



Values into Action: Community Mental Health Practice Framework

An initiative of the Community Mental Health Workforce Leaders Group in partnership with the Health and Community Services Workforce Council and the Queensland Alliance for Mental Health.

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The Workforce Council acknowledges Aboriginal and Torres Strait Islander people as the original inhabitants of Australia and recognises these unique cultures as part of the cultural heritage of all Australians. We respectfully acknowledge the traditional custodians of the land on which we do our work across Queensland. We recognise the important role Aboriginal and Torres Strait Islander peoples have within community and country. We pay our respect to the Elders of this land past, present and future. For more information on our commitment to reconciliation visit www.workforce.org.au/about/reconciliation

Acknowledgements

This project was made possible through funding from the Department of Communities and prioritised for development by the Community Mental Health Workforce Leaders Group as part of the Community Mental Health Workforce Strategy, funded by Skills Queensland.

The Workforce Leaders steered the production of the Community Mental Health Practice Framework and are committed to driving ongoing industry development and implementation of this resource, with the support of the Health and Community Services Workforce Council (Workforce Council) and Queensland Alliance for Mental Health (Queensland Alliance).

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Background

The Community Mental Health Industry is a vital part of the mental health service system, leading the way in a person-centred and community-based approach to facilitating wellbeing and delivering social justice outcomes. Mental Health practice is complex and by its very purpose and nature, difficult to define; requiring a flexible and unique response to support each individual in a deeply personal journey. This presents challenges in terms of how we attract, train, retain and develop our workforce.

As representatives of consumers, peers, the non-government, education and training sectors, the Community Mental Health Workforce Leaders Group have prioritised the development of a Practice Framework to support a shared understanding of our values and practice and a cohesive approach to workforce development.

The intent is for the Community Mental Health Practice Framework (Framework) to complement existing literature and policy in a Queensland service-user and service delivery context; using common language to create an integrated body of knowledge to support:

- A cohesive and collaborative approach to putting the person first
- Recruitment and retention
- Career pathways development
- Workforce planning and development
- Focus and funding for research and skill development
- Alignment of qualifications across Vocational Education and Training and University
- Transparency across the business of community mental health
- Capacity for integration beyond community mental health.

The Framework was developed over a period of six months, guided by extensive statewide consultation with industry, including a series of facilitated conversations to capture stories and elements of good practice.

Industry and service users contributed extensively to the design and content of the Framework, validated by current International, National and state-based literature and research.

Queensland Alliance
FOR MENTAL HEALTH

WORKFORCE COUNCIL
FOR MENTAL HEALTH

The Health and Community Services Workforce Council and Queensland Alliance for Mental Health present

Community Mental Health Workforce Strategy Forum

Get involved in this unique event and put your stamp on the future of our sector's workforce. The development of the Workforce Strategy is at a crucial phase and requires your input to ensure it captures the essence of who we are, how we work and why.

This event will showcase and build on the work of the Community Mental Health Workforce Strategy, a joint initiative of the Workforce Council and Queensland Alliance, funded by State Queensland. Over the past two years the Strategy has brought stakeholders from across the sector together to:

- build a cohesive sector-wide approach to workforce planning and development;
- define the values and principles that underpin good practice; and
- identify requirements for a Centre for Community Mental Health that builds and sustains capacity for research, education and profiling best practice.

The forum also offers the opportunity to work with international and local sector leaders to explore current and emerging workforce challenges and seek collaborative opportunities to address them in sustainable and inclusive ways.

We welcome participation from all workers, leaders, consumers, carers, family members and educators with an interest in how we can work together to strengthen community mental health.

KEYNOTE SPEAKER - Robyn Shearer
Robyn Shearer is the Chief Executive for Te Rau, the National Centre for Mental Health Research, information and workforce development in New Zealand. Robyn has over 20 years experience working in mental health services including leading the development of national workforce plans and initiatives. Robyn believes in encouraging strong research and evidence in evidence-based care.

ATTENTION! HOW TO APPLY TO BE A PART OF THIS EVENT
PLEASE FILL IN ALL FIELDS OF THE REGISTRATION FORM OCCASION & GO TO 0875 528 5496 FOR MORE INFORMATION PLEASE CALL 0875 528 5496

WORKFORCE COUNCIL
FOR MENTAL HEALTH

TRANSLATING VALUES INTO PRACTICE IN COMMUNITY MENTAL HEALTH: A CONVERSATION THAT MATTERS

As part of our Community Mental Health Workforce Strategy, you are invited to a consultation conversation to capture the essence of who we are and how we work.

Workforce Strategy Industry Leaders have suggested key values which will be used to guide our conversation. Please bring across all levels and roles of the sector are asked to join us in checking and updating these values in relation to our ground, industry practices. By making your experience and knowledge, you will contribute to creating a shared Community Mental Health Practice Framework. This framework will identify the values, skills, attitudes, skills and knowledge underpinning good practice in the sector.

If endorsed across the community mental health sector, the framework will:

- create articulation of CMH career pathways
- support a consistent sector-wide approach to workforce planning and development
- inform recruitment and retention strategies at the organisational level

Facilitated by Michele Phillips and Digna Rodriguez from the Community Mental Health Workforce Strategy

Lunch provided at the venue for those conversations or please RSVP by a week prior to your conversation.

Hope to see you there!

To find out more about the Strategy and the Workforce Council, visit www.workforce.org.au

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How can we use the Community Mental Health Practice Framework?

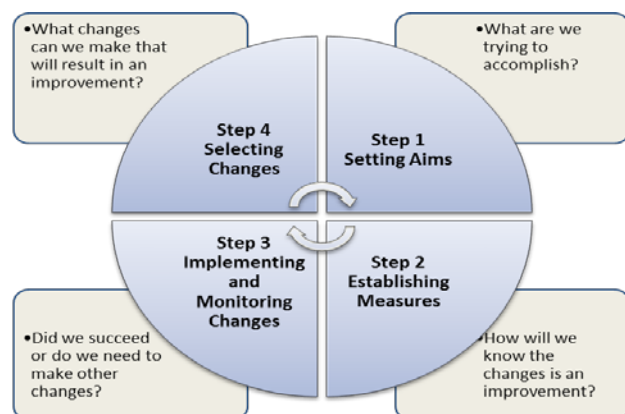
The Framework is a resource to support workers at all levels to reflect on their motivations, practice and professional aspirations and to develop these in line with what industry has identified as good practice and good leadership. It is not exhaustive or prescriptive by design, but a resource that everyone at individual and service level can own, share and build on.

The Framework is based on five core Values that represent 'who we are' across Community Mental Health. This breaks down into Practice Principles and Statements that outline how we work and unpacks into elements of Good Practice and Good Leadership that describe what we do). As an industry-led and owned body of knowledge, the Framework can be integrated into practice by workers and implemented across services to support continuous development of practice and service delivery.

