

Guide to SuppoRTT: Supported Return to Training



**Health Education England,
East of England**

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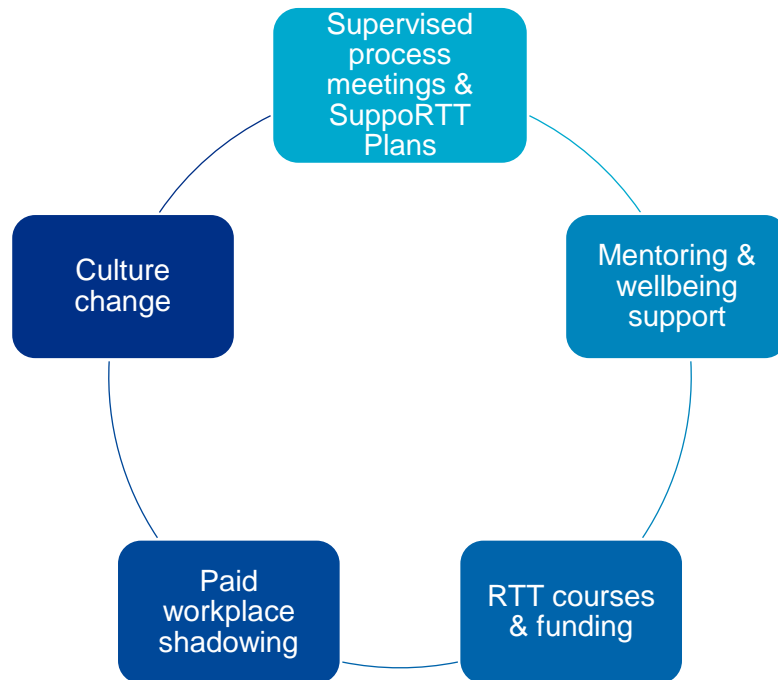
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SuppoRTT & Returning to Clinical Practice

What is SuppoRTT?

RTT was set up nationally in 2018 to tackle the gap in support for doctors returning to clinical training after taking leave, by assisting local training regions in developing a number of SuppoRTT initiatives. Individual regions vary in what they offer and how they are set up, but the initiatives fall into a few key areas.



Scope

Although this guide is primarily aimed at doctors training in the East of England (EoE) we believe that much of the content can be applied more widely to doctors returning to clinical practice. The main differences will be related to eligibility for funding, but we hope with time that similar funding support will come directly from employing trusts, as the importance of these initiatives are recognised. As this document is aimed at number of different specialty groups, not all the information will be relevant to you and your individual circumstances. Your specialty may have more specific guidance available, which you can use together with this guide.

Section 1: Introduction

How to use this guide

We hope these pages will give you an approach to thinking about your return to clinical practice, which starts as soon as you consider taking leave. For this reason, we have split this guide into different sections related to the different stages of a person's time out. It covers a mixture of advice on processes & practices, exercises to help you tailor your plan and useful tips.

You can also use this guide to inform others (Supervisors, HR/Medical staffing) about SuppoRTT processes and practices.



Although we present what we believe is best practice, as SuppoRTT initiatives are becoming embedded and the culture begins to change, we are aware that the reality may differ. Nonetheless, we hope that you as trainees will help drive this change by leading your return and being role models for colleagues who may be thinking about taking time out or be looking after returning doctors in their future roles as supervisors.

Updates to guidance

As with all things, SuppoRTT is constantly evolving and we hope to keep this guide updated but if you notice any information that is not correct or have suggestions on other areas to cover, please contact us at SuppoRTT.eoe@hee.nhs.uk.

