

**time to change**

let's end mental health discrimination

# 300 Voices Toolkit

Better must come: Towards hope



To help improve the outcomes of young African and Caribbean men in inpatient mental health services

Funded by



Run by



An engagement model specifically designed for mental health professionals and the police, 300 Voices incorporates appreciative inquiry, restorative justice and storytelling in an easy-to-follow, non-judgmental framework for change.

"We recognised that we need to be steering people away from hospital as much as possible... It was more urgently in need of addressing than we had realised."

Approved mental health professional

"In the police, there is a bit of a barrier to dialogue. No one talks unless they need to. For me, sharing jobs that went better and worse helped me to reflect on what I do on a day-to-day basis."

Police officer

# time to change

**let's end mental health discrimination**

## **We're Time to Change - a programme to end the stigma and discrimination that people with mental health problems face in England.**

We're run by the charities Mind and Rethink Mental Illness, with funding from the Department of Health, Comic Relief and the Big Lottery Fund. But at its heart, Time to Change is a social movement made up of hundreds of thousands of individuals and organisations across England, who are all doing their bit to change the way the nation thinks and acts when it comes to mental health.

Since we began in 2007, 3.5 million people have improved attitudes, and more people than ever are able to be open about their mental health problems. But there's still more to be done until no one has to face discrimination on the grounds of a mental health problem, and until talking about having a mental health problem becomes unremarkable and everyday.

Working with both adults and children and young people, we aim to empower people to challenge stigma and speak openly about their own mental health experiences, as well as changing the attitudes and behaviour of the public towards those of us with mental health problems.

We work with many communities to challenge stigma and discrimination, including people from African and Caribbean communities. We are also working with partners in different areas across the country to roll out local anti-stigma campaigns, as well as working with employers.

To find out more and get involved, go to [www.time-to-change.org.uk](http://www.time-to-change.org.uk)

**First published June 2016 by:**

Time to Change, 15-19 Broadway, Stratford, London E15 4BQ. [www.time-to-change.org.uk](http://www.time-to-change.org.uk) Tel: 020 8519 2122

The text of this document may be reproduced free of charge in any format or medium provided that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Time to Change copyright and the document title specified. Where third party material has been identified, permission from the respective copyright holder must be sought.

"I studied engineering at uni. I like doing creative stuff and playing chess. Before my diagnosis of bipolar and anxiety, I didn't understand what was wrong with me. I didn't want to go out so I just stayed at home. The isolation led to my depression.

I have people around me who love me, but when I was ill, I felt they couldn't relate to me. What gets me really down, though, is feeling that society doesn't care about us black men. It's like we have to hit rock bottom before we get the help we need. And then, when I finally do get help and am in hospital, it feels like I'm getting second grade treatment - I want the doctors to trust me, to talk to me about my mental health, to listen to me and help me work out strategies so I don't keep coming back. When they don't do this, I just close up and can't trust them.

When I heard that 300 Voices was highlighting the problems that black men face when trying to get help in the mental health system, I thought, finally, maybe more black men will now be able to get help earlier rather than having to go through a crisis each time.

At the 300 Voices workshop, I was anxious when I saw the room full of mental health professionals and police. I hadn't had good experiences with the police. I wish everyone would look at black people without all the negative perceptions. But actually, just seeing all the people from the different services coming together - from the NHS, my CPN, my home treatment team and the police, it showed me that they cared, that they weren't trying to avoid the issue; like me, they wanted to change things for the better.

I met a police woman who seemed more human, like she genuinely cared and wanted to help. She introduced me to her triage team, talked me through how they were doing things differently now. Next time I started to relapse, rather than just ignoring it and ending up getting sectioned by the police, I called up my home treatment team to discuss my symptoms and referred myself. My CPN said I was his golden moment for doing this!

Meeting other black guys going through similar stuff to me at the 300 Voices workshop helped me to build up a support network. I realised I wasn't alone. Didn't have to suffer in silence anymore. Thanks to 300 Voices, I've gone on to develop my skills as a peer mentor so I can use my experience of mental health to help others in my community. 300 Voices has changed the way I think about life and my mental health."

Young African and Caribbean man, 300 Voices participant

"I joined the police because I wanted to help people. I haven't had bad experiences with the African and Caribbean community but people remember all the negative stories they read in the papers. At the 300 Voices workshop, however, the community were genuinely interested in our work and the changes we're making to support people with mental health problems.

I met this young man at a 300 Voices workshop. He was angry and so frustrated at what had happened to him. He told us his story. Thanks to the 300 Voices workshop, it was amazing to see how this young man now trusted us to help him. If it wasn't for 300 Voices, we wouldn't have been able to have that conversation with him. It provided a valuable platform to build up the community's confidence. We don't get too many chances to do that. 300 Voices helped us to change our opinions about each other.

Ever since the workshop, the force has changed its approach. We're talking much more, being open and honest. When we deal with people with mental health problems, we deploy a mental health nurse to conduct an assessment to ensure everyone gets the right help and support. Our police officers understand how their actions can influence whether an individual seeks help the next time or not; we know when people don't feel confident to reach out for support, they can get so ill that they need to be hospitalised, and we certainly don't want that."

Sergeant, West Midlands Police





## Table of Contents

<b>Acknowledgements</b>	<b>1</b>
<b>Preface</b>	<b>3</b>
Forewords	3
Purpose of the toolkit	6
Vision	8
<b>1. About 300 Voices</b>	<b>9</b>
1.1 Introduction	9
1.2 Why a focus on young African and Caribbean men?	10
1.3 Creating a better way - the 300 Voices approach	12
1.3.2 Releasing the collective potential of young African and Caribbean men and professionals	16
1.4 Impact of the 300 Voices workshops	19
1.5 Concluding comment	24
<b>2. How to deliver a 300 Voices project that makes real change</b>	<b>25</b>
2.1 Initial planning and engagement	26
2.1.1 Establishing local strategic ownership	26
2.1.2 Organising community engagement	29
2.2.1 Recruitment and training of lead and co-facilitators	35
2.2.2 Workshop delivery	42
2.2.3 Pre-workshop activities exclusively for young African and Caribbean men	44
2.2.4 Delivering the 300 Voices workshop	47
2.2.5 Evaluation and learning	64
<b>3. Resources</b>	<b>67</b>
<b>4. Appendix</b>	<b>113</b>

## List of Figures

Figure 1	The 300 Voices engagement model	12
Figure 2	Positive impacts gained from the 300 Voices pilot	20
Figure 3	Checklist of the key activities to consider when initiating a 300 Voices project	28
Figure 4	Community engagement checklist	31
Figure 5	Important facilitation skills	37
Figure 6	Suggested responses to possible obstructions and challenges	39
Figure 7	Sample questions for a pre-workshop questionnaire	43
Figure 8	Changing the workshop to reflect your locally agreed strategic goals	62

# Acknowledgements

Time to Change would like to acknowledge, with gratitude, all the young African and Caribbean men and professionals from Birmingham and Solihull Mental Health NHS Foundation Trust (BSMHFT), West Midlands Police and Birmingham City Council who participated in the pilot of 300 Voices. You came together and focused on achieving positive change for young African and Caribbean men in the mental health system when past experiences with one another might not have been so beneficial. Your determination to improve the outcomes for young black British men using mental health services has been nothing but inspirational. We hope your courage and strength to stand up for humanity will spur others across the country to follow your lead.

For co-producing the 300 Voices engagement model with such passion, we thank HS Consultancy, led by Hári Sewell with Sandra Griffiths and three lived experience consultants – Steve Gilbert, Paul Grey and Greg Rogers.

Our heartfelt thanks to the facilitators and co-facilitators for their immense contribution to the successful development of the pilot: Sophie Abatis, Nosheen Akram, Janaya Alcock, Amy Allen, Sarah Bako, Raksana Begum, Akilah Bernard-Davis, Tia Buchanan, Natalia Budzan, Alex Chigumira, Chris Donaldson, Jacqui Dyer, Marsha Evans, Roxanne Feurtado, Steve Gilbert, Paul Grey, Sandra Griffiths, Godfrey Henry, Lamin Heron, Susan Hine, Grace Johnson, Natalie Knight, Cathy Harper, Stephanie Lunn, Solaiman Marrakchi, Sheva Martin, Leroy McConnell, Alison Ella McLaren, Nat Miles, Mustak Mirza, Marcia Myers, Ruth Niles, David Pinder, Trevor Rigg, Greg Rogers, Jas Sansara, Ethelrene Sinclair, Amanda Smith, Amy Spiteri, Alex Storer, Paul Street, Ella Sunyer, Sadira Teeluckdhary, Claire Terrington, Rebecca Thompson, Rachel Toussaint, Hári Sewell, Nikema Taylor, Elsie Williams, Nicola Williams.

Our many thanks to the production company LouDeemY, creators of All Systems Go: Nadeem Chughtai, Louise Stokes, Dan Anderson, Stefan Davis, Alex Nikitas, Taresh Solanki, and Natalie Wellings; and to poet-in-residence Kiran (Kiz) Bangerh; Nathan Dennis of First Class Legacy for photography and filming and Oliver Barrett as the 300 Voices photographer.

We thank the Big Lottery Fund for the funding of this initiative and also thank our strategic partners, the charities Mind and Rethink Mental Illness.

## **Core team**

Wesley Todd, Programme Lead, Birmingham and Solihull Mental Health NHS Foundation Trust

### **Consultants:**

Hári Sewell  
Sandra Griffiths

### **Partners:**

Lakhvir Rellon and Beresford Dawkins, Birmingham and Solihull Mental Health NHS Foundation Trust  
Sean Russell and Leanne Chapman, West Midlands Police  
Paulette Hamilton, Martin Gilbert and Bridget Sullivan-Blakeney  
Doreen Osbourne, COPE  
Helen Wadley, Birmingham Mind  
Louise Stokes and Nadeem Chughtai, LouDeemY  
Nathan Dennis, Bringing Hope

### **Lived experience advisors:**

Steve Gilbert  
Delgene Harrison  
Solaiman Marrakchi  
Miles Nunes  
Greg Rogers  
Raphael Martin-Shervington

## **Terminology**

The term 'young African and Caribbean men' refers to young black British men of African and Caribbean descent, or a combination of these identities with other ethnicities.

While there is not a specific glossary of terms relating to ethnicity, race and mental health, this toolkit broadly follows the definitions provided by Fernando and Keating (2009) in the opening chapter of *Mental Health in a Multi-Ethnic Society: A Multidisciplinary Handbook*.<sup>1</sup>

<sup>1</sup> Fernando, S. and Keating, F. (Eds) (2009) *Mental Health in a Multi-Ethnic Society: A Multidisciplinary Handbook*. London: Routledge, pp. 13-26.

# Preface

Mental health stigma and discrimination do not operate in a vacuum. They interact with other forms of inequality, in particular that experienced by young African and Caribbean men, which results in their over-representation within secure mental health services, lack of access to talking therapies and generally poorer experience of mental health support. The alienation this generates between these young men and the mental health system and other support services has been highlighted by *Breaking the Circles of Fear*.<sup>2</sup> In keeping with the aims of the wider Time to Change programme, 300 Voices is all about overturning such entrenched, stigmatising attitudes and approaches.

300 Voices takes a new approach to transforming relationships. Its focus on storytelling about positive turning points in relationships, or 'golden moments', and its non-judgmental approach develops mutual empathy and understanding between young African and Caribbean men and professionals. It provides an opportunity for improving quality, service experience, community engagement and addressing some of the drivers of mental health inequality. As such, 300 Voices is able to deliver profound organisational change, ultimately resulting in improved experiences and outcomes for the young men accessing compulsory mental health and other services.

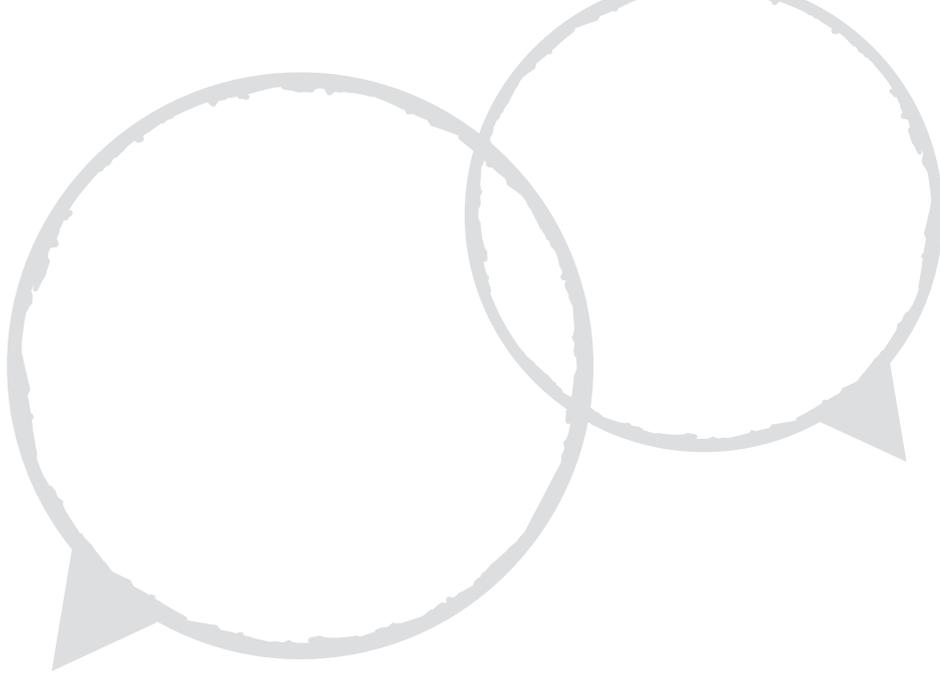
At its core, 300 Voices is a two-pronged programme. On the one hand, it takes the principles of restorative justice used within criminal justice to bring together young African and Caribbean men currently subject to compulsory treatment under the Mental Health Act, front-line mental health support staff, the police, social care, emergency services and voluntary sector organisations. Together they explore the challenges experienced by young African and Caribbean men before and during their contact with compulsory mental health services. On the other hand, 300 Voices works with senior leaders to integrate learning from the project into strategy and day-to-day operations. This ensures 300 Voices has a legacy beyond its initiation as a focused Time to Change project.

After two years of set-up and delivery, the roll-out of 300 Voices by Time to Change has now ended. This toolkit is a lasting resource to enable agencies in other areas, working collaboratively with young African and Caribbean men, to take up the mantle and deploy 300 Voices in other localities. As demonstrated in Birmingham and in Lambeth, the resources captured here, along with the principles underpinning the project also have the potential to transform how young African and Caribbean men experience mental health services in other parts of the country. Our hope is that the work of Time to Change in establishing 300 Voices and generating this toolkit is the first step in a wider process of change.

## **Karen Mellanby**

Director, Networks and Communities  
Mind

<sup>2</sup> Keating, F., Robertson, D., McCulloch, A. and Francis, E. (2003) *Breaking the Circles of Fear: A review of the relationship between mental health services and African and Caribbean communities*, London: Sainsbury Centre for Mental Health.



The value of this toolkit is in its structure and guidance to help mental health professionals and young black men work towards achieving a positive transformation in their relationships. Just as the toolkit offers possibilities for the future, so it reflects the processes and experiences from its development that inspired change.

As a group of five people, we took on the task of developing the initial concept of 300 Voices, as created by Time to Change, into a comprehensive tool, testing it in pilot workshops and then refining its approach. Our team was established specifically for the purpose of this project and included people of different ages, sexes and relationships with mental health services. The length of time since we first had contact with the mental health services also varies greatly from individual to individual, whether as users or professionals.

Three of us are African and Caribbean men, recruited through a two-stage interview process, to join the team as lived experience consultants. The process of earning the role rather than being given it helped to boost our confidence and signalled that our contributions were to be valued.

The ensuing activity reflected the different knowledge, skills and experience and personalities of the members of our team. The co-production was real; contributions were valued equally and the authenticity in communications meant that disagreements and frustrations with the process were handled within strong respectful relationships, appreciating that our work was part of a bigger picture. The warmth, humanity and optimism within the team - as well as the openness to critical perspectives, led to an approach for 300 Voices that is infused with all the qualities of the transformative relationships of which it speaks.

Some of us continued to contribute to 300 Voices by helping to deliver the first workshops and bringing to light further learnings to feed into the toolkit. We recognise that the version of the toolkit we produced at the start of the pilot has been through many changes and continues to change as a result of its use by different groups in different ways and contexts. This is to be celebrated.

By understanding the process used to develop the toolkit, we hope that readers will gain a sense of the wide range of outcomes that are possible from using it. When we got together to write this foreword, we were reminded once again that enthusiastic co-production can be transformational; and whilst sometimes it can be difficult to fully appreciate the impact you're achieving during a process, the future holds many possibilities as yet unimagined.

**Steve Gilbert, Paul Grey, Sandra Griffiths, Greg Rogers, Hári Sewell**

Co-producers of the 300 Voices engagement model



One of the strengths of the 300 Voices project is its inclusivity. While the focus is young African and Caribbean men, the nature of the project allows for any person with a desire to improve outcomes for young African and Caribbean men to be involved. We have been blessed to have individuals from the mental health services, police, voluntary organisations, carers, community leaders and many others volunteering to be co-facilitators. The personal commitment of these individuals to deliver change is strong and collectively this creates a powerful team, ensuring the success of the engagement workshops.

This toolkit addresses the challenge of training people who have a range of qualifications and experiences. It aims to equip an individual with the skills and knowledge they need to become competent and confident in undertaking their roles as co-facilitators and to ensure consistency within and between workshops.

It also represents the cumulative efforts of everyone who worked in the pilot phase of the project. As one of the three lived experience consultants co-producing the engagement model, I am incredibly proud that we have created a tool that is robust, places the voices of young African and Caribbean men at its core, and is capable of bringing about a huge change in the way young African and Caribbean men experience mental health services.

“Better must come - Towards hope.” These are more than just words; they represent a belief that I hold dear. Having both co-facilitated and co-led 300 Voices workshops, I have experienced first-hand the positive impact that the sessions have had on all the attendees. Using appreciative inquiry to focus on what is already working well, how it happened and how we can get more of it is a method that’s readily embraced by participants.

The project has been a catalyst for change in the Birmingham area. Its approach enables young African and Caribbean men to get involved and play an active role in reducing stigma around young African and Caribbean men with mental health problems.

On a personal level, being involved with the 300 Voices project and the experience of co-producing the engagement model has been truly transformative and has proved to be important in my continued journey towards mental health recovery. I am hopeful that the project will continue to provide opportunities for many other young African and Caribbean men, assisting each individual to achieve success in his own journey towards recovery.

**Steve Gilbert**

Lived Experience Consultant and Facilitator



# Purpose of the toolkit

This toolkit provides information and practical resources for organisations to deliver a **300 Voices** project in order to improve the relationship between young African and Caribbean men and the front-line agencies they come into contact with when using the mental health system.

The toolkit is intended to be used by practitioners, managers and commissioners from a range of agencies, including those from the mental health services, the police, local authorities, social care, the emergency services and voluntary sector organisations.

Following extensive work with young African and Caribbean men with experience of mental health problems, their wider communities, mental health services and the police, we developed a model of engagement. With its non-judgmental approach, 300 Voices supports attitude and behaviour change among professionals to constructively address the persistent cycles of fear and mistrust that exist between young African and Caribbean men and staff in the mental health services, police and other front-line agencies.<sup>3</sup>

These materials are based upon learnings from the 300 Voices pilot, which was conducted in Birmingham during 2014 and 2015, and the 300 Voices project run by the South London and Maudsley NHS Foundation Trust (SLaM). The content has been designed to be applied flexibly and creatively to local needs, circumstances and learning.

We hope that organisations will be able to use this toolkit to work with their local partners to help to improve the experiences that young African and Caribbean men have of mental health services, the police and other support services, and in doing so, tackle a major area of stigma. Additionally, we hope that professionals will gain the confidence

they need to respond appropriately and positively to young African and Caribbean men experiencing mental health problems. The 300 Voices project has been designed to be linked easily to training and continuing professional development programmes within participating agencies as well as other strategic objectives around improving quality, service improvement, community engagement and addressing mental health inequalities.

The toolkit consists of three parts:

- The introduction explains the background to the 300 Voices pilot project, why and how it was developed, as well as the outcomes
- An information section provides step-by-step guidance on how to plan, deliver and evaluate the 300 Voices project in your local area
- The resource section contains tried and tested materials to help you to achieve success

It is full of practical tools and techniques, including:

- The fundamentals for successfully setting up a local strategic partnership
- How to recruit the right people as your facilitators
- Comprehensive plans to deliver training sessions and 300 Voices workshops
- Top tips for effective facilitation
- Q&A on how to manage challenging situations
- Template evaluation questionnaires and feedback forms
- Top tips based on what we have learned through experience

3 Keating, F., Robertson, D., McCulloch, A. and Francis, E. (2003) *Breaking the Circles of Fear: A review of the relationship between mental health services and African and Caribbean communities*, London: Sainsbury Centre for Mental Health.

"The Time to Change project is really good. It brings a real new future to the way that we are considering mental health in policing. My aim is to reduce how black and minority ethnic (BME) communities are over-represented in the criminal justice system. So we are working on our street triage pilot to try and get an earlier intervention and not to think of the criminal justice system being the first point of service, to change the mind-set of our officers. 300 Voices will be really critical in helping us deliver that."

Chief Inspector and Mental Health Lead, West Midlands Police

"As managers and service providers we need to rediscover what the young men have been saying to us. There has been something lost in our ability to connect with the young guys who experience mental health problems... We need to be able to have these conversations, treat people as individuals and relate to them on a one-to-one basis. That's what the guys have been telling us has made a big impact in their positive experience and recovery."

Participant at 300 Voices event, Simmer Down festival, Birmingham 2014

"The thing that comes out most from feedback is that we are not listening enough, not taking enough time to understand how afraid people are of contacting the mental health services. We are still providing services that to a large number of people are frightening."

Senior Health Manager, Birmingham

# Vision

**Our vision for the mental health care of young African and Caribbean men is one based on equality. Recognising our shared humanity, every young African and Caribbean man is treated as an individual in his own right; cared for with kindness, fairness and respect.**

Young men from the African and Caribbean community shape the design and delivery of services; and professionals in the mental health system and other front-line agencies – in particular primary care services and the police – understand the social and cultural realities of what it means to be a young African and Caribbean man in the UK today.

Consequently, mental health services are well known and trusted in the African and Caribbean communities for providing therapeutic healing and recovery. Feeling safe and confident to seek help and support, young African and Caribbean men proactively approach the mental health services and other agencies as they are

no more likely to be sectioned, detained, restrained, over-medicated, coerced into having interventions or institutionalised than young white men.

Professionals work collaboratively with young African and Caribbean men in a spirit of dignity and respect, with full recognition of their human rights. The views of young African and Caribbean men are listened to by professionals so that each individual is involved in deciding his own treatment and care and that his treatment is tailored to his particular needs. This gives each young African and Caribbean man the best chance of recovery.



# 1 About 300 Voices

## 1.1 Introduction

300 Voices is an engagement model designed to improve the poor experiences that young African and Caribbean men have encountered historically, and continue to face, when using mental health services and coming into contact with the police and other front-line service providers. Whilst supporting attitude and behaviour change among professionals, 300 Voices constructively addresses the persistent cycles of fear and mistrust that exist between young African and Caribbean men and professionals.<sup>3</sup>

Developed as part of Time to Change – the programme to end the stigma and discrimination that people with mental health problems face in England – 300 Voices enables a structured process of relationship-building between young African and Caribbean men, their wider communities and professionals as a prerequisite for service improvement. With its non-judgmental approach, participants focus on talking about positive turning points in relationships, or ‘golden moments’ – when a professional or a service had a positive impact. This develops greater levels of empathy and understanding about one another and ultimately improves their relationship.

### The pilot

Following our successful application to the Big Lottery Fund, a strategic partnership to pilot 300 Voices was established with Birmingham and Solihull Mental Health NHS Foundation Trust, West Midlands Police and Birmingham City Council. The project was officially launched in January 2014.

Throughout 2014 and early 2015, a core group of young African and Caribbean men with experience of mental health problems, mental health campaigners and consultants worked with Time to Change to develop the format and materials for the programme. Extensive work was also undertaken to pilot engagement workshops involving young African and Caribbean men and professionals from a wide range of settings. Here, young African and Caribbean men and staff from inpatient, forensic and community-based services participated, as did police officers working in response, custody and street triage settings. From this work, the engagement model and materials for organising and facilitating workshops were developed. These are available in section two in an easy-to-use format.

Later on, we also developed a partnership with South London and Maudsley NHS Foundation Trust (SLaM). Staff used the 300 Voices approach to explore co-production in care planning within community mental health teams in Lambeth. This focus linked directly to work that the trust wanted to carry out around personalisation as part of local commissioning for quality and innovation (CQUINs) in 2015/16.

<sup>3</sup> Keating, F., Robertson, D., McCulloch, A. and Francis, E. (2003) *Breaking the Circles of Fear: A review of the relationship between mental health services and African and Caribbean communities*, London: Sainsbury Centre for Mental Health.

## 1.2 Why a focus on young

### African and Caribbean men?

A considerable body of evidence exists which demonstrates poor experiences and outcomes within African and Caribbean communities in relation to mental health. For example, detention rates under the Mental Health Act recorded during 2012 were **2.2 times higher** for people of African origin and **4.2 times higher** for those of Caribbean origin than the average.<sup>4</sup> In a survey of median hospital admission periods, the median number of days black Caribbean men spent in psychiatric hospital (345) was **more than twice** those spent by people of white British origin (161).<sup>5</sup>

Furthermore, in a survey commissioned by Time to Change of people from minority ethnic groups with mental health problems, 28% of black Caribbean and 31% of African respondents reported that they had directly experienced racism within services during the preceding 12 months.<sup>6</sup>

For African and Caribbean people, the route to help has also been shown to take place disproportionately through the criminal justice system. For example, people from black ethnic groups have consistently higher than average rates of detention under sections 37/41 of the Mental Health Act.<sup>7</sup> Her Majesty's Inspectorate of Constabulary also recently reported that the police too frequently provide a route for black people with mental health problems into both the criminal justice and mental health systems.<sup>8</sup>

"I don't think the mental health system at the moment is geared up for dealing with people of colour and certainly African and Caribbean males. The system does not know how to deal with us, so as a consequence, when they should pick up early this is not being dealt with. Going further along the line, the issues are getting worse as there are no systems in place to deal with them."

Participant at 300 Voices event, Simmer Down festival, Birmingham 2014

4 Care Quality Commission (2014) Monitoring the Mental Health Act in 2012/13, London: 2014.

5 Care Quality Commission and National Mental Health Development Unit (2011) Count me in 2010, London.

6 Rehman, H. and Owen, D. (2013) Mental Health Survey of Ethnic Minorities, London: Ethnos/Time to Change.

7 Care Quality Commission and National Mental Health Development Unit (2011) Count me in 2010, London.

8 Her Majesty's Inspectorate of Constabulary (2015) The Welfare of Vulnerable People in Police Custody, London: HMIC.

## Challenges for young African and Caribbean men and statutory service professionals

As highlighted by the influential report *Breaking the Circles of Fear*, long-standing and reinforced fear and mistrust are critical drivers of the disproportionately poor experiences that African and Caribbean people face in the mental health services and which impact on the relationship between communities and statutory agencies.<sup>9</sup> As a further complicating factor, high levels of stigma around mental health within some African and Caribbean communities can prevent those encountering difficulties from seeking help.<sup>10</sup>

As a consequence, mental health interventions are more likely to occur at a point of crisis, involving the police. People are therefore more likely to have experiences of the mental health and criminal justice system that are painful, frightening and coercive rather than supportive.<sup>11</sup>

<sup>9</sup> Keating, F., Robertson, D., McCulloch, A. and Francis, E. (2003) *Breaking the Circles of Fear: A review of the relationship between mental health services and African and Caribbean communities*, London: Sainsbury Centre for Mental Health.

<sup>10</sup> Ibid

<sup>11</sup> Keating, F. (2007) *African Caribbean Men and Mental Health*, Manchester: Race Equality Foundation.

When engaging with young African and Caribbean men with experience of mental health problems and their communities, staff from front-line agencies also face particular challenges and constraints. Professionals tend to operate in settings that lack the capacity or capability to properly tailor provision around the needs of particular groups. In addition, staff also contend with the alienation of young African and Caribbean men from institutions, such as the mental health system and the police services.

**“African and Caribbean men come to mental health services quite far down the line. This is because of several factors: a mistrust of the system, the stigma that exists within the community and externally, and the stereotypes of being a black man... and a black man with a mental health problem and fear of what’s going to happen.”**

Doreen Osbourne Lamont, Manager, COPE Black Mental Health Foundation



# 1.3 Creating a better way – the 300 Voices approach

## 1.3.1 Five key features of the project

This section provides the theory behind three relationship-building approaches that the 300 Voices engagement model is based upon and the additional key features that underpin its success. We finish by exploring the range of outcomes that the 300 Voices approach can achieve.

