

Volunteer Visitor 1:1 Training



Materials / Preparation Needed

- Bring handouts – blank paper & pen, hard copy of slides, Boundaries Guidance x2, Key Points slides, Risk Assessment, Keeping Safe While Volunteering, Blank Diary Sheet, Blank Expenses Claim Form
- If possible, and you are using a laptop, ask the volunteer to bring a pair of earphones with them to allow them to hear the audio on the videos if you're in a public place.

If required / relevant for where you are meeting; check:

- Fire Evacuation procedures
- Location of nearest toilets
- Tea / coffee making facilities
- Internet connection including WiFi password.

ACTION: Welcome volunteer to the session & thank them for meeting up with you. Explain the session will take about 2 hours.

Welcome & Introductions

Domestics
Session format
Expectations



This session will help you to:

- Find out a bit more about us and the positive impact you'll be having
- Understand what you'll be doing when you start visiting
- Find out how we can support you and what we'll need from you in the coming months to help your volunteering go well
- Explore possible scenarios that may come up and give you confidence in approaching them

Timing – 3 minutes

Domestics & session format

ACTION: If relevant, run through domestics for the location you are training in (fire evacuation routine, toilets) & explain that the session will be interactive with lots of opportunity for them to talk through their experiences. We have a structure for the session but depending on your experience we may explore some of the exercises more fully or spend less time on them. Confirm estimated finish time.

EXPLAIN: We'll have top tips from existing volunteers to share with you as we go through the session. These will be highlighted with a 'drawing pin as a 'note' on the slides.

Expectations

ACTION: Ask volunteer to share the key things they're hoping to get from today's session and, if they have any concerns about the session. Discuss what they've shared and respond briefly if what they are expecting is planned to be covered today (or if you can build it in) and try to reassure around any concerns where needed.

ACTION: Talk through the aims of the session.

Agenda

Welcome & Introductions

About Independent Age

Your role

Volunteering Journey

Questions & Answers

Support & Next steps

ACTION: Talk through the agenda and explain that there will be handouts given out which cover any key points as and when needed but they're welcome to take notes if they'd find them useful. Encourage them to keep the Key Points handouts for future reference.

A bit about Independent Age...



1863

We start as United Kingdom Beneficent Association (UKBA) - aiming to prevent destitution by providing those in poverty with a small regular income for life



1911 - 48

We seek Royal Charter to become RUKBA to encourage donors, By 1948 we've focused on supporting older people in response to growing need.



1954 -79

In 1954 Elderly Invalids (later Counsel & Care) is also founded. Caring for over 7,500 older people by 1979 and hosting a busy advice line.



2005

We change our name to Independent Age to help us become more recognisable and explain what we do more clearly.



2011

We merge with Counsel & Care and Universal Beneficent Society leading us to provide an information and advice service.

Have you heard of our award winning advice guides?

Which topics can the Helpline offer support with?

Timing – 5 mins

A bit about Independent Age...

Charity Background

ACTION: Very briefly talk through the timeline of the organisation, explaining that this will hopefully give some background to where we've been and why we focus where we do now. Additional notes are below:

- **1863** – Photo is of Sir William T Charley – one of UKBA's original founders. He was the MP for Salford and became a judge, sitting as chief judge at Central Criminal Court (also known as the Old Bailey). Sir William married later in life, at the age of 57, and had two children. He was a keen cyclist and was president of the Pickwick Bicycling Club.

Advice Guides

ASK: Have you seen our award winning (Plain English Campaign) advice guides? They cover a range of topics from bereavement, to loneliness, issues around care, home safety, security and many other topics. They're all available on our website or orderable through the Helpline team. You'll get information on how to do this on a later handout.

Helpline (English Teams)

EXPLAIN: Our team on the Helpline offer support with:

- care and support
- money and benefits
- health and mobility

EXPLAIN: It's free and confidential. This is the place you need to direct any discussions outside of your regular conversations to as they are full trained to help. If someone calls they will either have their query answered there and then or will have a time booked in with a more specialist advisor.

Other services (Wales, Scotland & Northern Ireland)

- If you're in Wales, contact Age Cymru www.agecymru.org.uk or on 08000 223 444 for information and advice.
- In Scotland, contact Age Scotland www.agescotland.org.uk or on 0800 12 44 222 for information and advice
- In Northern Ireland, contact Age NI www.ageni.org or on 0808 808 7575 for information and advice

Some older people may approach The Silver Line on 0800 4 70 80 90 or Citizen's Advice Bureau depending on their needs.

EXPLAIN: The teams on these helplines offer support with:

- care and support
- money and benefits
- health and mobility

EXPLAIN: They are all free and confidential and are where you need to direct any discussions outside of your regular conversations to as they are full trained to help.

A bit about Independent Age...

"Independent Age wants to make the UK a better place to grow old for everyone. What we do is very simple and effective. We understand the issues faced in later life, we campaign for change, and we provide support people can rely on – from clear and simple information guides to a network of volunteers helping us to beat loneliness and isolation across the UK."



In 2017...

We handled **40,360**
Helpline enquiries

Over **1m** people
accessed our support

We distributed **2.7m**
information guides & resources

Timing – 5 mins

ASK: How are we different from other charities working with older people?

- You may have heard the phrase “We’re independent, so you can be.” This is because our information and advice is completely impartial - we don’t sell or recommend products - and our campaigning is fiercely independent and based on the needs of older people.

EXPLAIN: You’ve hopefully now got an idea of where we’ve been and what we offer. It’s an exciting time for the organisation with plans to reach even more older people and extend our impact even further.

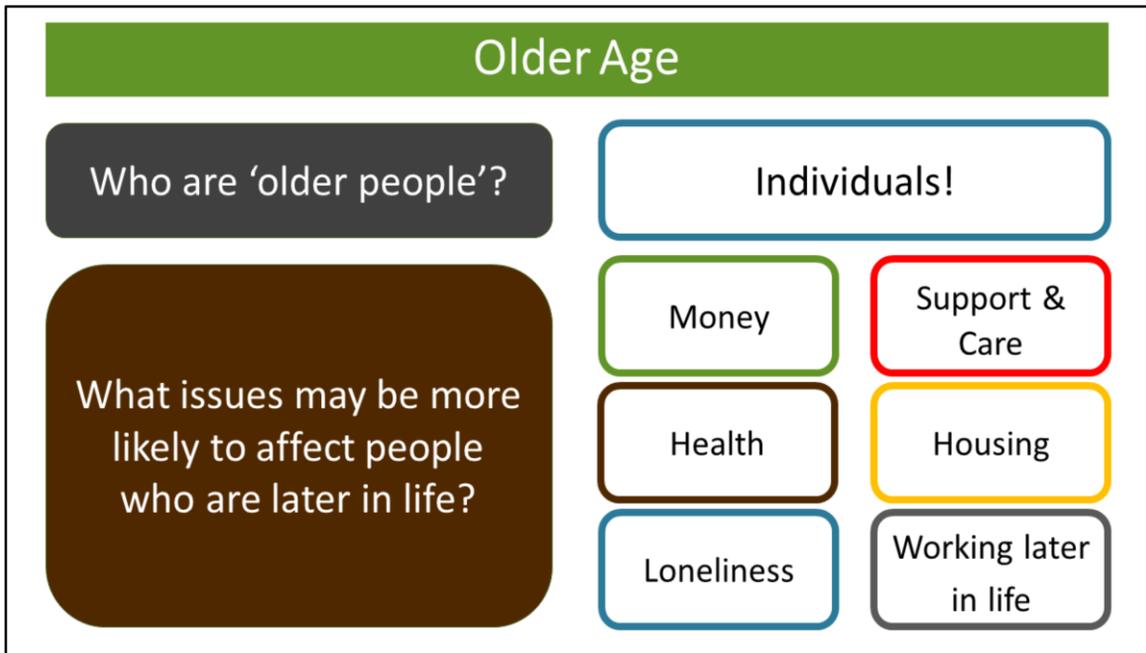
ACTION: Ask them to read the quote and talk about how it makes them feel. What do they think about it?

ASK: Why do you think we offer a visiting service given our aims?

- To decrease loneliness – we’re a ‘niche’ service filling a gap where carers and others may not have time to truly listen to the older person.
- To increase self confidence
- To increase independence
- To improve quality of life

ACTION: Talk through key figures for 2017 & explain that Independent Age are coming to the end of the current strategy and by early/mid 2019 will have new strategic plans. For 2019 the main focus will be on raising awareness of Independent Age and the work we do. Look out for further information in newsletters.

ACTION: If you have the facilities to, play the video of Kathleen (double-click on the photo). Kathleen tells us what independence means to her.



