

Supported Education Training for Clubhouse Members & Staff

- Facilitators' Guidance Notes

ELECT Work Package 4



Education and Culture DG



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INTRODUCTION TO FACILITATOR'S GUIDE

WHO IS IT FOR?

The Facilitator's Guide is designed to be used by Clubhouse members and staff who will be delivering the Supported Education Training to other Clubhouse members and staff.

HOW TO USE

The Guide provides facilitators with all the information required to deliver the Supported Education Training Course. Information covered includes:

- Purpose of each Exercise.
- Step by Step Instructions on how to set up and deliver each exercise.
- List of all resources required for that exercise.
- Prompts to stimulate discussion.
- Key points to cover within each exercise.

Note: Facilitators will need to become familiar with the reading materials for the course prior to running the training. These provide the underpinning knowledge and information that needs to be communicated to participants.

INVOLVING EDUCATION SERVICES

It is strongly recommended that facilitators involve education service providers in their area. They can be involved in helping to adapt and deliver the full training session and/or by having a key role at least in Exercises 5 and 6. It is also strongly recommended that, where appropriate, two contrasting models of student support systems are identified and utilized for Exercise 5 (Visits to Education Providers). Ideally, these education providers will be ones whose courses are attended by Clubhouse members. Course participants may be divided into 2 groups, each to visit a different education provider with contrasting models of student support systems. Publicity, information and student support materials generated or utilized by each education provider visited in Exercise 5 will form the reading materials for this exercise. This is supported by the handout Support for Learning.

INVOLVING CLUBHOUSE MEMBERS

It is essential that Clubhouse members are involved throughout the planning and delivery of the course. It is recommended that each exercise within the course be supported through the provision of written testimonials appropri-



ate to each exercise. Those members who have provided such testimonials are best placed to participate within discussions.

UNIT WORK & SPECIAL EVENTS

Course participants must be afforded every opportunity to prepare for and supplement their engagement with group discussions through appropriately planned work in the host Clubhouse's Units. Regular events such as Education Dinners should also be timetabled to allow course participants to witness and participate in examples of good practice in Clubhouse Supported Education. Further opportunities to witness examples of good practice in supporting and celebrating members' educational achievements should be provided where possible.

SUPPORTING PARTICIPANTS

The Supported Education Course provides its host Clubhouse with both a challenge and a golden opportunity to be a model of good practice in supporting learning.

The organisation of the course, the provision of Unit Work, Visits and Special Events should all demonstrate the "*Good Practice*" principles that course participants will ultimately identify.

Good practice should extend to the facilitation of discussion. For example, not all participants will be adept at note taking and it is recommended that course participants are provided with notes containing all the salient points that arise during each discussion. Such notes should be provided in a clearly legible format as soon as possible after each discussion has ended. This will ensure that all course participants are free to engage fully in discussions as well as keeping up-to-speed with the progression of ideas generated by the discussions.

TIMING OF THE COURSE & DISCUSSIONS

It is recommended that the course as a whole occupy one working week and that each of the key discussions take one hour and thirty minutes.

AIMS OF SUPPORTED EDUCATION COURSE

To support clubhouse members and staff to develop a better understanding of the pathways into educational opportunities and the services available to support individuals to access mainstream education opportunities.



OBJECTIVES OF SUPPORTED EDUCATION COURSE

- To consider the potential barriers to education and how they can be overcome.
- To consider the key strengths of clubhouse relationships in their potential to progress educational access and achievement.
- To consider how best to incorporate learning and support for learning into the work ordered day.
- To consider the conditions likely to promote a successful adult learning experience.
- To consider the issues and dilemma posed by disclosure of mental illness.
- To investigate the prevailing provision of mental health support within the real environment of education providers accessed by or accessible to clubhouse members.
- To identify good practice in relation to promoting members' access to education and subsequent progression and achievement.
- To enable participants to develop an action plan with which to promote effective strategies for the promotion of learning generally and increased access to mainstream opportunities specifically within their respective clubhouses.

MATERIALS

- Flip Charts.
- Marker Pens.
- White Board.
- Powerpoint facilities (optional).
- Handouts.
- Participants' files containing all relevant reading and paperwork.

EXERCISE 1:

WELCOME, INTRODUCTIONS, AND GROUND RULES

PURPOSE

To ensure that all participants understand the course and what will be required of them in terms of reading, participation in discussions, unit work, visits, organized events and Action Planning.