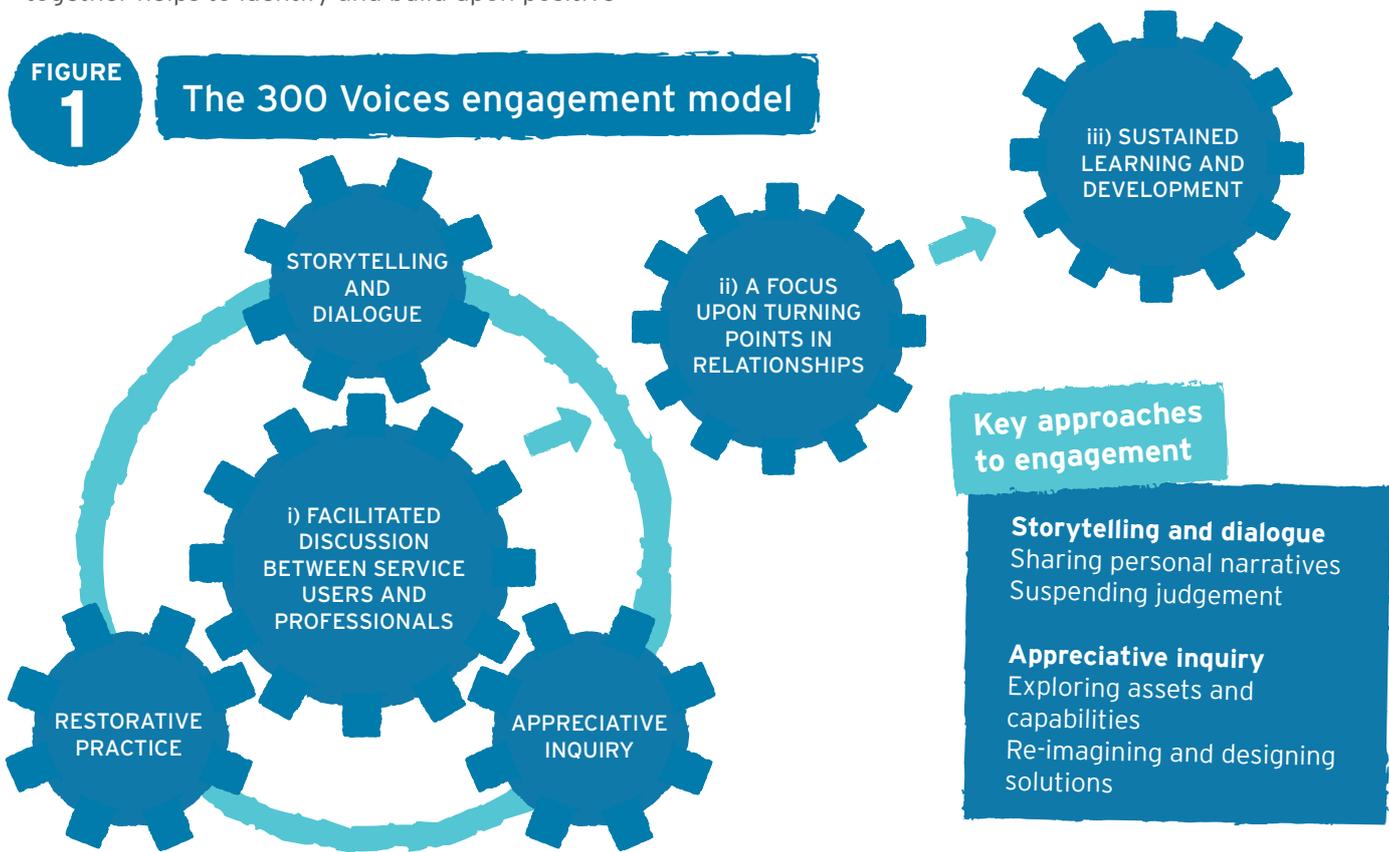
### i. Combining three compelling approaches into one engagement model

The 300 Voices engagement model draws upon the knowledge of what works in existing, validated relationship-building approaches and is informed by three in particular: storytelling and dialogue, appreciative inquiry and restorative practice. Combining aspects of these three methodologies together helps to identify and build upon positive

turning points in the relationships between young African and Caribbean men and professionals within the facilitated workshops. Findings from this process are then captured and channelled back to those involved in strategic decision-making in a process of sustained learning and development.

FIGURE 1

The 300 Voices engagement model



## Storytelling as a means to promote dialogue and bring about change

Central to its approach, 300 Voices harnesses the power of stories to promote dialogue, break down boundaries and transform relationships. A good story holds the capacity to inspire, to energise and to move people to action. It can also build understanding, entertain, teach and humanise relationships. However, for a story to transform relationships, a structured process of dialogue must also be established.

From David Bohm's dialogue approach, we acknowledge the need for a clear understanding of one's own perspective, that of one's peer group, and the wider culture thereby challenging and ultimately changing attitudes and behaviour. Within the carefully facilitated 300 Voices workshops, young African and Caribbean men with experience of mental health services and inpatient care work together with staff from the mental health services, the police and other agencies in a process of storytelling; talking through their experience of emerging mental health problems and of services. This allows workshop participants to realise how their own preconceptions influence how they understand the reflections of others.

All too often, the experiences of both young African and Caribbean men with mental health problems and those of the professionals with whom they come into contact remain unexplored. These experiences can be complex, and informed by multiple aspects of identity including culture, ethnicity, gender, religion, sexuality, family and personal relationships. However, as part of the process of facilitated dialogue and storytelling, the young African and Caribbean men voice their positive experiences of using mental health services – a 'golden moment' – when a professional or service had a positive impact on them, and professionals also recount their experiences of engaging with young African and Caribbean men as part of their work. In this way, opportunities for new, shared insights can be developed which, in turn, can lead to a re-evaluation of relationships, formal structures of power and authority and established practice. Staff in attendance also take back learnings to their teams, creating opportunities for wider operational and systemic change.

## Appreciative inquiry

Appreciative inquiry is a model for enabling change. It brings a focus on positivity and finding solutions. Recognising that the people involved in a process are best placed to come up with the solutions to the challenges it faces, appreciative inquiry seeks to maximise the learning that can be gained by exploring the capabilities and achievements of people involved in an organisation or system.

Cooperrider and his colleagues (2008) describe a useful four stage cycle of activities: Discovery, where stories about positive experiences and successes are told, and personal and social bonding between participants is facilitated; Dream, where ideas are explored about how things might function better; Design, where action plans are developed to turn these ideas into action; and Delivery, where shared plans are implemented in real time.<sup>12</sup>

When considering young African and Caribbean men's experiences of mental health services, appreciative inquiry is particularly relevant. We use it to draw upon the knowledge and experiences of both the young African and Caribbean men and the professionals to foster a positive and creative exploration of how outcomes can be improved. The planned, non-judgmental nature of the process also provides a clear framework for managing activity which can be applied in formal settings. The positivity and focus on finding a solution in appreciative inquiry is also very pertinent. Its focal point is to achieve better outcomes by building on everyone's strengths and looking at what's working instead of looking at the problems and trying to resolve them.

<sup>12</sup> Cooperrider, D., Whitney, D. and Stavros, J.M. (2008) *Appreciative Inquiry Handbook 2nd Edition*, Crown Custom: Ohio.

## Restorative practice

Restorative practice refers to organised activity where collective solutions are developed to repair the experience of harm within society. From this approach, we've taken the concept of bringing disparate people together to work towards a common purpose and outcome but without the perpetrator/victim dynamic.

Originating in social justice movements campaigning for the rights and inclusion of minority ethnic groups and indigenous peoples, restorative practice has been applied widely within the fields of criminal justice, education and through the truth and reconciliation process established in South Africa. It has resulted in the resolution of large-scale and long-lasting national conflict.<sup>13</sup> As outlined by Daly and Immarigeon (1998), individuals or groups who have experienced harm are brought together in a carefully facilitated space with perpetrators and a process of dialogue is established. People from both parties get to speak about their experiences and the opportunity for dialogue and new ways of thinking and behaving are created and explored.<sup>14</sup>

With its focus on reconciliation, relationship-building and social justice, the United Nations Office on Justice and Crime (2006) observes that restorative practice works well in situations where widespread dissatisfaction exists within a group towards 'mainstream' systems or solutions.<sup>15</sup> Because of the historic and enduring poor experience of African and Caribbean communities in relation to mental health service provision, the restorative justice approach represents a compelling technique for applying practical solutions and provides a clear means by which young African and Caribbean men and professionals can reach new understandings and develop better strategies for future engagement.

13 Haupt P. and Malcolm C. (2001) 'Between Hell and Hope: An Organizational Case Study of the Truth and Reconciliation Commission in South Africa', *Organisational and Social Dynamics* 1(1), pp. 113-129.

14 Daly K. and Immarigeon R. (1998) 'The past, present, and future of restorative justice: some critical reflections', *The Contemporary Justice Review* 1 (1), pp. 21-45.

15 United Nations Office on Justice and Crime (2006) *Handbook on Restorative Justice Programmes*.

## ii. Expert facilitation

An essential element of the delivery of 300 Voices, co-facilitators are recruited and trained to use the 300 Voices engagement model and deliver workshops. These will be people with a strong personal connection with both local African and Caribbean communities and with mental health services, either staff or service users. The role of co-facilitator is to act as a trusted 'bridge' between both young African and Caribbean men and professionals in workshops. Experienced co-facilitators have the opportunity to become lead facilitators, taking charge of the setting up and delivery of workshops.

## iii. Extensive community engagement

Comprehensive work is undertaken to develop and embed the project in a local area, both within African and Caribbean communities and with networks of professionals and service providers. Both community engagement and local ownership are required to engage with young African and Caribbean men. Despite the challenges this can pose, by partnering with local voluntary and community organisations, young African and Caribbean men can engage with 300 Voices through individuals they trust.

The engagement activities are vital in helping local stakeholders to fully explain the approach of the 300 Voices project. They also prepare young African and Caribbean men with experience of mental health problems to participate productively in the workshops. As well as helping to raise awareness and identify possible co-facilitators, this also enables essential information to be gathered about current experiences of young African and Caribbean men coming into contact with both the mental health services and the police. This helps to inform how the project can best be tailored to local circumstances.

## iv. Local ownership

By implementing the 300 Voices project, a locally owned programme can be established to respond to the specific needs of local stakeholders and its community.

The starting point for local ownership is to enable key stakeholders – including mental health trusts, local authorities, the police, social care, the emergency services, voluntary sector organisations and clinical commissioning groups, to understand and acknowledge that the wider evidence for the UK mirrors the experiences of African and Caribbean young men using their local mental health services. It's important that stakeholders deciding to apply the 300 Voices approach clearly consider it to add value or to help to make improvements to their mental health services, working with whichever model is in operation.

300 Voices can be easily linked to training and continuing professional development programmes within participating agencies as well as to strategic objectives around improving quality, service improvement, community engagement and addressing mental health inequalities. This enables different stakeholders to work together to establish a programme as well as systems for feedback, review and evaluation.

## v. Evaluation

A social value model of evaluation offers a relevant and encompassing approach to assessing qualitative and quantitative measures of improvement, value and change from a wider perspective. A local evaluation framework should also aim to measure the effectiveness of the approaches that are used to engage with local stakeholders and young African and Caribbean men in particular. When 300 Voices is linked to local strategies and objectives, it's essential that the evaluation is designed with a good understanding of the wider project methodology and underpinning principles. This can ensure the evaluation is relevant to the approach used and vice versa.

“There are 120 councillors serving the whole of Birmingham and we’re constantly talking to our residents. A lot of the time mental health is part of the problem that is playing out. That’s why 300 Voices is so important because it empowers us with knowledge to make the right decisions.”

James McKay, Birmingham City Council

## Our learning:

We designed our evaluation to measure two key factors:

- The extent to which the project helped to improve relationships, develop better understanding and change attitudes and behaviour of professionals in their work with young African and Caribbean men.
- The extent to which young African and Caribbean men engaging with the project experience increased levels of empowerment and confidence to speak openly about their mental health.

The evaluation framework and survey forms for this evaluation are provided in the appendix to assist you in establishing a set of locally-determined measures and outcomes.

## 1.3.2 Releasing the collective potential of young African and Caribbean men and professionals

Drawing together elements from these three distinct though overlapping theoretical frameworks, a model for facilitated engagement is established which can help release the potential of both young African and Caribbean men with experience of mental health problems and professionals. In 300 Voices workshops, the process of collectively suspending judgement and sharing narratives, that are integral parts of storytelling and dialogue, is combined with a focus on the collective re-imagining of shared possibilities within the context of appreciative inquiry. Restorative practice establishes a space in which the experience of harm can be recognised and avenues for reconciliation created. However, crucially in its application to 300 Voices, the victim/perpetrator dynamic is replaced in favour of an equal dialogue involving young African and Caribbean men and professionals.

The combination of these key relationship-building approaches can lead to a range of positive outcomes, including the empowerment of young African and Caribbean men, the challenging of stigma both in mainstream practice and within African and Caribbean communities, improving working relationships and working practice and bringing about sustained learning and development.

### i. Golden moments: a focus upon positive turning points in relationships

Golden moments are important as they can help to show ways in which opportunities for personal, organisational and systemic change can become unlocked and explored. From piloting the project it is clear that golden moments can take place in different and sometimes unexpected ways and also lead to a range of positive outcomes.

"I met a police woman who seemed more human, like she genuinely cared and wanted to help. She introduced me to her triage team, talked me through how they were doing things differently now. Next time I started to relapse, rather than just ignoring it and ending up getting sectioned by the police, I called up my home treatment team to discuss my symptoms and referred myself. My CPN said I was his golden moment for doing this!"

300 Voices participant

### ii. Personal empowerment and voice

Having a meaningful dialogue with professionals can bring about a profoundly positive effect on the self-confidence of young African and Caribbean men with experience of mental health problems. Being able to share personal stories and experiences of the mental health system opens up the opportunity for radically new perspectives and understanding to be established.

"For me personally, that was the time when I realised my experience could be used for good. I got the sense immediately that this wasn't a tick box exercise and that this would go to the melting pot. After being in the mental health system heavily for the past six years, no one had ever asked me for my opinion."

African and Caribbean man and 300 Voices co-facilitator

"I've gone from feeling I didn't have a say in my own treatment and care to being involved in drafting, piloting and promoting the engagement process. The process of developing it modelled exactly the approach it is intended to support."

300 Voices co-facilitator

### iii. Challenging stigma in mainstream practice

The development of relationships can also challenge stigmatising ideas within mainstream practice. For example, at one 300 Voices public event, a GP who attended made a comment presuming that there is an underlying genetic cause to the high prevalence of mental health problems within African and Caribbean communities. He was challenged into a debate by a member of the audience. As a result of the discussion, the GP reconsidered his perspective (which had been derived from earlier medical training) and the individual who intervened felt empowered to train as a co-facilitator for the project.

“You can tell me sickle cell is genetic but not mental health... to me that’s my golden moment, the shift in attitude from a doctor.”

300 Voices co-facilitator

### iv. Challenging stigma within African and Caribbean communities

Similarly, relationships can help challenge stigmatising ideas held within African and Caribbean communities about mental health. For example, by engaging with 300 Voices and training as a co-facilitator, a young African and Caribbean man felt confident to challenge hostility and suspicion expressed towards mental health professionals and about the wider mental health system:

“This was a discussion and some views which I don’t really agree with. The suggestion that all psychiatrists just want to see us drugged up to the eyeballs. I had the confidence to say you are entitled to that view but from my experience that’s not what I’m seeing. But perhaps that is what I would have thought of beforehand. I now know a number of psychiatrists by name and know that actually the movement is towards early diagnosis and the right diagnosis and not trying to over-medicate.”

Young African and Caribbean man and 300 Voices co-facilitator

“300 Voices can let other men know they are not alone.”

300 Voices co-facilitator



## v. Supporting positive attachments and working relationships

300 Voices workshops enable young African and Caribbean men to meet with mental health professionals and police officers in a closely facilitated space which can enable mutual empathy to develop. While this can be difficult and take both parties out of their comfort zones the benefits for improved engagement and practice are potentially immense.

“On my table there was a fairly senior police officer and everything we said was just smacked down and he was very rude... and then later in the year, at another workshop, it was like something had shifted. There was no animosity and he said that he now felt comfortable to go back to his colleagues and talk about 300 Voices.”

Young African and Caribbean man and 300 Voices co-facilitator

“The young men can see you are not just a uniform but are a human being underneath that.”

Police officer

## vi. Challenging and changing local mental health practice

A process of facilitated engagement also provides a means to help change and improve practice within mental health services to make them more responsive to the needs and cultural identity of young African and Caribbean men. This can happen both within workshops and as a result of them having taken place.

“I was in hospital and came across one of the ward managers who recognised me from a workshop. He said, ‘I’ve been thinking ever since 300 Voices... we need black barbers around these wards. The lads in here always need haircuts and the barbers here don’t really know how to do it!’ That’s when I saw the ripple effect that 300 Voices was having.”

300 Voices co-facilitator

## vii. Sustained learning and development

Learnings from the 300 Voices workshops are used to inform ongoing development which can improve outcomes for young African and Caribbean men with experience of mental health problems. Wherever possible, decisions are made within workshops to identify practical means by which themes and ideas that have been raised can be followed up, for example through creating additional avenues for young African and Caribbean men to explore their experiences or through identified changes or improvements to the way in which a service is delivered. Learnings from the workshop are fed back through governance channels in order to influence strategic decision-making and policies, as well as through managers and team leaders, so that staff can be supported to follow up the actions they have identified.

“What you see as a great big problem is loads and loads of individual decisions which can be taken differently. The council has thousands and thousands of workers across Birmingham and we come across citizens with mental health problems every day of the week. If we can raise awareness and train people we can stop some of the bad decisions being made. And that’s why 300 Voices is so important.”

Council member, Birmingham

## 1.4 Impact of the 300 Voices workshops

**300 Voices commissioned an independent evaluation to measure its impact. In this section, we report on the findings from:**

- Three focus groups (one in Lambeth for the South London and Maudsley NHS Foundation Trust (SLaM) and two in Birmingham) representing the views of 25 individuals from the police, mental health services, council staff, co-facilitators and academics
- 24 responses to the open-ended questions in the surveys completed by professionals three months after attending the workshop

Key findings include:

- Many professionals who took part felt the project improved their knowledge, and helped them to feel more confident in working with young African and Caribbean men with experience of mental health problems.
- Young African and Caribbean men who attended the workshops reported feeling more confident to speak about their own mental health.
- The cross-organisational nature of the project was considered by professionals to be a particularly valuable feature.

As you can see in Figure 2, participants, who reported a change of attitude or behaviour as a result of attending the 300 Voices workshop, cited a range of benefits:

- Gaining powerful insights from reflecting on our shared humanity and their working practice
- Improved professional and service user relationships
- Gaining information and a greater understanding of other services
- Achieving systemic shifts
- Giving hope to service users
- Refreshing people's awareness of best practice
- Building confidence

**FIGURE**  
**2**

**Positive impacts gained from the 300 Voices pilot**

Broad area of impact	Specific examples
<p><b>Reflecting on our shared humanity and on our practice</b></p>	<ul style="list-style-type: none"> <li>Hearing young African and Caribbean men share their own stories was particularly powerful for one mental health nurse. It encouraged her to be more understanding and reflective in her practice and keep in mind that everyone has their own story and challenges.</li> <li>One policeman felt that the group discussion on good practice and areas for improvement had particularly helped him to reflect on his own practice at work - he wished he had more forums for this kind of contemplation at work.</li> </ul> <div data-bbox="480 685 1460 842" style="border: 1px solid #008080; padding: 10px; margin-top: 10px;"> <p><b>“This isn’t about looking at mental health from a textbook - it’s about making our police officers understand what it feels like on the street.”</b></p> <p>Mental health lead, West Midlands Police</p> </div>
<p><b>Improved professional and service user relationships</b></p>	<ul style="list-style-type: none"> <li>A triage member felt that one-on-one dialogue with a particular service user had improved his opinion of the police. She also felt strongly that, if he was to have a crisis in the future, he would contact triage rather than avoiding the police as he had done in the past.</li> <li>Prior to attending the workshop, a community mental health nurse (CMHN) was working with one young African and Caribbean man who had been refusing to sign the consent form for assessment. The CMHN decided to try a different method. Next time he met the man, he started talking about his interests, including some of his own personal disclosure. This built trust and the young African and Caribbean man admitted he was fed up with people mining him for information. By improving their personal relationship, they are now beginning to take a step forward professionally. At the last visit, the young man’s mother told the CMHN that her son had come to like the practitioner.</li> </ul> <div data-bbox="480 1328 1460 1485" style="border: 1px solid #008080; padding: 10px; margin-top: 10px;"> <p><b>“His mother stopped me at the end of last session and she said he’d told her that I was alright. I just thought - what a massive step forwards.”</b></p> <p>Community mental health nurse</p> </div>
<p><b>Information and understanding of other services</b></p>	<ul style="list-style-type: none"> <li>One triage team member felt the workshop had helped to advertise triage, not only to other professionals, but also to young African and Caribbean men who would not have known about it before.</li> <li>One policeman felt he had come away from the workshop with renewed understanding of the points of view of other professionals and with a greater understanding of how and why things happen. It had given him more empathy and understanding about the pressures that professionals in other front-line services are under at work.</li> <li>One policeman felt it was useful to talk about other police officers’ experiences. This was useful as it had helped to identify what good and bad jobs look like.</li> </ul> <div data-bbox="480 1883 1460 2040" style="border: 1px solid #008080; padding: 10px; margin-top: 10px;"> <p><b>“In the police, there is a bit of a barrier to dialogue. No one talks unless they need to. For me - sharing jobs that went better and worse helped me to reflect on what I do on a day-to-day basis.”</b></p> <p>Police officer</p> </div>

Broad area of impact	Specific examples
<b>Systemic shifts</b>	<ul style="list-style-type: none"> <li>One mental health manager in the council had decided her personal action following the workshop would be to get 300 Voices on the council's agenda and to start making some institutional changes. She had begun to build up an evidence base and was working with Time to Change to help collect further evidence. She intends to make the case for running the 300 Voices project to other directors at the organisation.</li> <li>One care co-ordinator had recommended the workshop to some of her colleagues, particularly those who she felt might get the most out of the workshops.</li> </ul>
<b>Giving hope to service users</b>	<ul style="list-style-type: none"> <li>Having a facilitator who was a young African and Caribbean man with experience of mental health problems and inpatient services was felt to be a real asset. One professional said she thought it had given her service users a sense of what was possible – to know that someone so capable who was leading the group had been in mental health services “just like them.”</li> <li>A young African and Caribbean man who attended a workshop went on to produce a video in which he spoke out about his experience of using mental health services so that it could be used as a training resource.</li> </ul>
<b>Building confidence</b>	<ul style="list-style-type: none"> <li>Many felt the workshop had reaffirmed what they do well; hearing other clinicians talking about best practice (and this practice being similar to how they currently engage with young African and Caribbean men) built up their confidence and motivation to continue applying best practice.</li> </ul>

## Impact on services

In public services, there is a well-established case for user involvement in service improvement and service transformation with guides and tools to assist organisations to establish robust and methodical approaches.<sup>16,17</sup> As an approach to engaging with staff and service users effectively, 300 Voices is very well aligned to the current emphasis within mental health services to develop:

- Person-centred care as a key outcome, as identified by our partners in Birmingham and Solihull Mental Health NHS Foundation Trust (BSMHFT)<sup>18</sup>
- The personalisation of care plans, which was the main aim of the 300 Voices project carried out in South London and Maudsley NHS Foundation Trust (SLaM) to align with local commissioning CQUIN objectives

The 300 Voices approach is based on the premise of co-production – that service users, young African and Caribbean men using mental health services, should be routinely involved in conversations with service providers about how quality, service standards, service improvement and design can be made more user-oriented, more responsive and more appropriate to meet their needs. Many approaches to service user involvement can fall short of full engagement and be considered as tokenistic or patronising by service users.<sup>19</sup> However, 300 Voices starts with a dialogue that's focused on finding solutions with professionals based on what is working well from their experience. The motivational effect of engaging young African and Caribbean men alongside professionals in the fashion we describe has the ability to transform both attitudes to user involvement and practice and encourage innovative ways in which user involvement can take place within mental health settings.

“Other [a theatre production] helped me step back and think of the alternatives. As an approved mental health professional (AMHP), I am often under a lot of pressure to hospitalise but since the play I’ve been taking more cases back to my manager to discuss the alternative to admission.”

Approved mental health professional

“My confidence in my own practice has grown – as well as my motivation to carry on as I always have done.”

Care co-ordinator

## Potential wider economic impact

We know there is a higher representation of young African and Caribbean men using secondary mental health services and entering the mental health system through the criminal justice system, and that these men experience disproportionate levels of poor experiences and outcomes. Early intervention is vital to improve the outcomes for these young men.

Many young African and Caribbean men with experience of mental health problems told us during the 300 Voices pilot that they do not seek early intervention from the mental health system because they lack knowledge about their condition and are not aware of the services that are available or how early treatment could be beneficial. Furthermore, when young African and Caribbean men do seek help, they can feel they are either dismissed or stereotyped by professionals, which can then reinforce negative assumptions, mistrust and fear. In addition, often the media and perceptions within black communities generate high levels of fear about the way black people are treated within the mental health services; and young African and Caribbean men can experience stigma from their family, friends and peers as well as

wider society if they disclose a mental health problem. This means too many young African and Caribbean men remain undiagnosed and untreated.

300 Voices provides an opportunity for mental health trusts and front-line agencies to work collaboratively with young African and Caribbean men in order to identify and implement changes to service delivery so that mental health care meets their needs. When the response is more person-centred, non-judgmental, understanding and compassionate, compliance with recommended interventions is more likely, which in turn can help to achieve quicker recovery rates and better outcomes for the service users.

By helping to develop more effective interventions for young African and Caribbean men, 300 Voices has the potential to reduce the need for time-consuming and expensive interventions such as hospital admissions and drug programmes, as well as reducing the costs incurred when an individual enters the mental health system through the criminal justice system, emergency services or other front-line agencies.

16 NHS Institute for Innovation and Improvement (2006-2012), 'Patient Perspectives', [http://www.institute.nhs.uk/quality\\_and\\_service\\_improvement\\_tools/quality\\_and\\_service\\_improvement\\_tools/patient\\_perspectives.html](http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/patient_perspectives.html) (accessed June 2, 2016).

17 NHS National Service Frameworks (2009), National Service Framework for Mental Health, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/198051/National\\_Service\\_Framework\\_for\\_Mental\\_Health.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/198051/National_Service_Framework_for_Mental_Health.pdf) (accessed June 2, 2016).

18 BSMHFT, Trust Talk. Issue 49, 'Improving Mental Health wellbeing.'

19 Barron D., Chandler R., Elliott J. and Ashdown H.(2012), 'Meaningful or tokenistic? An approach to assess the quality and impact of public involvement in research proposals', <http://www.invo.org.uk/posttypeconference/meaningful-or-tokenistic-an-approach-to-assess-the-quality-and-impact-of-public-involvement-in-research-proposals/> (accessed June 2, 2016).

**Case study:** Before 300 Voices, as an approved mental health professional (AMHP), I often felt under pressure to hospitalise without first seeking options for alternative treatment. Then my colleagues encouraged me to go and see the drama performance *Other* as part of 300 Voices.

Following the play, I felt so moved and inspired that I began to reappraise my practice. The play clearly highlighted that hospitalisation should be avoided at all cost. Initially, I felt less confident in my own practice. I wondered whether I was in the right career or whether I was really helping people. Slowly, however, my confidence grew as I attempted to seek alternatives to hospitalisation with my team and developed new approaches to treating people with mental health problems.

I really felt that the 300 Voices programme was a powerful way of reminding people of the human face of mental illness and acted as an important reminder for professionals to appraise the impact that their practice can have on young African and Caribbean men.

Participant at a 300 Voices workshop

## 1.5 Concluding comment

**Whilst supporting attitude and behaviour change among professionals in a non-judgmental approach, 300 Voices can inspire professionals from the mental health, police and other front-line agencies to work in partnership with young African and Caribbean men to improve the quality of services and community engagement and thereby address mental health inequalities.**

The facilitated engagement process of 300 Voices develops mutual empathy and understanding between young African and Caribbean men and professionals. It enables staff to gain a better understanding of the experiences and specific needs of young African and Caribbean men in their local community and feel confident about responding in a personal and non-stereotypical way that builds trust and effective engagement in interventions. As a result of engaging in meaningful dialogue, young African and Caribbean men who attended the 300 Voices workshops reported feeling more confident to speak about their own mental health. Improving working relationships in this way can address the persistent cycles of fear and mistrust that exist between young African and Caribbean men and professionals in the mental health services, police and other front-line agencies<sup>20</sup> and challenge mental health stigma and discrimination both within mainstream services and African and Caribbean communities.

300 Voices is very well aligned to the current emphasis within mental health services to develop person-centred care. It can transform attitudes to user involvement and practice and encourage innovative ways in which user involvement can take place within mental health settings. The cross-organisational nature of the project was also considered by professionals to be a particularly valuable feature. Furthermore, the project can be easily linked to training and continuing professional development programmes within participating agencies as well as strategic objectives around improving quality, service improvement, community engagement and addressing mental health inequalities.

By helping to develop more effective interventions, 300 Voices has the potential to bring about a reduction in inpatient costs and an increase in savings within the police force and criminal justice system as well as the emergency services, social care services and other front-line agencies.

<sup>20</sup> Keating, F., Robertson, D., McCulloch, A. and Francis, E. (2003) *Breaking the Circles of Fear: A review of the relationship between mental health services and African and Caribbean communities*, London: Sainsbury Centre for Mental Health.

## 2. How to deliver a 300 Voices

### project that makes real change

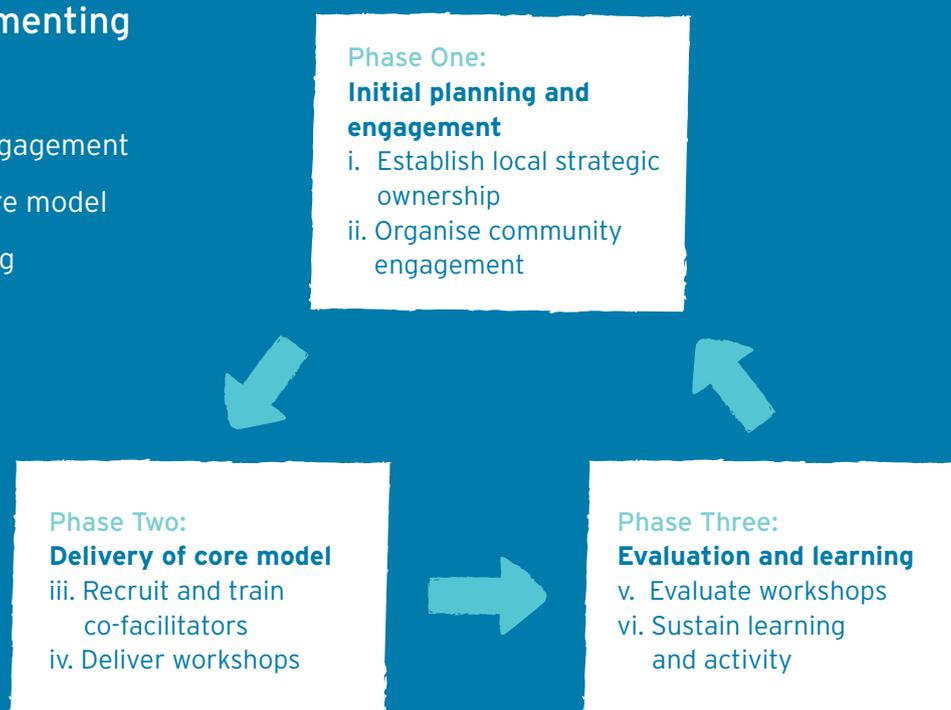
#### In this section:

- We outline all the step-by-step activities that you will need to organise to develop and deliver a 300 Voices project so that you can improve outcomes for young African and Caribbean men when they come into contact with your local mental health services, the police and other front-line agencies.
- Resources from the 300 Voices pilot are available in the appendix or online and include lead and co-facilitator role specifications, training plans and group exercises, comprehensive workshop plans, programmes and evaluation forms.
- At the end of each section, we tell you which resources are relevant to help you get started.

