

Caring with  
Confidence



Knowledge and skills  
training for carers



# Caring with Confidence Training Toolkit

September 2009

## ***Delivering a Caring with Confidence Course Toolkit***

This toolkit has been developed using the learning from The Princess Royal Trust for Carers Lothian 'Expert Carer' Training pilot project which ran from October 2007 to September 2009.

The project developed a range of carer training courses known as Caring with Confidence across four Carers' Centres in Lothian. In total, 18 courses were evaluated by Glasgow Caledonian University and 159 carers received training on a variety of topics from 'general' caring aspects to condition specific or skill specific courses. The full project report can be found on [www.carers.org.uk/professionals](http://www.carers.org.uk/professionals)

The toolkit aims to make the process of designing and delivering a 'Caring with Confidence – knowledge and skills training for carers' course for those who work with carers as easy and successful as possible, so that carers gain the maximum benefit from these learning opportunities.

Caring with Confidence training for carers offers learning opportunities for unpaid carers in a mutually supportive environment, enabling carers to build on their own expertise and gain further knowledge and confidence from health professionals and peer support. The courses are also designed to improve carers' ability and confidence to self-manage their caring situation which will subsequently improve the quality of life for themselves and those they care for.

Thanks should be extended to the participants of The Princess Royal Trust for Carers 'Delivering Caring with Confidence Training for Carers' course which ran in August 2009 in Glasgow and Perth for their contribution to this toolkit and to Jane Greenacre, Training Manager at VOCAL Carers Centre, Edinburgh for sharing her knowledge and experience and for some of the templates included in the appendices.

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## *Time Plan template*

<b>TIME (PRIOR TO COURSE)</b>	<b>TASK</b>	<b>DATE COMPLETED</b>
Six months	Know your budget Decide which course to deliver Decide which day and time to deliver training course and maximum group size Look for suitable venue Book venue	
Five months	Make up programme and define learning objectives and aims Identify and book presenters Write training sessions and exercises (if necessary)	
Four months	Create bookings systems Decide on publicity plan Design and print leaflets and fliers Create mailing lists	
Three months	Send mailings to professionals and colleagues Take bookings and send letters of confirmation and pre-course questionnaire	
Two months	Book catering Decide content of participant packs and order supplies Create handouts Create carer expense forms and presenter's expense forms (Template in Appendix 3) Create evaluation forms (Template in Appendix 3)	
Six weeks	Send carer mailings/invitations	
Three weeks	Review pre-course information when returned	

	Make up checklist for equipment for training day	
Two weeks	Check arrangements for venue and catering Make up participants' packs Collate and send pre-course information to presenters	
One week	Send reminder letters Create register of attendance Gather training materials and equipment against checklist Prepare certificates of attendance Arrange travel for participants / book taxis if necessary	
Follow-up work after course delivery	Thank you to presenters and give feedback to them Follow up any questions from carers and contact carers with answers. Make any referrals requested to other services. Review evaluation forms and revise training	

### ***Budget***

All courses have a cost implication. When considering a budget the following costs should be taken into consideration:

- printing course leaflets and publicity posters
- venue hire
- catering
- presenters' fees
- travel expenses for staff
- travel expenses paid to carers
- respite costs.

Keeping a track of the budget is essential. The following forms have been designed to help with this task and they can be found in Appendix 3.

- Total budget tracking form
- Presenter costs form
- Carers' expenses tracking form.

## ***Course Decisions***

### ***Deciding When To Deliver A Course***

How do you decide which course will benefit carers in your area? This is one of the most important decisions. After all, if there is no demand for the course you run, it doesn't matter how good the content is, or how accessible the venue, people will not be interested in attending.

The following are suggestions of how this may be done. More than one approach may be necessary.

- Form a local carer training partnership network. Representatives from local community health partnerships, Carers' Centres and carers can be instrumental in deciding the priorities for carer training in your area. The network members can meet in person or may be an email network.
- Gather statistics about your locality. Search your database for information on which condition/disease the majority of the people being cared for suffer from.
- Are there any other carer training courses in your area? Identify training from other local providers. Do an audit of carer training to identify any gaps.
- Find out the priorities of your local healthcare partnership. Examples: Carers of West Lothian identified that lung conditions were a priority of West Lothian Community Health and Care Partnership. They liaised with staff running a NHS Pulmonary Rehabilitation course for patients to discuss course content and referrals. Carers of East Lothian developed a course for carers of older people because East Lothian Health Care Partnership was developing an Older Person's Strategy.
- Take advantage of existing staff's expertise and experience. Example: VOCAL Midlothian has carer support workers who have expertise in supporting carers of those with mental health problems and parent carers.
- Ask carers that you work with and explore previous feedback from previous carer training courses or events.
- Ask Carers' Centre or carer organisation staff about their experiences from their recent workload. Are they being asked about a particular subject? Example: VOCAL Midlothian were aware that many carers asking for help were having difficulty managing the emotional impact of caring and developed a course to address these needs.
- Have there been any recent legislative or benefit changes that affect carers and therefore require training to be provided?

### ***Deciding When To Deliver A Course***

Not only is it important to get the right subject for training, but also the most convenient time that carers can attend as well as the appropriate course length. Course duration can range from one day to several weekly sessions. This depends on the subject matter to be covered and also on what is most appropriate in your local area, i.e. public transport links and carers'

time. Carers who require a 'sitter' may not be able to attend weekly sessions for several consecutive weeks.

What to consider when setting the day and time of intended course:

- Do carers have to be at home for any particular time of day – i.e. are those cared for likely to be attending a day centre? If so, these usually finish early afternoon and so the course needs to finish by 2.30pm ensuring that the carer is home for the arrival of the person they care for.
- A course designed for parent carers would need to be offered during school time and school hours, i.e. avoid school holidays and half terms. State school holiday dates can be found on the local authority website.
- Does the condition pose any difficulties which would prevent a carer being able to leave the person they care for at a particular time of day? Example: experience of planning courses for carers of those with a lung condition, dementia or stroke are that carers cannot attend courses very early as the person they care for requires time in the morning to get prepared for the day even if they have paid care workers coming into the home. Courses are more likely to be attractive if they start no earlier than between 10.30am – 11am.
- Are carers more likely to be working during the daytime and would they only be able to attend a course in the evenings? Example: those caring for someone with mental health problems who may be more likely to be in paid employment.

### ***Deciding Size Of Training Group***

You will need to decide on a maximum group size so that a venue can be booked, but you will also need to decide the minimum number required to make the course viable.

Always allow for a few carers who will be unable to make some sessions due to the ill health of the person they care for or who decide that they are only interested in attending specific sessions. Groups in the project ranged between four and 15.

### ***Deciding On The Criteria For Booking Places***

Places for courses may well be in great demand. A new course or a course in an area which does not have many carers' courses to offer may be especially in demand, so it's a good idea to think about a criteria for allocating places before booking starts and how many places are available.

Most carer training is publicly promoted and open to all carers on a first come first served basis, but this may not be practical for all courses. For example, within the Caring for Confidence project the Moving and Handling course had specific criteria which depended upon:

- Funding of the course
- Practical issues

Funders of a course may stipulate that the carers be in a certain age group, i.e. over 50's or caring for a specified amount of hours per week (50 plus hours per week). Remember to make criteria clear on publicity and adapt your booking form if there are any conditions to satisfy.

## *Venue*

When booking a venue you may consider the following:

- Cost
- Maximum number of participants
- Travel distances for carers
- Public transport links to venue
- Car parking facilities
- Accessibility of venue for disabled carers with mobility difficulties
- Has a loop induction system if necessary
- Comfort of the room
  1. Are the rooms big enough for the proposed number of participants?
  2. Is there adequate lighting and ventilation
  3. Is there natural light/windows?
  4. Will there be any disruption from outside noise?
  5. Will there be any disruption from unplanned visitors?
  6. Has break out rooms if necessary
  7. Has furniture that can be arranged to suit training
- Is there an internet connection if required?
- Ability to leave things set up in the room if using the following day
- Has kitchen facilities
- If catering is not provided are there accessible cafes/take-aways in the vicinity?
- Has suitable accessible toilet facilities
- Availability for dates of training course. In some more rural areas there is a lack of choice of venue and some venues may require booking at least a year in advance
- Booking one more week just in case you need to use another session or postpone a session
- Are there reception facilities if required?
- Using the same place so that carers become familiar with a place
- Consider using a venue near a day centre that can accommodate the cared for person for the duration of the training to make access to respite easier.

Once the venue is booked keep email or paper copies of booking. Send an email reminder a few days before the start of the course with IT and equipment requirements if the venue is supplying them and email any presentations for loading onto the laptop.

## ***Setting the Programme and Defining the Objectives***

Writing the aims and learning objectives of the proposed course is the initial task required when setting the programme (definitions below). This will focus the training and help the trainer to clarify, organise and prioritise learning.

### ***Learning Aim***

Learning aims are general statements concerning the overall goals, ends or intentions of training.

### ***Learning Objectives/Outcomes***

A learning objective is a statement of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. They are sometimes called learning outcomes. Objectives are the individual stages that learners must achieve on the way in order to reach these goals.

Learning objectives should be defined in specific terms and should be SMART (Specific, Measurable, Achievable, Realistic, Time bound.)

When writing a learning objective:

- Consider what knowledge and skills you want participants to have as an outcome of the training
- For each outcome be able to complete the following statement: ‘After the training the participant will be able to...’