Timing – 2 mins

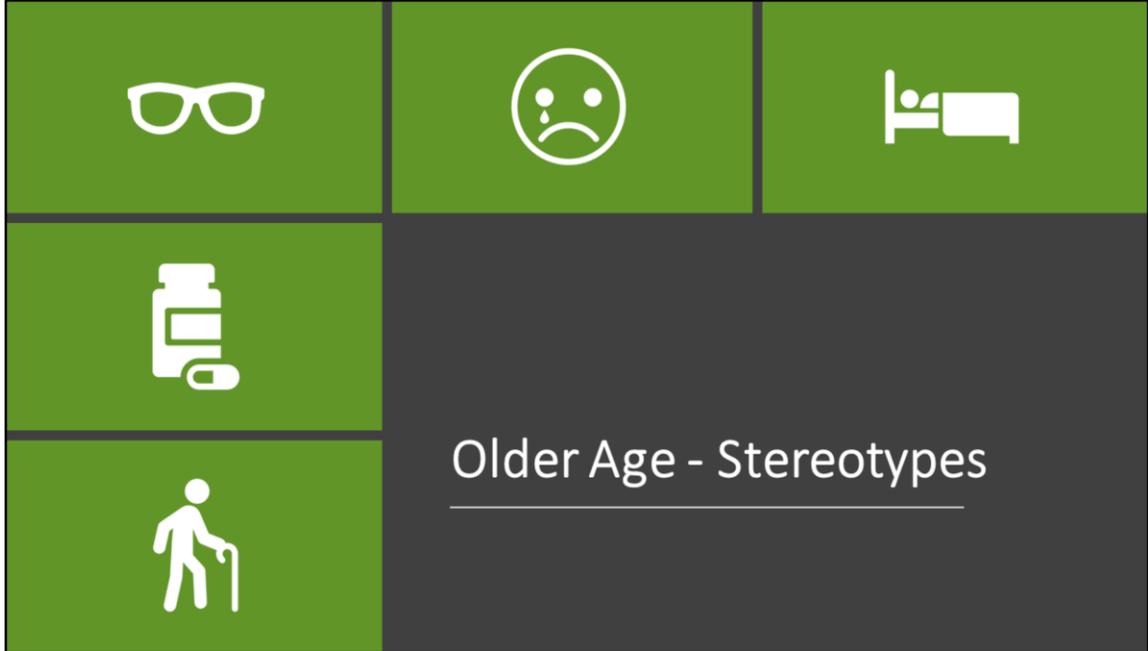
ASK: Who are 'older people'?

It's a phrase that we use a lot but who are we actually referring to?

- Simply put, it's you or I later in life. We aren't the same now and we won't be in the future. Our lives will be a result of all the decisions, challenges, life experience, gains and losses in the years ahead.
- Technically anyone over 55 can be referred to us or use our services although many of those we support are older than this.
- We are going to talk about some issues that are more likely to have an impact on people later in life but we should always remember that we are supporting individuals!

ASK: What issues may be more likely to affect older people? NB these are less likely to affect those in the lower end of people who can benefit from our services.

ACTION: Show key categories. Explain that these are all areas that our helpline (and other organisations with helplines) give support on. The area that Volunteer Visitors focus on supporting is around alleviating loneliness.



Timing – 6 mins

EXPLAIN: The next exercise focuses on dispelling some of the myths and stereotypes older people have to deal with.

ASK: what are stereotypes?

- Stereotypes are a set of beliefs which shape the way we think and behave in everyday life. Whether we like to or not we all have the potential to stereotype others.

ASK: Why does this happen?

- Our brain processes a huge amount of messages about the world around us every day. In order to make this simpler we look for similar patterns including placing people in groups based on what we have seen, experienced or been told in the past. This is true of a wide range of groups not just older people.

ASK: What stereotypes can you think of relating to older people (positive or negative). Answers may include:

- They're wiser
- They need caring for / are needy
- They've got lots of life experience

- They enjoy reminiscing about the past / think that things were better in the past
- They'll forget things
- They can't keep up with change
- They won't take in new information or want to try new ways of doing things

EXPLAIN: These stereotypes of ageing exist despite the fact people are living longer, healthier and more productive lives than ever before.

ACTION: Select three and ask how that stereotype might affect the interaction a volunteer has with the older person. Answers may include:

- Affects your tone of voice / pace of speech - may come across as patronising
- Over estimating / under estimating someone's abilities / knowledge e.g. making cup of tea for them when they would like to, offering to change TV channels etc.
- May mean you avoid topics that the person may be interested in talking about or pursue ones that they have no interest in
- Could be frustrating for the older person
- Damages rapport

EXPLAIN: The impact of stereotyping can be very tangible.

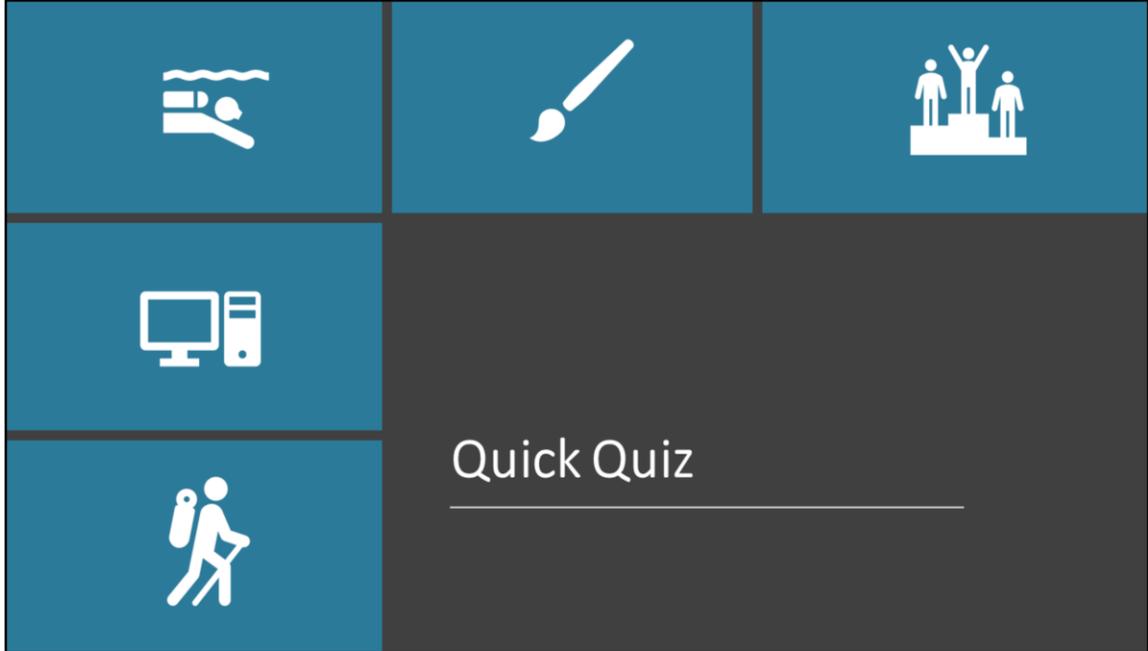
- The British Medical Association argue there is clear evidence that age stereotypes can negatively impact on the ageing processes by influencing health and wellbeing, and decision making processes / performance on cognitive or physical tasks.
- The Ohio Longitudinal Study of Aging and Retirement followed 660 adults aged 50 years and over for a 23-year period and revealed those who had more positive views of ageing lived **7.5 years longer** on average compared to those who had more negative views – so a positive outlook of older people makes a very real difference!

ASK: How do you overcome stereotyping people?

Answers may include:

- Asking more questions to find out more about the person
- Watch for their reaction and acknowledge if you've made an inappropriate assumption
- Asking them how they feel about x topic before assuming how they may respond
- Being open that you don't want to make any assumptions about their interests etc.

EXPLAIN: As we go through the training today we'll be exploring & refreshing your skills to help support you in this.



Timing – 2 mins

EXPLAIN: Before we move on we've got a quick quiz - guess the age (you can pick as many / few as they wish depending on time available – this exercise can be left out if you are running behind time). Trainer can also change or add their own if they have local examples.

