Interview Skills Training for Service Users in Recovery-Oriented Services

A BEST PRACTICE GUIDE

Slánú - EVE's support & Development Department

EVE
Creating Contexts for Recovery

An Clár Éabha - EVE

HSE
Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

A Vision for Change
ADVANCING MENTAL HEALTH
IN IRELAND

Foreword

Personal stories have become one of the most powerful ways of sharing key insights into our mental health services from the perspective of those most qualified to observe, the service user. These accounts detail the critical role staff have played in their journey, some helping and some hindering their recovery. In EVE we believe that the values held both by staff and the organisational culture determine whether or not a service has the capacity to provide a context for recovery. Staff in our mental health services, be they management, medical, nursing, catering, cleaning, administration and so on have a vital role in delivering a recovery-oriented service. The recruitment process seeks to recruit staff who can contribute to the organisational vision, which we in EVE believe must be focused on creating contexts for recovery.

EVE started involving service users in the staff recruitment process in 1999 for our first Clubhouse, *Platinum* in Newbridge, Co Kildare. Clubhouse is a recovery-oriented community based service founded on the belief that people who experience mental health difficulties can and do lead normal productive lives in their communities. This member-led service actively promotes opportunities to build long-term relationships, access employment, education, housing and social activities thus creating a powerful context for recovery. Involving members in the staff recruitment process is consistent with this ethos.

In 1999, members from a London based Clubhouse helped us in the staff recruitment process because we did not have any members of our own who knew the skills required to be an effective staff member. Since then, members from EVE Clubhouses have sat on all Interview boards and been involved in the recruitment of our Clubhouse staff.

While initially informal briefing and support was given to members, we realised that we needed to develop a more formalised interview skills training process to support service users take an active part in the structured competency-based interview process that prevails in our mental health services. Our long-term ambition is that all interview boards will include a service user for all positions. Initially, this

programme has focused on the competency-based interview process for grades up to grade VI.

From our experience we know that involving service users in the staff recruitment process represents a radical shift in recruitment practice for many, but it is necessary if we are committed to delivering recovery-oriented services. Their experience is invaluable in the staff selection process and complements the range of skills and expertise that mental health professionals and administrators can bring to the interview panel. It also conveys a powerful message to all interviewees about the organisational culture and the priority it attaches to the voice of the service users.

And so this Interview Skills Training Guide was developed from a training programme delivered in EVE. It incorporates the views and feedback from the service users who completed the course. We hope that the practice of involving service users in interview boards will become the norm and, that training will be available on an ongoing basis. This will ensure that service users are fully represented in the staff recruitment process.

Involving service users on interview boards confirms the values base which holds that "recovery is possible". We believe this conveys a powerful message of recovery to the service user, their fellow board members, the interviewee, families, supporters and the community at large. Creating a common vision that signposts opportunities for meaningful contributions by service users is a major part of addressing stigma, promoting social inclusion and effecting the paradigm shift required to achieve the ambitions outlined in *A Vision for Change'* (2006).

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About this guide

In this guide we share our experiences of successfully completing the first EVE interview Skills Training Programme for people who attend our services. This guide includes the experiences and feedback of all those involved in the interview skills' programme.

This guide gives you information so you can help the people who use your services to be represented, in a meaningful way, on interview panels for new staff. The guide outlines a tried and tested training process. It is not a training manual for the training facilitator / instructor.

This guide shows how people who use your services can learn how to assess the merit of job candidates in an interview. This will make it more likely that you will hire the best person for the job.

We hope that this guide will help you to involve your service users more when you are recruiting staff.

What is mental health recovery?

Traditionally, recovery was used to mean 'cure' (clinical recovery), but people who have experienced mental distress and recovery have defined 'recovery' in a different way.

Recovery, in this sense, describes how people who have mental health difficulties use both personal and other resources to develop a positive identity and a satisfying life. It is different for each person.

This definition does not always mean 'cure' in the traditional sense, but involves a person creating a good life despite their mental health difficulties – personal recovery.

