

ECAY5002 – Assessment 2

1805211

'A device to influence the balance of the needs/rights of the group in the favor of the needs/rights of individuals, especially those on the social margins'

(Brandon, 1995)



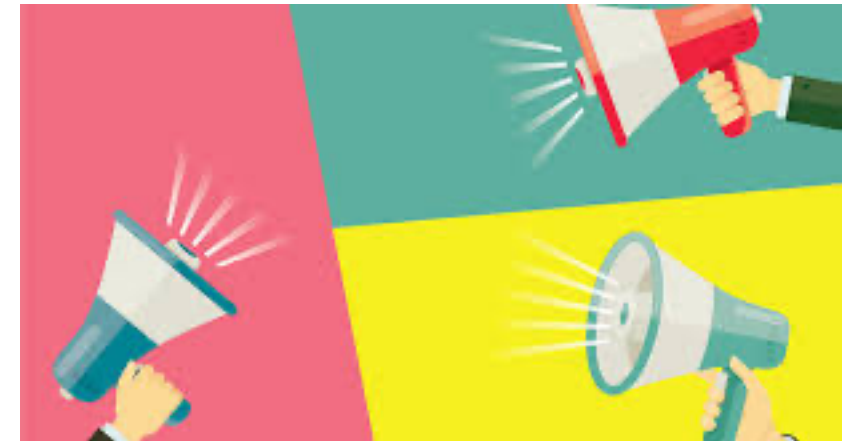
(Image 1)

'Advocacy is a process of influencing selected people or bigger institutions to achieve changes that would benefit particular groups of people regardless of your social class'

Some reasons why people may wish to advocate:

- A Belief
- Health and social care
- Community Issues
- Gender issues
- Unfair treatment within employment
- Not having basic needs met
- Mental Health
- Children's Rights z

(Bucks County Women's Advocacy Coalition, 2019)



(Image, 2)

Bateman's Advocacy Core Skills:

- Interviewing
- Assertiveness and Force
- Negotiation
- Self Management
- Legal knowledge and research
- Litigation

(Bateman, 2000)



Jamieson's Interviewing process:

1. Time - allocate how much time is available
2. Explain - Establish why the client needs advocacy
3. Sympathy - the aim is to make the client feel relaxed and unafraid
4. Empathy - try to see things through their eyes
5. Do not be judgemental – show acceptance and tolerance
6. Smile – allowing more free communication
7. Avoid questions with 'yes' or 'no' answers
8. Do not put answers into the client's mouth
9. Do not probe too deeply, it is inappropriate
10. Do not be afraid of silences, however, prolonging them can be felt as uncomfortable and even aggressive.

(Jamieson, 1978)

Advocacy skills underpinning the Interview Process

Listening

Questioning

Understanding
non-verbal
aspects

Recording

Cultural
sensitivity

Feeding back

Henderson and Pochin's Advocacy Core Skills:

- Active listening
- Empathy and Openness
- Action planning
- Collaborative working
- Negotiation Skills
- Persistence and tenacity
- Communication and administration
- Evaluating and monitoring

(Henderson and Pouchin, 2001)



Active Listening:

Carl Rogers



(Image 3)

Richard Farson



(Image 4)

Active Listening:

“We may believe that we are good listeners but listening is more than waiting for your turn to interrupt.”

Common mistakes when listening to others:

- Daydreaming or thinking of something else (even something as simple as your list of groceries) while another person is speaking;
- Thinking of what to say next;
- Judging what the other person is saying;
- Listening with a specific goal/outcome in mind.

Active Empathetic Listening - AEL

‘In an interpersonal context, active listening aims to minimize the effect of our biases and to practice mindful patience whilst bypassing our own agenda’

(Dollinger, Comer & Warrington, 2006)

Ethics

‘Ethics set down the ground rules for operation and provides a clear focus on the task in hand’

‘By having a sound ethical base, ethical dilemmas are minimalized’

(Bateman, 2000)



(Image 5)

‘Advocates have secured extra resources, battled against institutionalization, challenged bad practice and pioneered acceptance and tolerance. Above all, advocates have championed the cause of the individual within a system that seems to be predisposed towards categorization and depersonalization.’

