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EUROPEAN UNION

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HAIRE

European Regional Development Fund

HAIRE Train the Trainers

Prof Catherine Leyshon and Dr Shuks Esmene – University of Exeter

Pilot sites: Feock, UK



Housekeeping Slide

Self-assessment reminder:

Please ensure the training session self-assessment forms are completed before starting (N.B. There are separate self-assessment forms for the HAIRE Enabler sessions).

HAIRE Train the Trainers Overview Slide

Block	Content	Face-to-face Delivery	Remote Delivery
1	Working with Older Adults	Session 1: A maximum of 2 hours.	Day 1: 2 hours of content with one hour on questions and reflection.
2	Safeguarding Neighbourhood Analysis / Social Network Analysis	Session 2: <ul style="list-style-type: none">- A maximum of 1.5 hours on Safeguarding.- 25 mins on Neighbourhood Analysis.- 5 mins on applying Social Network Analysis questionnaire.	Day 2: 2 hours of content (as outlined to the left) followed by one hour of questions and reflection.
3	Guided Conversations	Session 3: A maximum of 2 hours on using Guided Conversations.	Day 3: 2 hours of content followed by one hour of questions and reflection.

HAIRE Enabler Training Suggested Timings

Block	Content	Face-to-face Delivery	Remote Delivery
1	Working with Older Adults.	Session 1: 2 hour session.	Day 1: 2 hours of content with one hour on questions and reflection.
2	Safeguarding Neighbourhood Analysis / Social Network Analysis.	Session 2: - A 1.5 hour session on Safeguarding. - 15 mins on Neighbourhood Analysis. - 15 mins on applying Social Network Analysis questionnaire.	Day 2: 2 hours of content (as outlined to the left) followed by one hour of questions and reflection.
3	Guided Conversations (GC).	Session 3: Around 3 hours introducing and practising GC. Spend at least 50 minutes practising. Important: encourage HAIRE Enablers to familiarise with the GC's topics and practise after the session / in their own time.	Day 3: 3 hours of content / practise followed by half-an-hour of questions and reflection.

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Working with the Older Person

Prepared by: Devon Mind (UK)



These PowerPoint slides are designed to be edited by the Trainer

- Due to statistical and cultural differences in each country, you will have a greater impact if you edit parts of this presentation before use.

Housekeeping

- Toilets!
- Fire Drills!
- Fire Exits!
- Phones!

Who are you?

- Where are you from?

What is an Older Person?

- One really nice, snappy definition please!

Please edit the next slide

- The next slide should be edited in order to add the definition of an older person in the country most relevant to your participants.

What is an Older Person?

- NHS say “generally someone over 65”
- AGE UK also like “over 65”
- Nothing else is constant or agreed upon!

Stereotypes of Older People

- Describe an Older Person

Please edit the next slide

- The next slide contains a picture of Iggy Pop, please feel free to change it to something more recognised in the area you are teaching.
- The image should be of an older person who bucks the typical stereotype both in health and outlook.

Stereotypes of Older People



Healthy Aging

- What is this?
- The Downward Spiral

Please edit the next slide

- The next slide should be edited in order to add statistics on life expectancy compared to *healthy* life expectancy for your country

UK Aging Statistics

- Life expectancy – born in 2018? Live until about 80.
- *However* – only 63 of those years will be disability free!
- ADL and IADL
- The number of disabled older people is projected to rise by 67% (3.5m to 5.9m) by 2040.
- 6% of Pokémon Go players are over 50!

What value does the older person bring?

- What benefits come with age?
- How can that benefit your organisation?

Barriers to Entry

- How can you break down barriers to the older person?
- There are a wealth of options available!

Further resources

- We have made a wealth of further reading available at the HAIRE Google Classroom:
<https://classroom.google.com/>
- Classroom code: lgxwqba

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HAIRE – Safeguarding

Rother Voluntary Action (RVA) and East Sussex County Council
(ESCC)

What is Elder Abuse?

Why do you think you should know about elder abuse?



Elder Abuse (WHO fact sheet)

- **Key facts** (World Health Organization June 2020)
- Around 1 in 6 people 60 years and older experienced some form of abuse in community settings during the past year.
- Elder abuse can lead to serious physical injuries and long-term psychological consequences.
- Elder abuse is predicted to increase as many countries are experiencing rapidly ageing populations.
- The global population of people aged 60 years and older will more than double, from 900 million in 2015 to about 2 billion in 2050.

Elder Abuse (WHO fact sheet)

- Elder abuse is a single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older person.

Types of Abuse (WHO fact sheet)

- Physical
- Sexual
- Psychological, and emotional abuse
- Financial and material abuse
- Abandonment
- Neglect
- Loss of dignity and respect.

