

April 2009

Being Person Centred, by Norman Mark

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Whilst there are obvious links between the term 'being Person Centred' and its usage in the Carl Rogers sense, the term waters down what are very challenging principles; often leading to considerable confusion.

Trotting out the mantra of 'Person Centred Planning' is easy; undemanding. Being Person Centred is subtle, yet extremely challenging. It requires commitment, highly specialised training and a major professional (and personal) shift from 'normal' practice. Person Centeredness is more than a range of principles and techniques; it is, as the term implies, a way of being. The techniques are simply the manner in which we demonstrate our value and respect for every living being and the world that we are gifted to share.

In training terms we need to consider how we translate the principles into our everyday practice. How do we behave towards learners? Do we deliver genuine high regard to each individual? Do we behave with congruence, acceptance, empathy and respect in relation to everyone we encounter?

Whenever we produce a handout, deliver a session, send an e mail, make a phone call, draw up a course profile etc we are giving the recipient a very clear message. When we carry out our tasks to the very highest standard we are demonstrating how we value ourselves and the other party. When we knock out work that 'will do' we signal lack of respect. Exposing ourselves in this way may be congruent but that is about all.

Being 'Person Centred' requires us to constantly examine ourselves and our behaviour. It is not something that we can turn on like a tap between the start and end of a training day. This for the trainer is very tough and demanding; however the rewards for ourselves, learners and service users are potentially very rich indeed.

"The only person who is educated is the one who has learned how to learn and change"

Carl Rogers

Interview

Tina Simmonds



Tina Simmonds is the Operations Manager of Norman Mark Training.

Tina spent some years living and working in Bahrain and returned to the UK to raise her family and progress in her career.

After initially serving an administrative function, Tina now manages the work of an Administrator, an Administrative Assistant and twenty two trainers.

When did you begin your career?

My work at Norman Mark began ten years ago. My original intention was to be a state registered nurse!!! Before starting my nursing training I went off to live in the Middle East. A secretarial career was the best work choice available in the region and I already had typing skills.

What inspired you?

Once I started work in the administration field I found that I really enjoyed organising people and paper.

What is the best thing about your job?

I enjoy many things about my job, especially the people I work with. I am always amazed at their knowledge and skills. I had never heard of a person centred approach until I started working with Norman Mark Training. This job has been a very enriching experience for me both personally and professionally.

What is the worst thing about your job?

When the computers play up!

What was your most embarrassing moment at work?

The worst ever was years ago, in my early twenties. Whilst working for a firm of Chartered Accountants I was asked by the Managing Partner to send a telex message to the head office in Chicago. The title of the telex was 'Turkey' and contained information that suggested that one of the partners in the Istanbul office was corrupt and embezzling. I prepared the telex tape and went off to answer the phone. When I came back to the telex machine I dialed the number of the Istanbul office by mistake and sent the message. The telex arrived at the desk of the partner mentioned in the message! When I came back from lunch I was called into the Managing Partners office and informed of my huge error. I was horrified. It turned out ok because the partner concerned left immediately and the firm didn't have to sack him. Whew, I still get hot flushes thinking about it now.

What advice would you give to a new trainer?

Remind yourself every day that this is all ultimately for the service users.

If you were not doing your current job what would you be doing instead?

I would have liked to work for an airline as cabin crew.

If you were Prime Minister, which law would you change or introduce?

That dogs are only allowed to go to the toilet in their owners gardens!

How do you relax after work?

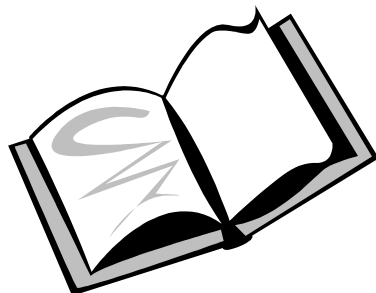
I go to the gym 5 days a week and drink lots of red wine at weekends!