### ***Deciding the Content of a Course***

The Caring with Confidence courses for carers mostly follow a pattern comprising:

- Condition specific information – about the condition/disease, medication and treatments
- Further condition specific information with regard to aids and equipment, specific skills e.g. moving and handling, fall prevention
- Information about available services offered by NHS, Social Work, Carers’ Centres
- Information about benefits and other appropriate financial and legal advice, i.e. pensions, wills, power of attorney etc.
- Information about changing relationships and how to deal with this aspect
- Information about how the carer can look after themselves e.g. nutrition, exercise, coping with stress, relaxation techniques.

Content of a course will depend on the subject and duration of the training. Examples of the Caring with Confidence courses content, aims and learning objectives can be found in the Appendices.

## *Courses*

Courses offered in the project were:

- Caring for someone who has had a stroke
- Caring for someone with mental health problems
- Caring for a child with additional support needs
- Caring for someone with a lung condition
- Caring for the older person
- Caring for someone with a long term condition
- Caring for someone with dementia
- Managing/Looking at the emotional impact of caring
- Moving and Handling
- Looking after yourself
- Information Days.

The length of Caring with Confidence courses varies from one day Information Days to courses comprising of six to eight weekly sessions of two to three hours.

The courses have been designed to follow a carer's journey and corresponding information needs. Carers tell us that they require information early in their caring journey, but some information is demanded later when the caring situation changes. For example: carers initially need very general information to start with which is provided by an Information Day where carers can gain knowledge about the health and social care systems and the services available. They often then need more condition specific information which is contained within a longer, more detailed condition specific course such as 'Caring for someone who has had a stroke'.

A typical condition specific course will contain sessions on:

- What is the condition?
- Treatment
- Symptom management i.e. for 'stroke course' - Communication and swallowing difficulties
- Lifestyle management
- Effective communication with professionals
- Support in the community
- Changing relationships
- Looking after yourself.

Specific topics can be covered in half day or one day seminars such as 'Direct payments', 'Continence problems', 'Wills and Trusts' and 'Telecare'. These are more likely to be attended by carers after completing the courses above.

Suggested pathway for a carer who is caring for someone with multiple sclerosis:

- Information Day
- Caring for someone with multiple sclerosis\*
- Looking after yourself
- Moving and Handling
- Direct payments seminar\*
- Telecare seminar\*
- Incontinence seminar\*

- Looking at the emotional impact of caring

N.B. Courses marked with \* were not included within the project, however, they are part of the Caring with Confidence training for carers programme at VOCAL Carers Centre.

Further information about these courses can be found on [www.vocal.org.uk](http://www.vocal.org.uk)

## ***Learning Styles***

People learn in different ways. There are five key principles for “brain friendly” learning\*:

1. Keep it real
2. Facilitate creation not consumption
3. Honour uniqueness
4. Make it rich and multi-sensory (See Appendix 2 – Training Equipment)
5. State is everything (well almost).

*\*More information can be found in: 51 Tools for Transforming your Training  
Kimberley Hare and Larry Reynolds Published by Gower 2002*

The most well known research into learning styles is probably the work of David Kolb, and the work of Honey and Mumford. They identified four learning styles:

- Activist
- Reflector
- Theorist
- Pragmatist.

Information on Honey and Mumford’s learning styles can be found on <http://www.campaign-for-learning.org.uk/cfl/yourlearnig/index.asp>

Traditionally intelligence is thought of as academic achievement. However, work by Howard Gardner suggests that there are eight different types of intelligence. These are identified a verbal/linguistic, mathematical/logical, musical, bodily, interpersonal, intrapersonal, visual/spatial and naturalistic.

More information about Howard Gardner’s theory of multiple intelligence and how it helps accelerate learning can be found on [www.accleratedlearning.com](http://www.accleratedlearning.com) and [www.leaps-bounds.co.uk](http://www.leaps-bounds.co.uk) and in: *The Accelerated Learning Handbook*, Dave Meir Published by McGraw-Hill 2000

### ***What Difference Does This Make To My Training Course?***

Being aware how people learn means that you can make your training appeal to more people and help them learn. Some people will take in the information that you tell them; others will need to find a way of putting the information into practice. If participants become restless you will be able to change the activity or pace and therefore catch their attention again.

## ***Presenters***

The Caring with Confidence training courses for carers depend heavily on the expertise of the presenter and delivery of the information. Presenters within the Caring with Confidence pilot project had an average of just over 12 years of experience in their subject. Presenters came from a wide range of health and social care backgrounds from the statutory and third sectors.

### ***Who to Contact***

Once the aims and objectives have been set for each session, decide is the best person to deliver the session. Finding a professional will obviously depend on the subject matter, but this may be done by:

- Asking colleagues for recommendations of known contacts
- Search NHS websites for contact details of specific professionals or teams i.e. community mental health team within the locality

### ***How to Contact***

Health and social care professionals are often difficult to contact. Email contact followed up by a telephone call is often the best way method. Ensure clear information is provided as a brief.

### ***Presenter Brief***

This should include the title of the course and the courses aims and objectives, the aims and learning outcomes of the session that the presenter is being requested to present, the dates and times and venue of session.

Also include general information about carers and the nature of caring i.e. consequences of carer's lifestyles. For example, carers by nature live hectic and at times unpredictable lives. This may mean that attending a session is difficult as they may have to prioritise a hospital or doctor's appointment for the cared for person or they may not have slept the night before due to their caring duties and may either be too exhausted to attend a training session or need to be at home with the person they care for. Therefore the group size may vary from week to week.

You may want to include information booklets/leaflets about carers or direct people to a carer organisation website.

### ***Presenter Reminder Letter***

It is wise to send a reminder letter or email to the presenter (see example in Appendix 3). The communication enables you to give information about the group that has been gathered from the booking process, i.e. number of carers expected to attend, particular questions carers have or information requested and a summary of the caring situation.

Ask presenter to send their presentation through before the session so that you can have this set up for them when they arrive and you will be able to see if the session is what you are expecting. Produce handouts for the group or ask the presenter to bring handouts for each participant. (You will, of course, need to inform them of the intended number of attendees.)

### ***Presenter Feedback***

Information gathered from evaluation forms will enable you to give the presenter feedback about their performance. Many health and social care professionals are not trained in presenting their knowledge to a 'lay' person and it can be a learning experience to do so and to receive feedback on their presentation.

Healthcare professionals are likely to need evidence of their continuing professional learning and appreciate that giving them feedback helps them. Health professionals will be able to include written feedback in their portfolios. It will also inform future decisions to invite the presenter to another course.

### ***When Might Giving Feedback Be Appropriate?***

Primarily it will benefit presenters if you can give them feedback on their session. As previously indicated many of the presenters will be healthcare professionals whose job focus may not be training carers. Giving feedback will help presenters to improve their performance in future sessions.

You may also need to give feedback privately to carers who are on the course. This may be because they are presenting a particular problem to the group, for example, two participants who keep having private conversations during a session when a presenter is talking.

### ***What Is It?***

Feedback is providing specific information to another person about their performance and its impact on others.

### ***Why Is It Important?***

Constructive feedback enables the recipient to reflect and improve their future performance.

What does constructive feedback look like?

Focus on:

- Specific rather than the general
- Focus on the positive not negative
- Performance not personality traits
- Areas where change can be made
- Encourage two-way feedback.

How to give feedback:

- Encourage self-criticism. People often recognise their own strengths and weaknesses. Start by encouraging them to appraise themselves and then build on their own insights
- Give positive feedback first
- Be sensitive but honest
- Emphasise what you saw and heard. Describe your own observations without judgments. Provide specific examples
- Indicate what would improve performance.

## ***Facilitation***

*'Facilitation is the art, not of putting ideas into people's heads, but of drawing ideas out'*

The dictionary definition of facilitation is: to make easier. The facilitator is there to ensure a productive group process. They have a three-fold role within the group, ensuring that the group works as a constructive and cohesive unit.

Leadership:

- FOCUS – to provide a focus for the group when the leader fails to fulfil their role
- STIMULATE – to encourage constructive debate between group members
- SUPPORT – to bring out information from introverted members of the group and to allow new ideas to be submitted
- PARTICIPATE – when the group is interacting poorly or in the wrong direction the facilitator must be willing to promote new discussion
- TEAM BUILDING – to form a cohesive, interactive and productive team.

Referee

- REGULATION – to maintain order of the group discussion, discouraging participants from talking at the same time, or dominating the floor
- PROTECT MEMBERS – to ensure that all contributions to the discussion are treated equally and that no-one is rebuffed for their input
- DEAL WITH PROBLEMS – to control problem people within the group allowing everyone to participate freely
- TIMEKEEPER – to adhere to the meeting timetable thus ensuring completion of the agenda.

Neutral

- PRAGMATIC – to take a detached look at the discussion viewing each point on its merits
- ENCOURAGE FEEDBACK – to promote discussion of each point raised, by all members of the group
- THE FACILITATOR – must be a neutral to the discussion, taking a pragmatic view of all points raised. This frees the facilitator to concentrate on the group rather than the content of the discussion and hence they can ask pertinent and stimulating questions.

A good facilitator should be:

- Patient
- A motivator
- Generous
- Confident
- Accepting
- A good listener
- Understanding
- Good at summarising other's ideas
- An enabler
- A good communicator
- Inclusive

- Dynamic
- An encourager
- Affirming of everyone's knowledge
- Sensitive to the needs of others
- Willing to learn from mistakes.

