



Mind, n.d.

Portfolio and Reflective Commentary.

ECPS5008.

Counselling Skills & Approaches.

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Reflective Commentary.

1000-word reflection with References.

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Reflective Commentary.

To reflect upon my time spent in my Befriending volunteering role at Llanelli Mind, I shall be using Gibbs Reflective Cycle (1998). In my time with the befriending scheme, I have been lucky enough to befriend two service users; this is my reflection of the training I've received, service user sessions and personal thoughts I have regarding this time.

In the lead up to the start of my journey with Mind Befriending Sir Gar, I did research into various charities that support individuals with their mental health. Although there are many organisations and charities that provide invaluable and critical help to people in need, I was drawn to Mind because of the number of different branches of help they offer the public.

During the training I received prior to my initial contact with my first service user, I felt as though I was well prepared for the forthcoming task. After discussion of safeguarding, boundaries and safety during training I became slightly less confident in my skills; even though I was aware of quite a lot of the protocol, as it followed closely to the British Psychological Society (BPS) (2018) ethical guidance we have discussed and adhere to on campus. The closer I was coming to my initial contact with my first service user, the more apprehensive I was feeling, I had a feeling of incompetence and did not feel I could help anyone, regardless of how informal the sessions are meant to be. During this first session, it was clear that both myself and the service user were quite nervous; however, I tried to remain as calm as I could, remember the tools and theory we have learnt and proceed in a rational manner. I tried to employ Rogers (1957, 1961, 1964) core conditions, to make the service user feel at ease. I assured them that I too was quite nervous, that I was only there to listen to what they had to say, that I would not be judgemental and that if they needed a break or

needed to stop at any point we could. As the sessions progressed, it was much easier to maintain a calm and positive demeanour, while also ensuring I was practicing my counselling skills. As the sessions with this service user have been via telephone there hasn't much need for use of SOLER (Egan, 2010); however, there has been plenty of time to practice my active listening, minimal encouragers and ensuring that I paraphrased or reflected the service user's information as appropriate. When I began sessions with my second service user, I felt more adept and prepared for the time we would be spending together, although there was the extra element of being face-to-face. This meant that I could practice aspects that were being missed during telephone sessions.

During the sessions with my service users, I have endeavoured to use many of the skills and models we have learnt and read about during this module (Rogers, 1957, 1961, 1964; Egan, 2002; Midwinter and Dickenson, 2015), one that I have tried a number of times is that of McLeod and McLeod (2011). The counselling menu model stresses the importance of client decision making in smaller more efficient timings. As a befriender, I am not a counsellor, so I really tried to make sure that if the service user has an issue, they find the solution without me giving advice in the smaller timeframes we sometimes have.

I feel that this experience has been invaluable in relation to further my skills in Psychology and Counselling. Having now become a befriender and spoken to service users; it has opened my eyes a little more to how to speak to different people about varying issues. It has made me investigate different causes of mental health issues, to try and improve my understanding of them, the processes that may help and those that may inhibit recovery. In an attempt to assist one of my service users we have spoken at length about Mindfulness (Bishop et al, 2004; Hoffman & Gomez, 2017) and how they find certain aspects really beneficial in day-to-day life.

This experience has taught me that although we are aware that mental health is a difficult and fickle matter, there are so many facets to just one mental health issue. Oftentimes, even people who have been dealing with mental health issues for an extended period can become exhausted and overwhelmed by the symptoms they face daily. Although this experience has been mostly positive, I am aware that sometimes my initial contact can be quite erratic due to both the service user's and my own nervousness. While this does then subside and disperse; I can see how this may be off putting for the service user.

As I know this is the case, I am endeavouring to make changes personally, so that in the future I am able to face these situations with a new level of calm and composure. I will try to employ techniques I have learned about through Mindfulness. This includes but is not limited to emotional awareness meditation (Guendelman et al, 2017), journaling and the five senses exercise (NHS, 2021). I am hopeful that once I can fully grasp these techniques, I will be able to engage in new meetings with a calm, positive and open demeanour.

