



**CPD@RCOT Short Course Workbook**

Work as a health outcome:

# what is YOUR role?



**Your name:** Click or tap here to enter text.

**Bring this workbook with you to the group session**



Developed by:

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CPD@RCOT Work as a health outcome: what is YOUR role?

# Introduction

Welcome to this CPD@RCOT learning resource, ‘**Work as a heath outcome: what is YOUR role?’**. This short course has been created to help you think about the important links between work and health. It will enable you to start important conversations with service users about work and health so that you can support them with their employment needs. There are many types of meaningful occupation that relate to the activity of work. This resource focuses specifically on paid work.

The course supports the Professional Practice Pillar of the [RCOT Career Development Framework](https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/locallabourmarketindicatorsforcountieslocalandunitaryauthoritiesli01). It is designed for allied health care professionals, nursing and medical personnel at Career Levels 4 to 6. Personnel at Career Levels 7 and above who wish to refresh their knowledge may also find it helpful.

The resource is designed to be completed in a group to enhance debate and peer-to-peer learning. Using the Facilitator Guide, you may also work through it as an individual. In total, the course should take about 2.5 hours to complete.

More time will be required to follow up on the suggested further reading.

The course has three resources, this workbook, a Facilitator Guide and an accompanying presentation. There are three components:

1. Individual pre-group session work: four activities taking about 100 minutes (just over 1.5 hours) to complete.
2. Group session, with presentation and guided discussion: three activities taking about one hour to complete.
3. Individual reflection, initially taking about 5 minutes to complete.

An integral part of the course is the post-session reflection, designed to guide you to develop your practice. To support this development, you may wish to discuss in your supervision sessions the learning outcomes, your reflective learning points and how you plan to implement them.

This course is part of a project called Health and Work Champions. For more information visit: [https://www.rcot.co.uk/promoting-occupational-therapy/health-and-](https://www.nice.org.uk/guidance/qs147) [work-champions-promoting-health](https://www.e-lfh.org.uk/programmes/work-and-health/)

You may be interested in the Royal College of Occupational Therapists’ Specialist Section - Work. If you are not a member of this Specialist Section and wish to join, visit the [Specialist Section - Work web page](https://www.gov.uk/jobseekers-allowance) and scroll down to find membership information.

If whilst completing the booklet you identify any concerns with your own health and work, please contact the services which are listed on pages 12-13.

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# Learning outcomes

When you have completed this course you will be able to:

1. Understand the links between good quality employment and good health, and apply your understanding to support service users into paid work.
2. Appropriately and sensitively ask people about their employment aspirations, so that you can signpost them on for further support to meet their employment needs.
3. Evaluate your current and future practice in relation to work as a health outcome, to improve the quality of your practice and service delivery.

# Individual pre-group work

## ACTIVITY 1: Predictors of health, quality of life and life expectancy

(Takes about 25 minutes)

To start this course, you will learn about the relevance of employment to predictors of health, building your understanding of the links between the two.

1. Open the YouTube vid[eo ‘Work as a health outcome: what is YOUR role](https://www.rcot.co.uk/promoting-occupational-therapy/health-and-work-champions-promoting-health)?`.
2. Throughout the video, activities are described and suggested. These activities are the same as in this pre-group work. This video is a total of 32 minutes, you will be asked to watch different sections for activities 1 to 5.
3. Watch the film from the beginning to 2:20 minutes. Pause the film at the first question ‘What is the best predictor of a person’s health, quality of life and life expectancy?’
4. Answer the question ‘What are the best predictors of health?’ with your initial thoughts.

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| **Best predictors of health: What are the best predictors of health?** |
| Click or tap here to enter text. |

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1. Rea[d ‘Time to think differently. Broader determinants of health’](https://www.kingsfund.org.uk/projects/time-think-differently/trends-broader-determinants-health), published by The King’s Fund.
2. Look in particular at the Dahlgren and Whitehead model diagram.
3. Returning to the [video](https://www.gov.uk/government/publications/is-work-good-for-your-health-and-well-being), watch from 2:20 min to 6:18.
4. Expand on your initial thoughts to the question ‘What are the best predictors of health?’.