***Differences Between Training and Facilitation***

<b>TRAINING</b>	<b>FACILITATION</b>
Trainer starts from their own knowledge	Facilitator starts from the knowledge of the group
Trainer follows a pre-set agenda	Facilitator addresses issues identified by the group and adapts new ideas to the needs and culture of the group
Trainer presents new information from the front	Facilitator uses practical, participatory methods e.g. group discussion and activities in which all members of the group participate
Information flows in one direction from trainer to participant	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas
Trainer brings extensive knowledge of the subject	Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject
Trainer is concerned with participants understanding the information correctly	Facilitator encourages and values different views
Trainer has a formal relationship with participants based on their status as trainer	Facilitator is considered as an equal, and has relationships based on trust and respect

## ***Ground Rules***

It is advisable to agree these at the beginning of each course. Ground rules help to make a group experience successful and can be very useful to refer back to if issues occur with the group.

Some carers, however, might not be so acquainted with setting ground rules for a training group. A way of setting the ground rules easily and quickly with a group is to have a pre-prepared list which the facilitator can explain, ask for additions and get the group to “sign up” to.

Common ground rules to include:

- Keeping personal information confidential within the group
- Equal participation
- Punctuality
- Be non- judgmental
- Respect for each others views
- Take personal responsibility for own learning
- It’s OK to ask questions
- It’s OK to have fun.

Mobile phones can be an issue. Many carers need to feel confident that the person they care for can contact them when required, so it may be inappropriate to ask carers to switch them off or onto silent. You may, however, have a ground rule that if a mobile phone rings it should be taken out of the room to be answered.

For carers who know each other and may have a history of conflict – “Keep previous issues between each other outside of the training room” should be included in the ground rules.

## ***Potential Problems and Solutions***

The mantra of training is “be prepared for all eventualities”, but there are always some things that are difficult to foresee and, however prepared a trainer may be, there will always be unforeseen issues that may occur.

However, there are some common issues that can occur. These may concern the group dynamics, individual participants, and presenters, organisational and technical issues. The following covers preventative measures and possible solutions to potential problems which may occur during a training course.

### ***One Participant Dominates the Group***

<b>PREVENTION</b>	<b>SOLUTION</b>
Have agreed ground rules in place for referral	Have a visible copy of ground rules displayed during the training and refer back to these, pointing out the agreement for all to have an opportunity to contribute
Encourage all to contribute by adding to ground rules	Revise ground rules at beginning of each session and encourage all to contribute
Warn presenter of issue before session and agree an action plan	Offer one to one support
Design activities to include everyone	Make a light hearted comment
	‘Wooden spoon’ – or other object – person holding the object has two minutes to speak and must then pass it on to someone else to speak
If participants are known to trainer ensure group has other confident participants to speak out	Have ‘timer’ for speaking
Ensure programme is interesting, with varied learning and teaching styles and has enough comfort and refreshment breaks	Glance at your watch whilst the participant is speaking
Do not invite to further training. It may be that training is not the most appropriate service for this participant and therefore this may be a course of action if participant persists in this behaviour. Signpost to a counselling service if there is an issue they need to talk about, i.e. always talking about their own caring situation	During a pause for breath, thank participant for their comments and restate the agenda
	Emphasise relevant points and time limits

***Participant Who is Upset or Crying***

<b>PREVENTION</b>	<b>SOLUTION</b>
Try to ensure that there are no surprises – participants are aware of the content of sessions	Take participant out of the room, allow time in quiet space. Offer the opportunity to talk with another member of staff (if available – when planning staff to train think about what happens if there is only one person and no back-up staff. Ideally, a contingency of having another member of staff ‘on call’ may be useful)
Watch faces and intervene if necessary	Following the above, ask the carer if they want to go home or rejoin the group when they feel ready
Know client group and potential triggers in sessions that may cause upset	Have box of tissues available
Pre-warn participants that they can take time out if need to (this could be one of the ground rules)	Warn presenter that some members of the group may be sensitive and agree an action plan
Give reassurance, that the content may make participants feel emotional and that it is ok to be upset	Suggest that the group takes a break or time out. It may be near a coffee break so bringing this forward may be a solution. At coffee break trainer would have time to speak with the individual concerned
	Ask the carer what would help
	Reassure the person that it is natural and not to be embarrassed
	After the training session follow up by ringing the carer

***Participants Chatting Among Themselves***

<b>PREVENTION</b>	<b>SOLUTION</b>
Have agreed ground rules in place	Refer to ground rules
Warn presenter of issue and agree an action plan	Sit between chatting participants
Move participants around during activities	Ask those chatting if they have any questions. Address them by name.
Find out if there is a hearing or sight problem or poor literacy skills– have loop system and large print handouts and slide presentation if need be	As the facilitator, shift about in the chair and try to catch participants' eye
Maintain control of group with good use of facilitation skills	Have tea break or vary activity and take opportunity to speak with carers about their behaviour
Ensure programme is interesting, with varied learning and teaching styles and has enough comfort and refreshment breaks	If necessary take offenders aside and ask if there is a problem during an exercise
	Have a 'gavel'/hammer to call order
	Get up and casually walk around near the chatting participants
	Restate a recently made point and ask participants for their opinion

***Constant Irrelevant Questions from One Participant***

<b>PREVENTION</b>	<b>SOLUTION</b>
Make sure participants are on the right course. Be clear about the aims and objectives of each course in all the information sent to carer	Introduce content of course and ask participants if that is what they were expecting
Be aware of group size (not too large)	At first break speak to participant and explore what may be the problem
Advise group of tight schedule and ask for questions to be kept until end	Offer a one to one appointment
Tell presenter if you know this may be a problem and agree an action plan	Be firm, clear, concise and polite
Have handouts	Check understanding of aims and objectives
Ask for questions on pre-course questionnaire and give to presenter so they can be addressed	

***Participant Who Does Not Speak***

<b>PREVENTION</b>	<b>SOLUTION</b>
Ensure participant feels comfortable in the environment – ensure a non-threatening environment	Know the participant’s expectations
Include in ground rules – “It’s OK to ask questions; there are no ‘stupid’ questions and we’re all here to learn from each other”	Give reassurance
Have a good ice breaker to begin session with	Allow time for some participants to “come round” in their own time
Have a question box so participants can write question and put in the box anonymously	Make participant’s contribution valued by an immediate recognition of the contribution – be sincere and encourage further contributions
Build in activities where participants are able to chat to each other	Accept this is not always a problem (may be facilitator anxiety)
Build in break times to training to allow participants to chat between themselves	Chat to the participant at break times if he or she is not chatting to others
	Ask participant if there is anything you can do for them
	Make eye contact and ask a simple question
	Ask participant to summarise a small group discussion they were involved in
	Go around the room asking for contributions from everyone

### ***Presenter Uses Jargon or is Not Clear***

<b>PREVENTION</b>	<b>SOLUTION</b>
Communicate clear aims and objectives and learning outcomes of the session to the speaker	Make clear
Produce a glossary of terms as a handout	Explain jargon/acronym
Know your client group	Ask speaker not to use jargon
Ask if everyone can hear and understand	Facilitator to ask questions of speaker for clarification
Good preparation	Prepare explanatory handouts
Inform speaker of level of participants (be cautious)	

### ***What if a Participant Verbally Attacks the Presenter?***

As many of the presenters for Caring with Confidence courses are health or social care professionals, carers may be frustrated or disappointed about a service that is being talked about and this may result in a carer being critical about the service or even become a personal attack.

This could be both embarrassing for the others in the group and for the presenter. However, this could be resolved by the facilitator interjecting with a reminder that the individual professional is not responsible for the policies of the service, but is here to tell the group how the service should work. For example, a carer may say, “My husband didn’t get that service. We were told he was not entitled to it”, when the presenter who is a social worker has outlined the criteria for a service. The carer gets increasingly cross with the social work and says, “Social workers are all the same – promise you everything and then you get nothing” etc.

### ***What if Your Presenter Becomes Very Defensive of Their Role?***

This may happen as a result of the above or the presenter may come to the training expecting carers to moan about the service they deliver.

This may be prevented by the facilitator during the introduction to the session reiterating why the presenter is there, i.e. “to tell us about the procedures of the XXX service, including how the service is accessed and what happens following referral. You may have individual experiences of the service, but today we are here to listen to XXX telling us about how the service is meant to work and so I would ask you to leave talking about your personal experiences until the end of the session. Thank you.”

### ***What Would You Do If The Presenter Did Not Turn Up?***

- Ring the presenter to see if they are delayed. In your facilitator’s pack have the contact details for each presenter
- If you were taking any of the sessions yourself then you could deliver your session and rearrange another date with the presenter

- Use part of the session to go over any material from past weeks. Do a question and answer session. Leave some time for carers to get to know each other – this could be doing some type of ‘ice breaker’ exercise. Ask participants if they would like to go earlier. Some carers may appreciate having some time to themselves especially if the venue is near shops etc
- Explain to participants what has happened and give them the options from above i.e. questions and answers, moving around sessions, going earlier and leave them to choose.

