

DRAFT refreshed framework  
For consultation 19 January – 20 February 2018

# *Let's get real*

Real Skills for working with people  
who experience mental health  
problems and addiction

# Let's get real

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# Introduction

*Let's get real* describes the essential values, attitudes, knowledge and skills required to deliver effective services in partnership with people who experience mental health problems and addiction.

This refreshed version of *Let's get real* updates the 2008 framework and applies to everyone working with people who experience mental health problems and addiction wherever and whenever they are involved in, or are in contact with, health services. While much of the original framework remains, this version builds on 10 years of implementation experience and reflects feedback from stakeholders gathered during 2017.

Importantly *Let's get real* now applies to everyone working in health. There is strong evidence that people who experience mental health problems and addiction have poorer health outcomes compared with the general population. By extending *Let's get real* to everyone who works in health, the aim is to contribute to the capability of the health workforce to support them in working effectively with people who experience mental health problems and addiction. *Let's get real* provides shared values, attitudes and skills and is a tool to improve integration between mental health and addiction services and the broader health sector.

Values and attitudes are fundamental to *Let's get real*. The *Let's get real* values supplement or reinforce organisational values and inform continuous improvement of service quality and experiences for people accessing services.

The seven Real Skills provide a description of what people working in health do when working in partnership with people who experience mental health problems and addiction. Each skill is defined and has three levels of performance indicators: Essential, Enhanced and Leadership. The essential level applies to everyone working in health regardless of context or role. The enhanced level applies to people working in mental health and addiction roles and others who want to further develop skills in working with people experiencing mental health problems and addiction. The leadership level has an emphasis on skills to lead, guide, support and resource others in their work with people who experience mental health problems and addiction.

*Let's get real* does not replace professional competency frameworks, but rather complements them by providing a shared language across roles, professions, and health care contexts.

Te Pou o te Whakaaro Nui will continue to lead implementation of *Let's get real* through the provision of resources including e-learning modules, guides and advice.

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# The fundamentals

The values and attitudes which underpin and are woven throughout *Let's get real* are described below. The *Let's get real* values and attitudes are not intended to replace organisation-specific values statements. They are intended to express the fundamental shared values and attitudes that apply across all healthcare, regardless of context, organisation, role, or profession.

## Values

### Respect

We respect people and whānau who are accessing services, their world views, their values and the choices they make. We believe respect is fundamental to all human relationships.

### Manaaki

We support, care, tend to, and show generosity to others in all that we do. We seek to uphold dignity and protect and enhance the mana of others through our work. We take time to know people and what is important to them and to establish positive and authentic relationships.

### Hope

We believe that hope is fundamental to wellbeing. A life that has meaning and value for the person is always possible.

### Partnership

We work in partnership with people and whānau who are accessing services, we listen, hear and respect. We support choice, shared decision making and equity. We value the strengths and expertise that people and whānau bring.

## Wellbeing

Our focus on wellbeing encompasses all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social) and wairua (spiritual). We support wellbeing as a key part of recovery.

## Whanaunga

We believe that a sense of connection and belonging is fundamental to wellbeing. We are in relationship with people and support their relationships with others to enhance a sense of belonging for all. We value communities and connections to communities.

## Attitudes

People working in health are:

- compassionate: welcoming, supportive, caring, sensitive, empathetic, understanding, patient, resilient, flexible, validating and empowering
- genuine: warm, friendly, self-aware, have aroha and a sense of humour
- honest: have integrity, are professional, accountable, reliable, responsible and trustworthy
- non-judgemental: accepting, non-discriminatory, open-minded, culturally aware, responsive
- optimistic: hopeful, positive, encouraging, inspiring, enthusiastic, innovative, creative, positive risk takers.

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## The seven Real Skills at a glance

The seven Real Skills of *Let's get real* are for everyone working in health regardless of role or context. The Real Skills are inter-related and connected with one another, and are not intended to be used in isolation.

### Working with people experiencing mental health problems and addiction

Everyone working in health engages meaningfully and works in partnership with people who experience mental health problems and addiction, and focuses on the person's strengths to support wellbeing and recovery.

#### Expected outcome:

People accessing healthcare have their mana protected, are respected, engaged in shared decision making about treatment, and supported to achieve their health and wellbeing goals.

### Working with Māori

Everyone working in health contributes to oranga and whānau ora, informed by the values of aroha, manaaki and whanaunga for Māori who experience mental health problems and addiction.

#### Expected outcome:

Māori accessing healthcare are respected, engaged in shared decision making about treatment, and supported to achieve hauora (tinana, hinengaro, whānau and wairua) goals.

### Working with whānau<sup>1</sup>

Everyone working in health encourages and supports the wellbeing of whānau, and ensures that whānau, including children, have access to information, education and support.

#### Expected outcome:

Whānau have support to achieve their health and wellbeing goals.

### Working within communities

Everyone working in health recognises that people who experience mental health problems

and addiction and their whānau are part of communities.

#### Expected outcome:

People accessing healthcare have meaningful connections to communities.