Risk Factors (WHO fact sheet)

- Individual
- Relationships
- Community
- Socio-Cultural

The following slides will need to be adapted to suit each country and/or local authority

UK Legislation

- Duty of Care (tort law)
- Mental Capacity Act 2005
- The Care Act 2014 (Safeguarding Adults)

UK Legislation

Duty of Care is defined simply as a legal obligation to:
always act in the best interest of individuals and others;
not act or fail to act in a way that results in harm; act
within your competence and not take on anything you
do not believe you can safely do.

UK Legislation

Mental Capacity Act 2005 (key principles)

1. Presumption of capacity.
2. Support to make a decision.
3. Ability to make unwise decisions.
4. Best interest.
5. Least restrictive.

UK Legislation

The Care Act 2014 (Independence and Wellbeing)

- Empowerment
- Protection
- Prevention
- Proportionality
- Partnership
- Accountability

Safeguarding Adults – Prevention And Protection

- Protecting a person's right to live in safety, free from harm, abuse and neglect.
- People and organisations working together to prevent the risk of abuse or neglect.
- To stop harm or abuse from happening.

Safeguarding Adults – UK Legislation

Applies to any adult (18 years or over) who pass 3 key tests:

- The individual has needs for care or support;
- Is experiencing, or at risk of, abuse or neglect and...
- As a result of care and support needs, is unable to protect themselves.

Safeguarding Adults – UK Legislation

- Physical
- Sexual
- Psychological/emotional abuse
- Financial/material abuse
- Neglect
- Self-neglect
- Discriminatory
- Domestic abuse
- Organisational abuse
- Modern slavery

Local Procedures

For UK partners, the following slides are to be adapted accordingly:

- Local statistics (prevalence)
- Local issues
- Information about report procedure
- How a concern would be followed up
- Outcomes that may be achieved

BREAK



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Training: Neighbourhood Analysis (NA) and Social Network Analysis (SNA)

Tools provided by: University of Plymouth and Solidarity University



HAIRE's Tools

- **Neighbourhood Analysis (NA):** This tool is applied as a group activity. Individuals are invited to create a 'mind map' of the resources available in their local area.
- **Guided Conversations (GCs):** In-depth conversations with individuals (aged over 60 in HAIRE's case) about their wellbeing. Individuals are openly invited to talk about a set of topics relating to *where they live (place-based)*, *their personal situation (person-centred)* and *how empowered they feel (empowerment)*.
- **Social Network Analysis (SNA):** Survey-based tool that can be used as a summary at the end of a GC. Individuals are invited to list organisations and/or individuals they 'connect' with over certain issues / topics.

NA Overview

- This is the first of the tools you will use, i.e. to be conducted before GCs.
- Conducted in a group setting (4-6 individuals is recommended with a max. of 8) – hold sessions with groups of key individuals / stakeholders in your pilot site.
- Two facilitators recommended – one to pose questions and the other to draw a ‘mind-map’.
- Equipment needed: white-board / flip-chart paper and coloured marker pen.

NA Capture

People

Places

**Networks and
informal links/
connections**

Partnerships

**Associations,
groups, institutions
and services**

**History
and/or
heritage**

**Local
Entrepreneurs**

Culture

NA Categories – 8 Categories

1. People: Knowledge, skills, experiences, and expertise of certain individuals in the community. These perspectives are important to identify the skills and expertise from all groups and subgroups in the community. This includes all age groups. Do consider people who may be usually excluded and marginalised from being viewed as helpful.

Examples: people who can provide recreational activities, professional activities, education, volunteering etc.

2. Places: Physical elements of the community, such as community buildings and meeting rooms where activities take place and where people organise gatherings, meetings, etc.

Examples: Community building, church, (park) benches, outdoor hangouts etc.

NA Categories continued...

3. Networks and informal links/connections: Networks in which people can communicate in a less formal manner. This covers the connection between the physical places where people can meet to discuss local problems/challenges.

Examples: Neighbourhood/community/village council and church community.

4. Partnerships: Collaborative forms of organisation and/or local partnerships. Focus on those networks and partnerships connecting the community and its members. Connections promoting and supporting positive change are important.

Examples: Youth networks and regional social and/or economic development forums.

NA Categories continued...

5. Associations, groups, institutions (organisations), and services: Local associations, community groups, recreational groups, clubs, tenant organisations, and other services run by institutions.

Examples: Schools, health centres, doctor surgeries, emergency services etc.

6. Local entrepreneurs: All economic connections in the community, including local companies, and business leaders.

Examples: Supermarket, local shops, tourism related companies etc.

NA Categories continued...

