welcome, register, house rules</li> <li>• Set objectives and expectations for session</li> </ul>			10mins
9.40	Facilitate discussion around what safeguarding means and key principles, including choice and empowerment Ask learners to come up with a definition of safeguarding and use these to lead discussion around own roles and responsibilities			20mins
10.00	Each participant is given a yes and no card. Five to 10 statements are read by the facilitator appropriate for the learner group and individually people raise either yes or no to the question ' <i>is this acceptable?</i> ' or ' <i>is this adult at risk?</i> Video examples can also be used (Restraint discussion NMC) Debate is to be encouraged and answers will be subjective but participants should be able to explain their thinking or reasons.			15mins

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10.15	<p>10 types of abuse Learners to recall 10 types, go through each type and make sure learners understand what each type is, along with links between them and how these types of abuse may be perpetrated.</p> <p><i>Important to ensure consideration is given to institutional and neglect and discuss the little things that can be included here, eg. Drinks out of reach, not offering choice, rushing that ends up with residents losing their independence.</i></p> <p>Video – Annie’s story to demonstrate links between types of abuse</p>	30mins
10.45	Group work – identify how each individual may recognise signs of abuse in residents that are relevant to their own role	15 mins
11.00	<u>Lead discussion to ensure that all key signs and symptoms have been identified</u>	15 mins
11.15	Facilitate a whole group discussion encouraging contributions discuss ‘why do you think abuse is not disclosed’ by one of the following: adults who are vulnerable; family and friends; staff. Ideas recorded and shared.	10 mins
If time	Question sheet and discuss answers	
11.25	Close & Feedback	5 mins
<p>Feedback forms to be used</p> <p>Certificate of attendance will be awarded to all attendees</p>		