I sincerely look forward to carrying on with this experience, to not only hone my skills, but also to carry on helping these service users and others like them. Although we will shortly be coming to the end of our befriending time, I can honestly say that they have come so far in the short space of time that we have been speaking and that I am quite proud to say that I have been able to assist them on the journey they have made. The experience of this will only further encourage me to carry on doing this, as I can see that it has been of benefit not only to me and my studies but also to the service users themselves. While obviously there are things that I could improve upon, this experience has been, overall, a very positive one.

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Evidence.

Reflective journal.

Please find below excerpts from the journal I have kept alongside my volunteering, which details the process I went through to decide upon my placement, some reflection on service user sessions and my personal thoughts or feelings during these times.

Please note: For safeguarding and data protection reasons, service users are written as SU1 and SU2 respectively.

Student Name	Toni Hayward
Organisation Name	Llanelli Mind; Mind Befriending Sir Gar

Date	25/07/2021
Entry	Having researched multiple charities who work with individuals who are struggling with their mental health, I have decided that Mind offer an invaluable range of support. One particular aspect that is of interest is that of the 'Befriending' branch of the organisation. It offers informal companionship to those who have mild mental health problems. A volunteering role within this community will allow me to enhance my counselling skills as there will be opportunity to practice SOLER, reflecting and active listening. There may be some restrictions due to the pandemic, but I intend to apply via email and to ascertain the particulars as soon as possible.

Date	14/08/2021
Entry	Very in-depth training day today with Befriending Sir Gar. They are immensely concerned with volunteer well-being and safeguarding both the service user and the volunteer. Many of the role requirements reflect ethical regulations seen within counselling practices, for example, 'offer a consistent, accepting and understanding relationship'. You're also expected to maintain effective boundaries during the course of the relationship.

Date	07/09/2021
Entry	First interaction with SU1, via telephone as SU1 is very wary of being in public places and suffers with anxiety related to having had Covid and potentially becoming ill again. SU1 was quite evidently nervous at the start of the call as their speech was quickened, fairly high pitched and inconsistent in delivery. I attempted to slow the pace, advise I was only here to listen to whatever they wanted to discuss and that if they wanted to stop at any point then there was no problem in doing so. SU1 became calmer and a bit more forthcoming, they admitted they were very nervous but wanted to carry on with the call and see how it went. As the interaction was via telephone it was difficult to assess the full extent of SU1's nervousness, there was no visual cues in body language to react to; however, I feel this call went well and did allow me to focus on active listening and paraphrasing. SU1 stated they didn't know if this was going to help them, but they would like to carry on sessions and find out.

	Before this session I was very apprehensive, I didn't feel I was prepared enough to help this service user. Throughout the call I had to keep reminding myself of the steps and theory we had learnt; ensuring I was showing empathy and letting the service user know I was actively listening to their issue. May be beneficial to investigate anxiety more, perhaps look at effective practices to subdue panic attacks, or websites that may offer information SU1 may find helpful.
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Date	12/11/2021
Entry	Sessions with SU1 and SU2 this week. SU1 advised they had had a medium to good week, had not experienced any panic attacks this week. Advised they had been using techniques we have discussed in previous sessions; they had looked on the internet to further broaden their understanding of 'Grounding' and thinks it is a very useful tool in combating the anxiety they feel on a daily basis. SU1 also advised they may try journaling but is not sure yet. This was good to hear, SU1 seems to have made incredible progress over the last few months! Now actively trying to enter crowded places. SU1 has a large family event in the coming weeks and is trying to find tools to help them endure this in a happy space rather than an anxious and potentially distressful way. SU2 did not have an ideal week unfortunately. Upon arrival at meeting point I can see they are closed off and quite negative. I make a conscious effort to use SOLER to attempt to bring SU2 into a more open and positive place. We open with normal chit chat and SU2 advises they had an M.E flare which had rendered them bedbound for an extended period. This obviously impacted their mood as there was no definitive reason they could think of as to why this was set off, it made them miss a day of work and they were unable to keep their

	mind off issues relating to house sale and ex-partner. They have since recovered from this flare up and decided that they will end the week on a positive note, they are trying to focus more on the positive aspects they can control rather than dwell on the negative aspects of life they cannot control. SU2 is dealing with a lot of difficult issues presently but has still come quite a distance in their recovery. The positive reasoning that they are using to determine the progress they can make is quite inspiring!
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Mission Vision and Aims.