### Challenging stigma and discrimination

Everyone working in health challenges stigma and discrimination, and provides and promotes a valued place for people who experience mental health problems and addiction.

#### Expected outcome:

People working in health are strong advocates for the elimination of mental health and addiction stigma and discrimination.

### Applying law, policy and standards

Every person working in health implements legislation, regulations, standards, codes and policies relevant to their role in a way that supports people and whānau accessing services.

#### Expected outcome:

Human rights, autonomy and self-determination of people accessing healthcare are promoted and upheld.

### Maintaining professional and personal development

Every person working in health participates in lifelong learning, personal and professional development, reflecting on their work and seeking ways to improve self, team and service.

#### Expected outcome:

People working in healthcare are resilient and effectively respond to people accessing health services.

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<sup>1</sup> The word whānau is used throughout and is intended as an inclusive term for family and wider family structures and anyone who a person considers to be close to them and important in their life.

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## About the performance indicators

Each of the seven Real Skills has a broad definition and sets of performance indicators at three levels:

- Essential – applies to everyone working in health regardless of context, organisation, role, or profession.
- Enhanced – applies to everyone working in mental health and addiction roles and those wanting to further develop skills to work effectively with people experiencing mental health problems and addiction. Mental health and addiction staff are expected to progressively demonstrate both the Essential and Enhanced levels of the seven Real Skills.
- Leadership – applies to everyone who is leading, guiding, supporting, educating and resourcing the work of others in health. This will include, but is not limited to those in formal leadership roles, such as, clinical directors, portfolio managers, service managers, consumer and peer leaders, mentors, educators, professional advisors, general managers and team leaders. People in leadership need to demonstrate the Essential and Leadership levels of the Real Skills. For leaders in the mental health and addiction sector this may also include demonstrating the Enhanced level. For some leaders, a focus on the Leadership level of one particular Real Skill may be appropriate.

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# The performance indicator tables

## Working with people experiencing mental health problems and addiction

Everyone working in health engages meaningfully and works in partnership with people who experience mental health problems and addiction, and focuses on the person's strengths to support wellbeing and recovery.

### Expected outcome:

People accessing healthcare have their mana protected, are respected, engaged in shared decision making about treatment, and supported to achieve their health and wellbeing goals.

| Essential  | Enhanced   | Leadership  |
|--|--|---|
| <p>Welcomes and appropriately greets people and whānau accessing services</p> <p>Establishes a connection and rapport with people accessing services</p> <p>Recognises that people may feel apprehensive or fearful when accessing services and works to:</p> <ul style="list-style-type: none"> <li>• establish a safe and trusting connection</li> <li>• ensure they feel safe and comfortable in the physical environment</li> </ul> <p>Invites people accessing services to bring support person/people</p> <p>Recognises that for Māori, cultural identity as Māori is a pre-requisite for wellbeing<sup>2</sup></p> <p>Respects that tāngata whai ora and whānau Māori may choose to communicate in te reo Māori</p> | <p>Builds and sustains trusting relationships with people accessing services</p> <p>Works to support people to have hope for their recovery and wellbeing</p> <p>Demonstrates understanding of the impact of trauma and loss on people's wellbeing</p> | <p>Develops and fosters a person and whānau centred service/programme that is:</p> <ul style="list-style-type: none"> <li>• welcoming and responsive to the needs of people accessing services</li> <li>• reflective of best practice</li> <li>• focused on wellbeing</li> <li>• culturally responsive</li> <li>• considerate of the impact of trauma and loss on people's wellbeing</li> <li>• effective at communicating</li> </ul> |

<sup>2</sup>Adapted from Durie, M. (2003). Nga Kahui Pou - Launching Māori Futures. Wellington: Huia Publishers.

| Essential   | Enhanced   | Leadership   |
|---|--|--|
| <p>Responds effectively to people in relation to their gender, culture, age, ability, sexual orientation and spirituality, eg uses age-appropriate and culturally appropriate language and processes</p> <p>Works effectively at the interface between their own culture and the culture of others<sup>3</sup></p> <p>Utilises evidence based culturally specific resources</p> <p>Values and respects people's interpretation of their own experiences</p> | <p>Supports whānau Māori to access Māori responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg assessment, therapy)</p> <p>Takes time to know the person and their context to support their self-determination and shared decision making</p> <p>Seeks advice from people who hold specialist knowledge in relation to gender, culture, age, ability, sexual orientation, gender identity and spirituality</p> <p>Demonstrates cultural competency in working with Pasifika peoples</p> <p>As appropriate to role, demonstrates understanding of evidence based talking therapies and their interface with culture</p> | <p>Proactively identifies and addresses barriers that may prevent people from accessing services</p> <p>Enables staff, teams and services to work effectively in partnership with all people, respecting diversity and ensuring programmes and services are responsive to the needs of communities</p> <p>Puts strategies and systems in place to ensure Māori people can access Māori responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg assessment, therapy)</p> <p>Puts systems in place to gain advice and guidance from people who hold specialist knowledge in relation to gender, culture, age, ability, sexual orientation and spirituality</p> |
| <p>Works alongside and in partnership with people accessing services being mindful of the impact of power differences</p> <p>Works in a way that supports the person to decide their own goals and involves them in key decisions that may affect their wellbeing and care</p> <p>Provides accessible age and culturally appropriate, relevant, specific and targeted information to people and those who support them</p>                                  | <p>Works alongside and in partnership with people in a manner that values their skills and expertise, and fosters recovery and wellbeing</p> <p>Provides information that is accessible, relevant, specific and targeted to enable informed choice and shared decision making</p>  | <p>Contributes to advisory, management and governance structures that foster a partnership approach such as inclusion of consumer and peer perspectives and use of co-design methods in service/ programme development</p>   |