To provide participants with the opportunity to introduce themselves to the



group and present to the training team and their fellow course participants:
An outline of the education support that currently prevails in their Clubhouse.
Their hopes and expectations of the Supported Education Course.
What they hope to take back to their Clubhouse from the Training Course.
Provide participants with materials such as flipcharts and marker pens to enable them to make posters that define 1, 2 & 3 above and which may be displayed and referred to as necessary during the training.

This will help course facilitators begin to understand where the focus of forthcoming discussions can best be aimed.

This will also be a useful opportunity for alliances to be made; for example, course participants might be teamed up with Clubhouse members appropriate to their interests.

This opening exercise may also indicate the most appropriate units in which course participants might work – consider breaking up teams from different Clubhouses in order to facilitate a richer learning experience.

Establish the ground rules of discussions.

Ground Rules:

Display a PowerPoint Slide or poster of the ground rules and distribute handout.

Ground rules are essential. They prevent trouble and help bail you out if difficulties arise. In the introductory remarks, the facilitators need to explain that discussions will adhere to certain ground rules. Facilitators can either talk through the proposed ground rules or write them on a board/flipchart paper for display during the session. Agree ground rules with the group.

Optional: Facilitators may also want to invite participants to make up their own ground rules; or to add to the existing list.



EXERCISE 2:

CLUBHOUSE RELATIONSHIPS

PURPOSE

The purpose of this discussion is to provide participants with the opportunity to explore the ways in which Clubhouse relationships can help provide the fundamental supports from which members can progress into mainstream educational opportunities in the community. The discussion is based on:

*'Supported Education' by Melanie Sennet,
Stepping Stone Clubhouse, Australia*

Facilitators are, however, encouraged to research additional reading materials and references as appropriate to the course participants. **Additionally, at least one member testimonial appropriate to the subject must be provided as extra reading material.**

Discussion: Clubhouse Relationships & Education Support

Guidelines for facilitator:

Facilitator should aim to strike a balance between encouraging all participants to contribute to the discussion and ensuring that the salient points or questions are raised. At this early stage in the course, questions are more helpful than answers – participants should be enabled to explore different avenues of thought.

Key points or questions raised may be recorded on a large board clearly visible to all participants. This is to be used as a reference point and as a way of validating all participants' contributions. Discourage participants copying the notes at this time rather than contributing to the discussion – give participants well-presented copies of the notes as soon as possible following the discussions. Participants should be able to witness and participate in examples of good practice in learning, teaching and enabling throughout the course.

Suggested Questions to help stimulate discussion:

- How can Clubhouse relationships promote access to good-quality educational opportunities in the community?
- How can educational achievement be progressed through Goal Planning?

- How well are members familiarised with educational opportunities?
- How does your Clubhouse raise the educational expectations of members?
- Does your Clubhouse promote co-operative links with education providers?
- Are members encouraged to support other members in their learning?
- What part do the interests and motivations of staff play in the support available?
- Can a Clubhouse help members experience a welcoming entry to learning?
- How can Clubhouse help members deal with time off through illness?
- How does your Clubhouse recognise and celebrate educational achievement?

EXERCISE 3:

ADULT LEARNING

PURPOSE

The purpose of this discussion is to provide participants with the opportunity to identify the particular characteristics of adult learners together with the 'core conditions' likely to bring about positive learning experiences. In part, this exercise is also intended as groundwork for the visits to education providers and should, therefore, generate ideas and enquiries regarding best practice within a learning environment.

The discussion is based on:

'Adult Learning' and 'Learning Styles'

Additionally, at least one member testimonial appropriate to the subject must be provided as extra reading material.

Discussion: Adult Learning – 'core conditions' and 'learning styles'

Guidelines for facilitator:

As above for exercise 2. As the course progresses, however, participants are more likely to reflect on the information provided and to formulate responses to it from a Clubhouse context, and are less likely merely to identify questions.



Suggested Questions to help stimulate discussion:

- Adults bring a great deal of life experience and independence to a learning situation. How can this be an advantage to a supported education programme?
- Learning can be traumatic. How can a Clubhouse ease the learning journey and help its members overcome any fear of failure?
- As in employment, members have the right to 'fail' and try again. How is this best communicated? Consider standard 22b.
- Students should feel valued as learners and that their learning is valuable. How can Clubhouse communities contribute to this sense of value?
- How can we reconcile the voluntary nature of Clubhouse with course requirements?
- How can a Clubhouse help a member deal with previous negative experiences of education and prevent this impacting on current learning opportunities?
- How can a Clubhouse best support a member who is experiencing negative things at college?
- How does your Clubhouse promote teamwork and peer support?
- Remember, change and improvement are always possible! How can this driving principle most effectively be embedded into Clubhouse supports for education?