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| **Best predictors of health – expand on your initial thoughts** |
| Point 1  Click or tap here to enter text. |
| Point 2  Click or tap here to enter text. |
| Point 3  Click or tap here to enter text. |

**ACTIVITY 2: Benefits of working** (Takes about 30 minutes)

1. Continue to watch the [video](https://www.macmillan.org.uk/about-us/what-we-do/we-make-change-happen/we-shape-policy/work-and-cancer.html), and pause at 6:45 min.
2. Think about the links between good quality employment and good health.
3. Answer the question ‘How do you feel you benefit from working’?

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| **Benefits of working: How do you feel you benefit from working?** |
| Click or tap here to enter text. |

1. Read the re[port ‘Is work good for your health and well-being?](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/209510/hwwb-is-work-good-for-you-exec-summ.pdf)’
2. Continue to watch the video to 11.34 min.
3. Review your answer above on how you benefit from working, and then expand on your initial thoughts.

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| **Benefits of working: Expand on your initial thoughts, record three learning points.** |
| Learning point 1  Click or tap here to enter text. |
| Learning point 2  Click or tap here to enter text. |
| Learning point 3  Click or tap here to enter text. |

**ACTIVITY 3: Supporting people with work** (Takes about 25 minutes)

1. Consider the questions below that featured in the [video](https://www.gov.uk/access-to-work). How might you answer these questions in relation to people who you work with?
   * *What is the reason for work absence/unemployment?*
   * *What are the benefits and barriers to work?*
   * *Would workplace reasonable adjustments be possible?*
   * *What current options exist for return to work/preparation for employment/other meaningful occupation?*

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| **Supporting people with work: How would you answer the questions above in relation to people you work with?** |
| Click or tap here to enter text. |

1. Select and explore the resources and information from one of the following links, depending on which nation you work in:
   * England and Wales: [Health matters: health and work](https://www.gov.uk/government/publications/health-matters-health-and-work/health-matters-health-and-work)
   * Scotland: “[Healthy Working Wales](https://phw.nhs.wales/services-and-teams/healthy-working-wales/)”
   * Northern Ireland, “[Condition Management Programme](https://www.kingsfund.org.uk/projects/time-think-differently/trends-broader-determinants-health)

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1. Record the actions that you will take into your practice.

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| **Supporting people with work: Actions you will take into your practice (use the back of the last sheet of the workbook if you need more space)** |
| Action 1  Click or tap here to enter text. |
| Action 2  Click or tap here to enter text. |
| Action 3  Click or tap here to enter text. |

**ACTIVITY 4: Issues with work** (Takes about 20 minutes)

1. Continue to watch the [video](https://youtu.be/aJdwmO4WCAs) to 22:05 min.
2. Consider your own perspective on what you would like to be taken into consideration if you had an issue which affected your work, for example illness or caring responsibilities.
3. Now think about what needs to be considered when you support different categories of people who are:
   * in work but struggling
   * on sick leave
   * out of work
   * retired
   * have caring responsibilities.
4. Record your initial thoughts to the question below.

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| **Issues with work: What do you need to consider when you are supporting different categories of people in regard to work?** |
| Click or tap here to enter text. |

1. Read pages 16 and 17 of the re[port ‘ Thinking positively about work’](https://youtu.be/aJdwmO4WCAs) to understand the role health professionals have in supporting positive work outcomes.

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1. Watch the [video](https://www.gov.uk/work-health-programme) to 31:00 min.
2. Think about your own practice. What resources will you now consider signposting for people you support who have issues with work?

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| **Issues with work: Record three relevant supporting resources that you can apply to your own practice.** |
| Example 1  Click or tap here to enter text. |
| Example 2  Click or tap here to enter text. |
| Example 3  Click or tap here to enter text. |

**Before the group session, review your answers to these individual activities. Bring this workbook with you to the group session. You may also wish to print out and bring the Dahlgren and Whitehead model from Activity 1.**

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# Group session

 **Welcome** (Slide 1: 3 minutes) Introductions and housekeeping

 **Learning Outcomes** (Slides 2-4: 2 minutes)

Review what you will be able to do as a result of taking this course.