(Henderson and Pochin (2001))



(Image 6)

‘Advocacy is not about putting the poor against the rich;
it’s not about taking away from one to group to give to
the other; it’s about creating a fair society’

(Bucks County Women’s Advocacy Coalition, 2019)

The Ad✓ocacy Charter

CLARITY OF PURPOSE Advocacy Providers ensure that the individuals they advocate for, referrers, health and social care services and funding agencies all receive information that helps them understand the advocacy service and the role of the advocate, including its benefits and boundaries. The Advocacy Providers objectives and activities must align with the principles set out in this Charter:

INDEPENDENCE The Advocacy Provider is independent from statutory organisations and all other service delivery and is free from conflict of interest, both in design and operation of advocacy services. The Advocacy Provider's culture supports Advocates to promote their independence with individuals, professionals and other stakeholders; Advocates will be free from influence and conflict of interest so that they can represent the person for whom they advocate.

CONFIDENTIALITY Information held by the advocacy service about individuals will be kept confidential to the advocacy service. The Advocacy Provider will have a Confidentiality Policy that reflects current legislation. It will be clear about how personal information held by the Advocacy Provider will be kept confidential, under what circumstances it may be shared, the organisation's approach to confidentiality in the delivery of Non-Instructed Advocacy and how the organisation responds if confidentiality is breached. Advocates will ensure that information concerning the people they advocate for is shared with these individuals unless there are exceptional circumstances, when a clear explanation will be recorded. Advocates must also be aware of situations that require making a child or adult safeguarding alert.

PERSON LED The Advocacy Provider and Advocates will put the people they advocate for first, ensuring that they are directed by their wishes and interests. Advocates will be non-judgmental and respectful of people's needs, views, culture and experiences.

EMPOWERMENT The Advocacy Provider will support people to self-advocate as far as possible, creating and supporting opportunities for self-advocacy, empowerment and enablement. Advocates support people to access information to exercise choice and control in their lives and the decisions affecting them. People will choose their own level of involvement and the style of advocacy support they want. Where people lack capacity to influence the service, the Advocacy Provider will ensure the advocacy remains person led and enable those with an interest in the welfare of the person to be involved. People receiving advocacy will be involved in the wider activities of the organisation up to and including the Board.

EQUALITY AND DIVERSITY The Advocacy Provider will have an up to date Equality and Diversity Policy that recognises the need to be pro-active in tackling all forms of inequality, discrimination and social exclusion so that all people are treated fairly. Advocates time will be allocated equitably. Advocates make reasonable adjustments to ensure people have appropriate opportunity to engage, direct and benefit from the advocacy activity.

ACCESSIBILITY Advocacy will be provided free of charge to eligible people. The Advocacy Provider will ensure that its premises (where appropriate), policies, procedures and publicity materials promote full access for the population that it serves. Advocates will provide information and use language that is easy to understand and accessible to the person.

ACCOUNTABILITY The Advocacy Provider is well managed, with appropriate governance arrangements in place, meeting its obligations as a legally constituted organisation. People accessing the service will have a named Advocate and a means of contacting them. The Advocacy Provider will have systems in place for effective recording, monitoring and evaluation of its work, including identification of the impact of the advocacy service and outcomes for people supported. In addition, it will be accountable to people who use its services by obtaining and responding to feedback and complaints. The Advocacy Provider will address systemic issues in health and social care provision or other services.

SAFEGUARDING As part of supporting people to realise their Human Rights, the Advocacy Provider will have a thorough understanding of safeguarding responsibilities and processes as set out in law and best practice guidance. The Advocacy Provider will have clear, up to date policies and procedures in place to ensure safeguarding issues are identified and acted upon. Advocates support people to have their rights upheld and will be supported to understand and recognise different forms of abuse and neglect, issues relating to confidentiality and what to do if they suspect an individual is at risk.