<sup>3</sup>Adapted from Durie, M. (2005). *Indigenous health reforms: Best health outcomes for Māori in New Zealand*. Paper presented at the Unleashing Innovation in Health Care: Alberta's Symposium on Health, Calgary, Canada.

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| Essential  | Enhanced   | Leadership   |
|--|--|--|
| <p>In day-to-day work, applies basic understanding of:</p> <ul style="list-style-type: none"> <li>• a concept of wellbeing which encompasses all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social), and wairua (spiritual)</li> <li>• a person and whānau centred approach</li> <li>• the role of values in their work</li> <li>• the range of mental health and addiction related issues and concerns that people can experience</li> <li>• information gathering and assessment processes appropriate to role</li> <li>• evidence-informed interventions for people experiencing mental health problems and addiction as appropriate to role</li> </ul> | <p>Demonstrates in-depth understanding of:</p> <ul style="list-style-type: none"> <li>• a concept of wellbeing which encompasses all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social), and wairua (spiritual)</li> <li>• a person and whānau centred approach</li> <li>• values informed practice</li> <li>• cultural responses to restoring wellbeing</li> <li>• a range of assessment processes</li> <li>• the range of evidence-informed approaches, therapies and interventions</li> </ul> <p>Works in partnership with the person and whānau to develop and document tailored care plans</p>  | <p>Fosters collaboration and integration of care within the health sector and other sectors</p>  |
| <p>Is mindful of and understands the wide range of possible effects of trauma and loss on people, whānau and communities, and responds compassionately</p> <p>Is mindful of and understands the wide range of possible effects of intergenerational and historical trauma on Māori people</p> <p>Is mindful that migrant groups including refugees and asylum seekers may have experienced significant trauma and loss and responds compassionately</p>  | <p>Recognises signs that people have experienced trauma and loss and works to:</p> <ul style="list-style-type: none"> <li>• understand what the experience of trauma means for the person and whānau</li> <li>• establish safety for the person</li> <li>• build a trusting and compassionate relationship</li> <li>• focus on empowerment of the person and whānau to support recovery and wellbeing</li> <li>• offer choices, eg choice of person providing care, cultural support, peer support</li> <li>• ensure that the care provided is not contributing to re-traumatising the person/whānau</li> <li>• address trauma/loss or refer to appropriate specialist service</li> </ul> <p>Works to account for and address the needs of whānau Māori arising from cultural alienation, to support wellbeing and recovery, eg supports tāngata whai ora to reconnect with Māori culture and whānau</p> | <p>Fosters and enables the delivery of services and programmes that effectively and sensitively respond to the needs of people who have experienced trauma and loss, leading organisational change where necessary</p> |

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## Working with Māori

Everyone working in health contributes to *oranga* and *whānau ora*, informed by the values of *aroha*, *manaaki* and *whanaunga* for Māori who experience mental health problems and addiction.

### Expected outcome:

Māori accessing healthcare are respected, engaged in shared decision making about treatment, and supported to achieve *hauora* (*tinana*, *hinengaro*, *whānau* and *wairua*) goals.