People in recovery tell us that this ongoing process involves:

- hope;
- meaning;
- purpose;
- control over the decisions affecting them; and
- taking part in their communities.

Recovery is linked with overall wellbeing. It includes, feeling at ease:

- in ourselves;
- with others; and
- with different parts of our life.

What is the 'Strengths Model'?

The Strengths Model (Rapp & Goscha, 2006), states that everyone responds well to positive feedback. Using this model, the key worker supports and enhances a person's path to wellness by supporting and recognising everyone's:

- strengths;
- skills; and
- connection to the community at large.

Traditional approaches focus on a person's needs, problems and weaknesses. The strengths model is different because it is concerned with helping people to:

- clarify their dreams;
- define their goals; and
- work towards achieving them.

Practical implications of adopting 'recovery'-oriented principles

Here are some guidelines that apply to everyone who uses your service and to members of your organisation.

Individuals

All your service users and members of your organisation must be:

- ▶ recognised as individuals;
- ▶ addressed by their names;
- ▶ encouraged to do things for themselves; and
- ▶ be given an opportunity to understand and be understood.

Respect

All your service users and members of your organisation must be spoken to in a manner and tone that is respectful.

Inclusion

All your service users and members of your organisation must be:

- ▶ treated with respect;
- ▶ included in conversation; and
- ▶ involved in making decisions about themselves.

Communication

All your service users and members of your organisation must be:

- ▶ offered choices
- ▶ listened to; and
- ▶ ensured access to communication equipment if they need it.

Environment

All your service users and members of your organisation must be provided with a safe and clean working environment.

Confidentiality

All your service users and members of your organisation must be assured of confidentiality except where there is:

- ▶ a risk to themselves or others; or
- ▶ a suspicion that a child, older person or vulnerable adult is at risk.

Service user Interview Skills' training – why do it?

In the interest of equality and to help you provide a service focused on recovery, you should consult your service users about all aspects of the services they attend. Recruiting staff is one of the key tasks where life experience is an essential requirement for an interview board.

The beliefs and values at the core of our Interview Skills Training Programme are in the following paragraphs overleaf.

Trust

We believe that 'hope' and being able to develop trusting relationships influences the recovery of service users (see EVE Strategic Plan 2008-2013, Page 7).

Partnership

We believe that strategies to help people recover must be based on a partnership between the people who use services and the people who provide them. Together they should seek to uphold and maximize quality of life (see EVE Strategic Plan 2008-2013, Page 9).

Equality and respect

We believe in the promotion of:

- equality of opportunity;
- social inclusion;
- respect;
- integrity; and
- individual empowerment.

Communication

We believe everyone must continue to develop communication and relationships between the people who use services and the people who provide them.

The aims of the Interview Skills Programme

The Interview Skills Programme aims to:

▶ help the users of your service to develop the skills they need to interview a potential candidate for a position in your organisation;

▶ help you to set up a panel of trained service users to sit on the interview board when you are selecting new staff members; and

▶ support the users of your service so that they can contribute to the selection and recruitment of new staff.

Getting started

Before you invite people to take part in this training, you need to make sure that your organisation is willing and ready to start this training. The other things you need to do are outlined in the following paragraphs.

Collaboration

Before you introduce this interview skills programme, you will need to collaborate with social partners, for example, the trade unions like SIPTU and IMPACT. This will help you to dispel any staff concerns about introducing the users of your service to future interview boards.

You will also need to make sure that management and staff who will be involved in delivering the programme are committed to the process.

And you will need to maximise all opportunities for involving service users in the delivery of the training.

Clear selection criteria

You will need to have clear criteria for selecting those who become involved in the interview process, for example, they should be:

▶ interested in becoming involved in the interview process;

▶ committed to attending interviews when needed; and

▶ committed to your recruitment process.

Importance of initiative

You will need to make sure that the users of your service who want to become involved in the interview process:

▶ understand the importance of the initiative; and

▶ have realistic expectations of what they will get out of taking part.