Before you Leave: Checklist and Tips

<input type="checkbox"/>	<p>Arrange a SupportTT meeting with your TPD/College Tutor Things to cover may include:</p> <ul style="list-style-type: none"> • Motivations and aims for leave • Intended return date & what factors may influence this • Who to contact if there is a change to return date • Impact on subsequent rotations/placements • Ways to keep in touch • Intentions to train LTFT, if applicable
<input type="checkbox"/>	<p>Complete the Pre-absence SupportTT Plan</p> <ul style="list-style-type: none"> • Fill in a SupportTT form • Complete it at the end of your meeting as a summary of your discussion • After the meeting submit the form to supporttt.eoe@hee.nhs.uk & upload it to your e-portfolio
<input type="checkbox"/>	<p>Update your e-Portfolio & prepare for your next ARCP</p> <ul style="list-style-type: none"> • Complete an MSF/360 before you leave if it will be required at your next ARCP • Complete an end of training/post report with your educational/clinical supervisor before you leave • Use a CCT calculator to work out where you are in your training (See RCPCH CCT calculator) • Consider arranging an ad hoc ARCP before you leave, especially if you think you have enough evidence to complete your current training level • If you are going on maternity leave your ARCP will be done 'in absentia' but you can attend if you feel this will be beneficial • If you are going out of programme, then you will still have to complete and submit ARCP paperwork at the usual time • Decide if you want to be able to access your e-portfolio while on leave as your college may offer a discount on fees which may be subject to whether you still require e-portfolio access. Think about how you can electronically log learning events so you can easily transfer them after your return, if necessary.
<input type="checkbox"/>	<p>Consider any outstanding projects Decide how to deal with outstanding projects, options include:</p> <ul style="list-style-type: none"> • Making time & setting deadlines for completion of work, defer project until you return, Handover project to colleague • Inform relevant person/team you are no longer completing work
<input type="checkbox"/>	<p>Review any courses that may need renewal before your return</p> <ul style="list-style-type: none"> • Can you renew before your leave, or could you complete just before you are due to return? Consider what funding you will have available at these times to help you decide (See 'Funding guidance' for further information).
<input type="checkbox"/>	<p>Inform relevant people of your intention to take leave You will need to inform the following people, in writing, of your leave date, the circumstances of your leave (if appropriate) & your provisional return date:</p> <ul style="list-style-type: none"> • The Programme Management team at HEE, EoE, the Trust you are currently working at, including a formal resignation letter, your specialty school – TPD or Head of School & Educational Supervisor • If you are taking parental leave, there may also be specific deadlines for informing your Trust relating to eligibility for related pay
<input type="checkbox"/>	<p>Consider your finances</p> <ul style="list-style-type: none"> • Consider impact of leave on your pension and national insurance contributions • If you are on maternity leave, your yearly pay increment will be honored • Some organisations may offer a reduction or pause in fees for those on leave e.g., MPS/MDU, GMC, Royal colleges • You may be entitled to financial support from the government depending on your personal circumstances, check at www.gov.uk. • Obtain copies of relevant policies related to parental leave/pay and sick leave/pay and agree details of leave/pay, in writing, for future reference.
<input type="checkbox"/>	<p>Access additional support, if needed</p> <ul style="list-style-type: none"> • If you feel there are areas you need to address before returning to work, take some time to find the right support for your needs. • See the 'Accessing additional support' document

Section 2: While you are out of programme

Keeping up to date

There is limited evidence about how time away from clinical practice affects your clinical skills, but it is suggested that there may be some impact after at least 3 months away from clinical work. However, this will be influenced by many factors, including:

- Duration of time away
- Nature of leave
- Prior level of experience
- Type and amount of clinical work done while away from usual practice
- Nature of clinical work e.g., acute care, highly skilled procedures

With this in mind, how much time you invest in keeping up to date during your leave, is left to you to decide.

The following are just a few thoughts to consider:

- Understand the purpose of your leave and what you hope to gain from your time away. It is perfectly acceptable to detach completely from your clinical training if this is the right thing for you.
- Accept that you will lose some clinical skills but have faith that you will regain these when the time comes, especially if you engage with the return-to-work resources available to you.
- Try not to feel guilty about taking time out, instead embrace your time out and appreciate the transferable skills you are undoubtedly acquiring.
- No one is judging you and you do not need to prove to anyone you are keeping up to date. Your time is precious, so any learning you do, should be meaningful and intentional and bring you closer to achieving your unique goals.
- Only take on projects that really spark your interests, this intrinsic motivation will help you get the project finished.
- Learn to say 'No' without saying 'No' when you are asked to take on a new commitment that you may struggle to fulfil or does not fit with your current goals. Use phrases like 'Thank you for thinking of me but I can't commit to this at the moment'. People will appreciate your honesty.
- If you do want to devote some time to your professional development, it may be more favorable to develop your non-clinical skills such as leadership, management, teaching, or mentoring, which may have been difficult to fit in when you had clinical commitments.
- Clinical skills and knowledge are easy to forget when you are not applying them in practice, so think about the right time to undertake these activities (nearer your return is ideal) and/or choose activities that promote deep learning rather than superficial learning, so they are more likely to stick.
- Be realistic about the time you have available and don't take too much on; it's often better to concentrate on one thing at a time.
- Be mindful & listen to your body – knowing when to take a step back takes strength of mind
- Time out can be a time for significant growth, particularly if the circumstances which led to your leave were difficult; reflect on this and don't be afraid to share what you have learnt with others when you return.