| Essential   | Enhanced  | Leadership   |
|---|---|--|
| <p><b>Te reo and tikanga Māori</b></p> <p>Greets Māori using te reo Māori greetings</p> <p>Pronounces a person's name correctly or asks them how if necessary</p> <p>Respects te reo Māori and uses Māori words and phrases when appropriate</p> <p>Respects that <i>tāngata whai ora</i> may consider <i>waiata</i>, <i>karakia</i> and te reo Māori essential to their safety, wellbeing and recovery</p> <p>Respects that <i>whānau</i> Māori may nominate a person to speak on their behalf and supports this process</p> <p>Asks <i>whānau</i> Māori what they need for their comfort and safety, for example, <i>waiata</i>, <i>karakia</i> involvement of <i>kaumātua</i>, and ensures that these needs are met (either directly or with support of others, eg te reo Māori speakers, colleagues, service leaders)</p> <p>Provides information and resources written in both English and Māori to help people understand what is happening</p> | <p>Works proactively to ensure <i>whānau</i> Māori can communicate in ways that work for them</p> <p>Demonstrates understanding that Māori may use metaphors to describe their situation</p> <p>Supports and participates in <i>tikanga</i> Māori practices, as consistent with the preferences of the <i>whānau</i></p> <p>Supports <i>whānau</i> Māori to access Māori responsive services and have access to <i>kaumātua</i>, <i>kaimahi</i> Māori and cultural interventions (eg assessment, therapy)</p> | <p>Promotes and provides resources that:</p> <ul style="list-style-type: none"> <li>ensure the physical environment is welcoming to Māori</li> <li>ensure easy access to te reo Māori speakers and information written in both English and Māori</li> <li>support staff to integrate te ao Māori and te reo Māori into service delivery</li> </ul> <p>Provides leadership to ensure that:</p> <ul style="list-style-type: none"> <li><i>whānau</i> Māori can communicate in ways that are consistent with their preferences</li> <li>staff are competent to support provision of service that is safe and comfortable for Māori people</li> <li>Puts strategies and systems in place to ensure Māori people can access Māori responsive services and have access to <i>kaumātua</i>, <i>kaimahi</i> Māori and cultural interventions (eg assessment, therapy)</li> <li>Supports Māori staff to be confident about working in a way that is consistent with being Māori</li> <li>Supports co-working between Māori and non-Māori staff</li> </ul> |
| <p>Is familiar with local Māori groups (eg <i>mana whenua</i>), their roles, responsibilities and relationships with each other as guardians of Māori cultural knowledge and te reo Māori</p>   | <p>Engages with local Māori groups (eg <i>mana whenua</i>) in their roles, as guardians of Māori cultural knowledge and te reo Māori</p>  | <p>Fosters relationships and partnerships with local Māori groups</p> <p>Draws on the expertise of local Māori groups to verify the relevance and common practice of te reo Māori and <i>tikanga</i> in the health setting</p>   |

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| Essential  | Enhanced  | Leadership  |
|--|---|---|
| <b>Whakawhanaunga</b><br><br>Recognises and understands the importance of whakapapa, the different roles and responsibilities within whānau and the nature of whānau relationships with tāngata whai ora<br><br>Allows time for whakawhanaunga to occur  | Articulates own whakapapa   | Fosters an environment that: <ul style="list-style-type: none"> <li>• supports and encourages a whānau Māori-centred approach</li> <li>• is conducive to effective service delivery for whānau Māori (eg a time of day, with sufficient time, in an appropriate place)</li> </ul>   |
| Supports tāngata whai ora to identify and involve people who are important to them   | Engages with the self-identified whānau of the tāngata whai ora<br><br>Facilitates whānau hui in a way that enables whānau ora                            | Ensures that systems, programmes and processes reflect a Māori concept of whānau and support staff to engage with whānau  |
| Demonstrates understanding of Māori ways of supporting relationships – particularly with whānau, such as tātai (establishing links) and the phrase and concept ‘Nō hea koe?’ (Where do you come from?)   | Participates in Māori ways of supporting relationships  | <ul style="list-style-type: none"> <li>• Provides leadership and fosters an environment that supports whakawhanaunga processes</li> <li>• Supports opportunities for staff to attend wānanga to develop skills in Māori ways of supporting relationships</li> </ul>   |
| <b>Manaaki</b><br><br>Demonstrates understanding of the importance of manaaki in engaging whānau Māori<br><br>Works to uphold the dignity and protect and enhance the mana of tangata whai ora and whānau Māori<br><br>Demonstrates manaaki, eg is caring, extends hospitality (kai and drink), tends to people, respects their mana | Supports others to uphold the dignity and protect and enhance the mana of tangata whai ora and whānau Māori<br><br>Supports others to demonstrate manaaki | Fosters: <ul style="list-style-type: none"> <li>• awareness of manaaki and its significance in whānau ora</li> <li>• the manaaki of the community</li> <li>• staff to learn about and demonstrate manaaki</li> </ul> Models the use of manaaki to demonstrate its importance in engaging whānau Māori<br><br>Ensures systems and resources are adequate to enable manaaki |

