

# Picking Your Pathway



## Consultation Event Report Southampton, 2 July 2008



# Picking your Pathway consultation event: Southampton on 2nd July 2008

9 people attended the consultation. 6 were PA users and 3 were PAs.

## Feedback from Exercises

### Skills, Knowledge and approaches

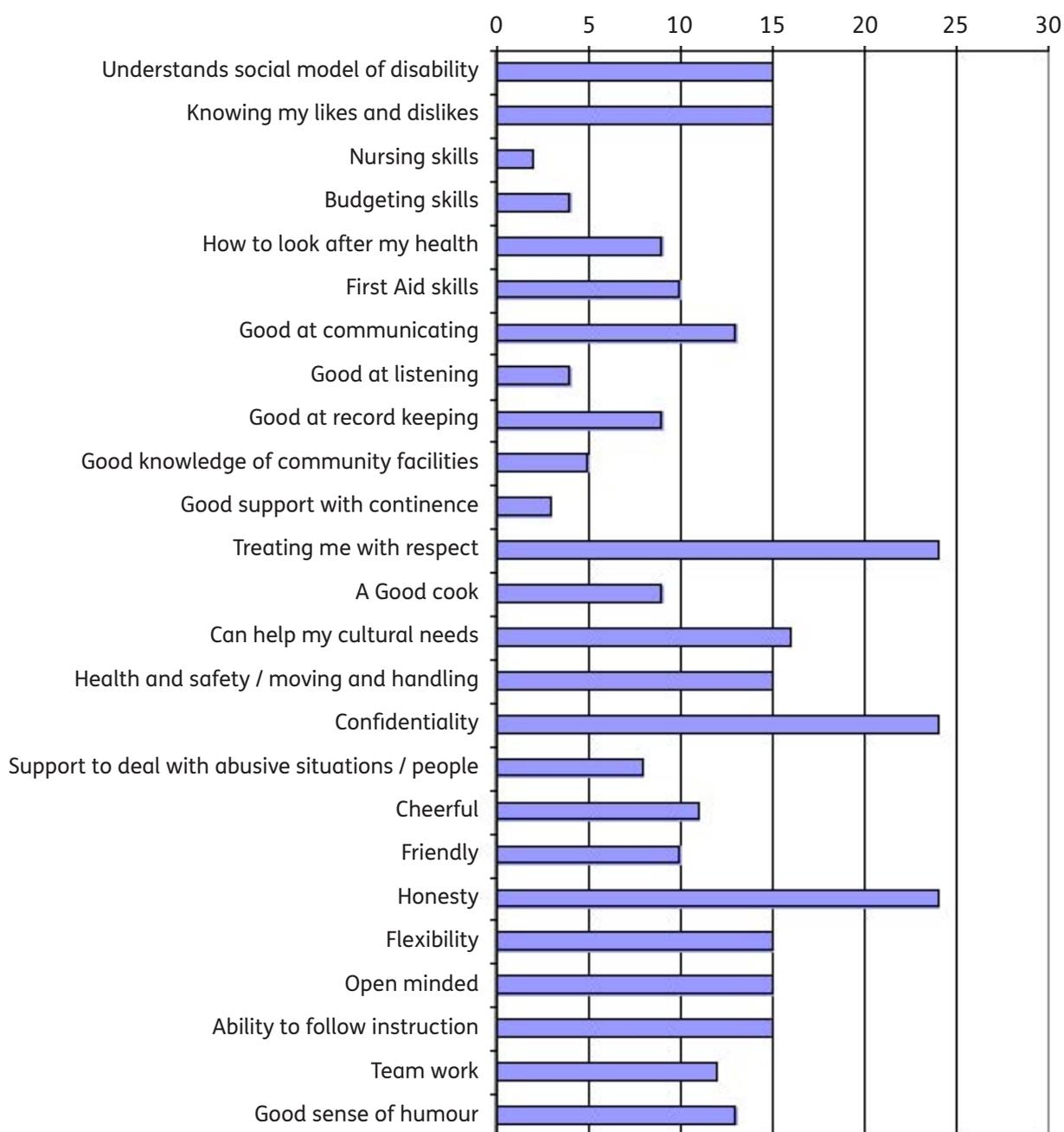
The group was given cards with the following skills, approaches or knowledge and asked to say whether they were important, very important or most important.

