MAD Alliance

Creative Leadership Programme

Handbook

Autumn 2015
Welcome to the Creative Leadership Programme

We believe this is an exciting programme and we hope you are pleased to be part of the experience. We can all learn from this programme and we hope to build in partnership as we all work together.

The programme’s overall aim is to create NSUN leaders who will be effective advisors to the North West London Mental Health and Wellbeing Transformation Board and to take responsibility to influence the implementation of the Likeminded Strategy to improve mental health services, support and resources in all 8 boroughs.

Following the programme, we hope participants will be able to:

- Develop & strengthen personal resilience and emotional wellbeing
- Support networking between individuals & groups in North West London with NSUN
- Confidently use personal power and testimony to make a strong case for change
- Promote social justice through sharing experiences
- Actively take part in the Mental Health and Wellbeing Transformation Board for North West London
- Conduct research and make recommendations for improvement
- Use The 4Pi National Involvement Standards to ensure involvement is meaningful
- Be involved to influence social change in mental health service commissioning
- Effectively promote and campaign for quality improvement in services

This handbook contains useful information about the programme and can be used to support your learning. It can also be used as a record of your learning experience. We hope you find it useful and that you enjoy the programme.

We wish you well in the development of your leadership skills on this programme and in the future.
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**Leaders become great, not because of their power, but because of their ability to empower others.**

~John Maxwell
About the National Survivor User Network

In 2003, service user-led research, coordinated by Jan Wallcraft, resulted in the report *On Our Own Terms* (OOOT). Among other recommendations, it urged the formation of a national network to bring groups together, to encourage good practice, and to build capacity within the sector. Inspired by this report, the Sainsbury Centre funded a number of meetings and a conference in London in 2005 to agree on some practical actions based on the OOOT recommendations.

Together and the Mental Health Foundation also contributed to the development of this work, and a Steering Group organised a conference which focused on how to set up a national service user / survivor network. Nearly 200 service users and survivors attended the “Our Future” conference in Birmingham in March 2006. The National Planning Group that grew out of the conference included representatives from a whole range of service user and survivor led groups.

In December 2007 funding for five years was obtained from Comic Relief and the Tudor Trust. The National Planning Group was then dissolved and replaced by a management committee, selected by an independent panel of service users and survivors. A hosting arrangement with Together was agreed for the first two years during the initial development stage. NSUN became an independent charitable company in May 2010.

**What the network does**

**Mission**
To develop the network which engages and supports the wide diversity of mental health service users and survivors...
across England in order to strengthen our voice.

**Aims**
1. Facilitate active links between service user groups and individuals.
2. Build capacity for service user groups.
3. Broker and facilitate access to service users for purposes of influencing and informing policy-makers and planners.

**Vision**
Our vision is of nothing about us without us, where mental health service users and survivors are supported to come together to communicate, feel supported and have the power and the platform from which to have direct influence at a national level.

NSUN established the National Involvement Partnership (NIP) which together with the network members, developed a framework to improve involvement through the following Principles, Purpose, Presence, Process and impact = 4PI the National Involvement Standards.

For more information about our work visit [www.nsun.org.uk](http://www.nsun.org.uk)
# Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Contact details</th>
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</table>
| Naomi Good         | NSUN Regional Development and Research Manager and Project Lead for the North West London MAD Alliance | m. 07872 060924  
naomi.good@nsun.org.uk |
| Debbie Roberts     | Graphic Facilitator                                                          | T. 0207 820 8982  
dibroberts@engagevisually.co.uk |
| Sarah Yiannoullou  | NSUN Managing Director                                                       | T. 0207 820 8982  
sarah.yiannoullou@nsun.org.uk |
| Janice Lowe        | Project Coach                                                                | m. 07979 900425  
janice.lowe@virgin.net |
| Anjie Chhapia      | Project Support                                                              | info@nsun.org.uk                             |

Please do not hesitate to approach Naomi, Debbie or Janice during the programme if you have any questions or need support.
2 Themes throughout the programme

Box 1:

Key Themes:

- Leadership – Involvement for Influence
- Learning with others & in partnership
- Learning from the rich diversity of the group and respecting & using cultural & other differences constructively
- Developing your own goals and learning plan – owning your skills

Box 2: Empowerment

What people say empowerment means. Some examples:

- Personal development, growth and recovery
- Gaining or regaining personal power, skills and confidence
- Becoming creative, using one’s intelligence

What helps empowerment?