| Essential   | Enhanced   | Leadership  |
|---|--|---|
| <b>Wairua</b><br><br>Demonstrates respect for differing spiritual practices and understands that these unique perspectives contribute to the support of tāngata whai ora and whānau ora   | Applies and integrates concepts of Māori spirituality in the support of tāngata whai ora and whānau ora  | Promotes and provides resources that support: <ul style="list-style-type: none"> <li>• Māori-responsive interventions and processes to meet the wairua needs of tāngata whai ora, whānau and staff</li> <li>• staff access to tohunga, kaumātua and kaimahi Māori that support whānau ora</li> </ul>                              |
| <b>Tuakiri tangata</b><br><br>Respects the importance of identity as Māori to the wellbeing of tāngata whai ora and whānau ora<br><br>Demonstrates knowledge and application of cultural safety and cultural competence when working with Māori   | Ensures whānau Māori have information about available kaupapa Māori interventions and supports their choice to engage in Māori-responsive services and activities that optimise cultural linkages and whānau connectedness, supporting access as needed  | Develops and fosters: <ul style="list-style-type: none"> <li>• interventions and services to emphasise cultural linkages and whanaungatanga in practice</li> <li>• staff access to wānanga and training that enhance knowledge and understanding of tuakiri tāngata and its importance to the therapeutic relationship</li> </ul> |
| <b>Hauora Māori</b><br><br>Demonstrates understanding of Māori models and perspectives of hauora in service delivery<br><br>Demonstrates understanding and respects that Māori may consider using traditional Māori healing processes and practices that support their health and wellbeing | Applies and integrates Māori models and perspectives of hauora in service delivery<br><br>Is familiar with local resources for traditional Māori healing and promotes access to support choices, health and wellbeing  | Promotes and provides for processes and practices that meet cultural requirements, such as: <ul style="list-style-type: none"> <li>• recognition of Māori models of hauora, recovery and wellbeing</li> <li>• resource allocation and prioritisation to reduce Māori health inequalities</li> </ul>                               |
| Respects that whānau Māori may utilise the natural environment in the support of whānau ora, eg whenua, maunga, awa, moana and ngahere  |  | Enables systems and processes to ensure whānau Māori are supported by people with Māori cultural expertise to utilise the natural environment as part of healing  |
| Demonstrates understanding of the principles of tino rangatiratanga (self-determination) and mana motuhake (autonomy) and protects the rights of whānau Māori   | Supports tino rangatiratanga (self-determination) and mana motuhake (autonomy) for whānau Māori<br><br>Works to account for and address the needs of whānau Māori arising from cultural alienation, to support wellbeing and recovery, eg supports tāngata whai ora to reconnect with Māori culture and whānau<br><br>Advocates for and supports Māori aspirations in health | Integrates principles of tino rangatiratanga (self-determination) and mana motuhake (autonomy) for whānau Māori in processes, programmes, systems and policy  |

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## Working with whānau

Everyone working in health encourages and supports the wellbeing of whānau, and ensures that whānau, including children, have access to information, education and support.

### Expected outcome:

Whānau have support to achieve their health and wellbeing goals.

| Essential  | Enhanced  | Leadership   |
|--|---|--|
| <p>Demonstrates understanding that whānau can include anyone identified by the person as being important in their life</p> <p>Recognises and understands the different roles and responsibilities within whānau and the nature of whānau relationships with tāngata whai ora</p> <p>Invites and encourages people to involve whānau when accessing services</p> <p>Respectfully engages with whoever the person recognises as their whānau</p> <p>Demonstrates understanding that for many cultures, a person's sense of identity is embedded in and connected to whānau rather than being an individual</p> |   | <p>Provides leadership to enable service and programme systems that:</p> <ul style="list-style-type: none"> <li>include and support whānau</li> <li>respond to the strengths and needs of whānau</li> </ul> <p>Ensures a whānau-friendly environment that is welcoming to and has space for whānau, including children</p> |
| <p>Welcomes and establishes a positive connection and rapport with whānau</p> <p>Works with whānau in such a way that they feel heard, informed and supported</p> <p>Shares relevant information with whānau while respecting confidentiality and privacy</p> <p>Works to understand whānau perspectives and whānau relationships</p> <p>Provides support or links whānau to appropriate support</p> <p>Takes an approach that is culturally responsive to the whānau</p>  | <p>Explains to whānau their choices and options for involvement and support</p> <p>Works alongside and in partnership with whānau in a manner that values their strengths and expertise, and fosters and promotes recovery and wellbeing</p> <p>Ensures whānau have access to relevant information, education and resources about wellbeing, mental health and addiction</p> <p>Facilitates whānau inclusion in a person's recovery and wellbeing plans</p> <p>Facilitates whānau meetings that build support and understanding between whānau members</p> <p>Provides support or therapy to whānau, or refers to appropriate services and groups</p> | <p>Promotes the importance of whānau relationships in recovery and wellbeing</p> <p>Enables culturally responsive service/programme processes for whānau engagement</p> <p>Supports the provision of services for whānau seeking support in their own right</p>  |

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| Essential   | Enhanced  | Leadership  |
|---|---|---|
| <p>Asks people accessing services about their children</p> <p>Recognises that being a parent (which includes anyone in a parenting role) offers meaning, purpose and hope to support recovery and wellbeing</p> <p>Demonstrates understanding that parents maybe fearful or feel anxious about services becoming involved with their children</p> <p>Sensitively asks about support needs relating to being a parent (as appropriate to role)</p> <p>In day-to-day work:</p> <ul style="list-style-type: none"> <li>• takes a whole of whānau strengths based approach to working with parents who are experiencing mental health problems and addiction</li> <li>• knows about and links people to support services and groups for parents and their children</li> </ul> | <p>Respectfully communicates concerns about children to the person and provides support to address these concerns</p> <p>Ensures parents and their children have access to appropriate support and the needs of children are addressed</p> <p>Assesses risk to child or parent and refers to appropriate services as needed</p> | <p>Fosters systems that support people accessing services in their role as parents</p> <p>Fosters systems that ensure the needs of children are appropriately assessed and addressed</p> <p>Enables staff to access learning that supports understanding and skill development in parenting/ child development-related issues</p> |
| <p>Is mindful of and understands possible effects of trauma and loss on whānau and responds with aroha and compassion</p>   | <p>Recognises signs that whānau have experienced trauma and loss and works to:</p> <ul style="list-style-type: none"> <li>• understand what the experience of trauma means for the whānau</li> <li>• establish safety and build a trusting and compassionate relationship</li> <li>• refer to appropriate services</li> </ul>   | <p>Fosters and enables the delivery of services that effectively and sensitively respond to the needs of whānau who have experienced trauma and loss</p>  |



## Working within communities

Everyone working in health recognises that people who experience mental health problems and addiction and their whānau are part of communities.