'Link person'

You will need to appoint a staff member (called a 'Link person') to liaise between:

▶ the users of your service who choose to take part in the interview programme; and

▶ the trainer delivering the programme.

Expenses

You will need to identify and agree arrangements and procedures for expenses for service users taking part in the interview programme.

Pre-planning

Pre-planning is an essential part of delivering any training programme. The research and effort invested at this stage goes a long way to making sure that the sessions go smoothly. It is very important to use effective communication when you promote the programme. When users of your service are fully informed about the project, they can then make informed decisions about whether or not they want to take part.

The Service User Interview Skills Training Programme

The Service User Interview Skills Training Programme consists of eight sessions. They describe a structured interview and outline the process before, during and after the interview. Training programmes should take about 10 weeks.

The sessions are flexible in time and approach; however, we found that two hours per week including a rest break worked well for service users.

The first session begins by introducing those taking part. At all sessions those taking part are welcomed and Health and Safety and housekeeping are addressed. The group agrees rest breaks and activity times.

Ingredients for success

The following are the key ingredients to the success of this training.

1. Encourage participation

We all learn from each other and individual different life experiences. At each session, you should encourage everyone to take part.

2. Acceptance and respect

Everyone taking part in the training should feel comfortable expressing themselves and their opinions throughout the programme.

If you make sure that everyone taking part in the training programme agrees that all contributions will be kept confidential, this will help to achieve this ideal.

3. Support from staff and management

When you deliver a training programme to people with varying abilities, it is crucial that each person has the support of a designated staff member or manager, who can help with the course material if needed.

4. Non-judgmental attitude

It is important to value everybody's opinion and not to judge anyone. We are all different and valued human beings.

Before a course is rolled out

Before a course is rolled out you must consider the following.

1. Clear understanding

It is important that users of your service who do the training understand:

▶ what you expect from them during the training; and

▶ the level of commitment required.

You should cover this with them before the first training session, as should your centre link person. The course material should follow best practice and the delivery should be flexible in style to make sure that it meets the needs of your audience. You need to clearly explain this to the users of your service so you can encourage them to take part and to reduce fear of the unknown.

2. Training materials

People taking part in the training may have a variety of needs and very little knowledge of the topics you hope to cover. It is important that you know your target group and are able to deliver the content of the training course in a way that they understand. This includes changing the style and speed of how you deliver the material to suit the needs of everyone taking part.

3. Extra supports required

You should identify a link person for each individual attending the training. Between sessions, this person should work closely with the service user on areas that they may find difficult due to numeracy or literacy issues. If and when required, the link person can make contact with the course facilitators to address any issues that arise. In this way, they can make sure the service user continues to take part and understand the material.

4. Link person

The link person must understand the recruitment process, from application to offer of position, so that they can explain it to the person who uses your service. Ideally, the link person and the service user should know and like each other before the training starts. The link person needs to act as an intermediary between the course facilitator and the service user.

Before the training starts, users of your service who wish to undertake the training need to develop a relationship with your staff link person. The link person needs to explain the purpose of the training to the service user and the commitment involved. For example, you should let them know that they must attend all sessions. If there are any issues, the link person must contact the course facilitator to discuss or rectify the issue.

To support the service user throughout the training, the link person in the centre must also be clear on the following:

- ▶ the application process;
- ▶ what the service user must be prepared to do if they want to take part in the training;
- ▶ how long the training lasts; and
- ▶ the role of service users following training.

The link person must also be clear about what the user of your service should expect during training, for example, handouts, and that they will be encouraged to take part in discussions during the course.

5. Attendance

Users of your service taking part in the training may miss some sessions, so each session should begin with a recap on the previous session. You may need to extend the training to deliver sessions a second time, for example, due to the level of attendance. This will make sure that all service users taking part receive and understand the full course. You should consider this when planning the duration of the training course.