- Being given information and resources
- Building confidence inside oneself
- Knowing more e.g. how meetings work
- Being able to give mutual support i.e. getting together with others
3 Venues

**Ealing Hammersmith & West London College**

Hammersmith Campus
Gliddon Rd
London

Barons Court
Greater London
W14 9BL

**London Wetlands Centre**

Queen Elizabeth's Walk
Barnes
London SW13 9WT
### Workshop Timings

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10.30am</td>
<td>Arrive, tea &amp; networking</td>
</tr>
<tr>
<td>10.45am</td>
<td>Welcome, intro and recap</td>
</tr>
<tr>
<td>11am</td>
<td>Session 1 Part 1</td>
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<tr>
<td>11:45am</td>
<td>Comfort break</td>
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<tr>
<td>12-1pm</td>
<td>Session 1 Part 2</td>
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<tr>
<td>1pm</td>
<td>Lunch &amp; networking</td>
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<tr>
<td>2pm</td>
<td>Session 2 Part 1</td>
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<tr>
<td>2.45-3pm</td>
<td>Comfort break</td>
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<tr>
<td>3-4pm</td>
<td>Session 2 Part 2</td>
</tr>
<tr>
<td>4pm</td>
<td>Ending of the day &amp; feedback</td>
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</tbody>
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*Great leaders don’t set out to be a leader... they set out to make a difference. It’s never about the role—always about the goal.*

LisaHaisha.com
# Programme Overview

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Friday 11&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>am</td>
<td>Introduction to Leadership – NSUN</td>
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<td><strong>Naomi James &amp; Debbie Roberts</strong></td>
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<td>Power, Authority &amp; Influencing &amp; intro to 1-1 peer coaching sessions</td>
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<td></td>
<td><strong>Janice Lowe</strong></td>
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<td>Day 2</td>
<td>Friday 18&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>am</td>
<td>National Involvement Standards 4Pi – The Indicators</td>
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<td></td>
<td><strong>Alison Faulkner</strong></td>
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<td>The Personal is the Political</td>
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<td><strong>Jacqui Dillon</strong></td>
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<td>Day 3</td>
<td>Friday 25&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>am</td>
<td>Peer supporting Crisis – Stories for Change</td>
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<td></td>
<td><strong>Brian Joof</strong></td>
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<td>Wellbeing Workshop</td>
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<td><strong>Anjie Chhapia</strong></td>
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<tr>
<td>Day 4</td>
<td>Friday 2&lt;sup&gt;nd&lt;/sup&gt; October</td>
<td>am</td>
<td>Forum Theatre Workshop 1</td>
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<td><strong>Ian Pringle</strong></td>
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<td>pm</td>
<td>Forum Theatre Workshop 2</td>
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<td><strong>Ian Pringle</strong></td>
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<tr>
<td>Day 5</td>
<td>Friday 9&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>am</td>
<td>Commissioning to Address Ethnic</td>
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<td>Inequality</td>
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<td></td>
<td><strong>Colin King</strong></td>
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<td>Values Based Commissioning</td>
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<td><strong>Emma Perry</strong></td>
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<td>Day 6</td>
<td>Friday 16&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>am</td>
<td>Understanding Public Health Indicators</td>
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<td></td>
<td><strong>Jonathan Campion</strong></td>
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<td>pm</td>
<td>Presentations</td>
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Coaching can be arranged when requested throughout the project.
6 Programme Facilitators

Naomi Good

Naomi James is the Research and Regional Development Manager for NSUN where her main role is to strengthen the direct political voice of people with experience of trauma and distress, reviewing mental health policy and influencing the development of mental health services. Naomi is involved with several research projects involving England-wide co-ordination of people and groups to improve emotional well-being. Naomi’s work has also involved managing the National Involvement Partnership, and she gave evidence to the parliamentary health select committee for the post-legislative scrutiny and review of the 2007 amendments to the Mental Health Act (2013).

Passionate about improving inclusive methods in research for mobilising communities and achieving social justice, Naomi’s on-going study investigates the practice of Participatory Video for Mental Health. Naomi has a background in the Arts with a BA in Fine Art and MA in Glass and Video Production.

