

Section 3:

Evaluation Sheets and Participant responses from the Training Days

Training Day 1 Friday, November 12, 2004 Evaluation Sheet

Please take a moment answer the following:

1. Did the morning give you a clear idea of what the project is trying to achieve in relation to mental health in Education?

Yes

No

Comment:

1. What did you find most valuable in terms of learning or insight during the morning?

2. What did you feel could have been included and was not?

4. Further comments:

Thanks for taking the time to complete this evaluation.

Results of 44 responses to the evaluation sheet from Training Day 1

1. Did the morning give you a clear idea of what the project is trying to achieve in relation to mental health in Education?

Yes: (36)

Yes + No : (5)

'not sure...' (3)

No: (0)

Not ticked: (1)

Comment:

It was an interesting and useful elaboration on the initial meeting back in September.

It raised issues of personal confidentiality, together with the responsibility of sufferers and teachers to establish effective learning and teaching strategies to improve the learning experience of the student.

Broadly, yes – the area it is interested in, the problems/ issues etc. Less clear idea of what more precisely the project will do.

Very informative and enjoyable.

I believe that it is attempting to create a better awareness of mental health in education along with providing a structure within which students and staff can work effectively.

A good thing I think that you didn't steer the agenda in any very specific direction but simply invited fresh ideas.

We are now more aware of many mental health issues, a greater understanding of how to cope and learn to deal with students with such issues.

A greater understanding of the possibility of their being a student with such a difficulty being in a group. A knowledge of recognising a behaviour that may indicate that the student may have a difficulty.

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I believe it is essential that such work is done and it is my hope that all the project aims are achieved.

I was unsure before today.

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Yes, it was a clear, easy –yet challenging in a gentle way – look at the project objectives.

Increased awareness. – Good Forum for opening discussion, well structured, informative and brave speakers.

The project is trying to liase with educational institutions to raise awareness

about mental health issues students in adult education might be facing + hopes to help educators & institutions rise to the challenge of making the service they provide more fair & equitable?

I think the project is primarily trying to raise awareness, and get us to focus on how students can function at college whilst dealing with mental health issues.

In so far as what you hope to achieve is not yet defined.

It highlighted the importance of recognising the need for ? to be innovative and something that should last in mainstream education.

The aims and objectives were clear. It will be a challenging project in terms of opening and changing the view of Educators and ordinary person's minds to better understanding of "mental illness".

A lot of issues were aired but no practical solutions were attained.

Clearly outline the framework within which the project is situated and that it hopes to 'embed practice into policy'.

Awareness raising about role of medication and therapy as supports to students with mental health issues emerged for me as an issue.

Somewhere in between. I have a feeling that the project is kind of doing the 'research' at this stage rather than having a fixed idea of goals.

V. good/clear

The objectives are clear.

I found the morning very helpful. I felt having various people's input and experiences very encouraging and valuable.

In a way yes. But unsure of direction that it is taking.

Certainly opened my eyes.

There has been an awareness made of how valuable education can be in aiding recovery, and in issues raised are going to take time to resolve. (sic)

Yes I am better informed but No I'm not sure of what we learned this morning will translate into policy/action.

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Clearer, Very well delivered – Well done.

Excellent.

It was an excellently presented morning. The best we ever had. Well done.

Yes. Somewhat.

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Fairly good idea.

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Many thanks for the experience. It was an informative morning (time flew!) and yes I have a much clearer idea about the project.

Very clearly presented – I think mental health is worthy of having separate focus as the cognitive skills are affected possibly through both the illness and the medication.

In a way, it seemed to aim to demystify mental illness as something different to other illnesses/disabilities.

3. What did you find most valuable in terms of learning or insight during the morning?

- the talk by Tim re: his own experiences
- a practical discussion around case histories

The importance of the concept of 'wellbeing' to the overall success of the student regardless of whether or not they are mentally ill.

The ability of the sufferers to function well in a supportive environment.

- i) The perspective of the 'student with self-experience'
- ii) The clarification of the part that well being, life balance, etc plays in recovery.

Tim's personal experiences.

Learning that mental disabilities are more prevalent than I would have thought and possibly exist where I don't know they exist.