***What Would You Do If A Session Ends Early Due To A Presenter Taking Less Time Or Needing To Leave Early?***

- Ask the group what they would like to do
- Have lunch early (if possible) and give more time for carers to chat
- Finish early allowing carers some time to themselves
- Use the extra time to answer questions from carers or continue discussions from the session or previous weeks. Some weeks may be more crammed so this may allow time to go over material from previous weeks.

***What Would You Do If The Presenter Let You Know The Day Before That They Couldn't Do Session?***

- Try to get another presenter to do the session
- Contact presenters of following weeks to ask if they can reschedule their session
- Reschedule a session that you are delivering and prepare that session. Remember to explain to the group the change to sessions
- Reschedule the presenter.

***What Would You Do If Lunch Does Not Arrive On Time/ Not At All?***

- If you have organised the catering have the contact details of the cater so that you can make contact to clarify if catering is arriving late or not at all
- When you book event ask about cafes and take aways near to the venue. If there is somewhere suitable buy lunch
- Ask group to go to nearest café to buy own lunch and give out expense forms for them to claim this back
- Explain to group and ask if they would like to finish earlier to make their own arrangements for lunch

***You Arrive At Venue and You Cannot Alter The Seating Arrangements***

- This is unlikely to happen if when booking the venue you have checked what seating arrangements would be available to you, i.e. either if you can move furniture to the arrangement you require or whether if you supply a seating arrangement that this can be made ready for you before the training.

***Only Two Participants Turn Up For The First Session***

- To prevent this happening as much as possible (because things can happen at the last minute to prevent a carer from attending a session) ring around the group a day or two before the start date to encourage prompt arrival. Carers have hectic lives and may forget a date or may need practical help to attend which you can respond to
- Always ask carers to let you know if they cannot attend a session or if they are running late. This information should be in the pre-course information
- Negotiate with the two participants to delay the start for a few minutes to allow anyone who is delayed to arrive

- You may decide to start the course anyway (the presenter may not be able to reschedule, for example). Ensure that you have handouts for ‘missing’ participants and a copy of the presentation (if PowerPoint presentation given by presenter). At end of the session, contact participants who did not attend and post handouts to them. You may feel that you could ask them to arrive earlier for the next session or stay later (if the times the venue is available can accommodate this) so that you can catch them up with any of the information that they do not understand from the handouts
- If after 15 minutes no-one else has arrived, negotiate with participants and the presenter to start the following week and get in touch with those registered to see if they will be attending the following week
- If registered participants have decided not to attend and you need time to recruit more participants, inform all those who attended and those intending to attend, the circumstances and your intention to get back in touch when a new start date has been arranged. You may have a waiting list which you can act upon. You may need to revise your publicity plan and redouble your efforts to recruit.

#### ***Only Two Participants Turn Up For Week Two When 10 Carers Started the Course***

- Check if there are any messages from participants. If a few will be late then you may decide to start or you may decide to negotiate with the two participants a slightly later start. If this is the case decide what you can offer the two participants while they wait. Is there a carer library or information you can show and allow carers to browse. Offer refreshments and time to chat with you or each other. If you are within the carers centre there may be other staff that can help
- You may decide to start the course anyway (the presenter may not be able to reschedule, for example). Ensure that you have handouts for ‘missing’ participants and a copy of the presentation (if PowerPoint presentation given by presenter). At the end of the session, contact participants who did not attend and post handouts to them. You may feel that you could ask them to arrive earlier for next session or stay later (if the times the venue is available can accommodate this) so that you can catch them up with any of the information that they do not understand from the handouts.
- Always prepare presenters for this eventuality when you book them. Carers may not attend a session because they have an emergency to deal with concerning the person they care for or they may have had a ‘bad’ night and be too tired or not want to leave the person they care for. Many presenters are happy to deliver a session even though there may be smaller numbers attending than anticipated.
- At the end of the session contact those not attending. They may have decided that the course is not for them. Is this because they thought that the course would be on another subject, would focus on different areas, wasn’t relevant to them or they did not feel comfortable with the group or the venue? Probe gently to see if there are issues which you can address to change their mind or you can ensure are different for the next course. For example, if you have the publicity and pre-course information, ‘right’ carers should not be attending a course which is not ‘right’ for them so it may be that this needs attention for another course. See section on publicity.

#### ***What Do You Do If A Carer Enrols For The Same Course Time And Time Again?***

As places on courses may be in great demand you will have to decide how to allocate places. See bookings systems. If a carer may register for a course several times for a few reasons and you may need to make a judgment some of the information within one course several times

***What Would You Do If You Have A Technical Difficulty With Equipment?***

- Ensure you have back up equipment or a back up plan, i.e. have handouts of presentation
- Set up equipment early and check it
- If you are hiring the equipment with the venue ensure you know who and how to contact if there is a problem
- If the venue is supplying equipment send an email a few days before with a reminder of your IT and equipment requirements and the presentations.

## ***Administration***

There is a large amount of administration at all stages of organising a training course. Decide in the early stages of the process who should be responsible for each administrative task and clearly communicate this with each person.

The following administration tasks are required:

- Booking venue
- Booking system including answering enquiries about the course, taking bookings, sending of confirmation letters and any further course information such as map/directions to venue and bus timetables
- Booking taxis for carers if necessary
- Booking catering
- Production of course leaflet and other publicity materials
- Production of participants' folders with contents i.e. evaluation form, expenses forms
- Keeping records of numbers attending courses.

### ***Paper Work for a Course***

Many of the administrative tasks can be made easier by having templates.

Paperwork to consider using:

- Register\*
- Evaluation form\*
- Booking form\*
- Presenter pre-course information\*
- Carers' travel expense form
- Carers' respite expense form
- Carer referral form
- Checklist for training day (equipment, handouts etc) \*
- Letters of confirmation\*
- Map/directions for venue (bus timetables)
- Leaflet and fliers\*
- Trainer notes
- Mailing lists
- Labels for mailings.

N.B. \*denotes template in Appendix 3

Databases to set up:

- Contact details of carers registering an interest
- Professionals' contact details

## ***Publicity***

Recruitment for courses can be hard and time consuming, but it is the key to a successful course because however good a training course, it will not benefit any carers unless they hear about it and book places. So getting the publicity right is really important.

To form a publicity plan, think about:

How will you publicise the course? You could use leaflets, posters, emails, websites, directories and personal recommendations.

How much do you have to spend on publicity? Know your budget as this may influence your decisions.

Where should you publicise the course? For example: GP surgeries, hospital clinics, community centres, through carers' organisations, carers newsletters and speaking at carer support groups.

Remember to make a publicity plan four months before the start of the course, as indicated on the time ladder.

Course leaflet – for maximum impact ensure the leaflet is aesthetically appealing with all the essential information including:

- Dates and times of training
- Venue address
- Who the course is aimed at
- Course content
- Cost (if any)
- Contact for booking
- Arrangements for refreshments
- Details of expenses for travel and respite
- Any booking criteria.

Things to consider for design

- Be aware of the size of your leaflet. This has repercussions for costs of printing and posting and also for display purposes. GP surgeries may not have lots of space to put up a big poster, but may display an A5 size poster. A three-fold A4 size leaflet can be sent in a small envelope therefore cutting down posting costs.
- Ensure that the leaflet clearly states which organisation is offering the course by prominent placing of the logo.

## ***Printing***

For a small quantity printing can be expensive so decide how many leaflets you will distribute and get three quotes from printers. You may be able to produce smaller numbers of leaflets in house or have them professionally photocopied in colour. This may be a cheaper option than printing.

## ***Create Mailing Lists***

Mailing lists can be used to target publicity to particular groups of carers. Use your Carers' Centre database to extract various groupings that may benefit from your course. For example, the newest 200 carers joining the database may want to hear about an information day. All carers caring for someone with a stroke may want to hear about 'Caring for

someone who has had a stroke' or carers caring for someone with a neurological condition or dementia or frail and elderly may be selected to hear about a moving and handling course.

Remember healthcare professionals may be able to distribute the course leaflets to patients and carers. Include all the presenters on the course in the professionals list and any related professional that the carer may come into contact, for example, nurse specialists. See Appendix 3 for examples of course leaflets.

## ***Evaluation***

Why evaluate a course?

- gives information that will be useful to present and future funders
- gives information to make improvements to the next presentation of the course
- to assure good quality of content and delivery.

In addition evaluating a course gives information that:

- ensure relevance of sessions
- increase carers' ownership of events
- improve drop out rates
- identified additional enquiries and addressed them
- provide information for speakers' professional development profiles

### ***How to Evaluate a Course***

There are several ways to evaluate courses but the following is a comprehensive way of gathering both quantitative and qualitative information:

- pre course questionnaire
- session/course register
- session evaluation forms/exercises
- post course telephone interview.

Pre course questionnaire

- postal questionnaire
- tailored to each course
- basic caring situation information
- baseline of where the carer is currently in relation to key areas
- information to tweak speakers input.

Register

- Records attendance

Session evaluation

- content
- relevance
- delivery
- ease of understanding.

Unanswered questions

- Review content
- Review level of content
- Change speakers
- Feedback for speakers
- Evidence for profiles.

Post course interview

- six weeks after the event
- data to compare to baseline – measures change in key areas
- picks up on unanswered questions/challenges carers face

- carer feels valued.

#### Following evaluation

- set aside time to read evaluation forms
- consolidate information into one report
- decide if changes are warranted
- write report, include recommendations of changes/revisions
- make changes to course for next presentation
- use evaluation to give feedback to presenters (See feedback section)
- use evaluation findings to report back to funders and managers.

