



Getting Results

A Skills Development Programme for front line workers in the Supported Housing and Homeless Sector

Introduction for Potential Participants

Welcome

If you are reading this it means you are interested in attending the **Getting Results** programme of training through OCTS. This introduction aims to give a bit more detail about the course and its content, as well as letting you know more about ourselves and our relevant experience.

We have over 50 years of experience in working in the third sector and are passionate about the ongoing development of expertise for those working with vulnerable adults. Both of us have a range of management and organisational experience with Mick working for the last 10 years in a consultancy capacity supporting organisations with project delivery, training and service improvement. Ben works at a senior level within a floating support service as well as working privately as a counsellor and psychotherapist. Both of us have a wealth of practical experience at all levels within organisations. We have experience of training and developing staff, useful theoretical and applied perspectives and are passionate about ongoing skills development and enhancement and good support for front line staff.

It is this range of experience that is being brought to the table to offer a unique opportunity for a group of staff across a range of agencies to come together and develop their skills, understanding and awareness through a process of formal teaching, action learning groups and personal goal setting to enable each participant to develop and report back in between meetings.

The training will be relevant for those working in both hostel and community settings, including floating support, day services, and for those working with a broad range of groups from family work and vulnerable adults, to those housed and homeless with service users with practical problems and multiple needs.

An ongoing group training - the big new idea

The format of 8 half days sessions is new to OCTS. The content of the course could have been run over a series of full-day training but the advantage of the half-day model is the way it supports skills and confidence development over a period of time and allows, by way of goal setting, experience and learning to take place over a longer period. In particular we will be using the smaller action learning groups, after the topic presentations, to enable you to think directly about how what has been discussed applies to your current work and develop your confidence and skills in a smaller group setting. We envisage that the course would have a maximum capacity of 16. Participants will receive a certificate of attendance and there are plans to accredit the course in the future.

Each morning will be made up of a formal training session followed by an action learning group. Let us explain what they involve.

Formal Training

Each session will have a core topic which will be the main focus of the seminar. Our approach is always to start with understanding what challenges and difficulties the service user is facing including their back ground, presenting issues and their history of change and motivation.

The aim is that for each topic the essential basic points will be covered, for example how to do a risk assessment, but the seminar will also include the presentation of a model to bring about deeper understanding and expertise for example:

- What are the difficulties of actually doing a risk assessment well with someone?
- How do you get the service user to be involved in thinking about risk together?
- What are the skills of negotiation, confrontation, sensitive questioning involved?
- How do you get support to debrief from difficult revelations in the process of assessing risk?
- What is the importance of and how to assess risk on an ongoing basis?

Having two trainers will allow some demonstration on how to and how to not to do it.

The seminars are aimed at helping you to develop skills, knowledge and awareness that enable you to more confidently go through the key stages of service user engagement through assessment, support planning, risk assessment and closure. They will also help to develop your skills and awareness of how to work with difficulty. But we also aim to cover alongside the main topics, other crucial areas such as

- working with boundaries
- working with difficulty and motivation
- the importance of reliability
- positive modelling
- relationships

Participants will also be supported in developing their skills for debriefing and looking after themselves in the difficult work in which they may be engaged.

Action Learning Groups

The second half of the session will provide a facilitated group for the application of the learning and exploring questions from your actual work. It is a chance to link theory with practice, draw on your own experience and through a skilfully facilitated smaller group share and gain experience. This will include joint problem solving of current work, skills identification and seeing the learning applied in your own work context.

For this session you will be divided into two groups each with a trainer to facilitate. The format will be open, using Action Learning Set, Group Supervision, and joint problem solving strategies.

Recording your learning

We will suggest that you keep a learning record for yourselves as part of the course which will be also be a useful tool for sharing the details of what has been covered and your learning with your line manager and organisation.

And what is more....

It is meant to be fun. We both have a lot of experience of helping people learn and develop and understand that fun is part of learning and what makes this whole work worthwhile.

Below is a more detailed outline of the course than is in the brochure. If you would like to discuss this in more detail please contact either of us.

Best wishes

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GETTING RESULTS – Detailed Course Outline

Learning outcomes:-

Understanding the needs barriers and strengths of the client group
Understanding and being able to use the core skills in support work
Understanding the stages of change and being able to chose the right skills to use at each stage
How to work with stuckness, non-engagement and relapse
Beginning and ending working relationships
Risk, integrating risk management into support work
Working within the context of funding structures, including Supporting People
Recording

By the end of the course, each participant will have identified their own learning and have a plan for continued professional development.