Risks

- To laugh is to risk appearing the fool.
- To weep is to risk appearing sentimental.
- To reach out to another is to risk involvement.
- To expose feelings is to risk exposing your true self.
- To place your ideas, your dreams before a crowd is to risk their loss.
- To love is to risk not being loved in return.
- To live is to risk death.
- To hope is to risk despair.
- To try is to risk failure.
- But risks must be taken because the greatest hazard is to risk nothing.
- The person who risks nothing does nothing, has nothing and is nothing.
- They may avoid suffering and sorrow but they cannot learn, feel, change, grow, love or live.
- Chained by certitudes , they are slaves; they have forfeited their freedom.
- Only a person who truly risks is free.

-anon

READING MATERIAL



Putting people first: Equality and Diversity Matters 1

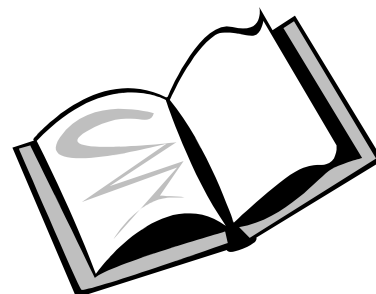
Providing appropriate services for lesbian, gay and bisexual and transgender people: this bulletin is the first in a series of three designed to help service providers address the personalisation agenda in social care. The series looks at issues in equality and diversity. This bulletin focuses on lesbian, gay and bisexual and transgender people using services.

Full document: www.csci.org.uk/professional

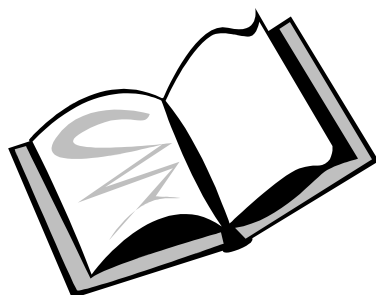
Safeguarding Adults *A study of the effectiveness of arrangements to safeguard adults from abuse*

This study reports on arrangements in place in England to help prevent the abuse of adults and to support those who experience abuse. The study focuses on the effectiveness of these arrangements, rather than the prevalence of abuse. The Commission for Social Care Inspection has analysed evidence from the range of its regulatory and inspection functions across councils, care homes, home care agencies and other social care services.

Full document: www.csci.org.uk/professional



Putting people first: Equality and Diversity Matters 2



Providing appropriate services for black and minority ethnic people: this bulletin is the second in a series of three designed to help service providers address the personalisation agenda in social care. The series looks at issues in equality and diversity. This bulletin focuses on black and minority ethnic people using services.

Full document: www.csci.org.uk/professional

IN FOCUS

Keeping Safe (Awareness Session)

This 3-hour course, designed for people with learning disabilities aims to raise awareness of abuse. The course seeks to ensure that the information provided is clearly understood by participants and is relevant to their own lives.

By the end of this session participants should be able to understand:

- What is abuse?
- How other people can abuse me?

Course content:

What is abuse? (It can happen to anybody / It's about abusing power / It's about abusing people's rights)

How could people hurt me? (What is physical abuse? / What is sexual abuse? / What is financial abuse? / What is psychological abuse? / What is neglect? / What is discrimination? / What is institutional abuse?)

Saying NO (Assertiveness and Reporting Session)

This 3 hour course designed for people with learning disabilities aims to inform service users about what they can do to protect themselves from abuse and gain the support of others. It likewise aims to help attendees develop practical skills in asserting their needs and concerns.

By the end of this session participants should be able to understand:

- How to be assertive and say No
- What to do if somebody hurts me

Course content:

Being assertive and saying No (Assertive body language / Assertive words / Using words to say No / Using actions to say No)

What to do if someone hurts me? (How to complain / Who to tell? / What will happen?)

For further information please telephone Tina on 01273 414 000

TRAINING FEATURE

Boundaries in Training

There was a time in Social Care/Support when we had the luxury of budgets that fully accommodated the training needs of staff; particularly for subjects that were complex and required more careful processing and in-depth understanding. I remember in the 80's organising training events of 3 days for subjects such as Equal Opportunities and Managing Aggression. Today of course, that would be seen as being extravagant; eating into limited financial and human resources and short-changing service users on face to face support.

Because of the time constraints of one day training events it is absolutely crucial that learners understand that they have an ethical and professional responsibility to take advantage of every available minute. Too often training days are viewed by staff as a day out of work and therefore take a day off for domestic arrangements, arrive late and or leave early, overindulge in the pub the night before, stretch breaks and lunchtimes to socialise with colleagues or catch up on some shopping. Often learners are exhausted from lack of sleep and dose off and sometimes even make telephone calls during a course!