The Framework is intended to support individual practice and the development of organisations and resources, providing a foundation to support 'Person First' service delivery. For example, the Framework can be used to guide and contribute to:

- Workforce planning and development including:
 - Supervision, mentoring, coaching and support
 - Education and training
 - Performance management e.g. design of self-assessment tools
 - Recruitment e.g. development of selection criteria and position descriptions, determining employment suitability and design of student placement projects
 - Retention e.g. design of workplace action learning projects
 - Articulation of career pathways e.g. concept of career progression based on advanced practice lived experience
- Development of people and systems at governance and management levels
- Strategic, business and operational planning and evaluation
- Organisational structure and systems and service policy and procedure
- Development of self-directed services

A continuous improvement model that supports systematic but gradual change through small, incremental activities may be useful to guide individual, organisational and systems change:



Practice Framework implementation strategies

The Workforce Leaders Group, in partnership with the Workforce Council and Queensland Alliance, will promote the Framework across industry and support its introduction and implementation through a number of initiatives.

A suite of resources will be collected to guide integration of the Framework across practice and service delivery. A new online community mental health induction package funded through the P300 Skills Development Project will be available free for organisations to familiarise new staff with who we are, how we work, and what we do. The Workforce Leaders are beginning to implement the Framework in their organisations, demonstrating how it can be used (for example, to support compliance with the new Human Services Quality Standards).

The Framework will also be incorporated as part of a Skills Queensland-funded project conceived by the Workforce Leaders to support career pathways development. An initial mapping of vocational education and tertiary courses to the Framework will provide the basis for new mental health practice scholarships. These scholarships will be offered to existing workers and jobseekers in community mental health and the Framework will guide curriculum development and student assessment.

The Workforce Council will also partner with the Workforce Leaders to design and pilot a graduate job placement program, offering opportunities to experience job roles in Community Mental Health. The Framework will set the context for placement activities and projects.

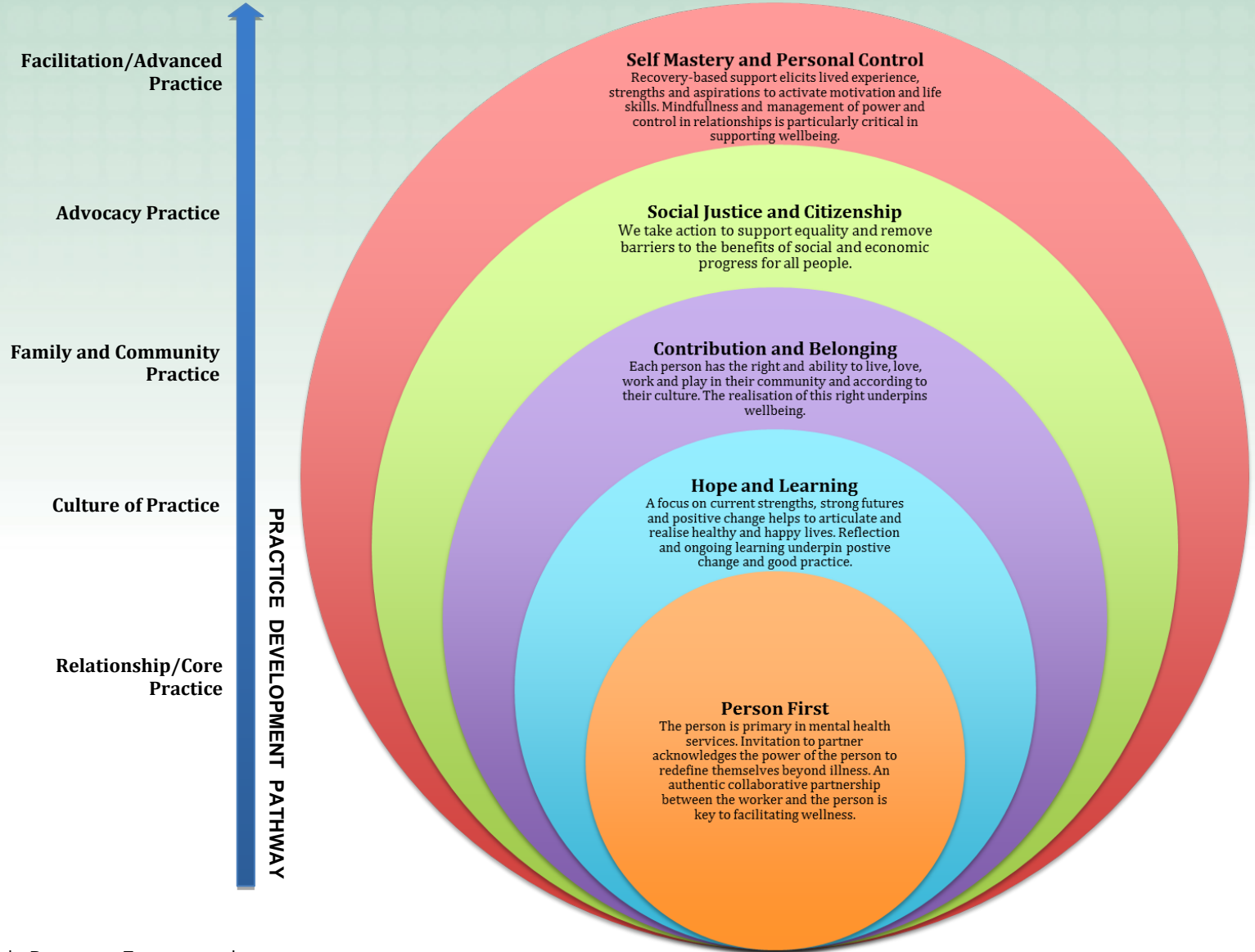
The Framework has contributed to the development of the National Mental Health Recovery Framework (due for release August 2012), intended to guide national mental health system change and individual practitioners and leaders across mental health sectors.

Community Mental Health Practice Framework Map

The Framework is based on five Values (WHO WE ARE). The Person First Value is at the centre of the Framework and is the basis for all good practice in mental health. The Value areas are interrelated and build on each other in terms of content.