As you can see from the following diagram, the process of delivering a 300 Voices project is cyclical. Whilst planning and engagement take place at the start of the project, delivery of the workshops also helps to further engage the local community, as does positive evidence drawn from the evaluation. Co-production allows people joining the project at various stages to feed new ideas from their experiences and observations into the process. Equally, learnings are fed back at every stage, so the delivery can become more robust and the engagement more effective. With such a strong cyclical process, each stage of delivery can strengthen the outcomes of subsequent stages, continually improving the value of 300 Voices to professionals and young African and Caribbean men.

#### There are three distinct phases of activity when implementing a 300 Voices project:

- Initial planning and engagement
- The delivery of the core model
- Evaluation and learning



## 2.1 Phase one:

### Initial planning and engagement

The first phase consists of establishing local ownership and organising community engagement to establish the 300 Voices project in your local area. This can be a complex and iterative process, requiring the input of different agencies at both strategic and operational levels, but this stage is essential to create and deliver a programme of activity which is relevant and responsive to your local needs and circumstances.

#### 2.1.1 Establish local strategic ownership

##### i. Identify key strategic partners

You will need to identify those individuals from amongst your key strategic partners who will lead the 300 Voices project within their organisations. Try to achieve involvement across a range of different statutory and non-statutory agencies.

These could include:

- Local authority councillors and senior managers, including approved mental health professionals
- Statutory health bodies, including clinical commissioning groups and mental health trusts
- The police
- Fire and ambulance services
- A range of non-statutory agencies, including voluntary organisations and service user and community-led advocacy and support groups
- African and Caribbean men with experience of mental health problems

Strategic stakeholders are responsible for:

- Steering the implementation of the project
- Managing local communications
- Channelling learning

##### ii. Agree the rationale for your local strategy

It is important that strategic stakeholders identify the aims for developing a 300 Voices project in your area and determine the scale and focus that it should take. Here, demographic and service delivery data can provide the means to determine both the numbers of young African and Caribbean men coming into contact with mental health services and the police and their current circumstances and patterns of contact within services.

Furthermore, evidence from young African and Caribbean men themselves and from within their communities and wider networks can provide important qualitative data for the steering group concerning their experience of services and particular areas where change may be needed.

Figure 3 provides a checklist of the key activities for partners to consider and decide upon collectively which include:

- **Rationale:** consider whether there are specific African and Caribbean communities which might benefit from the 300 Voices project on account of identified mental health inequalities; and if there are existing routes for engagement or advocacy which need supporting
- **Systemic focus:** for example, community mental health, inpatient settings, forensic settings, ambulance/fire, A&E, community policing, police custody or other criminal justice settings including courts and prison
- **Targets, outputs and outcomes:** for example, numbers of young African and Caribbean men and staff engaging in facilitated dialogue; attitudinal and confidence levels among staff; evidence of operational and systemic change in improving service quality and the experience of young African and Caribbean men using mental health services

### iii. Link 300 Voices to organisational objectives

To ensure that a project can successfully develop, and has the potential for longer-term sustainability, it is important for steering partners to consider how this work will interlink with existing individual and shared organisational objectives and targets. These can be varied but could include those relating to quality, service improvement, equalities, addressing health inequalities and community cohesion, as well as training and continuing professional development for mental health professionals and managers.



#### Our learning:

For the 300 Voices pilot in Birmingham, we set the original target at engaging 300 young African and Caribbean men with mental health problems and 900 professionals from the mental health trust and the police. One key point of learning from this process was that project success cannot be solely evidenced through quantitative outputs. The quantitative side was crucial in supporting the development of a robust model, for example, providing hard evidence for service improvement, better statutory to community relationships and better outcomes and experiences for young African and Caribbean men.

The detailed work undertaken to establish and promote 300 Voices with partner agencies and within African and Caribbean communities, to train facilitators and then to deliver workshops also produced strong qualitative outcomes as well as significant opportunities for organisational learning and change.

**FIGURE**  
**3**

**Checklist of the key activities to consider when initiating a 300 Voices project**

Activity	Notes
<p><b>1. Identify key strategic partners</b></p> <ul style="list-style-type: none"> <li>• Clinical commissioning group?</li> <li>• Mental health trust?</li> <li>• Local authority?</li> <li>• Health and Wellbeing Board?</li> <li>• Healthwatch?</li> <li>• Police and crime commissioner/police force?</li> <li>• Fire/ambulance services?</li> <li>• Voluntary sector service providers/advocacy groups, umbrella groups?</li> <li>• Prison service?</li> <li>• African and Caribbean men with experience of mental health problems?</li> </ul>	
<p><b>2. Establish project steering and leadership arrangements</b></p> <ul style="list-style-type: none"> <li>• Roles/responsibilities of strategic stakeholders</li> <li>• Roles/responsibilities in relation to delivery</li> <li>• Governance arrangements for reporting and reviewing</li> <li>• Clear aims, objectives, milestones and outcomes</li> <li>• Linking to relevant local plans</li> </ul>	
<p><b>3. Clarify focus</b></p> <ul style="list-style-type: none"> <li>• Age cohort (for example 18-25 or 18-35)</li> <li>• Geographic focus</li> <li>• Systemic focus (which agencies will be involved?)</li> <li>• Linking to existing organisational objectives (for example around service improvement, quality, equalities, health inequalities, training/continuing professional development)</li> <li>• Identify targets/outputs/outcomes</li> <li>• Identify timescales</li> </ul>	
<p><b>4. Establish a shared rationale for development</b></p> <ul style="list-style-type: none"> <li>• Gather demographic data</li> <li>• Gather data from services</li> <li>• Gather stories and evidence from young African and Caribbean men with experience of mental health problems</li> <li>• Develop the ethical and business case for targeted action</li> <li>• Identify funding and resources available</li> <li>• Identify local targets, outputs and outcomes</li> </ul>	
<p><b>5. Implementation</b></p> <ul style="list-style-type: none"> <li>• Establish framework for evaluation</li> <li>• Confirm available funding/resources</li> <li>• Recruit and train facilitators; establish supervision and support</li> <li>• Identify and allocate co-facilitators, young African and Caribbean men and cohorts of staff to attend workshops</li> <li>• Consider anticipated timescales for activity</li> <li>• Deliver workshops</li> <li>• Review outcomes/ongoing development</li> </ul>	

## 2.1.2 Organise community engagement to raise awareness of the 300 Voices project

Once local strategic ownership and a focus for activity have been established, a plan to raise awareness of the project both within African and Caribbean communities and mainstream services can be developed and implemented. This involves stakeholder mapping and organising formal consultation and engagement events.

### i. Stakeholder mapping

As evidence suggests that young African and Caribbean men with mental health problems can represent a group whose voices are unheard both within their own communities and more widely, it is important that stakeholders work together carefully to explore the possible routes by which young African and Caribbean men and professionals can be brought together in meaningful dialogue via 300 Voices workshops.

To identify who could be involved, a process of stakeholder mapping is useful. Here, individuals, networks and voluntary sector advocacy groups are evaluated according to their potential interest in the project and the extent to which they would be able to support it. This process allows you to determine the best means to secure involvement. A similar process can also be conducted in relation to local agencies, and in so doing, teams, parts of services or individual managers or professionals may stand out as possible key supporters of the project.

### Our learning:

During the pilot of 300 Voices in Birmingham, a stakeholder map was produced to identify the key groups who could be potential supporters of the project and the routes for successfully engaging with young African and Caribbean men with mental health problems. These included: local mental health activists; voluntary sector organisations/advocacy groups; young African and Caribbean men not using mental health services; older men in the community (who can offer useful perspectives from maturity and experience); and friends, partners and relatives of young African and Caribbean men with experience of mental health problems.

We also identified a number of key agencies and managers that actively supported the engagement process. These included: the directorate of community engagement at Birmingham and Solihull Mental Health NHS Foundation Trust; the mental health liaison officer for the West Midlands Police; Birmingham's street triage team (a partnership project between the mental health trust and West Midlands Police); and managers and clinical staff working within statutory forensic services.



## ii. Formal consultation and engagement

After an initial mapping of possible stakeholders, a process of formal consultation and engagement can take place to raise awareness of the project. You can also consult stakeholders about the most effective routes to engage the local black community and explore if there are opportunities to collaborate. To maximise impact, this needs to take place in both public and service delivery settings. At this point, it is very important for local stakeholders to be able to clearly present a case for targeted development

in relation to young African and Caribbean men's experiences of mental health service provision (and to be prepared to anticipate a measure of resistance or suspicion towards the project and its objectives).

Given that a disproportionately high number of young African and Caribbean men are represented in the mental health system and have negative experiences of it, it's crucial that community engagement activities inform young African and Caribbean men, their families, carers and local communities about its strength-based approach as the leverage for getting involved.

### Our learning:

We found that when we engaged with young African and Caribbean men in the places that they liked to go to, such as local barber shops, we were more likely to start up a conversation and give out information. Many projects have had positive experiences of going to where the audience is. It demonstrates an understanding of the community, a willingness to meet people on their own 'turf' and highlights how you are not expecting them to come to you. For example, when we set up an exhibition tent with Time to Change at Simmer Down, a reggae festival in Birmingham, we had positive responses from members of the African and Caribbean community and were able to carry out vox-pop style interviews.

Additionally, there is also evidence that staff are often reluctant or uncomfortable discussing issues to do with race and ethnicity for a host of reasons including fear of being labelled as racist or failing in their roles in general. The model accounts for and accommodates all these concerns and anxieties within the chosen methods.

Figure 4 provides a brief summary of the key activities and issues to be considered when engaging with the community and local services to establish a 300 Voices project.

**FIGURE 4** Community engagement checklist

Activity	Notes
<p><b>1. Stakeholder mapping: African and Caribbean communities</b></p> <ul style="list-style-type: none"> <li>• Young African and Caribbean men not engaging with mental health services but committed to the objectives of 300 Voices</li> <li>• Older African and Caribbean men and women with experience/understanding of mental health services; friends, partners and relatives of young African and Caribbean men with experience of mental health problems</li> <li>• Advocacy groups</li> </ul>	
<p><b>2. Stakeholder mapping: local services</b></p> <ul style="list-style-type: none"> <li>• Community and inpatient mental health services</li> <li>• Approved mental health professionals</li> <li>• Local authority services, including social services and housing</li> <li>• Teams in the police force working in response, community, custody, liaison and diversion and street triage, as well as mental health and community development leads</li> <li>• Staff from fire/ambulance services</li> <li>• Local authority services</li> <li>• Voluntary sector service providers</li> </ul>	
<p><b>3. Consultation</b></p> <ul style="list-style-type: none"> <li>• Prepare case/evidence-based briefing for development in this area</li> <li>• Consult with local community – public engagement meetings and performances</li> <li>• Consult with staff from local agencies</li> <li>• Launch event(s)</li> <li>• Review focus of project following consultation</li> </ul>	

**Our learning:**

Many participants in the pilot project felt that the explicit focus on young African and Caribbean men might be alienating and even counter-productive. For example, posters specifically stating the project’s aim to change the experiences of young African and Caribbean men could, in fact, be interpreted as ‘advertising’ young African and Caribbean men as ‘different’, perhaps with unusual needs and more severe ‘issues’. So whilst young African and Caribbean men wanted to receive the same quality of service as everyone else was entitled to (and therefore agreed with the aims of the project), addressing the issue in such a public and direct manner repeatedly made the young men feel uncomfortable.

## Our learning:

At the heart of the 300 Voices approach is the desire to initiate genuine dialogue between young African and Caribbean men with experience of mental health problems and professionals. To achieve this, it required the commitment and willingness of young African and Caribbean men to engage with the events. This was found to be a significant challenge, particularly as the main route to the young men was via mental health services and the police.

In Birmingham, a large number of the African and Caribbean men who were inpatients were based in forensic services and had had negative experiences with the criminal justice system and mental health professionals; they did not wish to engage with people from these services again.

It is also important to remember that many individuals may not be well enough to positively engage with the project when first approached but may wish to do so as their health improves and vice versa.

Recruiting young people to the project through mental health professionals often meant that they were still undergoing treatment or more intensive support. Consequently, some of the young men didn't feel 'ready' or comfortable to join a large scale workshop and share their experiences in an open forum. When young African and Caribbean men who were undergoing treatment did attend a workshop, they were often accompanied by a carer or professional. We recognised that this may have prevented these individuals from feeling as equal as their peers.

Those professionals who were easiest to engage were those with a pre-existing interest in learning about mental health. Most often this interest was professional, but also personal in some situations. Across the partner organisations, however, the same level of engagement was not always demonstrated and the challenge remains how to engage those who are less sympathetic to mental health and/or equality issues. Too often professionals can be reluctant to face up to the fact that they might be part of the problem, despite all the evidence.

To ensure you maximise your ability to overcome these hurdles, we recommend that you recruit men from your local African and Caribbean communities and professionals during the engagement phase of the project and that you schedule this to take place well ahead of the workshops.

Allowing a lead-in time is particularly important if you are engaging across a range of agencies, especially from forensic services and the mental health trust. Stakeholder mapping will, of course, help you to determine which local structures are in place that may reduce the time needed to carry out sufficient engagement. A longer period of engagement would, however, require a strategy to keep the young African and Caribbean men motivated and involved in the lead up to the workshops. You might consider asking the young men to lead on or to help with organising the engagement events, be part of the strategic and operational meetings, or to be a social media lead. Remember: your engagement work can continue whilst your workshops are being delivered.

## Engagement events in the pilot

To engage African and Caribbean communities and professionals to participate in the 300 Voices workshops, we commissioned and supported a range of creative arts projects, performances and events. Below are some examples of the types of event that were particularly helpful in raising the profile of the project:

## Live forum theatre productions

- Forum theatre was originally created to teach people how to change their world. In this type of theatre, the audience members can stop a performance at a scene in which a character is being oppressed in some way and suggest different actions for the actors to carry out on stage in an attempt to change the outcome of what they were seeing, or to come on stage and perform their own interventions. Forum theatre has been found to be a very effective means of engagement as well as an excellent facilitation tool to initiate dialogue. All Systems Go and Other are two plays that use forum theatre. Hot seating after the performance allows the audience to ask questions to the actors, who remain in character, so that members of the audience can delve deeper into the issues raised and can gain more meaningful insights.
- All Systems Go was produced in partnership with LouDeemY, a local, not-for-profit production company based in Birmingham. It was produced specifically for 300 Voices and was not only used as an engagement tool but also as a way of setting the scene to break the ice and stimulate dialogue in the 300 Voices workshops.
- Other, produced by the Hearth Centre, a production company that uses performance and literary arts to promote change, explores the experiences of a young man of mixed race as he grows up in Birmingham. Going backwards in time, the audience gains a revealing perspective that allows them to explore when the young man could have received interventions earlier, which in turn may have prevented him from developing a serious mental health problem and being sectioned.

### Our learning:

We found the forum theatre pieces All Systems Go and Other particularly effective. There may be a drama company in your area that you could commission to develop a resource that is tailored to the specific context and narrative of your local African and Caribbean community. Alternatively, you may find it cost-effective to commission All Systems Go for your launch event.

## Performance events and festivals

- **Showcase Smoothie** – a project led by Leicestershire Partnership NHS to showcase the talent and experiences of predominantly young black men with experience of mental health problems. 300 Voices partnered with Showcase Smoothie to host a poetry and spoken word event.
- **Simmer Down festival** – 300 Voices was a partner of Simmer Down 2014, an international reggae festival in Birmingham. We ran a Time to Change village, a pop-up interactive space, in which volunteers encouraged festival goers to talk about mental health, particularly what it means within the African and Caribbean communities and the support that people are getting from the local services. By talking to our Time to Change champions, people learned what it's really like to live with mental health problems, which helped to change some of their prejudices and preconceptions.
- **StereoHype** – Time to Change events tailored to the local African and Caribbean community in Birmingham that featured music and performances. We promoted 300 Voices at these events and led discussion workshops about mental health and how to break down stigma and discrimination.
- **Birmingham and Solihull Mental Health NHS Foundation Trust community engagement events** – 300 Voices ran a stall giving out information about the project and Time to Change. We also hosted a group poetry exercise, run by Kiz our poet-in-residence and gave a presentation on 300 Voices on the main stage.

## 300 Voices launch events

- The pilot project was officially launched in partnership with Birmingham and Solihull Mental Health NHS Foundation Trust, West Midlands Police and Birmingham City Council in January 2014. This event brought together local commissioners, Healthwatch, Birmingham Mind, other voluntary organisations and our partners with the local African and Caribbean community. It featured presentations, discussions, a market place, stories from young African and Caribbean

men with lived experience and a call to action to get involved with the project.

- A second launch event was held in 2015 and was hosted by Time to Change in partnership with South London and Maudsley NHS Foundation Trust. This second launch event brought together statutory and non-statutory staff with the local African and Caribbean community and followed a similar format to the pilot launch.

## 300 Voices engagement events

- A 300 Voices engagement event was hosted by Birmingham and Solihull Mental Health NHS Foundation Trust during Men's Health Week 2015. Aimed at professionals and the African and Caribbean community, it consisted of presentations, a discussion, market place and a performance by Silent Screams, an organisation that works with men aged 16 - 25 years to tackle their perceptions of 'manhood' which can challenge their success in relationships and employment ([www.bringinghope.co.uk](http://www.bringinghope.co.uk)).
- At both the Tamarind Centre and Raeside Clinic, all-male, medium-secure facilities in Birmingham, we provided information on 300 Voices and Time to Change and, at the Tamarind Centre, performed the live forum theatre production *Other to a group of young African and Caribbean men and other service users.*

### Helpful resources

Section 1.3, p.12: The 300 Voices engagement model

[www.loudeemy.co.uk](http://www.loudeemy.co.uk) - LouDeemY is the production company that produced All Systems Go for the 300 Voices launch event.

## 2.2 Phase two: Delivery

In the second phase you will:

i. Recruit and train a group of lead and co-facilitators in the 300 Voices approach

ii. Deliver a set of workshops in line with the locally agreed strategy

### 2.2.1 Recruitment and training of lead and co-facilitators

Your facilitators are vital stakeholders in the organisation and delivery of 300 Voices workshops. Potential facilitators can include young African and Caribbean men with experience of mental health problems and using the mental health services, members of staff working with participating agencies or local volunteers that have an interest in the project.

The knowledge and understanding that your facilitators have of the African and Caribbean communities in the area and how local services operate is essential to the successful delivery of the project. Local partners, therefore, need to establish clear mechanisms for recruiting and training facilitators as well as supervising and supporting them throughout the process.

Though it is reasonable to expect that potential facilitators will require some development, they will need to demonstrate a good level of knowledge and skills in both the subject matter (young African and Caribbean men with experience of mental health

problems and using services) and facilitation. The facilitator role is likely to be voluntary but the role specification you'll find in our resource section will help you to identify people who will be best able to fulfil the role with care, providing safety for all present and who fully appreciate and understand the strength-based focus and importance of drawing out the best from the workshop discussions.

#### Top tip!

Time to Change recruits, trains and supports Time to Change champions in regions across the country. Time to Change champions are trained in using the social contact model and having conversations about mental health in a non-judgmental and positive way. Time to Change champions are a potential resource to involve in your local area when engaging with local stakeholders and specifically when recruiting facilitators.

"When the facilitator started, all my clients just thought - 'He's normal, he's not like us.' When he talked about being in hospital, their jaws dropped. One said aloud 'Hang on - you've been an inpatient?!' It was fantastic for them to see him leading the group."

Care co-ordinator

#### Helpful resources

##### Resource #2:

300 Voices co-facilitator role specification

##### Resource #7:

Role description for 300 Voices lead facilitator

## Formal training

Once recruited, a formal training event provides an opportunity to review the aims, objectives and engagement model of 300 Voices, and prepares facilitators for their roles in the workshops.

You will need to plan and deliver a training session so that your facilitators:

- a. Understand the intervention models underpinning the 300 Voices approach and why they were selected
- b. Understand the role of the lead and co-facilitator
- c. Are able to implement a variety of strategies to successfully manage any challenges that may arise through dialogue in the 300 Voices workshops

### Helpful resources

#### Resource #3:

Plan for 300 Voices co-facilitator training workshop provides a summary of the format and framework.

#### Resource #4:

Outline for 300 Voices co-facilitator training workshop provides a comprehensive training plan complete with trainer notes and suggested activities.

#### Resource #6:

300 Voices co-facilitator welcome and support pack provides potential co-facilitators with an idea of what their role is and what's expected of them; how they will be supported and trained to fulfil the role; and how the role is a give and take relationship in which co-facilitators can state what they'd like from the role. It also covers safeguarding issues.

## Important skills for a facilitator

One of the most important groups of skills in order to achieve transformative change is that associated with facilitation. The facilitator must focus on the process of change, ensure that the group works together to move through the agenda and that it meets the aims of the session effectively.

A facilitator is a guide who will:

- Enable dialogue in which all the participants listen, hear and acknowledge each other's contributions and, through reflection and shared understanding, find new and transformative solutions
- Keep the group focused on the agenda and moving forward, as well as on the central theme of young African and Caribbean men
- Ensure decisions and actions are taken by the group
- Make a record of the discussion through note taking

We've highlighted the most important facilitation skills in Figure 5.

### Top tip!

Getting young African and Caribbean men to tell their stories is essential. But your facilitator training sessions must stress the equal importance of inviting staff to tell their stories if relationships are to be transformed. Remember staff may not get too many chances to talk about their experiences. They may seldom be asked about what works well in their opinion or thanked for doing a good job. So it's key that your facilitators are trained to give everyone an equal opportunity to tell their story.

**FIGURE****5****Important facilitation skills****1. Set the context for the meeting**

Remind people at the beginning why they are there, what they will be doing, why it's important and when it will be finished.

**2. Create a welcoming space**

The space that people work in matters. Create a welcoming space. Make sure people are comfortable; a welcoming space is not just physical; it's also about the way you engage with the group, building rapport and trust.

**3. Capturing information in people's own words**

- It doesn't matter how you capture information, the key is using people's own words. Avoid listening to someone and then responding with "I think what you mean to say is..." or "I'll summarise what you said as..." and using your own interpretation. Honour people's own words.
- The key here is to find, develop and use approaches that encourage people to participate and to speak their minds. Lead discussions, probe and explore.
- Encourage full participation by all participants, paying attention to those who speak a lot and those who are more reserved.
- Be mindful of the young African and Caribbean men with experience of mental health problems in your group – ensure their stories are acknowledged as being their own experiences (validate and support if necessary).

"One way of easing the process of facilitation is to simply be curious; to suspend judgements and really be curious about what others see, understand and experience. Explore what it is that others feel and what leads them to behave as they are right now."

Hári Sewell, HS Consultancy

**4. Be comfortable with silence**

People might be thinking, so it is not always necessary to fill the silences with more talk.

**5. Give instructions clearly and briefly**

Write up instructions in advance. Keep them short and to the point. Give the instructions then get people to work. You can wander around and clarify any questions once they get started rather than over-instructing.

**6. Take care of time and pace**

- Be aware of the time. Make sure you finish on time. Adjust as necessary to do this. Wrap up each agenda item by summarising any conclusions out loud. Then move on when no one objects or everyone agrees.
- Appoint a note taker to record key points from the conversations and activities that have been given to the group.
- Be aware of people's energy levels and vary the pace. Sometimes it's important to speed up; sometimes it's important to slow down.

**7. Be aware of the group dynamics, especially the power balance/dynamics**

We need to promote and create an equal platform for all participants, particularly the less empowered members. Reiterate the principles and the group agreement which take into consideration equality, openness, listening to and acknowledging others' experiences. This also applies to all staff or same team workshops; some participants may feel uncomfortable to be open if their manager is present or in the same group.

**8. Manage conflict**

If conflict arises within your group around a difference of opinion or failure to hear or acknowledge another participant's experience or perspective, the facilitator can intervene and ask the group to reflect on the situation. It can be helpful to refer the group back to the group agreement, which often includes agreements to "respect other people's viewpoints" and "to agree to disagree."

**9. Self-care**

Take care of yourself. It's hard work facilitating. It's tiring and takes a lot of effort to hold a group of people as they explore issues or struggle with

ideas or decisions. Be self-aware enough to know when you need a break or what helps in terms of managing your own self-care and wellbeing.

## Managing challenging situations

It's vital you develop the knowledge and skills of your lead and co-facilitators to be able to deal with a range of difficult situations, power dynamics and personalities effectively. The aim of the facilitator is to ensure that everyone feels valued and has an equal opportunity to tell their story, give or receive feedback and discuss learnings in a positive, safe environment. This requires your facilitators to be able to quickly identify when problems start to arise and to intervene swiftly with the most appropriate actions. Otherwise, dominant or negative personalities can take over, causing the less empowered participants to feel less valued, less engaged and less willing to participate.

The following advice outlines two key strategies: interventions and preventions:<sup>21</sup>

**Interventions** are techniques to use when you are confronted with disruption or problems during the sessions. Interventions aim to be low on the confrontation scale but are still effective in minimising disruption.

- 1. Have the group decide –**  
if someone refuses to stick to the agenda, keeps bringing up the same point again and again or challenges how you are handling the meeting.
- 2. Use the agenda and group agreement –**  
if someone keeps going off the agenda, has side conversations through the whole meeting or verbally attacks others.
- 3. Accept, deal or defer –**  
if someone keeps expressing doubts about accomplishing anything, is bitter and puts down every suggestion, keeps bringing up the same point over and over or has power issues. This means: accept that what they are saying is true, don't ignore it; deal with it right there by spending some time on it, or defer it to the group for a decision about what to do.

- 4. Use body language (if possible) –**  
to rein in side conversations, help quiet people to participate or to re-focus attention. You can speak volumes by making eye contact, by smiling (or not smiling) or by a change in your seating position.
- 5. Take a break and confront disrupters outside the meeting room –**  
when less confrontational tactics haven't worked, someone keeps verbally attacking other participants, shuffling papers, having side conversations or cutting people off. You can deal with this issue outside the room at a naturally occurring break.
- 6. Confront in the room –**  
if it's appropriate and will not create backlash, if the group will support you or if you've tried less confrontational tactics already.

**Preventions** are techniques that can help you avoid disruption from the start. Use these right from the start of your meetings and you should ward off any interruptions.

- **Listen to understand**  
Don't just pretend to listen to what someone is saying. People can tell when you are not paying attention. Listen closely to understand the points the speaker is making, and restate these points aloud if you are unsure.
- **Stay in your role**  
You cannot be a participant and the facilitator at the same time. When you blur the lines, you risk alienating participants, causing resentment and losing control of the meeting. Offer strategies, resources and ideas but not direct opinions.
- **Don't be defensive**  
Being on the receiving end of an attack or negative criticism is difficult and can make you feel undermined. It can trigger a number of emotions and reactions. You may become defensive and may wish to immediately defend your position. This is a natural reaction. However, in your role as a facilitator, once you become defensive, you may risk losing the group's respect and trust, and may make the situation worse.

FIGURE

5

Continued

#### If attacked or criticised:

1. Take a 'step backwards' and think about what was just said before you respond.
2. In response, you may wish to remind the person who has made an attacking comment about the ground rules. You could state that, "Our group agreement welcomes all ideas and views that build upon and clarify ideas but not negativity."
3. If they continue to attack and cause conflict, you may wish to re-direct them by asking them, "What is your concern with the idea/issue, and how would you modify it?"
4. If the attack and negative criticism continue, you may need to call a break or use the next break to speak candidly to the person who has attacked you about the inappropriateness of their behaviour and its impact on you and the group. Remember the lead facilitators will be on hand to help and support you if need be. After the session, it is important that you debrief with either the lead facilitator of the session or other facilitators.

#### Helpful resources

##### Resource #9:

Scenarios for lead facilitator training:  
Managing challenging situations

FIGURE

6

Suggested responses  
to possible obstructions  
and challenges

#### Q: "I can't think of a golden moment."

- A:
- Have there been times when a professional or service has really helped you? What made this a positive experience?
  - Can you think of an encounter which changed your experience in a positive way?
  - How has a professional or service really supported you in leading a fulfilled life?
  - How has a professional seen your potential or recognised what you really needed?
  - When has the mental health pathway worked best?
  - When have you had a light bulb moment?
  - What have you witnessed that you thought was exemplary?

#### Q: "Why are we only talking about young African and Caribbean men?"

- A: Research shows us that young African and Caribbean men:
- Have much higher detention rates under the Mental Health Act
  - Spend more time in psychiatric hospitals – almost double the time compared with those of white British origin
  - Are more likely to enter the mental health system through the criminal justice system rather than through primary care
  - Are more likely to be diagnosed with a serious mental illness, such as schizophrenia, and prescribed higher doses of medication
  - Have less access to alternative therapy such as talking treatments
  - Have less access to appropriate psychological therapies

**Q: “I don’t pay attention to the colour of someone’s skin / I treat everyone the same.”**

**A:** It is important that we do not ignore the colour of someone’s skin. This is a key part of their identity and not like other identity characteristics that can remain invisible, unless otherwise divulged. An individual’s skin colour affects the way in which they are seen and treated in the wider society. There is compelling and substantive evidence that non-white people experience more racial discrimination in our society than white people. By ignoring skin colour, you are giving out a message that it is not important. These are specific issues which affect young African and Caribbean men and we need to recognise this and adjust our behaviour accordingly.

**Q: “Our biggest threat is lack of resources.”**

**A:** Many people without sufficient resources find it really helpful to start small and think about what is possible within their means. For example, adding 300 Voices as a discussion point onto the agenda of the next team meeting is a simple and realistic next step. In addition, there are also many changes that can be made to the way we interact with one another and service users that requires very little money – if any. Treating people respectfully, as individuals, so that each person feels valued and cared for is likely to have a positive impact, changing how service users react to advice and treatment and restoring their confidence in the services being offered. Lack of available resources to make more costly changes should be acknowledged as this affects all public services. However, this shouldn’t be a barrier towards making improvements that are within our capabilities. It is surprising how even small changes can make a significant improvement to service users’ experiences.

## How to give constructive feedback to participants

By including several opportunities for your trainee lead facilitators to role play running a 300 Voices workshop, the observations and constructive feedback from fellow participants usually provide an accurate representation of the dynamic that can be expected in the live workshop. When it comes to identifying the strengths and areas to develop for each trainee, it’s key that, as the trainer, at the end of the group feedback and discussion, you recap on the observations of the group by repeating and thereby reinforcing key areas for each trainee to develop as well as giving praise for core competences achieved.

### Top tip!

- Reflect back to the group the positive things they have identified.
- Draw out any parallels or relationships with the examples discussed and how these can be translated into routine practice or shared with colleagues or other statutory partners.
- Thank and praise people for their contributions, their openness, honesty, bravery and willingness to participate.

## Supporting the mental health of your facilitators

We all need to look after our mental health at work, whether we have a mental health problem or not. We recommend that managers encourage facilitators to consider what each individual can do to look after their mental health during the workshops. They should let their lead facilitators know that if they are not feeling well enough to facilitate a workshop, it’s acceptable to call in sick and let the lead facilitator know in advance. It is also important that co-facilitators can speak to the lead facilitator if something in the workshop itself has acted as a trigger and is causing distress. Particular attention should be given to ensure that those who have experience of mental health problems are mentored and supported throughout the project.