Keeping in Contact

- How much you keep in contact with work while you are away is up to you and may change with time. For some, receiving emails from work can cause unnecessary stress but for others it can make them feel in the loop and part of the team.
- Take some time to think about what type of information you want or need to receive and subscribe or unsubscribe from emails lists and/or social media groups accordingly.
- The table below will help you identify the right person/team to contact and which websites to visit to find the right information/documents you might need.

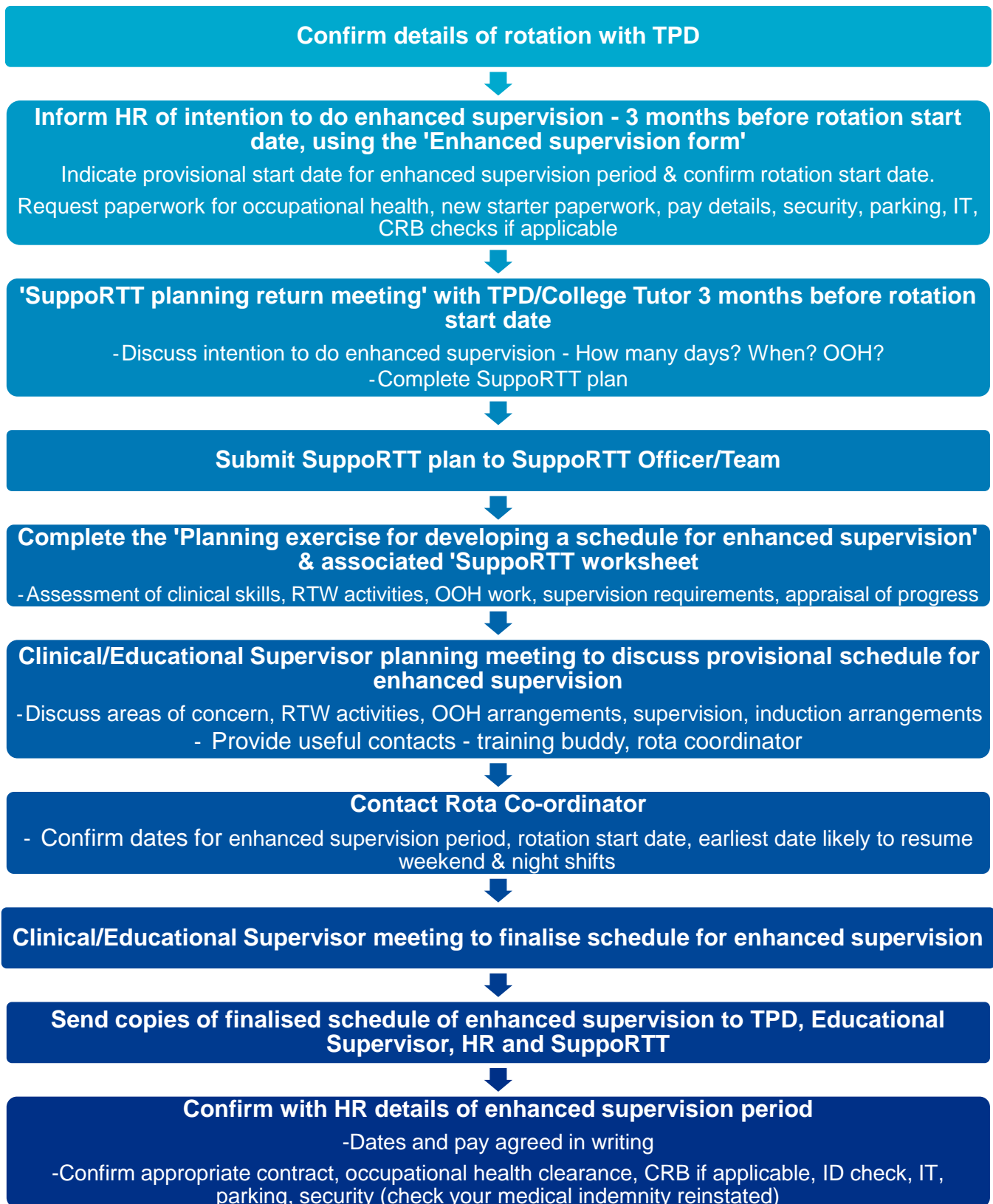
Organization	Key people	Responsibilities
<u>Health Education England (National)</u>	UKPFO deals with foundation programmes	Inter-deanery transfers Specialty recruitment (via Oriol) Gold Guide (Guidance on processes for training programmes)
<u>Local HEE/Regional deanery – HEE EoE</u>	Postgraduate Dean & Associate Deans, Support teams e.g., LTFT, revalidation etc.	LTFT approval Training programme management Revalidation/ARCP co-ordination Professional Support & Wellbeing SuppoRTT OOP approval/management Centralised budget for study leave
Specialty school for region (incl. foundation)	Head of School, Training Programme Directors (TPD), Regional Advisors, Educational Supervisors, Trainee Committee Specialty SuppoRTT champions	Regional training days Allocation of training posts Conduct ARCP LTFT approval OOP approval Study leave approval Educational supervision & pastoral support
Specialty Royal Colleges	College President, College Tutor (trust based), College Training Reps (regional).	College fees & E-portfolio Professional exams Educational conferences & courses Subspeciality recruitment
Hospital Trust	Medical Directors, College Tutors, Clinical Leads, Clinical Supervisors, Educational Supervisors, Trust Reps, HR/Medical Staffing, PGME Teams, Trust SuppoRTT Champions	Study Leave requests Induction & mandatory training Rota management Clinical supervision Contracts & pay (including sick pay) Parental leave & pay Occupational Health Security/parking CRB checks

