HEALTH EDUCATION ENGLAND

WESSEX SPECIALTY TRAINERS DIRECTORY
2016-17
DIRECTORY OF TRAINING AND TRAINERS

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SPECIALTY TRAINERS

COMMUNICATION SKILLS

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Sally Hambly
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** Both Armorel and Sally will delay starting their training role until 2017

DEALING WITH DIFFICULT PATIENTS

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RESILIENCE

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AUDIT

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QUALITY IMPROVEMENT

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My name is Dr Armorel Wood. I qualified from Westminster Medical School in 1986. My initial career was in part time General Practice before moving to hospital medicine in 1996 in the Rheumatology Department, Christchurch Hospital where I am still working 20 years later as a Speciality Doctor! I have always had a special interest in listening to and educating patients and lead the Rheumatoid Arthritis Education Group in the department. Outside the NHS I trained and worked as a Samaritan Volunteer in 2011/12 and followed this with a 3 year part time course in Integrative Counselling achieving an Advanced Diploma in Psychotherapeutic Counselling in Feb 2016. I presently volunteer as a Counsellor for young people in the New Forest. I am on the mentoring committee and have an interest in improving communication with patients within the hospital setting where they are often stressed and ill at ease often with unrealistic expectations. In my other life I am a Mum of two young adults and two dogs and have an interest in anything outdoors!

Training subject

COMMUNICATION and EXPLORE YOUR ABILITY TO CHANGE

Communication within the Consultation-the good/the bad and the ugly

Being Assertive

Handling Difficulties

Motivational Questioning

Psychological impact of chronic illness

Educating Patients
Sally Hambly

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I worked in a variety of clinical specialties after qualifying in Manchester in 1997. In 2002 I chose to train in General Practice and, after the initial one-year training, undertook a further 6 month post designed for new GP’s to develop a special interest. I worked in Genitourinary Medicine in High Wycombe, loved it and subsequently divided my working hours between General Practice and GUM. On my return to work after maternity leave in 2007 I decided to pursue a career in GUM rather than General Practice and have since worked in GUM in both Portsmouth and Bournemouth. More recently I have felt the need for a change and have sidestepped into Elderly Care in Bournemouth.

My interest in Communication Skills really started during my training to become a GP. We attended a 3-day counselling course alongside regular recording of our consultations and the opportunity for peer and trainer feedback. Since working back in a hospital environment I have attended further communication skills workshops covering a variety of aspects such as motivational interviewing, communicating with colleagues, and personal impact. My work within Sexual Health has provided ample opportunity to practice effective communication, and my particular interests have been patients who have been sexually assaulted and young people; I have recently completed a Quality Improvement fellowship, the aim of which was to improve our detection of young people being, or at risk of being, sexually exploited. I am also an assessor for healthcare professionals undertaking the Sexually Transmitted Infections Foundation course which, amongst other things, involves assessing consultations; an important component of this is communication.
Dealing with Difficult Patients

Panos Prevezenos

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I was born and raised in Athens, Greece. After completing my secondary education, I studied nursing at the National and Kapodistrian University of Athens, then moved on to study medicine at the University of Malta. Following my graduation, I moved to the UK for postgraduate medical training. I completed the Foundation Programme and Core Psychiatry training in the Wessex area. I am currently working as a specialty doctor in psychiatry in Basingstoke.

- Dr Prevezenos has recently moved from a specialty doctor post into specialist training in Psychiatry.

I would aim to improve professionals' understanding of personality disorders, focusing primarily on the emotionally unstable types. Those disorders are fairly prevalent and seriously impair patients' ability to engage with healthcare professionals yet seem to be absent from undergraduate curricula. The teaching would combine formal lecture, round-table discussion and case studies. This would allow participants to form an understanding of how those disorders develop, what biological, psychological and social impact they have on patients, and what techniques professionals can use to engage this particularly challenging group of patients.

Sample of Training Programme

The learning outcomes would be as follows:

1. Understand the concepts of personality and disordered personality.
2. Understand how an abnormal personality emerges and how it manifests in the biological, psychological and social domains.
3. Develop basic skills for the short-term and long-term management of "difficult" patients.

