

Assessment

During the initial assessment service users often present with low self-confidence and self esteem, poor motivation and high levels of distress

During the 1-1 assessment we discuss:

1. Confidentiality

A statement is signed by the service user to confirm:

- Taking of notes
- Breaking of confidentiality if service user or others are at serious risk
- Agreement to request a risk assessment from the relevant mental health team and/or letter to GP

2. Mental health history and previous coping strategies

3. The actual experienced distress for the individual person

4. Side effects both from the distress and any medication being taken

- Sleep patterns
- Difficulty getting out of bed
- Memory
- Concentration
- Shaking
- Motivation
- Levels of anxiety

Will attendance, time keeping and behaviours be affected by their distress?

5. For most learners there will be periods of being quite unwell and we ask how this shows itself? What changes in behaviour would we notice?

What do we need to do?

- If the learner is distressed
- If the learner experiences panic attacks
- If a learner who hears voices finds they cannot manage them
- If the learner is angry

6. We need to know how best to diffuse and support and not aggravate the situation for the learner concerned. We also need to know how one learner's behaviour will affect other vulnerable learners

In most situations the learner knows more about themselves and what is helpful than anyone else



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7. Level of risk to self and others
 - Many learners self harm, often by cutting or burning
 - A number experience frequent suicidal thoughts
 - Phobias may present a risk
 - Ability to cope in a group and impact on self and others
8. Information on physical well being
9. Support networks to include who to contact, both personally and professionally, should the learner become unwell in the group
10. To clarify what support and services the learner is wanting from Mind and to discuss the range of services on offer and to give information on alternative services
11. The level of 1-1 support required by the learner to maximize learning to enable us to allocate the additional support
12. Practical information on costs, timetable, allocation of place, transport arrangements