Planning your return: Checklist and tips

<input type="checkbox"/>	<p>Arrange a 'Planning Meeting' with your TPD/College Tutor and discuss:</p> <ul style="list-style-type: none"> Your experiences of time out including the positives, negatives & any transferable skills Your concerns about returning to clinical practice - clinical and personal Confirm details of your placement Intention to train LTFT, if applicable Enhanced supervision options RTT courses & activities Additional support – psychological, professional development, mentoring, occupational health, GP
<input type="checkbox"/>	<p>Complete the Pre-Return SuppoRTT Plan 2</p> <ul style="list-style-type: none"> You can find the form on the SuppoRTT pages of the HEE website. Complete it at the end of your meeting as a summary of your discussion If you are opting out of enhanced supervision this should be indicated on the form, including the reasons for this. Include all the courses you hope to do as this will be reviewed if you request reimbursement of fees & expenses from SuppoRTT. After the meeting submit the form to SuppoRTT.eoe@hee.nhs.uk & upload it to your e-portfolio. This enables SuppoRTT to release any funding and keep you informed of relevant SuppoRTT related courses.
<input type="checkbox"/>	<p>Refresh your clinical skills & knowledge</p> <ul style="list-style-type: none"> Review the areas you need to refresh – Use the 'Planning exercise' if you need some help Review the RTT activities sheet for ideas on useful activities Review 'Funding guidance' to understand what financial help you can receive towards these activities.
<input type="checkbox"/>	<p>Access additional support, if needed</p> <ul style="list-style-type: none"> If you feel there are areas you need to address before returning to work, take some time to find the right support for your needs See the 'Accessing additional support' document
<input type="checkbox"/>	<p>Plan your workplace return/enhanced supervision period</p> <ul style="list-style-type: none"> Enhanced supervision are days for you to familiarise yourself with your workplace and refresh your clinical skills. Up to 10 days are available & are paid at your basic daily rate These should be taken prior to your return date to allow you to be additional to the rota but can be taken in a flexible way. It's useful to read 'The trainee guide to enhanced supervision' before your meeting to understand how this period can work for you and your individual circumstances. If you decide to do an enhanced supervision period, the other documents in the 'Planning your enhanced supervision' section will guide you through the process. If you decide to opt out of enhanced supervision, you will still find useful information to help you optimise your return to work, in the 'Enhanced supervision' section of this guide.
<input type="checkbox"/>	<p>Consider your personal circumstances/ongoing commitments</p> <ul style="list-style-type: none"> If you have young children, this may include: <ul style="list-style-type: none"> - Childcare arrangements, Plans for unexpected family emergencies, Logistical planning for everyday routines Managing ongoing commitments e.g. research, project work, caring responsibilities, appointments Strategies to protect your health & wellbeing
<input type="checkbox"/>	<p>Confirm rota arrangements</p> <ul style="list-style-type: none"> Contact your rota co-ordinator early to let them know you are returning after a break, inform them of any special circumstances and periods of enhanced supervision, so they have time to make adjustments to the rota. All trainees returning after a break should ideally not be rostered to work weekends or night shifts in the first two weeks back (longer if LTFT), even after any enhanced supervision period. Evening shifts should have adequate peer or consultant supervision, as you feel is needed If you have any difficulties, please discuss this with your TPD/college tutor/SuppoRTT champion.
<input type="checkbox"/>	<p>Complete new starter paperwork</p> <ul style="list-style-type: none"> Contact HR if you have not received your new starter paperwork including: <ul style="list-style-type: none"> Details of pay & tax forms OH forms Parking, if applicable Security & ID badge forms IT forms DBS disclosure forms <p>Inform HR of your intention to have an enhanced supervision period, ideally 3 months before your intended start date</p>