## Training your lead facilitators

We believe the best lead facilitators are those that have naturally emerged from within the cohort of co-facilitators. The information we have just covered to train facilitators will equally apply to lead facilitators. However, you will be looking for individuals that have the ability and confidence to effectively lead and manage workshops, working on their own or with another lead facilitator.

In order to be a 300 Voices lead facilitator, you must:

- Have undertaken the co-facilitator training
- Proved yourself successful at working in the role of co-facilitator
- Personally feel confident in the role of co-facilitator, and have the confidence of your project manager or lead facilitator
- Have undertaken the lead facilitator training

There are significant benefits to this policy. Your lead facilitator will:

- Be able to demonstrate a full understanding of the 300 Voices approach
- Be able to discuss and articulate the benefits of the methodologies and strength-based approach
- Have experienced engagement workshops a number of times and observed the lead facilitator role

As with your co-facilitators, you will need to plan and deliver training so that lead facilitators:

1. Understand the methodologies underpinning the 300 Voices approach and why they were chosen

2. Understand the role of the lead facilitator
3. Know how to manage challenges that may arise
4. Be confident in taking on a role as a lead facilitator working alone or with another facilitator
5. Practice the role in a safe environment and receive constructive peer feedback to improve

### Helpful resources

**Section 1.3, p. 12:** The 300 Voices engagement model

**Resource #1:** The 300 Voices engagement model handout

**Resource #2:** 300 Voices co-facilitator role specification

**Resource #3:** Plan for 300 Voices co-facilitator training workshop

**Resource #4:** Outline for 300 Voices co-facilitator training workshop

**Resource #5:** Group exercises for co-facilitator training

**Resource #8:** Outline for 300 Voices lead facilitator training workshop

**Resource #9:** Scenarios for lead facilitator training: Managing challenging situations

**Resource #10:** Facilitation guidance

### Our learning:

From our experience in the pilot of 300 Voices, we strongly recommend that activity to recruit and train co-facilitators is prioritised within the overall project time-frame. Your facilitators may include young African and Caribbean men, members from the wider community and professionals who are all committed to the delivery of the project and who can use their own networks and expertise to promote the 300 Voices project. Investing time into this stage of the process can help to ensure that you can engage sufficient numbers of young African and Caribbean men and professionals to attend the workshops.

## 2.2.2 Workshop delivery

You will need to plan and deliver two different types of workshop as part of your 300 Voices project.

In summary:

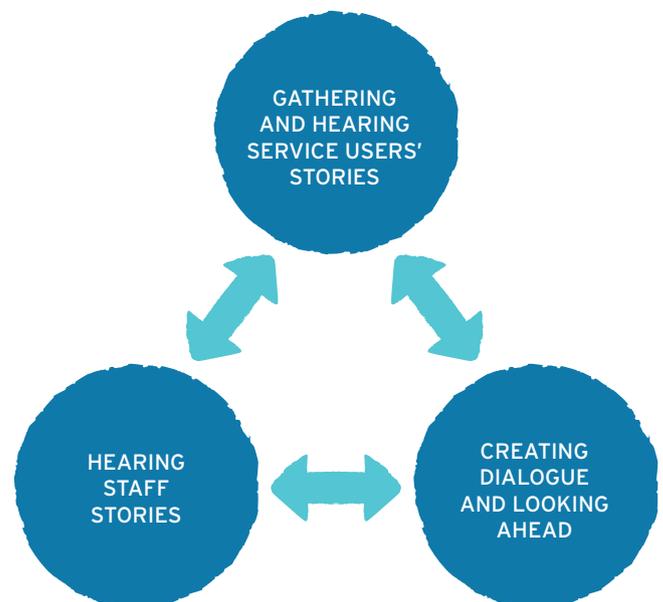
### i. Pre-workshop activities exclusively for young African and Caribbean men

Facilitators work closely with a group of young African and Caribbean men with experience of mental health problems to support them to express their stories about a positive turning point or experience when using mental health services and other front-line services such as the police. The young men can use poetry, spoken word, song, drama, rap, artwork or a recorded interview to recount their experiences.

### ii. The 300 Voices workshop

The 300 Voices workshops aim to bring together a group of young African and Caribbean men with experience of mental health problems to engage in facilitated dialogue with mental health professionals, police officers and other professionals from statutory and non-statutory agencies. Central to its success is the gathering and hearing of stories – firstly of young African and Caribbean men with experience of mental health problems, then of staff. The facilitator leads a discussion to enable both parties to identify what already works well in the services and to then build on this by exploring how they would like to see their relationship and service provision develop in the future. This process can transform relationships.

Key activities in 300 Voices workshops



The workshop focuses on creating and sustaining a supportive way forward for young African and Caribbean men with mental health problems by encouraging participants to work together to:

- Discover what gives people hope on their journey towards mental health, building on past successes to create the most effective and far-reaching experiences in the future
- Create a shared understanding of what helps to support young African and Caribbean men in leading active fulfilled lives
- Decide how to move forward and agree on the next steps for action

These objectives can be used when promoting a workshop and can be further developed once you are more aware of your participants' needs. To gain this awareness, it may be useful to ask certain questions through a pre-workshop questionnaire which we will cover shortly.

## Administrative tasks to set up the 300 Voices workshops

Workshops need to be planned carefully and will require a team or a team member with organisational and project management skills to ensure that things run smoothly. See Resource #11 for a comprehensive checklist of the 34 steps to project success.

### Top tip!

Allocate a separate area or room outside the workshop to provide a quiet space for participants to break away from the discussion if necessary.

## Pre-workshop questionnaire

A pre-workshop questionnaire will enable facilitators to refine their understanding of participants' aspirations and knowledge of a subject so it's a good idea to include it as part of your booking process. We suggest you keep the pre-workshop questionnaire short and to the point. See Figure 7 for some sample questions.

## FIGURE 7

### Sample questions for a pre-workshop questionnaire

#### For staff

1. What team/service are you based in? (Helps to identify relevant stories for the workshop.)
2. What is your role within your team/service? (Helps to pitch 300 Voices, e.g. will attendees require more examples of how they can increase their learning from a workshop?)
3. Are there any specific areas of interest or concern that prompted you to apply for the workshop? (Assists in the planning of your programme and presentation by providing areas of emphasis.)
4. What are the three most important things you would like to take away from the workshop? (Again helps to plan the content of the day.)

#### For young African and Caribbean men

1. What team or service have you attended to get support for your mental health over the last year? (Helps to identify relevant staff team to attend a workshop.)
2. Are there any specific areas of interest or concern that prompted you to apply for the workshop? (Assists in the planning of your programme and presentation by providing areas of emphasis.)
3. What are the three most important things you would like to learn from the workshop? (Again helps to plan the content of the day.)

### Helpful resource

**Resource #13 and #14:** Programme for facilitators and co-facilitators for full day and half-day workshops

## 2.2.3 Pre-workshop activities exclusively for young

### African and Caribbean men

We strongly recommend you gather stories from young African and Caribbean men with experience of mental health problems in a pre-workshop session as your first step. In these activities, facilitators work closely with the young men to support them to express their own personal stories about a positive turning point or experience of using the mental health services and other front-line services such as the police.

#### Golden moments

Participants are also asked to think about their own personal experience (or a friend/family member's experience) with the services where there was a positive turning point or golden moment – a time or phase in the relationship between a young African and Caribbean man and a member of staff which was particularly helpful or memorable.

For example:

- Have there been times when a professional or service has really helped you? What made this a positive experience?
- Can you think of an encounter which changed your experience in a positive way?
- How has a professional or service really supported you in leading a fulfilled life?
- How has a professional seen your potential or recognised what you really needed?
- When has the mental health pathway worked best?
- When have you had a light bulb moment?
- What have you witnessed that you thought was exemplary?

These instances are important as they can help to show ways in which opportunities for personal, organisational and systemic change can become unlocked and explored.

#### Using interviews, performance or artwork

At the same time as supporting young African and Caribbean men to express their stories, facilitators will also work with them to identify possible ways to tell them, for example:

- Live or recorded interviews of a young African and Caribbean man with experience of mental health services
- Live performance pieces, for example rap, poetry, spoken word, music, drama, short story
- Artwork
- Conversations in groups

The project team or partner should provide musical instruments and arts materials although young African and Caribbean men are welcome to bring their own equipment if they would like to. We found video interviews of young African and Caribbean men recounting their experiences in the local services are cheap, hard-hitting and very effective.

As well as supporting young African and Caribbean men to tell their stories, the pre-workshop session provides a useful opportunity to explain more about 300 Voices and what to expect from the workshop with professionals.

## Options for application to creative-themed settings

If you deliver a pre-workshop session via a creative-themed session within inpatient settings, the agenda will need to be more fluid and contain less discussion. In these circumstances, facilitators need to carefully evaluate their environment to develop an appropriate agenda which can readily reflect the experiences of both young African and Caribbean men and professionals. You would also be expected to work collaboratively with relevant professionals, such as occupational therapists, who could support you in identifying appropriate creative themes for the pre-workshop session.



### Our learning:

To get the best results, be creative! Consider ways that young African and Caribbean men can express themselves, for example through poetry, art or music.

At a successful engagement session at the Tamarind Centre, an all-male, medium-secure facility, we invited poet-in-residence, Kiz, along to encourage the young African and Caribbean men to contribute to a collective piece of poetry. We asked questions to prompt the men to write about how they felt and what they wanted to do once they left hospital. In response, each individual wrote a sentence on a strip of coloured paper that was then stuck to a piece of flip chart paper to become a line in the overall collective poem. The men relished the opportunity to express themselves and wanted to chat with the 300 Voices team to find out more about the project.

From talking to occupational therapists, other ideas for activities to get people talking and break down barriers and stereotypes include:

- Inviting police officers on to the ward for a pizza-making session with young African and Caribbean men. This can provide an opportunity to informally initiate discussion. For example, what's the significance of the toppings you've chosen? Does this represent how you feel? It's important that officers leave their protective gear at the door and should be plain clothed if possible.
- Holding a football match with a mix of young African and Caribbean men and police officers on each team. Again, it's best if the police officers are in plain clothes.



## Ensuring wellbeing and safeguarding

During workshops, young African and Caribbean men may raise issues which highlight concerns about their wellbeing or safeguarding.

Wellbeing issues may relate to their experiences of services or more widely, whilst safeguarding issues may relate to their experiences with staff, teams or services. They may mention experiences or risks in their lives or their community. Examples of safeguarding issues include: being physically harmed by a member of staff, sexual contact between a staff member and a service user or an individual describing their home being taken over by others who may pose a threat within their community.

Facilitators, therefore, need to be alert to wellbeing and potential risk factors in the safeguarding of young African and Caribbean men and ensure that, when necessary, organisational policies are invoked, including potential referral to another agency.

### Top tip!

Allocate a separate area or room outside the workshop to provide a quiet space for participants to break away from the discussion if necessary.

## Remember!

- At least 6-8 weeks before your scheduled workshops, hand out flyers and posters to advertise the workshop in shops, barbers, youth clubs – anywhere where young African and Caribbean men hang out in your local area.
- At the same time, send/email the workshop invitations and booking forms to key stakeholder organisations to attract professionals to attend.
- We recommend that the pre-workshop activities with young African and Caribbean men are held one to two weeks before the 300 Voices workshops.
- Use a workshop attendee form to capture your participants' names and contact details and ask the questions as suggested in the pre-workshop questionnaire in Figure 7.

## 2.2.4 The 300 Voices workshop

In this section, we give a brief summary of the workshop followed by guidance on timescales, resources required, roles and responsibilities and a re-cap on the engagement model that underpins the success of the methodology. Following this, we provide more in-depth information about the content for each section of the workshop.

### i. Summary

The workshop comprises the following sections:

#### **Introduction**

The lead facilitator starts the workshop by giving an introduction to 300 Voices, the rationale behind its focus on young African and Caribbean men and the methodology underpinning the engagement model.

#### **'My stories' - first person account**

There is a focus on storytelling throughout the whole workshop. To set the scene, a young African and Caribbean man is invited to read out a piece of poetry, spoken word or short story etc., which he has already prepared, that describes his experience of using the local mental health services and other front-line services such as the police. Alternatively, the lead facilitator can read out the piece on his behalf.

#### **'Setting the scene' through a theatre production**

This is followed by a live piece of theatre to further set the context and reflect the dual perspectives of young African and Caribbean men using the local mental health and front-line services as well as those of the professionals working with young African and Caribbean men. This 'scene-setting' theatre production should be around 45 minutes long, including sufficient time allocated for discussion and questions.

#### **Discussion about golden moments**

Attendees are divided into smaller discussion groups. Co-facilitators facilitate the dialogue between professionals and young African and Caribbean men, encouraging them to discuss any experiences when there was a turning point in a relationship – a golden moment. Ideally, two co-facilitators work with each group, one to lead the discussion and one to act as a scribe.

#### **Identifying change and making it happen**

After sharing their golden moments, co-facilitators then move the discussion forwards to explore ways in which they would like to see their working relationships and service provision develop in the future, and how this could happen in practice. Each individual considers the changes they could take to make more golden moments happen. All key points arising from the discussion are recorded.

### ii. Timescales

If time permits, a 300 Voices workshop can achieve the best results when it takes place over a whole working day. However, if this is not possible on account of resources or other operational factors, the programme can be altered to enable half-day sessions. This arrangement may be particularly helpful in situations where story gathering sessions and storytelling workshops are to be organised in inpatient settings. In such circumstances, it is the role of the facilitators to draw up a schedule which covers the aims, objectives and process of the workshop within the timeframe which is available.

### iii. Programme for the workshop

In the resource section, you'll find a copy of the programmes that we developed in the 300 Voices pilot for full day and half-day workshops (see Resources #13 and #14). The programme for a full day workshop highlights the additional opportunities to fully explore storytelling which is more difficult to achieve in a shorter workshop. You can, of course, adapt the focus of your workshop so it meets your requirements.

### iv. Resources

The following facilities and resources need to be available:

- A contained meeting space – booked in advance
- Refreshments to be available
- Equipment: flip chart and paper; DVD player or laptop with internet connection and projector (if films are being used); Post-it notes; Blu-Tack; blank business cards; pens and paper for delegates
- Evaluation forms

### v. Roles and responsibilities

Workshops require the input of facilitators, young African and Caribbean men and professionals as equal participants in the process.

- There will be at least one lead facilitator and two co-facilitators attending for each small discussion break-out group. Their role is to prepare and organise the workshop, sign-in attendees, facilitate exercises and to issue and collect evaluation forms.
- Young African and Caribbean men share their experiences of engagement with the mental health system and, in collaboration with professionals, explore how they would like to see responses to young African and Caribbean men develop.
- Professionals share their experiences of engaging with young African and Caribbean men and likewise explore, with the men present, how they would like to see provision develop.

### Top tip!

We recommend a minimum ratio of one young African and Caribbean man to three professionals. This can help young African and Caribbean men to feel more able to engage in dialogue with staff and reduces the risk of an individual feeling isolated.

### Our learning:

In the 300 Voices pilot, we held two full day workshops, involving a total of over 100 participants.

Running a full day workshop brought two main advantages. Firstly, more participants could benefit from lengthier and more in-depth discussions; consequently a larger number of participants left the workshops having gained significant insights. Secondly, a full day event can be planned so that the venue can comfortably accommodate a large number of participants and there is the correct ratio of co-facilitators to provide support during the discussion groups.

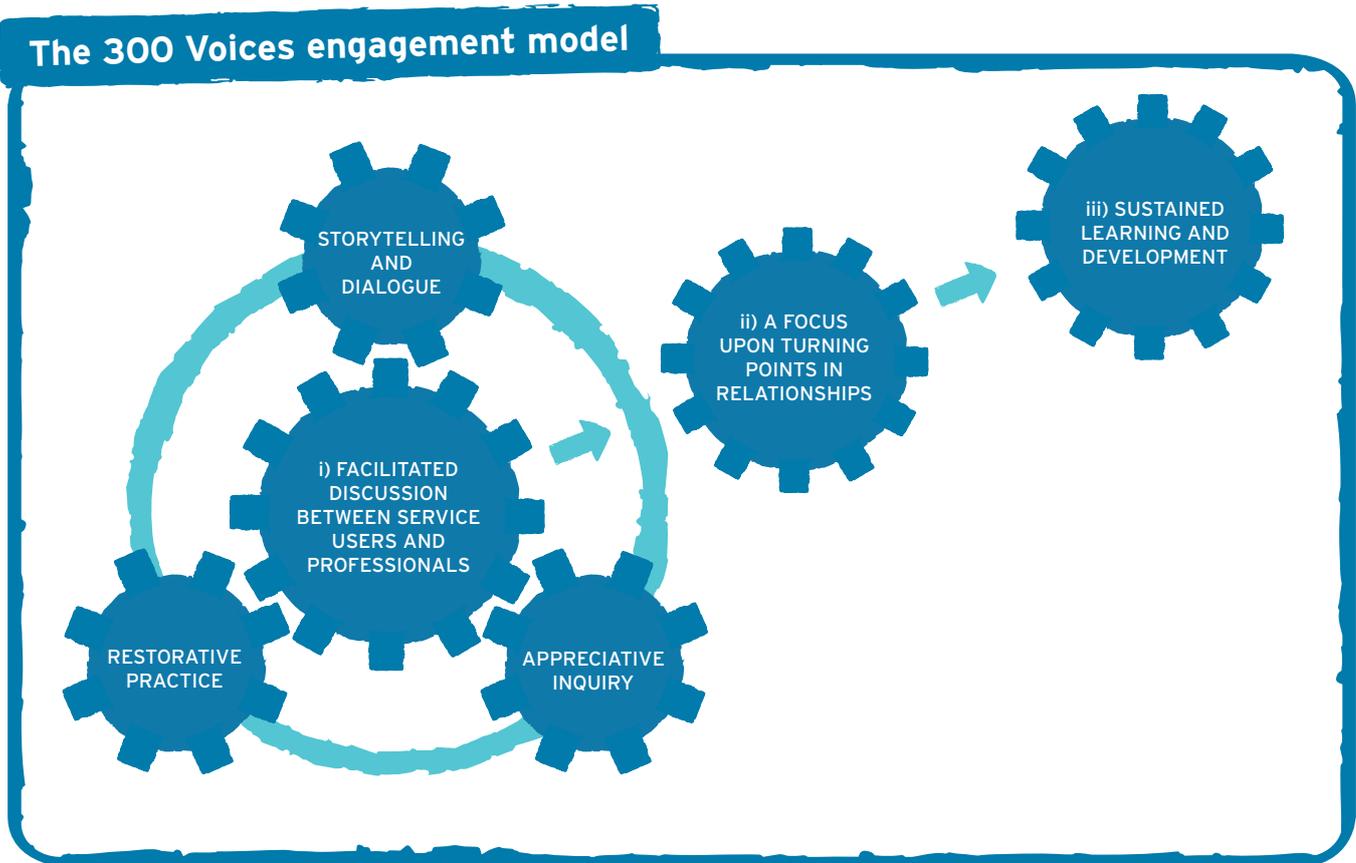
Attracting larger numbers of participants to a full day workshop can reduce the amount of work required to plan a number of shorter workshop sessions and, therefore, may bring about cost efficiencies.

The main disadvantage of running a small number of full day workshops is that different groups of staff may be restricted from attending. However, these issues can be considered at the planning stage with partners and the appropriate messages and expectations of engagement for staff communicated as part of the promotion of the sessions.

A workshop lasting 1 ¼ hours was also run with a single group of psychologists as part of a training and development day they were holding. We found we were able to apply the workshop format effectively with this group and received very positive feedback despite the fact that we did not involve other professionals or young African and Caribbean men.

## vi. Process

The process for the session is informed by the wider engagement model for 300 Voices. Here, facilitated discussion between young African and Caribbean men and professionals takes place using techniques derived from three evidence-based methods: storytelling and dialogue, restorative practice and appreciative inquiry. Learnings from identified key turning points in relationships, or golden moments, are then used to help inform a process of sustained learning and development.



Service user stories, staff stories, dialogue and action planning are all key to the workshops and are all interconnected, as is shown in the following diagram.

### Key activities in 300 Voices workshop



## vii. Content for each section of the workshop

Here we discuss the key stages of the workshops in more detail, including indicative timings. It is recommended that you identify a member of your team to send out a programme to participants in advance, clarifying timings for registration, start, break and finish times.

### 1) Setting up

Delegate an individual to take charge of the admin arrangements for the whole day. A registration and information desk will need to be put together, and performers for the live theatre production may need to set up equipment.

#### Top tip!

Allocate a separate area or room outside the workshop to provide a quiet space for participants to break away from the discussion if necessary.

### 2) Co-facilitator briefing

All co-facilitators should be informed in advance that they need to arrive 30 minutes before the start of the workshop for a briefing.

The lead facilitator:

- Briefs the co-facilitators on the expectations for the workshop and makes sure they feel supported
- Checks the co-facilitators are happy with the planned programme for the session and responds to any queries or concerns
- Allocates co-facilitators to break-out discussion groups
- Reiterates to co-facilitators that this is where their active role begins



### 3) Registration

Allow at least 15 minutes for this stage.

Available on registration should be:

- The session programme and engagement model diagram
- Post-it notes (if doing a warm-up activity on a full day workshop)
- Evaluation forms (pre-workshop surveys for staff to complete if they haven't already)
- Information about 300 Voices, Time to Change and/or partner organisations and the services they offer that may be relevant to young African and Caribbean men
- Pens, blank paper, Blu-Tack and flip chart paper

An appointed facilitator will sign people in or tick people off a delegate list to ensure that there is a record of who has attended, and issue/collect staff pre-workshop evaluation forms at the signing-in desk.

### 4) Introduction

If a drama performance is being shown, chairs may be set up in theatre style. Attendees can choose where they would like to sit.

The lead facilitator welcomes the attendees and explains the following key points:

- a. Objectives of the workshop
- b. The importance of sharing stories and learning from each other
- c. A brief outline of the rationale behind 300 Voices and the day's programme
- d. The purpose of the day is to focus on young African and Caribbean men. We have to consider race, gender, age and intersectionality (i.e. the intersecting of different aspects of identity and discrimination) more broadly. The term 'young African and Caribbean men' covers those aged 16-25 of Black African or Black Caribbean backgrounds, including those of mixed heritage.

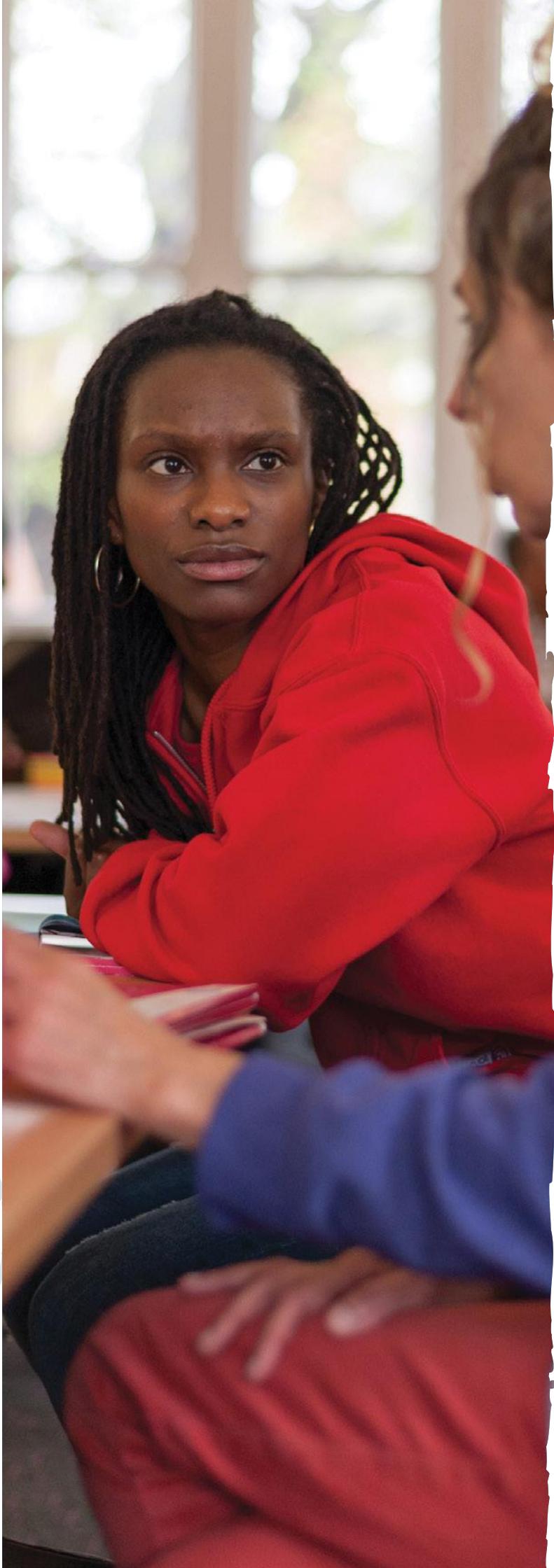
e. A summary of the engagement process referring to the diagram in Resource #1. The title 'Better must come – Towards hope' was given to the model by the young African and Caribbean men with experience of mental health problems who co-produced the 300 Voices engagement model to instill more hope in young African and Caribbean men as a key goal.

f. The facilitators' role is to keep conversations on track and on time. Facilitators are here to support attendees in group exercises and to maintain the intended focus of the session. A key principle of 300 Voices is that young African and Caribbean men with experience of mental health problems work alongside professionals to explore relationship transformation through dialogue. This represents the concept of co-production, where young African and Caribbean men with experience of mental health problems co-produce (i.e. jointly create) the context for relationship transformation so that experiences and outcomes can be improved.

g. The session is focused around a series of activities that will provide many opportunities for attendees to share ideas and create a sense of what they want to achieve for young African and Caribbean men with experience of mental health problems in their area and for the people who are using and providing services for them.

h. The outputs will be learnings about their local services at their best and creating a shared vision of what they should be like in future, together with priorities and commitments for collaborative action.





## 5) 'My stories' – first person account

This is an optional section in which a young African and Caribbean man, if he's comfortable to do so, can share his personal story about a positive turning point in his experience of using the local mental health services and other front-line services. Alternatively the lead facilitator can read it out on his behalf.

The format for hearing the stories of young African and Caribbean men can be:

- A live interview in which they tell their story
- A conversation in front of an audience
- A speech from a young African and Caribbean man with experience of mental health problems
- A pre-recorded video
- Spoken word or other form of artistic delivery such as poetry or rap

In the case of a live presentation, interview or conversation the lead facilitator will prompt the person with questions if necessary, to keep the material on point.

Facilitators can use the questions below to explore the feelings and thoughts generated by the story or stories.

- Reflecting upon the story or stories you have just heard/seen what do you most connect with and why?
- What were the factors that triggered the mental health problem?
- What helped the young African and Caribbean man on his journey towards recovery?
- What were some of the barriers to good care experiences?

## 6) 'Setting the scene' through a theatre production

In the pilot, we commissioned a piece of forum theatre to bring to life the disproportionately poor experiences that young African and Caribbean men continue to deal with when using the mental health services and other front-line agencies.

Following extensive research, All Systems Go, is based on real life stories of young African and Caribbean men using the mental health services. It proved a powerful way to engage the audience, act as an icebreaker and begin discussion with the attendees.

Participants who saw the production Other said how much they had been affected by the play, that they felt humbled and that the play had raised questions on their own practice and how they work with young African and Caribbean men with mental health problems.

"After watching it [Other], I actually had a dip in confidence – because I was trying to ensure that I did things a bit differently. These days, my confidence is much higher however as I know how to make my practice better."

Approved mental health professional

### Our learning:

You might like to consider the experiences that are portrayed in the scene setting theatre piece and the 'My Stories' first person account. If the content and key learnings of each piece are very similar, there is no reason to include both of them. You can simply stage the scene setting theatre production without the 'My stories' first person account. When we used forum theatre to set the scene in our workshops, we only used the 'My Stories' slot on one occasion.



## 7) Comfort break

During the break, the facilitators and administrator reorganise the chairs into smaller groups – usually two to three circles of chairs (five to 10 people per group).

## 8) Hopes, concerns, agreements

When the session is resumed, facilitators create break-out discussion groups. It's important that staff from the same organisation are spread evenly across the groups so that each group contains a mixture of professionals. For example, if there were to be three groups, employees from the mental health trust would be allocated in roughly even numbers across the three groups, as would staff from other organisations. Young African and Caribbean men with experience of mental health problems will be allocated across the groups, with at least two working in the same group.

Ideally, two co-facilitators work with each group, one to lead the discussion and one to act as a scribe. For a workshop of 30 attendees, you might divide the group into three smaller discussion groups of ten; therefore, requiring six co-facilitators. Lead facilitators will circulate the room, dropping in on discussion groups and supporting the co-facilitators if need be.

The lead facilitator leads the discussion with the whole group to establish their hopes and concerns for the break-out groups and the group agreements for ensuring that conversations are conducted in a 'safe' way.

The co-facilitator writes the group agreement on a flip chart. When working with the group to shape the agreement, facilitators should consider the following key themes: equality, mutual respect, openness, listening to and acknowledging others' experiences.

Points for the group agreement that might emerge from the group discussion are:

- Respect – not using discriminatory language
- Being inclusive – creating space for less vocal people to contribute
- Confidentiality – where a participant asks for something to remain confidential, this should be respected
- Full participation – participants are asked to be attentive (e.g. not being on mobile phones during the session)

During the break-out discussion, the lead facilitator will rotate between the groups to ensure they are running to schedule and that co-facilitators have the support they need.

## 9) Discussion about golden moments

Attendees stay in the break-out groups. The co-facilitator designated as the scribe for each group will record the discussion on flip chart paper, using the following headings to clearly group the notes:

- Golden moments
- Identifying change and making it happen!
- Personal actions

In the break-out groups, the co-facilitators will lead the discussion and can use these types of questions as prompts:

- Can you think of a golden moment – when you felt that you or another colleague really helped a young African and Caribbean man with mental health issues? This might be a story of your own or one that you have witnessed or heard about.
- What happened? What did the other person/the service/or you do? What impact did it have on you or your practice?
- What was happening and who was involved? What did you do and feel? What did others do? What makes this so memorable? What role did race/age/masculinity play?
- When has the mental health pathway worked best?

- When have you had a positive interaction and what made it positive?
- When have you had a light bulb moment?
- What have you witnessed that you thought was exemplary?

To help people think of their golden moment, you can also:

- Talk about a golden moment put forward by one of the participants to illustrate the type of situations you want to identify.
- Prior to the workshops, prepare a bank of golden moments that you can use to help prompt participants. In a worst-case scenario, you can use these golden moments to indicate what has already happened.
- Try expanding it to the general population. For example, a golden moment when dealing with anyone experiencing mental health distress. What happened? Would you do the same for a young African and Caribbean man?
- Prepare participants by asking them to think of golden moments before the workshop.
- From the professionals' perspective, it is most likely they will not have rehearsed their contribution to this section. They will talk about something that went well and be upbeat, possibly generating a lot of questions.