- Swiss natives and Vancouver residents **Esther and Martin Kafer** climbed Mount Kilimanjaro, Africa's highest mountain - some 5,895 metres - setting the new world record for the Oldest couple to climb Mt. Kilimanjaro according to the World Record Academy: www.worldrecordacademy.com/. How old do you think they were when they did this? **84 and 85!**
- **Ray Woolley** from Port Sunlight in Merseyside, spent his birthday on August 28 diving 38 metres underwater on the wreck of the Zenobia, a Swedish-built cargo ferry that sunk on its maiden voyage in 1980 off the coast of Larnaca in Cyprus, thus setting the new world record for the **Oldest scuba diver**, according to the World Record Academy. How old was he? **94**
- Gymnast **Johanna Quaas**, performed an impressive parallel bar and floor demonstration after finals concluded at Germany's Cottbus Challenger Cup - setting the new world record for the Oldest Gymnast, according to World Record Academy: www.worldrecordacademy.com/. How old was she? **86**
- How old was the oldest female acrobatic salsa dancer **Sarah Paddy Jones** when she won the first

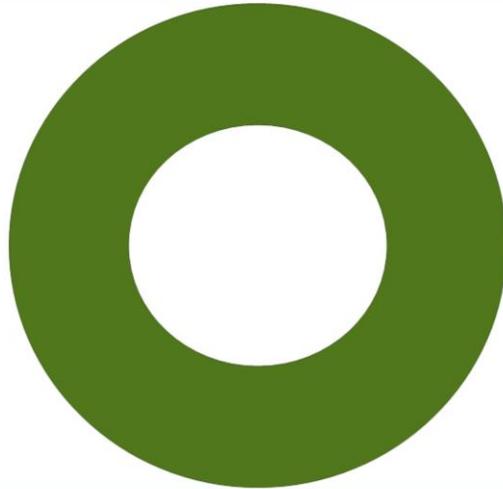
prize on the Spanish TV talent show *Tu Si Que Vales* in December 2009? **75**

- How old was the oldest wing walker is **Thomas Lackey** when he completed a wing walk in Northern Ireland, UK, on 29 August 2013. **93 years and 100 days!**
- How old was **Shirley Curry** when she was crowned the world's oldest videogames youtuber? She has shot hundreds of videos for her self-titled channel, building up an impressive fanbase of 238,449 subscribers and accumulating 6,509,749 views? **81**
- How old was **Ken Bald**, the oldest artist to illustrate a comic book cover, when he illustrated the cover of Marvel's *Contest of Champions* (2015) #2 (Bald Classic Variant)- **95**
- **EXPLAIN:** As you'll likely have gathered this exercise is to challenge perceptions of what older people can do and to highlight the dangers of making assumptions – that said many of those we work with won't be this active.

Your Role



*Always read volunteer communications
(Newsletter, Volunteering emails and
emails from your WPO) that are sent out!*



Timing – 10 mins

EXPLAIN: We're going to spend a bit of time exploring what your role is about and also considering what it isn't. If you completed the pre work pack then please refer back to your thoughts from Exercise 1.

ASK: What do we mean by a friendship service (vs. a friendship)? The Joseph Rowntree Foundation describe it as:

- “A relationship between two individuals which is initiated, supported, and monitored by an agency. Ideally the relationship is non-judgemental, mutual, purposeful, and there is a commitment over time.” Whilst it is a friendship it is one that's monitored, which may seem a little odd but is important to keep clear.

ASK: Why is it useful to have clear boundaries in this sort of relationship?

- Makes it simpler to explain what you're there to do
- Allows you to focus and add value in the role you've signed up for
- Means the older person knows what to expect (and what not to expect)
- Saves embarrassment at refusing requests (or at least allows for easier signposting)
- Protects you from legal problems or moral dilemmas
- Maintains the professional reputation of the charity

ACTION: Ask the volunteer to spend a few minutes jotting down all the things that they'll be doing in their role. These will be in the inner circle as they are areas that you are focused on.

Your Role



Always read volunteer communications (Newsletter, Volunteering emails and emails from your WPO) that are sent out!



ASK: What are things that you might want to do or be concerned about but that don't sit within your role?

ACTION: Show slide

ACTION: Ask them why they wouldn't be getting involved in these areas? In particular what might go wrong if they did?

Answers should include:

- Not trained to do so (or even if you are you aren't trained to do it in this capacity)
- Our intention may be good but the impact could be negative (NB we have had a situation where a volunteer gave financial advice to an older person which turned out to have a negative impact. This resulted in legal action against Independent Age).
- Not part of our remit to do it as an organisation
- May not be insured
- May be the older person becomes dependent on you and should have services delivered from another organisation (for example if you are buying shopping in for them; this may mask a wider problem with their independence which should be flagged to the local authority or NHS)

ASK: What do you do if these things come up?

- Signpost the older person to the other services we have to support them such as an Information

and Advice service that older people can access directly by calling our freephone Helpline on 0800 319 6789 (or other partner services outside England) where they can get some information or an appointment to talk to an expert advisor.

- Talk to your Independent Age contact.

EXPLAIN: We will explore scenarios where these boundaries might be tested through your volunteering later.

Your Role



Boundaries Guidance for Independent Age Wellbeing Volunteers

The volunteer:

- Helps reduce the older person's social isolation
- Helps the older person live independently for as long as possible
- Helps the older person to re-engage with their community

The volunteering role can include:

- Spending time with the older person, listening and chatting.
- Keeping in regular face to face or telephone contact with the older person, in agreement with your Independent Age contact.
- Where appropriate, encouraging an older person to access information through the Independent Age Helpline to enable them to retain control of their lives and make informed choices
- Helping older people find out about social activities and networks in their local area
- Having fun and enjoying each other's company!

The volunteer is not able to:

- Give the older person their contact details, including phone number
- Provide health care e.g. dispense medication or healthcare information
- Provide personal care e.g. help with eating/drinking or help with washing.
- Manage and handle money and cash for the older person.
- Provide assistance with general household matters.
- Provide assistance in the conduct of a person's own affairs
- Provide transport to social activities or groups.
- Provide manual assistance in manoeuvring an older person in and out of a car or public transport.
- Providing assistance to wheelchair users to get out and about
- Provide a telephone friendship service in replacement of agreed face to face visits or provide face to face visits in replacement of an agreed telephone friendship service.
- Accept gifts from the older person they support.
- Provide a 'loving' service e.g. carers respite.
- Solve any problems which may arise.
- Promise to keep secrets – they may have to pass on any concerns to your Independent Age contact and may not need permission to do this



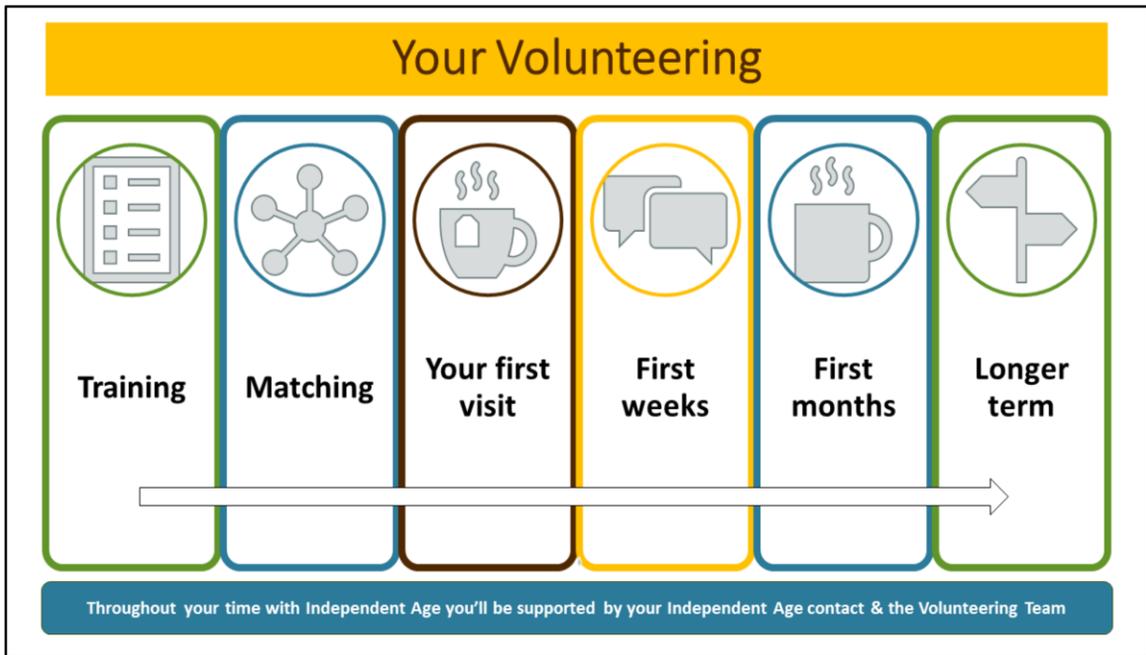
Timing – 5 mins

ACTION: Give the volunteer a copy of the Boundaries Guidance and ask them to read through.

ASK: Is there anything that you don't understand or that surprises you on there? Discuss any responses.

ACTION: Give the volunteer a copy for their reference, ask them to sign one to say they understand the content and then give it back to you.