Examples of evaluation tools are in Appendix 3.

## ***Appendix 1 – Caring with Confidence Courses: aims, objectives and session content***

### ***1. Caring for a Child with Additional Needs***

This course can be delivered in seven weekly morning sessions, giving 21 hours of training in total.

Aims of the course were:

- Parent carers are well supported through information and advice to assist in their caring role
- Parent carers are confident and knowledgeable about their role and available support.

Objectives:

- To facilitate the sharing of experiences with peers
- To provide information about a range of issues important to parent carers including education, money and support
- To reduce stress levels
- To increase confidence about the care they provide and services available.

***Sessions:***

#### **Week 1 – Diet and Nutrition**

This session looks at some of the diet and nutritional issues for children with special needs, focusing on weight gain, weight loss and selective eating.

#### **Week 2 – Understanding Medicines**

This session looks at medicines to treat certain health conditions and the particular issues relating to administering medication to children.

#### **Week 3 – Support from Social Work**

A session looking at support and services for parents and for their child through the local authority – what assessments will take place and what are their rights.

#### **Week 4 – Understanding the Education System**

This session provides information about education for children with additional needs, their rights and the rights of parents.

#### **Week 5 – Effective Communication**

A session exploring how to make the most of contact with professionals. Topics include how do we communicate, assertiveness and preparing for a meeting.

#### **Week 6 – How Caring Affects Us**

An opportunity to explore how our relationships work, how a caring role can affect them and also to consider topics such as guilt.

#### **Week 7 – Looking After Yourself**

The last session looks at ways that carers can look after themselves – identifying and dealing with stress, making time for themselves and learning about different ways to relax.

## ***2. Caring for Someone with Dementia***

The course can be delivered in seven weekly morning sessions, giving a total of 18 hours of training.

Aims of the course:

- Carers of those with dementia are well supported through information and advice to support their caring role
- Carers are confident and knowledgeable about their role and available support.

Objectives:

- To ensure all carers have a sound knowledge of dementia
- To facilitate carers exploring their feelings around the cared for person's move to long-term care
- To assist carers to understand the range of support options available
- To facilitate carers understanding of the issues to be considered when selecting long-term care, to explore alternatives to long term care as well as what factors to consider when deciding on a particular long term care setting
- To ensure carers are aware of the different ways of funding long-term care
- To help carers plan financially for the future – giving information about making a will, and relevant welfare benefits
- To help carers understand the Adults with Incapacity Act and how it may be relevant to their lives

***Sessions:***

### **Session 1 – What is Dementia?**

This session looks at what dementia is and explores the myths and facts, the causes and consequences.

### **Session 2 – Options for the Future**

A whistle stop tour of services available to support someone with dementia and their carer at home.

### **Session 3 – Changing Relationships**

This session explores the nature of relationships and how caring can impact on them.

### **Session 4 – Selecting a Care Home**

Advice on how to find a care home that will suit the needs of the cared for person and the carer. What rights do we have on choosing a care home?

### **Session 5 – Paying for Long Term Care**

Information on how long term care is funded, the role of the local authority and which benefits can be claimed while in long term care.

### **Session 6 – Adults with Incapacity Act**

This session looks at the legislation around making decisions about someone's welfare and financial matters. The session includes information about Power of Attorney and Guardianship.

### **Session 7 – Open Session**

The opportunity to ask questions of a dementia care co-ordinator and a member of the Carers' Centre team, as well as a chance to talk with other carers.

### ***3. Caring for Someone with a Long-term Condition or Disability***

The course can be delivered in six weekly morning sessions, giving a total of 18 hours training.

Aims of the course:

- Carers are well supported through information and advice to assist in their caring role
- Carers are confident and knowledgeable about their role and available support

Objectives:

- To facilitate caring practices that are effective and safe for both carers and the cared for person
- To increase uptake of services and support for carers and cared for person
- To allow carers to access peer support and benefit from the coping strategies of others
- To respond to carers' needs

***Sessions:***

#### **Session 1 – Understanding the Human Body**

Information about how the human body works and some of the things that can go wrong, including information about specific conditions and illnesses.

#### **Session 2 – Understanding Medicines**

Information on medication and its uses, how drugs work, when medication should be given, what happens if a dose is missed, possible side effects and if drugs can be taken safely with alcohol.

#### **Session 3 – Money Matters and Support in the Community**

This session looks at what welfare benefits are available to carers and the people they care for, as well as what community care is all about – how are people's needs assessed, will it be possible to get help at home, what rights do I have.

#### **Session 4 – Effective Communication**

A session exploring how to make the most of contact with professionals. Topics include how we communicate, assertiveness and preparing for a meeting.

#### **Session 5 – Changing Relationships**

This session explores how caring can affect our relationships. Topics will include guilt, loss and communication.

#### **Session 6 - Looking After Yourself**

This last session looks at ways carers can look after themselves – identifying and dealing with stress and learning about different ways to relax.

#### ***4. Caring for Someone Who Has Had a Stroke***

This course can be delivered in eight weekly morning sessions, giving a total of 20 hours training.

Aims of the course:

- Carers are well supported through information and advice to assist in their caring role
- Carers are confident and knowledgeable about their role and available support.

Objectives:

- To facilitate peer support
- To increase knowledge of what happens when someone has a stroke and how stroke is treated
- To increase knowledge of possible affects of stroke and supports that might assist patient and carer
- To reduce risk to patients and carers' health
- To reduce carers' stress and isolation
- To increase carers' confidence.

***Sessions:***

##### **Week 1 – What is a Stroke and Secondary Prevention**

An exploration of what happens when someone has a stroke looking at causes, diagnosis and symptoms. This session also looks at how further strokes may be avoided.

##### **Week 2 – Medication and Lifestyle Management**

A pharmacist and occupational therapist explain the pharmaceutical treatments for someone who has had a stroke and discuss aids, equipment and adaptations to make every day tasks easier.

##### **Week 3 – Communication Problems and How to Help**

Information about the types of communication problems that can arise as a result of a stroke and practical advice about how to overcome them.

##### **Week 4 – Behaviour and Mood Changes**

A clinical neuropsychologist who will provide insight into some of the changes in mood and behaviour a person who has had a stroke can experience.

##### **Week 5 – Physical Problems and How to Help**

Practical advice about how to overcome some of the physical difficulties that can arise following a stroke. This session will include information about aids and how to access help.

##### **Week 6 – Support in the Community**

What is community care is all about – how are people's needs assessed, will it be possible to get help at home and what rights do I have.

##### **Week 7 – Changing Relationships**

This session explores how caring can affect our relationships. Topics will include guilt, loss and communication.

##### **Week 8 – Looking after Yourself**

This last session looks at ways carers can help themselves – identifying and dealing with stress, making time for you and learning about different ways to relax.

## ***5. Looking after Yourself***

This course can be delivered in seven weekly morning sessions, giving 17½ hours training in total.

Aims of the course:

- Carers gain the information they need to look after their own physical and emotional health.

Objectives:

- To encourage carers to reflect on their own needs
- To provide space for carers to reflect on the process of making and maintaining change
- To provide information about who can assist with change and carers' rights to that support
- To provide information about an opportunity to try different methods for looking after themselves.

***Sessions:***

### **Week 1 – Why do Carers Need to Look after Themselves?**

An opportunity to explore why it is important and how carers can look after themselves.

### **Week 2 – Diet and Nutrition**

This session will look at choices around diet and its effects on health, addressing topics such as alcohol, salt, and cholesterol.

### **Week 3 – An Active Lifestyle**

An opportunity to look at how carers can improve or maintain their levels of fitness. This session will also look at the physical and mental benefits of exercise.

### **Week 4 – A Healthy Mind**

This session looks at what constitutes a healthy mind, and warning signs carers can use to help look after themselves.

### **Week 5 – Thinking About Stress**

This session explores how carers can take care of themselves and focuses on managing stress and its associated difficulties.

### **Week 6 – Activities for Relaxation**

This session gives carers an opportunity to explore their creative side with a session led by an art therapist.

### **Week 7 – Complementary Therapies Taster**

In this session we will learn more about complementary therapies and have the opportunity to try reflexology.

## ***6. Moving and Handling***

Aim of the course:

- To meet the manual handling training needs of carers who are involved in moving and handling the person they care for on a regular basis in order to prevent injury to themselves and the person they care for.

Objectives:

- To provide carers with the practical and theoretical knowledge and skills about moving and handling
- To give individually tailored practical training in moving and handling the person being cared for in the home environment
- To provide a written moving and handling audit and suggestions of equipment needed
- To work with other health professionals involved in the situation ensuring the carer and the person they care for receive appropriate information, equipment and services.

***Sessions:***

### **Preparation - Manual Handling manual**

An opportunity to prepare for your course by reading a paper copy of NHS Moving and Handling Manual for Carers.

Carers were asked to complete a self-assessment of their situation and skills. This was sent to the NHS Moving and Handling staff who were delivering this training.

### **Day 1 – Group Training**

This session covers the causes of back pain and an explanation of the anatomy and physiology of the back, ergonomic risk assessment and how to move efficiently. There is also a demonstration of a variety of equipment.

### **Home Visit – Arranged to suit**

The Manual Handling Co-ordinator visits each carer at home and gives the principle carer and any other unpaid carers present, advice and training meeting their particular needs and situation.