|                                                  | Important | Very Important | Most Important | Not Important |
|--------------------------------------------------|-----------|----------------|----------------|---------------|
| Understands the social model of disability       | 0         | 0              | 5              | 0             |
| Knowing my likes and dislikes                    | 0         | 0              | 5              | 0             |
| Nursing skills                                   | 2         | 0              | 0              | 3             |
| Budgeting skills                                 | 1         | 0              | 1              | 3             |
| How to look after my health                      | 0         | 0              | 3              | 2             |
| First Aid skills                                 | 1         | 0              | 3              | 1             |
| Good at communicating                            | 1         | 0              | 4              | 0             |
| Good at listening                                | 4         | 0              | 0              | 0             |
| Good at record keeping                           | 1         | 1              | 2              | 1             |
| Good knowledge of community facilities           | 2         | 0              | 1              | 2             |
| Good at support with continence                  | 3         | 0              | 0              | 3             |
| Treating me with respect                         | 0         | 0              | 8              | 0             |
| A good cook                                      | 1         | 1              | 2              | 2             |
| Can help meet my cultural needs                  | 2         | 1              | 4              | 2             |
| Health and Safety / moving and handling          | 0         | 0              | 5              | 0             |
| Confidentiality                                  | 0         | 0              | 8              | 0             |
| Support to deal with abusive situations / people | 2         | 0              | 2              | 1             |
| Cheerful                                         | 3         | 1              | 2              | 0             |
| Friendly                                         | 3         | 0              | 2              | 0             |
| Honesty                                          | 0         | 0              | 8              | 0             |
| Flexibility                                      | 0         | 0              | 5              | 0             |
| Open-minded                                      | 0         | 0              | 5              | 0             |
| Ability to follow instruction                    | 0         | 0              | 5              | 0             |
| Team work                                        | 0         | 0              | 4              | 0             |
| Good sense of humour                             | 1         | 0              | 4              | 0             |

## Most Important

‘Confidentiality’, ‘Treating me with respect’ and ‘Honesty came 1st with 8 votes, ‘Understands social model of disability’, ‘Knowing my likes and dislikes’, ‘Health and safety / moving and handling’, came 2nd with 5 votes and additional skills identified by the group, ‘Flexibility’, ‘Open Minded’ and ‘Ability to follow instruction’ were high on the list of priorities with 5 voted each.