Section 3:

Arranging Enhanced Supervision



Return to Training Activities (RTT-As) sheet

What are RTT-As?	They are activities that trainees can engage in to refresh their clinical knowledge and skills and prepare them for the emotional and psychological aspects of returning to training.
Which RTT-As should I do?	You won't have time to do everything so pick the activities that will address your biggest concerns. You can use the ' Planning exercise ' if you need help identifying the key areas to focus on.
Is funding available for RTT-As?	Courses will usually be funded through KIT/SPLIT/SRTT days or study leave (see ' Funding guidance ') and expenses, including childcare can be claimed from SuppoRTT.

With the explosion of e-resources, especially video content, it is worth asking your trust if they will allocate 1 or 2 days to your self-directed learning. It's not realistic to expect you to provide certificates for completion of all self-directed learning but you should at least document them on your e-portfolio once you regain access.

The list below includes different types of courses as well as self-directed activities, divided by where you might find them.

Deanery Website:

- EoE Return to clinical practice day
- Other SuppoRTT courses e.g. Imposter syndrome
- Non-clinical workshops e.g. assertiveness

Specialty school:

- Specialty specific RTT course
- Simulation/VR courses
- Regional training sessions
- Transition or leadership courses

Royal College:

- E-learning e.g. prescribing (SCRIPT)
- Specialty skill courses
- Clinic management courses
- Question banks/past papers

Department:

- Departmental teaching
- 1:1 skills refresher/emergency scenarios
- Access clinical guidelines
- Equipment training videos or guides

New Trust:

- Life support courses/refreshers
- Clinical skills lab
- Mandatory training modules

Virtual:

- Mobile apps eg Induction, BNF
- Educational blogs e.g FoamEd
- Podcasts
- Video content e.g recorded lectures, procedure videos, educational videos

Return to Workplace Activities (RTW-As) sheet

What are RTW-As?	They are activities that trainees can engage in to refresh their clinical knowledge and skills and will usually be done in the persons workplace.
Which RTW-As should I do?	Pick the activities that will address your biggest concerns. You can use the ' Planning exercise ' if you need help identifying the key areas to focus on.
Is funding available for RTW-As?	RTW-As will usually take place during a trainees enhanced supervision period which has separate funding from SuppoRTT for eligible trainees. Funding may also come through KIT/SPLIT/SRTT days (see ' Funding guidance ').

This list serves mainly as a trigger for your own ideas

Clinical procedures & skills

- Observe/direct supervision
- Areas with higher turnover of procedure/skill – e.g., phlebotomy clinic for venipuncture
- Clinical skills lab/ training equipment - part task practice

Emergency management

- 1:1 session with senior colleagues – emergency scenarios
- Simulation/VR including low fidelity simulation

Specialist skills

- Shadowing appropriate person who undertakes a specific skill

Equipment training/updates

- Utilize nursing educators
- E-Learning/training videos
- Refreshers with colleagues

Out of Hours

- Shadow bleep holder/supervised take

Clinics

- Reduced lists
- Shadowing Consultant
- Dedicated time for case review before or after clinic

Daily routines

- Shadow ward rounds, handovers, reviews and/or MDT

Section 4: SuppoRTT funding available

Returning from parental Leave

Intended for trainees on an EOE training programme who are on maternity, shared parental or adoption leave. We aim to keep this factsheet up to date but please do refer to national guidance & your trust policies.