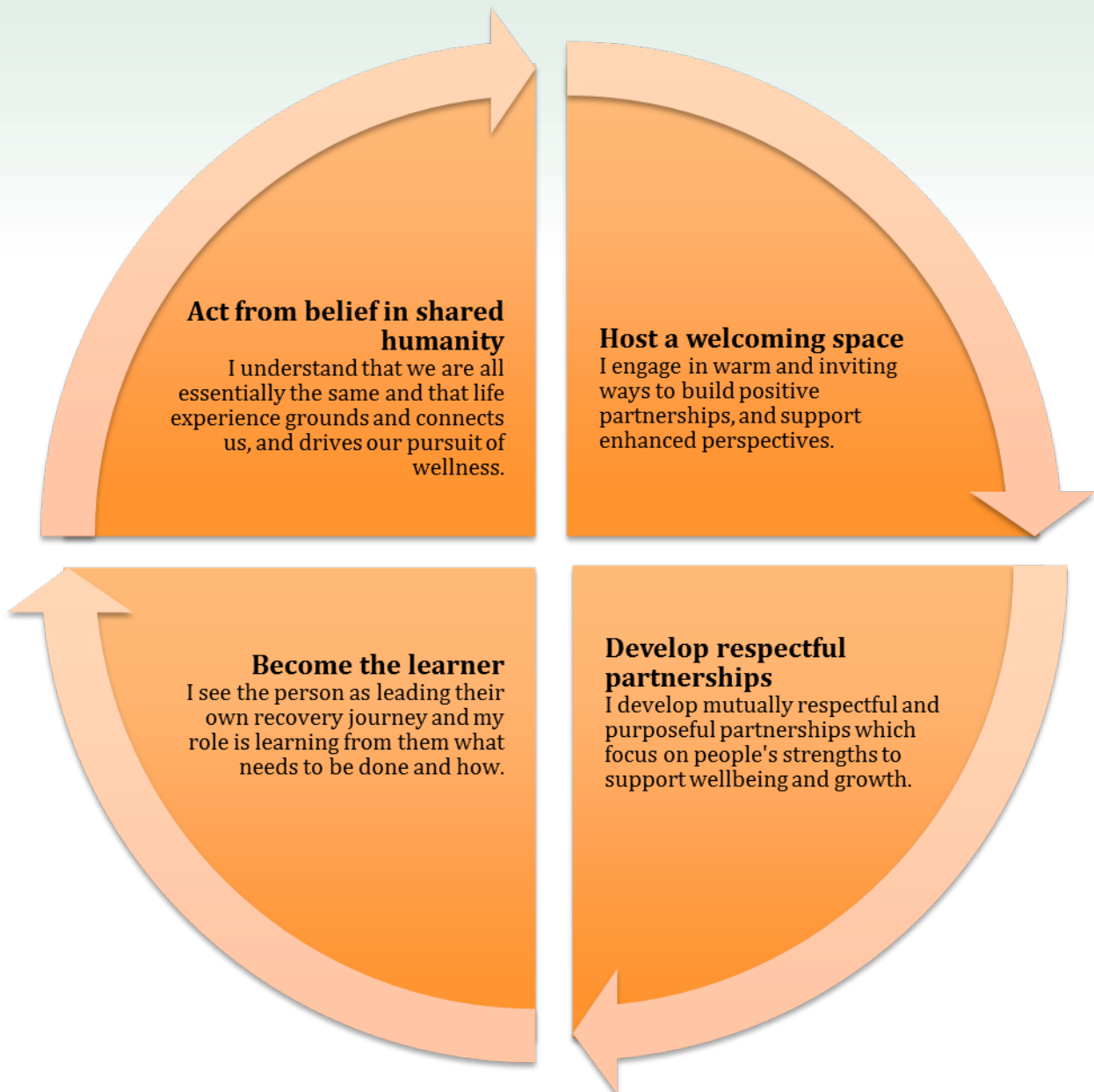
This map represents the progression in practice capability from Person First through to advanced practice in the Self Mastery and Personal Control Value area.

The Practice Principles and Statements (HOW WE WORK) unpack from the Value areas and translate further into elements of Good Practice and Good Leadership (WHAT WE DO). Good Practice is assumed in Good Leadership [See detail in diagrams/tables below].



Person First (Relationship/Core Practice)

The person is primary in mental health services. Invitation to partner acknowledges the power of the person to redefine themselves beyond illness. An authentic collaborative partnership between the worker and the person is key to facilitating wellness.





Person First (Relationship/Core Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Act from belief in shared humanity</p> <p>I understand that we are all essentially the same and that life experience grounds and connects us, and drives our pursuit of wellness.</p>	<ul style="list-style-type: none"> • Ground practice in an understanding of the essential ‘sameness’ of people • Recognise the parallels between us; that we are all seeking improvement and the work we do together has value beyond the explicit goals set • Seek to connect with the whole person and support them through recovery, towards a full life and ‘personhood’ • Draw on self and lived experience to resource recovery • Walk beside and a little behind the person in their journey • Act as a facilitator/enabler/negotiator, with the service user as the expert by experience • Be responsive and provide accessible, timely and meaningful support that is creative and flexible to a person’s changing needs • Communicate openly and honestly, be accessible, approachable, present and non-judgemental • Embody personhood; see and support the person before the role and be a person before a role • Communicate the innate value and worth of the person and their contribution to the world 	<ul style="list-style-type: none"> • Model Person First practice • Develop service vision, planning, structures, processes and workforce that support Person First practice • Promote and resource practice philosophy that goes beyond recovery and beyond the service to support full lives and ‘personhood’ • Demonstrate participatory leadership; act as a resource rather than the expert and balance collaborative leadership, supportive teams and professional autonomy • Value and support workforce capacity: <ul style="list-style-type: none"> ○ Parity of pay for peer workers ○ Promote affirmative action for peers at all levels ○ Support choice of disclosure or non-disclosure ○ Set people up to succeed through mentoring, supervision, training and development ○ Wellness planning and support for all employees ○ Flexible employment arrangements ○ Embed CMH Values and Principles ○ Provide adequate resources to support Person First



Person First (Relationship/Core Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Host a welcoming space</p> <p>I engage in warm and inviting ways and places to build positive partnerships and support enhanced perspectives.</p>	<ul style="list-style-type: none"> • Host yourself in order to host others • Take care of your own needs • Reflect on and own your values, culture, beliefs and moods • Ensure you are present, engaged and welcoming • Invite the person to meet; negotiate time and place and prioritise their choice e.g. in their local community • Use safe, comfortable and welcoming spaces in supporting the person and your work together • Ask the person if they want to invite stakeholders (e.g. family, friends, other services) to meetings and support this choice • Take a break and offer opportunity for refreshment • Create the space for positive growth to occur by being open, encouraging and working at the person's own pace 	<ul style="list-style-type: none"> • Host yourself, in order to lead others • Create physical work spaces e.g. reception and meeting rooms that are safe, welcoming, comfortable and negotiated and mirror the intent of the work, that enhance perspectives and support individual expression and wellbeing • Support and model flexible meeting times and places that prioritise people's choices and control • Support work in the person's local community