Setting up

When you are setting up the training you need to consider the following things.

1. Organisational support

Make sure your organisation and training team are ready to roll out this training programme. Make sure that the initiative is supported, understood and promoted by all stakeholders including the social partners, for example the trade unions SIPTU and Impact.

To ensure success, it is essential that every individual involved supports the training.

2. Service user awareness

You should fully brief people who use your services and who are interested in the training. This will allow them to make an informed decision about whether or not they want to take part. This briefing should include, for example, the time required to take part in the training and what you expect from them after they have completed it.

Each service user taking part in the training must invest a considerable amount of energy into the process to get the most out of the training.

What will be involved: Service users need to be fully aware of, for example:

- ▶ the course outline;
- ▶ time commitments;
- ▶ dates and times of meetings.

What will be expected of them: Service users to know:

- ▶ if they will have to complete any work outside of the course; and
- ▶ whether or not there will be an exam.

Benefits of training: Service users will also need to know what they can expect to get out of taking part in the training.

3. Course facilitator

Getting the right person to run the course is central to the overall success of the project. It may be useful to have two facilitators to give extra support to people who may need it. Having two facilitators would also support a balanced delivery of the programme.

Ideally, one of the facilitators should be someone who has professional experience of mental health difficulties and/or who is actively involved in recruiting staff. The right people for the job should:

- ▶ know the materials they are delivering;
- ▶ be patient;
- ▶ have experience of working with people with mental health difficulties;
- ▶ be able to tailor the materials to the group's needs; and
- ▶ be able to deliver those materials in an interesting and engaging way.

4. Course materials

You should pay particular attention to developing the training materials. When developing materials, remember that there will be people in the group with mixed abilities, so you need to be flexible to meet everyone's needs.

Keep materials interesting by using a variety of mediums, for example:

- ▶ video clips
- ▶ questionnaires
- ▶ slides
- ▶ work sheets
- ▶ role plays
- ▶ group exercises

5. Review materials

Make sure you regularly review:

- ▶ the efficacy of the materials;
- ▶ how well materials meet their purpose;and
- ▶ how satisfied users of your service are with them.

You can review the material in a number of ways including using:

- ▶ questionnaires
- ▶ interviews
- ▶ surveys
- ▶ quizzes
- ▶ representative groups to gauge satisfaction levels
- ▶ focus groups
- ▶ user comments
- ▶ other feedback

6. Selection process

Unfortunately, there may not be enough places for all service users who apply to take part in the training. Therefore it is important to choose individuals who will make the most of this opportunity, and who are fully committed to the initiative.

We strongly recommend that you engage service users in the training selection process. Another organisation may be able to help if you do not have anyone ready to take part in this process. In time, your organisation will build a panel of trained service users with experience of interviewing. They will then be ideally placed to assist at this selection stage.

7. Location and timing

Make sure the proposed training location is accessible to all individuals. It should ideally be well ventilated and have natural light.

Try and agree a reasonable start time – one that will accommodate those who have to travel far distances and facilitate them to travel independently. It may be useful to fix the training to a particular time, date and location, so it can become part of the individual's routine.

Sample programme structure

This programme is based on the competency-based, structured interview framework used in the HSE. The following pages outline the suggested content of the eight training sessions. You may have to change parts of the content depending on the recruitment protocol in your organisation.

Try and keep the training programme to about 10 sessions. However, remember flexibility is important and you should be mindful of the individual needs of those in the group. As you can see the course content is scheduled over eight sessions. The additional two are built in for flexibility to recap if required.

Sessions should also be conducted in regular patterns, for example, the same day of the week, times and venues. Be careful not to make sessions too drawn out or too brief and keep them interesting by using a variety of learning tools.

Session 1: Overview of the recruitment and selection process

- ▶ Identify vacancy to be filled.
- ▶ Produce job description.
- ▶ Produce a 'personal specification' identifying selection criteria for the post.
- ▶ Advertise the post.
- ▶ Shortlist candidates against the selection criteria.
- ▶ Ensure appropriate preparation for the interview.
- ▶ Agree core questions for each board member based on the selection criteria.
- ▶ Evaluate candidates against the agreed selection criteria.
- ▶ Make and communicate the final selection decision.