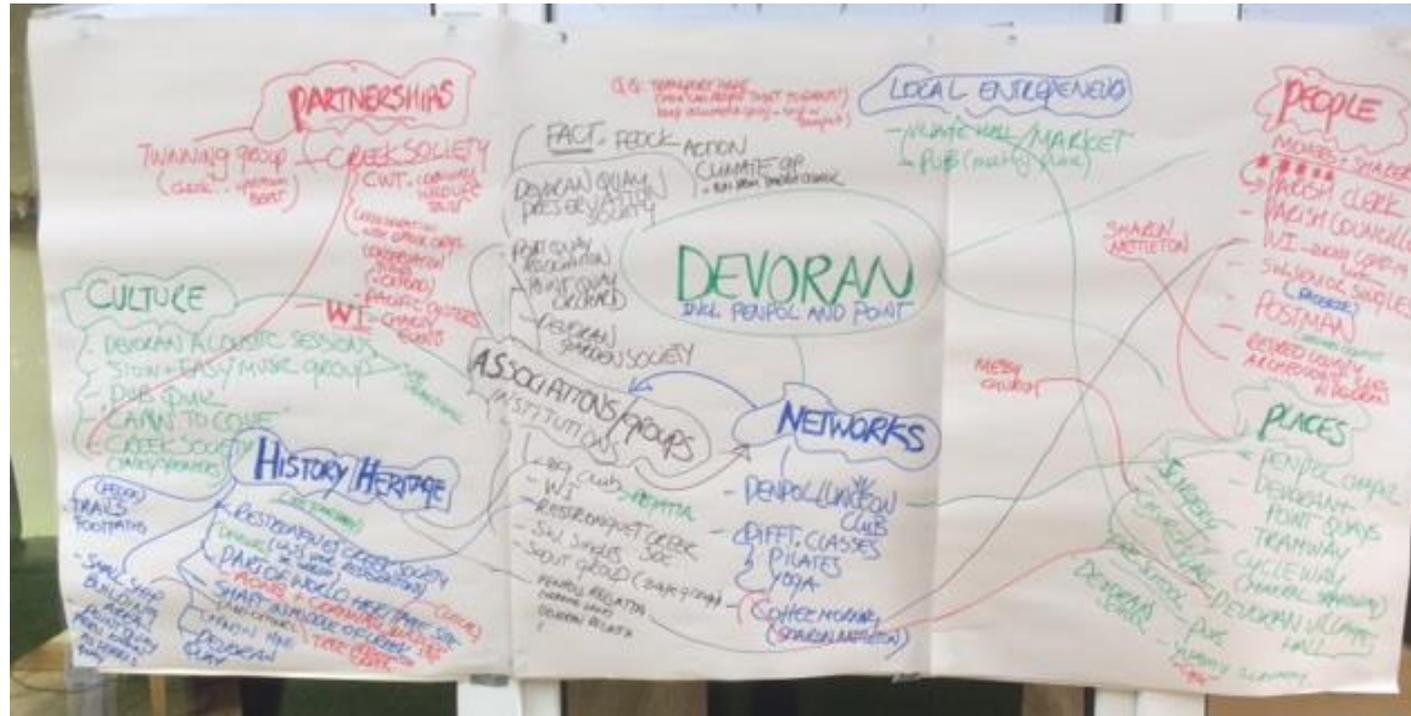
7. Culture: Identifying important places, traditions, and activities that are of meaning to the community.

Examples: Museum, music, historical activities and festivals.

8. History and/or heritage: This goes beyond a chronological history and includes places and stories of particular local interest. This helps to put local experiences and knowledge into context and includes past processes, plans, and efforts in community development.

Examples: Community campaigns and community led planning proposals, and other development/participation activities.

NA Mind Map Example



NA Administration

- Log-on to relevant section on the HAIRE Wiki.
- Enter the resources, groups and/or individuals listed for each category as they appear on the Wiki.
- Note any additional information (e.g. seasonal / daily availability and how to get there) in the relevant spaces.
- If necessary, some desk-based research can be done to add in the relevant information (mentioned above).
- Tick the other categories specific entries occur in.
- This page will act as a resource for participant action plans.

NA Covid-19 Alternatives

- Hold sessions outdoors using social distancing e.g. Feock held their sessions in a tea garden. However, weather could be a limiting factor!
- Run sessions as a group on a preferred online meeting platform e.g. Zoom / Teams.
- It is recommended that the facilitator(s) use coloured markers and flip-chart paper.

NA Covid-19 Alternatives



SNA Overview

- To be conducted with HAIRE Participants (one-on-one). Available on paper or via a web-based app.
- Conduct short survey questions as a summary at the end of GC topics.
- Introduce as: ***'...I know we may have touched on some of this information, but these quick questions can help us summarise what is important to you locally'***.
- Covid-19 alternative: conduct using a remote meeting platform and/or over the telephone. This decision will depend on how you choose to implement the GCs.

