

Optional skills: Using psychological approaches to support personal recovery

(See supporting document, Section 5.4)

Able to help people to make use of psychological approaches to support their recovery

An ability to maintain the core experiential, relational and nondirective role of the PSW while supporting people to make use of psychological approaches to support their recovery

An ability to identify when it may be helpful for a person to make use of a psychological approach
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An ability to outline the rationale for using psychological approaches and answer any questions or concerns, ensuring that the person:
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understands the rationale for using a particular psychological approach and how it might help them
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indicates whether (or not) this is an approach that may be of interest
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indicates their willingness to engage with (and try out) these strategies

An ability to support the use of psychological strategies (with appropriate training, supervision and support), for example:
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support for self-management, self-help and self-care
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active listening

problem-solving and coping strategies

An ability to work with the person to monitor and review the utility of the strategies being used and, if necessary, to adapt, change or stop the way they are working together

An ability to respond to, and discuss with the person, any feedback regarding the strategies being used (whether this is given directly or indirectly)
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An ability to discuss and work together to problem-solve any difficulties the person may be experiencing with making use of the approach
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Supporting people in crisis

An ability to support people who are experiencing a mental health crisis, by:

drawing on lived experience to inform the support being offered

keeping in mind the person and their values

using active listening skills to provide a sense of safety and reassurance
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working with others to find or create safe spaces for the person
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using knowledge of local resources, services and support to connect or signpost people to the appropriate service

An ability to help people who are experiencing or have experienced a mental health crisis to carry out, develop or update crisis plans, including advanced statements or directives, alongside the services providing care

Able to work with people in groups

An ability to draw on lived experience when working with colleagues to plan groups, such as thinking about:

practicalities (for example, setting)

content of sessions (including resources and materials required)

roles and responsibilities of staff involved in the group programme

An ability to contribute to establishing an environment that is physically and emotionally safe, for example by:

discussing ground rules (for example, the importance of confidentiality and respect for others)

drawing attention to any breaches of the ground rules

helping all group members to participate

An ability to engage with group members and build a positive relationship with each individual

An ability to be alert to group dynamics, such as the formation of sub-groups, or the impact of individual relationships on the rest of the group

An ability to match the content and pacing of sessions to the needs and views of group members

An ability to explore and address any barriers to participation in the group, such as:

practical barriers (for example, transport or childcare)

social and emotional barriers (for example, anxiety around talking in a group or worry about stigma restricting the topics the person is willing to discuss)

historical factors (for example, previous negative experience of groups)

An ability to promote and encourage regular attendance, while not stigmatising those who fail to attend sessions

An ability to plan for and reflect on potential challenges to the group, such as:

disruptive behaviour

persistent lateness, absence or non-engagement

members who dominate a group (to the exclusion of others)

high levels of distress

Able to support people's use of digital interventions

An ability to draw on knowledge of digital interventions that people with mental health needs can use to support themselves

An ability to draw on knowledge of the various formats that can be used to access digital interventions, for example:

mobile phone apps

websites

video or telehealth options for 'virtual' therapy or meetings (such as Zoom or FaceTime)

An ability to support people's use of digital interventions to improve their mental wellbeing, self-help and self-management, for example by:

helping them to overcome any technical or practical barriers to using the intervention (such as not being familiar with using apps or having limited access to a computer, tablet or phone)

identifying when the person is having difficulty using or engaging with the digital intervention, and helping to problem-solve these, for example:

explaining the rationale for the digital intervention

helping to clarify goals and tasks associated with the intervention

identifying (and addressing) challenges to maintaining motivation