A certificate of attendance gives the impression that the learner is 'trained' however the quality of their learning may not be very significant. Their employers may have a false sense of what has been achieved. Of course the people who pay the biggest price are the service users who will be deprived of appropriately skilled supporters.

The behaviour described is extremely difficult for external trainers to manage. Successful training requires the trainer to form a working alliance with learners and this is hard to achieve when the trainer is angry and frustrated; often having to compromise the quality of the course to accommodate the casual attitude of some learners. Confronting this unhelpful behaviour takes up valuable time and impacts negatively on the quality of the learning experience of those attendees who are behaving responsibly. Trainers likewise may be reluctant to directly challenge because of the way in which this may be translated into poor scores on evaluation sheets; an opportunity for revenge!

Quality training requires an alliance between the trainer, the learners and their employers. It is crucial that the employing organisation keeps their eye on the behaviour of staff on training, so that learners understand that their input is being monitored and that their behaviour is accountable. Trainers at Norman Mark do ensure that a learning agreement is constructed and do challenge unacceptable behaviour. Our trainers do provide feedback highlighting difficult behaviour; nevertheless valuable time is so often wasted dealing with boundary issues.

NEWS IN BRIEF

Skills for Care Development

Skills for Care (London) has announced that in addition to NVQ's, Common Induction Standards, and the Learning Disability qualification, they will also be funding First Aid, Moving & Handling, Food Hygiene and Managers Induction Standards.

For the year 2009/10 they will also be partly funding English for Speakers of Other Languages for Work Qualification (ESOL).

Skills for Care are launching a national consultation to create four new knowledge sets to support people who have Learning Disabilities and/or Autistic Spectrum condition.

For full details visit:

www.skillsforcarelondon.org.uk



Keeping up to date

Care Workers' Rights

On 21st January 2009 the House of Lords concluded that the procedure relating to Care Workers under Part V11 of the Care Standards Act 2000 does not comply with The Human Rights Act.

There is a requirement that any Care Worker suspended or dismissed for misconduct; putting service users at risk must be reported to the Secretary of State. Their names may then provisionally be placed on the POVA list. The Government will now have to create a system whereby referees to the list must have reasonable representation before being provisionally placed on the list.

Until the law is changed the employers' responsibility to report does not change.

Ageism

An employment Appeal Tribunal has clarified the law that ageist assumptions should not be made by Employers.

An Employer was wrong to force a person to retire at the age of 65 assuming that his work performance would deteriorate after that. The Appeal Tribunal did not find evidence for the assumption.

The case has now been referred back to the tribunal that originally heard the case.