Mind Befriending Sir Gâr

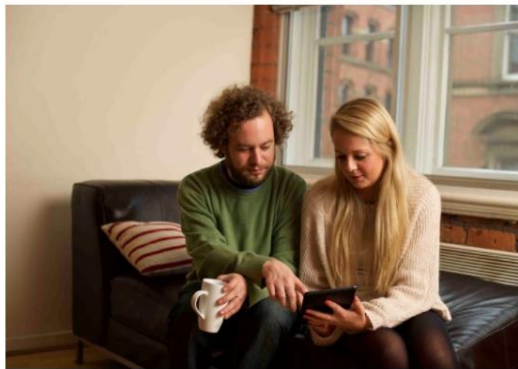
Our befriending scheme offers support and companionship to people who have mental health needs. We recruit, train and match volunteers with individuals who are socially isolated through their experience of mental ill health. In a rural county like Carmarthenshire, people can also be geographically isolated.

Aims and objectives of Mind Befriending Sir Gâr

We aim to encourage people experiencing emotional or mental health problems towards a more fulfilling life through developing mutually beneficial friendships.

We aim to:

Alleviate the loneliness of people with mental health problems who are geographically isolated by helping them developing a wider social network. We also want to:



- Promote personal choice
- Increase self-respect
- Reduce stress
- Support existing personal skills and the development of new opportunities
- Prevent admissions and re-admissions to hospital by minimising the destabilising effects of mental illness
- Promote a more positive attitude to mental health in the community

The befriending scheme will:

- Provide regular and agreed contact with a volunteer befriender
- Provide companionship and support
- Offer a listening ear, but not structured counselling
- Offer this service in an informal, non-judgmental and confidential manner, free to the service user
- Ensure regular reviews of the befriending relationship

Mind Befriending Sir Gâr works within the Mind Quality Framework and uses the Quality Management in Mind (QMIM) which demonstrates our commitment to quality assurance.

These images highlight the Aims and Objectives of the Befriending Scheme, while also referring to the needs of people in more rural communities

The aims here echo many guidelines and skills we have learnt during this module. With emphasis on not being judgemental, always being confidential and supporting the service user.

Our vision

We won't give up until everyone
experiencing a mental health problem gets
both support and respect.

Our purpose

We are Mind.

We connect minds

We bring people together to make
change in their communities.

We support minds

We deliver life-changing support.

We change minds

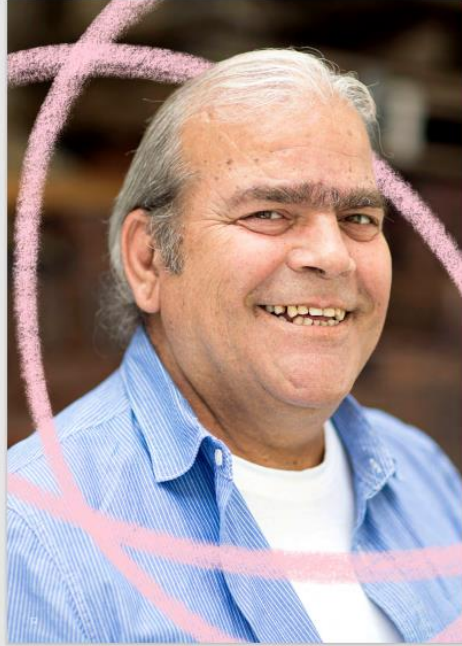
We speak out and demand better from
policymakers and the public.

We're here to fight for mental health.

For support. For respect. For you.

Mind, (2022, Jan 18) Our Vision. Mind.org.uk

This shows the vision and purpose for Mind as a whole. Showing the ways in which Mind strive to assist individuals in supporting their mental health, through direct support and also through public relations.