Session 2: The structured interview

- ▶ What is a structured interview?
- ▶ Pros and cons.
- ▶ Method.
- ▶ Legal context.
- ▶ Confidentiality.

Session 3: The interview board

- ▶ The board.
- ▶ Role and responsibility of the chairperson.
- ▶ Review of relevant documents, for example, application form and curriculum vitae.
- ▶ Short listing.
- ▶ Conflict of interest.

Session 4: Preparation for interview

- ▶ Format and structure of interview.
- ▶ Clarify individual role on board.
- ▶ Areas and scheduling of interview questions.
- ▶ Competency areas to be assessed.
- ▶ Evaluation procedure including scoring system.

Session 5: Questions

- ▶ Developing interview questions.
- ▶ Probing.

Session 6: During the interview

- ▶ Beginning the interview.
- ▶ Asking questions.
- ▶ Note taking.
- ▶ Time management.
- ▶ Closing the interview.

Session 7: Practice interviews

▶ Mock interviews.

Session 8: After the interview

▶ Assigning independent ratings.
▶ Arriving at the final board decision.
▶ Providing applicant feedback.

Evaluation

It is important to evaluate your programme to see how effective it was. Evaluations provide useful information about changes to improve your programme.

You can get feedback about how to improve the programme in a number of ways such as:

▶ questionnaires;
▶ focus groups;
▶ face-to-face;
▶ confidential feedback forms.

We recommend that you use your human resource department to review feedback and to then help you improve the programme.

Role of the General Health Professionals

For those involved in staff recruitment we have included a brief summary of general health professional roles that pertain in the mental health services for reference.

Community Mental Health Nurse (CMHN)/Clinical Nurse Specialist (CNS)

A CMHN/CNS works with service users who live in the community and sees them in clinics or in their own home. The CMHN / CNS is often the person that the member/service user has most contact with on the team. Some CMHNs can also provide counselling and therapy.

Community nurses also help family and carers understand and cope with the service users' difficulties.

Consultant Psychiatrist

A consultant psychiatrist usually works in a community multidisciplinary team. Team members can include psychiatric registrars, social workers, community psychiatric nurses, clinical nurse specialists, psychologists and others. The consultant has overall responsibility for the management of patients under the care of the team. A psychiatrist may use medication or psychological treatments when dealing with someone with mental health problems.

Counsellor/Psychotherapist

A Counsellor/Psychotherapist is trained to listen carefully to the service user's problems and to help them talk about difficult feelings such as fear, suspicion and jealousy in a safe supportive environment. A counsellor/psychotherapist supports service users discover the reasons

for negative feelings and to work out ways of dealing with them. The relationship between the counsellor/psychotherapist and the service user is based on respect and and trust.

The Irish Association for Counselling and Psychotherapy (IACP) identifies, develops and maintains professional standards of excellence in counselling and psychotherapy. It is important to ensure that any counsellor/psychologist is registered with the IACP.

General Practitioner (GP)

A GP (doctor) is responsible for the medical wellbeing of their patients. GPs are often the first point of contact for people with mental health difficulties and may prescribe medication. If a GP feels that a patient needs further specialist help, they can refer them to services such as a counsellor or a consultant psychiatrist.

Occupational Therapist (OT)

OTs are concerned with how individuals functions in their work, leisure, domestic life and personal self-care. They will work with individuals who are experiencing difficulties in their daily life. They use a range of activities to help service users develop, recover and maintain daily and work skills. Activities can range from cooking through to physical motion activities. An occupational therapist takes a person-centred approach, and will work with a person individually or within a group.

Peer Support Worker

Peer Support is a structured relationship where a trained worker or service user, who has gone through a process of recovery, assists other people with mental health issues to identify and achieve life goals as part of their own recovery process.