Proposed programme for half day:-

* Introduction, Learning Objectives.
2. Personality disorder.
    2.1 What is a personality?
    2.2 Abnormal personality traits, personality disorders as per ICD.
    2.3 "Cluster B" personality disorders - common and under-diagnosed in healthcare.
   3.1 De-escalation skills.
   3.2 ECS-derived skills.
   3.3 When to refer for psychiatric opinion?
   3.4 Capacity issues. NHS zero tolerance policies. When is it time to call security?

* Summary, Questions.

Resilience

Govindraj Rajkumar

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I qualified from Bharathiyar University in South India, in 1988 and completed my Post graduate Masters in General Surgery in 1995 from Stanley Medical College, Chennai before moving to the UK in 1997.

I am currently a Speciality Doctor in Urology at Basingstoke, Hampshire and have been in this post since 2007. I have worked in the United Kingdom from Oct 1998 in a various Urology departments in Scotland, Yorkshire and Surrey prior to my current post.

With regards to the Personal development skills ie Resilience, I would like to do this with a combination of a power point presentation along with a writing board. I am considering a pre-meet questionnaire, which candidates can fill up and bring to the meeting for further discussion.
Audit

Gayatri Daniel

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Biography of Gayatri Daniel:

Having done all my formal education in India, I came to the United Kingdom in 1999. I finished my M.D. Anaesthesia from Christian Medical College, Vellore in South India. I then came under the ODTS (Overseas Doctors Training scheme) and was sponsored by the General Medical Council, U.K. After working for two years at Stoke-on-Trent, as a Senior House-officer, I came to Basingstoke and then took up a staff Grade position, sharing my on-call commitments with the registrars in the unit. I worked for several years in the same department, working my way up to an Associate Specialist. I have always been actively involved in teaching and still currently organise the ‘mock exams’ for the Primary FRCA exam going juniors, about two/three times a year.

I am the Audit lead for the department, at HHFT, Basingstoke and I have completed more than a hundred audits in my time here at Basingstoke. I feel audits are an integral part of quality improvement and I am passionate about raising the standards of quality in healthcare. I have also completed my Masters course in management in Health and Social Care, from Henley Business School, Reading University. I hope to be sharing my ideas of Quality improvement with a special emphasis on Audits and hope to pass on my passion to the budding juniors. The success of ‘NHS- tomorrow’ is after all in the hands of the juniors!

**Learning Outcomes in terms of Quality in healthcare** - related to the stakeholders. So,

Quality as perceived by patients & service users
Quality as perceived by professionals
Quality as perceived by managers

Dimensions of Service quality in health care, as proposed by Maxwell in 1984

Relationship between Perceptions & Expectations
Quality and costs -- Costs of quality before and after quality improvement

Quality Management and the role of regulators

Setting and measuring standards and monitoring performance

Quality Improvement

Monika Prabhakar
MBBS, MD (O&G), Dip GUM, DFSRH

Contact: drm_prabhakar@hotmail.com

I am a SAS doctor working at the Royal Bournemouth Hospital. I trained as a Doctor at the Bangalore University in India. During my post graduate training in Obstetrics and Gynaecology, I developed a keen interest in Sexual Health and have been working in this holistic, exciting and forward-thinking speciality since the past nine years. I have a special interest in Psychosexual Medicine. I am passionate about learning and teaching and am a STIF (Sexually Transmitted Infections Foundation) Trainer and HE Wessex Specialty Trainer. I am particularly keen on Quality Improvement (QI) and Communication Skills training and have been leading a QI project as part of the Wessex school of QI Fellowship over the past year. This experience has made me a QI enthusiast after having witnessed how useful it is as an approach to improving services, particularly in healthcare. I believe that the best way to learn QI is by getting involved in improving something yourself. I find it fascinating to see how QI skills are transferable skills which can prove useful in any setting. 

