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## ADMINISTRATION, PORTERS AND GENERAL OPERATIVE STAFF TRAINING DAY

This training can take place on any suitable day of the course year.

### Background

The Administration Front Office, the Porters and the General Operatives in the College are often the first contact of someone who is in recovery and returning to College. Likewise a student who is beginning to become unwell may often confide their difficulties to someone on the support or general operative staff before approaching a manager or an educator.

### Timetable of the morning

Time	Content	Facilitator(s)
9.30 am	Introduction	Project Coordinator
10.00 am	"Experiencing Mental Health Difficulties"	Person with self-experience
10.20 am	Questions and Answers	Person with self-experience and Community Mental Health Development Officer
10.45 am	Coffee Break	
11.15 am	"The Recovery Model and Further Education"	Community Mental Health Development Officer
11.35 am	Questions and Answers	Person with self-experience and Community Mental Health Development Officer
12.05 pm	Break	
12.15 pm	Evaluation	

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## Training Pack

The Training Pack supplied to the participants

- The timetable of the afternoon
- "Recovery, Frequently Asked Questions"
- Equal Status Acts 2000-2004
- "Enrolment and Confidentiality"  
from the *Staff Handbook on Inclusion, Equality and Mental Health*
- Evaluation Sheet

## After the Day

Process the Evaluations.

## Recovery ... frequently asked questions

### What is recovery?

Recovery is the idea that everyone suffering from mental illness can recover a meaningful life. This does not necessarily involve a cure, but may mean learning to live as full a life as possible with mental distress.

### Can everyone recover?

Yes. Research suggests that this is possible. Some people may not be ready for Recovery. They may live in a negative environment or have little hope. It is then the task of those around them to remain hopeful, and provide an environment for Recovery.

### What's new about it?

The idea of Recovery has been around since the 1930's. It is only now being widely accepted and adopted. Particular strategies used by individuals as part of their Recovery are not new; for example, using music to counter distressing voices.

### Where did it come from?

America. It is however widely used in Australia and New Zealand, and also in the UK, in Newcastle and the West Midlands.

### How can I recover?

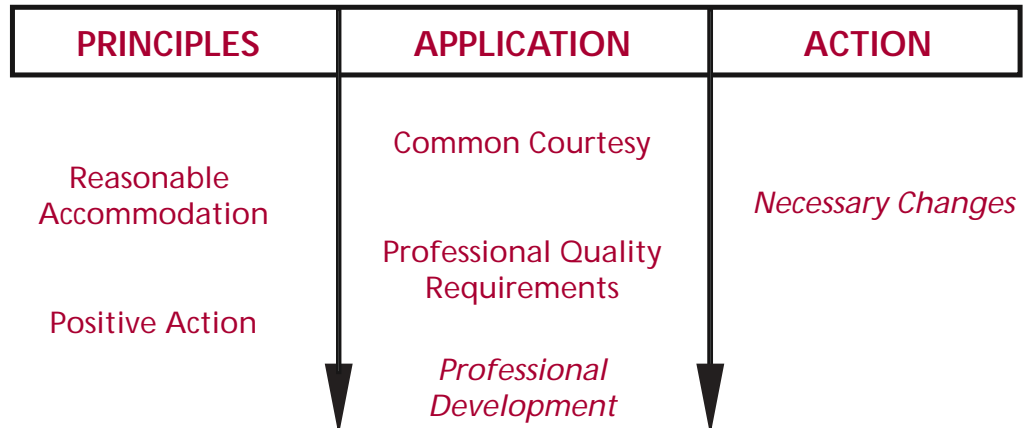
Recovery is individual, what works for one person may not for another. There are however common themes. Accepting ones' distress is one of the most important steps. Having a plan for recovery is another.

### How does a recovery based service differ from others?

Most service provision is based on the maintenance model; relying on medication and risk avoidance. A Recovery based service aims to use a variety of tools, possibly including medication, to empower the individual on their road to Recovery.

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## EQUAL STATUS ACTS 2000 TO 2004



If you provide goods or services the Equal Status Acts 2000 to 2004 applies to you.

### Discrimination

Providers of goods and services must not discriminate against people with any type of disabilities, including mobility, sensory, mental health and intellectual impairments.

### Reasonable accommodation

The Act requires providers of goods and services to accommodate the needs of people with disabilities through making reasonable changes in what they do and how they do it where, without these changes, it would be very difficult or impossible for people with disabilities to obtain those goods or services (unless it costs more than a nominal cost).

### Positive action

You are not confined to just taking reasonable steps. Positive action is allowed under the Equal Status Acts. You can take whatever steps are necessary to ensure that people with disabilities can obtain your goods and services.

The Equal Status Acts 2000 - 2004 prohibit discrimination in the provision of goods and services on the following nine grounds; gender, marital status, family status, sexual orientation, religion, age, disability, race, member of the Traveller community.

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## ENROLMENT AND CONFIDENTIALITY

### Enrolment

Prospective students have to go through a process of enrolment in the College. This can be a daunting process for an under-confident potential learner. It is important to look at some of the barriers in the enrolment process, see the administrative hurdles and discover possible ways of avoiding or minimising them.

- Are the administrative procedures that learners have to complete in order to enroll on courses clear, simple and free from jargon?
- On all our forms and in all our procedures do we make it clear why we need certain information?
- Are there any identifiable staff available to help navigate learners through any red tape?
- Do we provide a private area where learners can discuss their needs and provide personal information?
- Have we staff with specific training and expertise available to support learners with particular needs?
- Are Reception staff friendly, informal, supportive and informative?
- Do Reception staff acknowledge the presence of the learner, even if they are busy?
- Do we try to identify possible stressful procedures and minimise them wherever possible?
- Do we assume all learners want to be treated with respect and sensitivity?

### Confidentiality

It is important to respect confidentiality in order to encourage learners to seek help where needed.

In practice this means:

- Making it clear to the learner that any information given will only be passed on to another person with the learner's knowledge and permission.
- If you need to talk to someone else about the learner without having obtained the learner's permission, you can do so without revealing the identity of the learner. If a third party, e.g. social workers, GPs or parents, requires information then the rights of the learner should be protected. The normal policy is that personal information cannot be disclosed without the learner's consent. Anything that needs to be written should avoid the use of jargon and diagnostic labels.
- Ensure that information about the learner is not left exposed to public view via computer screens or papers on desks. Information about the learner should be shared only for the purpose of providing support.

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## Exceptions

There are certain exceptions to maintaining confidentiality which apply to any information held in confidence:

- If there is a legal requirement to disclose information related to crime;
- Certain courses involving care for the public e.g. childcare, care of the elderly may have additional criteria with regard to confidentiality exceptions. In these circumstances, clear information must be given about when exceptions may have to be implemented and about the relationships between support and other services e.g. occupational health and learner health or counselling service; and
- If someone is a danger to themselves or others.

(Extract from the *Staff Handbook on Inclusion, Equality and Mental Health*.)

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## Support and Administration Training Day Evaluation Sheet

Please take a moment to answer the following:

How satisfied are you:						
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not applicable/ Not sure
With the relevance of the morning with respect to your needs?						
With the information given?						
With the way the morning was run?						
<b>What was good about the morning?</b>						
<b>What would you like to have been different?</b>						

Thanks for taking the time to complete this evaluation.