Peer Supporters provide mentorship, emotional support, problem solving, goal setting, crisis risk assessment, and referrals to other community supports. Peer Supporters promote empowerment and self-determination through non-judgmental listening and person-centred goal setting.

Psychologist

Psychologists based in Clinics have a varied role. The psychologist aims to reduce psychological distress and to enhance and promote psychological well-being. A wide range of psychological difficulties may be dealt with, including anxiety, depression, relationship problems, learning disabilities, child and family problems, and serious mental illness. Psychologists work with people either individually or in groups, assessing their needs and providing therapies based on psychological theories and research.

Registrar

The Registrar is a qualified doctor training to become a psychiatrist. The Registrar provides psychiatric care for patients under the supervision of a consultant. The actual format of appointments will vary depending upon the doctor involved and the ethos of the hospital/clinic worked in. In most cases the registrar will monitor medication, scheduling anything from weekly appointments to appointments every three months depending upon the wellbeing of the client/patient. Registrars rotate every six months.

Slánú

Slánú is EVE's professional multi-disciplinary rehabilitative and recovery-oriented support service. The Slánú team helps service users achieve their own goals using a person person-centred/recovery plan.

The service aims to help service users use and develop personal resources and access community supports. The members of the Slánú service provide short-term, focused and needs-driven professional interventions to service users and offer a consultation service to EVE service personnel. Slánú service is also involved in research and in the development of innovative programmes.

Social Worker

The Social Work profession promotes change, problem solving in human relationships and the empowerment of people. Social workers may work with families and individuals who are experiencing a variety of problems, including emotional, social, psychiatric and behavioural. They may also work with individuals and their families on either a daily or weekly basis on matters such as child abuse, domestic violence and homelessness. Social workers can be based in both hospitals and local area clinics.

Community Resources

The following is a list of community-based organisations that help service users to become and stay involved in their local communities.

1. Alcoholics Anonymous (AA)

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other so that they may solve their common problem and help others to recover from alcoholism.

For further information contact: +353 (0)1 842 0700 or
Email: gso@alcoholicsanonymous.ie
Web: http://www.alcoholicsanonymous.ie/

2. AHEAD

AHEAD, Association for Higher Education Access and Disability is an independent non-profit organisation working to promote full access to, and participation in, third-level education for students with disabilities in Ireland and to improve their employment prospects when they graduate.

For further information contact: AHEAD, East Hall, UCD, Carysfort Avenue, Blackrock, Co Dublin.
Phone: + 353 (0)1 716 4396
Email: ahead@ahead.ie   Web: www.ahead.ie

3. Asperger Support Ireland

Asperger Support Ireland help people with Asperger Syndrome and their families to access relevant information.

It partners with Irish Autism Action, Gheel Autism Services, Aspire, Tuiscint (EVE), ABAILE / Drogheda, ABACAS School for Children with Autism, and the Cork Association for Autism.

For further information contact: Tel: +353 (0)1 853 1572

Web: www.autismsupport.ie or Email: info@autismsupport.ie

4. Aspire

Aspire, The Asperger Syndrome Association of Ireland, was set up by a group of parents to provide support for people with Asperger Syndrome (AS) and their carers. Aspire works to:

- ▶ raise awareness of the syndrome,
- ▶ develop services for those affected by the condition,
- ▶ assist carers of people with Aspergers, and
- ▶ encourage research on the condition.

For further information contact: Aspire - The Asperger Syndrome Association of Ireland, Coleraine House, Carmichael Centre, Coleraine Street, Dublin 7.

Tel.: +353 (0)1 878 0027/29

E-mail: development@aspireireland.ie

Web: http://www.aspireireland.ie

5. AWARE

The Aware Helpline is a non-directive listening service for people who experience depression and for concerned family and friends.

You can also call the helpline (1890 303 302) if you are feeling depressed or if you are worried about someone who may be depressed. The helpline is open Monday-Sunday 10 am to 10 pm.

