Outreach Training Plan 1: Contact and Support

Key points:

**Key:**

* **Red: Tasks**
* **Green: Workbook**
* **Blue: slide links**
* Planning and safety
* Routes to the street
* Support needs and interventions

Resources needed:

* PowerPoint
* Course Booklet
* Case Studies Handout
* Flip charts
* Pens
* Post it notes
* Speaker for video if room does not have this

| Time | Timing | Area | Method/Exercise | Notes |
| --- | --- | --- | --- | --- |
| 9.30 | 15 mins | Trainer set up | * Ensure PowerPoint is ready * Projector is working * Workbook pack printed out * Pass out name tags or stickers |  |
| 9.45 | 15 mins | Introduction | * Please plan for your local context |  |
| 10.00 | 15 mins | Ice breaker | * Please plan for your local context |  |
| 10.15 | 20 mins | Overview  Slides 6 - 11 | 10 mins   * Place up slide 6, but only the initial slide * TASK: Ask the group what type of services exist. Trainer to flip chart all responses and not challenge any response until a full list is made * Put the rest of slide 6 up and compare the lists. Explore any services that the group are unsure about.   10 mins   * Run through slides 7 to 11. This helps to give people the background to the current world of homelessness. * Slide 9: Ask the question why do people think there has been an increase in rough sleeping in particular areas e.g. why are rates higher in the South East? |  |
| 10.35 | 10 mins | Aims of Assertive Outreach  Slide 12 | 5 mins   * TASK: Break the room into pairs or threes * Ask them what the aims of Assertive Outreach are? * Encourage people to not spend too long on this and instead just briefly explore all options   5 mins   * Review what people identified * Explore any concerns or questions   The alternative to the above will be to have an open discussion with the whole group |  |
| 10.45 | 30 mins | Outreach checklist  Slide 13 | * TASK: Split the room into small groups * ASK them to design an Outreach shift checklist * Use the bullet points on slide 14 to guide people * Give the room 20 mins to complete the task using flip chart paper and pens. Encourage creativity. Once complete, place all on the walls of the room. Explore any issues with the remaining time. * Keep this up on the walls and refer back when needed, i.e. risk discussions |  |
| 11.15 | 15 mins | Break – slide 14 |  |  |
| 11.30 | 20 mins | Risk Assessment and Safety Planning  Slide 15 | * Introduce the risk matrix * TASK: Ask people to work in pairs and work through the task on page 4. * Review and reflect * Refer to page 5 Team Risk Assessment, the exercise they have just carried out can inform this exercise that can be done with their own teams and be incorporated into their Outreach Checklist   **NOTE**: Be aware, some people may identify their risk as one level, whether another group may see it as a different level. Encourage the group to see the threat level to be the start of the risk conversation, not the end of it. For example, “we defined it is a high risk ***because*** of…” The risk matrix is not about getting the right level but rather it is there to help people understand the risk better. |  |
| 11.50 | 40 mins | Routes to the streets  Slide 16 | 25 mins   * Split the group into groups of about 3 or 4 * ASK them to work through different case studies ***(separate handout)*** * Encourage people to use the bullet points on slide 16 and creativity to map out this person’s journey. Provide flip chart and pens   15 mins   * Review each group’s responses. * Signpost to other training – particularly trauma * Remind people that even though you may see similar stories, there is always an individual human story behind this for us to identify and support |  |
| 12.30 | 10 mins | Lived Experience  Slide 17 | * Show the video to people * Explain it is always important to see the human behind the story * Ask what went well/didn’t go so well for the person relating their story and what could have been done better. |  |
| 12.40 | 60 mins | Lunch – slide 18 |  |  |
| 13.40 | 5 mins | Recap and afternoon focus  Slides 19 | * Check in on people – any thoughts? Questions? Comments? * Remind people of the afternoon’s objectives |  |
| 13.45 | 15 mins | Person-centred communication  Slides 20 - 22 | * Trainer to board blast the group’s thoughts on what person-centred approach or facilitate a conversation * Explore what the danger is of not having this? *I.e., person treated with a one size fits all service that means increased likelihood of dropping out of services and not achieving effective outcomes.* * To consolidate learning, show the two brief videos on slides 21 and 22. Ask for any reflections |  |
| 14.00 | 25 mins | Individual risk assessment and safety planning  Slide 23 | * Introduce how we are a key player in helping someone reduce their risks, but we cannot do it for people. We have to ensure it is done in collaboration * In pairs, using page 6, ask people to work through the example safety plan using different case studies. **Ask** one person to take on the role of a client and one person to be the worker and work through the plan. * Review people’s response. Focus on the relationship/collaboration |  |
| 14.25 | 15 mins | Hierarchy of Needs  Slides 24 - 26 | * Introduce the H of N and remind people it is on page 9 of their workbooks * Explore how important it is to look beyond just the basics * Show the Natasha video * Ask the room to use the H of N on Natasha to identify if we could highlight each point   ***Important point****: If we don’t push people to think of self-actualization and esteem needs, the danger is a person’s recovery can stall. Plus, this is the amazing part with working with people, we can find their stories and their desires!* |  |
| 14.40 | 30 mins | Routes off the streets  Slide 27 | * Explore what a support plan is. Remind people they may have heard of it by another name, such as an action plan, a goal plan or a care plan * Explore the importance of SMART (page 8). If the room is not used to making SMART goals, ask for a goal someone in the room wants to make and ask people to help them make it SMART. If no one is comfortable to do this, use a general goal: *lose weight, quit smoking, save money, learn a new hobby, etc.* * Using the example on page 7 and ask the pairs to create 5 SMART goals for their made-up client or case studies used earlier in the Safety Planning Exercise. Ask each group to feedback one of their goals and ask the rest of the group to critique if their goal is SMART enough. If it isn’t, explore ways to make it SMARTer. |  |
| 15.10 | 15 mins | Break – slide 28 |  |  |
| 15.25 | 30 mins | Diversity & Equality  Slide 29 - 31 | * State to people that we are finishing on diversity and equality as this allows us to focus on the individual * Link to the Equality Act 2010 and protected characteristics. Ask why protected characteristics are important? * Explore how it can be our opportunity to get support that we cannot offer. This is also useful to remind the delegates of what is in their gift to help people with and what is needed to refer onto   **Introduce** **Heuristics** (*mental short cuts to make quick questions*) and **Bias** (*mental short cuts that can lead people to treat others differently*). The goal of this exercise is to introduce the topic and send people away with the idea. |  |
| 15.55 | 10 mins | Assertive Outreach  Slide 32 | * Link this to the start of the day * Remind people that despite people being allowed choice, we know keeping people off the street is the most effective way to keep people safe * Flip chart how people think this assertive approach would work, who needs to be involved and how this would look. |  |
| 16.05 | 15 mins | Review, evaluate and close  Slides 33 - 34 | * Reflect on the day * Any questions, comments or queries. |  |
| 16.20 | Finish |  |  |  |