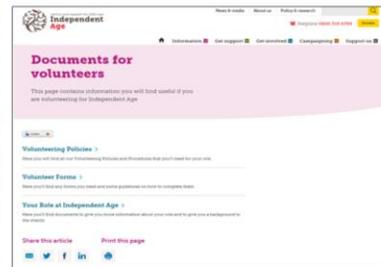
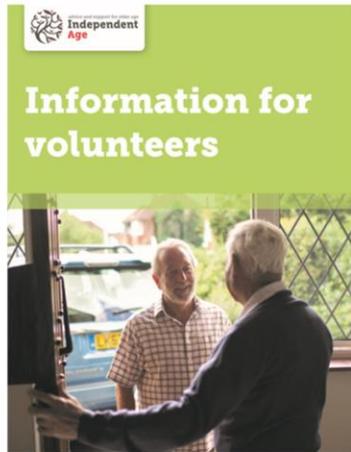
ACTION: Handout Key Points cover page & Key Points, give the volunteer a moment to reread them before moving on.



EXPLAIN: We are going to be carrying on the session as more of a 'journey' through your volunteering with Independent Age which you can see on this slide. As we go through we'll be touching on information, situations and skills that are more likely to be relevant at that time of your volunteering.

EXPLAIN: You'll notice that the whole way through the journey your Independent Age contact and the Volunteering Team are there to support you with any queries so you should never feel uninformed or concerned.

Your Training



EXPLAIN: Aside from the information we cover today you will receive an Induction Pack (yellow cover above) & Volunteer Handbook (green cover above).

EXPLAIN:

- We'll be revisiting some of the key content from these packs but please keep hold of them when they arrive as they have some essential information for you to come back to later!
- If you haven't already visited it - there is also a really useful section of the website where we store reference information for volunteers – the web address will be on a handout later – both these guides can be found there.

Matching



An older person makes **contact** or is **referred** by someone else

An **initial discussion** takes place to understand their situation & whether our services are right for them

Availability of visiting volunteers in local area / on phone is checked

If the older person would like them to, the local IA contact will call them monthly to **keep in touch** while awaiting a match

The local team **visit** the older person to carry out a Risk Assessment and follows up on any initial concerns

An appointment is booked to speak to older person in more depth to understand their situation, lifestyle, interests & availability

Your **training** takes place with the local team

The older person is **matched** with you and you are **contacted** to see if you are happy to visit them based on their situation, needs and location

Your visits **begin!**



Timing – 2 minutes

ACTION: Talk through the matching process and explain that we take the following into account when matching them with an older person:

- **Location** – we try as best as we can to find a suitable match in the local area
- **Availability / flexibility** – some people we organise visits for would prefer a regular time / time of day which not everyone can accommodate so we try to keep this in mind when matching
- **Interests** – ideally we know about your interests from your interview / application process and we are able to find someone who has some common ground with you.

EXPLAIN: Before you joined us there is a thorough process of really understanding the needs, situation and any potential risks of visiting the older person (e.g. the condition of their home, unfriendly pets etc)

- **Environment:** location of the older person's home, any accessibility issues
- **Person:** other people in the home, physical contact, inappropriate comments/ language
- **Transport:** how you are getting there – using public transport, driving, timing of your visit

EXPLAIN: In your online welcome pack you should have seen our "Keeping Safe When Volunteering" handout - this is based on our Lone Working Policy and is our approach to keeping you safe so needs to be followed.

ACTION: Give them a copy and talk through the 8 Key Personal Safety Guidelines

A key point to remember is that you should always tell a trusted nominated person who you are visiting, their address, phone number and the timing of your visit. This doesn't breach confidentiality as the older person signs to agree that a trusted person can have this information when they join the service.

Your First Visit

Before your visit

- Your Independent Age contact will have told you about any risks, home arrangements, interests, family background, the older person's availability and any other services they receive.
- **Phone** the older person to introduce yourself and confirm your visit (use 141)
- **Plan** your journey – check parking, bus times etc
- Check your **phone** is charged & save your IA **contact no.**
- Share relevant details with your **Trusted Contact** along with when you're due to finish.
- Think about **conversation topics** that could work and research them if needed



Be practical, reliable and flexible when arranging visits. Allow for delays that may occur so that the older person doesn't get anxious if your visit is late.

During your visit

- **Introduce** yourself, show your ID badge
- Find out if the older person has a **favourite chair** they like to sit in
- Check they can **see / hear** you easily from where you're sitting
- Don't be afraid to say that the radio or TV on too **loud** if you can't hear
- **Recap** on what you're there to do (and what other support can be provided by others if not within your role). Explain you'll be open and say if something doesn't fit with your role.
- Explain that what you talk about is between you but if you felt they were **at risk** for any reason you'd have to talk to your Independent Age contact.
- Ask **questions**, actively **listen**, **get to know them!**
- When you leave, contact your **Trusted Contact** to say you're finished & update your IA contact how it went.
- Make sure they have Independent Age's number but don't share yours

Timing – 7 mins

EXPLAIN: Once volunteers are matched we'll ask you to arrange your first visit.

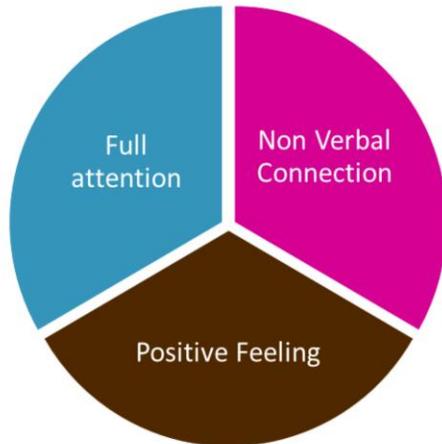
ASK: How are you feeling about that? Discuss their response.

EXPLAIN: It's great if you're looking forward to getting started but also completely normal (and understandable) if you're feeling a bit apprehensive. In this part of today's session we're going to reflect on what you can do to get prepared!

ACTION: Ask the volunteer to note down what they could do an advance to help the visit go well (e.g. planning your journey) and what they would consider when they arrive at the older person's house (what will you be saying / doing).

When they've jotted some thoughts down, discuss responses using slide for prompts.

Your First Visit



Timing – 10 mins

EXPLAIN: Your first visit is the start of your relationship with the older person. Focusing on building rapport with them early on to put them at ease and encourage them to get the most out of the time with you is key. Research by Daniel Goleman, an expert in emotional intelligence, indicates that building rapport or as he calls it 'creating human moments' with someone is done through three main activities.

ACTION: Draw a circle on a piece of paper to match the one on the slide and ask the volunteer to suggest what would be happening in each part of the circle. Answers to include:

- **Full attention** – not getting distracted, questioning, listening (more on this later!)
- **Non verbal connection** – nodding, positive body language (again more on this later)
- **Positive feeling** – paying a genuine compliment to someone, sharing something meaningful about yourself (without over disclosing), using positive language / words (more on this later), remembering key things about them and asking at later visits or coming back to them in the conversation, empathising.

ASK: What is the difference between empathy and sympathy? (NB volunteers should refer to Exercise 2 in the Training Pack)

- **Sympathy** is feeling sorrow, or pity for the hardships that another person encounters, while **empathy** is putting yourself in the shoes of another.

ASK: What might you say that would convey sympathy?

- “Poor you”, “you are having an awful time aren’t you?” “I feel so sorry for you”

ASK: What would you say to convey empathy?

- “I can appreciate that must be really difficult”

EXPLAIN: Whilst you may want to be fully empathetic with the older person please bear in mind that just because you have experienced something similar or can understand how they might feel, you aren’t actually in their shoes so won’t truly understand how they actually feel.

Data Protection (3 mins)

EXPLAIN: From when you first volunteer you’ll have access to potentially sensitive data about the older person you’re visiting so it’s really important you’re aware of your role in protecting that data and keeping the charity legally compliant.

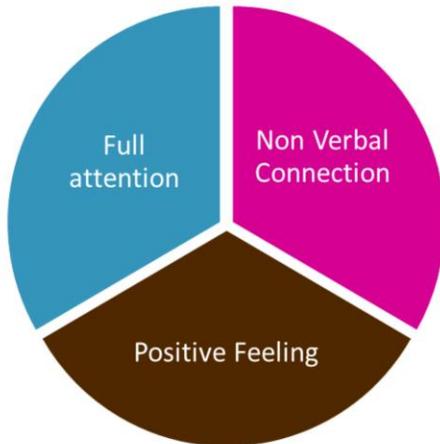
ASK_What implications does protecting data have for you as a Volunteer Visitor?

- We are **legally obliged** to protect any personal data we hold on older people we support.
- You may see **personal data** such as names and contact details or even information about people’s circumstances, families, health / other private matters.

ASK: What would you do to reduce the risk of a data breach?

