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| **Name & Surname** |  | **Trainer Name** |  | **Date of Course** |  |

**Please rate your knowledge from 1-5 for both before and after the course**

1 = not at all familiar, 2 = slightly familiar, 3 = somewhat familiar, 4 = moderately familiar, 5= extremely familiar

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| **Learning Outcome** | **Before the course** | **After the course** | **Please write a reflection of what you will take away from each outcome** |
| 1. You take into account a person's frailty level in planning healthcare or support interventions |  |  |  |
| 1. You understand the importance of both proactive and reactive approaches to frailty identification |  |  |  |
| 1. You are able to explain the need for an assessment of frailty with sensitivity and in ways that are acceptable to the person and appropriate to their communication needs. Staff can take into account that people may not like to recognise themselves as living with frailty and may be unwilling to acknowledge or disclose problems |  |  |  |
| 1. You understand the importance of equal access to frailty assessment, e.g. for people from diverse communities or with specific needs (such as sensory or cognitive impairment) or learning disabilities |  |  |  |
| 1. You understand reasons for caution about assessing frailty in a person who is acutely unwell |  |  |  |
| 1. You understand the concept of a 'frailty index' as a measure of frailty and are able to utilise relevant frailty screening and assessment tools, such as the Gait (Walking) Speed Test and the Time Up and Go (TUG) Test, in accordance with local policy. |  |  |  |
| 1. You understand that a person’s degree of frailty can change (up or down) over time |  |  |  |
| 1. You understand one’s own role in initiating, contributing to, or referring on for a multi-disciplinary comprehensive and holistic assessment of frailty, often known as Comprehensive Geriatric Assessment (CGA)" |  |  |  |
| 1. You have the skills to educate patients and their families living with frailty about their condition |  |  |  |
| 1. You are able to act on day-to-day interactions with people to encourage changes in behaviour that will have a positive impact on the health and wellbeing of individuals, communities and populations, i.e. ‘Making Every Contact Count’ |  |  |  |
| 1. You know how to effectively communicate messages about healthy living according to the abilities and needs of individuals |  |  |  |
| 1. You are able to facilitate access to sources of health promotion information and support |  |  |  |
| 1. You understand the importance of early recognition and timely management of frailty syndromes and understand approaches to prevent or reduce the risk of these and can give an examples of preventative measures to reduce risk of frailty |  |  |  |