



Getting Results

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

Introduction for Managers

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 and Ben working 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, 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 enhance and develop their skill set, 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.

With the development of more targeted and specific services that are successfully audited and commissioned this back drop forms the importance of ongoing professional development and skills enhancement for both new workers and existing staff who would like a focus and ongoing group for their skills and personal development. 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, vulnerable adults, those housed and homeless with service users with practical problems and multiple needs.

Our approach is embedded in an understanding of the service user, their back ground, presenting issues and their history of change and motivation. The seminars will follow the key stages of service user engagement through assessment, support planning, risk assessment and closure and develop participants' skills and awareness of how to work with difficulty. For each topic as outlined in the Programme Outline, the essential basic points will be covered but the seminar will also include the presentation of a model to foster deeper understanding and expertise. As well as boundaries, working with difficulty and motivation, the importance of reliability, positive modelling and relationship will also be covered. Participants will also be supported in developing their skills for debriefing and looking after themselves in the difficult work that they may be engaged in.

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 days training but the advantage of the half day model is the way it support 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 staff to think directly about how what has been discussed applies to their current work and develop their confidence and skills in the 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.

We want Managers to be actively involved in making the course work well for participants. This includes in the selection of appropriate staff, some initial contracting with participants around identifying learning goals, and then in the process of review and evaluation.

Participants will keep a learning record for themselves as part of the course which will be also be a useful tool for sharing the details of what has been covered and learning with the line manager. Staff participating need to sign up to and be available to the whole course. In the OCTS handbook there is a brief course outline. Outlined below is a similar but more detailed summary. If you would like to discuss this in more detail please contact either of us:

Ben Midworth tel 07876 441596 ben.midworth@tiscali.co.uk
Mick Kain tel 0796694511 mick.kain@btinternet.com

Best wishes

Ben Midworth
Mick Kain

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 choose 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 managers 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.

Sessions

| Block 1 – The role of the worker | |
|---|---|
| 9-15 | Arrival and coffee |
| 9-30 | <p>Welcomes and introductions</p> <p>Core outcome: Understanding the remit and boundaries of Support Work</p> <p>This will include: Organisational remit, funders' requirements, balance of practical outcomes and personal development</p> |
| 10-40 | Break |
| 10-50 | 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? | |
|---|---|
| 9-15 | Arrival and coffee |
| 9-30 | <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> |
| 10-40 | Break |
| 10-50 | Action learning group |
| 12-15 | Application and review of the day |
| 12-30 | End |

| Block 3 – Change | |
|-------------------------|---|
| 9-15 | Arrival and coffee |
| 9-30 | <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> |
| 10-40 | Break |
| 10-50 | Action learning group |
| 12-15 | Application and review of the day |
| 12-30 | End |

| Block 4 – Assessment and engagement | |
|--|--|
| 9-15 | Arrival and coffee |
| 9-30 | <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> |
| 10-40 | Break |
| 10-50 | Action learning group |
| 12-15 | Application and review of the day |
| 12-30 | End |

| Block 5 – Support planning | |
|-----------------------------------|--|
| 9-15 | Arrival and coffee |
| 9-30 | Core outcome: What makes a support plan succeed. This will include: Focussing on outcomes, Goal setting, taking risks and experimenting, 'success' and 'failure', building vision and hope. |
| 10-40 | Break |
| 10-50 | Action learning group |
| 12-15 | Application and review of the day |
| 12-30 | End |

| Block 6 - Working with stuckness and relapse | |
|---|---|
| 9-15 | Arrival and coffee |
| 9-30 | 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. |
| 10-40 | Break |
| 10-50 | Action learning group |
| 12-15 | Application and review of the day |
| 12-30 | End |

| Block 7 - Working with risk | |
|------------------------------------|---|
| 9-15 | Arrival and coffee |
| 9-30 | Core outcome: Integrating risk management into support work This will include: Identifying risks, what increases and decreases risk, risk management, planned risks. |
| 10-40 | Break |
| 10-50 | Action learning group |
| 12-15 | Application and review of the day |
| 12-30 | End |

| Block 8 – Outcomes and endings | |
|---------------------------------------|---|
| 9-15 | Arrival and coffee |
| 9-30 | Core outcome: Skilful endings and case closure This will include: What happens at endings, 'successful' and 'unsuccessful' endings, measuring outcomes, preparing for what next. |
| 10-40 | Break |
| 10-50 | 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.