### Expected outcome:

People accessing healthcare have meaningful connections to communities.

| Essential   | Enhanced   | Leadership  |
|---|--|---|
| <p>Understands 'community' in the broad sense including groups we belong to, groups we identify with and places we live, work and have our being</p> <p>Understands the importance of community connections and has knowledge of the communities that people accessing services identify with</p> <p>Recognises that tāngata whai ora are supported within a wider network of structures such as hapū, iwi and Māori communities</p> <p>Demonstrates understanding that good outcomes for people accessing services are interlinked with social determinants of health such as good housing, education, employment, financial resources and community participation</p> | <p>Contributes to communities to enhance their capacity to support the wellbeing of all people</p> <p>Works with people accessing services to support their access to good housing, education, employment, financial resources and community participation</p>   | <p>Proactively develops and fosters networks and collaboration between health and social service providers, community groups and others to promote social cohesion, address inequity and ensure people have access to good housing, education, employment, financial resources and community participation</p> <p>Develops and maintains relationships and partnerships with local Māori groups</p> |
| <p>Supports people to be connected to and participate in communities of their choice</p> <p>Demonstrates knowledge of community groups, services, and resources and provides relevant information about these to people accessing services</p>  | <p>Supports people accessing services to develop and maintain positive relationships and positive roles with their communities</p> <p>Demonstrates a comprehensive knowledge of community groups, services and resources</p> <p>Forms effective working relationships with key community groups and services</p> | <p>Supports and involves communities in responding to the needs of people experiencing mental health and addiction problems</p> <p>Supports staff to work effectively with all communities and promote social cohesion</p>  |
| <p>Understands and uses mental health promotion, addiction harm reduction and, suicide prevention and postvention principles</p>  | <p>Contributes to community knowledge and understanding of mental health, addiction and, suicide prevention and postvention</p>  | <p>Ensures staff are trained and supported to use mental health promotion, addiction harm reduction and, suicide prevention and postvention principles</p>  |

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## Challenging stigma and discrimination

Everyone working in health challenges stigma and discrimination, and provides and promotes a valued place for people who experience mental health problems and addiction.

### Expected outcome:

People working in healthcare are strong advocates for the elimination of mental health and addiction stigma and discrimination.

| Essential  | Enhanced   | Leadership   |
|--|--|--|
| <p>Demonstrates understanding of the prevalence and impact of stigma and discrimination on people who experience mental health problems and addiction, whānau, services and communities</p> <p>Understands the impact of language in relation to stigma and discrimination, and uses language that is non-judgemental and non-discriminatory</p> <p>Recognises and challenges stigma and discrimination wherever they are encountered</p> <p>Demonstrates understanding of human rights in day-to-day work</p> | <p>Promotes and models social inclusion and advocates for the elimination of mental health and addiction stigma and discrimination</p> <p>Educates and supports others to recognise and address stigma and discrimination</p> <p>Promotes positive aspects of working in mental health and addiction treatment services to external groups</p> | <p>Fosters an organisational culture that is non-discriminatory and non-stigmatising</p> <p>Contributes to programmes and policies that support communities, services and staff to eliminate stigma and discrimination</p> <p>Models and applies a comprehensive understanding of human rights</p> |

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## Applying law, policy and standards

Every person working in health implements legislation, regulations, standards, codes and policies relevant to their role in a way that supports people and whānau accessing services.

### Expected outcome:

Human rights, autonomy and self-determination of people accessing healthcare are promoted and upheld.

| Essential  | Enhanced  | Leadership  |
|--|---|---|
| <p>Understands and adheres to legislation, regulations, standards, codes and policies relevant to role</p> <p>Upholds the United Nations Convention on the Rights of Persons with Disabilities, including the right to autonomy and self-determination, the right to be free from coercion and the right to be treated in a non-discriminatory way</p> <p>Recognises and respects the rights of people under the Code of Health and Disability Services Consumers' Rights</p> <p>Respects the relationship between the government and tāngata whenua and upholds the principles of te Tiriti o Waitangi</p> <p>Demonstrates understanding of health policy, legislation and standards of practice that recognise the significance of te reo Māori, te ao Māori and Māori models of practice</p> <p>Demonstrates ethical decision making relevant to role</p> | <p>Informs and educates others to understand and adhere to legislation, regulations, standards, codes and policies</p> <p>Informs and educates others about standards of practice that recognise the significance of te reo Māori, te ao Māori and Māori models of practice</p> | <p>Provides leadership and resources to enable implementation of, and adherence to legislation, regulations, standards, codes and policies</p> <p>Develops and fosters organisational systems and an organisational culture that reflect respect for the rights of people and their whānau</p> <p>Proactively contributes to positive legislative change and policy development that impacts on mental health and addiction</p> |
| <p>Provides information to people about their rights in a way that supports them to understand</p> <p>Ensures people know about relevant feedback and complaint processes and how to use them</p>  | <p>Supports people to exercise their rights</p>   | <p>Develops and fosters organisational systems and processes that enable timely, safe and effective feedback and complaints resolution</p>  |
| <p>Maintains and stores records in accordance with legal and professional standards</p>  |   | <p>Enables record keeping and storage in compliance with legal and professional standards</p>   |