Stimulating input from Tim + the stories.

The talk by Tim, a valuable insight into how a persons tries to deal and cope, not just in life but in the education system, with mental health issues.

- *Knowledge of Signs e.g. S.A.D. aware of the significance of sane.*
- *Rights of the Student, i.e. disclosure.*

The contribution of Tim O'Connor in relation to his own experiences.

- *Personal experience as shared by guest speaker.*
- *Professional input.*

It is encouraging to hear that all the staff seem to be singing from the same hymn sheet and are deeply concerned for the welfare of students with mental difficulties.

Tim's talk. – a good ex-student's perspective.

Tim's talk: a living practical example of mental illness related to Education.

Tim's talk. It made me realise that if a student isn't suited to a course, he is less likely to succeed. Not every student with mental health problems disclose it to College.

The personal experiences of those speakers who had been diagnosed with the condition.

The discussion in the small group.

The talk from Tim O'Connor brought home the lived experience of someone with Schizophrenia.

I do think it has raised more questions than it has answered – I actually feel quite confused + frustrated on the one hand – yet have a reluctant admiration of what you are trying to achieve – reluctant perhaps because I think that it is a huge task and am doubtful about how it will proceed.

I found the talk by Tim O'Connor extremely interesting and inspiring.

Tim's input. His sincerity.

It highlighted the need for me as an educator to be aware to focus on the students holistic development and not just academic.

The importance of communication, in order to accommodate, guide, help the student with schizophrenia/Bipolar, so that failure does not become the norm.

Highlighting that mental disability does exist.

I take the idea home that maybe we need to consider 'how we (the college,

teachers and learners) define success when working on issues of mental health' – allowing people to fail.

A sense of being reminded about the pain suffered by many of our students from day to day. A question about our ethos – we feel we are a caring institution- does this come across to students?

Reading the case studies in the folder. The talk by Tim O'Connor.

Sharing personal experience

- very moving
- encouraging (i.e.) it is only an aspect of a person's life!

The fact that individuals attend education out of fear.

The speaker's own experiences and their qualified judgement.

Case studies, Tim O'Connor's talk, very moving and thought provoking.

How little we know or are prepared to deal with the problems of MH.

Not to lose sight of the individual student, in the middle of trying to handle a difficult situation.

Tim's sharing of his personal experience was essential.

Realising the lack of equality experienced by people with mental disability and discrimination they might encounter.

Tim was very enlightening, many people I know of have Schizophrenia, it gives a lot of hope with his story. The group also raised issues – I learnt the whole 'SAFETY' idea.

**Exploration of ideas like – recovery, safety, stability in relation for mental health were valuable.*

Tim's talk. Eamon's Power Point presentation. The group story. All of the above had a clarity of focus that highlighted gaps in our system.

Workshop – beginning to think about College policy in this regard.

Openness.

I found the workshop very good as we reflected on our own situation.

The clear statement that failure is allowed and helpful. The statement that people with mental health problems can be not nice people anyway like the rest of us.

Listening to Tim O'Connor speak. His frankness, honesty and trust in us. Many thanks ~ realisation again of our common humanity.

We have always been working with students with mental health difficulties – until now it has been driven from our own goodwill and professionalism – Now it has direction and focus which should be of assistance.

4. What did you feel could have been included and was not?

Nothing

Perhaps some discussion on effective ways to deliver the curriculum to students suffering with illness

Some information on types of mental illness, incidence in population, prognosis etc. More information on EEI, other projects, SI itself.

Legal representation outlining the position of the tutor.

I believe that the mental health of teachers/staff in education has to come first. Who cares for the carers? Put on your own oxygen mask before you attend to others. I think too much emphasis was placed on the student's mental health, not to say that it's not important.

Time was very well used.

Time was limited but used wisely.

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Maybe a little more around symptoms and patterns of behaviour in mental health.

Overall awareness of what policies are going to be implemented.

A clear description of how to identify tell-tale signs in a student with mental problems as opposed to a student whose problems are of a different nature.

Could have used more time for discussion in case study group.

Some tutor guidelines/examples of how to deal with problems re mental health of students.

