

Mental health/Well-being



SKILLS-TU LIFE®
Building resilience for life



Skills to improve Mental Health resilience



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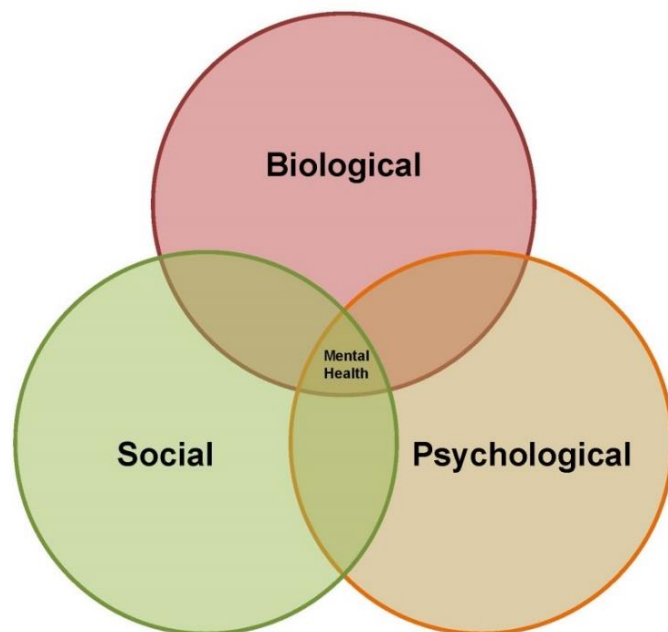
Skills-Tu Life™

This is an educational course designed to improve well-being, cognitive skills & outcomes for people who hold the lowest expectations for themselves. Skills-Tu Life reflects latest thinking, encouraging ambition and belief in an individuals' ability to overcome their problems. Developing motivation, promoting independence and personal responsibility will enhance and develop the skills of individuals to improve the quality of their lives.

Mental health includes emotional, psychological, and social well-being, affecting how we think, feel, and act. It also determines how we handle stress, build relationships, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Contributing factors include:

- **Psychological**
- **Physical**
- **Social**



In practical terms it is a system of thinking and beliefs influenced by internal and/or external environments or situations. Skills-Tu Life delivers thinking skills and education that helps develop productive relationships whilst focused on integrating improved lifestyles with the challenges of mental health.

An asset based approach to mental health

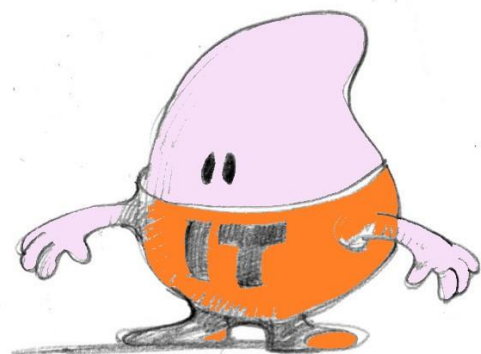
Intuitive Thinking Skills has been delivering peer led training for over 12 years to health and wellbeing, employment and criminal justice commissioning bodies, partners and learners (people who use services).

We deliver services to people with perceived mental health challenges aggravated/brought on by long term unemployment, homelessness, relationships, health conditions, lifestyles, poor diet, disabilities, chronic illnesses, and life expectancy. We help people help themselves by inspiring change and we see 3000 + new learners per year with a mixture of issues including: Anxiety; Depression; Phobias; Schizophrenia; Post psychotic episodes; Addiction; Bereavement; Bi Polar; Eating disorders etc.

Our focus is on recovery and well-being, enabling a person to develop the skills to enjoy a meaningful and productive life. Additionally we have trained hundreds of professionals in peer led perspective that is psychologically and trauma informed. Those include work coaches, mental health, drugs/alcohol, criminal justice, advice & guidance and homelessness. Our reputation across the field has developed into a specialist, cutting edge provider of skills. Our social media is the strongest in the field with over 4000 former learners using accounts that support our face to face work.

The course takes into account the various challenges (barriers) that people face improving their well-being including:

- **Self-esteem/Low confidence**
- **Difficult/traumatic circumstances**
- **Social exclusion**
- **Learning difficulties**
- **Stigma**
- **Substance misuse**
- **Lifestyles**



Delivery

Delivery is based in a relaxed classroom setting, with learning based on soft skills, educational and wellbeing outcomes. Follow up sessions are aimed at developing practical knowledge and skill sets as a follow up to classroom time.

Referrals are taken from the local partnership and prospective learners are assessed and selected based on their needs.

We aim to have referrals processed with confirmation produced and sent to both referring agent and customer within 24 hours of contact.