Following the home visit a report can be sent to the carer on the outcomes and equipment recommendations. These would have previously been discussed with any social worker, occupational therapist or care manager already involved with the family.

### **Follow up by Trainer**

The carer can be contacted by telephone to discuss if they need a further home visit (within a month of the second group session).

## ***7. Looking at the Emotional Impact of Caring***

Aims of the course:

- The carer will have improved mental well-being
- The carer will have increased ability and confidence in managing the emotional impact of their caring role.

Objectives:

- To give carers the tools and knowledge to support themselves in their caring roles
- To give carers an opportunity to explore their feelings and to understand the effect on their caring situation
- To identify ways of coping and find solutions which work for the individual.

### **Week 1 – Changing Relationships and ‘Remember Me’**

This day explores the nature of relationships and how caring impacts on them. It focuses on you as a person not just as a carer.

### **Week 2 – Dealing with Guilt and ‘Letting Go and Moving On’**

This is an opportunity to explore feelings of guilt and let go of other difficult feelings.

### **Week 3 – Stress Management and Introduction to Problem Solving Techniques**

This day helps you to explore how stress affects you and ways to manage it.

### **Week 4 – More Stress Management and Creating Solutions**

More information about managing stress, focusing on solutions to improve your caring situation and your quality of life.

## ***8. Caring for Someone with Mental Health Problems***

This course can be delivered in eight weekly evening sessions giving a total of 16 hours of training.

Aims of the course:

- Improved understanding and knowledge about mental health conditions
- Increased ability and confidence in caring for someone with a mental health problem.

Objectives:

- To help carers to understand the mental health problem of the person they care for and its symptoms
- To help carers to understand a range of treatment options, how they are accessed, what they might be like and possible side effects
- To create space for reflection on and discussion about the lifestyle and relationship changes carers may experience
- To help carers to understand the recovery model and its impact on services and legislation
- To provide information on relevant legislation and the rights of carers and cared for people
- To provide information on local services.

***Sessions:***

### **Week 1 – The Recovery Model**

This session includes an input from the Scottish Recovery network exploring what ‘recovery’ means.

### **Week 2 – Understanding Mental Health Problems**

A psychiatrist explains the key features of various mental health problems. He or she also talks about diagnosis and prognosis.

### **Week 3 – Challenging Behaviour**

Many people with mental health problems exhibit behaviour which carers find challenging. A community psychiatric nurse discusses how best to cope with this.

### **Week 4 – Support and Safeguards**

A who’s who of mental health professionals and how they work together to support people with mental health problems.

### **Week 5 – Medication and Psychological Treatments**

A pharmacist talks about different medications for mental health problems and also some of the side effects. A clinical psychologist discusses talking treatments.

### **Week 6 – The Mental Health Act and Carers Rights**

A mental health officer gives information about the Mental Health Act and its implications for carers and the people they care for.

### **Week 7 – How Caring Affects Us**

This session gives carers the opportunity to think about the emotional impact of caring and will address topics such as guilt and loss as well as changes to relationships.

### **Week 8 – Looking after yourself**

Carers are a third more likely to be in poor health than the general population. This session focuses on how carers can take care of themselves.

## ***9. Information Day***

Aim of the course:

- To provide training for carers new to their role.

Objectives:

Information Day

- To inform carers how to access healthcare and social work services
- Give information about equipment and adaptations for use in the home
- Give information about legal issues such as Power of Attorney and Public Guardianship
- To emotionally support carers by giving them an opportunity to explore their feelings around changing family relationships due to their caring role.

Alternate Information Day

- To present the role of the social work department and other Community Care Services
- To increase awareness and understanding of welfare benefits affecting carers
- To allow opportunities for peer support
- To reflect on changing relationships.

***Sessions:***

### **Carers Information Day**

#### **Session One – What Social Work Can Offer**

A discussion about discharge planning, social work support, the role of the occupational health team, and available aids and appliances.

#### **Session Two – Support Groups**

A chance to talk to other carers.

#### **Session Three – Benefits Available to Carers**

Financial information and how to access support from local council welfare rights team.

#### **Session Four – Changing Relationships**

An experienced counselor gives an insight into the changes caring for someone makes to all the family, from a counseling perspective.

### **Carers Alternate Information Day**

#### **Session One**

A social worker gives information on how to access services and an occupational therapist manager discusses the equipment and adaptations available for use in the home.

#### **Session Two**

A presentation on the Power of Attorney and Public Guardianship issues.

#### **Session Three**

An experienced counselor will give an insight into the changes caring for someone makes to all the family, from a counseling perspective.

## ***10. Caring for the Older Person***

Ten hours of training can be delivered over two days, divided into four sessions, one each morning and one each afternoon.

Aim of the course:

- To support carers to look after an older person in the community and lessen the risk of readmission to hospital.

### ***Sessions:***

Day 1

#### **Session 1 – Who’s Who and What They Do**

A local consultant geriatrician and community psychiatric nurse talk through the roles of various healthcare professionals.

#### **Session 2 – Safe Moving and Handling and Preventing Falls**

An occupational therapist demonstrates moving and handling techniques and talk through ways to prevent falls.

Day 2

#### **Session 1 – Changing Relationships**

An experienced counselor looks at how caring for someone can change relationships.

#### **Session 2 – Getting Respite and Looking after Yourself**

A worker from the local authority talks about how to fund respite care and, more generally, the importance of looking after you.

## ***11. Caring for Someone with Mental Health Problems***

This course can be delivered in two days over two weeks, giving a total of 11 hours training.

Aim of the course:

- To provide expert training for carers of someone with a serious mental health problem.

Objectives:

- To present the role of social work department mental health officers
- To suggest approaches for dealing with difficult behaviour
- To introduce the Community Mental Health Team
- To introduce the Intensive Home Treatment Team
- To present the role of occupational therapy services
- To present the role of psychological services
- To outline different mental health conditions
- To consider the link between mental health and drug use
- To reflect on changing relationships
- To understand the use of medication and possible side-effects
- To allow opportunities for peer support.

***Sessions:***

Day One

### **Role of Mental Health Officers**

A mental health officer talks about their role and how they can help carers.

### **Dealing with Difficult Behaviour**

This session looks at the reasons for difficult behaviour and ways to deal with it.

### **Introduction to the Community Mental Health Team**

A community psychiatric nurse guides you through how the Community Mental Health Team works.

### **Intensive Home Treatment Team**

The team leader talks about this new team and how it can help keep your relative out of hospital when they are unwell.

### **Occupational Therapy**

An occupational therapist talks about their role and service they provide.

### **Psychological Services**

A nurse therapist explains how the different talking therapies can help your relative's recovery.

Day Two

### **Understanding Mental Health Problems**

An introduction to the different conditions by a medical practitioner.

### **Mental Health and Drug Use**

Workers from the local drugs team talk about the affects of drugs and alcohol misuse on people with mental health problems.

### **Changing Relationships**

This session explores the nature of relationships and how caring can impact on them.

### **Understanding the Medication and Side Effects**

A pharmacist gives information on medication for mental health conditions and their possible side effects.

## ***12. Caring for Someone with a Lung Condition***

Aim of the course:

- To provide information and support to carers looking after someone with a lung condition.

Objectives:

- To help carers understand the lung condition the person they care for has and the impact that makes on their lives
- To help carers understand the importance of managing certain lifestyle factors when supporting someone with a lung condition
- To help carers understand the implications and side effects of medicines the person they care for may be taking
- To help carers understand the importance of not smoking for both the person they care for and for themselves. To offer support to those who want to give up smoking
- To increase carers' understanding of their rights and those of the person they care for in relation to the benefits system and community care legislation
- To enable carers to identify possible stress triggers in their lives and explore methods to manage stress
- To help carers understand the importance of a healthy balanced diet and the benefits to themselves and the person they care for.

***Sessions:***

### **Session 1 – Understanding and Treating Lung Conditions**

The British Lung Foundation gives an overview of the different types of lung conditions and how they are treated. What can your local Carers' Centre do for you?

### **Session 2 – Living with Chronic Obstructive Pulmonary Disease (COPD)**

The respiratory care facilitator gives an overview of the symptoms and causes of COPD and advises on lifestyle choices to help live with the condition. A social worker explains the process of accessing care from the social work department and how this can help the carer.

### **Session 3 – Money Matters**

The Pension Service advises on benefits available to the cared for and the carer. Details of the group and its activities to support the carer and the person they care for.

### **Session 4 – Health and Well-Being**

An occupational therapist advises on how exercise can benefit both the COPD sufferer and also maintain the carer's good health. A physiotherapist gives details of the treatment that the COPD sufferer can expect to receive at their local health centre.

### **Session 5 – Anxiety Management**

A psychologist advises on recognising the symptoms of stress and anxiety and gives advice on dealing with these. Understanding Medicines – a community pharmacist's overview of the medication used to treat lung conditions and the possible side effects.

### **Session 6 – Healthy Eating**

A dietician explains the importance of healthy eating and the benefits of weight management for COPD sufferers. Chest Voices – the Chest, Heart & Stroke Association gives details of the Chest Voices project, offering patients & carers the opportunity of working with Health Professionals to improve the respiratory services across Scotland.

## ***13. Caring for Someone with Dementia***

Aim of the course:

- To provide information and support to carers looking after someone with dementia.