SNA Questions

1. Please think about all of the people in your local area who you would normally have contact with. Please describe each of these people and answer the following questions.

Initials (e.g. JB)	Are you friends with this person?	During a time of crisis such as the recent Coronavirus pandemic, can you rely on this person for help and support?	Would you seek health advice from this individual?	How often do you spend time together?	Relationship to you	Gender	On a scale of 1 to 5, where 1 is very close and 5 is not very close, how close do you feel to this Individual?
	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Daily • Weekly • Monthly • Every 2-3 Months • 2-3 times per year • Less than 2-3 times per year 	<ul style="list-style-type: none"> • Friend • Family • Neighbour • Former colleague • Care professional • Volunteer • Other 	<ul style="list-style-type: none"> • Male • Female • Other 	<ul style="list-style-type: none"> • 1 – Very Close • 2 • 3 • 4 • 5 – Not Very Close

SNA Questions

2. How do you find out about what is going on in your local area? This could include local individuals that you know, online or offline media, local services or organisations you are part of, or any other information sources you use.

	Source 1	Source 2	Source 3	Source 4	Source 5
Local Individual (Initials)					
Online or Offline Media					
Local Service or Organisation					
Other Information Source					

3. Are there people in your local area who seem to know everyone and are good at bringing people together? Knowing who these people are may help the project.

	Initials	Do they have any formal roles within the community? (e.g. local volunteer, health or care professional, community organisation, clergy etc.?)
Individual 1		

SNA Questions

4. Do you know people that have power, influence or control locally? (Network/community connectors)

	Initials	Do they have any formal roles within the community? (e.g. local or regional government member, politicians etc.)
Individual 1		

5. Do you attend any local groups, services or community spaces locally? If so which?

	Name
Group/Service/Space 1	

6. Are there any local groups, services or community spaces that you would like to attend but don't currently? If so which?

	Name	Reason why you don't currently attend
Group/Service/Space 1		

SNA Administration

- Enter SNA survey responses to the University of Plymouth's web-based survey platform if using the survey's paper version.
- If a web-based app is being used, there are no administrative steps needed to process the data afterwards.

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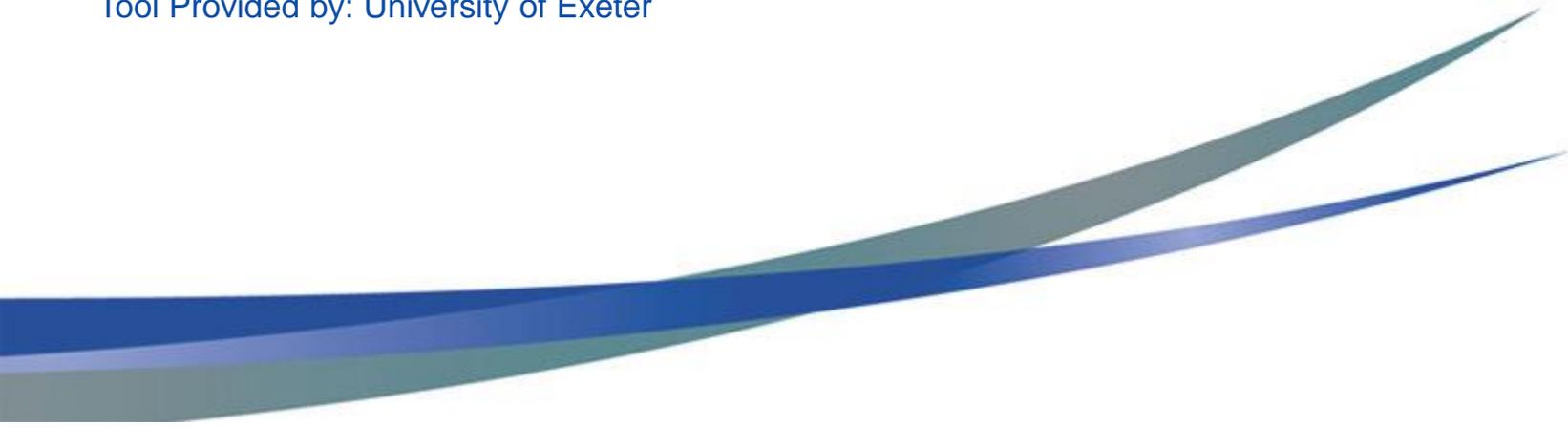
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Training: Guided Conversations

Tool Provided by: University of Exeter



GC Purpose

- Allows participants to talk openly about topics.
- Participants are 'guided' (not prescriptively!) to talk about what is important to them.
- The conversation should be as natural as possible.