Scope of training
For hundreds of years, clinicians have sought to make health care what effective and accessible. Recently health professionals have begun to learn about formal methods to improve quality. The focus on patient centred care, holistic practice and providing value for money means that there is greater need to ensure that health
professionals have the knowledge and skills to improve and develop health care services. The Health Foundation believe that training can be an active lever for improving quality of health care. Training of professional in queue why has the potential to impact positively on attitude, knowledge and behaviours.

Q I can be conceptualised as an umbrella term which encompasses the different systematic change methods to support improvement and better outcomes for patients and services.

delivery of training

Preferably two small groups 10 to 12 participants
Target group – doctors/nurses/Allied health professionals – HCAs, support workers and managers
Training style – into resting, use of audio-visual aids, practically focused, interactive providing participants with ample opportunities to express themselves, ask questions and share experiences.
QR I in practice – personal Q I journey/experience including challenges/barriers and lessons learnt as well as discussions of examples/ideas for Q are projects within the participants own work setting.

content
1) The QI process
2) Organisational factors associated with QI
3) The A Team approach to QI
4) Quality Improvement techniques and tools – The "how to"
5) QI in practice – examples are my personal experiences, ideas for QI projects etcetera.
6) What next?

learning outcomes
1) understand basic concept of Q I and its importance
2) understand and be able to apply the model for improvement- the A Team and DMAIC approaches.
3) understand and have some confidence in using Q I tools and
techniques
4) be able to apply skills for an improvement project at workplace.

Proposed Title of Workshop
Understanding Quality Improvement

Research and Innovation
Rameshbabu Chandrabhan Singh
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Clinical Skills

Alison Vaughan

(MB ChB (Leeds) FFSRH MRCGP MIPM DRCOG MAOME)

Contact; alison.vaughan@dhuff.nhs.uk

Dr Alison Vaughan has worked in the field of Psychosexual Medicine (PSM) and contraception for over 20 years. She currently practises as an Associate Specialist in PSM at the Park Centre, GU Medicine Department, Weymouth Hospital. Originally trained in general practice at the University of Exeter, she practised as a GP principal in Poole before changing speciality, owing to family commitments, to Contraception and Sexual Health in 1998. Since 1996 she has worked as a Clinical Assistant in GU Medicine at RBH and for the last 4 years as the clinical lead for the Contraceptive Health Service in Dorchester. She has been involved in the field of medical education for many years working as a trainer for the Faculty of Sexual and Reproductive healthcare and as examiner for the Institute of Psychosexual Medicine.

Workshop on psychosexual medicine

Small group, interactive workshop, comprising of some power point presentation and case based discussion. Opportunity to watch a filmed psychosexual consultation

Learning Outcomes

- To recognise sexual problems in everyday practice
- To discuss the difficulties that healthcare professionals face when dealing with sexual problems
- To apply some of the techniques used in Psychosexual medicine
- To know the next steps for further training

Update on contraception

Learning outcomes

- To know about new developments in the field of contraception
- To be able to apply new thinking in contraception to everyday practice.
To discuss every day dilemmas in contraception management

A small group, interactive workshop that uses case histories to illustrate every day dilemmas with contraceptives. Suitable for primary care or tailor made for other disciplines e.g. obstetrics and gynaecology.

**Update in Intrauterine contraception (Fitters Forum)**

Eligible for CPD points toward recertification of Letter of Competence in Intrauterine techniques. Small group, practical workshop.

- To discuss insertion and removal problems and produce effective strategies to prevent and manage them in the future.
- To share problems arising post insertion and produce appropriate management plans.
- To apply new developments in intrauterine techniques to everyday practice.

**Fitters forum update on contraceptive implants**

Eligible for points toward recertification of Letter Of Competence in Subdermal Implant techniques. Small group, practical workshop.

- To discuss the management of bleeding problems and as a result be able to produce strategies for everyday practice.
- To discuss insertion and removal problems and produce a plan so they can be managed when they arise in practice.
- To understand new developments in subdermal implants and apply these to everyday practice.