EXERCISE 4:

DISCLOSURE

PURPOSE

The purpose of this discussion is to provide participants with the opportunity to explore the issues arising from disclosing mental ill health within the learning environment.

It is anticipated that participants will have strong feelings about this and, in part, the exercise is designed to raise questions and issues requiring clarification to be carried forward to the visits to education providers.

The discussion is based on:

'Disclosure: The Dilemma of Revealing Past Psychiatric History'

'Stigma begins with labelling someone'

'Disclosing your disability' will be helpful to those participants based in the UK or Euro-zone.



Additionally, it is recommended that two member testimonials appropriate to Disclosure are made available – ideally, they should present contrasting (positive and negative) experiences of Disclosure in order to further stimulate discussion.

Discussion: Disclosure – Impacts, Options and Anxieties
Guidelines for facilitator: As above.

Suggested Questions to help stimulate discussion:

- What are the pros and cons of 'Full Disclosure', 'Partial Disclosure', and 'No Disclosure'?
- How closely is a member's ability to disclose mental health needs linked to positive relationships with tutors and student support teams?
- How does your Clubhouse help the process of disclosure?
- What is the Clubhouse role in challenging stigma outside of the Clubhouse environment?
- How can colleges empower students and normalise the student experience? What is the Clubhouse role in encouraging students to take advantage of such opportunities?

EXERCISE 5:

VISITS TO EDUCATION PROVIDERS

PURPOSE

The purpose of this exercise is to enable course participants to examine the nature of support that is available within the learning environment. It is recommended that two contrasting models of support be included. For example, an education provider which offers a discrete group of courses aimed at people who have experienced mental ill health and an education provider which provides substantial levels of support for access to mainstream courses from the start. It is recommended that one of the learning providers be that which is most local to the Clubhouse and which Clubhouse members are most likely to access.

It is most helpful that this exercise demonstrates clear examples of good practice in learning support. This is also an excellent opportunity to demonstrate the ways in which the host Clubhouse maintains close and healthy relations with education providers.

If necessary, the participants may be divided into two groups, each to visit one



education provider while the other group engages in Unit Work or Action Planning. The groups will have the opportunity to share their findings and impressions during the Evaluation Discussion.

Ensure that the visits are properly and comprehensively planned – education providers will want to know what is expected of them and will be keen to present their organisation in a positive light. Ensure that the appropriate personnel are involved in the visits – tutors, managers, student support teams and learning support teams may each be relevant. Ensure that the appropriate members are involved – especially those members who have enjoyed positive and well-supported learning experiences.

READING:

‘Support for Learning’ will prove useful in outlining the types of support which are typically considered within the post-compulsory education context.

In addition, the education providers which are hosting the visits should provide their own materials – advice and information which they provide to students who may experience mental ill health, or guidance notes issued to staff.

In the UK, the National Institute of Adult Continuing Education (niace) publishes *‘The Really Useful Book of Earning & Learning’*.



EXERCISE 6:

EVALUATION OF VISITS TO EDUCATION PROVIDERS

PURPOSE

The purpose of this exercise is to enable participants to share their experiences of the visits, to recognize the breadth of support which is available to students and to identify ways in which Clubhouses can make full use of these supports.

Discussion: Sharing of information and impressions gleaned regarding learning support provided by participating education providers.

Guest Speakers:

Introduce a speaker from an education provider at this point.

NOTE: It is recommended that input from an Education Provider is included in this section in order to drive home the lessons of the visits and to enable participants to reflect upon the ‘*best practice*’ of Education Providers before formulating ‘*Best Practice*’ of the Clubhouse. An appropriate person might be a tutor who teaches at the host Clubhouse on an outreach basis together with at least one member who is a student in the outreach class.

EXERCISE 7:

IDENTIFICATION OF BEST PRACTICE IN RELATION TO CLUBHOUSE SUPPORTED EDUCATION

PURPOSE

At this stage in the course, participants should be sufficiently informed to be able to identify examples of Best Practice that cross international boundaries, regardless of each clubhouse’s particular circumstances. However, the ways in which “*Best Practice*” will be implemented in each clubhouse will be uppermost in participants’ minds.



Discussion: Best Practice

Guidelines for Facilitator:

By this stage in the course, participants should be taking ownership of the key themes and ideas generated by the course. The Facilitator should stand back from the discussion, intervening as appropriate to help strike a balance between this discussion marking both the completion of the course and the prelude to the task of taking appropriate action plans back to participating clubhouses and implementing these action plans. The tone should be one of optimism and achievement.