GC Materials

Three Handbooks:

- Interviewer Handbook (A4 pad)
- Participant Handbook (A5 booklet)
- Interviewer Follow-up Handbook (A4 pad)

Building Rapport

- General chat and allowing participants to feel at ease is the first step.
- The symbols below (contained in the early sections of the GC Interviewer Handbook) act as a reminder ‘not to launch into the GC’s topics’ – this is not a forensic investigation!



- You can talk about the weather, something positive / interesting about the person and/or something interesting you notice about the setting you are conducting the GC in.

GC Components

- **Consent** – there is a reminder of the consent section in the participant’s handbook.

GC Components - Consent

Consent Checklist and Signatures:

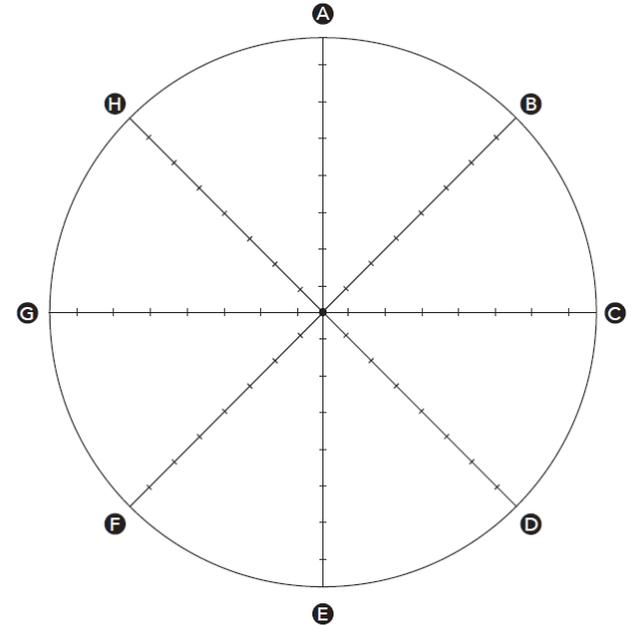
- I have read and understood the consent on pg. 3 of this booklet.
- I understand what taking part in this project involves.
- I give consent for my personal data to be processed by HAIRE project team members as explained by the HAIRE Enabler and summarised on pg. 3.
- I understand my anonymised data will be stored on a secure web-based database, where data is accessible only by HAIRE project partners.
- I understand that, if I agree, I may be contacted within 28 days to discuss any additional actions based on this conversation.
- I understand my anonymised data may be used in reports and publications.
- I understand that I may withdraw my participation from this project at any point to no disadvantage.
- I may be contacted for communication purposes related to this project.
- I agree to participate in a follow-on in around 6-months time.

GC Components

- **Consent** – there is a reminder of the consent section in the participant’s handbook.
- **Place-based topics** – this has a corresponding visual prompt in the participant’s handbook.
- **Person-centred topics** – this has a corresponding visual prompt in the participant’s handbook.
- **Empowerment topics** – this has a corresponding section in the participant’s handbook for them to sketch and/or make notes in.
- **Short summary questions** – SNA Survey, Short WEMWBS and ONS Loneliness.
- **Action plan section** – the participant can make a note of the actions decided on in their handbook.
- **Follow-on conversation** (separate handbook for interviewer) – recommended to take place 6 months after initial conversation.

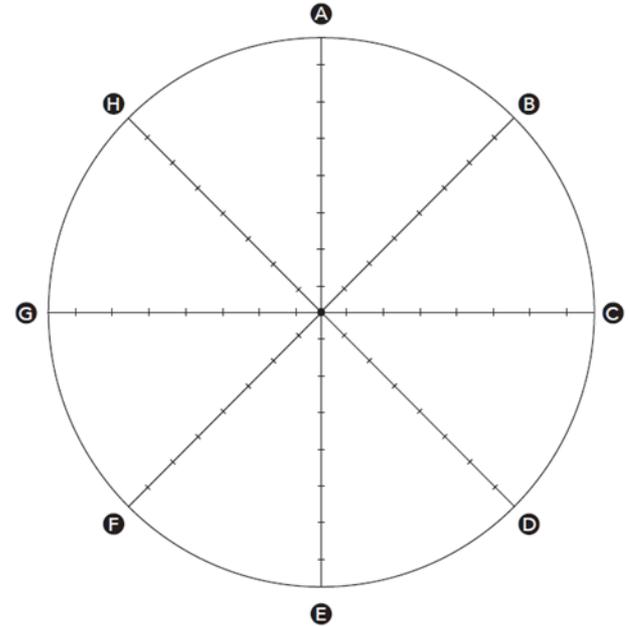
Topics Covered – Place-based

- A** Transport and Moving
- B** Streets and Spaces
- C** Facilities and Amenities
- D** Healthcare
- E** Community Support Services
- F** Skills and Personal Development Opportunities
- G** Social and Cultural opportunities
- H** Local Governance