Four ways we'll deliver this strategy:

- 1** We **connect** minds
- 2** We **support** Minds
- 3** We **change** minds
- 4** **Together** we are Mind

Driven forward by our unstoppable community, this is how we'll turn the ambition in this strategy into a life-changing reality.

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This shows how Mind will attempt to achieve the goals they have.

Mind is funded through donations and fundraisers, which they will use to support countless individuals of all ages, creeds, races and backgrounds.

What we'll achieve
With the generous support of funders and supporters, we will ensure that:

- 350,000** people receive life-changing services from local Minds each year
- 100,000** people give and receive peer support through Side by Side Online
- 3 million** employees are offered workplace wellbeing support – with a focus on low-paid sectors
- 18.5 million** people access information each year that empowers them to get support, assert their rights and live their lives fully

Mind becomes a truly anti-racist organisation
– with diverse leaders, an inclusive organisational culture, no ethnic disparity in programme reach or outcomes and unflinching advocacy on racial justice and mental health

100,000 young people receive mental health support that takes trauma into account

Welfare systems are reformed so that people with mental health problems are treated fairly and don't get trapped in poverty

Mental health commitments in the Long Term Plan and Welsh Government Mental Health Strategy are delivered and the Mental Health Act is reformed – improving the quality and equity of access to mental health services

We'll use our performance framework to report on progress towards our strategic ambitions in a clear, transparent way.

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Mind, (2022, Jan 18) Our Achievements. Mind.org.uk

Training Information.

BOUNDARIES

What are boundaries?

Boundaries are the limits that we set around our relationships with other people. These may include how much personal information we disclose about ourselves or others, what activities we share together, how much contact we have etc. In our personal life each relationship is individual and each will have its own boundaries. Boundaries in relationships will often be mutually negotiated over a period of time and will change to reflect our level of involvement in a relationship. Whilst each befriending relationship is also individual, it is often the responsibility of the volunteer to set and keep to the boundaries appropriate for their role within our organisation. This is particularly true because of the possible level of vulnerability of people using the service. Any doubts around this area should be discussed in supervision with the coordinator.

Why are boundaries important?

- They set the parameters for what is, and what is not acceptable within the befriending relationship.
- They help to protect and inform both volunteers and service users by clarifying what behaviour is appropriate.
- They give befrienders confidence as they know how to react to different situations.
- Clear boundaries help to develop trusting relationships with service users who will know what to expect from you.
- Defined boundaries encourage high standards of work and consistency for people using the scheme. They protect those involved from setting unrealistic precedents.
- Boundaries should clarify the difference between befriending someone in order to offer support and being a friend in a social sense.
- Boundaries help volunteers to manage stress by separating their work for the scheme from their private lives.
- Clear boundaries can help to avoid over-dependence on the befriending relationship (e.g. being clear from early on that it is time-limited).
- Boundaries guard against the abuse or exploitation of the befriending relationship.

As can be seen from this training information, boundaries must be very clear. This reflects and supports information we have learned through Midwinter and Dickinson (2015) and other texts throughout this module.

BOUNDARIES

“The boundaries kept by befrienders highlight the difference between an ordinary friendship and a befriending relationship” – Scottish Befriending Development Network.



“Befriending is a relationship between a volunteer and a recipient which is initiated, supported and monitored by a voluntary or statutory agency.” – Scottish Befriending Development Network



“Friendship is a private, mutual relationship. Befriending is a service” – Scottish Befriending Development Network

Oftentimes when a person is in a time of need and is presented with a helper, if there are no boundaries set it can become problematic. Boundaries are placed to reduce the risk of the service user coming to any further psychological harm (British Association for Counselling & Psychotherapy, 2016; British Psychological Society, 2014)

Operational Policy of Mind Befriending SIR GAR

Volunteer Recruitment

Volunteers will be recruited in line with the Llanelli Mind Equal Opportunity Policy in the spirit of inclusiveness, diversity and free-will for the mutual benefit and empowerment of volunteers and people using the scheme. Acceptance on the scheme will be subject to interview, successful completion of induction training and the provision of two references. All volunteers will also undergo an enhanced DBS check in line with our policy and procedure.