More of an introduction to mental help (sic). Different aspects of mental help (sic) problems.

Overview of the condition – to clear up misunderstandings + myths about Schizophrenia.

Something around the facility/ies of counselling and guidance in the college.(...)

Nothing more within the timeframe and I think that the ½ day schedule was excellent to encourage attendance.

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I really have concerns about the work experience element of our courses and the implications for students who we are aware have mental illness – Do we have a responsibility to inform the work experience?

What was included was quite sufficient for the morning.

How people dealt with experiences of mental disability in the classroom good + bad.

Still unclear as to who the 'most recent discourse' is around mental health.

Would like to have heard more here.

Something about how counselling and therapy works with individuals. Became aware that sometimes attending counselling can be seen as a negative factor in a person's life.

A rundown of the most common mental health problems that teachers may be

confronted with. Borderline issues like ADD – how to spot it and what to do about it if you do.

info. Re. what causes mental illness. (i.e.) Is there any identifiable cause? Does this tell us anything useful?

An action plan for teachers.

How to deal with a student with a mental illness if a situation occurred in a classroom.

More input as to the challenges actually facing tutors/teachers in classroom situations. How to determine reasons for referral, disruptive students – is it personality or is it as a result of missing medication.

I honestly feel that I do not know enough to know what else could have been included.

The issue of when a student comes on a course, if they have a history of mental issues, that they are aware of the responsibilities of what the course involves, this will enable them to achieve more.

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Maybe what exactly is Schizophrenia and the difference between it and other mental health problems.

Maybe more about attitudes to mental health re: an equality perspective. Would like to have seen it from the EEI a little more.

I would have liked a compilation of examples more typical of situations in Liberties College.

Nothing else. There was ample material for the time. The stories covered everything.

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In the time that was allotted a good deal was covered.

The legal position of a school placing a non-reporting recoverer in a position of care/workplacement.

I would add nothing here save that perhaps a full day would have given us more time.

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Symptomatic indicators – what to watch for as warning signals.

5. Further comments:

Would like to have spent more time discussing the various case histories – almost a form of training – a session on this would be useful

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Initial presentation was very good – serious but light in touch. Availability of ‘experts’ was v. positive.

Workshop could have been longer.

We need to look at lack of policies in the school and also at areas where there are policies but that’s it – policy not implemented or followed through.

Well done!

More of the same!

More emphasis on discussion around particular scenarios. That may include problem solving and possibly Policy development.

Overall the workshop was very beneficial. I feel we just touched the surface of this issue.

Interesting morning and well varied.

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Although not a tutor myself, this morning and especially the group work, gave me a good insight into the difficulties and complexities of the role of tutor.

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More time was needed to discuss the case study.

Well done!

Well done!

Would it be useful to approach the Teacher Training Colleges with this input in the future. Or perhaps teacher with some years experience gain more and can relate more to the issues raised.

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Many issues have been raised and highlight the need for policy development in some areas.

I feel I have only begun my awareness of this illness and I would like to learn a lot more, as an educator, to enable me to deal better with situations that arise.

Well done Eamon, A lot of work put in this morning – good luck with the project.

Student focus groups are a good idea.

A good morning, thanks.

I think the morning gave misleading impression that the main mental health problem in student population would be schizophrenia. Discovered later in discussion group that this is not the case.

See project dev. Sheet.

I think teachers need more formal training on the issues raised.

I would be interested in having another workshop to learn more.

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Definite need for followup and report on findings.

Do push further the role of good sound career guidance for students with mental illness. It may ensure that they get the best out of what education can offer and teachers will meet them more than half way.

I enjoyed the morning and found it quite engaging. The open forum for questions with outside speakers was great.

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Interesting, but I hope it is conclusive in some way and helps both our prospective students and our roles as tutors! Looking forward to reading or implementing the report!

Fantastic morning – well organised, structured and very meaningful. Many Thanks.

A big thank you for a morning superbly presented.

A few days/weeks of training for tutors is necessary if this initiative is to take-off. We need the confidence to act effectively and pro-actively.

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At the end of the process will there be a pack on policy/procedures guidelines?? Where is it going?