Keeping in Touch (KiT) Days

- Up to 10 days allowed, without bringing your maternity/adoption leave to an end
- Do not need to be used consecutively
- KIT days do not extend your maternity/adoption leave
- Can be used during paid and unpaid leave, except the first two weeks of compulsory maternity leave.
- Cannot be taken during accrued annual leave
- Working part of a day uses up 1 KiT day
- Days can be used for supervised clinical work and shadowing, as well as courses, teaching, meetings, and induction activities.
- Applicable to those eligible for parental leave, regardless of whether they are in an EOE training programme/post.

Shared Parental Leave in Touch (SPLiT) Days

- You must be eligible for shared parental leave to apply (which differs from shared parental pay).
- 20 days can be taken by each eligible parent
- This is in addition to the 10 KIT days allowed and they do not have to be taken consecutively
- SPLIT days do not extend your parental leave
- Cannot be taken during accrued annual leave
- Working part of a day uses up 1 SPLiT day
- Like KIT days their use & details of payment must be agreed by your employer.
- Applicable to those eligible for parental leave, regardless of whether they are in an EOE training programme/post
- For more information visit: www.gov.uk

Payment of KiT/SPLiT Days

- Payment of KIT/SPLIT days is the responsibility of the trust who is paying your maternity/adoption/shared parental leave, regardless of if your KIT/SPLIT days take place in a different trust.
- KIT/SPLIT days cannot be insisted on and must be agreed by your employer.
- Usually hours worked are paid at basic daily rate less any occupational and statutory maternity, adoption or shared parental pay.
- If KIT/SPLIT days are taken during the full pay period, the employer should ensure that the employee receives a day of paid leave in lieu once they have returned to work, as per the junior doctors' contract.
- If KIT/SPLIT days are taken during the half pay period, then half a day of paid leave in lieu can be taken once they return to work.
- If KIT/SPLIT days are taken during unpaid leave, they can be paid at the basic daily rate OR you may be able take it as paid time off in lieu instead, with the agreement of your employer.
- A full day's pay for less than half a day's work is at the discretion of the employee.
- Pay for KIT/SPLIT days for LTFT trainees should be the same as a full-time trainee
- Employers are now encouraged to consider reimbursement of reasonable childcare costs as part of KIT/SPLIT days, so discuss this with your employing trust. If they do not agree, you can apply to SuppoRTT for childcare costs using the RTT-A form, if eligible.

Study Leave (parental leave)

- Those on parental leave are still eligible for study leave whilst away, which may be taken as KIT/SPLIT days or accrued to be taken at a later date after returning to work.
- Unused study leave cannot be carried forward over to the next leave year.
- Doctors should have access to the study leave budget and must apply prospectively as normal
- Study leave will be subject to the normal processes of approval with regards to meeting curriculum requirements etc. or local trust policies & prospective approval.
- Study leave is useful for courses that may not be deemed eligible for KIT/SPLIT days or SRTT days (i.e., non RTT-As), but that you feel will help you support your specialty learning goals. This should be supported by your educational supervisor/college tutor or TPD and included in your PDP. In this case, expenses should be claimed via study budget. For non RTT-As additional claims for childcare expenses via the RTT-A expenses are unlikely to be approved

Returning from OOP or sick leave

Intended for trainees on an EOE training programme, who are out of training for reasons other than parental leave. It does include those on unpaid career break (OOPC) following parental leave. We aim to keep this factsheet up to date but please refer to national guidance & your trust policies.

Study Leave (OOP or sick leave)

- Those on OOPE/OOPR/OOPC are not eligible for study leave via the HEE, EOE
- Those on OOPT may be eligible for study leave, if filling a training post on a training programme. Applications are normally submitted to the associated deanery.
- If on OOPE/OOPR/OOPT consult your employing trust and your contract, as there may be provision for study leave & expenses, although these will usually be for activities related to your specific job.
- If entitled to study leave, you may take this as time in lieu, if it is taken in the same leave year and claim for associated expenses.
- Study leave must be applied prospectively as per trust & HEE guidance.
- There may be restrictions on what courses etc are eligible for study leave.
- Study leave policies may differ for public health, GP & military trainees

General SuppoRTT funding information

RTT-A Expenses

- Available for those deemed eligible for SuppoRTT funding (usually EOE trainees who have been absent for > 3 months or who are returning to an EOE training post, although exceptions may apply).
- Those not eligible for SuppoRTT funding may be able to claim expenses from their study budget, or childcare costs as per guidance re KIT/SPLIT days
- Can be used in addition to KIT/SPLIT/SRTT days.
- Funding is available for reimbursement of expenses such as course fees and travel expenses, if they are not eligible to be claimed via study leave budget and are felt to be RTT-As.
- Please do not submit duplicate claims for expenses, if you have already claimed via study leave expenses. If you are mistakenly paid twice for the same expense, please contact the relevant trust HR.
- Reasonable childcare costs will only be considered, if the child would otherwise not have been in childcare that day.
- Applications should be made using the RTT-A form & be approved prospectively. This is separate to paperwork submitted to your trust for approval of study leave or KIT/SPLIT/SRTT days.
- Your TPD, college tutor or educational supervisor should approve your RTT-As that you claim expenses for. Documentation of these RTT-As in your SuppoRTT plan is acceptable proof of approval, otherwise please provide alternative documentation of approval.

