



E-Learning guidance for facilitators

Introduction

The Charlie Waller Memorial Trust's new e-learning package of online training modules is designed to enhance non-specialist mental health staff's skills, knowledge and confidence to offer a first line of support to students who may have mental health issues.

The team behind creating this learning package are all highly experienced university professionals in counselling and mental health. From their collective experience of working in Higher Education, the team acknowledge the huge contribution and input all staff that work and interact with students within the University community make.

Front line staff including librarians, accommodation staff, chaplains, personal tutors, registry, administrators, porters and cleaners often come across students who may have mental health issues. We wanted to offer some robust training and guidance to these staff members so they felt more confident in dealing with students in distress.

Being able to support students at an early stage helps to normalise common feelings of anxiety and worry, before they may escalate to needing more specialist help. For students experiencing depression that first conversation can make all the difference.

The package consists of six easy-to-follow 20-minute sessions, including:

- Signs to look out for
- Key helping skills
- Knowing who else to involve and when

This Guidance gives suggestions for the facilitator on how to maximise the learning potential of this training. Please use the additional resources of the Charlie Waller Memorial Trust's E-Learning Summary Sheets 1 – 6 in conjunction with this Guidance, to get the most out of this training.



Preparation before training starts

If you are the facilitator of the training, here are some key points to think about before you begin:

- What are the key expectations from my audience – what might they need?
- What apprehensions may the team have in relation to the e-Learning?
- Have there been any recent experiences of examples in a work setting that are likely to come up or be raw?
- Am I clear on University structures on pathways to help for students, for example the structure and delivery of services?
- Are there any specific institutional protocols you need to be aware of, for example are there any centralised phone numbers students should ring or out of hours facilities?
- What do you want to teach or refresh the group on? Suggestions could be key definitions, University guidelines, University systems to use, clear directions and signposting etc.

To remember

- It is vital to always be aware that staff participating in training will have their own real life experiences of mental health issues, within their personal and/or professional network. Be sensitive to these experiences and always set initial ground rules of confidentiality and anonymity when talking about personal experience. For example, what is discussed is not repeated outside the training in an identifiable way.
- If the content of training becomes difficult, allow staff the space and ability to leave the sessions and take a break. Talking about mental health can affect people in different ways and it is good to vocalise this at the beginning so staff feel comfortable and prepared. If staff leave the session, make sure you follow up with them afterwards to check they are okay.

Suggested formats

There are many formats and arenas where this training could be used. We have come up with some suggestions of how you may use this training in a manageable way in your busy schedules. They are:

- 1 to 1 sessions, for example in Performance Development Reviews or Appraisals
- Team meetings or Away days where the whole team can go through the modules together
- In a debrief after a critical incident
- As part of inductions for new staff members
- As part of ongoing staff development
- Training for Student Union Officers or SAB Officers

Once you feel comfortable and prepared to deliver the training, make sure you follow these 6 key points to ensure the training goes as well as possible:



1. Introduce yourself

- Explain who you are and what your role is in the training
- Explain what the strategy is and what is the focus of the training. What are you aiming to teach the group and how will this training positively impact their day-to-day work?

2. Recap the last session

- Start each session with a check in of what people thought of the last session and any key points they have used in actual practice. For example, how has the e-learning helped them this week?
- Encourage discussion and thoughts on the homework task.

3. Introduce the new session and hand out CWMT summary sheets

- It is unlikely that people will be able to attend training sequentially e.g., once a week, so please share widely the CWMT Summary Sheets of key points from each session, so no one feels they have missed anything.

4. Encourage discussion

- Allow yourself enough time for peer learning and discussion. It is always the richest source of learning, using real life examples that people are willing to share. Drawing upon participants' own experience to keep focus on their examples, questions and worries.
- Try and include a narrative like a personal story about a situation you have been in or a case example. This will help make your presentation relatable and will offer validation and normalise the participants' own experiences:
"I know someone who..." *"For example I once..."*
- Maybe break off in to small groups to discuss and feedback to the wider group?

5. Encourage feedback

- Encourage feedback on the training and on the style of learning. Involve and adapt the training as you go on to suggestions from your group.

6. Set homework task

- Set the small task provided at the end of the CWMT Summary Sheet as homework for the group to take away and complete. When



having the recap of the previous session group members could present things they have learnt or found out from their homework task.

7. Use online E-Learning training resources

- Encourage participants to prepare for each session by reading through each module beforehand if they have time. This will make the sessions more productive, especially if you have limited time when the whole team is free.
- The E-Learning can also be accessed following training sessions if staff want to check anything or go back and look at points again.

8. Buddy up

- Encourage peer learning and buddying up within the group. Get participants to choose one or two others in the group to contact via email, phone or in person, to see how their homework is coming along during the training. Encourage participants to check in with each other between the sessions, as this helps maintain motivation and multiply the learning across the team.
- As the facilitator, make sure you are available in between staff meetings for any concerns or questions participants have.



Session three: key skills

Module description

This session identifies the skills you need to support someone who is distressed.

A number of terms are used to describe types of services, such as Students' Union and Wellbeing Services, for example. It is important to note that these terms will differ from university to university and that you will need to familiarise yourself with how services are known in your university.