Person First (Relationship/Core Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Develop respectful partnerships</p> <p>I develop mutually respectful and purposeful partnerships which focus on people's strengths to support wellbeing and growth.</p>	<ul style="list-style-type: none"> • Build the foundations for respectful partnerships from the start and view the person beyond their illness • Develop initial rapport through mutual understanding and sharing • Demonstrate respect for each person regardless of gender, age, culture, ethnicity or religious beliefs and regardless of decisions a person may make • Identify individual strengths, choices and responsibilities with the person and demonstrate respect for these throughout your work together • Demonstrate flexible and responsive practice e.g. adjust to different communication styles of stakeholders • Communicate clearly, openly and early in the relationship about your roles and the purpose of your work together e.g. working with, not for • Invite shared responsibility for your work together and explain the limits and boundaries of the service • Work to ensure that the person maintains an awareness and understanding of service processes including confidentiality • Maintain the person's confidentiality • Break down practice, knowledge and skill silos, share and learn with all partners 	<ul style="list-style-type: none"> • Practice, support and resource participatory leadership • Practice and support a flexible approach, responsive to needs and strengths • Model the relationships we expect others to develop with colleagues and consumers • Model a focus on strengths and progress • Promote natural sharing • Understand, model and promote discussion around professional relationships which balance responsiveness, sharing, boundaries and leadership • Develop and support planning processes that express and prioritise the individual values, needs and aspirations of the service user • Provide written and verbal information which effectively communicates with each service user about: <ul style="list-style-type: none"> ○ The role and scope of workers, the service and industry ○ The relevance, meaning and use of service policy and procedure including grievance, confidentiality and consent ○ Their rights and responsibilities as service users, and ○ Their assessment and planning information and tools



Person first (Relationship/Core Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Become the learner</p> <p>I see the person as leading their own recovery journey and my role is learning from them what needs to be done and how.</p>	<ul style="list-style-type: none"> • Let go of assumptions and ‘expert’ knowledge, adopt a ‘not-knowing’ stance • Form a learning partnership with each person • Support the person to reveal their individual perspective • Learn from the person and their life journey; be present and open to each person and their story, look for the untold story • Practice active listening to elicit stories, pay attention to their meaning and check this back • Use curious questioning and show real interest in the person's expression of their experience and needs • Encourage people to reflect, identify and draw on their own strengths, knowledge and experience • Learn who is important in the person’s life and why • Support the person to identify positive aspects of their life, challenges and opportunities for improvement 	<ul style="list-style-type: none"> • Recognise and support self and lived experience as leadership resources • Practice and promote learning vs helping • Support worker continuity over time • Learn from frontline workers and consumers what needs to be done and build this intelligence into service design and delivery

Hope and Learning (Culture of Practice)

A focus on current strengths, strong futures and positive change helps to articulate and realise healthy and happy lives. Reflection and ongoing learning underpin positive change and good practice.





Hope and Learning (Culture of Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Work with existing wellbeing</p> <p>I recognise wellbeing in myself and others, and am mindful and supportive of each person's potential.</p>	<ul style="list-style-type: none"> • Host yourself to be present, engaged and consistent in your practice • Demonstrate understanding that wellbeing is about having the opportunity to live a satisfying and fulfilling life in the presence or absence of symptoms • Work towards wellbeing, full lives and 'personhood' beyond recovery • Work with the person to explore what wellbeing means to them and how they recognise it • Work with the person to identify, name and reflect on their strengths 	<ul style="list-style-type: none"> • Demonstrate deep knowledge and engagement with the work and workers • Promote, explore and negotiate choices with workers and service users • Support differences in personality, style and practice through openness, communication and flexibility • Value and support service user and worker strengths and wellbeing • Utilise and build the capacity of service users and workers e.g. knowledge, skill, creativity, initiative • Create a culture of enquiry to support shared practice and service development e.g. learning vs helping, putting the person first vs service first



Hope and Learning (Culture of Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Support positive futures</p> <p>I advocate for the complex needs and aspirations of each person across the cultural, physical, social, emotional and economic realms.</p>	<ul style="list-style-type: none"> • Listen and seek to understand and support the person's vision of what constitutes a positive life and how they can move towards it • Think, plan and act beyond service systems and work towards independent lifestyles • Identify, reflect on and name elements of hope • Reflect and support courageous thought and action • Focus on progress and opportunities for growth: no blame, no shame • Support and celebrate positive change with the person • Develop a plan with the person that expresses and prioritises their own values, needs, aspirations and goals • Elicit and reflect with the person on the stories behind their goals • Facilitate the person to address key areas that impact on lifestyle, choice and wellbeing in their planning e.g.: <ul style="list-style-type: none"> ○ Accommodation ○ Employment and training ○ Transport ○ Social roles ○ Access to other programs, services and supports ○ Alcohol and other drug use ○ Medication use if this may impact participation 	<ul style="list-style-type: none"> • Develop opportunities for service users to experience, learn and grow within and beyond the service • Develop and support a person-centred planning processes which focus on expression and prioritisation of the persons' own values, needs and aspirations • Maintain current information resources detailing local supports relevant to service users and the service e.g.: <ul style="list-style-type: none"> ○ Housing and homelessness support ○ Employment services and opportunities ○ Alcohol and other drug services ○ Education and training ○ Intellectual disability supports ○ Social networking opportunities ○ Recreation and leisure activities ○ Support groups ○ Government agencies • Develop/maintain a positive and motivated workforce through workforce development strategies that facilitate learning, growth and wellbeing e.g.: <ul style="list-style-type: none"> ○ Recognition of practice skill and knowledge ○ Workplace projects/workplace champions ○ Professional development, higher duties ○ Staff exchange programs • Demonstrate knowledge of and commitment to the workforce development plan and individual worker development plans • Become a champion for good practice and a Person First philosophy and approach within and beyond the service



Hope and Learning (Culture of Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Engage in reflection and learning</p> <p>I engage in and support ongoing learning, including reflective practice to enable growth and innovation.</p>	<ul style="list-style-type: none"> • Ensure person understands that they are not alone and that they have support • Support the person to strengthen positive internal processes such as self-reflection and mindfulness • Support the person to reflect on their needs and strengths and self-develop their goals and strategies • Reflect on the challenges in your life and recognise and act on your own needs for personal development (host yourself) • Enquire, share and reflect on what inspires hope for you and others • Engage in and contribute to opportunities for group reflection 	<ul style="list-style-type: none"> • Model and support a learning-based language across the service and beyond • Ensure formal and informal supervision, mentoring, training, peer review and other workforce development opportunities are offered and effective as part of a broader workforce development plan • Support lived experience a natural learning resource • Facilitate transformative learning and innovation across all levels of service and beyond with teams, workers, boards, service users, other stakeholders and industry e.g. through: <ul style="list-style-type: none"> ○ Participatory leadership ○ Ongoing reflective practice ○ Professional conversations ○ Action learning and research ○ Workplace and community-based projects and activities • Identify where systems may attribute to low expectations by service users and work to remove those barriers

