

Counselling, Support and Advocacy Skills

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BSc Mental Health
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MODULE AIM

- To develop a broad range of skills of relevance to working in the field of mental health
- To understand the role and boundaries of counselling, support and advocacy skills in the field of mental health

LEARNING OUTCOMES

- Determine, adapt and use appropriate methods and skills for counselling, support and advocacy
- Evaluate and apply models of harm reduction and their application to different contexts
- Critical reflect upon existing strengths and future development needs for working further developing counselling, support and advocacy skills
- Organise their knowledge and learning through the use of information resources and present their work at the appropriate level.

Session Overview: Saturday January 12th

- 9.30-10am – Module overview
- 10-10.30 – Reflections
- 10.30 – 12.30pm: Lecture one: Counselling & Advocacy
[coffee break 11]
[Lunch 12.30-1pm]
- 1pm – 2pm: Lecture Two: Motivational Interviewing
- 2pm – 3pm: Group exercises: Basic MI skills
- 3pm – 3.30pm: Session wrap up and reflections

Reflections....

- What did you learn at L4 about interpersonal and counselling skills?
- How have you embedded these skills in your daily and/or professional life?
- What skills would you like to develop further?

Recap from L4

- Attending Skills (SOLAR)
- Active Listening
- Core conditions of the person centred approach (Rogers)
- Reflective Skills: restating, paraphrasing, summarising
- Reflective thinking about own practice (next week!)

ADVOCACY



Defining Advocacy

Concise Oxford Dictionary that for the verb 'to advocate', 'plead for, defend, recommend, support' Bateman (2000)

Mind (2010) 'In its simplest form, advocacy can mean just listening respectfully to someone.'

- What is Advocacy
- <http://www.youtube.com/watch?v=SvvurHlI8LA>

ACTIVITY

Spend a few moments thinking about a situation where you have been involved in an advocacy role. Note the main issues involved. What were called to do? Were there any difficulties or dilemmas for you? Where do you think the real power lay? What was the outcome of the advocacy? How did it make you feel.



‘An advocate is someone who can both listen to you and speak for you in times of need.’ Mind (2010)



Practice of Advocacy

- In court, a solicitor or barrister will advocate on your behalf by providing detailed and sometime legally complex information and opinions the magistrate or judge.
- Social workers and health workers will, from time to time, speak up on behalf of their service user, client or patient to support their claim for a particular welfare benefit or a claim to housing.

- A social worker or youth worker may well speak up for a young person who is finding it difficult to find employment, and help them to obtain a job interview.
- A Citizen Advice Bureau adviser will represent you and speak on your behalf at a tribunal.
- Someone involved in Citizen Advocacy may act as a befriender or as an encourager to someone who lacks confidence, perhaps because of emotional difficulties, medical problems or a learning difficulty and will help them put forward their views.
- A group of people may get together as a self-advocacy or organisation to help further their cause or to seek and improvement in their circumstances. This is sometimes referred to as Peer Advocacy

MIND

Advocacy is a process of supporting and enabling people to:

- express their views and concerns
- access information and services
- defend and promote their rights and responsibilities
- explore choices and options.



MAIN FORMS OF ADVOCACY

- Self Advocacy
- Group Advocacy
- Peer Advocacy
- Formal, Professional, or Paid Advocacy
- Citizen Advocacy
- Legal Advocacy
- 'Best interests' (non-instructed) advocacy



Activity 2

- Think now of an occasion where perhaps you needed an advocate.
- How did that make you feel? What would be your expectations?

Reflections – personal development

- Identify the skills you feel you would need to develop further to become a “good” advocate?
- How would you ensure you maintained appropriate boundaries in such a role? What could be the risks be...?

MAIN FORMS OF ADVOCACY

THEORY ACTIVITY

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SKILL DEVELOPMENT

The Advocate Core Skills

- **Interviewing**
- Assertiveness /Empowerment
- Negotiation
- Self-Management

INTERVIEWING

- Advocacy often starts with an interview – face to face, or even over the phone
- Main method is for obtaining instruction and keeping the client informed
- Being culturally sensitive is essential – cross-cultural, economics, diversity of background and etc.

THE STAGES OF ADVOCACY

Bateman (Suggestion)

Stage 1: Presentation of the Problem

Stage 2: Information-gathering

Stage 3: Legal research

Stage 4: Interpretation and feedback to the client

Stage 5: Active negotiation and advocacy

Stage 6: Litigation

JAMIESON'S RULE 1978

- 1. Try to tell the interviewee how much time is available for the interview.*
- 2. Start where the client is. Explain to him/her why he/she is being seen, or if he/she ask to see you ask him/her why.*
- 3. Try to have sympathy for the client, however unsympathetic a person may be. The aim must be to make the client relaxed and unafraid.*

4. Try to have empathy with the client-to see things through their eyes.

5. Do not be judgemental or condemnatory. Try to show acceptance and tolerance.

6. Smile on first acquaintance. This may help the client to communicate more freely.

7. Do not ask questions that can be answered simply 'yes' or 'no'.

8. Do not put answers into the client's mouth.

9. It is inappropriate to probe too deeply and it is wrong to probe deeply at all, unless there is a clear purpose in doing so.

10. Don't be afraid of silences but don't prolong when to do so would be felt uncomfortable and even an aggressive act on the part of the interviewer.

AN INTERVIEW

A conversation with a purpose

A beginning, a middle, and end

A clear structure

Utilising a range of skills

- Listening
- Questioning
- Understanding non-verbal aspects
- Recording
- Cultural sensitivity
- Feeding back