## Our learning:

From the 300 Voices pilot, we found that the subject of positive turning points in the relationships between young African and Caribbean men and professionals, or golden moments, provides a readily accessible theme for exploration in facilitated workshops. These can take place in different and sometimes unexpected ways and demonstrate a range of positive outcomes.

These include:

- Increased personal empowerment and confidence amongst both young African and Caribbean men and staff
- Establishing more positive working relationships
- Challenging mental health stigma both within mainstream services and within African and Caribbean communities
- Challenging and changing local mental health practice to become more responsive to the needs of young African and Caribbean men





## Top tip!

To illustrate the concept of a golden moment, you could describe how this may have been an occasion where a strong connection was created which consequently opened up possibilities for further good work.

For example, a key worker might know a bit about the area in Trinidad where a young Caribbean man grew up. Talking enthusiastically together about specific places enables the two of them to find something in common. In turn, this helps to build rapport, ease the discomfort and make the situation feel a bit more human. When the key worker connects on a more personal level with the young Caribbean man, both parties may start to trust one another. This can help the young man to feel more comfortable about opening up and sharing his personal challenges.

Having gained an insight into the service user's background, the key worker can also provide support on a more individual level. For example, helping the young man to re-establish a relationship

with a family member who might then become central in supporting his recovery. For the young Caribbean man, the moment when he begins to experience the relationship with his key worker on a more human level is the golden moment because of the subsequent longer term chain of events.

Another example of a golden moment we heard about was when a police officer from a response unit was called to deal with a crisis involving a young African and Caribbean man who was being uncooperative and threatening. The individual refused to respond to the staff at the centre he was attending. The police officer who engaged in conversation with the young man on arrival indicated that the man was threatened by his uniform – particularly the handcuffs and the jacket he was wearing. Through negotiation, the officer agreed to remove his jacket and all the equipment, if the young man would similarly remove anything that was a weapon. This negotiation opened up a dialogue and the man calmed down and agreed to go with the police offer to a custody suite.

## 10) Dialogue

Throughout the workshop discussions, the co-facilitators ensure participants keep focused on the potential for improvement. Prompts will include questions such as:

- Do we have a clear sense of what lies behind the stories or narratives from young African and Caribbean men or professionals? (Here the co-facilitator is trying to support participants to realise that they make assumptions about why others do certain things, usually based on their own experience and motivations, for example, a young African or Caribbean man may miss appointments causing the worker to assume that this is due to a lack of interest when actually the young African or Caribbean man is Muslim and attends prayers at the regular time that meetings are scheduled.)
- Have we heard the perspective of someone in a different role or designation? (Is the young African or Caribbean man clearer about why the professional does certain things, such as a consultant psychiatrist giving a diagnosis because they are required to do so by organisational policies?)
- How might a better alternative future look in relation to improved mental health experiences and outcomes for young African and Caribbean men? What would it take to achieve this? What knowledge, skills or aptitudes, which have the potential to be helpful in achieving that future, have been identified in this session?

## Top tip!

An appreciative approach starts with a series of questions about what is already working in order to uncover the root causes of team success. The group can then plan its future by expanding and sustaining the resources in this unique 'positive core'. The working metaphor here is of the team as an evolving and expanding mystery with untapped possibilities. Instead of just regaining its previous level, an appreciative process aims for unprecedented breakthroughs towards the team's highest potential. The appreciative inquiry approach used here has space for the difficult and challenging but recognises the potential to change by focusing on the things that made successes happen. It also recognises that the expertise required to bring about a positive future is already in the room.

As with all of the components of the 300 Voices engagement process, dialogue is not a discrete stage with a rigid boundary but more a component that runs through the course of the process. The importance of dialogue here is that it draws on a specific type of communication based on the work of David Bohm. Furthermore, the engagement process is predicated on the principle that transformation in the relationship between young African and Caribbean men and professionals can only be achieved through meaningful and purposeful conversations.

## 11) Identifying change and making it happen

This part of the workshop enables participants to draw on the learnings they gained earlier in the workshop so that they can identify actions they can take in the future. Consider this aspect of the session to be the start of the process of transforming the relationships between young African and Caribbean men and the professionals who work with them. The facilitator is likely to refer to contributions made earlier in the session about what has worked previously to bring about positive outcomes and experiences for young African and Caribbean men with experience of mental health problems.

When identifying the change that attendees want, conversations may easily move into an area over which participants have no control. This could potentially become an abstract conversation, more like a wish list of seemingly unattainable goals. The facilitator will need to keep a focus on what is within the capacities of participants, even if it is influencing others to take action; for example, working with peers to get an item put on the agenda of a management meeting or providing evidence to support a change such as a review of the protocol for undertaking assessments.

The facilitator will explain to the group that, in the context of golden moments, we want to think about positive changes we could make (either personal changes or changes to our workplace).

## Questions to ask:

- **What do we need to do to make more of these golden moments happen?**

Prompts: what are some of the opportunities that we can tap into? What are some of the constraints/challenges and how might we overcome these? What is your positive vision for the future and how can we make that happen?)

- **What will you do – try to identify a personal action that you can take to make this happen?**
  - Part A – change that will impact you/your practice
  - Part B – change that will impact your workplace/system
- From all that has been discussed, write down on a blank business card (or piece of paper) **one action that you want to undertake in the next three months to help make this change happen.**

Co-facilitators need to ensure that they guide people back into the main room if the discussion group is in a break-out area.

The energy and interest that is generated through the earlier engagement activity and workshops can easily become diminished when subject to the pressures of everyday working life. Helping the attendees to put in place specific measures to combat waning interest, competing pressures and the possible dispersal back to different work areas/teams, where sessions involve multiple teams and agencies, can be very beneficial. The precise nature of the activity will be determined by the spread of workplaces from which the participants have come.

## 12) Bringing the workshop to a close

After thanking attendees for their valuable contributions, the lead facilitator should ensure that people fill in the post-workshop evaluation forms before they leave and close the session.

The material generated on flip charts can be typed and circulated as a session report to act as a collective record of everyone's intentions to bring about improvements to young African and Caribbean men with experience of mental health problems.

## 13) De-brief session for co-facilitators

All co-facilitators are invited to attend the de-brief session. The lead facilitator can address topline thoughts on:

- What worked well
- What worked less well
- Any actions and next steps

### Top tip!

Examples given here can be developed according to your local knowledge.

Hold a team-based session at regular intervals (perhaps monthly) using the engagement process as a template.

Actively analyse comments and complaints from young African and Caribbean men. As a team, meet with a group of young men with experience of using the services and discuss what may be learned (from anonymous aggregated information). Track the progress being made on improvements arising from comments or complaints.

Undertake a case study discussion of golden moments or challenges in working with young African and Caribbean men at weekly team meetings. Meet with a group of young African and Caribbean men with experience of mental health problems to see if they notice a change in attention being given to their needs, and how this affects their experiences and outcomes.

Plan periodic multi-team/multi-agency engagement sessions to build on the first 300 Voices workshop.

Create a forum on social media with young African and Caribbean men to share ongoing ideas and solutions. This would need to be moderated and be consistent with organisational policies.

## viii. Options for a full day workshop

With a full day, there is more time to carry out a warm-up session to help attendees feel more comfortable and relaxed with one another, as well as to gauge and manage attendees' expectations.

### Warm-up

One option for a warm-up exercise is to ask delegates to write down two things on a Post-it note or postcard: What do I want from this session and what can I bring e.g. interests, feelings or skills? The lead facilitator can discuss the points that attendees have written down and address any queries.

During the introduction/warm-up session, facilitators may wish to revisit the questions that participants were asked in the registration process. This enables attendees to expand in their answers and break the ice.

#### Staff could be asked, for example:

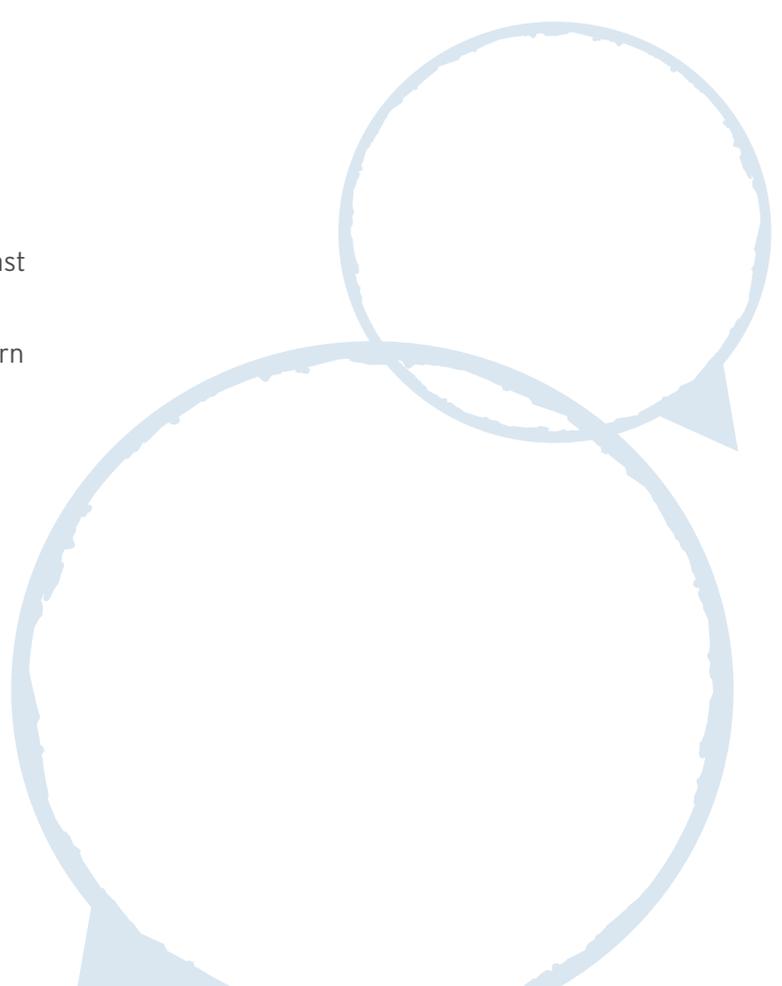
- What team/service are you based with?
- What is your role within your team/service?
- Are there any specific areas of interest or concern that prompted you to attend the workshop?
- What are the three most important things you would like to learn from the training?

#### Young African and Caribbean men could be asked:

- What team or service have you attended to address your mental health problems over the last year?
- Are there any specific areas of interest or concern that prompted you to attend the workshop?
- What are the three most important things you would like to learn from the workshop?

## ix. Changing the workshop to reflect your locally agreed strategic goals

The South London and Maudsley NHS Foundation Trust adopted the 300 Voices project in 2015 with a specific focus on co-production in care planning within their community mental health teams in Lambeth. The case study in Figure 8 illustrates how they successfully adapted the focus of the 300 Voices workshop content to tie in with one of their strategic goals. Their evaluation assessed how young African and Caribbean men felt about the level of care they received, whether they felt involved in their care planning and whether they'd recommend South London and Maudsley NHS Foundation Trust to their family and friends.



FIGURE

8

## Changing the workshop to reflect your locally agreed strategic goals

### Case study: Adapting the 300 Voices project to focus on commissioning for quality and innovation (CQUIN).

The South London and Maudsley NHS Foundation Trust wanted to improve personalisation for young African and Caribbean men and adopted the 300 Voices project in 2015. The focus of the workshop content was adapted to tie in with their strategic goal.

#### What is it?

As part of the CQUINs for Lambeth for 2015/16, the South London and Maudsley NHS Foundation Trust agreed a local personalisation CQUIN with commissioners. The CQUIN looks at personalisation in terms of supporting co-production in care planning within community teams in Lambeth and is designed to support staff and the young African and Caribbean men with whom they work to build this practically into their day-to-day care planning work.

To help with this and deliver the CQUIN, the trust and the CCG brought in Time to Change's 300 Voices project to run a workshop for each community mental health team (CMHT) with staff and young African and Caribbean men with experience of mental health problems, as well as an engagement event for staff and young African and Caribbean men prior to the workshops starting.

The discussion on golden moments in the workshops therefore focused on times when both young African and Caribbean men and staff had positive experiences of the care planning process. This may have been leading up to a care planning meeting, during a meeting or in relation to a positive outcome from co-producing a care plan (especially from a service user's perspective).

The questions for the 300 Voices workshop discussion were tweaked to reflect this focus.

#### Golden moments – think of a golden moment

Types of question the co-facilitators used as prompts:

- When has the care planning process worked at its best? Why did it work so well?
- When have you had a positive interaction as part of care planning and what made it positive?
- When have you had a positive interaction with young African and Caribbean men being involved in co-production in care planning or some other process? What made it positive?
- When have you had a light bulb moment about co-production or care planning?
- What have you witnessed that you thought was exemplary in relation to co-production, care planning or personalisation?

## Identifying change and making it happen

Co-facilitator: In the context of golden moments, we want to think about how we can use the positive examples we have just discussed to embed best practice around co-production as a positive approach throughout the way we practice in general and within care planning in particular.

### Think about:

- Opportunities that we can tap into
- Constraints/challenges to manage
- Your positive vision for the future and how can we make that happen!
- So the main question is: What do we need to do to make more of these golden moments happen?

### Prompts:

- What do we need to consider to ensure that service users are actively and positively engaged in the co-production of their care plan?
- What conditions are necessary (time; appropriate location; willingness/motivation of young African or Caribbean man etc.)?
- How do staff perceive the benefit – both short- and long-term for young African and Caribbean men being actively engaged in the co-production of care plans?
- What will you say to young African and Caribbean men to encourage, support and help them to contribute to this co-production process?

## Helpful resources

### Section 1.3, p.12:

The 300 Voices engagement model

### Resource #12:

Plan for pre-workshop activities exclusively for young African and Caribbean men

### Resource #10:

Facilitation guidance

### Resources #13 and #14:

300 Voices full day / half-day workshop programmes for facilitators

### Resources #15 and #16:

300 Voices full day / half-day workshop programmes for attendees

## 2.2.5 Phase three: Evaluation and learning

The third phase in the implementation of 300 Voices is through the evaluation of workshops and a process of sustained learning and activity involving both front-line services and strategic stakeholders.

### Evaluate workshops

It is highly recommended that local partners work carefully to establish an evaluation framework for the project that is relevant to their requirements and which can inform future development. Here, the criteria for evaluating workshops and other activities is dependent upon a set of locally specific factors, including the agreed objectives, systemic focus and particular target groups for the work undertaken.

We commissioned an independent evaluation framework to measure the impact of 300 Voices during 2015/16. This sought to determine the extent to which:

- i) The project helped to change attitudes and understanding of professionals in their work with young African and Caribbean men
- ii) Young African and Caribbean men engaging with the project experienced increased levels of empowerment and confidence to speak openly about their mental health

In the appendix, you'll find a set of questionnaires that we used to survey professionals before workshops, at the end of workshops and after a period of three months.

### Our learning:

To create a baseline to measure against, we asked staff to complete a pre-workshop survey before they came to the workshop. When sending out the registration email, we included a hyperlink to the survey online. If staff hadn't completed the survey, they were asked to complete a hard-copy (paper) of the survey before the workshop began.

At the end of the workshop, we allowed sufficient time to allow staff to complete a post-workshop survey. This questionnaire measured any change in attitude or belief.

Young African and Caribbean men were asked to complete a separate service user post-workshop survey. This explored their feelings about the workshop in terms of empowerment and feeling able to speak out about their experiences.

South London and Maudsley NHS Foundation Trust asked young African and Caribbean men, who attended their 300 Voices workshops, to evaluate the level of care provided, particularly around care planning, whether they felt they were treated as an individual and whether they would recommend the service to family and friends.

Three months after the workshop, we emailed staff a hyperlink to a third and final online survey which measured changes in terms of attitudes and beliefs as well as practical outcomes following their attendance at the workshop. Focus groups were also run with both staff and service users to gain qualitative data.

## Helpful resources

### Appendix #1:

Pre-workshop survey for professionals

### Appendix #2:

Post-workshop survey for professionals

### Appendix #3:

Three month follow-up survey for professionals

### Appendix #4:

Post-workshop survey for young African and Caribbean men

- Utilising social media to enable young African and Caribbean men and professionals to share ideas for improved practice in a moderated space;
- Identifying specific changes or improvements which can be made to a service to make it more accessible to young African and Caribbean men, and then following up to ensure that this has taken place. For example, this could be by ensuring that black skin and hair products are available in a hospital shop, and that a black barber is accessible;
- Having collated evaluation data from workshops, strategic stakeholders can review the activity and outcomes of the project. Here, there is an opportunity to explore how the approach, methods and learning adopted by 300 Voices could be sustained over a longer period of time, for example by incorporating it into the core activity and budgets of partners' learning and development programmes, or by extending the project's geographical remit.

## Sustained learning and activity

The final stage of the 300 Voices engagement process is to sustain and develop the energy, learning and decisions generated during workshops by implementing activity at service delivery and senior management levels. The project steering group is responsible for sustaining learning and engagement following workshops. This can happen through appropriate forums that already exist to share learning, for example:

- Organising follow-up sessions for participants at six monthly intervals to review collective learning and identify whether any changes to experiences or outcomes can be identified;
- Collecting anonymised feedback from young African and Caribbean men about their experiences of services and using this as a basis for facilitating ongoing dialogue between young African and Caribbean men and professionals;
- Undertaking a case study discussion of collected golden moments identified by young African and Caribbean men and professionals to inform the structure of either a follow-up session of participants or a multi-agency meeting/conference;

### Top tip!

300 Voices was involved in running workshops for youth workers, psychiatric nurses and psychiatrists as part of their existing professional training programmes. To establish the 300 Voices approach within these contexts, clear objectives need to be set with local stakeholders to specify the learning objectives that need to be achieved by the students.



# Resources

This section contains a number of resources, which we developed as part of the pilot of 300 Voices in Birmingham, to help you in your planning, training, delivery and evaluation. The resources are also available online.

You may copy these resources and use them in any format or medium free of charge provided that they are reproduced accurately and not in a misleading context. The material must be acknowledged as Time to Change copyright and the document title specified.

## Table of Contents

#1	The 300 Voices engagement model	68
#2	300 Voices co-facilitator role specification	69
#3	Plan for 300 Voices co-facilitator training workshop	70
#4	Outline for 300 Voices co-facilitator training workshop	72
#5	Group exercises for co-facilitator training	78
#6	300 Voices co-facilitator welcome and support pack	79
#7	Role description for 300 Voices lead facilitator	84
#8	Outline for 300 Voices lead facilitator training workshop	88
#9	Scenarios for lead facilitator training: Managing challenging situations	91
#10	Facilitation guidance	93
#11	The 34 steps to project success	94
#12	Plan for the 300 Voices pre-workshop activities exclusively for young African and Caribbean men	100
#13	Programme for facilitators and co-facilitators – 300 Voices full day workshop	103
#14	Programme for facilitators and co-facilitators – 300 Voices half-day workshop	107
#15	Programme for attendees – 300 Voices full day workshop	110
#16	Programme for attendees – 300 Voices half-day workshop	111

Funded by



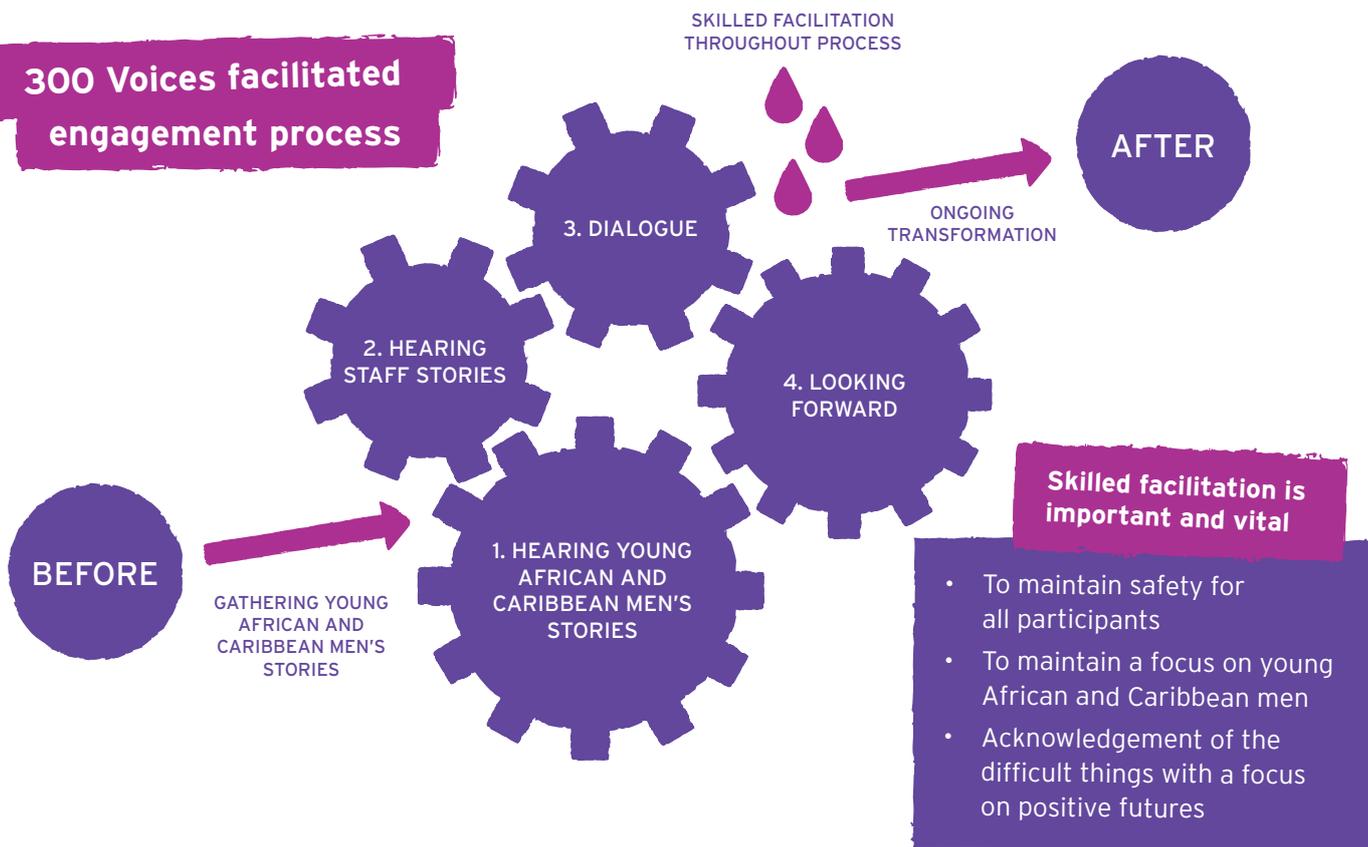
Run by



**300 Voices resource #1**

**The 300 Voices engagement model**

**300 Voices facilitated engagement process**



**Before**

- Gathering young African and Caribbean men's stories
- Stories fuel the dialogue
- Can be creative and testimonial formats e.g. poem/film
- Can be a transformative process itself

**1. Hearing young African and Caribbean men's stories:**

- Start with these stories
- Formats may include live interviews, pre-recorded interviews, poetry, rap, song, drama, dance, art and conversation

**2. Hearing staff stories:**

- Staff facilitated to tell their stories of working with young African and Caribbean men
- Reflecting on both expertise and challenges

**3. Dialogue:**

- Appreciative inquiry – strengths, expertise and vision
- Dialogue model – listening to others' standpoints and developing some consensus
- Restorative practice, a joint commitment to appreciate impact of one's behaviour on others

**4. Planning:**

- Focus on actions to contribute to ongoing transformation
- The emphasis here is on actions within the individual's or team's control, even if that means influencing those with power to make actual changes

**After**

**Ongoing transformation emphasises the sessions are seen as a key milestone on a continuous journey.**

**300 Voices resource #2****300 Voices co-facilitator  
role specification**

This summarises the skills and personal profile for potential 300 Voices co-facilitators. The final specification needs to be developed by partner agencies in line with local circumstances and requirements.

**Subject matter knowledge and skills**

- Knowledge and understanding of the organisation and delivery of mental health and social care services
- Knowledge and understanding of social and health inequalities as they impact upon young African and Caribbean men with experience of mental health problems
- Experience of exploring/developing solutions to health inequalities experienced within African and Caribbean communities
- Awareness of and commitment to the principles and objectives of 300 Voices

**Facilitation knowledge and skills**

- Experience of facilitating both large group discussions and workshops as part of a wider team
- Knowledge of how to manage groups, encourage participation and deal with disruptions and conflict
- Ability to employ problem-solving methods
- Ability to create and maintain a safe workshop environment and have knowledge and experience of recognising and responding to personal wellbeing issues
- Ability to make effective use of available resources and materials
- Recognising and challenging beliefs and behaviours that are disruptive, offensive or discriminatory

**Self-awareness**

- Self-aware and reflective around personal judgements and prejudice
- Mindful of issues relating to ethnicity, culture, gender and difference

## 300 Voices resource #3

# Plan for 300 Voices co-facilitator training workshop

## Contents

Purpose | Resources required | Roles and responsibilities | Process | For reference

### 1. Purpose

This plan provides a format and framework for co-facilitator training events and is indicative of the process developed during the 300 Voices pilot phase. The final model to be delivered is subject to review in line with local requirements and continuing learning.

By the end of the co-facilitator training event, participants are expected to be able to:

- Understand the 300 Voices approach to facilitating dialogue between young African and Caribbean men with mental health problems and professionals
- Understand the skills and practice needed to effectively work as a co-facilitator

### 2. Resources

The following facilities/resources need to be available for sessions:

- A contained meeting space - booked in advance
- Refreshments
- Equipment: flip chart and paper; DVD player or internet connection and projector (if films are being used); Post-it notes; Blu-Tack; blank business cards; pens and paper for delegates
- Evaluation forms

### 3. Roles and responsibilities

This requires the input of identified 300 Voices facilitators and a group of individuals who have been identified as fulfilling the criteria identified in the co-facilitator role specification (Resource #2) and who have an interest in becoming project co-facilitators.

### 4. Process

A half-day minimum session is required which involves the following stages:

#### a) Registration, introductions and warm-up

- Introductions to group members
- Drawing up a group agreement - here facilitators could consider the following key themes: equality, mutual respect, openness, listening to and acknowledging others' experiences
- Ice breaking/warm-up activity
- Are you right for this?

#### b) Summary of 300 Voices

- Overview of 300 Voices – history and involvement with Time to Change
- The 300 Voices engagement model: key methods including storytelling and dialogue; appreciative inquiry and restorative practice; a focus upon positive turning points in relationships (the golden moment in engagement); sustained learning and development
- The 300 Voices implementation process: Phase one - initial planning and engagement; Phase two - delivery; Phase three - evaluation and learning

#### c) Facilitation skills

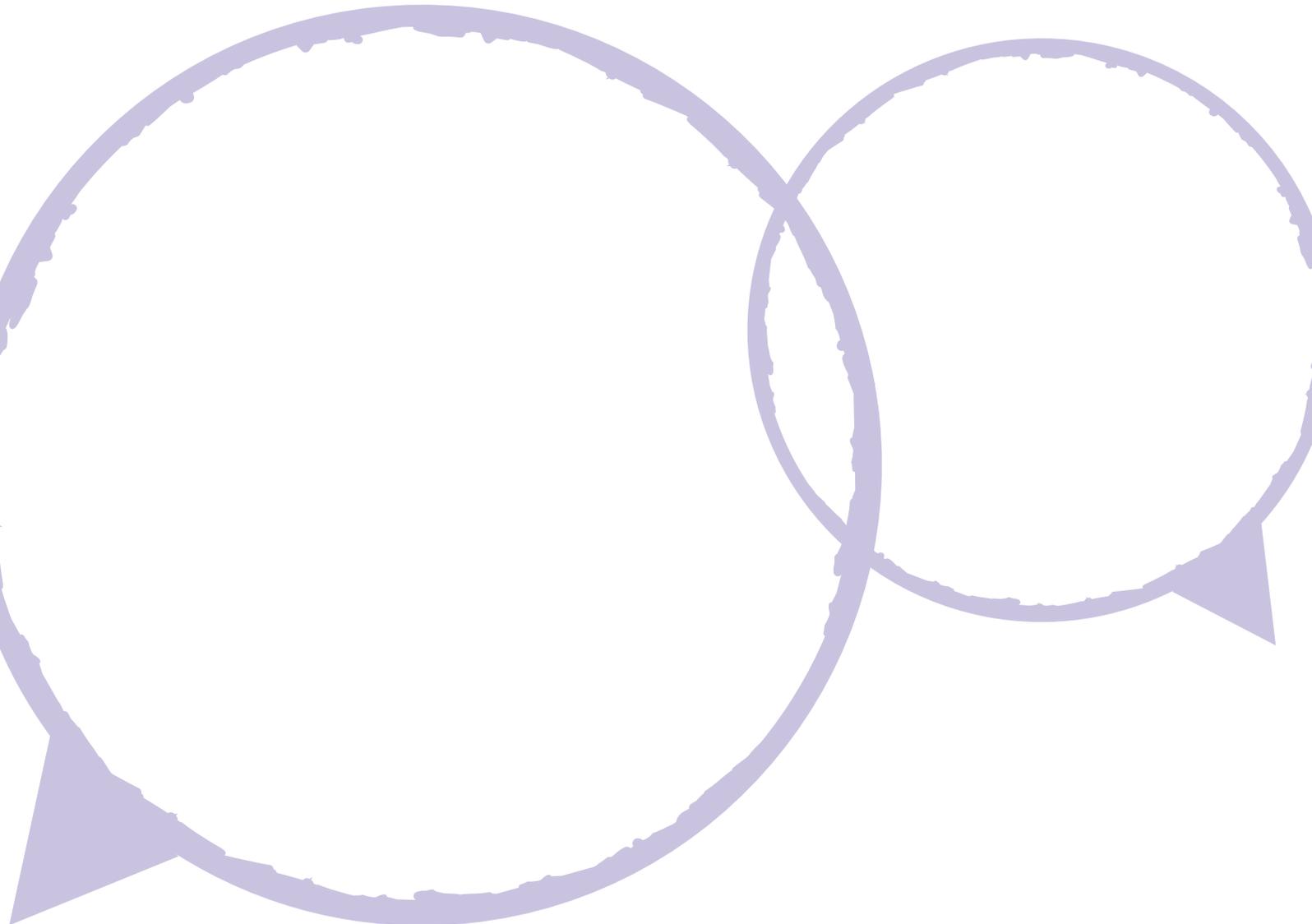
- Introduction to facilitation: presentation followed by discussion
- Case studies and discussions: communication and body language; involving the group; managing the group
- Ensuring wellbeing of attendees

#### d) Feedback, discussion and next steps

- Review of planned workshop dates; future facilitation opportunities; allocation to workshops
- Feedback/evaluation of event

#### 5. For reference

- **Section 1.3, p. 12:** The 300 Voices engagement model
- **Section 2, p. 25:** How to deliver a 300 Voices project that makes real change
- **Resource #4:** Outline for 300 Voices co-facilitator training workshop
- **Resource #10:** Facilitation guidance
- **Resource #12:** Plan for pre-workshop activities exclusively for young African and Caribbean men



**300 Voices resource #4**

# Outline for 300 Voices co-facilitator training workshop

The training workshop will go through the programme for the 300 Voices workshop to simulate relevant activities so that trainees develop a practical understanding and experience of the entire workshop.