Debbie Roberts

Debbie works as a graphic facilitator and trainer with organisations and groups large and small in the public, voluntary and private sectors. Her career started with her central passion for mental health and well-being. She led a local vigorous user led organisation in Norfolk for five years before joining the National Institute for Mental Health in England and then the Care Service Improvement Partnership where her focus was on empowerment, involvement and user leadership across all communities and with a focus of equalities. She has since worked for NSUN, Together, Maudsley Learning, NHS, Anglian Water, NIACE and Revolving Doors, amongst others.

Graphic facilitation is an interactive approach working with groups large or small using a range of visual and interactive tools and techniques to support their conversations to co-create meaning, ideas, solutions and goals. Graphic recording is less interactive but focuses on capturing the flow of ideas, concepts, content and comments whilst they are happening.

Debbie’s work is driven by a desire for well-being, social justice and empowerment of individuals and communities. Debbie’s drive is shaped by my own and others lived experience of mental health, disability and social inequity. Debbie is motivated by individuals and organizations who aspire and strive to improve the physical, social, mental, economic and environmental world around us.
Janice Lowe

Janice worked for 20 years for Local Authorities and in hospitals as a social worker & manager, & through the 90’s was Deputy Executive Director of Tulip Mental Health Group Haringey, with responsibility for care practice & HR.

Since 2000 Janice has worked as a coach & mentor, freelance consultant, trainer & facilitator with individuals, teams & organisations in the NHS & voluntary sectors. Janice has worked on team development, organisational development, leadership, service user involvement, recovery & other areas.

Janice has worked with many community, culturally diverse teams & organisations in the UK. Janice is driven to enable individuals to fulfil their potential in their life & work. She strives for social justice through the support of staff & service users & the development of good services tailored to meet people's needs.

Alison Faulkner

Alison is a survivor researcher and trainer in mental health with an interest in the role and value of experiential knowledge. She has over 25 years’ experience of mental health research and consultancy, including working for the Mental Health Foundation, NSUN (the National Survivor User Network), Mind, Together and the Joseph Rowntree Foundation.

Alison's own experience of using mental health services includes inpatient care, medication, psychotherapy and crisis services. She has written and presented extensively on the subject from a user/survivor perspective. She is currently working with NSUN on developing national standards for involvement and is studying for her PhD at City University.

Jacqui Dillon

Jacqui is a writer, campaigner, international speaker and trainer. She has personal and professional experience, awareness and skills in working with trauma and abuse, dissociation, ‘psychosis’, hearing voices, healing and recovery. Jacqui has lectured and published worldwide. She is a skilled facilitator in complex learning environments and has a track record of creating and sustaining user centred initiatives and of affecting change at all levels. Jacqui is also a voice hearer. Jacqui was born and bred in East London where she still lives. She is a respected campaigner, writer, international speaker and trainer specialising in hearing voices, ‘psychosis’, dissociation, trauma, abuse, healing and recovery.
Jacqui has worked within mental health services for more than 15 years, in a variety of settings, including community, acute, low, medium and high secure settings, prisons, colleges and universities.

Jacqui is the national Chair of the Hearing Voices Network in England and a key figure in the Hearing Voices Movement internationally. She is Honorary Lecturer in Clinical Psychology at the University of East London, Honorary Research Fellow in the School of Medicine, Pharmacy and Health at Durham University and Visiting Research Fellow at the Centre for Community Mental Health, Birmingham City University.

Jacqui’s experiences of surviving childhood abuse and subsequent experiences of using psychiatric services inform her work and she is an outspoken advocate and campaigner for trauma informed approaches to madness and distress. She was nominated for Mind Champion of the Year Award 2009 for her outstanding contribution to increasing understanding of mental health.

Brian Joof

Brian has been a service user representative and consultant for many years. He is a member of the Lived Experience Advisory Panel for ENRICH, a research project that aims to develop, pilot and then trial a new approach to peer support to improve people’s experiences of discharge from inpatient to community mental health care. This work is being led by a team from St George’s, University of London with a number of other universities, mental health NHS Trusts, individuals and organisations involved in developing and delivering peer support as partners.

He is also network coordinator for P2P (Peer to Peer mental health network) as well as being guest lecturer at University College London and University of East London where he teaches modules on Race Equality, cultural competence and how to engage service users from ethic minority backgrounds. Brian is involved in a number of service development initiatives from a service user point of view.