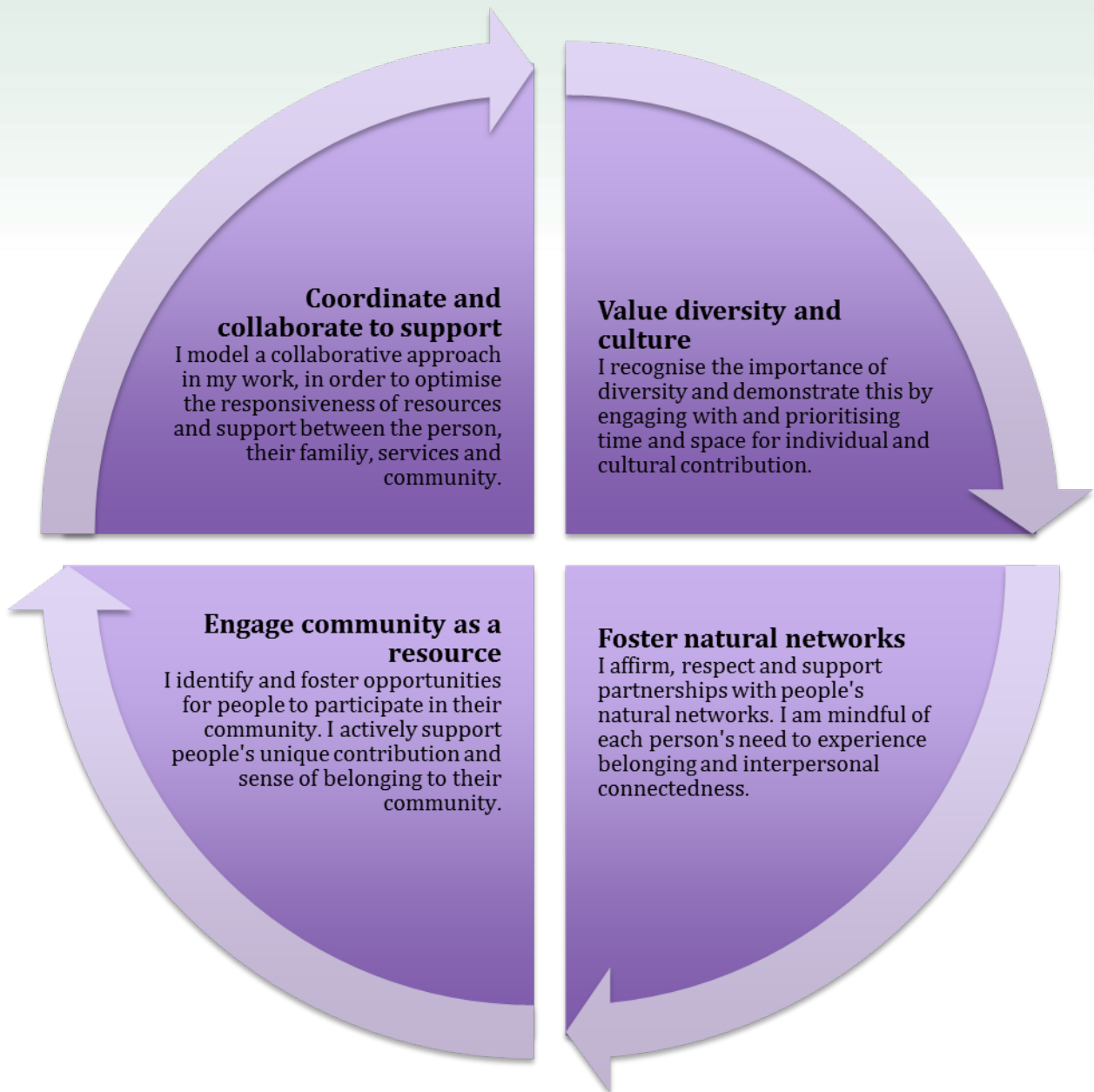
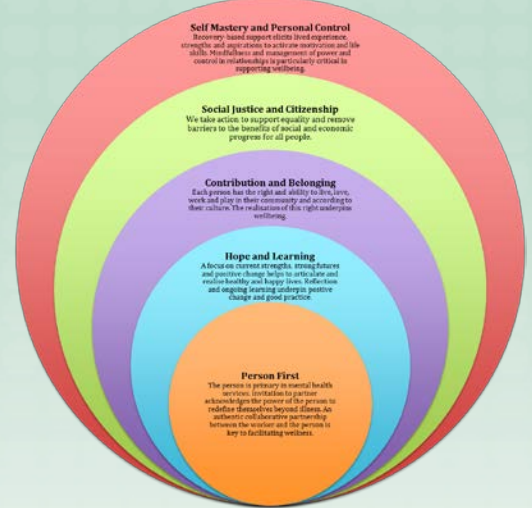


Hope and Learning (Culture of Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Language of optimism</p> <p>We communicate in a way that demonstrates the intrinsic worth of the person, ourselves and our work together.</p>	<ul style="list-style-type: none">• Use language that is simple, respectful, positive and humanising• Use language that supports Person First• Use the person's own language where and as appropriate• Use the person's own words to reflect, record and plan• Avoid jargon, labels, clinical terms and negativity• Do not use language that stigmatises, restricts, stereotypes, diagnoses, etc	<ul style="list-style-type: none">• Model and support positive, hopeful and Person First language across the service and beyond• Express praise and gratitude with workers• Support the development of a common language and approach across the service and industry• Champion understanding and use of Person First approach across the service and beyond

Contribution and Belonging (Family and Community Practice)

Each person has the right and ability to live, love, work and play in their community and according to their culture. The realisation of this right underpins wellbeing.





Contribution and Belonging (Family and Community Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Value diversity and culture</p> <p>I recognise the importance of diversity and demonstrate this by engaging with and prioritising time and space for individual and cultural contribution.</p>	<ul style="list-style-type: none"> • Seek and maintain connection to your own culture, and look for opportunities to share your experience among colleagues and services users. • Actively seek to learn, understand and value diverse culture through: <ul style="list-style-type: none"> ○ Developing diverse relationships ○ Contact with CALD community groups and organisations ○ Consulting cultural leaders/elders ○ Professional development • Develop and maintain cultural competence to understand, communicate with and effectively interact with people across cultures • Develop awareness and understanding of cultural, social and historical factors that influence people’s access to resources and opportunities • Respect customs and traditions and acknowledge each culture may hold different perceptions and sensitivities to mental health • Seek to elicit and understand each person in their cultural context including cultural values, connection to community and kin and work flexibly in response 	<ul style="list-style-type: none"> • Demonstrate deep understanding and responsiveness to the needs of service users, workers and people in community • Provide flexible services that respect and cater to individual and family cultures and linguistic diversity • Promote and explore choice across the service, support diverse needs including access to interpreter services • Develop a Reconciliation Action Plan between service and relevant (to location and service type) Aboriginal and Torres Strait Islander partners • Develop relevant partnerships with local and sector-based Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse services, communities and individuals • Consult cultural leaders/elders • Act as a role model in promoting and celebrating the cultural diversity in the workforce. • Invest in developing culturally competent workforce: <ul style="list-style-type: none"> ○ Support active, experiential and transformative learning around diversity and culture ○ Promote and engage diverse experience as a resource e.g. staff and mentors with lived experience ○ Access, develop, share workforce development tools to support values-based practice