- In your home, please keep printed information in a **lockable** drawer or cabinet
- Please make sure any personal and sensitive information is **not taken out of your home**, for example when visiting the older person, unless it is needed for the purpose of your visit
- Please keep the amount of data you **store** on the older person to a **minimum**
- When doing assessment visits, you should **follow specific guidelines** as outlined in your training
- Please do not **store or copy** any information on to another medium, like another computer or a USB key
- Please **do not discuss** personal or sensitive information with professionals, family or friends and always ensure any conversations about the person you support are not overhead
- If you need to store contact details of the person you support on your phone, it should be in a way that the **minimum amount** of detail is stored e.g. initials and just the first line of the address only. No identifiable sensitive information should be stored on your phone at any time. The phone should be locked with a secure code at all times.
- **Inform your Independent Age contact** immediately if data lost or shared inadvertently.

Your First Visit



A note about Data Protection...

- Please follow the key points found in Volunteers GDPR Information Guidance
- Keep information you see or is shared with you to yourself unless you feel there is a risk – in which case tell your IA contact.



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Rapport Exercise

Timing – 5 mins

This exercise is optional if you are training a more confident, experienced volunteer. If this is the case, please just talk through the key points and check understanding

ASK: When you watch two people who are deeper in conversation in a restaurant or café what do you observe about their body language and what they are saying? If you are in a public place, see if you can discretely observe this.

- Often they are sat the same, maybe one has their hand under their chin and so does the other etc. They may be using (or picking up from each other) similar phrases. This is called matching & mirroring which happens naturally.

EXPLAIN: Whilst we want to be authentic, sometimes it can help build rapport if you are aware of this and actively do it earlier in the conversation.

ACTION: Talk about a topic you're comfortable with for a few minutes and the volunteer should try to:

- Mirror your body language (discretely!)
- Try to use similar words when repeating back key points
- Use similar mannerisms (again discretely – will appear rude if it's too obvious!)
- You should then swap and the volunteer now talks but this time you deliberately choose different body language, paraphrases using different words and generally mismatch them.

ASK: How did you find that? Discuss feedback.

EXPLAIN: Whilst this is a very unnatural situation so not how it would feel in real life, matching, mirroring and pacing are all actively used as rapport building techniques.

Questioning

Open Questions

Begin with Who, What, When, Where, How & Why

Useful to find out more information

E.g. What do you enjoy doing at the weekends?

Closed Questions

Questions that can only be answered with yes / no

Useful to clarify points and close down the conversation

E.g. Are you from London?

Probing Questions

Questions building on earlier ones.

Good to show active listening & get depth in the conversation

E.g. What do you like most about gardening?

EXPLAIN: We're going to explore some of the key skills that will help you build rapport with the person you're visiting. All of us use questions to understand others better but some questions are more effective in certain situations.

ASK: What types of questions are useful in conversation?

- Open
- Closed
- Probing

ACTION: Talk through the three question types and when to use them. Explain that 'why' can be quite intrusive so if you are going to ask try sounding more curious. "I'd love to understand why..."



Questioning Exercise

Timing – 6 mins

This exercise is optional if you are training a more confident, experienced volunteer. If this is the case, please just talk through the key points and check understanding

ACTION: Explain that the volunteer has two minutes to find out three things they have in common with you (e.g. programmes they enjoy watching) but they can only ask CLOSED questions. The volunteer then has two minutes to find out a further five things but only asking OPEN questions. When finished ask them to reflect on how they found it. Answers may include:

- Was easier to find out information when asking open questions
- Open questions gave you other bits of information which you could ask probing questions about
- Was frustrating only being asked closed questions
- Took longer to ask closed questions and only gained limited information

EXPLAIN: Giving some thought to a range of open questions before you go can be really helpful to keep the conversation going.

ACTION: Ask the volunteer to suggest potential conversation topics:

- Ask for their opinion on something going on – local building or an event
- Reminisce about past times – local history, TV programmes etc.
- TV programmes

- Talk about 'lighter' current news e.g. royal wedding (though avoiding politics is generally best)
- Find out about their interests and talk about them

Listening

What does active listening look /
sound like?

What are the barriers to
listening?

Timing – 4 mins

ASK: What does active listening look / sound like? Take answers then reveal slide & use for answers.

Listening

Active Listening

- Repeating, summarising, paraphrasing
- Asking questions
- Leaning in
- Appropriate eye contact - not too much / too little
- Remain focussed on them - it's fine to relate to their experiences but allow them to expand if they'd like to
- Hearing them talk more than you -assuming they want to!
- Some silence / reflection
- Makes encouraging noises / uses encouraging words

What are the barriers to listening?

ASK: What do you think the barriers to listening are? Take answers then reveal slide & use for answers

Listening

Active Listening

- Repeating, summarising, paraphrasing
- Asking questions
- Leaning in
- Appropriate eye contact - not too much / too little
- Remain focussed on them - it's fine to relate to their experiences but allow them to expand if they'd like to
- Hearing them talk more than you - assuming they want to!
- Some silence / reflection
- Makes encouraging noises / uses encouraging words

Barriers to listening

- Not focussing
- Solving problems / advising
- Hearing topics you find difficult
- Being judgemental and / or biased
- Talking about your own problems
- Personal factors e.g. feeling hungry, thinking about what you're doing when you leave
- Talking over the older person
- Noise and distractors
- Feeling / hearing your mobile phone go off

Active Listening

Verbal & visual signals

- **Agreeing**, making **positive** affirming noises.
- **Nodding**
- **Leaning in / forward**

"Yes" "I agree" "I'm with you" "I hear you"

Reflecting

- **Repeat** back what the older person says **using their words**.
- You would do this throughout a conversation. Don't repeat every word - instead pick key words or sentences.

"I really enjoyed attending my local U3A group for the first time." "I'm really glad you enjoyed it"

Paraphrasing

- Recap the main points of what you are hearing in **your own words**. You would do this throughout a conversation. Useful to check understanding.

"I've got so much to do to the garden, I'm not sure I'm going to get it sorted out by the time the cold weather comes"
"I see, you're worried that with winter on its way you might not get it all sorted out"

Summarising

- Short **recap** of the most important parts of a fairly long conversation. Shows that you've been paying attention to what they're saying. Can also help prevent them repeating old material and move conversation forward.

"So you've found a good new drama on the BBC then! Let me get this right, you're saying the plot is that"

Reflecting Feelings

- **Mirroring** back to the speaker in short statements the **emotions** that they are displaying.

"I've got my daughter visiting this weekend"
'Sounds like you're looking forward to that"

Timing – 3 mins

ACTION: Talk through each point giving examples as needed. Check understanding by asking for other examples of the techniques.

NOTE: You may want to leave this slide available to see for the next exercise to prompt the volunteer.



Listening Exercise

Timing – 5 mins

This exercise is optional if you are training a more confident, experienced volunteer. If this is the case, please just talk through the key points and check understanding

Talk for two minutes about a subject of your choice e.g. your journey to work, a hobby
Use a range of the active listening techniques as appropriate
Talk for a further two minutes on the same subject or a new one
Now only say yes, make affirming noises or ask closed questions

ASK: How did you find that exercise? What did you notice? Answers may include:

- Frustrating to not be able to find out more
- Hard not to demonstrate you're listening as it can feel rude
- Off-putting for trainer not to get much response
- Reassuring to know you've truly listened when reflecting back
- Nice to use someone else's words used rather than change them
- Also nice to be able to talk with less questions being asked / listen without speaking

ACTION: Handout Key Points (Lone Working → Listening, give volunteer a moment to reread them

before moving on.

First Weeks



When visiting look out for family photos that could be topic of conversation. Other topics that can work are local history, recent television programmes they've watched or books they've read.



EXPLAIN: You're now a few weeks into visiting the older person you've been matched with. Some people who are feeling isolated suffer from low mood, occasional depression or can feel quite negative and your interactions with them can make a huge difference – especially over a prolonged period.

ASK: What do we mean by positive language?

- Choosing words that have more positive meaning
- Avoiding negatives

EXPLAIN: Psychologists confirm that use of more positive words can have a direct impact on the actions we choose to take by helping develop the brain's frontal lobes and increasing cognitive action.

It can be very easy to slip into the habit of commenting on negative topics or phrasing sentences in a negative way (even if your intention isn't to be so!).

Obviously we want to be authentic when we speak to the older person we are matched with but it's important too that we maximise our impact as much as we can in the time we have with them.

First Weeks – Positive Language

Why not?
No problem
Can't complain
Weather's horrid today
I'm exhausted
Don't worry about...
I couldn't believe



Timing – 3 mins

This exercise is optional if you are training a more confident, experienced volunteer. If this is the case, please just talk through the key points and check understanding

ACTION: Give the volunteer a few minutes to rephrase as many of the negative statements as they can into positives. Take their suggestions then reveal second half of the slide.

First Weeks – Positive Language

Why not?
No problem
Can't complain
Weather's horrid today
I'm exhausted
Don't worry about...
I couldn't believe



Sounds like a plan
Absolutely
Things are good thanks
Weather's been better
I could do with a rest
Maybe focus on...
I was surprised that

ASK: Are there any other examples you can think of?

