



Resources for teaching staff and others about complaints

Complaints Awareness Workshop for staff contributed by Angela Hargreaves, Practice Educator (Health), Learning and Development Centre, Calderstones NHS Trust, angela.hargreaves@calderstones.nhs.uk

This information is taken from a power point presentation and interactive workshop designed and delivered by Angela.

Aim: To be able to recognise when a service user is complaining or has a concern and to be able to act accordingly to support that person

Defining complaints and concerns

What would you say a complaint is?

Utterance of grievance

- Formal accusation
- Cause of dissatisfaction
- Illness Oxford English Dictionary

What would you say a concern is?

- Be relevant or important to; Affect; Worry; Relate to; Be about
- Thing of interest or importance to one
- Related or interested condition or feeling, connection
- Feeling of anxiety or worry, interest
- Have desire to deal with Oxford English Dictionary

Video

From a Mencap pack 'Listen Up' about complaints and children with learning disabilities)

Group work

What is a complaint? Give 3 examples of complaints from

- Service user
- Staff
- Management

What is a concern? Give 3 examples of concerns from

- Service user
- Staff
- Management

Group work

Dealing with complaints

Some complaints can be dealt with at home level

- What is the process?

Some complaints have to be passed onto managers

- What is the process?

Some complaints have to be passed on by managers for investigation

- What is the process?



Group work

If a person has limited or no verbal communication skills how will they express their unhappiness?

Maybe there will be

- Frustration at being unable to express their feelings and emotions How could they express this?
- This will help to form a barrier to prevent a relationship with others and ultimately it will end up with ... needs not being met
- People may show that they have a complaint or concern by shouting, screaming, crying, being violent or aggressive, wandering or running away, self-injury, being disruptive, interfering with other people, inappropriate intimate contact or sexual behaviour.
- But only if they are able to .. What about people with complex needs?

Role plays and discussions

How would you deal with these situations?

- You are a service user with complex needs. When you go to bed at nights you are cold.
- You are a service user with complex needs. You don't like your moulded wheelchair it hurts your back
- You are a service user with complex needs. You love fish and chips but only with lashing of salt and vinegar
- You are a service user with complex needs but you don't like milky drinks
- You are a service user with complex needs. You want to visit your friend
- You are a service user with complex needs. You don't like going in the vehicle - you like going out for walks in the fresh air
- You are a service user with complex needs. You have been given some new medication but every time you pass water it burns
- You are a service user with complex needs and you have got a very very itchy head

Let's watch the second of 2 videos (taken from 'I want to complain' from Thameside Learning disabilities Services)

How could you deal with these situations?

- Who could you contact for help or advice?
- Role of advocacy?
- So what if you noticed a complaint/concern. Whose responsibility is it?
- What are our local procedures?

Angela is happy for others to take and develop these materials for use in their own training sessions. She reports that the discussion following the role plays were the most productive in helping staff to identify their responsibilities at listening to and respond to unspoken 'complaints'.