Contribution and Belonging (Family and Community Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Foster natural networks</p> <p>I affirm, respect and support partnerships with people's natural networks. I am mindful of each person's need to experience belonging and interpersonal connectedness.</p>	<ul style="list-style-type: none">• Support the person to build and sustain relationships with family and friends, create the space and seed the conversation• Invite person to include natural networks in their lives and explore opportunities to involve them in your work together• Keep reviewing potential for this involvement and keep invitations open• Listen for the person's expression of changing needs and act responsively e.g. support emerging partnerships• Support the person's natural networks to engage and participate in person's life	<ul style="list-style-type: none">• Model and support engagement and proactive involvement of service users' natural networks e.g. maintain open doors and opportunities for participation across service and beyond• Develop holistic practice to support collaborative work across cultures with family, carers, other stakeholders and communities



Contribution and Belonging (Family and Community Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Engage community as a resource</p> <p>I identify and foster opportunities for people to participate in their community. I actively support people's unique contribution and sense of belonging to their community.</p>	<ul style="list-style-type: none"> • Maintain current community knowledge and resources e.g. services, networks, support groups, arts, sporting and recreation, etc through research and networking • Invite and work with the person to describe what makes them feel they belong, work from there to explore and identify opportunities for participation • Encourage people to develop lasting links in the community through relevant connection points e.g.: <ul style="list-style-type: none"> ○ Friendships and social networks ○ Advocacy training and courses ○ Education and training opportunities ○ Social networking ○ Peer support groups ○ Rehabilitation services ○ Employment opportunities ○ Community services ○ Volunteering ○ Spiritual groups ○ Access to physical activities ○ A person's hobbies ○ Political groups ○ Other leisure and recreation activities 	<ul style="list-style-type: none"> • Build a broad understanding of community across local, cultural, social and interest-driven dimensions • Resource research and networking to support responsiveness, collaboration and creativity; information management systems, technology (e.g. DoView software), time and skills • Maintain current information about community resources and connection points • Model and resource creative and innovative responses to engage broader community in supporting participation e.g. events-based projects, social networking • Explore opportunities to bring community in and share resources e.g. training partnerships, create space for diverse interests

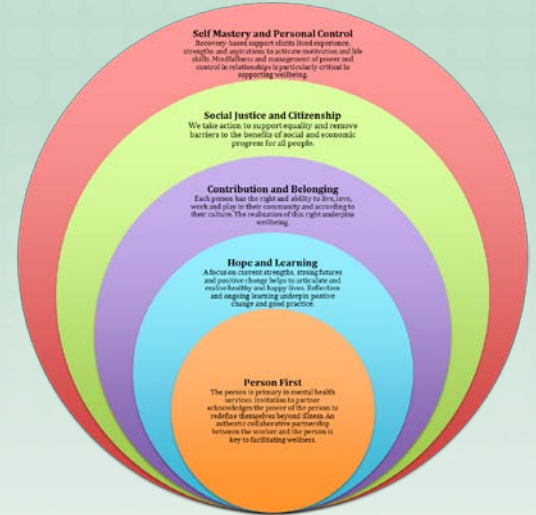


Contribution and Belonging (Family and Community Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Coordinate and collaborate to support</p> <p>I model a collaborative approach in my work, in order to optimise the responsiveness of resources and support between the person, their family, services and community.</p>	<ul style="list-style-type: none"> • Build and support collaboration and partnerships across practice • Facilitate collaborative relationships through exploration and reflection around values/goals • Listen with attention, speak with intention • Participate in leadership within service, sector and broader community • Commit to team and network engagement and contribution 	<ul style="list-style-type: none"> • Participatory leadership model to go beyond top-down/bottom-up and foster leadership at all levels involving workforce, service users and stakeholders • Facilitate participation at all levels of the service involving workforce, service users and stakeholders • Engage in and support network participation for workers and service users • Build a collaborative culture and support opportunities for working together within and beyond the service • Support partnerships across roles, levels, services, sectors and communities • Align resources internally and externally to optimise service delivery • Coordinate systems of care and movement between services results in minimal disruption to the person • Support social enterprise

Social Justice and Citizenship (Advocacy Practice)

We take action to support equality and remove barriers to the benefits of social and economic progress for all people.





Social Justice and Citizenship (Advocacy Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Challenge Stigma</p> <p>I recognise and support each person's entitlement to seek and receive help and at the same time promote the essential 'sameness' of all people as humans and equal citizens.</p>	<ul style="list-style-type: none"> • Reflect on and be aware of your own personal values and views and their impact on practice • Be non-judgemental • Actively seek to dispel the myths around mental illness • Engage with community programs and events that support Person First principles • Focus on the person's identification of need, not on diagnosis e.g. plan does not identify diagnosis • Challenge cycle of stigma, including clinical and professional (iatrogenic) stigma in service and public settings • Value and partner with peer support programs, workers and groups • Promote understanding of the experience of mental illness and the essential 'sameness' of all people 	<ul style="list-style-type: none"> • Promote individual and organisational awareness and understanding of the range of experience and impacts of mental illness including stigma e.g. through sharing and reflection on peer experience • Support a culture of curiosity and inquiry and critical reflection in order to identify and address stigma • Facilitate and support continuous improvement of practice, environment, policy, procedure and systems to minimise the reinforcement of stigma

Social Justice and Citizenship (Advocacy Practice)



PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Support and Uphold Rights</p> <p>I encourage and support people to have an awareness of and the ability to recognise and exercise their rights and power. When people have reduced capacity, I safeguard their human rights.</p>	<ul style="list-style-type: none"> • Ensure honesty and transparency in your work and support others to achieve this • Invite and support the person to be present and engaged at any meetings and conversations that concern them • Maintain a flexible response to the person’s capacity at all times and support others to do so • Support ongoing communication and exploration of rights and responsibilities (service and citizenship) with the person • Work with the person to build knowledge, understanding and skills to support their own rights and responsibilities including decision making, communication and relationship • Ensure that each person’s choices, culture and rights are respected and supported if they experience reduced capacity to self-advocate • Ensure clear communication to meet individual needs e.g. plain language, translated materials, visual aids, stepped instructions 	<ul style="list-style-type: none"> • Develop effective policy, procedures, communication, training, resources and activities to support self-advocacy • Ensure service users and workers have ongoing opportunities to influence at all levels of service delivery and development, supported through participatory leadership strategies • Use participatory leadership strategies to facilitate structured continuous improvement across service, informed by all stakeholders • Develop, model and communicate clear expectations and processes at all levels of the service to effectively address grievance and interpersonal issues • Ensure that the personal information held about the person is minimised, relevant to their needs and the service type and managed to reinforce the privacy and dignity of the person • Monitor, identify and address worker, service, community and systems impacts on individual rights and responsibilities