Objectives:

- To provide a supportive group environment to discuss/share personal issues
- To help identify the different stages of dementia to help understand the disease process
- To consider coping methods and strategies and self-care needs
- To explore current resources and potential future resources.

***Sessions:***

### **Week 1 – Diagnosis and process of dementia**

In this session there will be input from a senior psychiatrist on the way the diagnosis of dementia is carried out in the local authority area. The different types of dementia and how each one presents, and the treatment or medication used to try to control the progress of the disease.

### **Week 2**

Since the course is primarily aimed at carers of people recently diagnosed with dementia this session aims to let more experienced carers tell their story. The use of real carers adds to the understanding of how their caring role may/may not develop in the future

### **Week 3 – Home Safety Service**

The manager of Home Safety gives details of the free community alarm system available to households in the local area. It covers the different aspects of the service from installation to maintenance.

### **Week 4 – Challenging Behaviour**

This session has an experienced day hospital and ward manager discussing the different types of challenging behaviour the carers may face. The session aims to give carers techniques to use to distract and pacify the cared for person.

### **Week 5 – Power of Attorney and Other Legal Issues**

A lawyer discusses the Adults with Incapacity Act and the use of Power of Attorney and Guardianship, as well as the time scales and costs of applying for the above.

### **Week 6 – Emotional Support**

This session is delivered by a psychologist and emphasises the importance of maintaining your emotional well-being. It looks at ways that carers can make the best use of any free time that they may have and outlines potential pitfalls and bad habits that can develop.

### **Week 7 – The Role of the Social Worker and Occupational Therapist**

A hospital-based social worker outlines the type of support that carers and their cared for can expect to receive from the local authority and local NHS trust.

### **Week 8 – Relaxation and de-stressing**

This session suggest various forms of relaxation and de-stressing. Carers get to try visualisation techniques and relaxation CDs, while emphasising the importance of the carer's ability to find time for themselves.

## ***Appendix 2 – Training Equipment***

A good website to purchase training equipment from is: [www.thetrainingshop.co.uk](http://www.thetrainingshop.co.uk)

To make your training an interesting and multi-sensorial experience (Learning styles – multiple intelligences) this can be easily and quickly achieved by using scented flipchart pens which can be purchased from the RNIB website at [www.onlineshop.rnib.org.uk](http://www.onlineshop.rnib.org.uk) and using soft balls and fiddle rings from [www.tangletoys.com](http://www.tangletoys.com)

## *Appendix 3 – Example Templates*

The following templates of forms and letters are designed to ease the administration of organising a training course. The secret of successful training is preparation.

You may want to personalise the following templates to make them work for you. Remember to add your logos so carers and professionals know who is organising the training course. The following are included:

- Evaluation and review forms
- Carer invitation letter which accompanies course leaflet
- Letter to professionals to invite them to promote course
- Carer Confirmation letter accompanies pre-course information form
- Pre-course information form for carers
- Register
- Presenters booking tracker form
- Training Day Checklist
- Venue Checklist
- Certificate of Attendance
- Course leaflet example
- Total budget tracking form
- Presenters' costs form
- Carers' expenses tracking form
- Professional publications, leaflet or poster request
- Carer invitation letter which accompanies course leaflet.

## ***Carer Invitation Letter which Accompanies Course Leaflet***

Address

Date

Dear Carer,

### **Are you caring for someone who has had a stroke?**

XXX Carers' Centre runs a series of training courses offering information and support to carers. This course aims to meet the needs of carers who care for someone who has had a stroke, through a series of weekly sessions with expert speakers and professionals.

The course is free and travel/care costs can be reimbursed to enable as many carers as possible to attend.

We have developed a course for carers who are supporting someone who has had a stroke. The course will look at many aspects of stroke care including what can cause a stroke, how strokes can be treated and how secondary strokes can be prevented, behavioural changes and changing relationships among others.

If you would like to register for this course return the tear off slip from the enclosed leaflet and we will reserve a place for you, if you have any queries, please do not hesitate to contact me.

Yours faithfully,

## ***Letter to Professionals to Invite Them to Promote Course***

Address

Date

Dear Colleague,

### **Do you know anyone caring for someone who has had a stroke?**

XXX Carers' Centre runs a series of training courses offering information and support to carers. The courses aim to meet the needs of carers through a series of weekly sessions with expert speakers and professionals. All courses are free and travel/care costs can be reimbursed to enable as many carers as possible to attend. All courses have a free lunch or supper to help the carers benefit from this peer support and reduce some of the isolation they can often experience.

Evaluation has shown that carers participating in Caring with Confidence courses gain valuable information often allowing them access to new services, equipment, medication, etc. as well as feeling more confident, less isolated and better able to cope.

We have developed a course for carers who are supporting someone who has had a stroke. The course will look at many aspects of stroke care including what can cause a stroke, how strokes can be treated and how secondary strokes can be prevented, behavioural changes and changing relationships among others.

We are keen to reach carers who do not currently have contact with our services and offer them the chance to participate and would be extremely grateful if you could pass this information on to colleagues, display it where it might be seen by carers or pass it on to carers that you think may be interested.

If you would like further leaflets or have any queries please do not hesitate to contact me. Many thanks for your help.

Yours faithfully,

## ***Carer Confirmation Letter Accompanies Pre-course Information Form***

Address

Date

Dear \_\_\_\_\_,

Thank you for registering for the *Caring with Someone who has XXX Course* beginning on XX day and XX month . I am writing to confirm that I have reserved a place for you and look forward to meeting you soon.

I have enclosed a pre-course questionnaire which I would be grateful if you could complete and return in the free post envelope. The information on the questionnaire will be treated confidentially and will not be attributed to any individual. The information you provide will be used to help the presenters and I tailor the course as much as possible to your situation. The information also forms part of the evaluation process, which will help me determine how successful the course is and areas for improvement.

To keep you informed about future training and other events we have included you on our mailing list as well as our database for news and information. The details you provide are confidential and will be stored for our use only. They will not be shared with any other organisation without your express permission.

Please get in touch at any time if you want your details removed.

If you have any questions about the questionnaire or arrangements for the course, please do not hesitate to contact me.

Yours sincerely,

Job Title

Organisation

XXXX Carers Centre

## *Pre-course Information Form*

Caring with Confidence Training Programme

[INSERT CENTRE LOGO]

Course Title:

Course Date:

Please complete and return this form to XXX Carers' Centre. All information will be treated as confidential and anonymised before being shared.

Name
Address
Postcode
Telephone Number

Who do you care for? (Please circle)

Spouse/partner	Son/ Daughter Under 18	Son/ Daughter Over 18	Parent	Sibling	Friend	Other
----------------	------------------------------	-----------------------------	--------	---------	--------	-------

How old are they?

Carers Ethnicity?

What health problems do they have and how does this affect them?

--

When did their health difficulties start?

--

Do you have any questions about your caring situation you hope the course will address?

--

Course Question 1

--

Course Question 2

--

If caring is a journey how would you see your position on it? (Please circle.)

Pre-caring from role	At the start	Still learning	Experienced	Final stages	Withdrawing
----------------------	--------------	----------------	-------------	--------------	-------------

Which if any of services or benefits do you or the person you care for access (i.e. Respite, DLA)?

--

We are keen to know what your concerns are around your caring role or what are the important issues for you? Please circle the most appropriate statement. (You can have several issues that are important or very important).

**Confidence in caring**

Has caring affected your confidence? Does your confidence affect your ability to care?

Very important issue	Important Issue	Small Issue	Not an Issue	Don't Know
----------------------	-----------------	-------------	--------------	------------

**Confidence in ability to shape services and support**

Is the support you receive how you want it to be? Do you know how to change it?

Very important issue	Important Issue	Small Issue	Not an Issue	Don't Know
----------------------	-----------------	-------------	--------------	------------

**Health & Well-being**

Do you feel that your caring role affects your health? Are you feeling tired or stressed?  
Have you been injured caring?

Very important issue	Important Issue	Small Issue	Not an Issue	Don't Know
----------------------	-----------------	-------------	--------------	------------

**Social life & caring role balance**

Has your caring role affected your social life or affected how you spend your leisure time?

Very important issue	Important Issue	Small Issue	Not an Issue	Don't Know
----------------------	-----------------	-------------	--------------	------------

**Work & caring role balance**

Do you feel that your role as a carer affects your work? Have you reduced hours or given up work?

Very important issue	Important Issue	Small Issue	Not an Issue	Don't Know
----------------------	-----------------	-------------	--------------	------------

**Education, training & caring role balance**

Has your caring role affected your ability to access education and training?

Very important issue	Important Issue	Small Issue	Not an Issue	Don't Know
----------------------	-----------------	-------------	--------------	------------

Do you have any other comments about how caring has affected you?

