

# Resilience and Emotional Well being in Young people in Clackmannanshire

## Update report for the LEP meeting 7<sup>th</sup> June 2017

### 1. Purpose

The purpose of this report is to provide LEP partners with an update on progress with work to date, to support the resilience and emotional well being of young people within Clackmannanshire. Furthermore, following a recent workshop with LEP colleagues, to provide recommendations and potential actions for inclusion in an action plan for the sub group to take forward.

Overall, this project aims to support LEP workstream 2: *in helping young people broaden their horizons and gain the skills and resilience needed to work elsewhere or to travel out of the area for work.*

### Proposed outcomes (to date)

- Increase colleagues' knowledge, understanding, awareness & attitudes for current activities that aim to increase young people's resilience and mental well being
- Increase colleagues' awareness of support services to which young people can be signposted when necessary
- Increase colleagues' knowledge & skills in supporting young people with mental health challenges
- Develop a prevention focused pilot for working with parents in supporting their children to be resilient and mentally well

### 2. Background

A sub group for the LEP has been meeting since the end of 2016 to develop this work in partnership. Membership is as follows:

Joanne O Suilleabhain, PPHO, NHSFV (Chair) *to update Clacks LEP & CWSP*

Kaye Hills, Education Service, Clackmannanshire Council

Oliver Harding, Public Health, NHSFV

Jane Adamson, Economic Development, *to update BJSP*

Sylvie McCleary, IMHS, *to update Stirling and Clacks MH action group*

Fiona Macfarlane, Senior Health Promotion Officer, NHSFV

Lynn Kennedy, DWP

Mary Fox, Team Leader, Youth Services

Martin Collier, SDS

Jackie Black, SDS

Joan Gracie, School Nurse NHSFV

Tom Houston, Public Health

Michelle Carr, DYW

A project outline has been written outlining: the strategic context/links for the work; the needs of young people in Clackmannanshire (10-25 years) with respect to their mental health (e.g. data from the Realigning Children's Services Programme); how an asset based approach will support resilience in young people; comprehensive mapping of current activities/services/training in place that support young people's resilience and mental well being, see Appendix 1). This project outline is underpinned by an evaluation framework (short medium and longer term measures identified). For a copy of the full project outline, please contact [joanne.osuilleabhain@nhs.net](mailto:joanne.osuilleabhain@nhs.net)

## 2.1 Project Activities

The initial outcomes & activities for this partnership work are outlined below. However, the vision for the joint work is that it will further develop over time and take an asset based approach to seeking out opportunities by all partners in strengthening the alignment, impact and sense of direction for the intended outcomes.

| Intended Outcome  | Linked Activity  |
|---|--|
| 1. Colleagues' knowledge, understanding, awareness & attitudes for current activities that aim to increase young people's resilience and mental well being is increased | Disseminate the mapping activity undertaken by Education service to LEP partners to raise awareness of current & planned activity<br>Deliver a focused workshop with LEP & wider colleagues to raise awareness of the programme (with pre and post evaluation) |
| 2. Increase colleagues' awareness of support services to which young people can be signposted when necessary  | Disseminate information on support services to LEP colleagues (ongoing). ?<br>Measure rates of referrals into support services pre and post the focused meeting (above)  |
| 3. Increase colleagues knowledge & skills in supporting young people with mental health challenges  | Deliver 2 Scotland's Mental health first aid courses to 15 LEP colleagues. Pre and post evaluation for KASA on MHWB<br>Consider delivery of Children & Adolescent MH training (when available)   |
| 4. Develop a prevention focused pilot for working with parents in supporting their children to be resilient and mentally well   | Raising awareness of Social Anxiety and the impact of Social Media and Communication<br>aim: to get people to think about the ways in which they communicate to prevent social anxiety issues  |

### **3. LEP partners workshop**

In order to support outcomes 1, 2 and 3 (above) a workshop was held on the 16<sup>th</sup> May at Alloa Town hall. This was a 3 hour meeting which provided colleagues with an overview of the strategic context for the work and the links between health, mental health & employability; an outline of the Attainment Challenge and how the Education Service takes a planned approach to supporting young people's resilience and mental well being; 3 rotating workshops (see below); followed by a plenary session at the end for considering evaluation and next steps within the partnership.