Anjie Chhapia

Anjie has been designing and running wellbeing workshops since 2000 at various National Conferences (e.g. MIND and Living Values Education) for delegates, service users and staff having been awarded Millennium Fellowship in 2000 as a Millennium Fellow.
Anjie is fully insured, CRB checked and registered besides being a qualified Health Trainer with NHS, Harrow Local Authority and Mental Health Awareness Trainer (MIND) and Educator with Living Values Education (UN), and a Reiki Master/Teacher. Being a carer/survivor of mental illhealth myself Anjie understands the value of Wellbeing and the benefits of self help relaxation wellbeing techniques and is very happy to assist you.

Dr. Colin King

Colin was given a diagnosis of ‘schizophrenia’ and medicated while still in his teens but survived that experience to go on to do social work training and become an Approved Social Worker. He did a PhD and was part of a team that co-authored a report called ‘Race, Values and Models’ for the Mental Health Foundation. Having left social work practice, Colin is now writing a book (on ‘schizophrenia’) and teaches Values-based Practice to social workers and other professionals. Colin has written extensively on the subject of mental health including ‘They diagnosed me a schizophrenic when I was just a Gemini - The other side of madness’ he writes:

“The black researcher has to analyse his or her own pain in representing the voices, histories, and cultural experiences of the ‘black schizophrenic’. The researcher must also censor those who act in unethical ways. The black researcher, in giving information to white institutions, must also ensure that the professionals and the theories that pathologize are exposed. I strongly believe that the user is best positioned to understand the impact of the other, those who theorize and those who intervene into and judge their world. More specifically, whiteness must not escape structural scrutiny. In the arena of racism, the black user should be encouraged and activated to use the new Amendments to the Race Relation Act 2000 to ensure that they are consulted with and to monitor all interventions, legal, political, theoretical, and economic that may affect the relationship between racism and mental illness. The alternative is that the establishment will continue to use Christopher Clunis, who stabbed and killed whiteness, as the indicator of how black men are; as the noble savage.”

Dr. Emma Perry

Emma Perry is a researcher with a background in criminal justice, education and mental health. Her PhD provided a critique of cognitive-behavioural rehabilitation programmes run by the probation service. She has written articles on the construction of gender and class in criminal justice settings and has co-authored a review of the social class gap in educational achievement for the Royal Society of Arts. She is also an editorial board member of the Journal of
Emma is currently Research Project Co-ordinator at NSUN where she has focused on service user involvement in mental health commissioning. She has written a review of values-based commissioning in the West Midlands and worked with Mind to produce an accessible guide to commissioning for service users. In addition to her work on the language of mental health, Emma has also written an overview of service user involvement in health and social care policy as part of the National Involvement Partnership project.

**Ian Pringle**

Ian Pringle is an actor, facilitator and mask maker. He trained as an actor in 2001 at the Academy Drama School in London. Since leaving drama school, Ian has worked for a number of different companies - most notably, he spent 5 years working for the award winning mask company, Geese Theatre, based in Birmingham. During his time with Geese, Ian developed skills as a group work facilitator, working with some of the most difficult and hard to reach groups in the UK. This ranged from adult offenders in prison settings to looked after children in the community.

Ian started Face Up in 2009 after recognising that there was potential in using these approaches in broader community settings.

**Dr. Jonathan Campion**

Jonathan is a Visiting Professor of Population Mental Health at University College London. He is also Director for Public Mental Health and Consultant Psychiatrist at South London and Maudsley NHS Foundation Trust and Visiting Research Associate in the Health Service and Population Research Department at the Institute of Psychiatry in London. He represents the Department of Health on a European Union Joint Action on Mental Health and Wellbeing.

Between 2005 and 2011, Jonathan worked as Policy Advisor to the Department of Health. As evidence lead for public mental health between 2008 and 2011, this work involved bringing together the evidence base for determinants of mental disorder and mental health as well as
evidence base for interventions to treat and prevent mental disorder as well as promote mental health. He was also lead author of a Royal College of Psychiatrists position statement on public mental health.

Jonathan then became more involved in the local implementation of national mental health policy and in 2012 wrote commissioning guidance on public mental health for the Joint Commission Panel for Mental Health, which he worked with local authorities to implement. He further developed this work by identifying every single piece of publicly available mental health intelligence, working with an IT company to transfer to a data warehouse, and then designing appropriate representation in graphs/figures. He identified a further set of mental health intelligence requiring local collection which has enabled production of comprehensive mental health needs assessments for any part of England within two months and so far, this work has supported local authorities covering more than 4 million people.