We now have a need to do more practical work with teachers and open up the whole area so that students would not think they will be stigmatised.

Evaluation results from Training Day 1 : most frequent themes

The evaluation feedback showed the impact of the Tim O'Connor's contribution on those present at the Training Morning.

Most valuable learning or insight	Responses
The talk by person with self experience	22
The discussion on case stories	6
The concepts of 'well-being', safety, recovery	4
That communication may forestall failure, "failure" may be a "success"	3
The prevalence of mental disability	2
The rights of students re disclosure	2
The holistic development of students as well as the academic	2
The professional input	1
The positive solidarity among staff on issues raised	1
Questioning the communication of the College's caring ethos to students	1
That some attend education out of fear	1
How little we know	1
The lack of equality and discrimination that some students may suffer	1
The openness of the day	1
Might have been included	
More information on mental illness itself, symptoms, patterns, causes	10
Tutor guidelines, examples from classroom, referral criteria	6
More discussion time	3
Legal issues of tutoring and work experience placements	3
More information on EEI, SI etc	2
Ways to deliver curriculum to students with illness	1
Mental health issues of teachers themselves	1
How counselling and therapy works	1
Facilities in the college (Counselling, etc)	1
College policies to be implemented	1
Action plan for teachers	1
Further comments	
More time on case stories	3
Availability of 'experts' positive	1
Lack of College policies and implementation of existing policies	1
Input might be sent to Teacher Training Colleges	1

Evaluation Sheet Training Day 2

Educators Afternoon Tuesday, April 19, 2005

Please take a moment to answer the following:

1. Did the Afternoon give you a clear idea of what Recovery and Reasonable Accommodation mean in relation learning needs arising out of mental health issues.

Yes

No

Comment:

2. What is your view on the emerging College Inclusion Policy?

3. What did you find most valuable in terms of learning or insight during the afternoon?

4. Further comments:

Thanks for taking the time to complete this evaluation.

Educators' Responses to Evaluation Sheet Training Day 2

1. Did the Afternoon give you a clear idea of what Recovery and Reasonable Accommodation mean in relation learning needs arising out of mental health issues.

- 1) It was fair.
- 2) Yes
- 3) Missed the talk on Recovery (school business) was reassured by new (how?) pragmatic reasonable accommodation as detailed in handout. Think an NB issue as class groups with a very high number of students with mental health issues not a good situation: all the accommodation = chaos. Special intervention Planning needed for such a group.
- 4) Yes. I have no experience of dealing with students with mental health issues, so it was informative and helpful.
- 5) Yes
- 6) Yes, through the workshop I found out about the College's draft on the issue.
- 7) Yes
- 8) No
- 9) No. Learning in the pure class based setting is clear, but we are involved in training which is a horse of several different hues.
- 10) Yes
- 11) Yes
- 12) Yes
- 13) Yes
- 14) Yes. It would have been very useful to have the handouts early.
- 15) Yes. Enjoyed the stages of recovery.
- 16) Yes.
- 17) Yes. Recovery Model presented very much in relation to Schiz/Bi-P. May be as relevant to Depression and to people with life problems (insight/responsibility/support/help)

2. What is your view on the emerging College Inclusion Policy?

- 1) It seems good. I don't know enough, but we are going in the right direction. We will find it challenging.
- 2) (Question mark)
- 3) Haven't read it yet
- 4) Needs more work. Student and teacher need to know exactly what steps to take when problems arise.
- 5) OK (for a Mark 1)
- 6) Happy with the progress so far.
- 7) Proactive, necessary, informed.
- 8) –
- 9) Well-intentioned and worthwhile but lacks any notion of how it would be resourced in the current school climate and delivery modes.
- 10) Excellent, as it will offer more people the courage to apply for courses.

- 11) Would be anxious to know who would take direct action in relation to tailoring student learning programme and dealing with the specific terms of contract and assessment.
- 12) Interesting and welcome – We already do a lot of what we are discussing.
- 13) Concise as far as possible and well thought out.
- 14) Need to have time to read it
- 15) Unclear.
- 16) It's a work in progress. We are part of a process.
- 17) Good – statement of position is clear. Idea of RA is clear. More needed on implications for College Systems (e.g. Counselling referral). Where do we stand on Positive Action?