Volunteer Training

All volunteers will be required to complete initial training, prior to being accepted as a volunteer. During this process the trainee volunteer will be made aware of the ongoing assessment of their suitability to become a Befriender. On successful completion of induction training the Befriender will be invited to attend periodic training offered by Carmarthenshire County Council. Although not compulsory we encourage Befrienders to gain as much valuable training as possible. During supervision and or group sessions further training opportunities may be discussed and will be offered if it is considered to be of value to the service and within financial resources.

Supervision and Support

One to one supervision, and support, with the coordinator is offered on a regular basis. It is the responsibility of the volunteer to attend supervision as negotiated and to contact the coordinator should they feel the need for additional support as it may arise. Peer Group Support Meetings are available and all Befrienders are encouraged to attend. During these meetings Befrienders can confidentially discuss issues of general concern with members of the group and are able to gain increased knowledge in signposting and their peers' differing perspectives. These meetings are also useful in raising the profile of Mind and of challenging the stigma where it may arise.

Boundaries

Boundaries are limits we set ourselves in relationships and are a fundamental, integral part of Befriending. Clear and explicit boundaries are essential in Befriending and induction training will reinforce this vital element in the Befriending relationship.

The boundaries, kept by volunteers, highlight the difference between the befriending relationship and an ordinary friendship.

Confidentiality

A volunteer will be entrusted with information that is confidential and will be bound by the Llanelli Mind confidentiality policy. Everyone befriended will be assured that confidentiality within the scheme is absolute except where there is serious risk of harm to the befriended or others, or under legal obligation. Outside of this no information will be passed on beyond the scheme except with the expressed permission of the Befriended. This matter is treated very seriously and also means no information is shared with the Befriended's family members.

On application to the scheme potential Befriendeds informed of the Policy on Confidentiality and of the sharing of information with other agencies.

The reasons for disclosure will also be addressed.

The policy on Confidentiality will be addressed during induction training.

Undue Influence

A volunteer should not influence decisions made by a befriended. Advice may be sought, but a volunteer should not seek to impose his or her opinion or judgement. However, volunteers can play an active part in providing access to information and in supporting a person with decision making.

Home Telephone Numbers

Volunteers should not give the person they are Befriending personal home telephone numbers or addresses. Contact will be maintained via the Befriending Scheme office.

Volunteers are subject to an enhanced DBS to ensure the safety of the service users.

Extensive training is required to become and continue to be a befriender, this is to ensure that both the volunteer and the service user are safe and happy in their time with the charity.

The policies on Confidentiality and Undue Influence again echo ethical guidelines set out by the BACP (2016) and the BPS (2014).

Under no circumstances should the address or telephone number of any other worker or volunteer be given out.

Alcohol

Social interaction with your Befriender may occasionally involve going to the pub. The guidelines for both Befriender and Befriender must be non-alcoholic beverages. A Befriender must never be under the influence of substances when going to meet their Befriender. Likewise, if the Befriender is under the influence of substances when they meet, the Befriender must re-arrange the meeting for another date.

Illegal Substances

A Befriender must never be under the influence of illegal substances during his or her time with Mind Befriending SIR GAR.

Likewise, if your Befriender is under the influence of substances when you meet, you must re-arrange the meeting for another date.

Personal Relationships

Befriending is a relationship between a volunteer and a recipient which is initiated, supported and monitored through the Mind Befriending SIR GAR. It is not friendship and should not extend beyond the limits required by a befriending relationship. On no account should it become sexual.

Same Gender Matches

Matches are generally of the same gender. However, there is some flexibility in line with our Equal Opportunities Policy. A request from a Befriender of a match with a different gender will be considered if there are sufficient reasons to support the request.