At the end of the session, trainees will have met the following aims:

<b>Training objective</b>	<b>Achieved in which section?</b>
1. To gain a greater understanding of the 300 Voices project and its approach to delivering learning and engagement workshops	Overview and discussion
2. To gain a greater understanding of how the 300 Voices engagement workshops will be delivered and the role of co-facilitators within these workshops	Work through outline programme of engagement workshop
3. To feel more comfortable; and to be able to deliver the facilitation skills effectively as a facilitator within the project	Exercises to improve skills and confidence

**We will:**

- Deconstruct and work through each step of the programme
- Use photographs for a visual context in terms of what the workshops look like

Time	Activities	Trainer Notes
09:30	<b>Welcome, introductions and pre-session questionnaire</b>	
09:35	<b>Warm-up / ice breaker</b>	<p>For example: two truths and a lie</p> <p>Each participant thinks of two truthful facts and a lie about themselves, e.g. I like to paint landscapes, I can speak two languages and I live in Essex. The other participants have to guess which one is the lie. Go round the group until all have had a turn at telling their two truths and a lie.</p> <p>Any kind of ice breaker activity or game can be used. A quick, fast-paced game might be preferable when the group is large as the two truths and a lie game can last a while with a lot of people!</p>
09:50	<b>Expectations and the group agreement</b>	<p>In pairs, discuss individual expectations from the session today and write these on Post-it notes/flip chart paper. Trainer to review and indicate how they will be accommodated in the programme and, if not, how they can be addressed otherwise.</p> <p>Write group agreements up on a flip chart and place on a wall space that is visible to participants.</p>
10:00	<b>Background to the project</b> <ul style="list-style-type: none"> <li>• Overview of the local partnership - why 300 Voices was adopted in this area; how the project started; governance arrangements; who is involved; expected outcomes and alignment to local strategic priorities</li> <li>• Project objectives and evaluation framework</li> <li>• A snapshot overview of the model. (We will revisit this when going through the workshop programme.)</li> </ul>	Trainer to provide brief.
10:20	<b>The engagement workshop programme</b> PowerPoint slide to show the top level headings for the running order of the engagement workshops as shown below: <ol style="list-style-type: none"> <li>1. Co-facilitator briefing</li> <li>2. Registration and completion of pre-workshop evaluation forms for those that did not complete this online</li> <li>3. Workshop starts</li> <li>4. Why we are here; rationale and context for focus on young African and Caribbean men; strength-based solution-focused approach, objectives for the workshop</li> <li>5. 'Scene setting' theatre production; brief feedback and discussion</li> <li>6. Comfort break</li> <li>7. Group agreement</li> <li>8. Group discussion (explain that this is where the active role of co-facilitators begins); structure of the group discussion</li> <li>9. Reconvene whole group; final round robin</li> <li>10. Evaluation forms</li> <li>11. Close</li> </ol>	<p>Explain that we aim to work methodically through each step of the programme.</p> <p>Where we have not included an exercise in this facilitator training session, explain each of the steps and what happens in that slot. This will include:</p> <ol style="list-style-type: none"> <li>1. Co-facilitator briefing</li> <li>2. Registration and completion of evaluation forms for those that did not complete this online</li> <li>3. Comfort break</li> <li>4. Reconvening whole group; final round robin</li> <li>5. Evaluation forms</li> <li>6. Close</li> </ol>

Time	Activities	Trainer Notes
10:25	<b>Start of the engagement workshop</b>	<p>Trainer uses the guide script to demonstrate how the introduction needs to be delivered.</p> <p>Trainer comments:</p> <ul style="list-style-type: none"> <li>• Housekeeping will be covered</li> <li>• A video / audio recording / spoken word piece by a young African and Caribbean man outlining his experiences of using mental health services will be introduced next</li> <li>• Does anyone have any queries; pause to allow time for people to think</li> </ul> <p>Trainer then introduces the piece by a young African and Caribbean man.</p>
10:45	<b>Trainer introduces 'My stories' - a first person account</b>	A video, audio recording or spoken word piece by a young African and Caribbean man talking about his experiences of using mental health services.
11:00	<b>Discussion and feedback</b>	<p>Allow time for brief discussion and questions to be raised in order to simulate what would take place following the performance by young African and Caribbean men. This allows for a sense of continuity and flow of the workshop. Indicate that this type of discussion would naturally take place with the workshop audience following the 'My stories – first person account' or the scene setting theatre production. <b>Highlight anything that was of particular significance in the discussion as a learning point.</b></p>
11:20	<b>Group agreement</b>	<p>Trainer indicates that the group agreement will be completed at this point and adds additional learning points.</p> <p>The group agreement provides an opportunity for all participants to highlight expectations for how they want to interact/ behave and see others behave in the workshop. By doing this we establish a level playing field and participatory dynamic before the discussions start.</p>
11:35	<b>BREAK</b>	
11:50	<b>Trainer to introduce the group discussion exercise</b>	<p>Refer to the 300 Voices engagement model.</p> <p>Explain:</p> <ul style="list-style-type: none"> <li>• The workshop structure – reiterate the methodology behind this, as well as the models of dialogue, active listening, solution seeking and being non-judgmental</li> <li>• That we will run a role play session to simulate the experience of the dialogue session in an engagement workshop</li> </ul>

Time	Activities	Trainer Notes
12:00	<p><b>Understanding the golden moment</b></p> <p><b>Explain the role play activity:</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into small groups of 4 to 6 people</li> <li>2. Each group will be asked to role play as either young African and Caribbean men or staff</li> <li>3. Each group to identify and discuss the golden moments they have experienced from their allocated perspective of young African and Caribbean men or staff</li> <li>4. Ask groups to write down what they have identified</li> </ol> <p><b>Feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• What did that feel like?</li> <li>• How did it feel being a service user/staff member?</li> <li>• How easy was it to identify golden moments?</li> </ul>	<p><b>Emphasise the importance of hearing stakeholders' stories.</b> Staff stories are vital to this process; they rarely get a chance to talk about their experiences or get asked about what works well or thanked for doing a good job!</p>
12:15	<p>Now mix up the groups so that there are similar numbers of staff and young African and Caribbean men in each group.</p> <p><b>Group to allocate roles for:</b></p> <ul style="list-style-type: none"> <li>• A scribe</li> <li>• A facilitator</li> <li>• A professional</li> <li>• A service user</li> </ul> <p><b>Explain that the groups will now continue to discuss:</b></p> <ul style="list-style-type: none"> <li>• A golden moment</li> <li>• What do we need to do to make more of these golden moments happen?</li> <li>• What actions can be taken?</li> </ul> <p><b>Golden moments</b></p> <p><b>Types of questions for co-facilitators to use as prompts:</b></p> <p><b>For young African and Caribbean men:</b></p> <ul style="list-style-type: none"> <li>• Have there been times when a professional or service has really helped you? What made this a positive experience?</li> <li>• Can you think of an encounter which changed your experience in a positive way?</li> <li>• How has a professional or service really supported you in leading a fulfilled life?</li> <li>• How has a professional seen your potential or recognised what you really needed?</li> <li>• When has the mental health pathway worked best?</li> <li>• When have you had a light bulb moment?</li> <li>• What have you witnessed that you thought was exemplary?</li> </ul>	<p>The role play discussion should last 15 minutes.</p>

Time	Activities	Trainer Notes
	<p><b>For professionals:</b></p> <ul style="list-style-type: none"> <li>• Can you think of a golden moment - when you felt that you or another colleague really helped a young African and Caribbean man with mental health issues? This might be a story of your own or one that you have witnessed or heard about.</li> <li>• What happened? What did the other person/the service/or you do? What impact did it have on you or your practice?</li> <li>• What was happening and who was involved? What did you do and feel? What did others do? What makes this so memorable? What role did race/age/masculinity play?</li> <li>• When has the mental health pathway worked best?</li> <li>• When have you had a positive interaction and what made it positive?</li> <li>• When have you had a light bulb moment?</li> <li>• What have you witnessed that you thought was exemplary?</li> </ul> <p><b>Identifying change and making it happen!</b></p> <p>Co-facilitator to explain that, in the context of golden moments, we want to think about positive changes we could make (either personal changes or changes to our workplace).</p> <p><b>Questions to ask:</b></p> <p>What do we need to do to make more of these golden moments happen?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• What are some of the opportunities that we can tap into?</li> <li>• What are some of the constraints/challenges and how might we overcome these?</li> <li>• What is your positive vision for the future and how can we make that happen?</li> </ul> <p><b>What will you do?</b></p> <ul style="list-style-type: none"> <li>• Pair up with someone to quickly identify the types of things that you could do (the pairing is to help generate ideas).</li> <li>• Describe these ideas in terms of change that will impact you/your practice or change that will impact your workplace/system</li> <li>• Then work on your own to identify a personal action that you can take to make this happen in the next three months</li> <li>• Think about what support or involvement of others might be necessary for this to happen?</li> </ul>	

Time	Activities	Trainer Notes
	<p>At the end of this activity, co-facilitators need to guide people back into the main room if the discussion group is in a break-out area.</p> <p><b>Reconvene as a whole large group and take feedback on:</b></p> <ul style="list-style-type: none"> <li>• What it felt like doing the exercise overall</li> <li>• How it felt asking the questions and responding to the questions</li> <li>• What worked well</li> <li>• What you would do differently</li> </ul>	
12:30	<b>LUNCH</b>	
1:15	<p><b>What makes a good facilitator?</b></p> <p>Co-facilitator exercise</p>	<b>See Resource #5:</b> Group exercises for co-facilitator training
1:45	<p><b>Managing challenging situations as a co-facilitator</b></p> <p>Group exercise A: discuss how you would respond to the following comments or questions:</p> <ul style="list-style-type: none"> <li>• I can't think of a golden moment</li> <li>• Why are we only talking about young African and Caribbean men?</li> <li>• Can't make changes without resources</li> </ul> <p><b>Your task is to prepare a set of responses to each of the questions as part of a facilitator guidance document.</b></p>	<b>See Resource #9:</b> Scenarios for lead facilitator training: Managing challenging situations
2:00	<p><b>Supporting you to get the best experience:</b></p> <ul style="list-style-type: none"> <li>• Role description</li> <li>• Role agreement</li> <li>• Induction checklist</li> </ul>	
2:25	<b>Next steps</b>	
3:00	<b>Post-session evaluation questionnaires</b>	
	<p><b>Quick round robin:</b></p> <p>What was your golden moment today?</p>	Ask each participant to identify a positive thing that they have taken from the session and what their golden moment was from the day.
3:30	<b>CLOSE</b>	



**300 Voices resource #6****300 Voices co-facilitator  
welcome and support pack**

Welcome to the 300 Voices co-facilitator role. 300 Voices co-facilitators are volunteers who contribute their time to support 300 Voices projects. We hugely appreciate your support and any time you are able to give.

The 300 Voices co-facilitator role is described below. It will help you to decide if this opportunity suits your skills and experience and help us to ensure the 300 Voices workshop participants have the best support possible.

You're joining a pool of people with varying degrees of experience and there are a few steps towards becoming a co-facilitator; 300 Voices encourages you to start now and we will support you along the way. We will work with you to enhance your skills, confidence and capabilities, which you will not only use as a 300 Voices co-facilitator but in other aspects of your life.

**Project background**

Time to Change is run by the charities Mind and Rethink Mental Illness, with funding from the Department of Health, Comic Relief and the Big Lottery Fund. But at heart, Time to Change is a social movement made up of hundreds of thousands of individuals and organisations across England who are all doing their bit to change the way the nation thinks and acts when it comes to mental health.

300 Voices is a project within the Time to Change campaign. It seeks to address the historic and continuing poor experiences and outcomes which young African and Caribbean men encounter through mental health services. It aims to do this by facilitating a dialogue between service users, their communities and mental health professionals, allowing

a co-produced way of improving services and, therefore, experiences for young African and Caribbean men.

**The 300 Voices co-facilitator role**

As a 300 Voices co-facilitator, you will be involved in our 300 Voices engagement workshops helping to facilitate dialogue between young African and Caribbean men with lived experience of mental health problems and the statutory and community staff who work with them. Through this dialogue, we are aiming to take people on a transformative journey by helping them to share their stories and realise the potential within themselves for change.

The following role description provides you with an idea about what it means to be a co-facilitator and the skills you will obtain as you join us on this journey.

This is a voluntary role and we ask you to do as much or as little as you are able to. We are appreciative of all the support you are able to give. We want to work with volunteers who have the abilities, knowledge and experience in the areas outlined below:

**Skills**

- Ability to verbally communicate well, give instructions clearly and manage time effectively
- Ability to manage group discussions by encouraging participation from everybody, whilst observing boundaries

- Ability to constructively deal with any disruption and conflict that may arise
- Ability to listen, honouring people's own words when feeding back to the group
- Ability to stay neutral and to nurture stories
- Ability to work well at an interpersonal level and in partnership with other co-facilitators, and to encourage, motivate and support participants to feel empowered to speak out about their experiences

### Knowledge

- Knowledge of 300 Voices, its methodology, values and underlying principles
- Knowledge and understanding of social and health inequalities as they impact upon young African and Caribbean men with lived experience of mental health problems
- Knowledge and understanding of the 300 Voices project partner organisations and the delivery of mental health and social care services
- Understanding of the wider issues of misinformation and stigma within African and Caribbean Communities in relation to people with mental health problems
- Understanding of discrimination in relation to mental health, gender and race, and a commitment to challenging inequalities
- Ability to stay neutral and to nurture stories
- Ability to work well at an interpersonal level and in partnership with other co-facilitators, and to encourage, motivate and support participants to feel empowered to speak out about their experiences

### Experience

- By having personal lived experience or relevant working experience, you will demonstrate empathy with people with mental health problems
- Creating and maintaining a safe workshop environment

### As a co-facilitator we would expect you to:

- Apply your knowledge and experience of recognising and responding to personal wellbeing to support workshop participants and, where

necessary, report any concerns to the lead facilitator of the 300 Voices workshop

- Ensure good relations within professional boundaries with project staff, partner staff and service users with whom you engage through 300 Voices
- Attend and engage with the workshop briefing and de-briefing sessions by taking direction from the workshop lead facilitator(s) and providing feedback that will help make improvements to the running and delivery of the workshops
- Raise any challenges or concerns you may have with the 300 Voices project manager, either privately or in group discussions such as the briefing or debriefing sessions
- Ensure a level of self-awareness particularly in the following key areas: personal judgements and prejudice, ethnicity, culture, gender and difference
- Advocate for and champion the project both inside and outside the workshops – let your peers, colleagues, friends and family know about the project and encourage attendance at workshops

### Becoming a 300 Voices co-facilitator

You may or may not already possess some of the above skills. Whether you do or not we encourage you to come on board our project and we will ensure you build on the above skills, knowledge and experience list by providing you with adequate training and support. This will come in the form of: training sessions; attending workshops and shadowing more experienced co-facilitators; gaining support and feedback from colleagues and the project manager.

The key training and development stages are outlined in the co-facilitator support and training checklist - if you have already attended a 300 Voices workshop as a participant, you have already taken the first step on this list!

All training and support costs will be covered by 300 Voices.

## 300 Voices Co-facilitator training and support checklist

Name:

Address:

Date:

Phone number:

Email:

To help us provide you with the training and support you need to effectively volunteer as a 300 Voices co-facilitator, we invite you to complete this form.

### Understanding of the 300 Voices project and its methodology:

**Have you attended a 300 Voices engagement workshop?**

Yes  No

If no, I understand the next workshop is taking place on **DD / MM / YY** which I will try to attend.

### Training and support:

These are the steps we recommend you take and the journey we'll support you on to enhance the skills, knowledge and experience that you bring to this role.

**Have you completed the 300 Voices co-facilitator training session?**

Yes  No

If no, I understand the next training session is taking place on **DD / MM / YY** which I will try to attend.

**Have you shadowed another 300 Voices co-facilitator during a workshop?**

Yes  No

If no, I understand the next workshop is taking place on **DD / MM / YY** which I will try to attend.

**Have you completed the Mental Health First Aid training course or equivalent?**

Yes  No

If no, I understand the next training session is taking place on **DD / MM / YY** which I will try to attend.

We understand that a lot of time is needed to complete all the above and that you are likely to have other priorities as well. We also understand that you may wish to support the project in other ways. Therefore, we still encourage you to get involved with 300 Voices as there are other ways to support the workshops, e.g. admin support during workshops or supporting another co-facilitator by being a scribe for one of the break-out discussion groups.

If you complete the form below it will help us both to better understand the way that you wish to support the project and to identify any other support and training needs that we can help you with. As this is a give and take process, we want to make your volunteering with the project as memorable and productive as it can be.

### Your expectations

Above, we have outlined our expectations of the 300 Voices co-facilitator role but what are your expectations of being involved in the project? What do you hope to gain in return for offering your commitment and support? Please tell us in the space provided.

---

---

---

---

---

---

### Your learning and development

Has the support and training you have received so far / expect to receive, fulfilled your training needs? How else can we support you within your role as 300 Voices co-facilitator? Are there other ways you'd like to support the project? Please tell us in the space provided. Please look at the above knowledge and skills section. Where do you excel? Where could you improve?

---

---

---

---

---

---

---

---

## Safeguarding

It's important that we keep each other safe to ensure our own sense of wellbeing is maintained as well as the wellbeing of the workshop participants. How can we ensure that we keep each other safe? How can we keep you safe and maintain your sense of wellbeing? Please tell us in the space provided.

---

---

---

---

---

---

---

---

And finally, in line with keeping each other and workshop participants safe during the workshops, we ask that you provide us with the following details to enable us to effectively manage an emergency situation, should one occur:

<b>Name:</b>	<input type="text"/>	
<b>Address:</b>	<input type="text"/>	<b>Phone number:</b> <input type="text"/>
<b>Email:</b>	<input type="text"/>	
<b>Who would you like us to contact in an emergency situation?</b>	<input type="text"/>	

During a workshop, it is important to look after your mental wellbeing, so please do take breaks if and when you need to. Let your fellow co-facilitators, lead facilitator or the project manager know if there is any additional support you need on the day and, if you are feeling unwell, let the project manager or lead facilitator know if you are unable to attend that day.

**Thank you** for taking the time to read through this information and complete the form. By reading this you have already taken your first step towards becoming a 300 Voices co-facilitator. You have

probably already attended a 300 Voices workshop by now as well, acquainting yourself with the project and arming yourself with some of the knowledge needed to volunteer as a 300 Voices co-facilitator. We look forward to working with you and are thankful for the time and support you will lend to the project.

Please let us know if you have any additional questions about the project which we will be happy to answer.

**300 Voices resource #7**

**Role description for**

**300 Voices lead facilitator**

<b>Role title</b>	300 Voices lead facilitator
<b>Department</b>	300 Voices project
<b>Responsible to</b>	300 Voices project manager
<b>Reimbursement</b>	Relevant out of pocket + travel expenses covered in line with Mind expenses policy
<b>Volunteer hours</b>	1-2 workshops (approx. 6-8 hours) per 6 months
<b>Based</b>	Birmingham/London

**Background**

Time to Change is an ambitious programme to end the stigma and discrimination faced by people with mental health problems, and is a partnership between the charities Mind and Rethink Mental Illness. The first phase of the programme ran between 2007 and 2011 with funding from the Big Lottery Fund and Comic Relief. The second phase, funded by the Department of Health, Comic Relief and the Big Lottery Fund, ran until 31 March 2015. Funds are being sought from all three funders for the programme to continue for a further year, until the end of March 2016.

The one-year programme will focus on developing and supporting local and regional networks to run anti-stigma activities across England and includes: a social marketing campaign; up-skilling and empowering individual social leaders; and events and activities that bring together people with and without experience of mental health problems (social contact). In addition, some targeted work will be undertaken with the following audiences: employers and employees; children and young people; African and Caribbean communities; and mental health professionals.

300 Voices is an engagement model designed to improve the poor experiences that young African and Caribbean men have encountered historically, and continue to face, when using mental health services and coming into contact with the police and other front-line service providers. Whilst supporting attitude and behaviour change among professionals, 300 Voices constructively addresses the persistent cycles of fear and mistrust that exist between young African and Caribbean men and professionals in the mental health services, police and other front-line agencies.<sup>22</sup>

Developed as part of Time to Change – the programme to end the stigma and discrimination that people with mental health problems face in England, 300 Voices enables a structured process of relationship-building between young African and Caribbean men, their wider communities and professionals as a prerequisite for service improvement. With its non-judgmental approach, participants focus on talking about positive turning points in relationships or ‘golden moments’ – when a professional or a service had a positive impact, which develops greater levels of empathy and understanding about one another and ultimately improves their relationship.

22 Keating, F., Robertson, D., McCulloch, A. and Francis, E. (2003) Breaking the Circles of Fear: A review of the relationship between mental health services and African and Caribbean communities, London: Sainsbury Centre for Mental Health.

## Scope of the role

You will take a lead on the 300 Voices engagement workshops, working with co-facilitators, the 300 Voices project manager and team to coordinate and organise the workshop. You will lead, guide and support the 300 Voices co-facilitators to facilitate dialogue between young African and Caribbean men with lived experience of mental health problems and the statutory and voluntary staff who work with them. You will receive relevant training and ongoing support to assist you in your role as a 300 Voices lead facilitator. You will advocate for and champion 300 Voices inside and outside the workshops.

Mind aims to ensure that the needs and interests of people with mental health problems, people with disabilities, women, men, black and minority ethnic communities, lesbians, gay men, bisexuals, transgender and people of all ages are reflected in all its activities. You will be expected to contribute to this broad aim within the scope of your role. We ask that you commit up to 8 hours of your time (approximately) up to the end of March 2016 and possibly beyond.

## Key responsibilities

1. You will take a lead in running 300 Voices engagement workshops that you have volunteered to lead, working in conjunction with the project team which will liaise with you regarding the organisation and administration of the workshop. You will be:
    - a) Liaising in advance of the workshop with the 300 Voices project team
    - b) Checking that practical arrangements for the workshop are in place including: attendance lists and registration forms, participants' programmes, evaluation forms, relevant handouts
    - c) Allocating co-facilitators to the workshop discussion groups, ensuring that co-facilitators where necessary are appropriately supported to undertake their role
    - d) Leading co-facilitator briefing and de-briefing sessions before and after each engagement workshop
  2. You will take responsibility for starting and ending the workshops at the allocated times and managing the timings of the individual activities within the workshop.
  3. You will start the workshops and follow the 'guide script' for lead facilitators to welcome participants; outline the objectives of the session; outline the context and rationale and methodology for the 300 Voices project before introducing the agreed 'scene setting' piece.
  4. Overall you will provide background knowledge where necessary about the project, guidance and support to stimulate discussion within the framework of maintaining a positive and solution-focused stance. You will endeavour to project a positive and energetic approach in your behaviour and deploy excellent presentation skills and positive body language.
  5. You will maintain an overview of discussion groups to ensure they are well managed by encouraging participation from everybody in the group and by dealing with any disruption and conflict. You will be responsive to the needs of the group.
  6. You will create and maintain a safe workshop environment and have knowledge and experience of recognising and responding to personal wellbeing issues.
- The briefing sessions will take place 30 minutes before the workshop begins to review the programme for the session and check in with each co-facilitator that they are ready and comfortable with their allocated role and to explain any minor changes that may be necessary for a particular workshop.
  - De-briefing sessions will take place as soon as possible after the workshop ends and again you will check in with co-facilitators about how the group discussions went and any particular concerns or issues that are worth noting, discussing or taking further action on.

7. You will recognise and challenge beliefs and behaviours that are disruptive, offensive or discriminatory.
8. You will be invited to participate in 300 Voices meetings to review the 300 Voices engagement model to ensure it remains an effective and useable tool to support transformative dialogue.
6. You will lead the 300 Voices engagement workshop briefing and debriefing sessions: during the briefing session, you will provide relevant up-to-date information, direction and guidance to the co-facilitators keeping in mind safeguarding and health and safety; during workshop debriefs, you will facilitate an open and honest conversation to gain insight into how the co-facilitators think the running and delivery of the workshops could be improved upon.

### Expectations

1. You will have an excellent knowledge of 300 Voices, its principles, values and methodology by having experience of being a co-facilitator in a 300 Voices workshop, having attended a 300 Voices lead facilitator training session, and having worked with an experienced lead facilitator during a workshop.
2. As a lead facilitator you are a role model to the co-facilitators that you work with. You will provide leadership, direction and support to the co-facilitators to help them facilitate the discussion within the spirit of the underpinning methodologies.
3. You will understand and be mindful of group and power dynamics and interactions between the multi-stakeholder audiences that attend the workshops. In particular, you will ensure that young African and Caribbean men with lived experience of mental health problems who attend the workshops are able to participate and engage actively in the discussion.
4. You will already have received/agree to attend Mental Health First Aid training provided by 300 Voices.
5. You will volunteer your time to co-facilitate at least one to two workshops every six months of the project, depending on your other priorities and availability.
7. You will have good relations within professional boundaries with project staff, partner staff, service users and third party agencies that 300 Voices may work or engage with.
8. You will have full use of the established channels of communication to ensure that any challenges or concerns you may have are raised with the 300 Voices project manager.
9. You will participate in 300 Voices meetings with the 300 Voices team and review sessions with 300 Voices stakeholders and co-facilitators to identify wider issues and learning points that may contribute to the continued improvement of the 300 Voices engagement model and toolkit.
10. You will undertake your agreed responsibilities as a lead facilitator within the terms and spirit of Mind's Equal Opportunities Policy, which we will provide you with.
11. You will understand safeguarding policies and procedures for the relevant agency - the project team will ensure that all facilitators are briefed on relevant procedures (this information will also include practicalities such as who to contact; car parking locations and other important details, e.g. lunch, fire drills etc.).

## Person specification: 300 Voices lead facilitator

### Essential criteria

1. Capacity to facilitate dialogue, encourage and motivate, observing boundaries and health and safety issues
2. Knowledge of how to manage groups, being responsive to the needs of the group, encouraging participation and dealing with disruptions and conflict
3. Time management, active listening, problem solving, written and verbal communication skills
4. Knowledge and understanding of the delivery of mental health and social care services
5. Understanding of discrimination in relation to mental health, gender and race, and a demonstrable commitment to challenging inequalities
6. Empathy, by having lived experience or relevant experience of working with people with mental health support needs
7. Interpersonal skills, ability to work in partnership with a co-facilitator, ability to encourage, motivate and support people to feel empowered to speak out and share their experiences
8. Understanding of wider issues of misinformation and stigma within African and Caribbean communities in relation to people with mental health problems
9. Knowledge and understanding of social and health inequalities as they impact upon young African and Caribbean men with lived experience of mental health problems
10. Self-awareness in the following key areas: personal judgements and prejudice, ethnicity, culture, gender and difference
11. Awareness of and commitment to the principles and objectives of 300 Voices
12. Willingness and ability to travel throughout Birmingham and surrounding areas, and to work occasionally outside normal working hours



**300 Voices resource #8**

# Outline for 300 Voices lead facilitator training workshop

Training objective	Achieved through
1. To discuss and understand the lead facilitator's role	Role description, role play
2. To improve your confidence and ability to be a lead facilitator working alone or with another lead facilitator	Role description, role play
3. To consider strategies to manage challenges that may arise in running a 300 Voices workshop	FAQ discussion

Time	Activities	Trainer Notes
12:00	<b>LUNCH</b>	
12:45	<p><b>Welcome and introduction</b></p> <p><b>Objectives</b></p> <p><b>Warm-up</b></p> <p><b>Parking Lot</b></p>	<p>Focus: to allow facilitators to become familiar with the format and activities that they will use in a 300 Voices workshop.</p> <p>All activity and discussion is focused on doing, reviewing and learning in a constructive space.</p> <p>Introduce the 'Parking Lot' – place a blank piece of flip chart paper on a convenient wall. Participants and the trainer can record any issues that there isn't time to address or that can be discussed later in the day.</p>
	<b>Group agreement</b>	Invite two participants to lead
	<b>Hopes and concerns</b>	

Time	Activities	Trainer Notes
	<p><b>Developing competence as a lead facilitator:</b></p> <ol style="list-style-type: none"> <li>1. Guide script - key messages</li> <li>2. Role requirements</li> <li>3. Presenting effectively</li> </ol>	<p>Include pointers on presenting effectively:</p> <ul style="list-style-type: none"> <li>• Take your time</li> <li>• Breathe and feel relaxed</li> <li>• Your audience is friendly</li> <li>• Your co-facilitator is supporting you / has your back! If you forget to say something, you can go back to it or your colleague will pick it up.</li> <li>• You can read from your script</li> </ul>
	<p><b>Interactive exercise:</b> to practise the lead facilitator role – working in groups of two or three, each member will role play being the lead facilitator to:</p> <ul style="list-style-type: none"> <li>• Open and welcome the session and explain the purpose and rationale for 300 Voices using the guide script</li> <li>• Give feedback as a listener</li> </ul>	<p>If working in a group of three, the third member will observe as the roles are rotated.</p> <p>Remember to explain how to listen and feed back constructively.</p>
	<p><b>Feedback and discussion:</b></p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• The importance of constructive feedback</li> </ul> <p><b>How it will work for you in practice:</b></p> <ul style="list-style-type: none"> <li>• Pair facilitators up initially</li> <li>• Role will be split between you</li> </ul>	
	<p><b>Managing challenging situations:</b></p> <p><b>Group exercise A – Discuss how you would respond to the following comments or questions:</b></p> <ul style="list-style-type: none"> <li>• I can't think of a golden moment</li> <li>• Why are we only talking about young African and Caribbean men?</li> <li>• Can't make changes without resources</li> </ul> <p>Your task is to prepare a set of responses to each of the questions as part of a facilitator guidance document.</p> <p><b>Group exercise B – Discuss each point below against the statement: "I don't see people's colour."</b></p> <ul style="list-style-type: none"> <li>• Colour-blindness invalidates people's identities</li> <li>• Colour-blindness invalidates racist experiences</li> <li>• Colour-blindness limits white British people's understanding of the world and reinforces attitudes of disconnection</li> <li>• Colour-blindness equates colour with something negative</li> <li>• Colour-blindness is disingenuous</li> <li>• Colour-blindness hinders tracking racial disparities and discrimination</li> <li>• Colour-blind ideology is a form of racism</li> </ul> <p>Your task is to make notes against each point to share with the group.</p>	

Time	Activities	Trainer Notes
	<p><b>Workshop management</b></p> <ul style="list-style-type: none"> <li>• Pre- and post-workshop briefings</li> <li>• Allocation of co-facilitator roles</li> <li>• Revisions to the workshop format/ programme - improvements</li> <li>• Ice breaker activities</li> <li>• Final evaluation questionnaires</li> <li>• Closing and next steps</li> </ul>	<p>Closing and next steps:</p> <ul style="list-style-type: none"> <li>• Invite people to share their personal action; encourage people to recommend workshops to colleagues; look out for the weekly updates and opportunities</li> <li>• This is the start of a process/ opportunity to start making changes</li> <li>• Thank people for coming and wish them a safe journey home</li> </ul>
	<p><b>Round up of key themes:</b></p> <ul style="list-style-type: none"> <li>• Support</li> <li>• Preparation - knowing your plan; the programme; clarifying questions</li> <li>• Responsibility</li> <li>• Staying solution-focused</li> <li>• Share successes</li> <li>• Ask for help</li> <li>• Pride in what we are doing</li> <li>• Round robin from each participant on what has gone well today</li> </ul>	
	<p><b>CLOSE</b></p>	

### Documents to take:

- Full day and half-day workshop programmes for facilitators (see Resource #13 and #14)
- Role descriptions; induction checklist; role agreement
- Draft template for feedback from lead facilitator presentation exercise
- Possible questions for hot seating discussion

## 300 Voices resource #9

# Scenarios for lead facilitator training: Managing challenging situations

## Possible scenarios for challenging situations

Please read through the scenarios. Discuss them with the other members of the group and then consider the questions that are provided after each scenario.