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## Maintaining professional and personal development

Every person working in health participates in lifelong learning, personal and professional development, reflecting on their work and seeking ways to improve self, team and service.

### Expected outcome:

People working in health care are resilient and effectively respond to people accessing health services.

| Essential   | Enhanced   | Leadership   |
|---|--|--|
| <b>Professional development</b><br><br>Reflects on own work/practices to identify strengths and areas for development<br><br>Recognises and reflects on the impact of values in their work to enable better ways of working and support best outcomes for people accessing services<br><br>Understands and engages in supervision relevant to role<br><br>Seeks and takes up learning opportunities to achieve professional development goals | Supports colleagues to achieve professional development goals and meet challenges<br><br>Models values informed practice<br><br>Keeps up to date with best practice and participates in lifelong learning<br><br>Engages in ongoing professional development to ensure cultural responsiveness to the community served | Coaches, mentors, supports, provides feedback and challenges people so that they can reach their full potential<br><br>Fosters and resources an organisational culture of learning and supports staff to take up relevant professional development opportunities |
| <b>Wellbeing</b><br><br>Looks after own wellbeing<br><br>Contributes to a safe and healthy workplace<br><br>Asks for support when needed  | Models self-care practices and supports others to look after their own wellbeing<br><br>Understands the potential for vicarious trauma and works to prevent and, where necessary, manage this  | Leads, promotes, supports, and enables health, safety and wellbeing in the workplace<br><br>Initiates and monitors workplace wellbeing programmes<br><br>Is responsive to staff seeking help and support   |
| <b>Communication</b><br><br>Communicates effectively (orally, in writing, when listening, using technology and by other non-verbal means) with a diverse range of people<br><br>Pronounces Māori names and words correctly and asks when unsure<br><br>Takes time to ensure correct pronunciation of names  | Understands and can manage complex and multifaceted communication processes<br><br>Works effectively with diverse communication styles, and consults others when necessary   | Models clear communication and provides opportunities for people in all roles to enhance communication skills  |

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| Essential  | Enhanced  | Leadership  |
|--|---|---|
| <b>Teamwork</b><br><br>Works effectively in a team, understands team roles, respects different working styles and contributes to the success of the team   | Demonstrates role clarity and models and supports collaborative working relationships within the team<br><br>Works to support the team to resolve conflict and overcome challenges as they arise<br><br>Facilitates collaborative working within the organisation, in the wider health sector and other sectors   | Leads and fosters an organisational or team environment that: <ul style="list-style-type: none"> <li>• provides role clarity (both individual and team)</li> <li>• facilitates learning and professional development across all roles</li> <li>• encourages synergy within multidisciplinary groups</li> <li>• fosters service integration across the wider health system</li> <li>• encourages cross-sector collaboration</li> </ul>         |
| Engages with colleagues to give and receive constructive feedback  | Participates in professional and personal development of oneself and colleagues through feedback, supervision, appraisal and reflective practice  | Provides performance related feedback to staff to support ongoing development and optimal individual and team performance   |
| <b>Quality</b><br><br>Collects and uses information to inform their work<br><br>Demonstrates understanding of outcome measures and quality improvement processes relevant to role<br><br>Is familiar with current research and evaluation relevant to role and applies this in day-to-day work | Collects and uses information with a focus on improving service quality and outcomes<br><br>Shares outcomes results with people accessing services to support a partnership approach<br><br>Maintains up to date knowledge of research and evaluation in the mental health and addiction sectors and shares this with colleagues and others in the wider health sector<br><br>Applies a best practice and evidence based approach to role | Ensures that processes and activities are in place to guide outcome measurement, research, and evaluation that improves service quality and fosters innovation and effective outcomes-focused service delivery<br><br>Uses information to assist planning and quality improvement, with a focus on better outcomes<br><br>Ensures processes are in place to facilitate outcomes results being shared with people accessing services and staff |

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# Glossary

The following descriptions have been taken from a variety of sources\* and are not meant to be definitive.

