

Foster Carer Training Programme 2019 to 2020

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Foster Carer Training Programme 2019 to 2020

Dear Carer

Welcome to the April 2019 to March 2020 Foster Carer Training Programme. Courses are available to all Worcestershire County Council Foster Carers, Kinship Carers, and Carers with a Special Guardianship Order or Child Arrangements Order (Residence Order)

On receipt of your Nomination Form we will write to you to confirm which courses you have a place on, and which courses you are on the waiting list for. We will send you Joining Instructions four weeks before each training event.

The Core Courses are:

- Contact
- Emergency First Aid
- Safeguarding classroom session
- Safer Caring
- Understanding Behaviour
- Valuing Difference Part 1
- Valuing Difference Part 2
- What is Health?
- For carers approved after September 2017, one member of the household must complete the Foundations For Attachment Group before progression can be made to Level 3.

Refresher Training

The Core courses must be refreshed every 3 years.

Core Courses

Contact

This course enables carers to understand the complexity of the issues involved in planning and managing contact with birth parents, and to develop the knowledge and skills to play their part with confidence. Carers will understand the emotional and practical issues associated with contact, and will explore their own role in promoting and improving contact.

By the end of the session participants will:

- Understand the legal framework surrounding children having contact with their birth parents
- Identify some of the difficulties of contact from the perspective of carers, birth parents, and social services
- Explore the emotional impact of contact and the way it is managed
- Become more aware of what is expected of foster carers with regards to contact
- Become more comfortable in your role of managing and supporting contact
- Able to offer ideas of enhancing the quality of contact

Emergency First Aid

This course has been designed to give carers the understanding of the importance of dealing correctly with a first aid or pre-hospital emergency, and how they fit into the chain of survival. Learners will gain an underpinning knowledge and practical skills to deal with a child who has been taken ill suddenly, become unconscious, suffered a severe bleed, who is choking, or who has had a cardiac arrest. The Learner will have the knowledge of the subtle differences of what makes children different in a first aid, or pre-hospital emergency.

Equality In The Workplace e-learning

This course will show you how to:

- Understand the importance of Equality and Diversity
- List the 6 strands of Equality
- Identify relevant legislation, policies and sources of information
- Assess examples of equality and diversity

Faith & Belief e-learning

This module is intended to be a basic introduction to different religions. Religions can be complex and this guide is not intended to be a definitive guide to different religions, but a useful tool for carers in their day to day work.

Safeguarding e-learning

This module is for anyone whose work puts them in contact with children but who do not necessarily work in the field of children's services.

Safeguarding – classroom session

Facilitated by Syed & Quinn

Aims:

- Understand what is considered to be abuse
- Explore the complexities of Child Protection
- Understand how to play their part in preventing child abuse
- Look at whose responsibility is prevention?
- Consider current Legislation and guidance
- Be able to identify possible indicators of abuse
- Recognise the impact of any form of abuse on a child
- Identifying behavioural changes
- Consider why the children, foster carers are supporting are particularly vulnerable
- Explore the types of abuse children with disabilities are at particular risk
- Explore a common-sense approach to child protection and caring for children.
- Look at the importance of recognising sensible boundaries in relationships with children in a fostering situation.
- Fully understand their role and responsibilities under the Children Act 1989 and Working Together to Safeguard Children 2015.
- Know what to do and where to get help if you suspect child abuse
- Consider what happens when there is disclosure?
- Have a practical understanding of expectations on them as carers of children any specific issues in relation to their own work.
- Discuss what carers should expect from the local authority in support, training and responsiveness to concerns

Safer Caring

Facilitated by a WCC Fostering Social Worker and a WCC Foster Carer

Aims:

- Give carers the opportunity to consider the impact of abuse/previous life experiences on a child and how it might influence how we care for a child
- Discuss what carers can do to help keep everyone as safe as possible
- Consider how carers can support a child's recovery

Understanding Behaviour

Facilitated by WCC Fostering Social Workers

Aims:

- Develop an understanding of the context of children's behaviour

- Help Carers to respond effectively to a range of behaviours

By the end of the session participants will be able to:

- Describe the impact of child development, attachment and trauma on behaviour
- Explain why punishing approaches for managing behaviour are not appropriate
- Consider effective strategies for managing behaviour which reinforce positive discipline

Valuing Difference Part 1

Facilitated by Syed & Quinn – new facilitators for 2019/20

Aims:

- Have a deeper understanding of the terms 'ethnicity', 'culture' 'disability', 'race' and 'religion'.
- Gain an insight the protected characteristics.
- Gain a deeper understanding of religion and spirituality.