Gifts

A Befriender may not accept financial gifts from anyone he or she is working with. A small "thank you" gift, often given at the end of the Befriending relationship need not be refused. However, the regular occurrence of gifts needs to be addressed by the Coordinator.

Lending Money

A Befriender should neither lend money to, nor borrow money from a person they are befriending.

Personal Safety

There is substantial conversation pertaining to safeguarding, for both the volunteer and the service user. Some of which are obvious, such as substance intake; however, some are less obvious. Gifts are not allowed if in the form of money, however a small gift at the end of your befriending time is acceptable.

Befrienders should be aware of their own safety at all times.

Befrienders must adhere to the Llanelli Mind lone working procedure, which is fully addressed during the induction training and revisited during Supervision and Peer Group Meetings if required.

Llanelli Mind requires referrers to disclose factors that may be put Befrienders at risk when undertaking the Befriending relationship.

All people referred to the scheme are assessed by Senior Project Staff who will also undertake a risk assessment. Referring agencies are required to either indicate on the referral form any identified risks or to provide a current Risk Assessment prior to the prospective service user being accepted onto the waiting list.

The initial meeting will take place in the company of the staffing team. Future meetings will take place at locations negotiated between the Befriender and Befriendee.

Any incidents/perceived incidents giving rise to concern will be discussed with the Coordinator, fully investigated and recorded. At this stage the referral agency will be informed and the Befriending relationship will be subject to review.

During the initial induction training the Llanelli Mind Lone Working Procedure will be addressed fully and copies provided.

Transporting and escorting

The Befriender will need to notify their motor insurance company of a change if they are using their vehicle for Befriending purposes. Some insurance companies include this clause as a standard requirement. However, the Volunteer must ensure that they have the correct insurance cover to carry a passenger in line with their duties as a Befriender.

Staff will check and document motor insurance and valid MOT certificate prior to the Befriender using their vehicle on Befriending business. This check will be made on an annual basis.

Criminal Records

It is a requirement of the scheme that all Befrienders are enhanced DAB (Disclosure and Barring) checked.

Where convictions are disclosed the Coordinator would be required to follow Llanelli Min's policy on the Recruitment of Ex-Offenders. However, the nature of the offence will be taken into account and each case will be considered on its merit.

Benefit Recipients

Mind are equally as concerned about the safety and well-being of their staff, volunteers and services users; this can be seen throughout the information and training received as a volunteer.

They also try to ensure that you are made as aware as possible to any outside factors which you may need to amend in order to proceed with your befriending opportunity.

Disclosure - do's and don'ts

Disclosure - do's

- Stay calm / do not show shock.
- Listen carefully, gently and patiently rather than asking questions.
- If you do ask for more information use **YSD**: 'tell me...', 'explain to me...', 'describe...' this should mean you do not ask leading questions.
- Encourage them to talk and listen to them.
- Be non-judgmental.
- Start with an open mind and tell the individual that you treat this seriously.
- Allow the individual to recall events and describe what has happened in their own time.
- Reassure the individual they are doing the right thing by telling you and that they are not to blame.
- Be clear about your own position and what action you must take such as telling the individual that you need to pass the information on.
- Write down what you have been told, using the exact words if possible including the date, time, place and people present which you sign and date.
- Keep any drawings, etc that they may do.
- Make sure you preserve any 'evidence', keeping it safe (e.g. no washing of clothes or showering) and uncontaminated.
- Ask for their consent for their information to be shared with other agencies on a 'need-to-know' basis (you cannot, though, guarantee confidentiality).
- Report the disclosure ASAP - inform your line or senior manager, unless you suspect they are implicated.
- Give the individual contact details so they can ask questions or discuss issues (they need to know who they can get information from).

Disclosure - don'ts

- Show shock, disgust or disbelief.
- Judge.
- Prompt them or ask detailed or leading questions.
- Make assumptions or put words into their mouth.
- Promise it will not happen again.
- Interrupt or stop them from freely recalling events.
- Make them repeat their account unnecessarily.
- Pressurise the individual for more details.
- Ignore what you have been told.
- Promise to keep secrets - or make promises you can not keep.
- Do not contact or confront the alleged abuser.
- Don't contaminate or remove any evidence.
- Expose the individual to an examination to verify injuries.
- Dismiss your concerns or worry that you may be mistaken.
- Discuss individual cases or give information about the disclosure to anyone who doesn't need to know.