4. What did you find most valuable in terms of learning or insight during the afternoon?

- 1) The workshop and Susan McFeely.
- 2) Explanation of the components of reasonable accommodation.
- 3) The responsibilities on teachers seem reasonable and realisable.
- 4) Information on Schizophrenia and Recovery steps model.
- 5) The emphasis (by Susan McFeely) on 'Recovery' rather than 'illness' (SWOT).
- 6) Gaining an understanding of what stage the College policy is at at the moment.
- 7) Documentation stating policy.
- 8) –
- 9) That the Staff have a sound understanding of the implications of their working life and how the school needs to respond.
- 10) That mental illness is only a component of a person.
- 11) Sharing the outcomes of the workshop sessions.
- 12) The talk by Susan.
- 13) The identification of the concept of Recovery and the various stages involved.
- 14) Having time to listen to other's views and questions.
- 15) Stages of recovery/ reasonable accommodation discussion.
- 16) If the student comes in with insight, the job is easy. Without insight the tutor is challenged. We are teachers, not medics or counsellors.
- 17) Idea that to meet the challenge of inclusion a number of conditions should (ideally) be present: insight, support, etc – the Recovery Model list). This takes us well away from the 'blame' model.

5. Further comments:

- 1) Teachers may need more support – help, etc.
- 2) Information could have been circulated earlier. Workshop format can be repetitive and tedious.
- 3) I worry about an individual who may have a chronic untreated mental health issue and too much might be expected of a college course – that the best advice/choice might be -> not to be here. Should it be considered that some students might not be suited to study at a particular stage of their recovery and that we have a responsibility to advise some students in this manner. Are we obliged to accommodate any level of chaos.
- 4) –

- 5) G.3 – Medication Question? Could be replaced by notification that ‘ failure to notify College of could lead to re-evaluation, etc. (see car insurance applications)
- 6) –
- 7) none.
- 8) –
- 9) A teachers job is to teach. We are not paid or resourced to do much else. Reasonable accommodation should accommodate staff too. The internet notes example shows how Liberties College often is well meaning but does not have the resources, staffing or organisation to do the right thing. We don’t have an internet staff site. It has taken us 5 years to get the net and it needs tons of further training to achieve what is deemed a ‘reasonable’ resource.
- 10)–
- 11)–
- 12)–
- 13)–
- 14) Well done.
- 15) Highlights the need for further training and discussion. Workshop format + feedback can be repetitive. Thank you.
- 16) This is all being done very academically. I wish the word holistic had been used. Incidental learning can also be part of recovery and can have huge value.
- 17) Policy Material circulated too late for consultation. Quality of presentations (review of MH Project/Recovery Model) was very good.

Support and Administration Training Day Evaluation Sheet
Tuesday August 16th 2005

How satisfied were you ...	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not applicable/ Not sure
With the relevance of morning with respect to your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With the information given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With the way the morning was run?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was good about the morning?

What would you like to have been different?

Administrative Staff, General Operative and Porters responses to Evaluation Sheet

How satisfied are you ...	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not applicable/ Not sure
With the relevance of morning with respect to your needs?	√√√	√√				
With the information given?	√√√	√√				
With the way the morning was run?	√√	√√√				
<p>What was good about the morning?</p> <ul style="list-style-type: none"> - I learned a lot about some students needs. And how to help them the best I can. -It was very informative. It gave a good insight into Mental Health. -The way people were brought in to talk about different experiences. - Very informative. Gave a very good insight into and how to deal with mental health difficulties but it also gave you a good approach with how to deal with people in general and also to look at your own life. Thank you. - NC 						
<p>What would you like to have been different?</p> <ul style="list-style-type: none"> - NC -NC - NC - Nothing! - NC 						

Educator's responses to the Evaluation sheet

1. Did the Workshop this morning stimulate your thinking about the implications of the Inclusion Policy for the working of your Department over the next year?

