



## **Curriculum for training trainers**

### **Founding president; Dr Judith Casley-Smith**

#### **C-SI trainers**

Jacqueline Banks (UK), Yolande Borthwick (UK), Jillian Bracha (Israel), Rhian Noble-Jones (UK), Sue Desborough (UK), Jeanne Everett (UK), Catherine Groom (UK), Anita Hobday (UK), Wouter Hoelen (Netherlands), Bonnie Lasinski (US), Melanie Thomas (UK), Ruthi Peleg (Israel), Elsebeth Petersen (Australia), Cheryl Pike (UK), Margaret Sneddon (UK), DeCourcy Squire (US), Lynne Whiteside (UK)  
(Dr Jacquelyne Todd and Dr Anne Williams (UK) - retired)

#### **Quality Assurance**

The following factors will be built in to contribute to the quality of all courses delivered by C-SI trainers (both training therapists and trainers)

- the use of consultation groups (including C-SI, national groups and higher education institutes) to inform programme development
- use of current evidence-base and 'best practice' approaches to inform programme development
- utilisation of problem – based learning
- formal support mechanisms built into programme
- self/peer group evaluation and discussion
- quality monitoring by programme students and co-teachers, facilitators and mentors
- a mechanism for evaluation
- a reporting mechanism to be prepared by trainers in each country for discussion at meetings that will be timed around C-SI conference every 2 years

**Aim of training programme:** To support the transition of specialist lymphoedema practitioners towards a teaching role. To prepare teachers who can;

- support and promote the highest standards in lymphoedema education and practice
- provide an education programme which will enable more people with lymphoedema to receive appropriate care

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- enter collaborative partnerships with other CSI teachers and trainers, clinical and educational representatives and local and national stakeholders to ensure the development of leaders in lymphoedema education.
- facilitate a scientific approach to lymphoedema diagnosis and treatment and to promote an active interest in research into this subject

### **Learning outcomes**

- To formulate and instigate an action plan for the teaching role which takes into account local, national and international policy initiatives
- To critically evaluate the role of lymphoedema management (including MLD and MLLB) within the context of specialist care in relation to the current evidence base
- To agree strategies for the promotion of clinical effectiveness in lymphoedema treatment and education in self management
- Demonstrate competence in learning, teaching and skill acquisition in relation to lymphoedema education
- Develop strategies for personal Continuing Professional Development through action learning, peer support and mentorship
- Contribute to the development of education resource materials to support training

**Eligibility criteria** Casley Smith trained therapist with evidence of successful completion of 2 update programmes (obtained over 4 years of practice). A health care professional or MLD therapist with evidence of a clinical caseload and who works at least one day a week with individuals with chronic oedema. The applicant can supply evidence of close working links with a team of healthcare professionals. The applicant can supply evidence of contributing to the national agenda for the promotion and delivery of lymphoedema service provision. Supply of two references demonstrating professional standing and reputation of applicant. One of these references should be provided by a current CSI trainer. Completion of effective business case (see prerequisite requirement in the UK) demonstrating how this role can be

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incorporated into current working role and that there is a demand for this teaching role. This is to be signed off by an appropriately designated manager or funder with budgetary control.

### **Prerequisite requirement**

In the UK: Completion of effective business case demonstrating how this role can be incorporated into current working role and that there is a demand for this teaching role in terms of no existing Casley Smith courses available in the region and that there is a list of at least 8 individuals who would be interested in undertaking a course.

### **Structure of programme**

Each applicant will be allocated a mentor for the duration of the training programme

Work as **co-teacher** for 2 training programmes – preferably working under the supervision of 2 separate teachers

Working in clinical setting with a teacher under honorary contract for 2 working weeks (10 days). Within this period, 15 hours will be set aside for one to one teaching and development. This time will be used to provide opportunities for problem-solving, discussion and peer review.

**Independent study hours;** Minimum of 200

### **Assessment**

Assessment will be undertaken by assessor (this individual will not be the mentor for this co-teacher)

Completion of learning contract integrating a reflective log of work and development over period as a co-teacher

Practical assessment of two days of teaching delivered by the co-teacher. One day of student assessment undertaken by the co-teacher

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### **Qualifications obtained**

Certificate of successful completion

Opportunity to join register of CSI trainers and eligibility to apply for CSI executive board

### **Requirement for update**

Teachers are expected to attend a two day update at least every two years. This can be undertaken either with Casley Smith trained teachers in their own country or at the same time as attending the Casley Smith International Conference. It is strongly recommended that this provides an opportunity for practical updates on MLD and MLLB and to discuss complex case studies and strategies for management.

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