|                      |   |
|----------------------|---|
| <b>Aroha</b>         | Love, compassion, empathy, sympathy, kindness   |
| <b>Awa</b>           | River, stream, creek  |
| <b>Community</b>     | The groups that people identify and associate with, the many places in which people live  |
| <b>Culture</b>       | The shared attitudes, beliefs, values, experiences and/or practice of groups  |
| <b>Hapū</b>          | Kinship group, clan, grouping of various whānau generally based on a shared ancestor  |
| <b>Hauora</b>        | Health, vigour, including hauora tinana (physical health), hauora hinengaro (mental and emotional health), whānau (social wellbeing), and wairua (spiritual health)   |
| <b>Health</b>        | Includes tinana (physical), hinengaro (mental and emotional), whānau (social wellbeing), and wairua (spiritual) health  |
| <b>Iwi</b>           | Extended kinship group, nation, people, grouping of various hapū generally based on a shared ancestor   |
| <b>Kaimahi</b>       | Worker, staff, employee   |
| <b>Karakia</b>       | Prayer, incantation, blessing, clearing, spiritual acknowledgement  |
| <b>Kaumātua</b>      | General term for an elder of mana within the community, whānau or marae   |
| <b>Kaupapa Māori</b> | Māori approach using Māori principles; anything using the knowledge, skills, attitudes and values of Māori society as a foundation and framework  |
| <b>Mana</b>          | Often defined as prestige, authority, control, power, influence, status, spiritual power, charisma, status and standing, mana may be accorded a person or group through ancestral descent, possession of certain gifts or achievements and can be enhanced through the collective opinion of others |
| <b>Manaaki</b>       | To support, take care of, extend hospitality, protect, show generosity, to care for   |
| <b>Manaakitanga</b>  | The process of showing respect, generosity and care for others, enhancing people's mana   |
| <b>Mana motuhake</b> | Self-governance, self-determination, independence   |
| <b>Mana whenua</b>   | The customary authority exercised by the tangata whenua (local people, indigenous people) in an identified area   |
| <b>Maunga</b>        | Mountain, mount, hill – very much about the mana and history of a mountain/hillock as opposed to its size   |
| <b>Moana</b>         | Sea, ocean, large lake  |
| <b>Ngahere</b>       | Bush, forest, woodland  |
| <b>Oranga</b>        | Health, welfare, sustenance   |

\*The Māori dictionary is a useful source of Māori definitions (<http://maoridictionary.co.nz>), as is the Te Reo Hāpai - The Language of Enrichment resource.

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|                                 |  |
|---------------------------------|--|
| <b>Recovery</b>                 | A process of change through which individuals improve their health and wellbeing, live a self-directed life, and strive to reach their full potential <sup>4</sup>   |
| <b>Tangata whenua</b>           | Indigenous people, local people  |
| <b>Tāngata whai ora</b>         | People accessing services seeking wellbeing – note: ethnic specifics come after if in te reo, eg tāngata whai ora Māori, tāngata whai ora Pākehā. Tangata is singular, tāngata is plural   |
| <b>Te ao Māori</b>              | The Māori world, including te reo (Māori language), tikanga (Māori processes and practices), marae (the community focal point), wāhi tapu (sites of sacred significance) and access to whānau, hapū and iwi  |
| <b>Te reo Māori</b>             | Māori language   |
| <b>Te Tiriti o Waitangi</b>     | The Treaty of Waitangi – founding treaty document of Aotearoa New Zealand that states the rights and responsibilities agreed between the Crown and Māori   |
| <b>Tikanga Māori</b>            | Correct Māori procedure, custom, practice, protocol  |
| <b>Tino rangatiratanga</b>      | Sovereignty, self-determination, autonomy, self-government   |
| <b>Trauma informed care</b>     | Care that is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma on people, as well as an understanding of the prevalence of these experiences in those who receive mental health and addiction services. Trauma informed care also recognises that mental health and addiction treatment can itself be traumatic for people accessing services (not just those with trauma histories) and that staff may be affected when working with very distressed people. A trauma informed service seeks to minimise trauma for all people and staff |
| <b>Tuakiri tangata</b>          | Persona, personality and identity  |
| <b>Values informed practice</b> | An approach that recognises the impact of values, including the values of people accessing services, practitioners and organisations; An understanding of how to work with values more effectively for better outcomes   |
| <b>Waiata</b>                   | Song, chant, to sing   |
| <b>Wānanga</b>                  | Seminar, conference, forum, educational seminar  |
| <b>Wellbeing</b>                | Encompasses all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social), and wairua (spiritual), and is a key part of recovery  |
| <b>Whakapapa</b>                | Genealogy, lineage, descent, blood ties  |
| <b>Whakawhanaunga</b>           | To forge relationships, get to know one another, explore mutual whakapapa connections  |
| <b>Whānau</b>                   | Family, ie nuclear family, extended family, family in its broadest sense which may include non-blood related members   |
| <b>Whānau Māori</b>             | Whānau as it pertains to Māori family and identity   |
| <b>Whānau ora</b>               | Whānau Māori achieving their maximum health and wellbeing  |
| <b>Whanaunga</b>                | Relation, kinship  |
| <b>Whanaungatanga</b>           | Relationships – can include the process of establishing and/or maintaining links and relationships, the feeling of having familial ties  |
| <b>Whenua</b>                   | Land   |

<sup>4</sup>Adapted from Substance Abuse and Mental Service Administration (SAMHSA).