For further information contact: Aware National Office, 72 Lower Leeson Street, Dublin 2.

Tel. +353 (0)1 661 7211

Email: infor@aware.ie   Web: http://www.aware.ie

6. Centre for Independent Living (CIL)

The Centre for Independent Living provides support for people with disabilities to live and work in the community.

For further information contact: CIL, Carmichael House, North Brunswick Street, Dublin 7.

Tel: +353 (0)1 873 0455.

Email: info@dublincil.org   Web: www.dublincil.org

7. Citizens Information Board

The Citizens Information Board is the statutory body which supports the provision of information, advice and advocacy on a range of public and social services. It provides the Citizens Information website, www.citizensinformation.ie, and supports the voluntary network of Citizens Information Centres and the Citizens Information.

For further information contact: Phone Service 0761 07 4000

It also funds and supports the Money Advice and Budgeting Service (MABS) 0761 07 2000 (9 am – 8 pm, Monday - Friday) or

Email: helpline@mabs.ie

8. Disability Federation of Ireland (DFI)

The Disability Federation of Ireland (DFI) is the national support organisation for voluntary disability organisations in Ireland who provide services to people with disabilities and disabling conditions. DFI works to ensure that Irish society is fully inclusive of people with disabilities and disabling conditions so that they can exercise their civil, social and human rights.

For further information contact: The Disability Federation of Ireland Fumbally Court, Fumbally Lane, Dublin 8.

Tel: +353 (0)1 454 7978.

Email: info@disability-federation.ie   Web: www.disability-federation.ie

9. GROW

GROW is a Mental Health Organisation which helps people who have suffered, or are suffering, from mental health problems. Members are helped to recover from all forms of mental breakdown, or, to prevent mental breakdowns. GROW was founded by former mental sufferers in Australia. There are over 130 GROW groups in Ireland. GROW's principal strength is the support members give each other from their own experience in matters to do with mental health.

For further information contact: The GROW Infoline on 1890 474 474 or email info@grow.ie

10. Irish Advocacy Network (IAN)

The Irish Advocacy Network is an island-wide mental health organisation run and led by service users. The Network delivers a Peer Advocacy Service – a service delivered by people who have mental health difficulties and who share their advice and expertise with other people experience issues with their mental health.

IAN provides information and support to those who have experienced difficulties with their mental health and wellbeing.

For further information contact: +353 (0) 47 38918/72863 or
Email: admin@irishadvocacynetwork.com
Web: www.irishadvocacynetwork.com

11. Inclusion Ireland

Inclusion Ireland is a national association for people with disabilities. It provides a forum (meeting place or point) for its members to identify shared priorities and to form nationally agreed policies to present to government, statutory bodies, other relevant groups as well as the general public. Inclusion Ireland campaigns for changes in services and legislation that will improve the quality of life and participation of people with an intellectual disability in Irish Society.

For further information contact: Inclusion Ireland, Unit C2, The Steelworks, Foley St, Dublin 1. Tel: +353 1 855 9891,
Email: info@inclusionireland.ie   Web: www.inclusionireland.ie

12. Irish Autism Action

Irish Autism Action promotes positive change into the lives of those affected by autism. Its services include autism awareness raising, early detection and diagnosis, education support, advocacy, counselling, helpline, home based support, transition planning, social housing, research information and advice for families upon receiving diagnosis.

For further information contact: Irish Autism Action, Coole Road, Multyfarnham, Mullingar, Co Westmeath.
Tel: +353 (0) 44 937 1680
Email: info@autismireland.ie   Web: www.autismireland.ie

13. Local Employment Service Network (LESN)

The Local Employment Service Network provides services to the local community. LESN advise, guide and provide information and other

support in relation to employment, training and welfare rights options. The services also offer practical support such as help with CVs and interview skills.

For further information please visit
http://www.localemploymentservices.ie

14. Money Advice and Budgeting Service (MABS)

MABS is a national, free, confidential and independent service for people in debt or in danger of getting into debt.