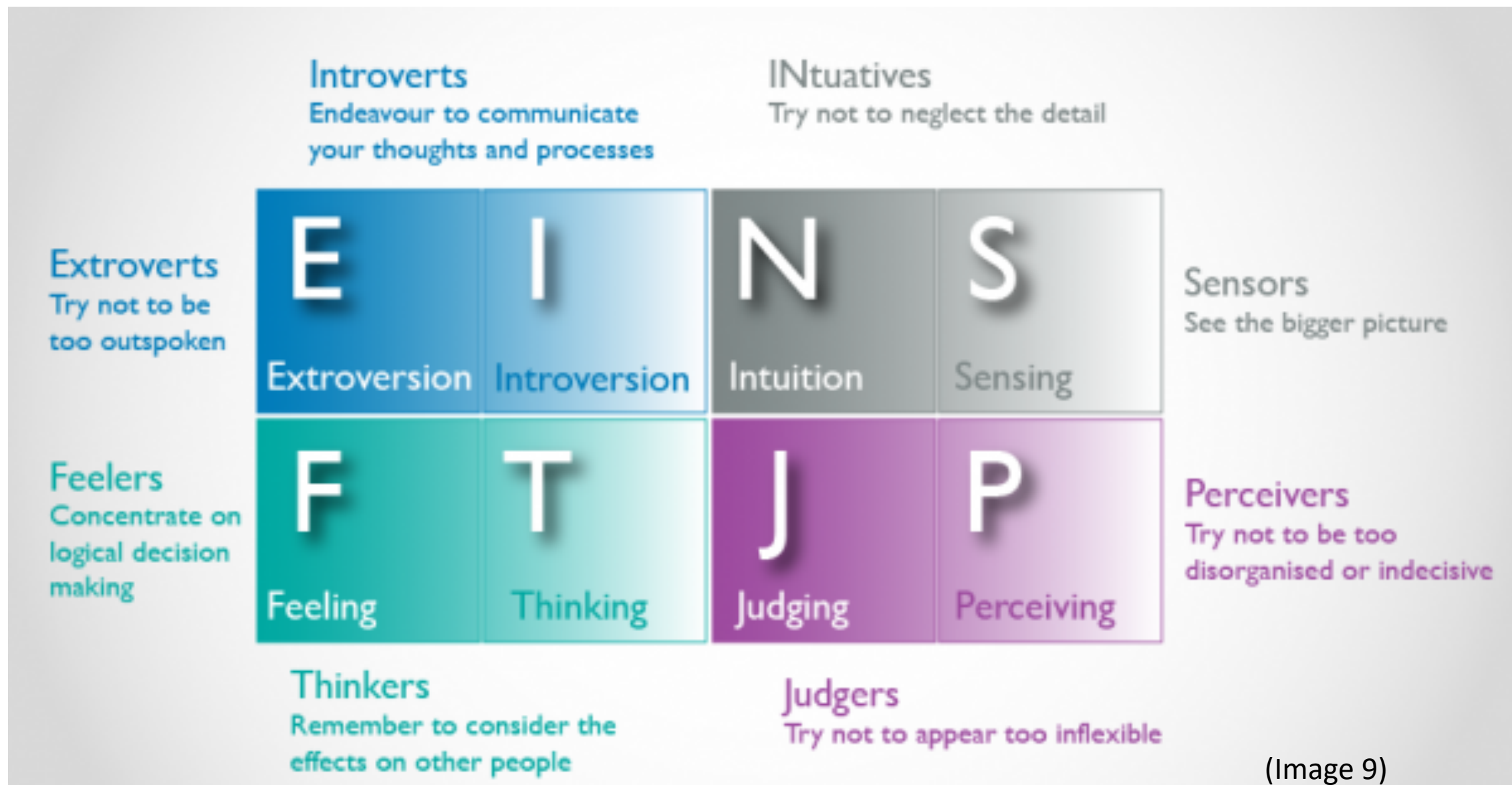
(Image 7)



Recognising quality
in independent advocacy

an  NDTi Programme

(Image 8)