 **Activity 1 – Apply your learning to Case Studies** (Slide 5: 20 minutes) Working in the small group assigned by your facilitator:

* + Read the case study you have been given.
  + Discuss the questions about the case study with your small group, using your notes and learning from the individual activities.
  + Come to a consensus with your small group about the actions you would take with your Case Study.

 **Activity 2 – Expand on the Case Studies** (Slide 6: 20 minutes) Working with the whole group:

* + Share your Case Study and the actions your small group decided on.
  + Discuss as a whole group the further questions raised by your facilitator.

 **Activity 3 – Start to think about your own practice** (Slide 7: 10 minutes)

Working back with your small group, discuss how you will now support people with work within your own practice. What actions will you take to support people with work?

 **Conclusion** (Slide 8: 5 minutes)

Review concluding points with the facilitator. If you have time, record your immediate reflections and plan of action using the following page of this workbook right away. If you are short of time, do this as soon as you can.

RCOT would appreciate your feedback so that we can make improvements for future participants. Please fill our [feedback form](https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/locallabourmarketindicatorsforcountieslocalandunitaryauthoritiesli01?id=7-ghQ1rN2Eadr3VQBbQNOWV-zdEtQytAgGHq4NY2vXhUMjZEVE9ERkQwOEQ1NlVEN0RLV0ZXS05KNi4u) or send suggestions to [Prof.Dev@rcot.co.uk](https://www.rcot.co.uk/promoting-occupational-therapy/health-and-work-champions-promoting-health). If you have any complaints, send an email to [RCOTApprovedLearning@rcot.co.uk](http://www.dwp.gov.uk/policy/welfare-reform/sickness-absence-review/).

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# Individual reflection

Reflect and consolidate all of your learning from your individual pre-group work and the group session you have just attended. Start by identifying and recording at least three reflective learning points, and by listing areas you will now incorporate into your practice. Store this page in your CPD Portfolio with your certificate (end of workbook).

You will benefit if you return to these points in the next few days. At this time, reflect further on your learning, and desirable changes to current practice. Identify further learning you can do, referring to the resources given at the end of this workbook.

As suggested on page 2 of this workbook, you may wish to discuss in your supervision sessions what you have learned and what you plan to change.

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| **My reflective learning points** on Work as a Health Outcome: What is YOUR role? (add more points as needed on the back of the page if more than three): | |
| 1. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. |

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| The areas I have identified for **change in my current practice** are: | |
| 1. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. |

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| **Further learning activities I can do** are: | |
| 1. | Click or tap here to enter text. |
| 2. | Click or tap here to enter text. |
| 3. | Click or tap here to enter text. |

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# Resources and further reading

## COURSE REFERENCES

Base [ca. 2020] *Permitted Work*. Tottington: BASE. Available at:

[*https://www.base-uk.org/permitted-work*](https://www.rcot.co.uk/promoting-occupational-therapy/health-and-work-champions-promoting-health)Accessed on 01.10.20

Black, C (2008) *Working for a healthier tomorrow.* London: TSO. Available at: [*https://www.gov.uk/government/publications/working-for-a-healthier-tomorrow-work-*](https://www.rcot.co.uk/publications/career-development-framework)[*and-health-in-britain*](https://www.rcot.co.uk/promoting-occupational-therapy/health-and-work-champions-promoting-health)Accessed on 01.10.20

Black, C and Frost D (2011) *Health at work – an independent review of sickness absence.* London: TSO. Available at: [*http://www.dwp.gov.uk/policy/welfare-*](https://youtu.be/aJdwmO4WCAs)[*reform/sickness-absence-review/*](https://www.rcot.co.uk/about-us/specialist-sections/work-rcot-ss)Accessed on 01.10.20

Citizens Advice, London: Citizens Advice.