### Scenario 1:

You have agreed to be a group facilitator at an all-day 300 Voices engagement workshop. It is aimed at a multi-stakeholder audience including police, mental health professionals, voluntary agency workers and young African and Caribbean men with experience of mental health problems.

You are the co-facilitator for a group that has been seated around a table for the morning session and will stay in the same group for a session after lunch, before splitting up into other groups. You observed that one statutory worker was very defensive when the discussion touched on a service user's negative experiences with the police. Comments included, "We would never do that here!" and "When police are called out to a situation they have to think about the safety of the public and the safety of the individuals involved and sometimes they don't have time to 'be nice to people!'"

You also observed that some of the comments were endorsed by other participants.

You felt that the officer seemed to be unnecessarily touchy. Whilst you are aware that the police do sometimes get unfair press about how they treat people with mental health problems, you did not feel the service user's story and discussion around it was aiming to give that impression but that it was simply the retelling of the service user's experience.

In the afternoon session, the group was asked to focus on actions and solutions to build on ideas discussed earlier. You notice the young African and Caribbean man appears less engaged and is not contributing as much as in the morning. You believe that his continued engagement is very important especially as the solutions being generated are also about co-production. The session has come to an end with little input from the service user.

**On reflection with a co-facilitator at the end of the day, what are some of the points that you want to draw out and discuss from the scenario above:**

- Are there specific issues that you would want to highlight that contributed to the withdrawal of the service user?
- What steps do you think could have helped to pre-empt and possibly prevent the situation that is described in the scenario?
- Are there any other important points that you feel may not have been highlighted but which may have contributed to the scenario described?
- Finally, what advice, guidance or support would you offer to the facilitator?

## Scenario 2:

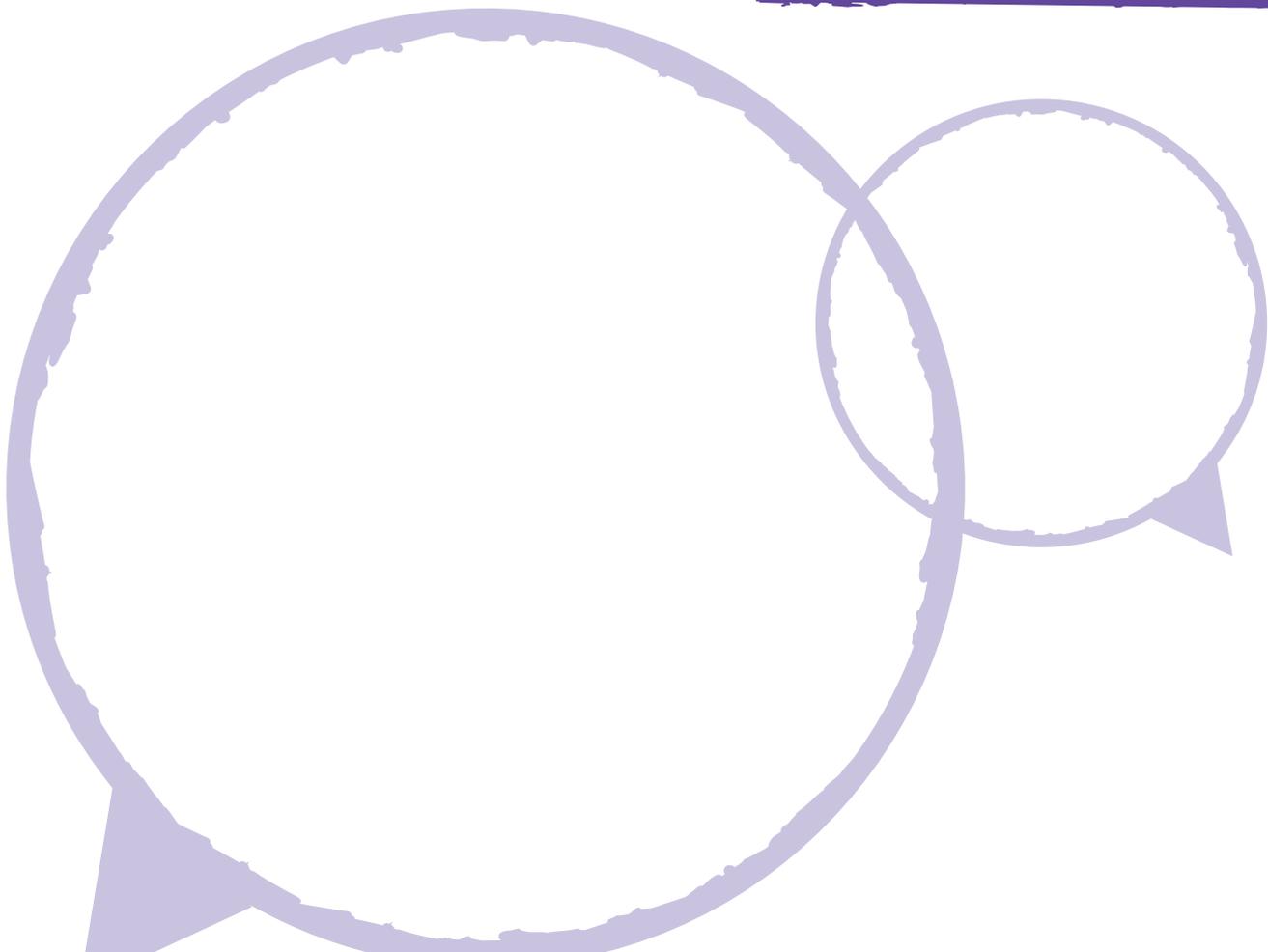
A group was given a specific task but has slipped into a rambling discussion that is jumping around a number of points and not focusing on the task provided. One very vocal individual who has a senior role in a partner organisation appears to dominate and impose their perspective and fails to listen to what others are contributing. A young African and Caribbean man is also vocal and expresses his views articulately and with impact but the conversation is constantly steered by the dominant participant around to the, "Well I know how the system works" perspective focusing on delivering nationally and locally determined commissioning priorities with limited resources.

As the facilitator you found it very difficult to manage this group. At the end of the session you realise that you have not really focused on the tasks and are unable to feed back very much around the objectives that were set for the activity. Aside from that, you feel a little frustrated with your own performance in

facilitating the session and annoyed with the group as a whole, and the dominant character in particular, for not taking/sharing the responsibility for focusing on the task.

**On reflection with a co-facilitator at the end of the day, what are some of the points that you want to draw out and discuss from the scenario above:**

- What specific issues emerge around the facilitation?
- What specific issues emerge around the behaviours described in the scenario?
- What steps do you think could have helped to pre-empt and possibly prevent the situation that is described in the scenario?
- Finally, what advice, guidance or support would you offer to the facilitator?



## 300 Voices resource #10

## Facilitation guidance

Here is some basic guidance for the facilitation of 300 Voices co-facilitator events and workshops.

### The role

To summarise, the facilitator is a guide to:

- Enable participants to engage in dialogue
- Keep the group focused on the agenda
- Ensure decisions and actions are identified by the group

### In relation to facilitating workshops

- Be mindful of the experience of young African and Caribbean men in the group. Validate and support this where necessary.
- Be aware of the group dynamics and especially the power dynamics within workshops. We are aiming to create a level and equal platform for all participants, particularly the less empowered members.

### General facilitation tips

- Capture and value information in people's own words.
- Encourage participation. Explore and develop different strategies to encourage people to express their particular perspectives.

- Allow silence to happen. The best stories or dialogue can often take place following a difficult pause.
- Be clear about the parameters and context for the meeting and provide clear instructions for exercises.
- Carefully manage time and be sure to finish when scheduled to. In doing this, it is important to be mindful of people's levels of energy and to speed up/slow down where necessary.
- Self-awareness and reflection are vital. Try to be mindful of your own emotional responses as a facilitator (and a person).

### Asking questions

- Use open-ended questions which do not seek to elicit simple 'yes' or 'no' answers. Ask 'what', 'how' and 'why' questions.
- Don't over-script questions. Instead, allow for spontaneous and authentic dialogue.
- Be prepared to ask follow-up questions as these can uncover important memory or detail.
- Aim for face-to-face encounters. Get to know the person and let them get to know you before seeking a 'formal' response.

**Always prepare in advance for meetings.**

**300 Voices resource #11**

**The 34 steps to project success**

This document outlines the schedule of activities that are required to deliver a workshop. We had to deliver our workshops to tight timings and would recommend these timeframes are the minimum you allow.

Minimum recommended time frames	Activity or task	Tick
<p><b>12 weeks prior to workshop</b></p>	<ol style="list-style-type: none"> <li>1. What governance arrangements have you put into place? Have you involved a range of different statutory and non-statutory agencies, as well as young African and Caribbean men with experience of mental health problems?</li> <li>2. Do you have a project plan, with an agreed rationale for your local strategy, key milestones and key roles/responsibilities in place to ensure all tasks are done?</li> <li>3. Have you identified evaluation criteria and set up a method to evaluate your project?</li> </ol>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>8 weeks</b></p>	<ol style="list-style-type: none"> <li>4. Have you identified a single overall lead/project coordinator who is responsible for organising the workshop?</li> <li>5. Have you found a suitable venue?</li> <li>6. Do you have a system for registration and collating a delegates list? You may like to consider using Eventbrite which can promote and organise a charity event free of charge - go to <a href="http://www.eventbrite.co.uk">www.eventbrite.co.uk</a></li> </ol>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

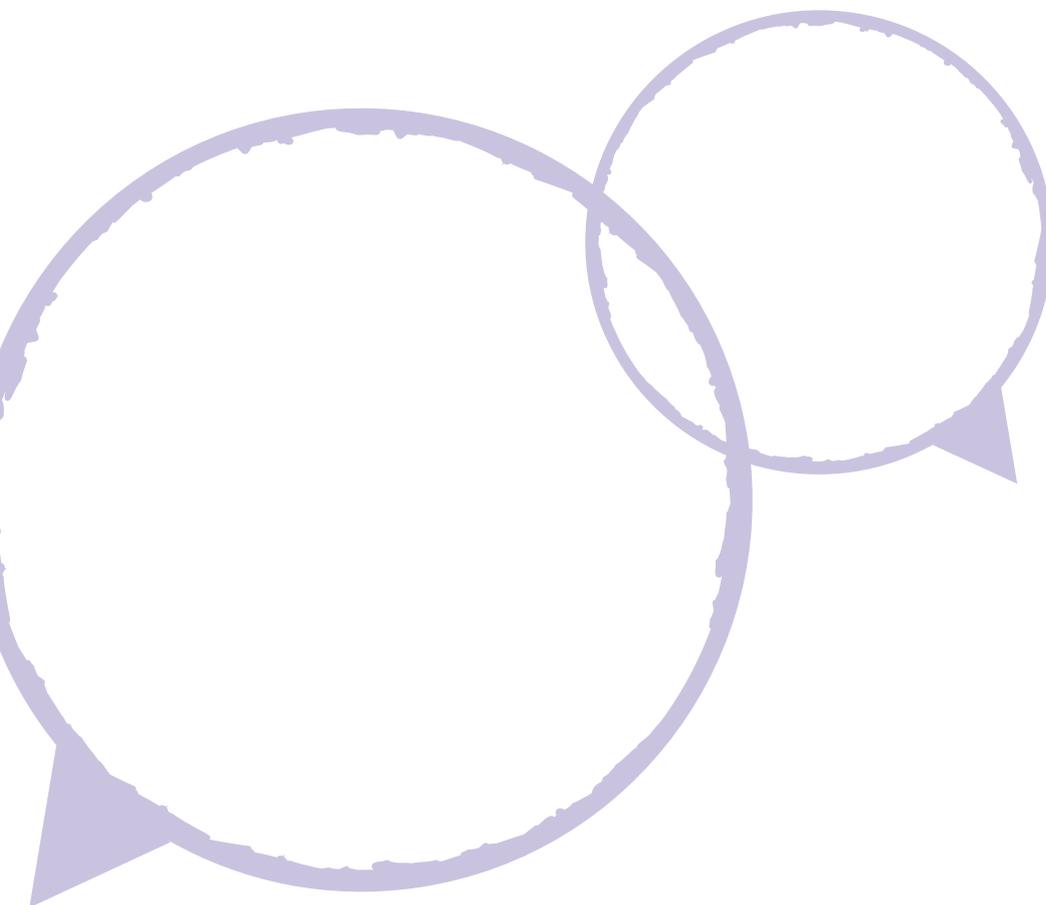


Minimum recommended time frames	Activity or task	Tick
4 weeks	<p>13. Have you briefed the young African and Caribbean men that you have invited about the workshop aims, their role, explored their expectations and identified any support needs they may have to enable them to fully participate?</p> <p>14. Have you selected two young African and Caribbean men who are willing to share their stories in the 'My Stories' section of the workshop?</p> <p>15. Continue to circulate comms and promote the workshop to both staff and young African and Caribbean men via the various avenues.</p> <p>16. Have you:</p> <ul style="list-style-type: none"> <li>i) Confirmed 1 x lead facilitator and at least 3 x co-facilitators to attend?</li> <li>ii) Established clear aims and objectives of the session and communicated this to the lead facilitator?</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
2 weeks	<p>17. Have you confirmed details with the workshop venue (if required)?</p> <p>18. Have you booked refreshments and/or lunch?</p> <p>19. Have you organised the stationery for the session? You will need:</p> <ul style="list-style-type: none"> <li>i) Flip chart</li> <li>ii) DVD player/laptop and internet connection and projector for the films (if being used)</li> <li>iii) Post-it notes</li> <li>iv) Blu-Tack</li> <li>v) Blank business cards</li> <li>vi) Pens for delegates</li> <li>vii) Blank paper for delegates</li> </ul> <p>20. Are arrangements in place for typing up and sharing information from the session that will support further work?</p>	<p><input type="checkbox"/></p>



Minimum recommended time frames	Activity or task	Tick
1 day	26. Check final number of attendees and create registration list.	<input type="checkbox"/>
1 hour prior	27. The administrator arrives to set up the workshop: <ul style="list-style-type: none"> <li>i) Registration table</li> <li>ii) Flip chart</li> <li>iii) DVD player/laptop and projector</li> </ul> 28. Introduce yourself to venue staff and ensure teas and coffees are ready for when attendees arrive.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
30 minutes prior	29. The lead facilitators hold a briefing with their co-facilitators. During the briefing, lead facilitators will need to: <ul style="list-style-type: none"> <li>i) Provide any updates or changes to the usual workshop format and script and ensure co-facilitators are comfortable with the task in hand, answer any questions, pair co-facilitators to work together if necessary.</li> <li>ii) Let co-facilitators know that they will need to stay for the workshop de-briefing session, which will take place for 30 minutes immediately after the workshop.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
As attendees arrive	30. Administrator and evaluations officer to introduce themselves and welcome each participant. <ul style="list-style-type: none"> <li>i) Tick names off the registration list</li> <li>ii) Capture contact details</li> <li>iii) Give out the workshop programme and handout showing the engagement model</li> <li>iv) Ask staff participants if they have completed the online evaluation form. If not, give a copy of the pre-workshop survey and ask that they complete it BEFORE the workshop starts</li> <li>v) Ask each participant's permission to take photos/record the session. If they are not comfortable with this, ensure that the photographer is informed.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Minimum recommended time frames	Activity or task	Tick
<b>At the end of the workshop</b>	<p>31. Ensure that staff and young African and Caribbean men have filled out a post-workshop evaluation survey and feedback form.</p> <p>32. Lead facilitator to hold debrief session with co-facilitators to find out what they think went well and what could have gone better.</p>	<input data-bbox="1369 544 1406 584" type="checkbox"/>  <input data-bbox="1369 656 1406 696" type="checkbox"/>
<b>Three months after the workshop</b>	<p>33. Write up the notes taken during the workshop into a learnings report and share this with partner organisations via governance channels and managers/team leaders.</p> <p>34. Send out a three month post-workshop survey to staff to evaluate how well staff have implemented actions arising from the workshop. Implement learnings from the results for future activity.</p>	<input data-bbox="1369 891 1406 931" type="checkbox"/>  <input data-bbox="1369 1048 1406 1088" type="checkbox"/>



## 300 Voices resource #12

# Plan for 300 Voices pre-workshop activities exclusively for young African and Caribbean men

## Contents

Purpose | Resources required | Roles and responsibilities |  
Process (with options for settings) | Ensuring wellbeing and safeguarding |  
For reference

### 1. Purpose

This plan provides the format for a 300 Voices pre-workshop session where, in a facilitated environment, a group of young African and Caribbean men with experience of mental health problems gather their stories of engaging with the mental health system.

The format was developed during the 300 Voices pilot. The final model to be delivered is subject to review in line with local requirements and continuing learning.

### 2. Resources

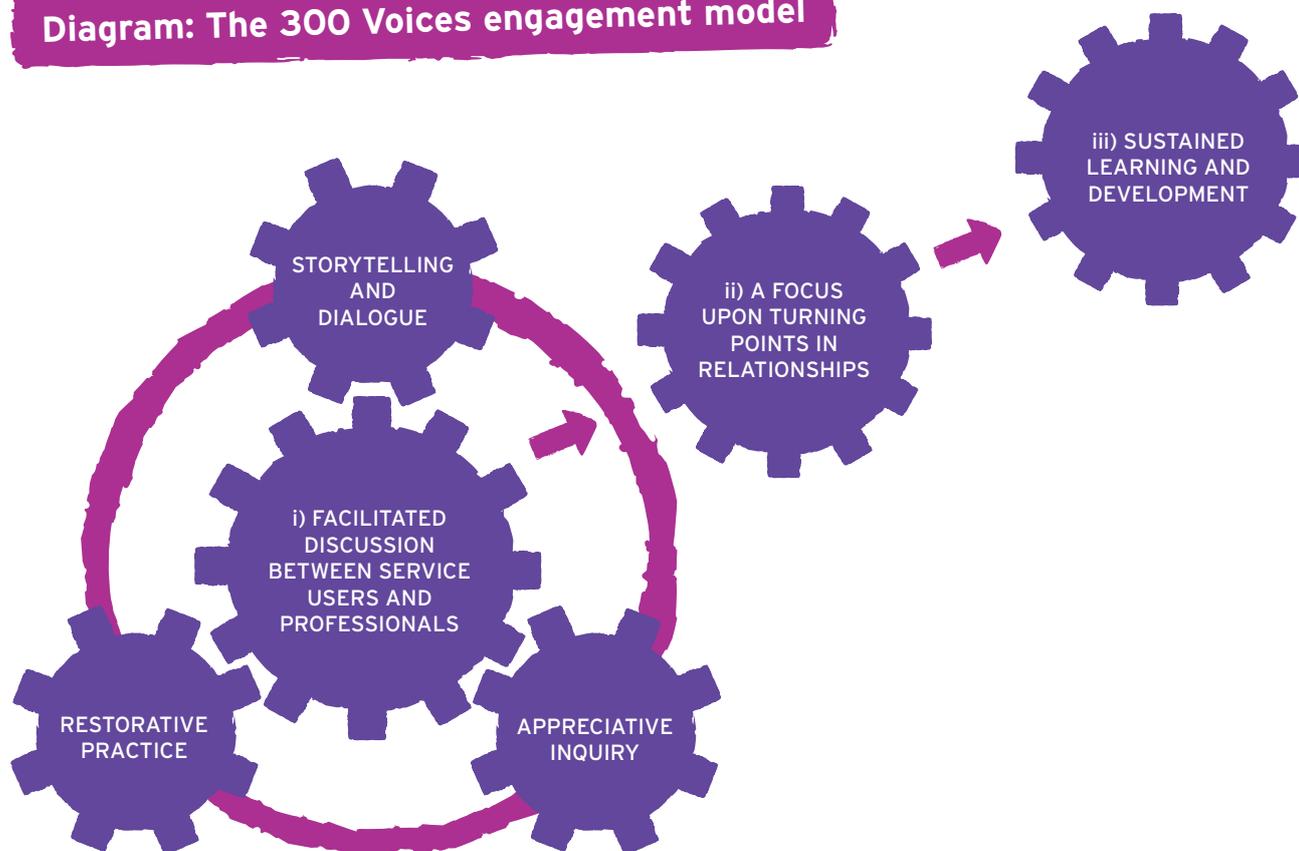
The following facilities/resources need to be available for sessions:

- A contained meeting space – booked in advance
- Refreshments
- Equipment: flip chart and paper; DVD player or internet connection and projector (if films are being used); Post-it notes; Blu-Tack; blank business cards; pens, paper and other creative materials.

### 3. Roles and responsibilities

Workshops require the input of a lead facilitator, co-facilitator(s) and a group of young African and Caribbean men who have been identified as being interested in engaging in the 300 Voices process of facilitated dialogue with professionals. Facilitators support young African and Caribbean men to tell the stories of their engagement with mental health services using the medium of their choice and to prepare them for the subsequent workshop session with professionals from a range of front-line agencies.

## Diagram: The 300 Voices engagement model



### 4. Process

The process for the session is informed by the wider engagement model for 300 Voices. Here, facilitated discussion between young African and Caribbean men and professionals takes place using techniques derived from three key frameworks: storytelling and dialogue, restorative practice and appreciative inquiry. Learning from identified key turning points in relationships, or golden moments, is then used to help inform a process of sustained learning and development.

#### a) In preparation

- Detailed prior work takes place with agencies and organisations to seek to identify where young African and Caribbean men are likely to be in the system and to develop strategies to engage with them to seek/request their involvement.

When approaching young African and Caribbean men with experience of mental health problems, it is important to ensure the following:

- Do they understand the purpose of 300 Voices?
- Are they aware of possible benefits and risks to themselves and/or others in sharing their stories?
- That they understand that they have the right to refuse or withdraw consent
- That the subject of confidentiality is explored and the understanding that, when engaging with young African and Caribbean men with experience of mental health problems, 300 Voices facilitators and co-facilitators are bound by the confidentiality protocols of partner agencies.

## b) Gathering stories

- With support from facilitators, young African and Caribbean men are encouraged to start to speak about and share their own experience of mental health problems and their engagement with services. In doing this, participants are also asked to think about times from their own or others' contact with services where there was a turning point or golden moment – a time or phase in the relationship between a young African and Caribbean man and a member of staff which was particularly helpful or memorable.

Drawing upon this theme, the following prompts could be used by facilitators to promote discussion:

- Have there been times when a professional or service really helped?
- Was there an encounter which changed their experience in a positive way?
- When and how has a professional or service really supported them in leading a fulfilled life?
- When and how has a professional seen their potential or recognised what they really needed?

At the same time as supporting young African and Caribbean men to express their stories, facilitators will also work with them to identify possible ways to express them. For example:

- Live or recorded interviews
- Live performance pieces, for example rap, poetry, song, drama, spoken word, a story
- Artwork
- Conversations in groups

While supporting young African and Caribbean men to tell their stories, facilitators also tell them about the 300 Voices workshop format so they are aware of how it will work and what to expect.

## c) Options for application to creative-themed settings

If a pre-workshop session is delivered via a creative-themed session, within inpatient settings, the agenda will need to be more fluid and contain less discussion. In these circumstances, facilitators need to carefully evaluate their environment to develop an appropriate agenda which can readily reflect the experience of both young African and Caribbean men and professionals.

## 5. Ensuring wellbeing and safeguarding

**Top tip! Allocate a separate area or room outside the workshop to provide a quiet space for participants to break away from the discussion if necessary.**

During workshops, young African and Caribbean men may raise issues which highlight concerns about their wellbeing or safeguarding.

Wellbeing issues may relate to their experiences of services or more widely, whilst safeguarding issues may relate to their experiences with staff, teams or services. They may mention experiences or risks in their lives or their community. Examples of safeguarding issues include: being physically harmed by a member of staff, sexual contact between a staff member and a service user or an individual describing their home being taken over by others who may pose a threat within their community.

Facilitators, therefore, need to be alert to wellbeing and potential risk factors in the safeguarding of young African and Caribbean men and ensure that, when necessary, organisational policies are invoked, including potential referral to another agency.

## 6. For reference

- **Section 1.3, p. 12:** The 300 Voices engagement model
- **Section 2, p. 25:** How to deliver a 300 Voices project that makes real change
- **Resource #10:** Facilitation guidance

**300 Voices resource #13**

**Programme for facilitators and co-facilitators - 300 Voices full day workshop**

Time	When/duration	Activity	Format
09:00	Half an hour before the workshop is due to start	<p><b>Pre-briefing session to:</b></p> <ul style="list-style-type: none"> <li>• Run through the agenda – reiterate the importance of the final session. (This is sometimes left off!)</li> <li>• Discuss the audience for that day's workshop and any potential challenges and opportunities.</li> <li>• Re-iterate the importance of registration and evaluation.</li> <li>• Remind co-facilitators that there will be a de-brief session immediately after the workshop that we would like them to attend.</li> </ul> <p>N.B. Lead facilitator to lead this session. All co-facilitators to be informed in advance that they need to arrive 30 minutes before the start of the workshop.</p>	All group discussion
09:30	30 mins	<p><b>Workshop start</b></p> <p>Arrival and registration</p>	
10:00	20 mins	<p><b>Introduction</b></p> <p>Lead facilitator to introduce the objectives of the workshop and reference the importance of sharing stories, learning from each other etc.</p>	Session with the whole group
10:20	40 mins	<p><b>'My stories'</b></p> <p>Young African and Caribbean men to read out their stories, poems or perform a spoken word piece or song etc. to convey their journey through the mental health system. Alternatively, lead facilitator to show film, play audio recording or read poem to set the scene. Staff accompanying young African and Caribbean men with mental health problems can also read out stories on behalf of the young men if they so prefer.</p> <p><b>Context setting:</b> National and local pictures (see section on 'Why the focus on young African and Caribbean men').</p>	<p>Session with the whole group</p> <p>Lead facilitator</p>

Time	When/duration	Activity	Format
11:00	15 mins	<b>COMFORT BREAK</b>	
11:15	30 mins	<b>'Setting the scene' through a theatre production</b>	LouDeemY to perform play.
11:45	20 - 30 mins	<b>Discussion</b>	Lead facilitator to guide discussion with whole group.
12:15	45 mins	<b>LUNCH</b>	
13:00	20 mins	<p><b>Explanation of break-out discussion groups</b></p> <p>Lead facilitator to explain the objectives of the discussion about golden moments, split the group into break-out groups and assign 2 x co-facilitators to the groups (one of whom should act as the scribe).</p> <p><b>Hopes, concerns, agreements</b></p> <p>Lead facilitator to work with whole group to establish their hopes and concerns for the break-out groups and the agreements (or ground rules) for ensuring that conversations are conducted in a 'safe' way.</p>	<p>Lead facilitator to lead discussion with whole group.</p> <p>Co-facilitator to write the group agreement on a flip chart.</p>
13:20	40 mins	<p><b>Golden moments - think of a golden moment</b></p> <p>Types of questions for co-facilitators to use as prompts:</p> <p><b>For young African and Caribbean men:</b></p> <ul style="list-style-type: none"> <li>• Have there been times when a professional or service has really helped you? What made this a positive experience?</li> <li>• Can you think of an encounter which changed your experience in a positive way?</li> <li>• How has a professional or service really supported you in leading a fulfilled life?</li> <li>• How has a professional seen your potential or recognised what you really needed?</li> <li>• When has the mental health pathway worked best?</li> <li>• When have you had a light bulb moment?</li> <li>• What have you witnessed that you thought was exemplary?</li> </ul> <p><b>For professionals:</b></p> <ul style="list-style-type: none"> <li>• Can you think of a golden moment – when you felt that you or another colleague really helped a young African and Caribbean man with mental health issues? This might be a story of your own or one that you have witnessed or heard about.</li> <li>• What happened? What did the other person/the service/ or you do? What impact did it have on you or your practice?</li> <li>• What was happening and who was involved? What did you do and feel? What did others do? What makes this so memorable? What role did race/age/masculinity play?</li> <li>• When has the mental health pathway worked best?</li> </ul>	<p>Co-facilitators to lead the sessions.</p> <p>Lead facilitator to rotate between the break-out groups and ensure that they are running to schedule and that co-facilitators have the support they need.</p>

Time	When/duration	Activity	Format
		<ul style="list-style-type: none"> <li>• When have you had a positive interaction and what made it positive?</li> <li>• When have you had a light bulb moment?</li> <li>• What have you witnessed that you thought was exemplary?</li> </ul>	
14:00	50 mins	<p><b>Identifying change and making it happen!</b></p> <p>Co-facilitator to explain that, in the context of golden moments, we want to think about positive changes we could make (either personal changes or changes to our workplace).</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>• What do we need to do to make more of these golden moments happen?</li> </ul> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• What are some of the opportunities that we can tap into?</li> <li>• What are some of the constraints/challenges and how might we overcome these?</li> <li>• What is your positive vision for the future and how can we make that happen?</li> </ul> <p><b>What will you do?</b></p> <ul style="list-style-type: none"> <li>• Pair up with someone to quickly identify the types of things that you could do (the pairing is to help generate ideas).</li> <li>• Describe these ideas in terms of change that will impact you/your practice or change that will impact your workplace/system.</li> <li>• Then work on your own to identify a personal action that you can take to make this happen in the next three months.</li> <li>• Think about what support or involvement of others might be necessary for this to happen?</li> </ul> <p>At the end of this activity, co-facilitators need to guide people back into the main room if the discussion group is in a break-out area.</p> <p><b>Collect the flip charts with the actions written down for follow-up action/evaluation.</b></p>	<p>Group discussion</p> <p>End by asking participants to write down their action on a piece of paper to take away.</p>
14:50	10 mins	<b>COMFORT BREAK</b>	
15:00	30 mins	<p><b>Plenary feedback: the future services that we have envisioned</b></p> <p>Discussion groups feed back to the whole group the key themes discussed and practical ways in which they can help facilitate change.</p>	Group presentations to whole group.
15:30	15 mins	<p><b>Post-workshop evaluation forms</b></p> <p>Lead facilitator to ensure that people fill in evaluation forms before they leave.</p>	Lead facilitator to address whole group.