For further information contact: The MABS Helpline: 0761 07 2000 (9 am – 8 pm Monday to Friday) or visit the MABS website www.mabs.ie

15. Mental Health Ireland (MHI)

Mental Health Ireland supports local mental health associations in their work. It does this by:

▶ providing information and training,

▶ campaigning and advocating for improvements in national mental health policy and service provision,

▶ providing information on mental health and mental illness,

▶ doing research on mental health issues or trends (examples of research include: the national survey on stress and the national survey on public attitudes to mental illness),

▶ organising conferences, courses, workshops and seminars on issues relating to mental health, and

▶ promoting and co-ordinating activities to celebrate World Mental Health Day on the 10 October each year.

For further information contact: +353 1 284 1166,

Email: info@mentalhealthireland.ie

Web: www.mentalhealthireland.ie

16. NDA

The National Disability Authority is the independent state body providing expert advice on disability policy and practice to the Minister, and promoting Universal Design in Ireland. Universal Design (UD) is the design and composition of an environment (such as a building or a product), so that all people can access, understand and use it. An example of UD is the feature that allows us to view web pages in different font sizes.

For further information contact: The National Disability Authority, 25 Clyde Road, Dublin 4.

Tel: +353 1 608 0400   Email: nda@nda.ie   Web: www.nda.ie

17. National Service Users Executive (NSUE)

NSUE keeps the National Health Service Directorate and the Mental Health Commission up to date about issues relating to service user involvement in planning, delivering, evaluating and monitoring services. NSUE also develops and implements initiatives to improve service user and provider interactions.

For further information contact: NSUE at info@nsue.ie or

Tel: +353 (0)85 1212386/399   Web: www.nsue.ie

18. OANDA (Out and About Association)

OANDA offers practical help and support groups for people suffering from agoraphobia (a fear and avoidance of places or situations that make some people panic or feel trapped or embarrassed) and social anxiety disorder. Group meetings are held in Dublin, Cork, Limerick and Drogheda. The meetings allow sufferers to meet other sufferers and to help relatives to learn how they can help in a patient's recovery.

For further information contact: OANDA, 19 Ormond Quay Upper, Dublin 7.

Tel: + 353 (0)87 397 0498 or 1800 252 524

Web: www.oandaireland.ie

19. Social Anxiety Ireland

Social Anxiety Ireland is a programme offered by the Adult Psychological Service in the Adult Psychological Department in the Mater Hospital in Dublin. The programme is held every Wednesday evening between 6 pm and 8.30 pm in the Adult Psychological Department, 63 Eccles Street, Dublin 7. The programme runs over 14 weeks and is uses cognitive behavioural therapy to reduce anxiety.

For further information contact: Odhran McCarthy, Senior Clinical Psychologist, 63 Eccles Street, Phibsborough, Dublin 7.

Tel: +353 (0)1 803 2919.

Web: www.socialanxietyireland.com

20. Social Inclusion

The Social Inclusion Division of the Department of Social Protection co-ordinates the implementation, monitoring and reporting of government strategies for social inclusion.

For further information contact: Social Inclusion Division, Department of Social Protection, Gandon House, Amiens Street, Dublin 1.

Tel: + 353 (0)1 7043 245 / 968 / 614.

Email: social.inclusion@welfare.ie   Web: www.socialinclusion.ie

21. SOLAS

SOLAS is the new Further Education and Training Authority in Ireland (formerly FÁS). SOLAS develops and guides the strategic direction to the Further Education and Training Sector in Ireland. As such, SOLAS is responsible for funding, planning and co-ordinating a wide range of modern training and further education programmes for jobseekers and other learners.

For further information contact: SOLAS head office at 27-33 Upper Baggot Street Dublin 4.

Tel: + 353 (0)1 607 0500

Email: info@solas.ie   Website www.solas.ie / www.fas.ie

Please add your own contacts here:

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