NB – Part 1 is now a "stand alone" session and does not need to be completed before Part 2

Valuing Difference Part 2

Facilitated by Syed & Quinn – new facilitators for 2019/20

Aims:

- Understand the importance of the cultural web and how this impacts on others.
- Gain an understanding of disability, gender identity and sexuality.
- Feel more confident in how to challenge discrimination in a way that promotes change

NB – Part 2 is now a "stand alone" session and does not need to be completed after Part 1 (it can be completed before Part 1)

What Is Health?

Facilitated by ISL Health & Wellbeing

Aims:

- Appreciate the holistic nature of health
- Develop a greater awareness of the factors influencing health and well being
- Apply this increased knowledge and understanding to promoting the health of Looked After Children

Developmental Courses

ADHD Awareness

Facilitator: Syed & Quinn – new facilitators for 2019/20

Aim: To raise awareness of Attention Deficit Hyperactivity Disorder.

By the end of the session participants will be able to:

- Describe symptoms of Attention Deficit Hyperactivity Disorder
- Be aware of the process of ADHD diagnosis
- Be familiar with treatment options for ADHD
- Explore some of the practical considerations of caring for a child with ADHD
- Address some of the theories about the causes of ADHD

Alcohol Awareness

Facilitator: Syed & Quinn – new facilitators for 2019/20

Aim: To raise awareness of the effects and consequences of misusing alcohol across various sectors of the public, to examine the impact of alcohol misuse in areas of society and to point to avenues of help and support. Also included in the training is a detailed examination of the psychological effects of alcohol and the physical process of tolerance, dependence and withdrawal.

By the end of the session participants will be able to:

- Describe a model of physical risk assessment, and related symptoms
- Identify how alcohol misuse impacts on different sectors in society and family
- Describe sensible drinking guidelines and how to communicate the concept
- Describe the psychological impact of alcohol consumption.
- Provide a clear scientific explanation of dependence, tolerance, withdrawal and overdose
- Describe support services available and how to access them

Autism Awareness

Facilitator: Syed & Quinn – new facilitators for 2019/20

Aim: To raise awareness of the diagnosis of Autism Spectrum Condition

By the end of the session participants will be able to:

- Recognise behaviours commonly associated with the Autism Spectrum Condition
- Be familiar with the diagnostic criteria for Autism
- Be aware that the term Asperger's Syndrome has recently been changed in some literature to 'High Functioning Autism' without any significant changes to meaning
- Appreciate that Autism is associated with high levels of anxiety
- Dispel some of the myths and stereotypes around a diagnosis of Autism Spectrum Disorder

- Identify appropriate communication and engagement processes with people on the Autism spectrum

Bereavement & Loss In Children

Facilitator: Syed & Quinn

Aims: To understand the impact of loss, transition and bereavement for children. Whether it be moving out of the family home, changing school, losing family, friends and pets.

By the end of the session participants will be able to:

- Understand the loss/bereavement/grieving process for children at different ages and stages of development
- Describe how to help children and families prepare for loss, transition, or bereavement
- Impact to children of loss, transition or bereavement including: being removed from home, moving schools, losing touch with family, friends
- Supporting children after loss, transition or bereavement has happened
- Understanding the longer term implications of separation and loss

Career Pathways

Facilitators: To be confirmed

Not every career happens in a straight line, especially for young people who are already facing big challenges in their lives. With so much information and choice it can be difficult to know how to help young people understand the options open to them. This training session aims to help carers support young people to navigate the many different options they may encounter, enabling them to make positive choices about their own careers and futures.

During the session we will look at different routes into different careers, going to college and university – and the different types of support available to care leavers.

Child Development

Facilitated by ISL Health & Wellbeing

This session will provide an introduction to the development of children within the age range 0-12 years. It will, however, be appropriate for carers of children and young people of all ages to attend. The development of young people aged 13 and above will be covered in the *Caring For and Working With Teenagers* course.

Aims:

- Discuss the typical stages of child development (0 to 12 years)
- Introduce the factors influencing development

It could be helpful to attend this course before attending *Caring For and Working With Teenagers*, *Resilience & Developmental Trauma* and *Parenting Children with Attachment Difficulties*

NB this session is not appropriate for carers who have attended the Beginning Attachments Group / Foundations For Attachment Group and/or Nurturing Attachments Group, as the subject is covered in greater detail in these groups.