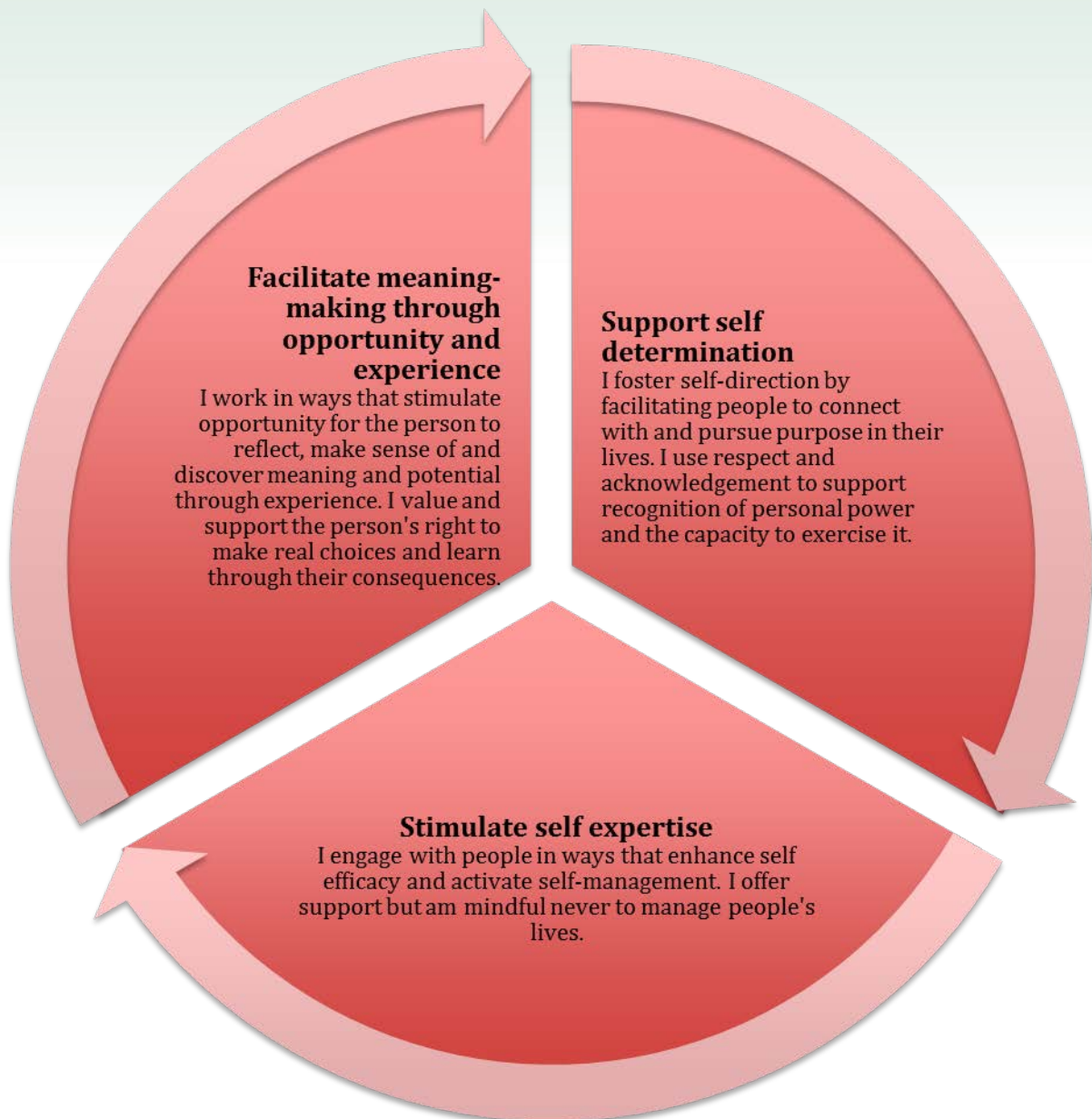
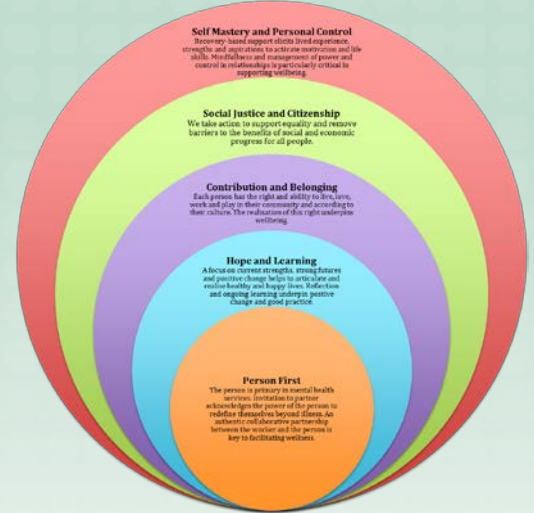


Social Justice and Citizenship (Advocacy Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Advocate for Social Justice</p> <p>I advocate for shared rights and responsibilities and active and positive roles for everyone in society.</p>	<ul style="list-style-type: none"> • Invite, encourage and support the person to self-advocate; advocate on person's behalf only if they are unable • Connect people with resources, tools and activities to support self-advocacy and access to their full rights • Foster the person's engagement with mainstream services and community supports • Work with people to develop, engage in and support activities and campaigns to promote social justice across service and community • Seek to identify and address unmet need • Maintain basic awareness, understanding and engagement as required with organisations, policy, regulation, legislation and legal requirements that relate to social justice 	<ul style="list-style-type: none"> • Monitor and learn from service users, natural supports and frontline workers what needs to be done and advocate for this at a service, industry and systems level • Champion human rights and social justice and respond to emerging social justice issues across the service, industry, broader community and beyond • Ensure effective communication and training - complemented by engagement with community resources and activities - to highlight and support human rights and social justice issues and responses • Engage in and resource inclusive and creative social justice activities and campaigns across industry and community e.g. National Disability Insurance Scheme • Identify opportunities to partner with other organisations in the community to highlight and address issues of social justice e.g. Act-Belong-Commit events • Engage with peak bodies and advocacy organisations to support social justice • Maintain and support awareness, understanding and engagement with organisations, policy, regulation, legislation and legal requirements that relate to and support social justice e.g.: <ul style="list-style-type: none"> ○ Local legal services ○ Mental health acts ○ Privacy Act ○ Equal employment opportunity principles ○ Community treatment and counseling orders ○ Guardianship board ○ Freedom of information act ○ Individual rights ○ United nations principles for the protection of persons with mental illness and the improvement of health care ○ National mental health policy and plan ○ National mental health service standards ○ Disability services/discrimination acts and standards ○ Justice system processes and power

Self-Mastery and Personal Control (Facilitation/Advanced Practice)

Recovery-based support elicits lived experience, strengths and aspirations to activate motivation and life skills. Mindfulness and management of power and control in relationships is particularly critical in supporting wellbeing.