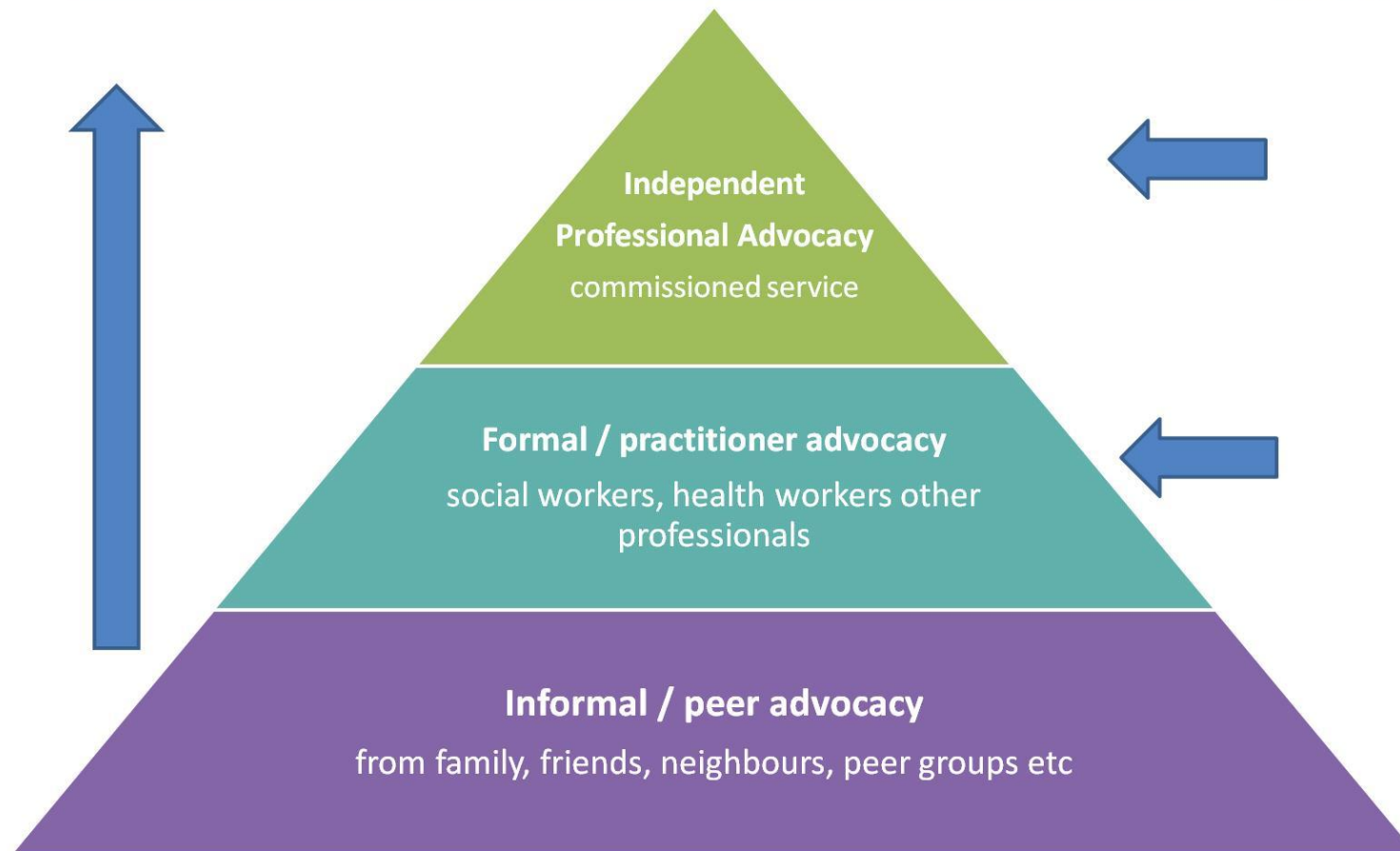


(Image 9)

INFJ Characteristics

- With their strong sense of intuition and emotional understanding, INFJs can be soft-spoken and empathetic. This does not mean that they are push-over's, however. They have deeply held beliefs and an ability to act decisively in order to get what they want.
- While they are introverted by nature, people with this personality type are able to form strong, meaningful connections with other people. They enjoy helping others, but they also need time and space to recharge.
- While this personality type may be characterized by idealism, this does not mean that INFJs see the world through rose-colored glasses. They understand the world, both the good and the bad, and hope to be able to make it better.
- When it comes to making decisions, they place a greater emphasis on personal concerns than objective facts when making decisions. They also like to exert control by planning, organizing and making decisions as early as possible. (Cherry, 2020)

Types of advocacy under the Act



(Image 10)

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Ohlin, B (2020) ‘Active Listening: The Art of Empathetic Conversation *Positive Psychology* Available at: <https://positivepsychology.com/active-listening/> (Accessed 2 May 2020)

Henderson, Rand Pochin, M (2001) *A Right Result* Bristol: The Policy Press

Image References:

Image 1 Available at: <https://www.mhapwl.org/index.php?home=home&title=Welcome+to+Mental+Health+Advocacy+West+Lothian>

Image 2 Available at: <https://www.paldesk.com/who-is-brand-advocate/>

Image 3 Available at: <https://www.psychologytoday.com/us/blog/here-there-and-everywhere/201101/6-amazing-things-carl-rogers-gave-us>

Image 4 Available at: <https://www.aspentimes.com/obituaries/dr-richard-farson/>

Image 5 Available at: <https://memp.pratt.duke.edu/campus/professionalism-five-principles>

Image 6 Available at: <https://bcwac.org>

Image 7 Available at: <https://qualityadvocacy.org.uk/resources/advocacy-charter/>

Image 8 Available at: <https://qualityadvocacy.org.uk>

Image 9 Available at: <https://elearning.rcog.org.uk//new-human-factors/self-awareness/myers-briggs-type-indicator> -

Image 10 Available at: <https://www.ageuk.org.uk/globalassets/age-cymru/documents/golden-thread-advocacy-programme/programme-documents/expert-clas---adcocacy-under-the-act.pdf>