Child Sexual Exploitation & Missing

Facilitated by Melodie Bedford, Practice Lead.

The session will look at the various signs, indicators and models surrounding child exploitation. Any young person can become a victim of child sexual exploitation, regardless of their age, gender, ethnicity, sexuality or social background. This presentation will provide information that will help you to recognise if the child in your care is being, or at risk of being, sexually exploited and how best to support them. We will also look at the impact of child sexual exploitation on children, psychologically, physiologically and socially.

This presentation will also address children who go missing, what to do, how to report to Police and how best to support when they return.

Domestic Abuse Awareness

Aims: Recognise the impact of domestic abuse on children and young people.

By the end of the session participants will be able to:

- Identify the needs of children
- Recognise how children are influenced by the society in which we live
- Identify the effects of domestic abuse on children of different ages
- Explore how domestic abuse affects self-esteem, development and self-image
- Recognise how personal attitudes and beliefs underpin relationship dynamics

Drug & Novel Psychoactive Substances Awareness

Facilitator: Syed & Quinn – new facilitators for 2019/20

Aims: Provide an introduction to the range of commonly used substances; identify appropriate support services, and their referral pathways.

By the end of the session participants will be able to:

- Identify what the commonly used drugs look like and how they are used
- Describe the reasons why people use substances
- Identify related physical and psychological risks
- Describe the legal classifications and penalties
- Describe support services available and how to access them

E-Learning via the Worcestershire County Council e-learning Zone

Carers are able to access a variety of e-learning training packages via the WCC e-learning Zone. Please contact Doe Goodwin for a list of courses and access details.

FASD Awareness

Facilitator: Syed & Quinn – new facilitators for 2019/20

Aims: Raise awareness and promote better understanding of FAS/FASD

This is a companion session to the one day Alcohol Awareness course. The courses support each other and it is recommended, but not essential, to attend the Alcohol Awareness course to ensure an appropriate level of knowledge is in place prior to this session.

By the end of the session participants will be able to:

- Outline contemporary research regarding the impact of alcohol use on the developing foetus.
- Describe the potential physical mechanisms of harm to the unborn child with their related symptoms.
- Discuss patterns of incidence and prevalence
- Demonstrate enhanced confidence in raising the issue with service users.

Working with FASD Children

Facilitator: Syed & Quinn – new facilitators for 2019/20

Aim: This course is aimed at those who have already completed the FASD Awareness training. It examines in more detail the emotional, cognitive and behavioural challenges faced by those people, young and old, who were exposed to damaging levels of alcohol in the womb.

By the end of the session participants will be able to:

- Understand that although much of the functional damage to brain and body may be irreparable, we have an opportunity to provide an environment which fosters the development of healthy self-esteem, meaningful relationships, confidence and quality of life.

Foundations For Attachment Groups (previously Beginning Attachments Groups)

Facilitated by ISL Health & Wellbeing.

The Foundations For Attachment programme has been developed by Dr Kim Golding and Anne-Marie Tipper. It is designed to provide support, education and skills development for those caring for or working with children who have experienced difficulties within relationships.

Built around the 'Foundations for Attachment Model' this is a 7 session programme which helps carers and professionals to:

- a) Understand the challenges of parenting developmentally traumatized children
- b) Understand therapeutic parenting which combines emotionally connecting with children alongside behavioural management.
- c) Understand the importance of looking after themselves with particular attention to understanding own attachment history and how to notice and get out of states of blocked care

The programme runs over seven sessions. The first of these sessions is an introductory session where you can come and meet the facilitators and other group members, hear an overview of the programme and have a chance to ask any questions you may have about joining the group. During this session we ask participants to complete questionnaires about themselves and the children they are caring for which help us to evaluate the efficacy of the group intervention. Participants are asked to complete these questionnaires again at the end of the programme.

The other six sessions have a structured content comprising teaching, video, discussion, group and individual exercises

The programme is ideally suited for new fostering, kinship or adoptive families wishing to increase their understanding of the challenges of parenting children who have had difficult relationship experiences. It is also suitable for experienced carers or parents who wish to gain a foundation level understanding of relationship difficulties and therapeutic parenting. The programme can be completed as part of preparation for fostering or adoption as it does not require the carer/parent to have a child living with them.