Time	When/duration	Activity	Format
		Close and thank the group	
15:45		<b>WORKSHOP CLOSE</b>	
15:45	15-30 mins	<p><b>De-brief session</b></p> <p>Lead facilitator to run a de-brief session to address topline thoughts on:</p> <ul style="list-style-type: none"> <li>• What worked well</li> <li>• What worked less well</li> <li>• Any actions and next steps</li> </ul>	All facilitators and co-facilitators



**300 Voices resource #14**

**Programme for facilitators and co-facilitators - 300 Voices half-day workshop**

Time	When/duration	Activity	Format
09:00	Half an hour before the workshop is due to start	<p><b>Pre-briefing session to:</b></p> <ul style="list-style-type: none"> <li>• Run through the agenda – reiterate importance of the final session. (This is sometimes left off!)</li> <li>• Discuss the audience for that day's workshop and any potential challenges and opportunities.</li> <li>• Re-iterate the importance of registration and evaluation.</li> <li>• Remind co-facilitators that there will be a de-brief session immediately after the workshop that we would like them to attend.</li> </ul> <p>N.B. Lead facilitator to lead this session. All co-facilitators to be informed in advance that they need to arrive 30 minutes before the start of the workshop.</p>	All group discussion
09:30	10 mins	<b>Workshop start. Arrival and registration</b>	
09:40	20 mins	<p><b>Introduction</b></p> <p>Lead facilitator to introduce the objectives of the workshop and reference the importance of sharing stories, learning from each other etc.</p>	Session with the whole group
10:00	10 mins	<p><b>'My stories' – a first person account</b></p> <p>Piece by a young African and Caribbean man or lead facilitator to show film or read poem.</p>	TBC
10:10	20 mins	<b>'Setting the scene' through a theatre production</b>	LouDeemY to perform play.
10:30	20 mins	<b>Discussion</b>	Lead facilitator to guide discussion with whole group.
10:50	10 mins	<b>COMFORT BREAK</b>	

Time	When/duration	Activity	Format
11:00	10 mins	<p><b>Explanation of break-out workshops</b></p> <p>Lead facilitator to explain the objectives of the workshop and then split the group into break-out groups and assign 2 x co-facilitators to the groups (one of whom should act as the scribe).</p> <p><b>Hopes, concerns, agreements</b></p> <p>Lead facilitator to work with whole group to establish their hopes and concerns for the break-out groups and the agreements for ensuring that conversations are conducted in a 'safe' way.</p>	<p>Lead facilitator to lead discussion with whole group.</p> <p>Co-facilitator to write the group agreement on a flip chart.</p>
11:10	30 mins	<p><b>Golden moments – think of a golden moment</b></p> <p>Types of questions for co-facilitators to use as prompts:</p> <p><b>For young African and Caribbean men:</b></p> <ul style="list-style-type: none"> <li>• Have there been times when a professional or service has really helped you? What made this a positive experience?</li> <li>• Can you think of an encounter which changed your experience in a positive way?</li> <li>• How has a professional or service really supported you in leading a fulfilled life?</li> <li>• How has a professional seen your potential or recognised what you really needed?</li> <li>• When has the mental health pathway worked best?</li> <li>• When have you had a light bulb moment?</li> <li>• What have you witnessed that you thought was exemplary?</li> </ul> <p><b>For professionals:</b></p> <ul style="list-style-type: none"> <li>• Can you think of a golden moment – when you felt that you or another colleague really helped a young African and Caribbean man with mental health issues? This might be a story of your own or one that you have witnessed or heard about.</li> <li>• What happened? What did the other person/the service/or you do? What impact did it have on you or your practice?</li> <li>• What was happening and who was involved? What did you do and feel? What did others do? What makes this so memorable? What role did race/age/masculinity play?</li> <li>• When has the mental health pathway worked best?</li> <li>• When have you had a positive interaction and what made it positive?</li> <li>• When have you had a light bulb moment?</li> <li>• What have you witnessed that you thought was exemplary?</li> </ul>	<p>Co-facilitators to lead the sessions.</p> <p>Lead facilitator to rotate between the break-out groups and ensure that they are running to schedule and that co-facilitators have the support they need.</p>
11:40	40 mins	<p><b>Identifying change and making it happen!</b></p> <p>Co-facilitator to explain that, in the context of golden moments, we want to think about positive changes we could make (either personal changes or changes to our workplace).</p>	<p>Group discussion</p>

Time	When/duration	Activity	Format
		<p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>• What do we need to do to make more of these golden moments happen?</li> </ul> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• What are some of the opportunities that we can tap into?</li> <li>• What are some of the constraints/challenges and how might we overcome these?</li> <li>• What is your positive vision for the future and how can we make that happen?</li> </ul> <p><b>What will you do?</b></p> <p>Pair up with someone to quickly identify the types of things that you could do (the pairing is to help generate ideas).</p> <ul style="list-style-type: none"> <li>• Describe these ideas in terms of change that will impact you/your practice or change that will impact your workplace/system.</li> <li>• Then work on your own to identify a personal action that you can take to make this happen in the next three months.</li> <li>• Think about what support or involvement of others might be necessary for this to happen.</li> </ul> <p>At the end of this activity, co-facilitators need to guide people back into the main room if the discussion group is in a break-out area.</p> <p><b>Collect the flip charts with the actions written down for follow-up action/evaluation.</b></p>	<p>End by asking participants to write down their action on a piece of paper to take away.</p>
12:20	10 mins	<p><b>Post-workshop evaluation forms</b></p> <p>Lead facilitator to ensure that people fill in evaluation forms before they leave.</p> <p><b>Close and thank the group</b></p>	<p>Lead facilitator to address whole group.</p>
12:30		<p><b>WORKSHOP CLOSE</b></p> <p>Attendees will be invited to stay for lunch.</p>	
12:30	15-30 mins	<p><b>De-brief session</b></p> <p>Lead facilitator to run a de-brief session to address topline thoughts on:</p> <ul style="list-style-type: none"> <li>• What worked well</li> <li>• What worked less well</li> <li>• Any actions and next steps</li> </ul>	<p>All facilitators and co-facilitators</p>







# Appendix

## Table of Contents

300 Voices Time to Change evaluation framework .....	114
Online enrolment pre-workshop survey for professionals .....	116
Post-workshop survey for professionals .....	123
Three month follow-up survey for professionals .....	127
Post-workshop survey for young African and Caribbean men .....	132



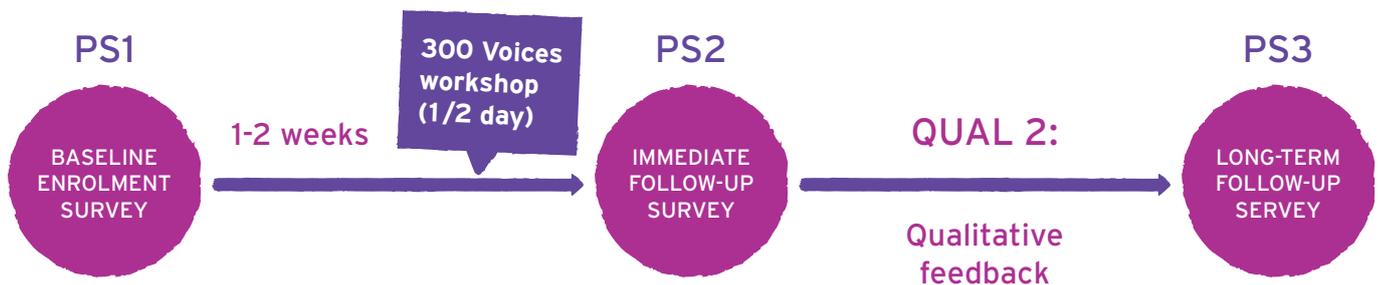
Funded by



Run by



# Phase 2 evaluation model - professionals



## PS1 – Professional survey 1

### Baseline enrolment survey

- All professional participants to complete the enrolment survey at the time of registering for 300 Voices workshop.
- Enrolment surveys to be online. Link to be sent with Eventbrite registration.
- 300 Voices team to monitor completion and ensure that all participants have filled out survey at least 48-hours prior to workshop.

## QUAL 1 – Qualitative observation

- Attendance at 300 Voices events
- Observation and ad-hoc interviews

## PS2 – Professional survey 2

### Immediate follow-up survey

- At the end of the 300 Voices workshop ALL professional participants to complete the immediate follow-up survey.
- Paper surveys – all to be printed, distributed and collected back by workshop facilitators.
- All statutory and non-statutory participants to be given the same survey (mental health professionals, police, local authority, community organisations).
- Surveys to be posted to ESRO.

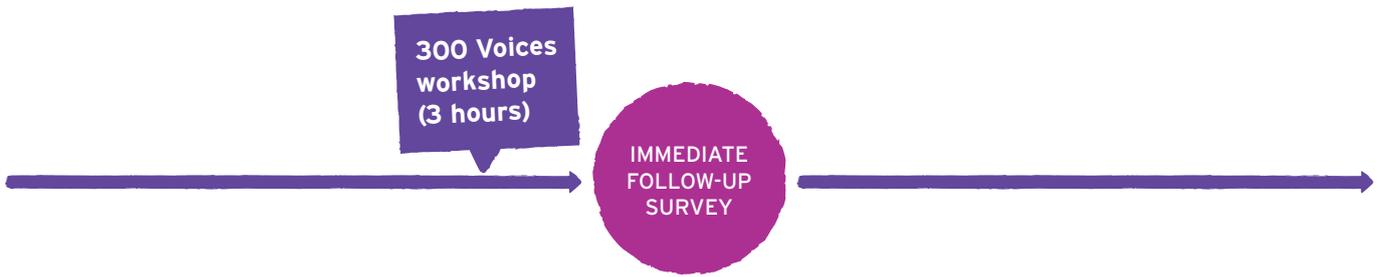
## QUAL 2 – Qualitative feedback

- In-depth interviews and group discussions with 300 Voices participants.
- Download session with project team.

## PS3 – Professional survey 3

### Long-term follow-up survey

- Need to work out timings for this (and when it is to be delivered).
- Online survey distributed to workshop participants from emails collected at registration.



## SU1 – Survey for young African and Caribbean men/community survey

### Immediate follow-up survey

- At the end of the 300 Voices workshop, ALL service users, family members and members of the community to be given a follow-up survey (e.g. everyone who is not a statutory or community professional).
- Paper surveys – all to be printed, distributed and collected back by workshop facilitators.
- Surveys to be posted to ESRO.



**Time to Change 300 Voices****S1: Online enrolment****Pre-workshop survey for professionals**

This research is being carried out by ESRO, an independent research company,<sup>23</sup> in partnership with Time to Change. The information you provide will be used for the sole purpose of understanding and measuring the impact of Time to Change's 300 Voices project on project participants.

Your personal and contact details will be held securely and only used for the purposes of this evaluation. None of your details will be shared with any third parties (beyond ESRO Ltd. and Time to Change) and all other information will be completely anonymised.

Please be as honest as possible in answering these questions. The results will not be used to evaluate professional performance. For further information, or if you have any questions, please visit [www.esro.co.uk](http://www.esro.co.uk), or contact **Joe Cryer** on [joe.cryer@esro.co.uk](mailto:joe.cryer@esro.co.uk).

**This form is also available for completion online if you have access to a modern browser.**

**Please go to the following address:**

[www.revealingreality.co.uk/questionnaires/ttc-300-voices-s1/](http://www.revealingreality.co.uk/questionnaires/ttc-300-voices-s1/)

<b>Full name:</b>			
<b>Job title:</b>		<b>Your region:</b>	Birmingham / London
<b>Phone number:</b>		<b>Date of event:</b>	
<b>Email:</b>			

**Which of the following best describes the way you found out about the 300 Voices events?**

Select all that apply by putting an 'X' in the corresponding boxes

- From a colleague who had already been to a 300 Voices event**
- I was encouraged to attend by a manager or supervisor**
- It was highlighted in an internal newsletter, intranet or poster**
- I saw advertising or publicity outside my organisation**
- I received an invitation from the 300 Voices team**

**Other:**

Please specify

-----

-----

-----

-----

## How would you rate your knowledge of the following?

On a scale of 1-5 where 1 is 'basic', 3 is 'standard', 5 is 'very good'

**Understanding the reasons why a young African or Caribbean man with a mental health problem might be reluctant to seek treatment**

1  2  3  4  5

**Recognising where existing practice may be inappropriate for young African and Caribbean men**

1  2  3  4  5

**Recognising the effect that your position of authority might have on young African or Caribbean men with mental health problems**

1  2  3  4  5

**Examples of good practice about how young African and Caribbean men can be better supported**

1  2  3  4  5

## Which of the following best describes your personal attitudes towards young African and Caribbean men with mental health problems?

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**I feel able to empathise with the experiences of young African and Caribbean men with mental health problems.**

1  2  3  4  5

**Young African and Caribbean men with mental illness are far less of a danger than most people suppose.**

1  2  3  4  5

**Young African and Caribbean men with severe mental health problems can fully recover.**

1  2  3  4  5

**In the future, I would be willing to live nearby to a young African or Caribbean man with a mental health problem.**

1  2  3  4  5

**Thinking about the organisation you currently work or volunteer for, which of the following statements would you agree or disagree with?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**I think small changes to the way professionals interact with young African and Caribbean men with mental health problems can make a big difference to individual outcomes.**

1  2  3  4  5

**I can personally make a difference to the quality of service provided to young African and Caribbean men with mental health problems.**

1  2  3  4  5

**Within my organisation I feel able to act as an advocate for improvements in the way we support young African and Caribbean men.**

1  2  3  4  5

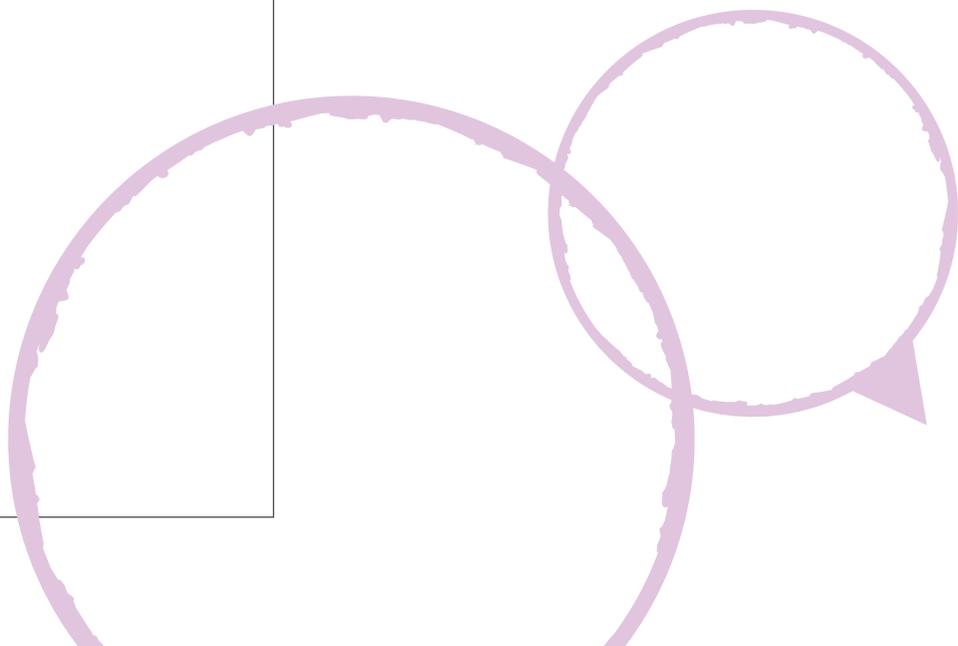
**I would feel comfortable telling a colleague that I had experienced a mental health problem.**

1  2  3  4  5

**How old are you?**

Select one option only, marking the box with an 'X'

- < 24
- 25 – 34
- 35 – 44
- 45 – 54
- 55 – 64
- > 65



## What is your ethnic group? (ONS)

Choose one option that you feel best describes your ethnic background marking the box with an 'X'

### White

- English / Welsh / Scottish / Northern Irish / British       Irish       Gypsy or Irish Traveller

### Any other White background

Please describe

-----

### Mixed / multiple ethnic groups

- White and Black Caribbean       White and Black African       White and Asian

### Any other Mixed / multiple ethnic background

Please describe

-----

### Asian / Asian British

- Indian       Pakistani       Bangladeshi       Chinese

### Any other Asian background

Please describe

-----

### Black / African / Caribbean / Black British

- African       Caribbean

### Any other Black / African / Caribbean background

Please describe

-----

### Other ethnic group

- Arab

### Any other ethnic group

Please describe

-----

### How would you describe your gender?

Select one option only, marking the box with an 'X'

- Male
- Female
- Prefer not to say

**Other:**  
Please specify

-----  
-----

### Who is the person closest to you who has, or has had, some kind of mental illness?

Select one option only, marking the box with an 'X'

- |  |   |
|--|---|
| <input type="checkbox"/> Self  | <input type="checkbox"/> Friend         |
| <input type="checkbox"/> Partner   | <input type="checkbox"/> Work colleague |
| <input type="checkbox"/> Immediate family                                | <input type="checkbox"/> Acquaintance   |
| <input type="checkbox"/> Other family (uncle, aunt, cousin, grandparent) | <input type="checkbox"/> No-one known   |

**Other:**  
Please specify

-----  
-----

**Which of the following best describes the organisation you work, represent or volunteer for?**

Select one option only, marking the box with an 'X'

**Mental Health Trust**

**Police**

**Other:**  
Please specify

-----  
-----

**Which of the following best describes the way you found out about the 300 Voices events?**

Select all that apply by putting an 'X' in the corresponding boxes

- I have a professional qualification which covered mental health.**
- I have received extensive training and support from my current employer which specifically focused on mental health (but I do not have a professional qualification in this area).**
- I have received some training from my current employer which specifically focused on mental health.**
- I received training relating to mental health in a previous role.**
- I have received no formal training relating to mental health.**

**Time to Change 300 Voices****S2: Post-workshop****Post-workshop survey for professionals**

This research is being carried out by ESRO, an independent research company,<sup>24</sup> in partnership with Time to Change. The information you provide will be used for the sole purpose of understanding and measuring the impact of Time to Change's 300 Voices project on project participants.

Your personal and contact details will be held securely and only used for the purposes of this evaluation. None of your details will be shared with any third parties (beyond ESRO Ltd. and Time to Change) and all other information will be completely anonymised.

Please be as honest as possible in answering these questions. The results will not be used to evaluate professional performance. For further information, or if you have any questions, please visit [www.esro.co.uk](http://www.esro.co.uk), or contact **Joe Cryer** on [joe.cryer@esro.co.uk](mailto:joe.cryer@esro.co.uk).

<sup>24</sup> ESRO is a member of the Market Research Society (MRS). Research participants can check the validity of a research supplier by calling the MRS National Freephone service on 0500 39 69 99.

**Full name:**

**Job title:**  **Date of event:**

**Phone number:**

**Email:**

**Your region:**

### How would you rate your knowledge of the following?

On a scale of 1-5 where 1 is 'basic', 3 is 'standard', 5 is 'very good'

**Understanding the reasons why a young African or Caribbean man with a mental health problem might be reluctant to seek treatment**

1  2  3  4  5

**Recognising where existing practice may be inappropriate for young African and Caribbean men**

1  2  3  4  5

**Recognising the effect that your position of authority might have on young African and Caribbean men with mental health problems**

1  2  3  4  5

**Examples of good practice about how young African and Caribbean men can be better supported**

1  2  3  4  5

**Which of the following best describes your personal attitudes towards young African or Caribbean men with mental health problems?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**I feel able to empathise with the experiences of young African and Caribbean men with mental health problems.**

1  2  3  4  5

**Young African and Caribbean men with mental illness are far less of a danger than most people suppose.**

1  2  3  4  5

**Young African and Caribbean men with severe mental health problems can fully recover.**

1  2  3  4  5

**In the future, I would be willing to live nearby to a young African or Caribbean man with a mental health problem.**

1  2  3  4  5

**Thinking about the organisation you currently work or volunteer for, which of the following statements would you agree or disagree with?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**I think small changes to the way professionals interact with young African and Caribbean men with mental health problems can make a big difference to individual outcomes.**

1  2  3  4  5

**I can personally make a difference to the quality of service provided to young African and Caribbean men with mental health problems.**

1  2  3  4  5

**Within my organisation I feel able to act as an advocate for improvements in the way we support young African and Caribbean men.**

1  2  3  4  5

**I would feel comfortable telling a colleague that I had experienced a mental health problem.**

1  2  3  4  5

**Based on your experience, would you recommend that other local professionals take part in a project like this?**

Select one option only, marking the box with an 'X'

- Yes       No       Not sure

**Thinking about your involvement with Time to Change's 300 Voices project - to what extent do you agree or disagree with the following statements?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**The project has helped me to better understand the experiences of young African and Caribbean men with mental health problems.**

- 1    2    3    4    5

**The project has made me change my attitude towards young African and Caribbean men with mental health problems.**

- 1    2    3    4    5

**The project helped me to feel more confident in exploring new or different ways of responding to young African and Caribbean men with mental health problems.**

- 1    2    3    4    5

**Please take a moment to write what you found most useful and valuable about being involved in the Time to Change 300 Voices project:**

-----  
-----  
-----  
-----  
-----  
-----

**Time to Change 300 Voices****S3: Three month follow-up  
for professionals****Follow-up survey for professionals**

This research is being carried out by ESRO, an independent research company,<sup>25</sup> in partnership with Time to Change. The information you provide will be used for the sole purpose of understanding and measuring the impact of Time to Change's 300 Voices project on project participants.

Your personal and contact details will be held securely and only used for the purposes of this evaluation. None of your details will be shared with any third parties (beyond ESRO Ltd. and Time to Change) and all other information will be completely anonymised.

Please be as honest as possible in answering these questions. The results will not be used to evaluate professional performance. For further information, or if you have any questions, please visit [www.esro.co.uk](http://www.esro.co.uk), or contact Joe Cryer on [joe.cryer@esro.co.uk](mailto:joe.cryer@esro.co.uk).

**This form is also available for completion online if you have access to a modern browser.**

**Please go to the following address:**

[www.revealingreality.co.uk/questionnaires/300-voices-follow-up/](http://www.revealingreality.co.uk/questionnaires/300-voices-follow-up/)

**Full name:**

**Job title:**

**Date of event:**

**Phone number:**

**Email:**

**Your region:**

### How would you rate your knowledge of the following?

On a scale of 1-5 where 1 is 'basic', 3 is 'standard', 5 is 'very good'

**Understanding the reasons why a young African or Caribbean man with a mental health problem might be reluctant to seek treatment**

1  2  3  4  5

**Recognising where existing practice may be inappropriate for young African and Caribbean men**

1  2  3  4  5

**Recognising the effect that your position of authority might have on young African and Caribbean men with mental health problems**

1  2  3  4  5

**Examples of good practice about how young African and Caribbean men can be better supported**

1  2  3  4  5

**Which of the following best describes your personal attitudes towards young African or Caribbean men with mental health problems?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**I feel able to empathise with the experiences of young African and Caribbean men with mental health problems.**

1  2  3  4  5

**Young African and Caribbean men with mental illness are far less of a danger than most people suppose.**

1  2  3  4  5

**Young African and Caribbean men with severe mental health problems can fully recover.**

1  2  3  4  5

**In the future, I would be willing to live nearby to a young African or Caribbean man with a mental health problem.**

1  2  3  4  5

**Thinking about the organisation you currently work or volunteer for, which of the following statements would you agree or disagree with?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**I think small changes to the way professionals interact with young African and Caribbean men with mental health problems can make a big difference to individual outcomes.**

1  2  3  4  5

**I can personally make a difference to the quality of service provided to young African and Caribbean men with mental health problems.**

1  2  3  4  5

**Within my organisation I feel able to act as an advocate for improvements in the way we support young African and Caribbean men.**

1  2  3  4  5

**I would feel comfortable telling a colleague that I had experienced a mental health problem.**

1  2  3  4  5

**Based on your experience, would you recommend that other local professionals take part in a project like this?**

Select one option only, marking the box with an 'X'

- Yes       No       Not sure

**Thinking about your involvement with Time to Change's 300 Voices project - to what extent do you agree or disagree with the following statements?**

Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5)

**The project has helped me to better understand the experiences of young African and Caribbean men with mental health problems.**

- 1    2    3    4    5

**The project has made me change my attitude towards young African and Caribbean men with mental health problems.**

- 1    2    3    4    5

**The project helped me to feel more confident in exploring new or different ways of responding to young African and Caribbean men with mental health problems.**

- 1    2    3    4    5

**Please take a moment to write what you found most useful and valuable about being involved in the Time to Change 300 Voices project:**

-----  
-----  
-----  
-----  
-----  
-----

**Based on your experience, would you recommend that other local professionals take part in a project like this?**

Select one option only, marking the box with an 'X'

- Yes, with family       Yes, with colleagues       Yes, with other people
- No

**Have you taken any practical steps as a result of having taken part in the Time to Change 300 Voices project?**

Please select all that apply, marking relevant boxes with an 'X'

- I have made changes to the way I interact with young African and Caribbean men with mental health problems.
- I have been able to act as an advocate for young African and Caribbean men in my organisation.

**Other:**

Please specify

-----  
-----

**Thank you for taking the time to complete the questionnaire.  
Your response is much appreciated.**

For completion by Time to Change 300 Voices:

Event:

Date:

**time to change**

let's end mental health discrimination

**Time to Change 300 Voices**

**Post-workshop survey for young African and Caribbean men**

About today's session

How many Time to Change 300 Voices events/activities (including today) have you taken part in?

- 1       2       3       4 or more

Based on your experience of Time to Change's 300 Voices project, would you recommend that other people like you take part in a project like this?

- Yes       No       Maybe

What did you find most useful and valuable about your experience with Time to Change's 300 Voices project?

.....

.....

.....

.....

.....

Please continue on the other side if you need more space.

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

**Has taking part in Time to Change's 300 Voices project made you feel more confident?**

- Yes**       **No**       **Maybe**

**If Yes, in what ways?**  
Please tick all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Speaking to new people                   | <input type="checkbox"/> Getting support when you need it                               |
| <input type="checkbox"/> Making new friends                       | <input type="checkbox"/> Supporting others when they need it                            |
| <input type="checkbox"/> Getting involved in new activities       | <input type="checkbox"/> Getting involved with local groups (community, religious etc.) |
| <input type="checkbox"/> Speaking up for yourself                 |   |
| <input type="checkbox"/> Speaking up for others                   | <b>Other:</b><br>Please specify   |
| <input type="checkbox"/> Speaking more openly about mental health | -----   |
|   | -----   |

## Thinking about your experience of Time to Change's 300 Voices project, to what extent do you agree or disagree with the following statements?

On a scale of 1-5 where 1 is 'basic', 3 is 'standard', 5 is 'very good'

### The project:

**Made me feel like I am being listened to**  1  2  3  4  5

**Helped me to talk to people I wouldn't usually meet**  1  2  3  4  5

**Gave me the opportunity to do things I have never done before**  1  2  3  4  5

**Helped me to understand the role of professionals who provide mental health help and support**  1  2  3  4  5

**Helped me to feel more confident when dealing with professionals who provide mental health help and support**  1  2  3  4  5

## About your views

The next set of questions is about your experience of using the services provided by your local team at the mental health trust.

Yes, definitely (1), Yes, to some extent (2), Not really (3), Definitely not (4), Don't know (5), Not applicable (6)

**Do you feel involved in your care?**  1  2  3  4  5  6

**Does your local team at the mental health trust help you with what is important to you?**  1  2  3  4  5  6

**Does the team treat you as an individual by considering your culture, spirituality, disability, gender, sexuality, age and ethnicity?**  1  2  3  4  5  6

Extremely likely (1), Likely (2), Neither likely nor unlikely (3), Unlikely (4), Extremely unlikely (5), Don't know (6)

**How likely are you to recommend the team in your local area to friends and family if they needed similar care or treatment?**

1  2  3  4  5  6

## About you

The last few questions will help us when analysing the responses to the surveys.

**How many Time to Change 300 Voices events/activities (including today) have you taken part in?**

1  2  3  4 or more

**Have you ever had mental health problems?**

Yes  No

**How old are you?**

Under 14  14 – 17  18 – 25  26 – 35  
 36 – 45  46 – 55  56 – 65  66 – 75  
 76+

## How would you describe your gender?

Select one option only, marking the box with an 'X'

Male

Female

Prefer not to say

**Other:**

Please specify

-----

-----

## How would you describe your ethnic background?

### White

British

Eastern European

Irish

Any other White background

### Mixed heritage

White and Black Caribbean

White and Black African

White and Asian

Any other mixed heritage

### Asian or Asian British

Indian

Pakistani

Bangladeshi

Other Asian British

### Black or Black British

African

Caribbean

Other Black British

### Other

Chinese or Chinese British

Any other background

Prefer not to say

**Do you have any other comments?**

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

**Would you be willing to be contacted again regarding the following?**

- |   |  |
|---|--|
| <input type="checkbox"/> Yes, regarding information or news from Time to Change | <input type="checkbox"/> Yes, about research   |
| <input type="checkbox"/> No, I prefer not to be contacted again                 | <input type="checkbox"/> No, I prefer not to be contacted again, and do not want to be entered in the prize draw |

**If Yes, please provide contact details below.**

<b>Full name:</b> <input type="text"/>	<b>Phone number:</b> <input type="text"/>
<b>Email:</b> <input type="text"/>	

Time to Change is a campaign run by the mental health charities Mind and Rethink Mental Illness to end the discrimination that people with mental health problems face.

Time to Change, 15-19 Broadway, London E15 4BQ

T: 020 8215 2356

E: [info@time-to-change.org.uk](mailto:info@time-to-change.org.uk)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)

**time to change**

let's end mental health discrimination