A full list of the 27 colleagues who attended the workshop is shown in Appendix 2.

#### **3.1 Workshops (30 minutes each)**

##### **1. WORKSHOP ON RESOURCES (Kaye Hills)**

*This workshop will provide colleagues with an opportunity to explore and interact with identified resources used to support the development of mental, emotional, social and physical wellbeing in schools as part of the core Health and Wellbeing Curriculum*

##### **AIMS**

- Increase participants knowledge, understanding and awareness of current school approaches and activities that aim to increase young people's resilience and mental well being from Early Years to Secondary.
- Provide participants with opportunities to discuss the application of identified approaches and activities in their own role and remit
- Increase awareness of resource availability via Forth Valley Health Improvement Resource Service

##### **CONTENT**

Participants were asked to take part in a group activity taken from a core resource used in schools. The activity provided participants with the opportunity to explore how young people would evaluate and choose a range of people/inputs/resources that could help them through discussing a number of selected scenarios. The activity highlighted not only the range and type of services, agencies and staff who young people might go to for advice and help, but also the skills, rationale and processing needed to evaluate and choose a solution.

The Workshop focussed on the key learning outcomes from the activity and it's links to supporting emotional literacy and resilience.

Participants were then given time to view and engage with the range of resources currently used in schools and the collated mapping exercise.

Information regarding the HIRS (NHSFV) Service was distributed.

## **FEEDBACK**

### **Key points**

- Participants were unaware of the range and type of approaches available to support children and young people.
- Participants recognised the application of identified resources to their own role
- The Mapping Exercise was identified as being a useful guide to available tools
- Participants would like more opportunities to engage with schools to support this growing area of development

### **2. WORKSHOP ON SOCIAL ANXIETY (Fiona Macfarlane)**

*This workshop will introduce the topic of social anxiety and discuss the development of a social anxiety awareness session with a preventative focus for children and young people, and parents and carers.*

### **AIMS**

- To provide participants with an overview of the social anxiety awareness session development plans
- To gather feedback from the participants about their experiences of social anxiety with the people they are working with
- To explore opportunities for the delivery of social anxiety sessions and obtain feedback from participants regarding potential routes for accessing the target populations

### **CONTENT**

Participants were provided with a brief background to the development of the social anxiety awareness session. The overview of the session was shared and discussed with the participants to give them some insight into what the proposed session will look like. The participants were then asked to feedback on the following questions:

1. What is your experience of social anxiety in the young people /adults you are working with?
2. What do you think about the proposed content (overview) of the awareness session?
3. Who should we target this awareness towards?
4. How do we engage with this target group?

## **FEEDBACK**

### **Key points**

- Participants identified with the issue of social anxiety with the people they work with and we were able to provide some examples of this
- The idea of an awareness session was viewed positively by the participants in the workshops
- Discussions took place regarding the target age group that they felt would benefit from sessions and the recognition that parents/ carers would also benefit

- The participant feedback will help inform the development and future delivery of the pilot sessions

### **3. WORKSHOP ON MENTAL HEALTH ISSUES (Lynne Black)**

*This workshop aims to raise awareness and normalise common mental health problems experienced by young people.*

#### **AIMS**

- Provide participants with resources, courses, workshops, that are available for early intervention and enable them to signpost accordingly.
- To gather feedback from the participants about their experiences of any gaps in current service provision.
- Increase awareness of the resources available to each delegate to assist in helping clients address their own mental health.

#### **CONTENT**

The session began with an overview of what is available: within the service at the Phoenix Centre; from the library; online and ways in which they can access all of these resources. The facilitator normalised many of the common mental health problems faced by individuals and explained that the aim of IMHS support is to remove the stigma relating to common mental health problems, by facilitating groups and workshops in the wider community. Participants were advised that IMHS staff will also meet with both them and their clients to help break down some of the barriers to addressing common mental health problems, if this is required. Information was also given regarding the Community Access Team should clients need help accessing available resources or groups/workshops in the community. A range of leaflets were offered to all participants relating to all the topics discussed.