Key points from module:

- Supporting distressed people can be rewarding as well as challenging. In order to remain effective, it is important that you pay attention to your own needs and ensure you don't become overwhelmed. See session: 01- Key Principles in Supporting Students
- The process of supporting people is to help the person to work through what it is they need to do to help themselves. You are not responsible for the decisions they make; your task is to sit alongside them and help them consider their options
- In order to support a distressed person, you need to be able to have some ability to reflect on yourself. It is useful to ask yourself:
 - How do I manage when I'm distressed?
 - How easy is it for me to ask for support?
 - Can I talk about my feelings with relative ease?
 - Do I trust people to listen to me without judgment?
 - Can I tolerate someone being upset without trying to fix it?
 - How aware am I about my prejudices?
- Consider how your responses to these questions might help you sharpen your skills in listening and supporting someone who is distressed
- Our ability to listen does improve by practicing the skills detailed in this session. Remember they are skills, which can be helpful in improving the connection we make in any relationship
- It isn't wrong to be upset, sad, angry etc. by what we hear sometimes. However, it can be very important not to express strong emotional responses to what someone is saying as this may well silence them

Learning objectives:

- Identify the qualities of a good listener
- State the five main skills of active listening
- Classify four statements identifying barriers to listening
- Identify open, probing, leading and closed questions
- Differentiate between empathy and sympathy

Menu structure

Each e-learning session comes with a menu structure so that, as a trainer, you can jump immediately to any part of the session simply by clicking on the title in the menu. **Figure One** details where the menu can be found on the page, and **Figure Two** shows the menu from the session.

▣ Session Overview
○ Session Introduction
○ Active Listening
○ Qualities of a Good Listener
○ Barriers to Listening
○ Developing Active Listening
○ Asking Questions
○ Reflecting
○ Summarising
○ Empathy
○ Being Patient
○ Being Non-judgmental
▸ Body Language
▸ Developing a Strategy for the Person in Distress
○ Do's and Don'ts
▸ Self Assessment
○ Session Key Points
○ Session Summary

Figure One: Location of Menu Option

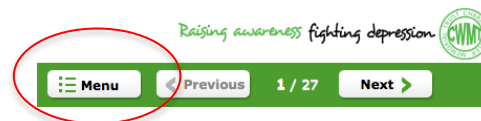


Figure Two: Menu Options in Session Three

Suggested session pages for group

Discussion

Page 7/27: Think of an example of an 'open' and 'closed' question relating to the same topic. Write down, share and collate for group. Discuss.

Page 9/27: Get into pairs (a) and (b). Let (a) talk for 3 minutes about a holiday they have had, (b) listens and then summarizes 4 key points back to (a). Swap over. Share and discuss in group how that process went.

Page 11/27: What **stops** you being a patient listener? Each member of the group think and write down one thing. Share and discuss in group. What are similarities?

Page 17/27: What has worked well in the past. Think of something that you have learnt or developed to help you in difficult situation, that you now incorporate as normal routine.

Key Skills Raising awareness fighting depression CWMT

Developing a Strategy for the Person in Distress · Points to Cover Menu < Previous 17 / 27 Next >

Once the person has explored how they are feeling and you have a clearer picture of their situation it is then useful to begin to develop a strategy with them to help deal with their current situation.

Select the hyperlinks below to reveal guidelines you should consider.

1	Give a summary of what you understand the situation to be
2	Talk about what they have done in the past that has worked. Use listening skills to explore other possibilities to expand their options
3	Establish a plan of action beginning with what they will do as they leave you, who they will talk to, where they will go, what they will do
4	Identify specific institutional contacts/networks, as well as statutory/voluntary services, websites, self help information etc.
5	Discuss support, for example family, friends, self care strategies
6	Summarise what has been agreed and what is going to happen next
7	Be clear if or how you will have further contact with the person
8	If you are the appropriate contact make another time to meet

Page 19/27: Do's and Don'ts – Compile a list from group of both of these and share. We learn best from each other's practical experiences.

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Do's and Don'ts Menu < Previous 19 / 27 Next >

Select each of the images in turn to list the do's and don'ts when supporting someone who is distressed.

 Do's	 Don'ts
<p>Do:</p> <ul style="list-style-type: none"> • Be calm and quiet • Be patient • Concentrate 	<p>Don't:</p> <ul style="list-style-type: none"> • Have your own agenda • Get involved in the conversation from your perspective • Give advice or to tell them what has happened for you



Biography of authors



Jackie Williams is the Charlie Waller Memorial Trust's North West trainer and author of the 'Parents' Guide to Depression'. She has worked professionally as a counsellor and trainer for both NHS and University settings since 1987.



Andrew Reeves is the Director of Universities and Further Education for the Charlie Waller Memorial Trust, and Programme Director for the e-learning sessions. He has worked as a counsellor and social worker in a range of settings for 30 years. He is a Senior Lecturer in Counselling, Psychotherapy and Psychological Trauma at the University of Chester.

Further information

If you feel comfortable to use the e-learning session as part of a facilitated session, then the information above should help inform that structure. If you would like more information about the training and support available from the Charlie Waller Memorial Trust, please contact Andrew Reeves (andrew.reeves@cwmt.org), who will be happy to discuss this with you.

The [Charlie Waller Memorial Trust](https://www.cwmt.org) is a charity that provides [fully-funded mental health training](#) talks, and [resources](#) to young people and those who work with or care for them.

Our Waller Trainers are available to deliver bespoke training on request. Please call 01635 869754 or email training@cwmt.org to discuss your requirements.