Programme structure

8 half day sessions.

The programme is made up of 8 half day sessions, run with two in the first month and then at four weekly intervals . This will enable participants to apply their learning between sessions, and bring questions and issues back to the course for clarification and deeper learning. At the beginning of the programme each participant will be asked to identify their own specific learning needs, and to make a learning contract with the trainers and the other participants to engage in their own, and each other's learning. Participants' line mangers will be asked to agree to support the participant in their learning, to support the participant in applying their learning in their work situation, and to be available to all the sessions.

Session structure

Each session to provide teaching on a core topic followed by an action learning session:-

Teaching on a core topic [1½ hours]

This will form the basis of the teaching input. Each session will have a theme based upon the key skills needed for support work. A core topic will be taught using appropriate models and theory. The teaching style will be participatory including exercises, small and large group discussion and short presentations.

Action learning group [1¼ hours]

The second half of the session will provide a facilitated group for application of the learning and exploring questions from the participants' work. This will include linking theory to practice, joint problem solving of current work, skills identification and seeing the learning in participants' own work contexts.

For this session, participants will be divided into two groups each with a trainer to facilitate. The format will be open, using Action Learning Set, Group Supervision, and Joint problem solving strategies.

Block 1 – The role of the worker	
9-00	Arrival and coffee
9-15	Welcomes and introductions Core outcome: Understanding the remit and boundaries of Support Work This will include: Organisational remit, funders' requirements, balance of practical outcomes and personal development
10-45	Break
11-00	Self assessment exercise Identifying learning needs for the course
12-00	Application and review of the day
12-30	End

Block 2 – Who are the Service Users?	
9-00	Arrival and coffee
9-15	<p>Core outcome: Understanding the housing needs of Service Users in the context of multiple needs, traumatic histories and sociological barriers</p> <p>This will include: Why do clients come to your service, impact of life skills of past history, barriers to independence, multiple needs, strengths and potential, cycles</p>
10-45	Break
11-00	Action learning group
12-15	Application and review of the day
12-30	End

Block 3 – Change	
9-00	Arrival and coffee
9-15	<p>Core outcome: Understanding how people manage transitions</p> <p>This will include: Stages of change, the role of the worker at each stage, motivation, use of goals, working with not wanting to change. Presentation on Motivational Interviewing.</p>
10-45	Break
11-00	Action learning group
12-15	Application and review of the day
12-30	End

Block 4 – Assessment and engagement	
9-00	Arrival and coffee
9-15	<p>Core outcome: Engaging the Service User in their own assessment and support planning</p> <p>This will include: Assessment skills, trust, using clients own interests, reliability, working alliance, assessment as a continuous process, Service User motivation, service requirements.</p>
10-45	Break
11-00	Action learning group
12-15	Application and review of the day
12-30	End

Block 5 – Support planning	
9-00	Arrival and coffee
9-15	<p>Core outcome: What makes a support plan succeed.</p> <p>This will include: Focussing on outcomes, Goal setting, taking risks and experimenting, 'success' and 'failure', building vision and hope.</p>
10-45	Break
11-00	Action learning group
12-15	Application and review of the day
12-30	End

Block 6 - Working with stuckness and relapse	
9-00	Arrival and coffee
9-15	Core outcome: Having options of how to work with stuckness and relapse. This will include: Re-focussing on moving forward, learning from what has been tried, sticking with stuckness and the need for worker support, searching for cycles and triggers, working with strengths. Presentation on a model of working with stuckness.
10-45	Break
11-00	Action learning group
12-15	Application and review of the day
12-30	End

Block 7 - Working with risk	
9-00	Arrival and coffee
9-15	Core outcome: Integrating risk management into support work This will include: Identifying risks, what increases and decreases risk, risk management, planned risks.
10-45	Break
11-00	Action learning group
12-15	Application and review of the day
12-30	End

Block 8 – Outcomes and endings	
9-00	Arrival and coffee
9-15	Core outcome: Skilful endings and case closure This will include: What happens at endings, 'successful' and 'unsuccessful' endings, measuring outcomes, preparing for what next.
10-45	Break
11-00	Self assessment and evaluation of own learning Setting development goals Review of course and saying goodbye
12-15	Application and review of the day
12-30	End

Evaluation

The course of seminars will be evaluated throughout the running of the course by use of a short feedback sheet.

There will be a more substantial gathering of evaluation at the end of block 8, followed by asking for feedback from participants' line managers.