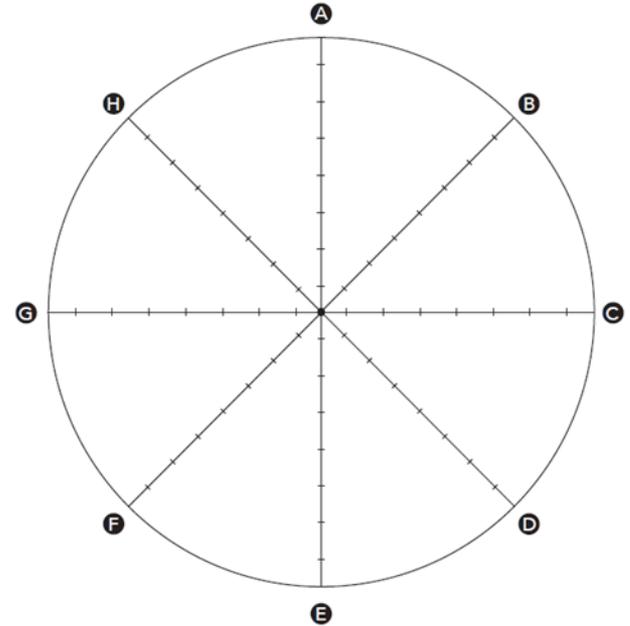
Topics Covered – Person-centred

- A** Physical Wellbeing
- B** Emotional Wellbeing
- C** Personal Mobility
- D** Family, Friends and Relationships
- E** Identity and Belonging
- F** Finances
- G** Skills and Experiences
- H** The Future



Topics Covered – Empowerment

- A** Local Involvement
- B** Control
- C** Personal Values
- D** Inclusion
- E**
- F**
- G**
- H**



Participant Responses

- The topics have the potential for garnering ‘challenging’ responses from some participants.
- ***Have any of you been in situations before where you have experienced a challenging response / behaviour?***
- ***How did you deal with this?***



Main Actions for Challenging Situations

- Stay as calm as possible – politeness goes a long way!
- Try not to become angry or sarcastic yourself – do not let things get personal!
- Do not stay in a situation you feel uncomfortable with – making a ‘mental’ note of exit routes and staying close to them is advised.
- If someone is emotional, assure them that it is OK that they feel emotional. Give them time and the option to stop the conversation.
- Only continue if both yourself and the participant feel comfortable.

Contextual Awareness

- Being aware of local idioms can help with understanding and establishing rapport with participants.
- ***Are there any local idioms and phrases that may come up when participants are talking about the GC topics?***

BREAK – followed by open discussion



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Training: Practising the Guided Conversations

Tool Provided by: University of Exeter



Practising the GC 1

- No set, specific questions. The Interviewer's Handbook provides suggestions for how to introduce topics.
- Opens with an introductory question, 'what is it like to live in the local area?'
- Use the place-based visual to support the introduction and keep track of what the participant mentions – wherever possible this can be linked to the GC topics.
- No need to take notes at the stage – listen!

Practising the GC 2

Place Based Topics

(example intro: we can start off by talking about your neighbourhood. What is it like to live here?)