Sessions

Key topics and skills covered include:

- **Understanding mental health**
- **Building a Relationship**
- **Life skills**
- **Learning skills**
- **Critical thinking**
- **The Thinking, beliefs and actions**
- **Reasoning and decision making**
- **Listening skills**
- **Asking Questions**
- **Knowing your strengths**
- **Positive Risk Taking**
- **Strength Building Tools**
- **Transferable Skills**
- **Living a F.U.L.L life**



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Skills-Tu Life learning outcomes

- **Understand physical, environment and psychological concepts of mental health**
- **Outline a structural approach to mental health**
- **Being able to understand and assess your own learning styles**
- **Being able to understand how life skills can be transferred**
- **Being able to understand and assess your own strengths**
- **Using tools to change thinking, emotion and behaviour**
- **Identify the ambivalence of change.**
- **Outline how recognising ambivalence can be used to support recovery.**
- **Understand the tools available to support recovery.**
- **Identify examples of transposing to recognise and challenge own beliefs**
- **Know the importance of planning change.**
- **Know how to practice self-reflection.**

Outcomes and Targets – Skills-Tu Life is delivered right across services so applying one, universal target or outcome is problematic. Having said that, in broad terms:

- **90% of learners complete the programme through to graduation.**
- **90% of learners giving positive and constructive feedback**
- **100% of completing learners achieving a national quals**
- **80% of completing learners report themselves as improving their confidence, well-being and social skills.**
- **40% of learners reporting reductions problematic substances where appropriate**
- **Additional targets can be set to fit in with partner outcomes**

NOCN Level 1 Award in Developing Critical Thinking Skills to Enhance Decision Making

Mandatory Components

Title:	Critical Thinking Skills to Enhance Personal Decision Making
Level:	1
Credit Value:	1
GLH:	7
Ofqual Reference Number:	R/617/2661

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how critical thinking skills can change behaviour and improve decision making.	1.1 Describe what is meant by critical thinking. 1.2 Outline the stages of critical thinking as they relate to changes in behaviour. 1.3 Explain why critical thinking skills are important. 1.4 Give personal examples of using critical thinking skills to change behaviour.
2. Understand methods to improve critical thinking skills.	2.1 Describe methods for improving own critical thinking skills. Explain, using examples, how critical thinking techniques can be used to change own beliefs. 2.2
3. Be able to use critical thinking skills.	3.1 Give examples of changed beliefs as a result of using critical thinking techniques. Explain how critical thinking skills have been used to change own thoughts.

NOCN Level 1 Award in Personal Resilience Building

Mandatory Components 1

Unit Title	Developing Life Skills to Build Personal Resilience
Ofqual unit reference number (code)	603/3734/5
Unit Level	Level 1
GLH	4
Unit Credit Value	1
Unit Grading Structure	Pass
Assessment Guidance	None

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Be able to identify own cognitive skills that require improvement.</p>	<p>1.1. List own life skills and how they were learnt. 1.2. Identify positive and negative labels used to describe previous life achievements. 1.3. Identify areas for development in own cognitive skills.</p>
<p>2. Understand why different communication types are used.</p>	<p>2.1. Identify different communication types and the situations in which they could be used. 2.2. Identify question types used to question effectively.</p>
<p>3. Know why ineffective decision-making occurs.</p>	<p>3.1. Identify factors that can prevent effective personal decision-making.</p>



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<p>4. Understand the impact of positive risk taking on own well-being and resilience.</p>	<p>4.1. Describe positive risks that could be taken to improve own well-being and resilience.</p> <p>4.2. Explain how taking a selected positive risk could improve own well-being.</p>
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NOCN Level 1 Award in Personal Resilience Building

Mandatory Component 2

Unit Title	Developing Personal Awareness of Own Needs and the Factors that Contribute to a Fulfilled Life
Ofqual unit reference number (code)	603/3734/5
Unit Level	Level 1
GLH	2
Unit Credit Value	1
Unit Grading Structure	Pass
Assessment Guidance	None

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand how to achieve personal fulfilment through awareness of own needs and learning.</p>	<p>1.1. Describe the factors that help people to live a fulfilled life.</p> <p>1.2. Identify the stages in Maslow's Hierarchy of Needs.</p> <p>1.3. List the factors that contribute positively to quality of life: biological physical psychological.</p> <p>1.4. Identify different learning styles and how this</p>



	knowledge could help own learning.
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NOCN Level 1 Award in Personal Resilience Building

Mandatory Component 3

Unit Title	Developing a Personal Resilience Plan
Ofqual unit reference number (code)	603/3734/5
Unit Level	Level 1
GLH	3
Unit Credit Value	1
Unit Grading Structure	Pass
Assessment Guidance	None

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Understand the importance of having an action plan to build own personal resilience.</p>	<p>1.1. Explain how and why action planning is helpful to achieve change and improve well-being.</p> <p>1.2. Identify the skills and techniques used in planning.</p> <p>1.3. Identify the planning skills and techniques learnt on programme to be practised and implemented in future.</p> <p>1.4. Explain how own personal resilience plan will work successfully.</p>