#### **FEEDBACK**

##### **Key points**

- Some participants were unaware of the wide range of resources available to them relating to common mental health problems and others already work quite closely with the Phoenix Centre. Those who already work with the service were positive about the provision and shared the value of having a resource such as this with the others.
- Participants from Forth Valley College felt the workshops and groups facilitated within the community would be a valuable resource for their students and found available resources would be helpful also.
- Participants shared that they felt the main problems they face with their clients do relate to common mental health problems and felt having a clearer idea of where to access information or signpost clients would be helpful.
- Some participants hadn't realised a 'plus one' could attend stress control groups and felt this might be useful for their clients.
- Participants felt stress control groups might be helpful for staff. Information was provided that groups are carried out for both Council and NHS staff and these are promoted on the intranet.

### 3.2 Plenary session: Evaluation and next steps

Following the workshops, participants were asked to provide feedback on post it notes on the following questions. For C and D, there are also additional plenary discussion notes:

#### A. 3 things I have learned

- Referral process to support agencies
- The workshops available for developing skills/knowledge
- The work in place in schools to encourage health & wellbeing (continuous development)
- The importance of social anxiety and to be aware of it
- Local services support and guidance for young people and children
- Solutions and possible interventions
- Resources to use with children of different ages to help them express feelings and access help when they feel they can't cope
- Now more aware of local initiatives re mental health
- Just how much support/knowledge/information available in local area
- There is an integrated mental health service in Alloa
- I had basic knowledge of what support is out there for customers
- Wellbeing workshops available via Phoenix centre
- Signposting to stats – Scot PHO and HBSC
- Introduction to distress brief intervention programme
- There is a lot of support available locally for Mental Health issues
- That there is lots of help out there
- IMHS –Stress classes for 16+
- How to access resources from NHS library
- What Clackmannanshire is doing re mental health in schools/young people
- There is more support
- Where/who to ask for help
- There are lots of different organisations providing support
- There are support services within schools
- There are pilot schemes available
- Social anxiety
- Resources available from the library (noted X 2)
- There is more support available than I thought
- Schools are trying to change things and look at new approaches
- That there are lots of resources in Clacks
- That there is pupil led enquiry in secondary schools
- How to use resources that are in place (NHS library)
- Who's who
- Adults as well as young people
- What is available within Clackmannanshire for all age groups
- What new initiatives are running in school
- Variety of mental health support available
- That social anxiety is now being targeted
- Lots already in place to address issues within the schools

- Partnership working is happening on the ground rather than just at a strategic level
- Extra resources that the third sector can access
- How much good support is available in schools
- The work at CIMHS
- The attainment challenge breadth
- Other services and what they can do to support clients
- How educational establishments in Clacks are taking on board MH & WB in young people
- How to signpost and assist as part of the cycle in Clacks and out with
- That I don't know as much about MH/WB in young people as I thought!!
- New partners and their collaboration
- There is loads of resources available within Clacks
- There is a real issue around Resilience & Emotional Wellbeing in Young People and we are aware of this
- There are organisations in Clacks trying to tackle this
- Ways to signpost & locate local providers
- More aware of support services available

## B. 2 things I found interesting

- The amount of resources available and what is being done
- Knowing what the proposed outcomes & strategic context are
- We still don't promote the good work that is being done in schools locally
- Statistics that Kaye presented on
- Finding out about local plans to develop help for children and to gather their views
- Range of awareness raising taking part locally
- Interesting materials for primary and secondary pupils
- Other peoples' 'real' stories of their clients
- Liked the 'C Cafe' project
- Different support available range of tools/materials
- Simple solutions e.g. breathing techniques that can help at outset.
- The techniques/games/methods they use in school for helping/identifying issues/potential issues
- That there are some simple techniques that if people use could perhaps prevent bigger issues
- Developing an awareness of social anxiety
- Resources to support resilience
- Discussion on social anxiety
- Effects of social anxiety and the workshop
- Who is effected by social anxiety and millennial question
- Social anxiety (noted X 3)
- The range of interventions being put in place
- How early interventions are making a difference
- Attainment challenges
- CIMHS
- Learning more about attainment
- Learning more about social anxiety prep work
- The local area (Clacks) statistics are worse than I thought – I learned about how much help can still be given!
- It's interesting to see how our help towards young people's resilience can affect their future & stats in future!
- Signposting
- Programmes that are currently supporting young people
- Statistical information presented by Kay (noted x 2)
- Activity games resources
- Support from young age groups and parents in obtain issues and then resolving
- Changes in schools
- Asset based links to important recovery factors of values/strengths/hope