--

## Training Review

Course Title:	Date completed:
Name:	Phone Number:

**Carers' Centre Services used during period being reviewed, e.g. carers support group, one-to-one support (please tick)**

<b>Counselling</b>	<b>Advocacy</b>	<b>Carers Support</b>	<b>Training</b>	<b>FSA</b>	<b>Carer Support Group</b>

**Confidence in Caring: (please circle)**

Big Improvement	Small Improvement	No Improvement	Worse
Not an issue	Not discussed	New Issue	

Context

Cared for health has declined	Can't access services	Change unlikely due to course content	More awareness of future difficulties	
-------------------------------	-----------------------	---------------------------------------	---------------------------------------	--

Comments:

Entered on database

**Confidence in ability to shape services and support: (please tick)**

Big Improvement	Small Improvement	No Improvement	Worse
Not an issue	Not discussed	New Issue	
Context			

Cared for health has declined	Can't access services	Change unlikely due to course content	More awareness of future difficulties	
Comments:				Entered on database

**Health and well-being:**

Big Improvement	Small Improvement	No Improvement	Worse	
Not an issue	Not discussed	New Issue		
Context				
Cared for health has declined	Can't access services	Change unlikely due to course content	More awareness of future difficulties	
Comments:				Entered on database

**Social life & caring role balance**

Big Improvement	Small Improvement	No Improvement	Worse	
Not an issue	Not discussed	New Issue		
Context				
Cared for health has declined	Can't access services	Change unlikely due to course content	More awareness of future difficulties	
Comments:				Entered on database



## ***Presenter Bookings Tracker Form***

<b>Date of session</b>	<b>Session</b>	<b>Presenter name</b>	<b>Booked</b>
	What is a stroke and secondary prevention		
	Medication & communication		
	Managing physical problems		
	Emotional impact		
	OT support		
	Support in the community		
	Changing relationships		
	Looking after yourself		
<b>Room booked</b>			<b>Yes/No</b>
<b>Catering booked</b>			<b>Yes/No</b>

## *Training Day Checklist*

Item	Tick
Register	
Expenses forms	
Participants folders – first week	
Programme	
Handouts	
Evaluation forms	
Flip chart holder	
Flip chart pads and pens	
Biros/pencils	
Spare paper	
Contact details of participants	
Contact details of presenters	
Contact details of taxi companies	
Contact details of caterers	
Emergency contact details of staff/carers' centre (if venue not carers centre)	
Laptop	
Projector	
Data pen/discs with presentation	
Ice breaker exercise 'things'	
Tea/coffee/sugar/cups etc (if not provided by venue)	

## Venue Checklist

Course name:

Course dates:

Name of venue:

Is the room available when needed?	
What is the cost?	
Is the room big enough for proposed group size?	
Is there adequate lighting, (natural light), heating and ventilation?	
Are there other rooms available for break out rooms?	
Will there be any disruption from outside noise?	
Will there be any interruptions by unplanned visitors?	
Can furniture be rearranged to suit the training?	
Is there any internet connection if required?	
Can venue supply IT equipment – Laptop and projector?	
Is there a flipchart stand?	
Can you leave things overnight in the room if training continues the next day?	
Are there car parking facilities?	
What are the public transport links?	
What would be the average travel distance for participants?	
Is the venue accessible to disabled visitors with mobility problems?	
Is there a lift and stairs if room above or below ground level?	
Is there a loop system?	
Is there a kitchen available for use?	
Are there cafes or take away places near?	
Are there suitable accessible toilets?	
Are there respite facilities close by if necessary?	
Is the venue familiar to participants attending?	
Are there reception facilities if needed?	

**Caring with  
Confidence**



**Knowledge and skills  
training for carers**

Funded by the Scottish Government

## Certificate of Attendance

This is to certify that

---

Has attended the  
**Caring for Someone with Dementia Course**

Held between

**1 February and 7 March**

Subjects covered:  
What is Dementia?  
Options for the Future  
Changing Relationships  
Selecting a Care Home  
Paying for Long Term Care?  
Adults with Incapacity Act, Power of  
Attorney and Guardianship

Signed by \_\_\_\_\_

# Publicity

## Examples of course publicity

### What is 'Caring with Confidence'?

'Caring with Confidence' offers learning opportunities for unpaid carers in a mutually supportive environment.

It enables carers to build on their own caring expertise and gain further knowledge and confidence from health professionals and peer support.

It also improves carers' ability and confidence to self-manage the caring situation and thus improve their quality of life and those they care for.

The courses help carers to identify and access additional support from a range of agencies.

This course is part of the pilot programme which will be evaluated by Glasgow Caledonian University by pre and post course questionnaires as well as a group reunion meeting 8 weeks following the end of the course.

All participants will be required to give informed consent to take part in the evaluation of the programme however this will not prevent participation in any individual course.

Funded by Scottish Government, Souter Charitable Trust and PF Charitable Trust

Further information can be obtained from:

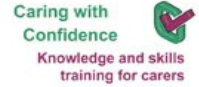
Jane Greenacre  
Vocal

0131 622 6666

jgreenacre@vocal .org.uk



This course was developed in partnership with Chest, Heart and Stroke Scotland



### Caring for someone who has had a stroke

Wednesdays  
3 September – 22 October 08  
10am – 12.30pm

VOCAL Carers Centre  
8 – 13 Johnston terrace  
Edinburgh

A pilot programme of 'expert carer' training courses delivered and evaluated across Lothian from October 2007 to September 2009

## Caring for someone who has had a stroke

3rd September

### What is a stroke? And secondary prevention

An exploration of what happens when someone has a stroke looking at causes, diagnosis and symptoms. This session also looks at how further strokes may be avoided.

10<sup>th</sup> September

### Medication and Lifestyle Management

We will be joined by a pharmacist and occupational therapist who will explain the pharmaceutical treatments for someone who has had a stroke and discuss aids, equipment and adaptations to make every day tasks easier.

17<sup>th</sup> September

### Communication problems and how to help

Information about the types of communication problems that can arise as a result of a stroke, and practical advice about how to overcome them.

24<sup>th</sup> September

### Behaviour and mood changes

We will also be joined by a clinical neuropsychologist who will provide insight into some of the changes in mood and behaviour a person who has had a stroke can experience.

1st October

### Physical problems and how to help

Practical advice about how to overcome some of the physical difficulties that can arise following a stroke. This session will include information about aids and how to access help.

8<sup>th</sup> October

### Support in the community

What is community care all about – how are people's needs assessed – will it be possible to get help at home – what rights do I have?

15<sup>th</sup> October

### Changing relationships

This session explores how caring can affect our relationships. Topics will include guilt, loss and communication.

22nd October

### Looking after yourself

This last session looks at ways carers can help themselves – identifying and dealing with stress – making time for yourself – learning about different ways to relax.

17<sup>th</sup> December

### Group Reunion

A chance to catch up with friends made on the course and follow up on any issues raised during the course. For those who are interested there will be an opportunity to give some feedback about the course to researchers from Glasgow Caledonian University.

Please note a light lunch will be provided following each session. We hope you will be able to join us.

***Professional publications, leaflet or poster request***

<b>Date</b>	
<b>Name</b>	
<b>Address</b>	
<b>Telephone</b>	
<b>Email</b>	
<b>District area</b>	
<b>Occupation</b>	
<b>Organisation (referring agency)</b>	
<b>Request</b>	
<b>ACTION</b>	POSTED _____ DATA ENTERED <input type="checkbox"/> POSTAGE COSTS _____ POSTAGE ENTERED <input type="checkbox"/>

<b>Date</b>	
<b>Name</b>	
<b>Address</b>	
<b>Telephone</b>	
<b>Email</b>	
<b>District area</b>	
<b>Occupation</b>	
<b>Organisation (referring agency)</b>	
<b>Request</b>	
<b>ACTION</b>	POSTED _____ DATA ENTERED <input type="checkbox"/> POSTAGE COSTS _____ POSTAGE ENTERED <input type="checkbox"/>

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<b>Total budget</b>	<b>Costs form</b>		
<b>Confidence</b>			
<b>Knowledge and skills</b>			
<b>Training for carers</b>			
<b>Total budget costs</b>			
<b>Course name:</b>			
<b>Course dates:</b>			
<b>Course venue:</b>			
<b>Presenters</b>	Number of presenters requiring payment	Total cost for speakers	£
<b>Staff time</b>	Number of hours worked in course preparation	Cost for staff hours	£
	Number of hours worked in delivering course	Cost for staff hours	£
	Number of hours in follow up work	Cost for staff hours	£
<b>Administration</b>	Stationary, postage, photocopying	Total Cost	£
		Cost of printing leaflets	£
<b>Venue</b>	Did you hire a venue?	Cost of hire	£
<b>Respite</b>	Number of carers who received help with respite costs	Total cost for respite	£
<b>Transport</b>	Number of carers who received help with transport costs	Total cost for transport	£
	Staff transport expenses	Total cost of staff travel	£
<b>Catering</b>	Include Lunch/Tea/ Drinks and biscuits	Total cost for all sessions	£
	Catering for reunion meeting	Cost	£
<b>Other</b>	Item	Cost	£
	Item	Cost	£
		<b>Total cost of the course</b>	<b>£</b>





## *Acknowledgements*

The authors of the toolkit would like to thank the following for their participation in the Caring with Confidence project which informed the toolkit:

- all the carers who participated in the evaluation of the courses
- all staff and speakers who gave their feedback
- the facilitators for the administrative information
- all those involved in the Carer Training Partnership Networks
- the managers of VOCAL, Carers of West Lothian, Carers of East Lothian and VOCAL Midlothian for their support
- The Princess Royal Trust for Carers
- Participants of the Delivering Caring with Confidence courses

Funders:

- Scottish Government
- Souter Charitable Trust
- PF Charitable Trust

## Further Information

Full project report can be found on [www.carers.org/professionals](http://www.carers.org/professionals)

Enquiries about the project should go to:

The Princess Royal Trust for Carers  
Charles Oakley House  
125 West Regent Street  
Glasgow  
G2 2SD

0141 221 5066