[*http://www.citizensadvice.org.uk/*](https://forms.office.com/Pages/ResponsePage.aspx)Accessed on 01.10.20

Eva, G, Playford, D, Sach, T, Barton, G, Risebro, H, Radford, K and Burton, C (2012) *Thinking positively about work: Delivering work support and vocational rehabilitation for people with cancer.* UK: Macmillan. Available at: [*https://www.macmillan.org.uk/about-us/what-we-do/we-make-change-happen/we-*](https://youtu.be/aJdwmO4WCAs#310258)[*shape-policy/work-and-cancer.html#310258*](https://www.gov.uk/government/publications/vocational-rehabilitation-scientific-evidence-review#310258)Accessed on 01.10.20

GOV.UK [ca. 2020] *Employment and Support Allowance (ESA)*. Available at:

[*https://www.gov.uk/employment-support-allowance*](https://www.healthyworkinglives.scot/Pages/default.aspx)Accessed on 01.10.20

GOV.UK [ca. 2020] *Jobseeker's Allowance (JSA).* Available at:

[*https://www.gov.uk/jobseekers-allowance*](https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/locallabourmarketindicatorsforcountieslocalandunitaryauthoritiesli01)Accessed on 01.10.20

Healthy Working Lives, Glasgow: Healthy Working Lives

[*https://www.healthyworkinglives.scot/Pages/default.aspx*](https://www.gov.uk/government/publications/working-for-a-healthier-tomorrow-work-and-health-in-britain)Accessed on 01.10.20

NICE (2019) *Workplace health: long-term sickness absence and capability to work.*

Available at: [*https://www.nice.org.uk/guidance/ng146*](https://www.macmillan.org.uk/documents/getinvolved/campaigns/workingthroughcancer/ncsivrevaluationfinalreport-summaryfinalversionjuly2012.pdf)Accessed on 01.10.20

NICE (2017) *Healthy workplaces: improving employee mental and physical health and wellbeing.* Available at: [*https://www.nice.org.uk/guidance/qs147*](https://www.gov.uk/government/publications/health-profile-for-england/chapter-6-social-determinants-of-health)

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NI Direct [ca. 2020] *Condition Management Programme.* Available at:

[*https://www.nidirect.gov.uk/articles/condition-management-programme*](https://www.base-uk.org/permitted-work)

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Office for National Statistics (2020) *LI01 Regional labour market: Local indicators for counties, local and unitary authorities.* Available at: [*https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentand*](https://www.nidirect.gov.uk/articles/condition-management-programme)[*employeetypes/datasets/locallabourmarketindicatorsforcountieslocalandunitaryautho*](https://www.healthyworkinglives.scot/Pages/default.aspx)[*ritiesli01*](mailto:Prof.Dev@rcot.co.uk)Accessed on 01.10.20

Public Health England (2017) *Health profile for England: 2017, Chapter 6: social determinants of health*. London: PHE. Available at: [*https://www.gov.uk/government/publications/health-profile-for-england/chapter-6-*](https://www.gov.uk/government/collections/healthcare-practitioners-guidance-and-information-from-dwp)[*social-determinants-of-health*](https://www.kingsfund.org.uk/projects/time-think-differently/trends-broader-determinants-health)Accessed on 01.10.20

The Kings Fund (2012) *Time to Think Differently series: Broader determinants of health: Future trends.* London: KF. Available at: [https://www.kingsfund.org.uk/projects/time-think-differently/trends-broader-](https://www.nice.org.uk/guidance/ng146) [determinants-health](https://journals.sagepub.com/home/bjo) Accessed on 01.10.20

Waddle, G and Burton, A K (2006) *Is work good for your health and well-being?* London: TSO. Available at: [*https://www.gov.uk/government/publications/is-work-*](http://www.citizensadvice.org.uk/)[*good-for-your-health-and-well-being*](https://www.nhs.uk/conditions/stress-anxiety-depression/benefits-of-talking-therapy/)Accessed on 01.10.20

## FURTHER READING: ONLINE RESOURCES

Royal College of Occupational Therapists [ca. 2019]. *Health and Work Champions - promoting the health benefits of employment*. London: RCOT. Available at: [*https://www.rcot.co.uk/promoting-*](https://www.macmillan.org.uk/about-us/what-we-do/we-make-change-happen/we-shape-policy/work-and-cancer.html)[*occupational-therapy/health-and-work-champions-promoting-health*](http://www.dwp.gov.uk/policy/welfare-reform/sickness-absence-review/)Accessed on 01.10.20

## FURTHER READING: PUBLISHED PAPERS

Stay up to date with peer-reviewed articles on the theme of work in [BJOT](https://youtu.be/aJdwmO4WCAs).