- Yes. I think a very important part of implementing the Inclusion Policy is to really encourage the student to disclose their needs, without that, the Policy can't be implemented.
- Yes. Excellent group discussion.
- Yes.
- Yes. It's great to have an opportunity to share and reflect in an enthusiastic environment – especially at this time of year when people are rested.
- Yes. Helped focus on issues regarding overall good practice with regard to inclusiveness.
- Yes. Inclusion and need for exclusion discussed.
- Yes. Yes, good all round awareness of how to help students and progress with inclusion.
- Yes. Highlighted awareness of needs of all students.
- Yes. What response should we give to a student who identifies needs? Who do we refer the student to?
- Yes. Good to hear others' perspective. Gave a feeling of completing something. Handbook, good working document.
- Yes.
- Yes. My 'department' is not student-specific, but under another hat can suggest admin supports.
- Yes. Prompted a rethink on classification of student support. Addressed issues of ranges of student accommodation. Identified the need for a college policy on Inclusion and the resources to support the implementation of the policy.

2. What have you found most valuable in terms of learning or insight during the course of the Project over the last year?

- The wide range of mental illness. The necessity to include these students. Initiatives necessary to include students.
- An attitude of *inclusiveness* rather than a “You have problems, we will help you” moral(?).
- Opened up a whole area of the thinking around these issues; and the range of issues to be considered. It is not just ABC, there are implications for each one in a legal and educational framework.
- Exchange of ideas from variety of people/areas.
- Overall I have found the workshops very helpful in terms of focussing on the broad perspective of things with regard to mental health issues.
- Legal Framework. Need for extra-curricular support team where referral can be made.
- Meeting the people who had mental disabilities and listening to their experiences.

- The educational boundaries have broadened and the role and responsibility of the tutor.
- Tim O'Connor and Susan McFeely's talk. Susan in particular made me think about the reasons not to disclose to tutors.
- Highlighted issues that need to be addressed regarding both students and teacher needs in regard to Inclusivity and a better understanding of mental health issues.
- Space to focus, at length, on the topic.
- The relative position of mental health in society/educational society.
- Yes. Excellent. Clarified points in relation to our role in accepting people with special needs.
- That there are so many and varied needs to cater for and supports may vary.

3. What issues do you feel still need further clarification?

- What exactly is Reasonable Accommodation? * A larger personnel needed to implement and support the Inclusion Policy. * Training for Staff on the different types of 'special needs' and the requirements that each may have.
- How will indications be reflected in practice at teacher/learner level – how this can be monitored.
- The clarification of the roles of individuals offering support to the student.
- Need for a definite policy. Difficulties with the practice not the principles.
- Definition of needs – ability – disability- broad mental health.
- "Support Team". Who are they? What do they do? – Career Guidance – Counselling – Academic support – Technical Support.
- Where the boundaries for tutors lie re responsibilities and expectations.
- College response – procedures must be put in place – personal assigned responsibility for meeting students needs.
- Support system developed. Reasonable accommodation becomes more accessible. 1. Policy on Confidentiality. 2. Inclusivity Indicators need more work.
- Clear procedures for teachers and students.
- Tripwires – points which indicate that intervention/referral is necessary/desirable.
- Highlighting the issues of students with learning needs. Helped to equip and inform teachers with a better understanding of ways to deal with students with learning needs. The commitment on the part of the College to structure and address a large part of the student population with learning needs.
- That policies need to be readily available and accessible.

4. Other comments:

- I think a policy is required to handle these issues. A policy means there are strict regulations on how to handle the matter rather than it being at the discretion of the individual teacher. A policy also makes the student feel more comfortable instead of them feeling they are an isolated case.
- Engagement of whole staff has been very positive.
- Excellent Document.
- I like the well-structured format.
- Overall concerns regarding work experience for students with difficulties.
- Excellent insight into whole area.
- Funding? From EU or Equality Office. Channelling energies and funds to technical support.
- More to do!
- Thank you, you put a lot of thought and work into the College. Very supportive of staff ideas throughout.
- A valuable exercise, very well managed. I hope the needs highlighted may be addressed successfully.
- Very well prepared and delivered series of sessions.
- Mental Health Education Project was valuable and worthwhile.