Self-Mastery and Personal Control (Facilitation/Advanced Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Support Self-Determination</p> <p>I facilitate people to connect with and pursue personal autonomy and purpose. I actively support people to be aware of and negotiate power dynamics.</p>	<ul style="list-style-type: none"> • Build partnership with person that supports mutuality, with a shared understanding of purpose, expectations, roles and responsibilities • Recognise and acknowledge power dynamics - including the power of service systems - impacting the partnership and seek to balance these through Person First principles • Ask 'what is the risk to you and your personhood in becoming a service user?' • Give people space in the partnership to engage, share information and move forward with goals comfortably e.g. gauge when to connect/disconnect and when to push/step back • Develop plans together, supporting person to make decisions e.g. decides what information to give • Negotiate and plan contingencies with the person to meet their goals • View the person as the expert and worker as the facilitator along their journey • Support reflection and through this, recognition of personal power and build the capacity to exercise it. • Work to build resolve and resilience with person • Re-evaluate and negotiate power on an ongoing basis • Facilitate the person to define, understand and practice self-determination; reinforcing themselves as the decision-maker and change agent in their life 	<ul style="list-style-type: none"> • Practice and facilitate participatory leadership across the work, service and beyond • Facilitate reflection on practice and processes and ask the question, 'does this help or hinder'? • Facilitate service users, stakeholders and workers to participate in service development and improvement • Facilitate opportunities for workers and service users to reflect on and build capacity to negotiate power dynamics within their relationships • Encourage and support staff to monitor and enhance their own wellbeing e.g. negotiating work load, responding to signs of stress, building resilience • Build a culture of robust communication that builds the capacity and confidence of all stakeholders to speak up • Facilitate continuous improvement to ensure service structures, initiatives and policies and procedures reinforce the expert role of service user and the embedding of this expertise across the service • Establish and foster a Person First culture and support personal power rather than compliance across the service and beyond: <ul style="list-style-type: none"> ○ Culture of enquiry ○ Leaders are open, engaged and present ○ Policy, procedure and decision making is transparent, fair and consistent <p style="text-align: right;">CONTINUED OVER PAGE</p>



continued: Self-Mastery and Personal Control (Facilitation/Advanced Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Support Self-Determination</p> <p>I facilitate people to connect with and pursue personal autonomy and purpose. I actively support people to be aware of and negotiate power dynamics.</p>	<ul style="list-style-type: none"> • Facilitate the person to define, understand and practice self-responsibility and the act of self-righting • Reflect with the person to identify how these states of being will look for them; establish a measure of how they will know when they are doing these things • Discuss what it will look like when the service is no longer in their life and work with the assumption that this is a key outcome • Facilitate people to make and support their own decisions • Provide access to self-management tools and resources • Assess, monitor and report risk appropriately • Be comfortable with and support the person to take risks: <ul style="list-style-type: none"> ○ Support informed decision-making ○ Let natural consequences flow to the person • Recognise that people’s needs and goals are diverse, and work in flexible and creative ways to support this diversity • Develop a rationale for support strategies and actions 	<ul style="list-style-type: none"> • Support and resource workers to operate in flexible and creative ways • Facilitate the move to client-directed services



Self-Mastery and Personal Power (Facilitation/Advanced Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Stimulate Self-Expertise</p> <p>I engage with people in ways that enhance self efficacy and activate self-management. I offer support but am mindful never to manage people's lives.</p>	<ul style="list-style-type: none"> • Assume person already has the natural resources and processes to support wellbeing and personhood • Reflect with the person to identify how these states of being will look for them; establish a measure of how they will know when they are doing these things • Work with person to prioritise and schedule time for connecting and reflecting with natural and service supports • Use open questioning to elicit input and direction in the partnership • Negotiate and plan contingencies with the person to maintain momentum towards their goals • Discuss what it will look like when the service is no longer in the person's life and use this as a driver for growth • Facilitate the person to define, understand and practice the act of self-righting • Give people space in the partnership to engage, share information and move forward with goals comfortably e.g. gauge when to connect/disconnect and when to push/step back • Leaving space for the person to learn more about themselves • Facilitate opportunities for resolve and resilience to flourish • Provide the safe space to try and try again • Take a skill-based approach and focus on optimising natural skills; ask person how they currently use expertise and can this be applied elsewhere? • Facilitate access to resources and connections and foster skills that support people to self-manage and self-direct • Facilitate access to right service, right place, right time 	<ul style="list-style-type: none"> • Ensure organisation strategic vision and mission articulates Person First principles • Integrate processes that engage service users, peer workers, in strategic planning and development of organisation • Encourage and foster innovation and a willingness for staff and service users • Exercise and build on their strengths and seek out opportunities • Create opportunity to explore areas and ideas of interest and encourage projects that draw on and enhance self-expertise within the organisation that can be shared and celebrated (e.g. service-user led training, service open day) Develop culture and service systems that support personal autonomy and self-responsibility e.g. service users self-direct plans and workers self-assess • Ensure induction and training supports self-direction and self-management • Enable and encourage service users to exit with choice to retain option of service as a safety net



Self-Mastery and Personal Control (Facilitation/Advanced Practice)

PRACTICE PRINCIPLE	GOOD PRACTICE	GOOD LEADERSHIP
<p>Facilitate meaning-making and growth through opportunity and experience</p> <p>I work in ways that stimulate opportunity for the person to reflect, make sense of and discover meaning and potential through experience. I value and support the person's right to make real choices and learn through their consequences.</p>	<ul style="list-style-type: none"> • Assume meaning and potential for growth already exists • Facilitate person to absorb meaning and hold silence • Foster opportunities for discovery, curiosity and experimentation • Support the person to make and learn through real choices including risks • Support informed decision-making; awareness of potential positive and negative consequences • Remain non-judgmental • Let natural consequences flow to the person • Invite and facilitate reflection and conversation to learn from these experiences and recognise 'fails' as learnings • Avoid risk management on the person's behalf • Assess, monitor and report risk appropriately • Celebrate and build on all achievements big and small • Support person to identify that the journey is more important than outcomes • Facilitate the road less travelled e.g. realise vulnerability can be a strength • Articulate the rationale that underpins the strategies and actions you develop to facilitate goals, growth and wellbeing with the person 	<ul style="list-style-type: none"> • Build in structured opportunities across the service for service users, stakeholders, workers to develop their capacity and as stepping stones to other opportunities e.g. leadership training and projects • Prioritisation of peer workforce as a key resource in leading and developing Person First and advanced practice Resource and facilitate service user and worker reflection and learning e.g. create space • Promote and model action learning e.g. support person to recognise that if you've learnt from your mistake, you haven't made a mistake • Ensure that supervision and mentoring supports the view that mistakes are learning opportunities that support self-reflection and growth • Facilitate understanding of complex nature of duty of care and prioritise Person First principles in managing risk • Support and trust workers to support service users to recognise and learn from consequences • Avoid developing risk adverse culture and systems