Practising the GC 3 – Break Out

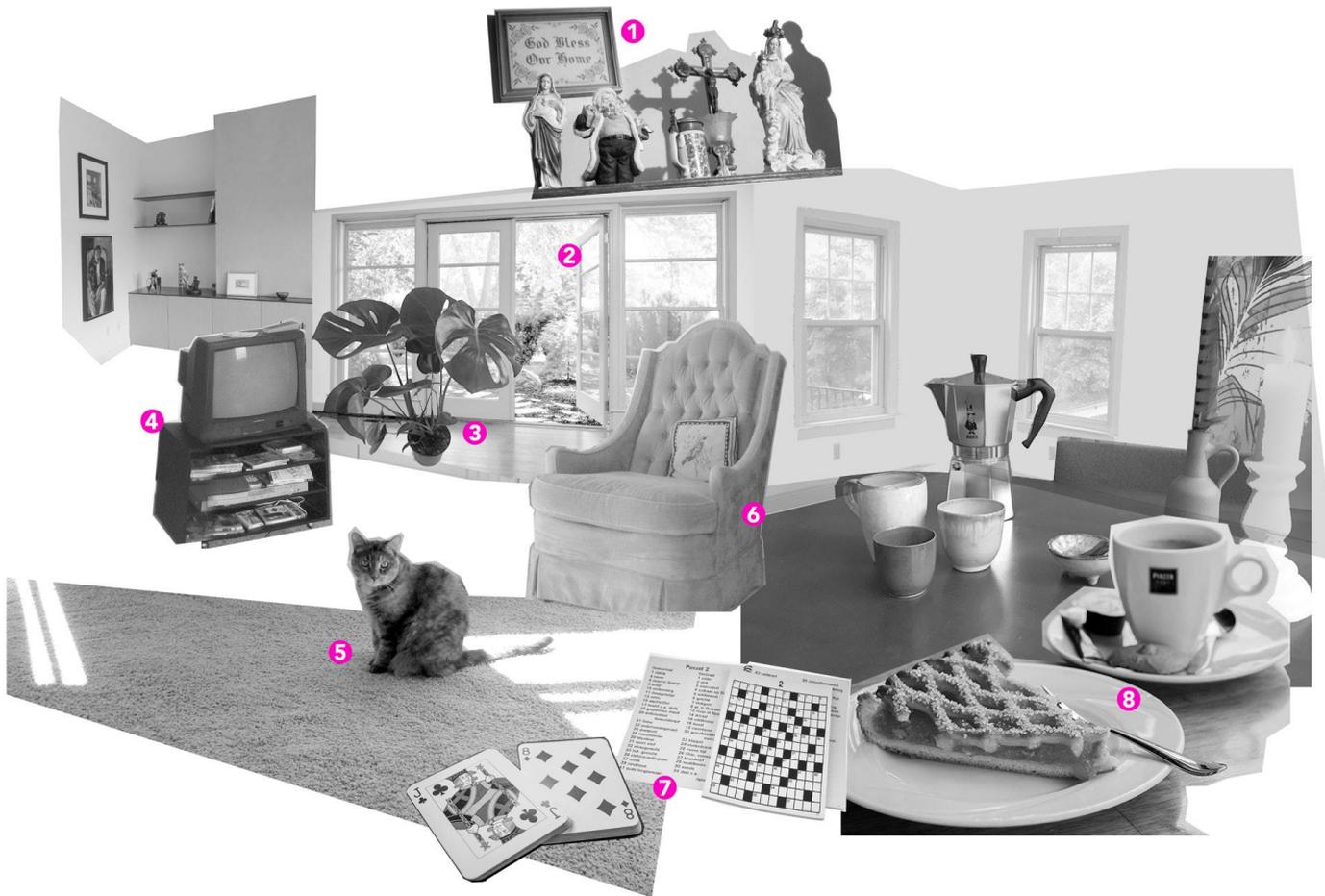
- Interviewer Handbook 1 PDF to be shown on shared screen in break-out rooms.
- Start with place-based topics.

Key Points:

1. You may find that you do not need to use the added prompts included. It is more important to use what a participant is saying to lead into other topics or ask about 'what's working', 'main issues' and 'what can be done' and 'how it can be supported'.
2. Familiarising with the topics included is key.
3. Encouraging participants to think about what they can do to change things is important.
4. Focus on discussing things individuals can do and how this may be supported.
5. At points the conversation will naturally reach to an end about a specific topic. These are the points when they can be encouraged to reflect and think about scoring what they have been saying out of 7 (i.e. to give their radar score).

Practising the GC 4 – as one group

- Move on to person-centred topics.
- Use private-space visual to introduce section as done with the place-based visual.
- Note: the person-centred visual in the Participant Handbook can be used in the exact same way as the place-based visual.



BREAK



Practising the GC 5 – as one group

- Introducing Empowerment topics: ***‘as mentioned at the beginning of the conversation, we are really interested in what you, personally, value doing’.***
- Empowerment topics will be covered in the same way.
- There are four core topics...

Topics Covered – Empowerment

- A** Local Involvement
- B** Control
- C** Personal Values
- D** Inclusion
- E**
- F**
- G**
- H**

Practising the GC 5 – as one group

- There are also four optional topics.
- The optional topics can be initiated by asking: ***‘is there anything else, beyond the topics we have already covered, that is really important for your wellbeing? For example, other things that could help you maintain or improve your wellbeing?’***

Practising the GC 6 – as one group

- The short-summary questions are the final stage of questioning.
- Use the SNA survey and then move on to the structured wellbeing (WEMWBS) and loneliness questions (ONS Loneliness).

Practising the GC 6 – Reminder of short questions

WEMWBS (short) - Please answer the questions based on how you have felt in the past 2 weeks

(1 = None of the time; 2 = Rarely; 3 = Some of the time; 4 = Often; 5 = All of the time)

I've been feeling optimistic about the future	1 / 2 / 3 / 4 / 5
I've been feeling useful	1 / 2 / 3 / 4 / 5
I've been feeling relaxed	1 / 2 / 3 / 4 / 5
I've been dealing with problems well	1 / 2 / 3 / 4 / 5
I've been thinking clearly	1 / 2 / 3 / 4 / 5
I've been feeling close to other people	1 / 2 / 3 / 4 / 5
I've been able to make up my own mind about things	1 / 2 / 3 / 4 / 5

GC Action Plans

Three tiers - participants can be:

- ***Signposted*** to helpful resources.
- ***Supported*** wherever appropriate to join and/or start new activities – this may simply be a HAIRE Enabler making the first call to a club on behalf of someone.
- ***Referred*** to receive formal support from the social and/or health services if necessary.