Having previously worked as a GP, he has maintained links with the Royal College of General Practitioners and contributed to various articles including a number of updated primary care briefings covering smoking cessation for those with mental illness, debt and physical health of those with serious mental illness.

The challenge of leadership is to
Be strong, but not rude;
Be kind, but not weak;
Be bold, but not bully;
Be thoughtful, but not lazy;
Be humble, but not timid;
Be proud, but not arrogant;
Have humor, but without folly.

~Jim Rohn~
7 Session Details

Day 1 Session 1: Introduction to Leadership
Naomi Good & Debbie Roberts

This session will provide an overview of the training programme, explore personal aims, expectations, learning plans & support needs. It will also provide an opportunity to explore how participants want to work together (Group Agreements). Participants will be introduced to the key concepts and ideas of: leadership, service improvement, mental health issues & social justice.

Learning outcomes

- Getting to know each other.
- Agreeing how we will work together.
- Thinking about the qualities of leadership and what we want to work on together and personally.

References


Notes

What I plan to use from what I’ve learnt
Session 2: Power, Authority & Influencing
with intro to 1-1 peer coaching sessions
Janice Lowe

This session will explore the types of power and authority. In a group setting we will each consider how taking up our own power and authority will require internal challenges but these will lead to strengthened leadership skills. We will reflect on how we define ourselves and how this can be empowering.

The session will also introduce explore peer coaching, taking up leadership and strengthening the inner self to increase influencing skills.
Coaching can include:

- What, how and where to influence
- Gaining more confidence
- Understanding own power and authority
- Working as equals
- Working towards recovery

Learning outcomes

- Identify what we mean by influencing and leadership.
- Identify what we mean by leadership.
- Unpack the components of leadership: knowing one’s own power and authority, how to apply leadership skills in relation to the service user concept, others / self, policy drive for change.
- Development of your own leadership plan and setting personal goals.

References

Bass, BM & Stogdill, RM (1990)


**Notes**

What I plan to use from what I've learnt

**Reflections on the day**

What I found most useful and why

What I would change, why and how
Day 2 Session 3: National Involvement Standards
4Pi: The Indicators
Alison Faulkner

This session will explore the 4Pi involvement standards; (National Involvement Partnership’s 4pi standards – Principles, Purpose, Presence, Process, Impact). We will also explore how these standards can be used in practice, with reference to a set of draft indicators.

Learning outcomes

- A clear understanding of the key elements of 4PI: Principles, Purpose, Presence, Process and Impact
- An understanding of how the 4PI standards can be applied in practice (using case study & draft indicators)
- Understanding of how to use the 4PI standards to explore and reflect upon the recent board meeting.

References


Draft Indicators for 4PI (to be shared on the day)

Dancing to Our Own Tunes - a report on BME involvement and partnership by Jayasree Kalathil.

Notes
What I plan to use from what I’ve learnt
Session 4: The Personal is the Political
Jacqui Dillon

This session will explore the importance of personal testimony to inspire social change. Social action and a willingness to ‘speak the unspeakable’ challenges social stigma, it can also aid with feelings of personal shame. Testimony is not about revenge or compensation. It is about transcending our personal experiences. It can be part of yours and others healing process.

Learning outcomes

- Understanding the potential power of personal testimony to inspire social change.
- Introduction to the Hearing Voices approach.
- Exploring and sharing personal experience.
- Exploration of the theory and concepts of trauma & recovery, understanding dissociation, attachment theory.

References

www.hearing-voices.org
www.toastmasters.org/
Not waving but Drowning by Stevie Smith
Trauma and Recovery: The Aftermath of violence: from Domestic Abuse to Political Terror by Judith Lewis Herman
“The Personal is Political by Carol Hanisch
Writing out your life: A guide to writing creative autobiography by Jo Stanley
A Secure Base: Clinical Application of Attachment Theory by John Bowlby

Notes
What I plan to use from what I've learnt

Reflections on the day

What I found most useful and why

What I would change, why and how
Day 3  Session 5:  Peer Supporting Crisis  
Stories for Change  
Brian Joof

This session will introduce participants to the key principles of peer support and how our stories can help our peers. Participants will reflect on how stories can be heard for change. Brian will share his personal story of using mental health services including the inequalities faced compared to his white companions. He will discuss the turning points in his story and the opportunity for change.