C. 1 question I still have

- Is there a specific way we can help young people and families as a college (FV) and educational workplace?
- How do we make sure there is enough support for everybody that needs it?
- How likely children & young people are to engage in support and services provided for them?
- How do we engage people before they reach crisis point?
- How can we get parents involved and engaged and to stay engaged?
- Is there a session that helps us learn more about mental health conditions?
- How can schools access and involve other services to support young people?
- How can I be involved to engage with younger people effectively?
- How can Education and Employability link better to support young people?
- Where do I find out about all the support available?
- How do I get my clients to acknowledge they have a mental health problem?
- Have young people suggested another word for resilience?
- How can Clacks Works work better with Education?
- How can we support young people as an employability service?

D. 1 thing I will do as a result of today

- Utilise the different tools/support available to support individuals
- Signpost clients to support locally
- A knowledge of what is out there for young people
- Try and get more information out to people about what is available – starting with educating our clients.
- Discuss support available with young people
- Use knowledge gain on signposting or having robust conversation on health issues
- Check handouts when specific issue arises
- Develop links with resilience and mental wellbeing to the community justice agenda with the CJ partnership
- Pass on details to my colleagues of today's discussions
- Share learning resources from today with team and promote awareness with client group
- As a result of today I will feed back to my team at Forth Valley College and get more involved in MH & WB awareness in local communities
- Cascade information to my colleagues and work partners to review support available to a wider client group
- Go to resource library
- Look more into wellbeing workshops
- Check out resources on line and find out what is available through NHS library
- I will try to find out what support is out there in schools, in Canal services etc and how best to use this. Unsure who will help?
- Be more aware of children and young people who have mental health problems. As a student nurse to acknowledge this when out in practice. Be aware and liaise with other services for the individual.

#### 4. Recommendations

The following are recommendations for moving the work forward in partnership and the sub group is seeking approval from the LEP for formulating an action plan based on the following:

- All work coaches/mentors within Job centres, FV College, Clacks Works and SDS complete 'Scotland's Mental Health First Aid training' which will provide them with the skills to 'broach the subject' of mental health with clients and will provide them with personal support in order to maintain their mental well being for performing within the role. Self help booklets are available to use with clients on the subjects of anxiety, stress, depression, bereavement etc.
- That all assessments or PDP's within Job centres, Clacks works and SDS have a mental health element/assessment to them e.g. using a scale 1-10 clients rate their mental health, which prompts a discussion as to why they placed themselves at that point on the scale. This recommendation will need to be developed in close conjunction with the IMHS) with a clear referral pathway e.g. to IMHS/ stress control groups etc.
- The above recommendation would also align well with adult focused early intervention and prevention support, aligned to vocational rehabilitation pathways within NHS/ Clacks Works and other employability services support across agencies.
- Colleagues wish to receive regular updates on resources and workforce development opportunities throughout the year e.g. quarterly. Can we improve how we link together to support this area of work?
- All staff (Job centres, FV College, Clacks Works and SDS ) register with the Health Information Resources Service (HIRS), the NHS service providing leaflets/resources on mental health. This can also include stronger links with the Phoenix Centre for resources
- Wider distribution of the mapping work on resources, toolkits, support services & training available to all staff under the umbrella of the LEP (as per Appendix 1) and additionally partners working within communities e.g. 3<sup>rd</sup> sector services (the assets within our communities) for supporting the pipeline 1 & 2 areas. This will aid more signposting of clients into support.
- A single point of contact for accessing information on the area would be valued e.g. the website that CTSI are developing for posting information onto, could be utilised e.g. for the online resources shared in workshop 3.
- Stress control classes are made available for all staff within the Council, DWP and NHS
- Increase opportunities for LEP colleagues to engage with schools to support provision/ signposting/ awareness of services to support young people
- Seek methods for parental involvement in this area. E.g. for the social anxiety pilot work, that a focused session with parents/carers would be worthwhile.
- Implement stress awareness and well being workshops/groups with FV College students (as per those held within the community), including use of available resources.
- To roll out the 'C Cafe' pilot following its success within Primary Schools, into our 3 secondary schools