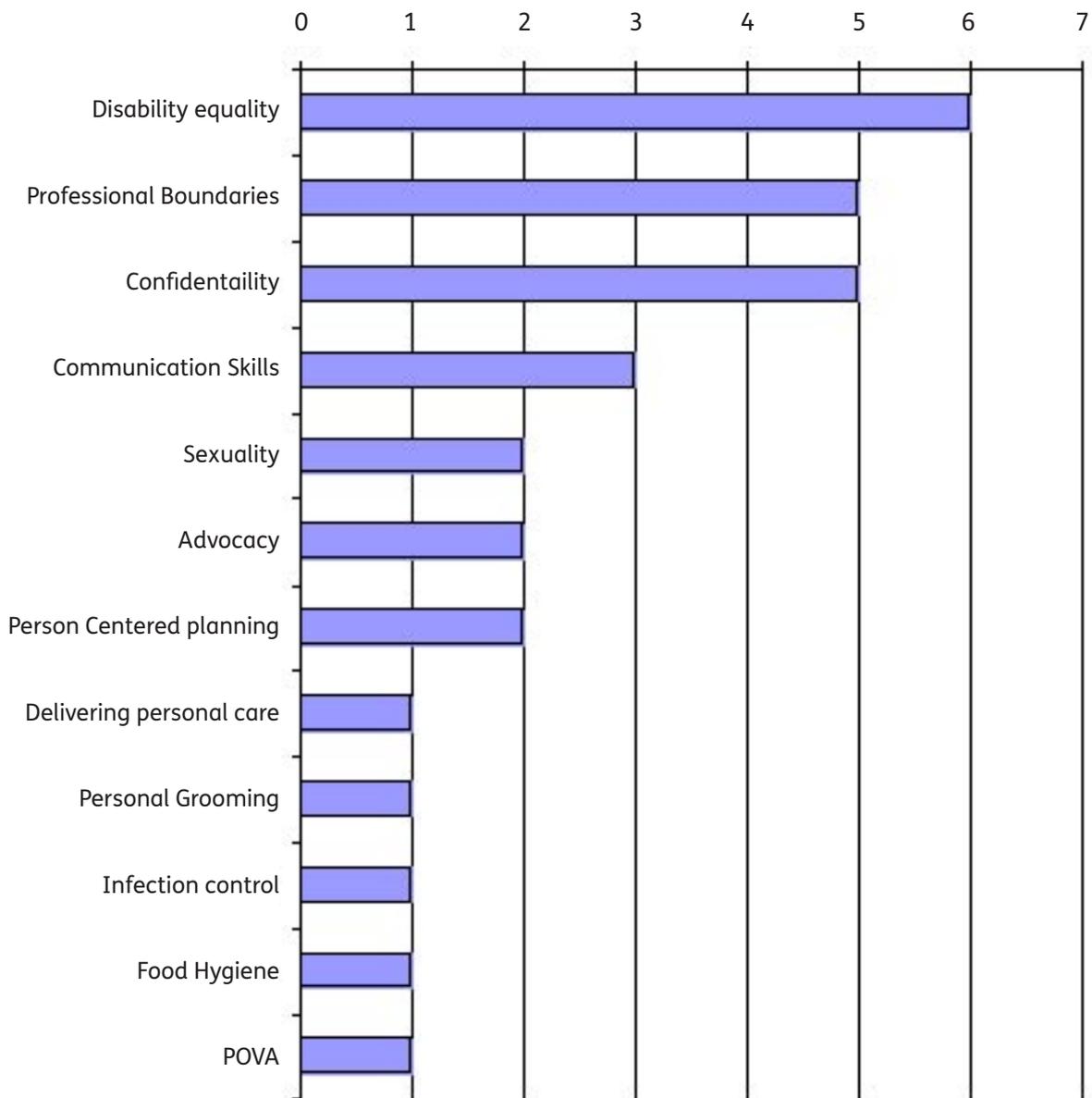
We gave points for each category – Most important = 3 points, Very important = 2 points and Important = 1 point.



## Essential Training

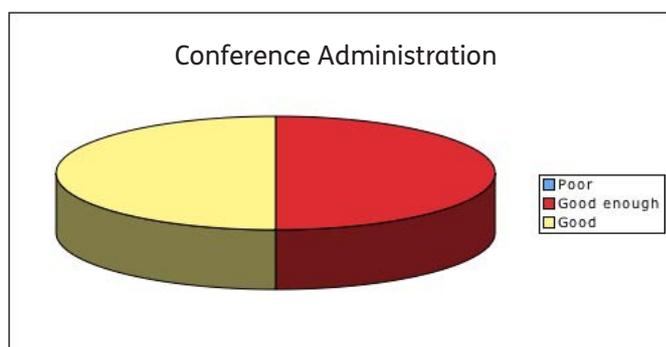
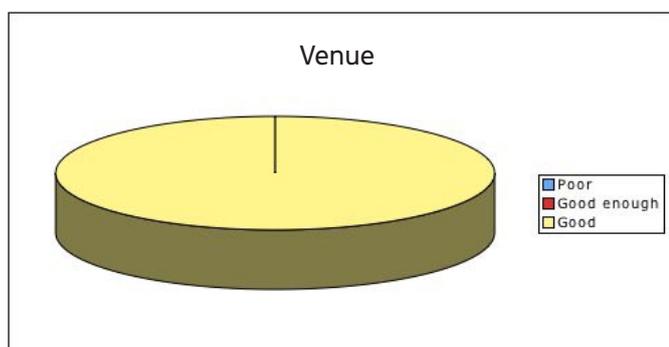
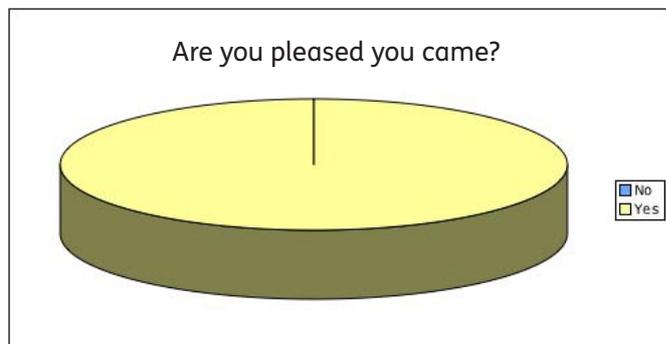
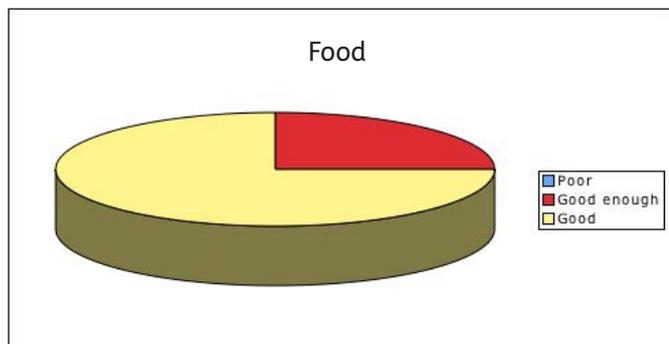
The groups were asked to:

Consider the essential training needs for PAs on the prepared cards and complete blank cards for any that are missing. Form the cards into a diamond shape, with the most important at the top and the 2nd important below etc. Some groups thought that more than one category was the most important and so the diamond shape did not always evolve. We took the top 3 tiers from each group and gave them points. Tier 1 = 3 points, tier 2 = 2 points and tier 3 = 1 point.



## Evaluation of the event and comments

4 evaluation forms were completed and returned,



## Comments

The debates; PA Debates; Discussion; Interactive sessions; Everyone had opinions and none were discounted.

**Best Bits:** None; It's difficult to say because it was part of a series for specific purpose; None, widening the scope of consultation.

**Bits that should have been left out. Should have included:** Maybe a definition of PA versus "Carers", "Care Workers" etc.; more time

**Comments about the event:** More please

### **Is there anything ARC or ILA can help with? (Training, information, advice)**

Not that comes to mind at the moment, but may be in touch for future developments; feedback.

### **Additional comments and issues**

#### **Training Delivery – who should do the training and how?**

- Fundamental that PAs are trained by PA Users.
- Essential that PA Users receive training to train PAs.
- Funding is needed.
- There is a need to address the issue that different people need different training both from the PA and the PA User perspective and this was a big problem in the exercises as are we looking at what we need; what society needs; what we might need in the future; etc.
- Training should be recognised and approved by PA organisations who are funded in this role.
- Anyone who trains must have identified the specific needs of different people and not offer a “you must do this”, “ you can’t do that”.
- Any training must look after the needs of the PA but not exclude the needs of the PA User.
- All training must acknowledge individual PA User choice.
- Training should be delivered as and when required.
- DPOs must have an input into the training provided by the traditional domiciliary care world.
- Training must be funded to enable a PA to better carry out their role as a PA for a specific PA User.
- Training must not be prescriptive nor have a predetermined criteria.
- PA User training is fundamental to the training of PAs.
- Awareness comes out of good training.
- Training is only as good as the people delivering it.
- Training could end up being piecemeal/lip service if it does not place disabled people in control of the training.
- Need to train government to understand the training needs and need to train PA Users to be able to identify their training needs (bottom-up/top-down approach) and therefore life coaches/mentors needed to develop this.
- The need for identification of training needs for IB/DP users (which must be funded) and training must be delivered by recognised trainers who are experts by experience not people who “think they know best”.

### **Funding**

- PAs are paid to train plus the cost of PA cover whilst trainee away (Leics)
- Direct payment expected to cover training but in reality this is not possible

### **Training used**

- Leicestershire social services (follow up as offers a LD training programme)
- Southampton Centre for Independent Living: DET; etc. etc
- Inland revenue training for PA Users and PAs on payroll