While the organisation does aim to ensure that no volunteer is faced with a service user who is in crisis, anything can happen between your first meeting and the following time. Therefore, there is also some training on what you should and should not do in the event of an important or worrying disclosure from a service user.

Appendices.

Appendix A.

The Placement Information Sheet provided before starting volunteering.



Placement Information Form

Name of Student:	Toni Hayward
Proposed Placement Setting and Address:	Llanelli Mind. 46 Thomas Street Llanelli
Proposed Dates of Placement:	Training to be undertaken on 14/08/2021 Dates for volunteering Sept 2021- foreseeable future
Name of Contact for Venue: Please also state their position:	Sally Richards Befriending Project Coordinator
Email Address:	Sally.Richards@llanelli-mind.org.uk
Telephone Number for Contact at Placement:	01554 776306
Is a DBS required for you to attend this placement?	☐ Yes If Yes, have you applied for this? applying on ___14/08/2021_ ☐ No
Explain how your role in this organisation/on this placement meets the criteria for the assessment for the module	Befriend and support a person who is suffering from low-moderate mental illness. Establish and maintain boundaries with the befriender Adhere to relevant policies and procedures Form a relationship based on acceptance and trust Promote independence and encourage self confidence Discuss the befriender's issues with respect towards their individual choices and with no judgment.

ALL information must be provided. Incomplete forms will be returned to the student.

Please return this form to Ruth Groff (ruth.groff@uwtsd.ac.uk)

Points for submission:

Appendix B.

The email correspondence between myself and the Befriending Co-ordinator.

To: befriending@llanelli-mind.org.uk

Good afternoon,

My name is Toni Hayward, I am going to be entering my second year (Level 5) of studying a BSc Psychology and Counselling at UWTSD Swansea.

In September, during my Counselling Skills and Approaches module I am required to partake in a placement. This would be for up to 120 hours, I appreciate that may seem quite a few hours, but this is over a period of 4+ months. Once the placement has been approved I would be able to start as soon as you are able to have me. I am able to fulfil the hours from August to January, while navigating around my university lectures and assessments. The role requires me to gain exposure to or observe practice involving the support of people with ill mental health, I feel your befriending service is exactly what is required to fulfil this. The aim of the placement is to attend and befriend, to progress the skills I am currently learning during the course of my degree.

This is not an assessed placement, so there will be no visitation or contact from tutors; nor are you expected to fill out any form of lengthy report. All that would be required of you is to complete an attendance form at the end of the placement time, to confirm I fulfilled the hours expected.

Once the placement is approved by the University you will receive an email to confirm my placement with yourselves.

Please could you confirm whether a DBS is required to volunteer with yourselves.

I look forward to hearing from you soon.

To: Toni Michelle Hayward (2009846)

RHYBUDD: Deilliodd yr e-bost hwn o du allan i system E-bost Prifysgol Cymru Y Drindod Dewi Sant. Peidiwch ag ateb, na chlicio ar ddolenni nac agor atodiadau oni bai eich bod yn adnabod cyfeiriad e-bost yr anfonwr ac yn gwybod bod y cynnwys yn ddiogel.

WARNING: This email originated from outside University of Wales Trinity Saint David's Email System. Do not reply, click links or open attachments unless you recognise the sender's email address and know the content is safe.

Hi Toni

Thank you for your enquiry.

Are you able to come in to see me to discuss the possibility of becoming a Befriender?

I am available this Thursday the 29tham or the morning of the 12th August if that is more convenient.

Kind regards,

Sally

Sally Richards

Befriending Project Coordinator

www.llanelli-mind.org.uk



Hi Toni

Very well thank you!

Training will start at 10am and we should be finished by 2 ish.