Suggested questions to help stimulate discussion:

- What part does Supported Education play in making the Clubhouse attractive to younger members? How can this be maximised?
- How can Clubhouse space be managed to accommodate provision for Education?
- How can the profile of Education be raised within the Clubhouse? (Include the celebration and communication of members' educational achievements).
- How can the Clubhouse community initiate and maintain positive relationships with education providers?
- How can members be enabled to make informed decisions regarding disclosure of mental health needs and how can any subsequent disclosure – or lack of disclosure – be supported by the Clubhouse community?
- How can members' education goal plans be co-ordinated with their stated "*learning goals*" within the context of the education provider?
- How best can the Clubhouse community achieve clear, positive and open communication between all agencies involved in a member's educational progress while keeping the member at the centre – and in charge – of the process?
- How can support for education be kept flexible and responsive to an individual member's changing circumstances and needs?
- How can Clubhouse communities best engage member in motivating and supporting their fellow members to access educational opportunities?



EXERCISE 7:

PRESENTATION OF ACTION PLAN

PURPOSE

The purpose of this exercise is for participants to consider the key findings of the Supported Education Programme which are relevant to their own Clubhouse and how these will, in practice, be implemented.

The related purpose is to recognise the learning of participants. The learning can then be shared and disseminated within the wider international community.

NOTE:

Key to the success of the training session is to ensure that each Clubhouse has at least one confidential consultation with the training team to openly discuss the present situation and any improvements that will be included in the action plan. Sufficient time should be allowed during the week for the Clubhouse staff and member to meet up without the training team to finalise the details of their action plan. Arrangements can be made to follow up any actions agreed.

Examples might include:

- Building links with local education providers.
- Identifying members' educational aspirations.
- Celebrating educational achievements in the Clubhouse.

DELIVERY METHOD

Timing

30-40 minutes

Instructions: Key learning outcomes

Facilitators can deliver this exercise in a range of different ways. Some options are suggested below. Options can also be combined. Every learning participant understands how to use the action plan template. Each action should relate to education standard 22b. Encourage openness to constructive feedback during the confidential group consultation



How to adapt:

Option 1:

Ask participants to consider previous experiences of action planning and share one thing that their Clubhouse does differently or has put into practice as a result of attending training.

Option 2:

Distribute Action Plan templates and work through each section of the “Goal”, “Rationale” and “Action Steps”, giving guidance and examples of what might be included. Encourage discussion and ideas that relate to actual examples provided by the training group. Discuss how the smaller steps should be specific, measurable, achievable, realistic and time-limited (ie, SMART Objectives Handout).

Option 3:

Prompt participants using the Action planning “Dos and Don’ts” list to get discussions started about action planning experiences.

Examples of actions might include:

- Commitment to facilitate purposeful discussion about educational support back at the Clubhouse community.
- Commitment to raise members’ aspirations and motivation within education.
- Developing education policies and procedures.
- Building links with local education providers.
- Identifying members able to act as “learning mentors”.
- Increasing celebrations of educational achievements in the Clubhouse.

Ask each person on a voluntary basis to feedback their potential action(s) to the whole community once the action plan is complete.

Encourage phone calls or email contact with participating Clubhouses regarding actions.



EXERCISE 8:

EVALUATION

PURPOSE

To evaluate the delivery of the training session along with any immediate impacts on attitudes; knowledge, and practice.

DELIVERY METHOD

Instructions: How to adapt this exercise?

An evaluation form can be found in the handouts. It has been designed to evaluate the success of the session in meeting its aims and objectives.

Facilitators can adapt this form as they see fit or use a different evaluation methodology.

- *Refer to Handouts.*
- *Background Guide.*
- *Reflect on the flipcharts developed on day 1 for the expectations exercise.*

Materials

Evaluation Handout / or possible online evaluation. Ask each person to fill them in and hand back anonymously.

This is to be completed confidentially by each participant.

Therefore sufficient computer terminals will be needed.

Ensure following points are raised:

- Recognise achievements of group, the learning and acknowledge the next steps.
- The context of the presentation of the action planning exercise to the community.
- If applicable summarise any next steps that will take place at the training base/ EPCD/ICCD.
- If relevant explain how future developments will be communicated to participants.
- Thank participants and finish session.

Analysing Evaluations Forms and Surveys:

The evaluations will be analysed in relation to how successfully the training session met its aims and objectives by both the EPCD and ICCD. The open ended questions can be analysed by grouping responses thematically.