Learning outcomes

- Reflecting on disclosing personal stories for influence and change
- Deepening your understanding of cultural competencies needed for good practice and commissioning
- Mapping opportunities for change in the mental health system

References

‘There needs to be a change’ Journal Article by Brian Joof, A life in the day, Volume 13 Issue 4 November (2009)

Notes

What I plan to use from what I’ve learnt
Session 6: Wellbeing Workshop
Anjie Chhapia

This session will enable participants to experience the benefits of self-help methods of Wellbeing and learn and share interactively with co-delegates, techniques of relaxation, wellbeing and self-help tips. The experiential workshop aims to share knowledge in workshop-style activity including deep focused breathing, relaxation, compassion sharing, creative movement to music, visualisation meditation and the wellbeing walk of values.

Learning outcomes

- Learn the methods and approaches of self-help relaxation and wellbeing techniques
- Make pledges using the self-help techniques as part of their daily routine for Wellbeing

References

Heal your Body by Louise Hay

Notes

What I plan to use from what I’ve learnt
Reflections on the day

What I found most useful and why

What I would change, why and how
This session is an introduction to Forum theatre which is a type of theatre created by the innovative and influential practitioner Augusto Boal as part of what he calls his "Theatre of the Oppressed." Boal created Forum theatre as a forum for teaching people how to change their world. While practicing earlier in his career, Boal would apply 'simultaneous dramaturgy'. In this process the actors or audience members could stop a performance, often a short scene in which a character is being oppressed in some way. The audience can suggest different actions to play out on-stage in an attempt to change the outcome of what they are seeing. This undoes the traditional actor partition and brings audience members into the performance, to have an input into the action.

Learning Outcomes

- Introduction to forum theatre as a tool to activate change through action not just the verbal expression in the mental health system.
- An opportunity to practice 'Theatre of the Oppressed' and theatrical debate to explore how to analyse experiences from a range of perspectives and to try out strategies to counter social oppression.
- Identify, explore and challenge instances of oppression in our lives

References


What I plan to use from what I’ve learnt

Reflections on the day

What I found most useful and why

What I would change, why and how
Day 5  Session 9:  Commissioning to Address Ethnic Inequality
Dr. Colin King

This session will explore the origins of racism, prejudice and stigma. We will work together to understand the social determinants that make people from BME communities more vulnerable to poor mental health - racism, stigma, discrimination, interpersonal violence, conflict and promote understanding of the inequalities experienced due to structural discrimination in mental health services and how it translates into coercion, control and restraint in practice. The principles of ‘values based practice’ and ‘values based commissioning’ will be introduced as will the cultural competencies and actions commissioners can take to eradicate structural discrimination of BME people.

Learning Outcomes

- be confident in their ability to describe and identify ethnic inequalities in the mental health system

- have a thorough working knowledge of ethnic inequalities with a thorough understanding of systemic and structural discrimination

- be able to prescribe commissioning action to address inequality and racism

References

Dancing to Our Tunes: Reassessing BME Mental Health Service User Involvement - by NSUN consultant Jayasree Kalathil published in 2012 and reprinted in 2013

Ethnic Inequalities in Mental Health: Promoting Lasting Positive Change - a consultation with Black and Minority Ethnic Mental Health Service Users - by NSUN for the Lankelly Chase Foundation - published in 2014

JCP guidance: Commissioning Mental Health Services for BME Communities - published in 2014


Evidence and Ethnicity in Commissioning 2014
Notes

What I plan to use from what I've learnt
Session 10: Values Based Commissioning
Dr. Emma Perry

This session will introduce the concepts of ‘values based practice’ and ‘values based commissioning’ and how to get involved in commissioning. You will reflect constructively on past experiences and how to use them to make a positive difference. The principles of shared decision-making will be explored and participants will share personal strengths and identify the strengths of others.

Learning Outcomes

- Understanding of Values-based practice and commissioning: what it is and how to get involved.

- Feeling more confident about using strengths and past experiences in order to influence social change, particularly in the area of mental wellbeing.

References


Influencing Mental Health Services, guide to Values Based Commissioning NSUN and Mind. (2014)

What I plan to use from what I’ve learnt

Reflections on the day

What I found most useful and why

What I would change, why and how
Day 6

Session 11: Mental Health Public Indicators
Dr Jonathan Campion

This session will explore the data evidencing the wider determinants of mental health problems (poverty, social isolation, lack of education and employment opportunities). We will explore prevalence and compare data identifying trends for each of the 8 boroughs and how to evidence need.