Please don't worry over the pack. If you like, we shall be here from 9.30am so you can fill in the application form when you arrive. We will need two references on it though, if you'd like to have a think and come prepared.

Also ID for the DBS please.

Driving license/ passport ideal. Plus birth/marriage cert and a utility bill 3 months or under / council tax statement/bank statement etc. should be more than enough.

Thank you Toni.

I shall also need mother's maiden name and any change of addresses you have had in the last five years, incl. month and year. And any name changes.

Thank you. Sounds a lot but soon sorted!!

Look forward to seeing you Saturday.

Kind regards,

Sally

Sally Richards

Befriending Project Coordinator

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Appendix C.

Confirmation of approval from Module Lead.

Hi Toni,

It all sounds good... I will send the letter to Sally Richards today, so all can be actioned accordingly. It sounds like you have an induction and they will be taking care of the DBS. Just make sure you are comfortable with their support, policies and procedures...

Hope this helps.

Cofion Cynnes,
Ruth

Appendix D.

Log of time spent befriending.

	Method of contact	Date of contact	Sum time of co
Service User 1	Telephone	07/09/2021	16m
	Telephone	14/09/2021	28m
	Telephone	21/09/2021	22m
	Telephone	28/09/2021	22m
	Telephone	05/10/2021	28m
	Telephone	12/10/2021	26m
	Telephone	20/10/2021	2m
	Telephone	26/10/2021	34m
	Telephone	02/11/2021	30m
	Telephone	09/11/2021	29m
	Telephone	16/11/2021	31m
	Telephone	23/11/2021	30m
	Telephone	21/12/2021	34m
	Telephone	04/01/2022	31m
	Telephone	11/01/2022	34m
Service User 2	Telephone	21/10/2021	13m
	Telephone	02/11/2021	2m
	Face to Face	04/11/2021	53m
	Face to Face	11/11/2021	48m
	Face to Face	18/11/2021	47m
	Face to Face	25/11/2021	56m
	Face to Face	02/12/2021	53m
	Face to Face	16/12/2021	55m
	Telephone	11/01/2022	5m
	Face to Face	13/01/2022	64m

Appendix E.

Email reminder of Covid regulations during befriending.

Hi Toni

We are being asked to encourage phone call support wherever possible rather than face to face with our service users.

Where this is not practical, then when providing face to face support we are being asked to:-

- Maintain 2 metre social distance
- Meet outdoors where applicable
- Follow present Welsh Covid-19 guidelines.

Please would you also send in your data log sheet to the office by 31st December 2021 so that we can collate & log all the engagement time for our project's funding in the future.

Merry Christmas & Happy New Year

Kind regards,

Sarah

Appendix F.

Role Description.



Mind Befriending SIR GAR

ROLE DESCRIPTION

A Befriender is a volunteer who provides support on an informal, regular and consistent basis to a Befriender who is a Service User of the Project.

Role of Befriender

The role of the Befriender is to offer the Befriender an opportunity to form a relationship based on acceptance and trust, and to work with that person to build their self confidence, increase their self-esteem and promote their sense of well-being.

Specific tasks

- To offer a consistent, accepting and understanding relationship
- To work with the Befriender to identify and meet their needs
- To assist in accessing community based facilities in the company of a Befriender
- To widen horizons and present new challenges which can be undertaken together
- To encourage self confidence and to promote independence
- To establish and maintain boundaries for Befriending
- To adhere to relevant policies and procedures
- To attend relevant training and support and supervision
- To promote equal opportunities at all levels
- To work within a non-discriminatory framework

Person Specification:

Essential

- At least 18 years of age
- Good communication and listening skills
- A level of self-awareness/ ability to reflect on relationships with others
- An ability to work alone using initiative and common sense.
- Is reliable and consistent
- An ability to establish and maintain effective boundaries
- An understanding of the importance of confidentiality
- An ability to commit to work within organisational policies/procedures.
- An ability to utilize and contribute to support and supervision

Desirable

- An ability to promote equal opportunities
- An ability to respect individual choice
- An ability to welcome diversity
- An ability to benefit from training and to use within the role.

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