Reimbursement of SRTT days

- Currently, there is no national guidance on SRTT days, but we hope that in time trusts will adopt this practice and incorporate them into their own 'Return to Work' policies.
- If SRTT days are taken, a paid day or half day in lieu will usually be offered rather than payment at your basic daily rate and there may be restrictions on when they must be taken by and whether you will receive any reimbursement for days not taken.
- We recommend any arrangements for SRTT days are agreed in writing.

Considerations for Clinical Work

- If doing clinical work in a patient setting, you may be responsible for ensuring you have:
- Adequate supervision
- Valid professional indemnity
- A contract for the trust you will be working at covering the type of work you will be doing
- Occupational health clearance.
- DBS, if applicable
- Resuscitation training, if required

Section 5: Accessing additional support

At any point in your time out journey, you may find you need some additional support to help you move forward. Understanding what type of support you require is the first step to finding the right person/service to help you. Below are a few suggestions of who to approach based on the type of support you may need.

<p>Emotional & Psychological support</p>	<p>When you need help overcoming a personal difficulty/significant life event/bereavement/anxiety/stress/burnout/depression/addiction/eating disorder etc. Remember, asking for help is sign of strength not weakness:</p> <ul style="list-style-type: none"> • GP • Occupational health • Professional Support & Wellbeing unit – psychological support, self-referral • Health practitioner programme – a free service for all doctors, self-referral • External support services • Family & friends
<p>Personal & Professional development</p>	<p>Our personal and professional lives impact on each other so it's often helpful to think about both these areas when making plans for the future or thinking about how to overcome our challenges.</p> <ul style="list-style-type: none"> • PSW • Mentoring • Educational supervisor • Self-help material
<p>Career and Professional Skills</p>	<p>For career advice, considering a change in career direction, developing your career portfolio, or those who have professional skills to address:</p> <ul style="list-style-type: none"> • PSW – exam support, career coaching • Training programme director/college tutor/educational supervisor – discussions about career direction/planning
<p>Job planning & training related support</p>	<p>For specific help with training related issues</p> <ul style="list-style-type: none"> • Head of school • Training programme director • College tutor • Educational supervisor • LTFT champion • Peer buddy
<p>Return to work planning</p>	<p>If you need help strategising a plan for your return to work, including overcoming personal or logistical issues:</p> <ul style="list-style-type: none"> • TPD/College tutor/Educational supervisor • HEE EoE SuppoRTT team • Consultant Trust SuppoRTT Champion • Peer Specialty SuppoRTT Champion • LTFT champion • Mentor with RTW experience

Additional Resources

For more information about the Supported Return to Training (SuppoRTT) initiative, please visit the SuppoRTT page of the Health Education England, East of England website below. Here you will find further supportive materials and guides to help you in your return to training. If you would like to get in touch, please contact the SuppoRTT Project officer using the email address below:

Contact Us

Email: SuppoRTT.eoe@hee.nhs.uk

Web: <https://heeoe.hee.nhs.uk/psw/supported-return-training>



For Parental leave & Childcare

For information on maternity/paternity/shared parental leave, child benefit, tax credits, 30 free hours, tax free childcare, financial help for disabled children & more:

- Gov.uk website on Childcare & Parenting - <https://www.gov.uk/browse/childcare-parenting>
- Trust Parental leave policy
- Section 15: Parental leave - NHS Terms & conditions
<https://www.nhsemployers.org/publications/tchandbook>
- BMA Working Parents - <https://www.bma.org.uk/advice/work-life-support/working-parents>
- Finding childcare - <https://www.childcare.co.uk>

Financial help

NHS Employers – updated information on pay & contracts

<https://www.nhsemployers.org/pay-pensions-and-reward/medical-staff/doctors-and-dentists-in-training>

- BMA – reduction in fees
- Royal colleges may offer reduction in subscription
- GMC offers reduction in fees if on low income
- Medical Defence will allow you to pause but remember to restart when returning

Health & Well-Being

Contact **PSW** including referral for psychological support - PSW.eoe@hee.nhs.uk

Contact your trust **OH** service

Contact your local **GP** or **Practitioner Health Programme**:

<https://www.practitionerhealth.nhs.uk>

National resources - <https://heeoe.hee.nhs.uk/psw/resources/national-support-services>

Self-help book suggestions

The following list of books are purely suggestions of titles in the domain of 'Self help' from one trainee to another. These books are not endorsed by HEE EoE or SuppoRTT.