USEFUL LINKS

<p>HUMAN RIGHTS</p> <p>www.equalityhumanrights.com Equality and Human Rights Commission</p> <p>www.citizens.org.uk Citizens Advice Bureau</p> <p>www.actionforadvocacy.org.uk Action for Advocacy</p> <p>www.in-control.org.uk In Control</p> <p>www.speakingup.org Speaking Up</p> <p>GOVERNMENT</p> <p>www.csci.gov.uk Commission for Social Care Inspection</p> <p>www.homeoffice.gov.uk The Home Office</p> <p>www.adss.org.uk Association of Directors of Adult Social Services</p> <p>www.dh.gov.uk Department of Health</p> <p>www.valuingpeople.gov.uk Valuing People</p> <p>www.dcsf.gov.uk Department for Children, Schools and Families</p> <p>www.ofsted.gov.uk Ofsted</p> <p>www.chi.gov.uk Health Care Commission</p> <p>PHYSICAL DISABILITIES</p> <p>www.dlf.org.uk Disabled Living Foundation</p> <p>www.thiis.co.uk Homecare Industry Information Service</p> <p>www.disabilitynow.org.uk Disability Now</p> <p>www.changing-places.org Changing Places</p> <p>MEDIA</p> <p>www.guardian.co.uk Society Guardian</p> <p>CARERS</p> <p>www.carersuk.org Carers UK</p>	<p>GOOD PRACTICE</p> <p>www.gsccl.org.uk General Social Care Council</p> <p>www.scie.org.uk Social Care Institute for Excellence</p> <p>www.communitycare.co.uk Community Care</p> <p>www.paradigm-uk.org Paradigm</p> <p>www.nationalcareforum.org.uk National Care Forum</p> <p>www.kingsfund.org.uk The King's Fund</p> <p>www.pcaw.co.uk Public Concern at Work</p> <p>MENTAL HEALTH</p> <p>www.mind.org.uk MIND</p> <p>www.mentalhealth.org.uk Mental Health Foundation</p> <p>www.mentalhealthalliance.org.uk Mental Health Alliance</p> <p>www.lgbtmind.com MindOut</p> <p>www.nimhe.csip.org.uk NIMHE</p> <p>www.rethink.org Rethink</p> <p>www.mdf.org.uk MDF The BiPolar Organisation</p> <p>www.sane.org.uk SANE</p> <p>www.bmentalhealth.org.uk BME Mental Health</p> <p>SENIOR CITIZENS</p> <p>www.helptheaged.org.uk Help the Aged</p> <p>www.ageconcern.org.uk Age Concern</p> <p>www.elderabuse.org.uk Action on Elder Abuse</p> <p>www.alzheimers.org.uk The Alzheimer's Society</p>	<p>LEARNING DISABILITIES</p> <p>www.mencap.org.uk Mencap</p> <p>www.bild.org.uk bild</p> <p>www.changepeople.co.uk CHANGE</p> <p>www.viauk.org Values into Action</p> <p>www.handsoffmyplan.co.uk Hands off my Plan!</p> <p>www.keyring.org Keyring</p> <p>www.learningdisabilities.org.uk Foundation for People with Learning Disabilities</p> <p>www.thecbf.org.uk The Challenging Behaviour Foundation</p> <p>www.thebigtree.org The Big Tree</p> <p>www.aspergerfoundation.org.uk Aspergers Syndrome Foundation</p> <p>www.nas.org.uk National Autistic Society</p> <p>RESPONDING TO ABUSE</p> <p>www.respond.org.uk Respond</p> <p>www.anncrafttrust.org Ann Craft Trust</p> <p>www.voiceuk.org.uk UK VOICE</p> <p>www.pavauk.org.uk Practitioner Alliance Against Abuse of Vulnerable Adults</p> <p>www.victimsupport.org.uk Victim Support</p> <p>www.popan.org.uk Witness against abuse by Health and care workers</p> <p>www.womensaid.org.uk Womens Aid</p> <p>LD & MH</p> <p>www.advanceuk.org Advance</p>
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GENERAL INFORMATION

Our Values

We aim to, through the provision of relevant and meaningful learning, indirectly and positively influence the support of vulnerable people.

We believe that learning takes place best when people enjoy the experience, feel valued and respected and are able to actively participate.

We draw on Person Centred principles to achieve the most effective outcomes.

We believe in the worth of every human being and work in an active anti-discriminatory way, upholding and promoting Equality and Diversity principles.

We will not allow business issues to detract from our professional and ethical responsibilities.

*For our full code of practice:
www.normanmark.net*

Our Guarantee

We are so confident of being able to deliver our services to the highest standard that we guarantee our courses. Subject to our terms should you be dissatisfied with our service there would be no charge made for the event.



Norman Mark
Quality Assurance Manager

Norman Mark Training

**42 Station Road
Portslade
East Sussex
BN41 1AG**

**Tel: 01273 414 000
Fax: 01273 422 777**

www.normanmark.net

Tina Simmonds
(Manager)
Valerie Ellis
(Administrator)
Bernard Mahoney
(Administrative Assistant)

Our Fees

For courses in the Brighton and London areas our fees are inclusive and cover attendance of up to 16 participants. Fees include preparation time, handouts, evaluation etc. For events outside of London and Brighton areas fares may be charged. Where an overnight stay is required fares, accommodation, and a subsistence allowance applies.

Booking Courses

Call or email our office specifying the subject and approximate dates.

We will record details of your request and check availability with a suitable trainer.

We will send you a standard profile for the subject/subjects for your consideration.

We will get back to you offering dates as close as possible to those requested.

Once the event has been agreed we will send you a booking form to complete.

The Trainer will call you to discuss the event and then will send you an amended profile reflecting the particular learning needs of the group for your agreement.