ACTION: Handout Key Points, give volunteers a moment to reread them before moving on.

First Weeks

Rina has been quite negative for the last two visits

Angela is quieter when you visit her and conversation is quite difficult

Andrew is interested in the history of his property and has asked if you could find anything online about it or the local area

You notice **Joan** is really interested in new technology and she asks you to find out how much tablets cost

Thomas is very chatty and this means you're struggling to leave at the time you've planned to

Peter asks you to visit him again later that week as he's feeling quite low

Timing – 8 mins

EXPLAIN: There are a number of scenarios which could occur at this point of your volunteering. We're going to spend time exploring what you would do in these situations. We've given the examples names to make them a little more realistic!

ACTION: Ask the volunteer to pick the example they feel most confident to approach first and suggest how they would approach it. Work through them with volunteer selecting the one they'd like to discuss next.

- **Rina has been quite negative for the last two visits** – ask some open questions to see if it's something they'd like to talk about. Remember you're not a counsellor but it may be that you need to discuss this with your Independent Age contact if it's an ongoing situation.
- **Angela is quieter when you visit her and conversation is quite difficult** – this is often quite normal if someone doesn't have much company during the week – you may be the first person they have spoken to. Sometimes by the end of your visit they may be more talkative. Consider asking more open questions, sharing a story that they can listen to.
- **Andrew is interested in the history of his property and has asked if you could find anything out online about it or the area** – of course you can research this if you'd like to and are interested!
- **You notice Joan is really interested in new technology and she asks you to find out how much**

tablets cost – this is fine to do some research for them but you shouldn't be recommending one or handling money to buy one.

- **Thomas is very chatty and this means you're struggling to leave at the time you've planned to** – be clear when you arrive that you have a set time (and reason) to leave, mention in conversation near to the time you go that you will need to leave in ten minutes so he has time to finish his story, explain you'd love to hear the rest of his story next time you're round.
- **Peter asks you to visit him again later that week as he's feeling quite low** – you should only do this if you have the time to. The older people we support are aware that you are volunteering and that you may not be able to commit to any more time than you already give. If you're concerned that the older person you visit is feeling particularly low please talk to your Independent Age contact about it.

EXPLAIN: One further scenario which may occur is that the older person doesn't respond to your phone call before you come round.

If you can't get hold of the older person on the phone, make a 2nd and 3rd attempt on the same day. Leave a voicemail and ask older person to contact their local IA contact. Inform your IA contact of the situation. Refrain from visiting unless IA contact confirms that SU is available for the visit

If you have confirmed but don't answer the door then we recommend waiting for around 15 minutes, potentially checking with a neighbour, and then contacting your IA contact. If you think there is risk of harm (i.e. they may have fallen inside) please contact the Out of Hours Safeguarding Team or 999 if an emergency.

ACTION: Check if the volunteer had an opportunity to complete Exercise 3 in the Training Pack – briefly talk through their thoughts.

EXPLAIN: You'll have a one month check in conversation with your Independent Age contact at around this point to see how things are going. Please always say if you're worried about anything or you're finding it difficult to connect with the older person you're matched with as we can explore options with you to support you.

ACTION: Handout Key Points, give volunteer a moment to reread them before moving on.

First months

Mavis's Story

- You have been visiting **Mavis** for a year. One day she tells you about **Brian**, a nice man who has moved in nearby. He's offered to help her out with little **errands**. Mavis is thrilled as she can do with some help.
- A couple of months go by and Mavis continues to talk about Brian in glowing terms. He now has the **keys to her flat** and pops his head round **most days** to see if there is anything she needs.
- After six months Mavis mentions that Brian is popping in a little **too much**; he **no longer knocks** before coming in and she feels she has **lost control** of his visits. Also Mavis says that he doesn't always give her the **correct change**. She asked him about this and he appeared annoyed and retorted to say that **he keeps a little** to cover his time for doing the chore.
- You ask Mavis if she would like some support in explaining how she feels to Brian. **She says NO very firmly**. She really **appreciates his help** and doesn't want anything done that could affect their relationship.

Types of abuse

Physical
Sexual
Psychological (emotional)
Financial/material
Domestic violence
Modern Slavery
Discriminatory
Organisational
Neglect/Acts of Omission
Self-harm



Take advantage of your Independent Age contact's experience!

Timing – 5 mins

EXPLAIN: You've now been visiting the older person for a bit longer. At this point you'll hopefully have built a good level of rapport with them. You may notice at this point that they confide more in you about how they interact with other people in their lives, or you may notice signs of things that don't seem quite right.

ACTION: If you aren't already aware, check if they have completed their online safeguarding training. Explain you are just going to recap on some of the key points to revisit the learning.

ASK: Can you describe what safeguarding is about?

- Statutory guidance defines Safeguarding as: "Protecting an adult's rights to live in safety, free from abuse and neglect."

EXPLAIN: Remember it can be very difficult to recognise signs of abuse, but please let your independent Age contact know any concern you might have about the older person. The types of abuse are:

- Physical
- Sexual
- Psychological (emotional)
- Financial/material

- Domestic violence
- Modern Slavery
- Discriminatory
- Organisational
- Neglect/Acts of Omission
- Self-harm

ASK for examples if there are examples that relevant to visiting as you go through these.

ACTION: Recap on the case study (Exercise 4 in the Training Pack) and split people into pairs or leave as a large group to think about the situation and what they would do.

Answers may include the below (please discuss this as the ideal solution if not suggested)

- Independent Age has a **duty of care** to the older people we support and volunteers and must act in line with our safeguarding policy (a summary of this is on your handout later)
- It may be appropriate to **leave the subject** at this point especially if Mavis is resolute about her feelings however you should still **contact your Independent Age contact** who will support you.
- Volunteers act as the eyes and ears of Independent Age during their visits and you have a duty of care to **report anything** that seems even a little suspicious to Independent Age who will then investigate the situation.
- Sadly relationships between volunteer and the older person do not always continue after something has been reported back because the older person might feel that the volunteer did not respect their wish to say nothing. For this reason we encourage volunteers to talk about what **'confidentiality'** means in this volunteering context from the start of the relationship.
- Volunteers are expected to keep Independent Age informed of **all aspects** of the older person's **wellbeing** but never to discuss an individual's circumstance with anyone else.
- Your Independent Age contact will **let you know what happens** next if they are able. In many cases the situation will be passed to the **Safeguarding Team** at the Local Authority to take further. There is a possibility that an older person may not allow any investigation to take place. This has to be respected if the older person is deemed to have 'full capacity'.
- **Don't worry about making a mistake.** The risks are too high to do nothing if your suspicions are aroused.

Remember: sometimes it is really difficult to limit the line between concern and safeguarding and this training aims to give them the confidence in how to deal in situations like those above.

EXPLAIN: In summary if the older person discloses something to you that you deem to be a potential risk:

- Stay calm and listen carefully, being empathetic and sensitive
- Let the person know:
 - They did the right thing to tell you – abuse is never acceptable and they don't have to put up with it, however minor they think it is
 - You are treating the information seriously
 - You will have to share the information within the organisation, even if they don't want you to tell anyone. This doesn't necessarily mean that any further action will be taken, but as a volunteer for Independent Age, you have a responsibility to share your concerns with your Independent Age contact.
- Share the information with your Independent Age contact immediately or contact the Out of

Hours number on 0207 605 4455:

- All incidents should be recorded in writing, dated and signed within 24 hours .You should:
- Be accurate and descriptive: do not make any assumptions
- Be clear and concise
- Record times, dates and people
- Record exact words used
- Distinguish between fact and opinion
- Ensure you follow Data Protection guidelines and destroy all notes once you have shared the information with your Independent Age contact.
- Please note that whilst you are required to gather information **you must not investigate** as a volunteer.

EXPLAIN: One of the reasons regular catch ups with your Independent Age contact are so important is that it gives you the opportunity to discuss anything you feel uncomfortable about.

First months

You notice that Jane hasn't had any food in her fridge for the last couple of visits. She asks you to do some shopping for her.

Harri asks you to look after his wife for an hour while he goes out to the shops. His wife has dementia.

Terry has poor eyesight and asks you to read him a letter from his daughter in Australia

What would you do in these scenarios?

Timing – 5 mins

EXPLAIN: There are a number of scenarios which could occur at this point of your volunteering. We're going to spend a few minutes exploring what you would do in these situations. We've given the examples names to make them a little more realistic!

- **You notice that Jane hasn't had any food in her fridge for the last couple of visits. She asks you to do some shopping for her** – you should definitely talk to your Independent Age contact as soon as possible. This would be an example of where Jane may not be coping well on her own and may need additional care provision, Please remember the boundaries of your role – buying food, especially regularly, masks a wider problem and if you aren't free to do it it's created a dependency.
- **Harri asks you to look after his wife for an hour while he goes out to the shops. His wife has dementia.** – whilst you would want to be supportive, you are not a carer and shouldn't be in a situation where you are looking after someone with dementia. You should politely explain that you're not able to help but that you could put him in touch with our (or partner) Helpline to see if he could get some more support.
- **Terry has poor eyesight and asks you to read him a letter from his daughter in Australia** – there's nothing wrong with reading the letter to him as he's asked you to do so and it's helping connect him with his family.