'Also Human, The Inner Lives of Doctors' by Caroline Elton

An enlightening read for anyone who has ever contemplated leaving medicine or ever fantasised about working the tills at 'Sainsbury's' rather than doing the night shift. As well as providing some challenging insights into diversity in medicine.

'A Road Less Travelled' by Caroline Elton

A more practical book for those considering their career path - choosing a new speciality or considering alternative careers to medicine, also useful for those supporting others as a supervisor, mentor or coach.

'This Is Going to Hurt' by Adam Kay

If you haven't already read this, a doctor turned comedian's diary of his days as a doctor. Someone to sympathise with how much being a trainee doctor can impact on your life.

'The Off Switch' by Professor Mark Cropley

An informative look at the benefits of leaving work on time, switching off from work and how to practically do so. Not specific to medicine but highly relevant and applicable.

'Make time' by Jake Knapp & John Zeratsky

If you want to 'Make time' for the important things, this gives a whole list of different strategies to do this. It's got a light-hearted vibe but has loads of really useful suggestions.

'The 4 Pillar plan' by Dr Rangan Chatterjee

This GP talks about different ways to look at the 4 pillars – Relax, Eat, Move, Sleep. Using cases from his clinical practice and associated evidence he makes suggestions for each pillar.

'Happy' by Fearne Cotton

As the title suggests, a look at what constitutes 'Happy' looking at different elements of our lives – family, friends, work, relationships. A number of exercises to complete to give additional benefit but a good read even if you choose not to do these. She has another book '**Calm**' which also comes highly recommended.

'The Happiness Trap' by Russel Harris

An alternative to 'positive thinking', concentrating on 'acceptance' of the challenges and anxieties that we face and how to achieve this.

'A Mindfulness Guide for the Frazzled' by Ruby Wax

A no-nonsense look at mindfulness, with some unexpected neuroscience woven in and a little less comedy than you may be expecting.

'The Stress Solution' by Dr Rangan Chatterjee

Similar in style to his '4 Pillar' book and with some similar suggestions but concentrating more on different ways to tackle 'stress'.

'Think like a Monk' by Jay Shetty

A little bit of minimalism, intentionality and mindfulness all rolled into one, which poses some thoughtful questions to ask yourself. Useful for those who feel they are too practical to benefit from mindfulness practices.

‘Girl, Stop Apologizing’ by Rachel Hollis

If you are guilty of negative self-talk, this book provides a great ‘Pep talk’. It’s fairly American in its style & language, but if you can handle that, it makes some great points.

‘How we Learn’ by Benedict Carey

If you’ve been struggling with exams or want to find a different way to approach your private study, this book will help you understand how we learn and therefore what techniques may work.

‘Make it stick’ by Henry Roediger

For those who feel like they spend a lot of time studying but still never seem to remember anything. This book teaches you techniques to ‘Make it stick’.

‘Deep work’ by Cal Newport

This book is quite hard work in itself but explains the difference between ‘superficial work’ and ‘deep work’ and methods to achieve deep work.

‘Atomic Habits’ by James Clear

For those who need to start some new habits and kick some old habits, this explains the steps involved in habit formation, without delving too deep into the evidence and scientific basis.

‘The ONE Thing’ by Gary Keller

Essentially, the benefits of concentrating on ‘ONE thing’ at a time and different methods to achieve this. If you struggle with prioritisation and have a never ending ‘to do list’, this book might be the one for you.

‘Getting things done’ by David Allen

This is for those who feel like they need to get their life organised, whether it’s your incoming mail/email or your to do list. It’s a full-on approach, but if you find yourself with some time, it might work wonders for you.

‘Eat That Frog! Get more of the important things done today’ by Brian Tracy

If you are prone to procrastination or still have ongoing research commitments this book may help you stay focused when time is limited.