Deborah Lee

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Associate Specialist in Sexual & Reproductive Health

Introduction: I am passionate about Sexual & Reproductive Health (S&RH), and have worked in this field, for more than 20 years. Prior to this I worked as a General Practitioner. This was excellent experience for a community based speciality.

In terms of my own training and experience, I completed a higher specialist training programme in S&RH in 2001, based in Portsmouth at
the Ella Gordon Unit. As part of this I worked in every branch of the specialty including for example, all types of Contraception (IUD/IUS & implants), Unplanned pregnancy and Termination of Pregnancy, Medical Gynaecology, Colposcopy, Fertility, Young Peoples’ Sexual Health, Menopause, Genito-Urinary Medicine (GUM) and Forensic Gynaecology. This involved obtaining Membership of the Faculty amongst other qualifications. I have been a Faculty Registered Trainer (FRT) since 1995.

I have been Training Programme Director for Salisbury, Lead for Education & Training and Lead for Contraception in Salisbury Department of Sexual Health, for 8 years. Prior to this I had similar roles in the Southampton CASH Service. Within our department in Salisbury, we provide teaching in S&RH, notably for the Diploma of the Faculty of Sexual & Reproductive Health (DFSRH) and for the Letters of Competence in Intrauterine Techniques (Loc IUT) and Letter of Competence in Subdermal Implants (Loc SDI). We run the “Course of 5 every year and also provide practical training for those needing to complete their clinical competencies for the diploma. I also run IUD/IUS and Implant Masterclasses.

In-house I help plan, coordinate and deliver an annual programme of Clinical Governance. In addition, I have run numerous study days, workshops and update sessions for doctors and nurses, on many different aspects of sexual health, and presented on numerous occasions across the region.

In the past, I was an Examiner for the Faculty of S&RH for 6 years. I was on the Critical Reading team and helped design and produce, and ultimately mark, exam questions for the Membership Examination. I attended the exam every year for several years to help out as an examiner/invigilator.

I have retained an interested in Menopause and have a specialist Menopause Clinic here in Salisbury.

I get great satisfaction out of teaching in all aspects of S&RH and am proud of the quality of training we offer here in Salisbury, and the valuable skills our trainees develop from spending time in our department.

Speciality Training Role:

Suggested Speciality Training Plan
Peer Review Reaccreditation Project for LARC (Long Acting Reversible Contraception) Practitioner’s in Primary Care.

As part of the recertification process for the Loc IUT/SDI1, there is an option for the doctor/nurse to participate in a peer review visit.

This Speciality Training Plan, involves the offer of a one to one peer review visit, for doctors and nurses, needing to recertify their Letters of Competence in IUT/SDI.

Learning outcome:

Having taken part in a designated, one-to-one, clinical, peer review session with myself, a Faculty Registered Trainer, (as well as having completed the additional Faculty recertification criteria), the doctor/nurse will have up to date certification, to insert and remove IUD/IUS and implants in Primary Care.

Advantages of this training opportunity

* The peer review visit will involve myself, a Faculty Registered Trainer, visiting the Practice and attending a coil fitting/implant insert/removal session.

* There numerous benefits from working alongside a skilled practitioner in a clinical environment, and this can be very difficult to organise, especially in small, rurally situated practices. This is a very different experience for recertification than simply completing on-line training.

* Busy practitioners in Primary Care, do not have to leave their practices, the trainer (myself) will visit them, in their own surgeries.

* The visit will be supportive, professional and will be an opportunity to discuss any difficulties or uncertainties about LARC (Long Acting Reversible Methods of Contraception) methods, and have “hands on” assistance as/when needed.

* Time will be spent afterwards on reflective practice.

* The visit will be free of charge to the trainee.

* Offering this service to GP surgeries will help doctors and nurses maintain their qualifications to be able to offer LARC contraception.
* Supporting recertification will help ensure Faculty standards are being met

* This project will also help support the network of LARC fitters in Primary Care in Wiltshire, in conjunction with the Public Health/commissioning requirements for the county.

References

1; (The Faculty regulations for reaccreditation of these certificates is available at http://www.fsrh.org/pdfs/RecertApplicationIUT.pdf)