EXPLAIN: You'll have a three month check in conversation with your Independent Age contact at around this point, similar to your 1 month check in, to see how things are going. Please let us know

what you're enjoying and anything you're less sure about but don't wait for this meeting if you need help in the meantime!

ACTION: Handout Key Points, give volunteer a moment to reread them before moving on.

- Roles are: TV – Telephone Volunteer
- Complete this form with the number of hours for each activity.
- Use quarter hour breakdowns i.e. .25 = 1/4 hour, .50 = half an hour, .75 = ¾ hour and/or whole hours.
- **Please do not** use any letters e.g. hrs.
- We require the older person reference numbers to comply with GDPR and to ensure that the data is uploaded onto the correct person's records.
- Attending a training session or any of our volunteer network events should also be recorded on the diary sheet
- Please email the completed form monthly or quarterly (depending on your frequency of visits) to your Independent Age contact.

Expenses

- Independent Age has a Volunteer Expenses Policy because we do not expect volunteers to be out of pocket when volunteering with us but we also need to budget for our volunteering expenses and to ensure that our volunteering programme is cost effective.
- Volunteers should only be reimbursed for reasonable out of pockets expenses and by producing a receipt where you can – e.g., we do not need receipt for mileage claims.
- **Donating your expenses** - sometimes volunteers donate their expenses to Independent Age – in other words, they are happy to bear the costs of their volunteering themselves. You can do so by cheque or using the donate button on the home page of the Independent Age if you wish to. We can also claim Gift Aid if you are eligible.
- **Reasonable, receipted expenses** - we will reimburse all reasonable, previously agreed expenses for which you have a **full VAT receipt**. Expenses should be solely claimed for Independent Age charitable activities.
 - This includes:
 - Actual travel to and from the place of volunteering, up to a maximum of 80 miles per day, for Volunteer Visitors, unless a higher limit has been previously agreed. The maximum agreed level for Organising Volunteers and Volunteer Assessors is 120 miles per day. This must be detailed on the Volunteer Expense Form.
 - Refreshments taken if volunteering for over 4 hours in any one day, up to a maximum of £7.00 per day. You can also claim for postage and stationery costs incurred in your volunteering role.
 - Volunteers need to send the completed expenses form, receipts and accompanying diary sheet to their Independent Age contact for approval.

ACTION: Remind Volunteer to keep us informed of any changes to their contact or bank details

ACTION: Handout Key Points, give volunteer a moment to reread them before moving on.

Longer Term



EXPLAIN: So at this point you've been volunteering with us for some time. It really important to remember that it's ok for you to move on from your role but also to bear in mind that the person you visit may no longer need your support (which can be hard to understand).

ASK: Why is it a good thing for this to happen?

- They've become more independent again
- Your support has helped build their social confidence

EXPLAIN: We have a helpful guide called 'When it's time to leave' which you can find in the volunteers section of our website if you need it.

ASK the volunteer what they would do if they'd noticed less positive changes in the person's behaviour over the time they've been visiting them e.g. mood swings, forgetting key information.

- Talk to your Independent Age contact if you notice any regular behavioural changes as this could be a sign of dementia or mental health issues which you shouldn't try to approach yourself. More detailed training is becoming available to volunteers should they find themselves in this situation.

ACTION: Handout Key Points, give volunteer a moment to reread them before moving on.

EXPLAIN: You'll also have a six month review at this point to more formally check in around how things are going.

Other Ways to Get Involved

Training Volunteer

Peer Support Volunteer

Volunteer Co-ordinator

Local Ambassador

Telephone Volunteer

Fundraiser

Information & Advice
Volunteer, Volunteer
Administrator
(London only)

Follow & support us
on social media



EXPLAIN: Whilst we hope you enjoy being a Volunteer Visitor and carry on doing it for a long time we're also realistic that people's situations, interests and availability change.

We're fortunate to have a wide range of ways that volunteers can give time to us which are shown here. There are more details about these roles on the website and either your Independent Age contact or the Volunteering Team will be more than happy to talk you through what they involve and what training is available.

EXPLAIN: If you are thinking about moving on from your Volunteer Visitor role we'd really encourage (if possible) you to talk to your staff contact so they can start considering someone else to visit instead. Please don't feel bad that you may want to move on!

Support & Next Steps

How can these people support you in your volunteering?



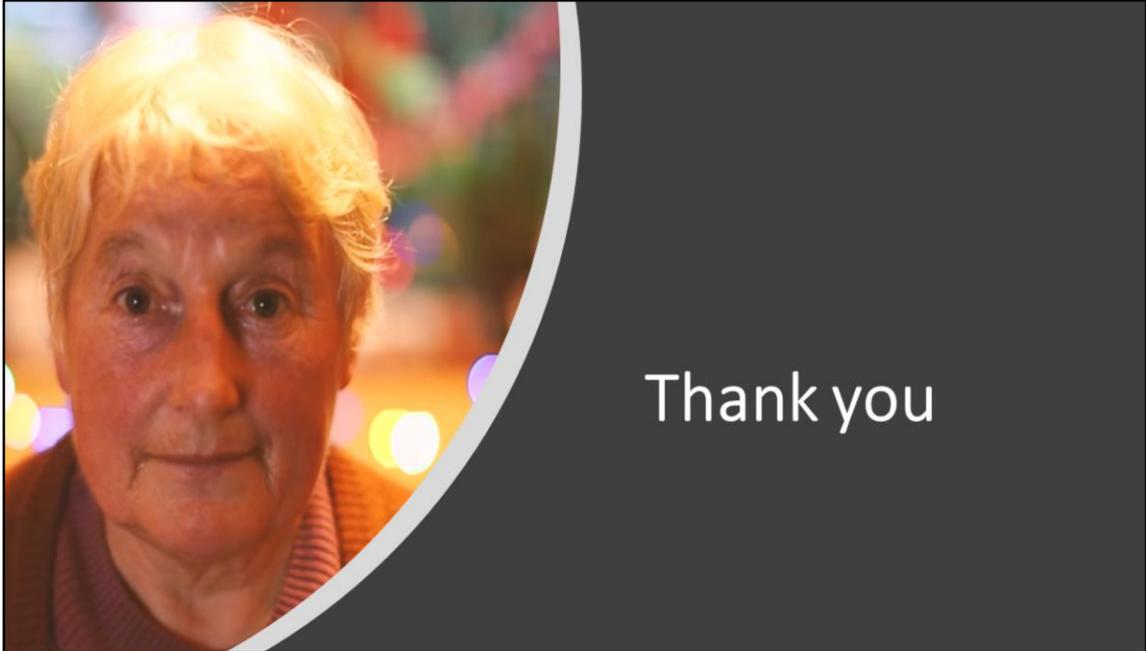
ASK: How can these people help you when you're volunteering?

- **Your Independent Age contact** – will be there for you for any concerns or questions you have. They'll also have a more structured conversation with you at 1, 3, 6 and 12 months into your role to check how things are going.
- **Helpline** – our central Helpline (and other recommended organisations outside England) are there to support you with any of the areas that fall outside your remit as a volunteer. Remember they are free & confidential with experts available who are used to working with older people.
- **Volunteering Team** – are there to support you if you have any questions about your role that you don't feel you can ask your Independent Age contact, to advise you on other roles that may be available or provide any guidance you need to carry out your role.
- **Other volunteers** – you'll hopefully be able to attend a local team meeting or one of our twice yearly Get Togethers where volunteers get a chance to meet up, get to know each other, share experiences and learn from each other.
- **Safeguarding Team** – if your Independent Age contact wasn't available to speak to, the Safeguarding Team are there to discuss any concerns you may have.

ACTION: Handout Key Points & read through Next Steps, give volunteer a moment to reread them before moving on.



ACTION: Ask volunteers if they have any questions which haven't been answered & revisit their initial expectations and concerns to check if everything has been covered.



Timing (5 mins)

EXPLAIN: That brings us to the end of our training for today and (if you are able to play a video where you are training) we're going to finish with a short video from an older person we've supported called Audrey.

Double click on image to start video (if link doesn't work then use this address
<https://www.youtube.com/watch?v=OT5Q1Mk9jUc>)

Thank the volunteer for their time.