Learning Outcomes

- Introduction to the data and indicators for good and poor mental health
- Use the data to make comparisons between wider determinants of mental health problems between boroughs
- Understanding of the relationship of the indicators and how commissioning needs are evidenced and articulated.

References

http://www.jcpmh.info/resource/guidance-for-commissioning-public-mental-health-services/


http://fingertips.phe.org.uk/

Notes
What I plan to use from what I’ve learnt
Session 12: Presentations
All in groups

Notes

What I plan to use from what I’ve learnt

Reflections on the day

What I found most useful and why

What I would change, why and how
Your Learning Plan

One of the main aims of this programme is to give you the opportunity to develop skills that are going to be useful to you both for this project and in the future. The programme is just making the information available and accessible, to make the skills yours, they have to fit in with the strengths you already have and to what you want to achieve in the future. It is about you owning the skills and taking charge of developing them as your own to get to where you want to go.

To support yourself with this and to make it easier for you to record your achievements we would suggest you develop your learning plan. (see below)

This plan should be initially completed as early as possible once you have started the programme, although you may revise it week to week.

Box 2: Ideas for a learning plan

- Gives the goal you want to achieve at the end of the programme
- Considers the strengths/skills you already have
- Looks at the skills you will have an opportunity to develop on the programme
- Lists what you plan to do on the programme and between the workshops to achieve your goal considering the skills you have already.
- Can be updated and revised over time as your skills and ideas develop

Step One: Writing my goal for the end of the programme

To write your learning plan you need to know what you specifically want to do with the skills you will have developed when you have completed the programme. You may be attending all the workshops or you may be
attending only some of them. Think of the skills you particularly want to gain from the workshops you are attending and what you could do with them at the end of the programme. It is helpful if you make your goal simple and something you actually do.

It does not have to be a large project it can be just a small simple thing but something you can use the skills from the programme to help you to do. For example: After I have completed the programme I will give a presentation about the workshops I have attended to my service user/survivor group.

To get some ideas flowing it is useful to talk to such as your buddy and others on the programme, people you work with in the service user/survivor group, family, and friends. Don’t worry if you can’t think of an idea straight away, you can always come back to your original goal and revise it as you complete the programme. Write your ideas down on some spare paper then when you have an idea that best fits what you would like to do at the moment fill in the sentence below.

My Goal: After I have completed the programme I will…..
Please complete the sentence here.

_____________________________________________________
_____________________________________________________
_____________________________________________________

Now you are ready to move on to step two

Step two: Listing the strengths I have now

When learning the new skills it is useful to identify the skills that you already have.

Read through the list of headings to the programme sessions. Think of all things you have done recently and what skills you used to complete them. What do people tell you about what you are good at? What do you enjoy doing? Some times strengths are used with out realising they are a skill. For some ideas please see box below.
Now note the strengths you already have in relation to the programme.

My strengths:

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**Step three: What can I do on the programme and in between the workshops to get to where I want to be?**

Look at the strengths/skills you already have, look at the goal you want to achieve what parts of the programme will be most useful to you.

- Which workshops will be the most relevant to your goal?
- What possibilities are there between the workshops for developing or supporting you in developing the skills?

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**Box 3: Examples of strengths**

These are just some examples there are many other possibilities not listed here.

- finding out information
- overcoming set backs
- helping some one to make a decision
- understand a situation
- planning a visit
- caring for a child
- writing poetry
- painting-decorating your home
- listening to some explain how they feel and letting them know you understand
Example list:

- Discuss when, how and the intended audience for the presentation with others and the service user/survivor group
- Discuss an outline of the presentation with others on the training programme
- Practice with your buddy or friends as the audience (to build confidence) etc

**Step four: fill in the learning plan template**

Once you have completed the above steps and have a rough idea of what you want, complete the learning plan template. Don’t worry that you have every detail sorted or that you might change your mind, this is just your first version. As you become clearer and have more ideas you can revise your plan.
Learning Plan for Creative Leadership Programme

**Goal:** please write in this box the goal you identified previously in step one of completing your learning contract.

**When I have completed the training programme I will.......**

**Strengths:** please list the strengths/skills you identified previously in step two.

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**Plan:** what I will do on the programme and between the workshops to achieve my goal and who can help me.