- Stronger linkage between managers within the Job centres /Clacks works/ SDS/FV College and Education Service Managers for input into the curriculum on skills required for leaving school (e.g. opening a bank account, planning a bus/train journey)
- Working at a wider community level to reduce the stigma attached to mental health for young people
- Reassess the existing support opportunities and resources within schools in the context of early interventional support for young people, before they reach 'crisis point'

J O Suilleabhain, PPHO, NHSFV

24.5.17

**Appendix 1 Mapping of current activities/services and training to support resilience and mental well being in children and young people**

**OUTCOME 1. Colleagues’ knowledge, understanding, awareness & attitudes for current activities that aim to increase young people’s resilience and mental well being is increased (New or existing initiatives)**

**Building Resilience**

| <b>Workforce</b>  | <b>Purpose</b>  | <b>Delivery</b>  |
|---|---|--|
| Staff-The Resilient<br>Classroom-Young Minds  | To provide opportunities to achieve positive relationships with students<br>,build understanding and knowledge of students’ individual strengths and challenges, hopes and aspirations and support students to develop resilience in a way which is appropriate to their individual circumstances | The resource provides activities tutors can use in tutor time sessions to promote and encourage students to feel more resilient. |
| SAC<br>Action for Children Youth Services, Education Services Ccafe Programme (Pilot Programme) | A programme to bring family groups together to prepare a meal and offer structured sessions for parents, children providing practice, routines and rituals  | 8 week programme in 2 Primary and 1 Secondary school   |

**Mental Health Awareness**

| <b>Workforce</b>   | <b>Purpose</b>   | <b>Delivery</b>  |
|--|--|--|
| Educational Establishments-<br>Mental, Emotional Social and Physical Wellbeing-<br>Responsibility of All within Curriculum for Excellence 3-18 years           | Core experiences and outcomes to be delivered within and across the curriculum   | Embedded with Primary Curriculum and PSHE (Personal , Social and Health Education)at Secondary |
| Educational Establishments and Partners-school participation in key local and national priorities eg Child Mental Health Awareness Week 6-12 <sup>th</sup> Feb | Awareness raising and increasing knowledge and understanding of mental wellbeing | Focused approaches   |
| Partnership Working with Integrated Mental Health Services   | Sharing expertise  | Bespoke Inputs   |

## Growth Mindset

| Workforce                     | Purpose   | Delivery           |
|-------------------------------|---|--------------------|
| Scottish Attainment Challenge | Empowering young people and building staff capacity to improve methodology and pedagogy | Education Services |

## Resources/Educational Programmes

| Programme   | Purpose  | Delivery                                   |
|---|--|--|
| Friends-individual work                                     | CBT programme to reduce anxiety and depression in children and young people  | One day Training<br>Educational Psychology |
| Emotional Health in a Jar                                   | A set of 8 jars containing cards that can be used to generate discussions, writing exercises or ice breaks.  | Self directed<br>Kit                       |
| A Box Full of feelings                                      | A box full of feelings is designed to support the social and <b>emotional</b> development of children and is built around the four basic feelings of happy, sad, angry and afraid.                 | Self directed<br>Kit                       |
| That's not me   | Pack for use with the film That's Not Me, included on DVD, which raises sensitive questions about teenage <b>mental health</b> and suicide   | Self directed<br>Kit                       |
| Getting the Lowdown   | A teaching resource designed to equip teachers and facilitators with the tools they need to effectively educate and engage young people around issues of <b>emotional</b> well-being.              | Self -directed                             |
| Understanding emotions in people with learning disabilities | Collection of printable and photocopiable factsheets to help staff understand and manage the emotions of sadness, anxiety and anger in people with learning disabilities.                          | Self-directed<br>Kit Format                |
| Walk the talk<br>Youth Voices                               | A 12 minute film gives professionals a key insight into what young people would like to see improved within services, and offers solutions to break down some of the barriers they currently face. | Self directed<br>DVD<br>Book               |
| Walk the talk<br>Youth Voices                               | A 12 minute film gives professionals a key insight into what young people would like to see improved within services, and offers solutions to break down some of the barriers they                 | Self directed<br>DVD<br>Book               |