## FURTHER CPD ACTIVITY SUGGESTION (OPTIONAL)

Health Education England [ca. 2019] *e-Learning for Health Care: Work and Health programme.* Available at [*https://www.e-lfh.org.uk/programmes/work-and-health/*](https://www.gov.uk/employment-support-allowance)

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## SUPPORT

[*IAPT*](https://www.gov.uk/government/publications/working-for-a-healthier-tomorrow-work-and-health-in-britain)*/Talking therapy* can help all sorts of people in lots of different situations. They can be called talking treatments or psychological therapies. Talking therapy is for anyone who's going through a bad time or has emotional problems they can't sort out on their own. For many adults, they may be the same or more effective than medication. You can get talking therapies like cognitive behavioural therapy (CBT) on the NHS through the Improving Access to Psychological Therapies program (IAPT).

[*Vocational Rehab services*](mailto:RCOTApprovedLearning@rcot.co.uk) help people with health problems to stay at, return to and remain at work. There is a strong scientific evidence base for many aspects of vocational rehabilitation - and a good business case for it.

*Individual Placement Support* is an employment support service integrated within community mental health teams for people who experience severe mental health conditions. It is an evidence-based programme that aims to help people find and retain employment.

*Occupational Health (OH)* services prevent work-related illness and injury by focusing on the health and wellbeing of employees in the workplace. They monitor the health of the workforce and can provide advice around making reasonable adjustments. Large employers such as the NHS have their own occupational health teams, smaller employers may buy in OH support.

*Employee Assistance Programmes* provide confidential information, support and counselling to staff with personal or work-related issues usually by telephone, online or face-to-face counselling if necessary.

[*Access to Work*](https://www.nidirect.gov.uk/articles/condition-management-programme) *scheme* offers help at work for people with health problems and/or disabilities. This may include a grant to help cover the costs of practical support in the workplace such as special equipment, adaptations or support worker services, help getting to and from work.

*Job Centre Plus Support* offers services to a whole range of people, from unemployed people looking for work, part time employees looking to get more work, students and school leavers looking to enter the job market and people with special needs who need a bit more assistance in getting a job. They offer schemes to help people find work or develop skills, working closely with local communities organising work initiatives and volunteering schemes to help people gain experience in their chosen field of work.

*Work Coaches* help and support people to find a job. They can offer practical advice for example about travel to and from interviews, how to dress and prepare for work.

*Disability Employment Advisers a*dvise disabled people on job seeking, training and new skills, and government schemes. They can also tell people about disability- friendly employers in the local area.

[*Work and Health Programme*](https://youtu.be/aJdwmO4WCAs) helps you find and keep a job if you’re out of work. It can help disabled people manage health problems to reduce their impact on work.

*Support group* under ESA some people are in the *Support group*, which means the DWP has decided that they can’t work. However, people in this group can still take part in work-related activity if they want. Under ESA other people are put in the *Work-related activity group –* which means the DWP has decided that the person’s disability or health condition limits their ability to work but that there are things they can do to improve this.





**CPD@RCOT**

**Certificate of Learning**

This is to certify that:

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has completed the CPD@RCOT Short Course on

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**Work as a Health Outcome: What is YOUR role?**

**Learning outcomes:**

As a result of taking part in this CPD@RCOT course, you should now be able to:

1. Understand the links between good quality employment and good health, and apply your understanding to support service users into paid work.
2. Appropriately and sensitively ask people about their employment aspirations, so that you can signpost them on for further support to meet their employment needs.
3. Evaluate your current and future practice in relation to work as a health outcome, to improve the quality of your practice and service delivery.