**Date of plan:**
**Date to review plan (see if it’s on track or needs changing):**
Activities to support you on the programme

How you learn

To increase your enjoyment and understanding when you are completing the workshop sessions we would like to share with you some information on learning and how to find out more about your own learning style.

It may seem to you at times that other people have a very different experience of learning than you do. The fact is we all have different ways of learning, some people are governed by their feelings and impulses others prefer things to be orderly and move from one step to another.

There have been several suggested ways of grouping how people learn and their preferred styles. One popular way is that of Honey and Mumford. They suggest there are four styles, these are briefly described below see box below. Don’t worry if you don’t feel you fit into any of these they are just for your interest. However they may find one approach does ‘ring bells’ for you.

Box 4 Learning Styles

Activists: Like to have active participation in their learning

Reflectors: like to watch others and think about it before they begin to apply their learning

Theorists: like to know the theory behind the learning

Pragmatist: Will only learn when they can see a practical use for the learning

Adapted from the Honey and Mumford homepage: http://www.peterhoney.com/product/learningstyles
Another way to understand yourself and your learning style is to think over how you feel when you learn. Consider the following four questions.

**Question 1.** How do you feel before you start learning?

**Question 2.** How do you feel at the point of learning?

**Question 3.** How do you feel when you have learnt something, a new skill or piece of information?

**Question 4.** How do you feel when you are teaching someone else?

All the answers to these questions and thoughts they have generated can help when you are completing your learning plan. They can let you know what you need and also the strengths you already have. Also how you can help others on the programme.

**Developing your goal**

The following activity is aimed at helping you to identify your goal for the end of the programme. To do this it may be helpful to understand what has been important to you in your activities as a service user.
Step 1. Remember experiences when you have been involved in service user activities, this may be a major project or when you have supported a fellow service user.

Step 2. When you were involved in this what was the most rewarding things about the experience? What was most important to you? What did you most enjoy? What did you find most easy? What gave you the most satisfaction? How important was what you were doing to you? What made you decide to do it?

Step 3. Note down your answers to use when thinking of your goal.

Other things that matter: motivation and commitment.

Your answers to the questions above may also give you some understanding of what motivates you and what you are committed to. We have included this section as everyone has times when they feel like giving up, sometimes with support it possible to work through these times and regain your enthusiasm, interest and energy. It is useful to be aware of what motivates you, to notice when your motivation is dwindling and finally what impact this is having on you during this programme. To help you do this you might like to answer the following few questions.

- Why do you want to complete this programme?
- How strongly do you want to complete it?
- Do you notice that this changes from time to time?
- What knocks your motivation and determination?
- What increases it?
- In light of your answers is there anything that would be useful for you to do in relation to the support you need?

It is useful to give some thought to some of the challenges to your motivation, these may be things such as time, fatigue, or confidence. It isn’t the times that you lose your motivation that are important but how you regain your determination.
### Keys to my success

Look through the list and tick those statements that you think are most important to your success.

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
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<tbody>
<tr>
<td>An interest in the subject</td>
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<tr>
<td>Good for your future development in work, occupation</td>
<td></td>
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<tr>
<td>Increased ability to develop role in user/survivor activities</td>
<td></td>
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<tr>
<td>A desire to acquire new skills</td>
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<tr>
<td>Some one support you with learning through the programme</td>
<td></td>
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<tr>
<td>Some one supporting you by giving encouragement and building your confidence through the programme</td>
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<tr>
<td>Having your own clear goal at the end of the programme</td>
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<tr>
<td>Being able to practice the skills between workshops and after the programme</td>
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<tr>
<td>Approval of your friends and/or family</td>
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<tr>
<td>Knowing your own strengths and weaknesses</td>
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<tr>
<td>Belief in yourself</td>
<td></td>
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<tr>
<td>Having a good place to study at home</td>
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<tr>
<td>Access to a library</td>
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<td>Having access to the internet</td>
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<tr>
<td>Being able to persevere when feeling challenged</td>
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<tr>
<td>Being able to work with others</td>
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<tr>
<td>Being able to take responsibility for your own learning</td>
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<tr>
<td>Having good trainers</td>
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<tr>
<td>Enjoying the workshops</td>
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<tr>
<td>Meeting people and sharing</td>
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<tr>
<td>Please add to the list others not given above.</td>
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</tbody>
</table>