|   |   |                    |
|---|---|--------------------|
|   | currently face.   |                    |
| Mental health and growing up-fact sheets for parents, teachers and young people | 36 factsheets covering a wide range of <b>mental</b> health issues. The aim is to provide practical and up-to-date information about the emotional and psychiatric disorder which can affect <b>children</b> and young people   | Self directed Kit  |
| Successful Circle Time  | Quality Circle Time has been adapted to help <b>children</b> acquire the learning and social skills they need for early school years. The lesson plans develop values, feelings and attitudes by building confidence, self knowledge and a sense of responsibility. <b>Children</b> will naturally develop self respect for others and respect for themselves through sharing options, fostering relationships and working cooperatively in a safe and supportive environment | Self directed Book |
| I am, I know, I can   | Pack offers extensive activities designed to encourage <b>children</b> to explore personal and social <b>wellbeing</b> and being positive citizens. Set out in 4 key themes. 1) developing confidence and responsibilities, 2) citizenship, 3) developing a healthy, safer lifestyle and 4) developing positive relationships   | Self directed Kit  |
| What's On your Mind See Me  | Programme to help young people understand the importance of good mental health, recognise how it affects them and build confidence to talk more openly about mental health  | Self-directed Kit  |

## Policy Guidance

| <b>Workforce</b>  | <b>Purpose</b>  | <b>Delivery</b>   |
|---|---|---|
| Health and Wellbeing Strategy   | Aligning key local and National priorities and setting out key outcomes       | Education Services  |
| Supporting Young People who Self Harm at School<br>Supporting Young People who have Suicidal Intent | Guidance document for schools with associated briefing and awareness sessions | Training Module-NHS Health Promotion Educational Briefing |
| Supporting Transgender Pupils   | Guidance document for schools with associated briefing and awareness sessions | Training Module-NHS Health Promotion Educational Briefing |

**OUTCOME 2: Increase colleagues' awareness of support services to which young people can be signposted when necessary**

**Counselling in Schools**

| <b>Workforce</b>  | <b>Purpose</b>  | <b>Delivery</b>   |
|---|---|---|
| NHS Counsellor  | To provide 1-1 counselling support to children and young people in Secondary Schools  | 1 day per week at each High School  |
| NHS Family Nurse Partnership                                  | To provide support to children and young people and families via the Nursing Pathway  | As necessary  |
| SAC<br>The Spark<br>(Pilot Programme)                         | To provide 1-1 counselling support to children and young people in highlighted Scottish Attainment Challenge Schools                      | 1 day per week from February 2017-June 2017 in 9 identified focus schools & 2 additional schools. |
| SAC<br>Wellbeing Workers<br>(Pilot Programme)                 | To provide 1-1 counselling support and group therapy to children and young people in Secondary Schools and additional support to families | 2 days per week from February 2017-April 2017 in all 3 Academys                                   |
| The Health Spot-NHS, Youth Services and Third Sector Partners | Weekly drop-in service for all young people to access advice, support and information   | 1x per week at each High School   |

**Stress Control Groups**

| <b>Workforce</b>  | <b>Purpose</b>   | <b>Delivery</b>                                    |
|---|--|--|
| IMHS-Coping with exam stress and anxiety/Stress Control | Bespoke input to Secondary Schools to support young people | Integrated mental Health Services<br>Bespoke Input |

**Immediate access-school based Services**

| <b>Workforce</b>            | <b>Purpose</b>  | <b>Delivery</b>           |
|-----------------------------|---|---------------------------|
| Pastoral and Guidance teams | Support and guidance for young people   | Bespoke                   |
| Outreach Team               | To facilitate and provide support for young people who have emotional, social and mental wellbeing concerns | Bespoke-dependent on need |

## Befriending

| Workforce                           | Purpose  | Delivery  |
|-------------------------------------|--|---|
| School based-Buddies and Mentors    | Support and guidance for children and young people experiencing periods of emotional distress or requiring additional support          | Training and delivery by Respect me   |
| School- based Peer education Models | Young people share information, values and behaviour in educating others who may share similar social backgrounds or life experiences. | Bespoke in each school-support from Youth Link Scotland, Fast Forward, Youth Services |