Session Overview

Suggested Timing	Topic	Suggested Duration
0	Welcome, Introductions & Agenda	3 mins
3 mins	A little bit about Independent Age...	10 mins
13 mins	Older age	10 mins
23 mins	Your role & Your Volunteering	15 mins
38 mins	Matching	2 mins
40 mins	Lone working	6 mins
46 mins	Your first visit	20 mins
1hr 6 mins	Rapport, Questions & Listening	23 mins
1 hr 29 mins	First weeks	11 mins
1 hr 40 mins	First months	15 mins
1 hr 55 mins	Longer term & Other ways to get involved	1 min
1 hr 56 mins	Any Questions & Close	4 mins
2hrs 0 mins	Close	

Volunteer Visitor Training

Key Points



Key Points

Your Role

Your role is about:

- Being positive
- Asking questions
- Listening
- Building rapport
- Getting to know the older person as an individual
- Encouraging choice
- Making regular contact
- Reducing loneliness
- Keeping within boundaries
- Maintaining confidentiality (but knowing when to share a potential safeguarding risk)

Remember what your role is about and the reasons we keep clear boundaries in place:

- It's not part of our remit to offer support outside of your volunteering role
- We carry out risk assessments for all our volunteering roles to protect you and the older person
- Even if you have experience you've not been trained by Independent Age
- You may not be insured
- Whilst your intention is very likely good the impact could be negative
- The older person may become dependent on you and should have services delivered from another organisation

If you're in any doubt – discuss it with your local Independent Age contact.

Boundaries

Key Points

Lone Working

Personal Safety Guidelines

1. Tell your trusted contact where you are going.
2. PLAN – Prepare, Look Confident, Avoid Risk and Never Assume
3. Familiarise yourself with the area you will be visiting
4. Keep your own personal information personal
5. Be aware of cultural context
6. Record and report any incidents that cause you concern
7. Keep your mobile charged and accessible at all times
8. Carry your ID badge with you

Ways to build rapport

- **Give your full attention** – avoid getting distracted, ask relevant open questions, actively listen to the responses
- **Show non verbal connection** – nod, demonstrate positive body language – eye contact, leaning in, matching their body language.
- **Generate positive feeling** – pay a genuine compliment, share something meaningful about yourself (without over disclosing), use positive language / words , remember key things about them and ask at later visits or come back to them in the conversation, empathise rather than sympathise.

Building Rapport

Key Points

Questioning

Questioning

Use different types of questions to make the most of the conversation:

- **Open** – Who, What, Why, When, Where & How – to generate conversation
- **Closed** – requiring a yes / no answer – to clarify points & bring conversations to an end.
- **Probing** – build on earlier questions – useful for gaining depth in the conversation

Listening

Demonstrate you're listening by:

- **Reflecting** back what you've heard – using similar words
- **Paraphrasing** – recapping in your own words
- **Summarising** – short recap of key points
- **Reflecting** emotions – mirroring back what you're observing
- Asking relevant **questions**
- **Leaning** in
- Maintaining appropriate **eye contact**
- Don't be afraid of **silence**

Listening

ACTION: Handout Key Points, give volunteers a moment to reread them before moving on.

Key Points

Positive Language

- Using more **positive** words can have a direct impact on the **actions** we choose to take by helping develop the brain's frontal lobes and increasing cognitive action.
- It can be very easy to slip into the **habit** of commenting on negative topics or phrasing sentences in a negative way (even if your intention isn't to be so!).
- Obviously we want to be **authentic** when we speak to the older person we are matched with but it's important too that we maximise our impact as much as we can in the time we have with them.
- Challenge yourself to **replace phrases** such as

Why not?, no problem, can't complain, weather's horrid today

With... sounds like a plan, absolutely, things are good thanks or weather's been better

- We are **legally obliged** to protect any personal data we hold on older people we support.
- You may see **personal data** such as names and contact details or even information about people's circumstances, families, health / other private matters.

Please:

- In your home, keep printed information in a **lockable** drawer or cabinet
- Ensure any personal and sensitive information isn't **taken out of your home** unless it's needed for the purpose of your visit
- Keep data you **store** on the older person to a **minimum**
- When doing assessment visits, you should **follow specific guidelines**
- Don't **store or copy** any info on to another medium e.g. computer or a USB key
- Don't **discuss** personal or sensitive info and ensure any conversations about the person aren't overheard
- Store the older person's contact details in a way that the **minimum amount** of detail is stored. No identifiable sensitive information should be stored on your phone at any time. The phone should be locked with a secure code at all times.
- **Inform your Independent Age contact** immediately if data lost or shared inadvertently

Data Protection

Key Points

Safeguarding

Safeguarding is about protecting an adult's rights to live in safety, free from abuse and neglect. There are different types of abuse.

If something is disclosed to you that you feel represents potential abuse or a risk:

- Stay calm and listen carefully, being empathetic and sensitive
- Let the person know:
 - They did the right thing to tell you – abuse is never acceptable and they don't have to put up with it, however minor they think it is
 - You are treating the information seriously
 - You will have to share the information within the organisation, even if they don't want you to tell anyone. This doesn't necessarily mean that any further action will be taken, but as a volunteer for Independent Age, you have a responsibility to share your concerns with your IA contact.
- Share the info with your IA contact immediately or the Out of Hours number on 0207 605 4455:
 - All incidents should be recorded in writing, dated and signed within 24 hours. You should:
 - Be accurate and descriptive: don't make assumptions
 - Be clear and concise
 - Record times, dates, people & exact words used
 - Distinguish between fact and opinion
 - Share relevant details which may indicate urgency
- Ensure you follow Data Protection guidelines and destroy all notes once you have shared the info with your IA contact.

Diary Sheets

- Your 'Diary Sheets' provide **evidence** of the impact of our services to the older people we support and the time you invest helping to reduce loneliness.
- **Instructions** on how to fill them in are in your Welcome Pack. If you have any questions around this please let your IA contact know.
- An **electronic** version is needed as it helps us record the data efficiently and quickly by **uploading directly** onto our database. We use this to collate and understand the activity you're delivering and help us shape future delivery.
- Attending **training** or any of our volunteer network events should also be recorded on the diary sheet.
- Please **email** the completed form monthly or quarterly (depending on your frequency of visits) to your IA contact.

Expenses

- We don't expect you to be out of pocket when volunteering with us and you'll be **reimbursed** for reasonable, receipted, expenses.
- **Donating your expenses** – talk to your IA contact if you'd like to increase your support in this way.
- Send **completed** expenses forms, receipts and accompanying Diary Sheet to your IA contact

Expenses & Diary Sheets

Key Points

Dementia Awareness

- Dementia is an illness caused by **damage** to a person's brain
- **Changes to the brain** lead to memory loss and problems with thinking. Someone's behaviour may also change
- Dementia causes **memory difficulties**. A person may forget names or where they have put things
- It can affect how people **feel & behave**. They may be sad or angry or confused.
- A person with dementia can find it hard to do **everyday activities** like cooking, shopping or getting dressed.
- If you notice the older person you visit showing **unexplained changes** in their behaviour please talk this through with your Independent Age contact.

Source: www.alzheimers.org.uk

Mental Health

- In many ways, mental health is just like physical health: everybody has it and we need to **take care** of it.
- Good mental health means being **generally** able to think, feel and react in the ways that you need and want to live your life. But if someone goes through a period of poor mental health they might find the ways they're **frequently thinking, feeling or reacting** become difficult, or even impossible, to cope with. This can feel just as bad as a physical illness, or even worse.
- Mental health problems range from common problems, such as **depression** and **anxiety**, to rarer problems.
- If you think the person you're visiting is having difficulties please **do not attempt** to resolve them yourself but **talk** to your Independent Age contact.

Source: www.mind.org.uk

Key Points

Support

- **Independent Age contact:** contact them with any feedback or concerns you may have about your role; they'll also carry out regular reviews with you (1,3,6 & 12 months)
- **Volunteering Team:** 020 7605 4255 (Mon - Fri, 9am-5pm) volunteering@independentage.org
- **Advice Line:** for advice on older people's issues / ordering guides. 0800 319 6789 (Mon - Fri 8am-8pm, and Sat, 9am-1pm) advice@independentage.org Advice guides, information & videos are also available at: www.independentage.org
- **Safeguarding concerns** - during working hours Mon - Fri, please speak to your contact. Safeguarding concerns out of hours: 020 7605 4455 (Mon - Sun, 8am-9pm)
- **Policy & Campaigns** enquiries: policy@independentage.org
- **Fundraising** enquiries: 020 7605 4223 supporters@independentage.org

- Visit the **Volunteer Section** of our website at www.independentage.org/documents-for-volunteers
- Let your IA contact know how your **first visit** went
- Submit your completed **expenses** form with receipts
- Send in your **diary sheet** when it's due
- Follow us on **Facebook & Twitter**
- Keep an eye out in your emails for our next **Volunteer Newsletter** with information you need to know
- Attend one of our twice yearly **Volunteer Get Togethers** held around the country

Next Steps