The Foundations For Attachment Programme sits before the more intensive Nurturing Attachments Programme.

How does Nutrition Affect Behaviour?

(Previously called Can You Eat Your Way To Mental Health?)

Facilitated by ISL Health & Wellbeing
Aims

- Understand what makes a diet healthy
- Understand how diet and activity levels can influence both physical and mental health
- Develop a greater understanding of "disordered eating patterns" and an awareness of strategies for addressing these
- Develop an increased understanding of some of the barriers to healthy eating and exercise, and methods of tackling these.

Please note that 'What Is Health?' (Core Course) should be completed first.

Life Story Work

Aims: To provide an understanding of Life Story Work.

By the end of the session participants will be able to:

- Understand why life story work is so important to children and young people
- Explain what everyone's role is in relation to life story work
- Discuss the importance of foster carers recording and passing information/memories on to adopters, and how adopters can continue to use and develop Life Story Work
- Develop a set of tools and techniques to create children and young people's memories and help them to understand their story

Making Everyday Decisions For Looked After Children - Delegated Authority

Facilitated by the WCC Fostering Team

The session will comprise both Children's Services staff and Foster Carers (Mainstream and Kinship) and is for anyone working with Looked After Children who needs to understand how Delegating Authority works and what it means.

Aims:

- Enable all professionals in the lives of Looked After Children i.e. Foster Carers, Children's Social Workers and Fostering Social Workers to learn together
- Understand the implications of Delegated Authority on the lives of the young people placed
- Learn what the law says about Delegated Authority
- Explore what barriers exist about Delegated Authority and consider ways to overcome these
- Learn about the theory and research around Delegated Authority

Managing Behaviour

Facilitated by ISL Health & Wellbeing

Aims:

- Understand the behaviour displayed by the children and to link this to their internal experience
- Explore why traditional behaviour management strategies may not help the children to feel secure
- Discuss how to manage behaviour whilst also building trust and security for the child

By the end of the session participants will be able to:

- Reflect on how they currently manage behaviour
- Understand the parenting task when parenting an insecure child relating this to an understanding of developmental trauma and attachment styles
- Consider the connections between experience, feelings and behaviour and relate this to the concept of therapeutic parenting
- Explore traditional behavioural management and how it might be modified for the insecure child
- Explore a range of parenting skills to manage behaviour whilst building security
- Understand a range of parenting principles for parenting insecure children

Please note that the session aims are covered in greater detail in the Beginning Attachments Groups / Foundations For Attachment Groups and the Nurturing Attachments Groups, so this session is not appropriate for those who have already attended one of the groups.

Men Who Foster

The role of a foster carer can be both extremely rewarding and, at the same time, extremely challenging. Being a male foster carer has, arguably, even more challenges. Women are traditionally seen as the care-givers. Often, a man who devotes his life to caring for children is viewed with suspicion. This course explores the roles men play in care as main carers. It explores the idea of the 'positive male role model', as well as expectations and stereotypes in care.

The main learning objectives of the course are as follows:

1. To provide carers with confidence in all aspects of supporting children who are in placement
2. To highlight that you are in a unique position to support children to gain positive attachments and build healthy relationships with men
3. To consider the role of men in fostering

4. To explore the struggles that men face within their care role
5. To explore the attributes that constitute a positive male role model for foster children
6. To provide an insight into the allegation process and to not be scared of this process
7. To understand the importance of the Safer Care Policy
8. To learn how to support children in a safe manner that doesn't restrict you as a carer

NB – this session is for male Mainstream and Kinship carers only.

Mindfulness

Facilitated by Richard Allsup, WCC Corporate Trainer

In the hurly burly of living, we can often be preoccupied with worrying about the future or dwelling on the past. Mindfulness provides us with an opportunity to discover how the world is affecting us, finding who we are - beyond our roles and the things we do for others. By focusing our attention, and living in the present moment with compassion and acceptance, we can re-vitalize ourselves and find our inner resources to live more satisfying and 'contactful' ways of being.

This introductory workshop considers the values of Mindfulness, integrated with principles of humanistic psychology, as well as practical techniques as a foundation for practice.

NSPCC Share Aware

Facilitated by Ally Sultana, Local Campaigns Manager, Midlands Safeguarding in Communities, NSPCC

A child's safety will always be of paramount importance for parents or carers. When asked, parents and carers will tell us that internet safety is a major concern. This session will look at how best to keep our children safe while on line.