## OUTCOME 3: Increase colleagues knowledge & skills in supporting young people with mental health challenges

### Workforce Development

| Workforce  | Purpose  | Delivery   |
|--|--|--|
| NHS and CAMHS: An Introduction to Child and Adolescent Mental Health | An introduction to brain development, attachment, reliance and mental wellbeing  | One day course- NHS Forth Valley - currently unavailable but please refer to health promotion training brochure for availability in future |
| NHS Scottish Mental Health First Aid                                 | An introduction to mental wellbeing, illness challenging stigma, brain development, attachment, reliance and positive approaches to mental wellbeing                             | Two day Course-NHS Forth Valley  |
| NHS ASIST SAFETALK   | Approaches to supporting listening to young people with suicidal intent and self harm  | NHS Forth Valley Set courses   |
| NHS Self Harm  | To increase knowledge of the issues surrounding self harm and equip people with the skills to support people who self harm   | NHS Forth Valley   |
| NHS Practical Tools  | Increase knowledge of the issues surrounding mental and emotional wellbeing of children and young people and provide practical ways if supporting improvement to their wellbeing | NHS Forth Valley   |
| Stress Control classes for Council & NHS staff                       | To teach people how to manage stress though an evidence based 6 week programme   | NHS Forth Valley   |
| Educational Psychology and Educational Establishments EMDR           | Trauma therapy   | Educational Psychology, CAMHS, Phoenix Centre  |



|   |  |  |
|---|--|--|
| Educational Psychology and Educational Establishments<br>DDP Dyadic Developmental Psychotherapy | Attachment focused therapy for children and their families | Educational Psychology, CAMHS<br>Bespoke Inputs                    |
| Educational Psychology and Educational Establishments<br>CBT<br>Cognitive Behavioural Therapy   | Approaches to supporting anxiety and low mood              | Educational Psychology, CAMHS,<br>Phoenix Centre<br>Bespoke inputs |

#### TRAINING CONTACTS:

- **For NHS Forth Valley (Health Promotion training):** the link to the full brochure is <http://nhsforthvalley.com/health-services/health-promotion/health-promotion-service-training/>

The booking form is an online form that is available on this link. There is a generic email address for training information and where the booking forms are received [FV-UHB.HPTtraining@nhs.net](mailto:FV-UHB.HPTtraining@nhs.net)

- **For Educational Psychology contact Education Services via the council's website**
- **CAMHS (Child and Adolescent mental Health)** it is normal for CAMHS to expect some form of support to have been attempted prior to any referral (i.e. GP, health visitor, school head teacher, or Pastoral / Guidance Staff).
- **Phoenix Centre**, please book onto courses via Integrated Mental Health Service Marshall House, Marshall, Alloa, FK10 1AB. Tel: 01259 215048  
Email: [integratedmentalhealth@clacks.gov.uk](mailto:integratedmentalhealth@clacks.gov.uk)

## Appendix 2: List of Participants for the workshop on 16<sup>th</sup> May

*(Job titles will be added at a later date)*

| <b>Name</b> | <b>Surname</b> |
|-------------|----------------|
| Marion      | Aitchison      |
| Lynn        | Black          |
| Jacqueline  | Black          |
| Valerie     | Cannon         |
| Michelle    | Carr           |
| Susie       | Ferguson       |
| Gail        | Fraser         |
| Janette     | Hastings       |
| Danielle    | Hill           |
| Kaye        | Hills          |
| Tom         | Houston        |
| Lesley      | Jack           |
| Ken         | Laing          |
| Fiona       | MacFarlane     |
| Stacey      | Mackay         |
| Lesley      | Marshall       |
| Julie       | McGrath        |
| Audrey      | Munro          |
| Sara        | Murchison      |
| Catriona    | Park           |
| Kelly       | Smith          |
| Zak         | Stark          |
| Richard     | Thomson        |
| Morag       | Tully          |
| J           | Washe          |
| Kenny       | Wilson         |
| Joanne      | OSuilleabhain  |