GC Action Plans – During the GC

- Areas to take action on can be prioritised by identifying low-scoring GC topics (i.e. topics given low radar scores).
- Focus on the ‘what can be done’ and ‘what can be supported’.
- Note down anything the individual can do themselves / agrees to do.
- Can cross-check with NA resource on the Wiki (take printout or access relevant section of the Wiki). This will identify any resources that may be of interest / help.

GC Action Plans – After the GC

- Not all actions need to be identified there and then! You can re-contact / revisit the participant with further suggestions.
- In the GC, we refer to a 28 day period for the above. But, this can be a timeframe that suits your organisation, the HAIRE Enabler and the participant.
- A revisit can be organised to discuss more actions and these can be added to the paperwork and signed off by the participant and HAIRE Enabler.

GC Follow-Ons

- 6 months after the completion of the first GC is recommended. But, timeframes can be managed to suit your organisation, the HAIRE Enablers and the participants.
- The third (shorter) Interview Handbook is used.
- Starts with a consent reminder and check-list sign-off.
- Each topic will be listed and you can refer to the initial Guided Conversation notes to discuss ‘what has changed’.

GC Follow-Ons

2. Streets and Spaces (refer to initial conversation - has anything changed?)

Updated Radar Score:

Notes: What's worked? Any issues? What can be done? How can this be supported?

- Notes can be taken in the same way as for the initial GC – focus on anything that was specifically addressed in their initial GC action plan about the topic.
- Ask / make notes on what's worked (been positive) about the actions, what else can be done and how this may be supported.
- If topics were not included in the action plan, this can be a general chat about whether anything has changed or whether new challenges have emerged.

GC Follow-Ons

Updated Action Plan

Signposting:

Support:

Referral:

- Summarise again using the SNA Questions, WEMWBS (short) and ONS Loneliness.
- Action plan to be updated by reflecting on priority areas and scoping out what the participant can do and what can be done in terms of **signposting, supporting and/or referring** (as with the initial GC).
- Update and sign action plan.

BREAK (5 mins)



Active Listening!



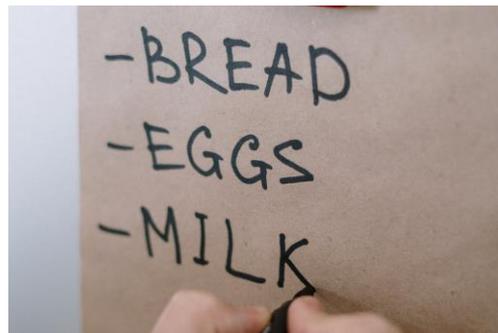
1. Pay Attention



2. Withhold Judgement



3. Reflect



4. Summarise



5. Clarify



6. Share

Boundaries



- Maintaining boundaries when we listen to others' stories can be difficult.
- Discussion: **What potential risks do you envisage?**

GC Admin 1

- IMPORTANT: Assign IDs for each GC using the structure below (SNA data will be input using the same ID):

ID: 

Characters one and two:
HAIRE Partner No., e.g.
University of Exeter
would be 01.

Characters three and four: Assign every volunteer (HAIRE Enabler) your organisation recruits a unique identifier starting with A1 (enter in caps). The next volunteer will be B1, then C1, D1 etc. If you get to Z1 the next volunteer will be A2.

Characters five and six:
A chronological number for each participant a HAIRE Enabler runs a GC with, i.e. their first participant will be 01, their second will be 02 etc. Hopefully no HAIRE Enabler will be doing more than 99 GCs!

Character seven: Participant's Gender i.e.
M = Male; F = Female; O = Other.

Characters eight and nine: Participant's marital status and living arrangements.
Married / partnered and living with partner = MP;
Divorced and single occupant = DS;
Divorced and living with others = DL;
Widowed and single occupant = WS;
Widowed and living with others = WL;
Single and single occupant = SS;
Single and living with others = SL.

GC Admin 2

- Paper versions of GCs to be kept securely.
- Data to be entered into password-access only section of Wiki.
- Data will be entered following the structure of the Wiki's relevant section.
- Data to input include (all captured in the relevant Interviewer Handbooks):
i) IDs; ii) Age bracket; iii) Structured notes for each topic; iv) Radar scores; v) WEMWBS short answers; vi) ONS Loneliness answers; and vii) Dated summary of agreed actions.
- GC Follow-on data to be input in the same way as above into the relevant section of the Wiki.

Open Discussion

THANK YOU

Now, let's talk... any comments, queries and/or concerns?