Nurturing Attachments Group

Facilitated by ISL Health & Wellbeing.

This is a programme written and published by Dr Kim Golding. It is designed to provide support, education and more intensive skills development for a range of parents, carers and professionals. It is built around the *House Model of Parenting*.

This is an 18 session programme which helps those attending to:

- a. Gain an understanding of attachment theory, patterns of attachment and the importance of therapeutic parenting to meet attachment needs
- b. Provide a secure base for the children whose security is challenged by their previous experience
- c. Grow a relationship with the children; building on this security and helping children experience unconditional love and acceptance even when their behaviour is challenging and discipline and boundaries are being used

The **Nurturing Attachments Programme** invites participants to reflect upon the experiences of the child they are caring for, and to apply the principles of therapeutic parenting at home, between sessions.

In order to do this, group members need to have a child living with them whilst completing the group.

NB – each Module comprises of 6 sessions. Participants must commit to attending each session in a module. Modules must be completed in order.

Parent & Child Placements

Session details:

The course explores the developmental needs of children and the importance of attachment. Parent and child placement fostering is a specialist type of fostering, which entails a great deal of dedication and commitment.

The main learning objectives of the course are as follows:

Day 1

- To assist foster carers in developing their skills and knowledge in working with mother and baby placements
- To consider the different needs of the baby and parent in placement
- To gain an appreciation of the difference between caring for a foster baby and caring for a parent and baby placement
- To gain an understanding of the different requirements from local authorities, depending on the needs of the parent and child
- To look at recording information on parent and child placements

Day 2

- To identify and explore risk in a parent and child placement
- To practice safeguarding in your home confidently
- To complete the appropriate assessment writing and documentation
- To understand the importance of Placement Agreement Meetings

Attendance required at both days.

Parenting Children with Attachment Difficulties

Facilitated by ISL Health & Wellbeing

Aims:

Increase understanding of Attachment Theory and the process of attachment

By the end of the session participants will be able to:

- Identify the relationship between early attachment development and later behavioural and relationship difficulties
- Understand what facilitates or hinders the development of secure or insecure attachments
- Identify parenting interventions that can be used to facilitate attachment development

Please note that the session aims are covered in greater detail in the Beginning Attachments Groups / Foundations For Attachment Groups and the Nurturing Attachments Groups, so this session is not appropriate for those who have already attended one of the groups.

Preparing for Independence

Facilitated by WCC Outreach Workers

Aims:

- Discuss the role of Outreach and the support that we provide
- Identify the changes a young person goes through when they leave the care system
- Look at what benefits young people are entitled to when they turn 18
- Examine the housing application process and what to expect

By the end of the session participants will be able to:

- Recognise the skills that young people need when they turn 18
- Support young people in the lead up to their 18th birthday in regards to claiming for benefits and housing applications
- Help young people to leave foster care at the age of 18 with everything in place for them to move onto independent living.

Relationship Based Play - The Joy Of Connection – An Introduction To Relationship Based Play

Facilitated by ISL Health & Wellbeing

An interactive workshop which will provide an overview of the importance of relationship based play alongside lots of opportunity for play, fun and discussion.

Please note that the timings for these sessions are 09:30 to 16:30. Attendance is required at the whole session.

Resilience & Developmental Trauma

(Previously called Exploring the Impact of Adverse Environments on Child Development)

Facilitated by ISL Health & Wellbeing

Aims:

- To increase understanding of what developmental trauma and resilience are
- To provide an introduction to the impact of traumatic experiences on children's development
- To provide opportunity to reflect on personal experiences of caring for traumatised children

Please note that the session aims are covered in greater detail in the Beginning Attachments Groups / Foundations For Attachment Groups and the Nurturing Attachments Groups, so this session is not appropriate for those who have already attended one of the groups.

Self-Harm Awareness

Facilitated by Syed & Quinn – new facilitators for 2019/20

Aim: To understand the reasons why people self-harm or injure and how to assist young people.

By the end of the session participants will be able to:

- Understand the distinction between self-injury and suicide whilst challenging and developing the participants understanding of the subject.
- Define self-harm and the role it plays in people's lives
- Develop clarification for developing personal criteria for when self-harm, in the context of substance use, becomes a safeguarding concern.
- Describe the personal impact upon the carer in working with self-harm, and the method for assisting young people to find alternatives from self-harm and injury.

Talking to your Child about Sex & Relationships

Facilitated by Kate Wilson, NHS Health Promotion Specialist

Aims: To enhance the awareness, confidence and skills of carers to communicate with and support their children with their sexual, social and emotional development.

By the end of the session participants will be able to:

- Describe how to access relevant information about young people's development, behaviour and needs
- Discuss the impact of feelings, attitudes and beliefs on young people's sexual and emotional development
- Practice skills that will enable them to communicate effectively with their children to discuss sexual health and relationships.

Tax Workshop For Foster Carers

Facilitated by Amy Wilson, Fostering Network

Overview of The Fostering Network

Amy will provide an overview of the benefits available to you as members of The Fostering Network, including the advice and mediation service provided by Bethan Houston.

Workshop: Income Tax and National Insurance for Foster Carers

Amy will run a workshop on Income Tax and National Insurance for foster carers, to help you understand the rules that apply to the income you get from fostering.

The workshop will cover:

- An introduction to the income tax scheme for foster carers
- How to calculate your own tax threshold
- Self-assessment tax returns
- National Insurance contributions

There will be opportunities throughout the workshop to ask questions.

Teenagers – Caring For and Working With

Facilitated by ISL Health & Wellbeing.

Aims: Explore issues around caring for and working with Looked After Teenagers.

Please note that the session aims are covered in greater detail in the Beginning Attachments Groups / Foundations For Attachment Groups and the Nurturing

Attachments Groups, so this session is not appropriate for those who have already attended one of the groups.

Understanding and Managing Stress

Facilitated by Syed & Quinn – new facilitators for 2019/20

Aim: What is stress? How do we respond to it physically and emotionally?

By the end of the session participants will be able to:

- Understand how we all experience stress, our perception of, and response to it can differ widely.
- Identify how we personally respond to stress physically and emotionally and what to do about it.
- Examine your own 'relationship' with stress, together with existing strategies to manage it, and how our own biases may affect our interventions with those around us.

Understanding and Working With Eating Disorders

Facilitated by Syed & Quinn – new facilitators for 2019/20

Aim: Understand the conditions giving rise to eating disorders and to become familiar with helpful interventions

By the end of the session participants will be able to:

- Recognise the range of eating disorders currently classified
- Be aware of the proposed causes of eating disorders, including biological and environmental explanations
- Identify the link between certain types of trauma and eating disorders
- Recognise the higher prevalence of certain types of eating disorders with Learning Disabilities
- Become familiar with various approaches to treatment and support for those with an eating disorder

Understanding Depression and Anxiety

Facilitated by Syed & Quinn – new facilitators for 2019/20

Aim: This course is for anyone with an interest in gaining insight into the subjective experience of depression and anxiety, the links between these states, suggested causes of dysfunctional anxiety and depression, and an overview of some of the most widely used treatment approaches.

By the end of the session participants will be able to:

- Understand that these conditions are often, but not always linked and may be considered the fraternal twins of mood disorders.

- Explore suggested causes of anxiety and depression along with some of the most widely used treatment approaches (Pharmacological, Cognitive Behavioural Treatment, Humanist, integrative counselling, and other treatments)

Youth Mental Health – new for 2019/20

This 2 day course is for anyone who works with, lives with or supports young people aged 8-18. With specific focus on: depression and anxiety, suicide and psychosis, Self-harm and eating disorders.

The course will provide:

- An understanding of young people's mental health and factors that affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support
- Ability to support a young person with a long term mental health issue or disability to thrive
- Tools to look after your own mental wellbeing

Please note that this is a Worcestershire County Council Corporate training course, and will be attended by a variety of WCC staff. Attendance is required 09:30 to 16:30 on both days.

Youth Voice Participation

Facilitated by the WCC Youth Voice Participation Team

The Youth Voice Team ensure Youth Voice is considered and give opportunity for children and young people to participate and actively involved in decision making. They work with Worcestershire's youth including the Children in Care Councils and offer holistic support for children and young people. This training aims to support carers in encouraging Children and Young People to be able to express their views verbally and non-verbally in creative ways; ways in which we can ensure our children have their views, wishes and feelings listened to and responded to by their Corporate Parents. The day will involve some messy indoor activities so come in your play clothes and not your party best. The day will encourage carers to share ideas of what has worked for them, so everyone goes away with new ideas.