Values-based practice

Introduction

Values-based practice has become increasingly utilised in the mental health and addiction sector over the last decade. It recognises that values are both pervasive and powerful and influence service delivery at all levels. This position paper is for health professionals, managers and clinical leaders. It describes how Let’s get real promotes and supports robust values-based practice in an organisation. This practice results in better outcomes for service users and a culture where staff feel valued and supported in their work.

Figure 1 presents a summary of Let’s get real for those unfamiliar with the framework. The values and attitudes of Let’s get real were identified by service users, family/whānau and workers as essential for working in mental health and addiction. As a result, they provide an effective foundation for values-based practice in the mental health and addiction sector. These values and attitudes underpin the seven Real Skills and shape service provision and practice. This includes the promotion of cultural competence.

A great number of organisations already work from a values base and have a clearly articulated set of organisational values that link with all of their organisational systems. An organisation might find that their own values will be reflected in many of the values of Let’s get real. Organisations that are less developed in this area are encouraged to adopt and use the values of the Let’s get real framework.

Let’s get real provides a number of resources or ‘enablers’ to support organisations to implement the framework. Some of these enablers are specifically designed to assist staff to raise their awareness of values-based practice. The Let’s get real enablers present a systemic approach that allows a service to integrate Let’s get real across all organisational systems and processes. In this way a service is assisted to promote a values-based culture.

This position paper is in four sections.

1. Section one provides a summary of values-based practice and the benefits for an organisation.
2. Section two outlines the ways in which the values and attitudes of Let’s get real shape and improve service provision, when implementing the seven Real Skills.
3. Section three illustrates how Let’s get real promotes the development of cultural competence.
4. Section four highlights how the enablers can assist a service to promote a values-based culture.

1 — This position paper presents Te Pou’s view on how Let’s get real promotes and supports values-based practice.
Overview of Let’s get real

Let’s get real is a framework for the mental health and addiction workforce. It describes the essential knowledge, skills and attitudes required to deliver effective mental health and addiction services.

Let’s get real is made up of seven Real Skills:
1. Working with service users
2. Working with Māori
3. Working with families/whānau
4. Working within communities
5. Challenging stigma and discrimination
6. Law, policy and practice
7. Professional and personal development

Each of the seven Real Skills has a broad definition and three levels of performance indicators for the following three levels:
- essential - for everyone working in mental health and addiction services
- practitioner - for clinicians who have worked in a service for at least two years
- leader - for people who are in management and/or clinical leadership positions

Values and Attitudes:

Let’s get real is underpinned by essential values and attitudes that are expressed in action through the performance indicators in each of the Real Skills.
- Values - Respect, Human Rights, Service, Recovery, Communities, Relationships
- Attitudes - Compassionate and caring, Genuine, Honest, Non-judgemental, Open-minded, Optimistic, Patient, Professional, Resilient, Supportive, Understanding

Enablers:

A number of enablers (tools and learning modules) have been developed to support services in implementing Let’s get real
1. A Guide for Managers and Leaders - a tool that supports managers and leaders to utilise Let’s get real and the enablers.
2. Team Planning Tool - for services to use when developing a workforce development plan for teams in the Real Skills.
3. Human Resources Tool - a tool for services to integrate Let’s get real into existing human resource systems and processes.
4. Learning modules for the seven Real Skills - 23 self-directed learning modules freely available for workers including Getting Started, Values and Attitudes and a module for each of the Real Skills (at all three levels).
5. Education Tool - for education and training providers to integrate Let’s get real into education and training programmes.

Figure 1. An overview of Let’s get real for those unfamiliar with the framework
1. What is values-based practice?

The principles of values-based practice

Values-based practice has become increasingly utilised as a framework for practice in mental health and addiction work over the last 10 years (Fulford and Woodbridge, 2008). It has been the basis of a number of policy, service development and training initiatives, primarily in the United Kingdom, but increasingly in other countries including the United States (Fulford and Woodbridge, 2008). A variety of values-based approaches have also been used in private sector organisations for several decades.

Values-based practice identifies the ways that values are inescapable and influential, impacting service delivery at all levels (Te Pou, 2009a). As a result, people delivering services need to be aware of their own values and the way they impact on their work (Williams, 2005). Values-based practice is about implementing the skills to work effectively with values in day to day decision making and judgement (Williams and Fulford, 2007). These skills are process focused and support balanced decision making. As a consequence, an individual works from the premise that there is no straightforward ‘right’ answer (Fulford and Woodbridge, 2008). On the contrary, effective service delivery should involve respect for diversity of values (Williams and Fulford, 2007).

Values-based practice encourages people to be mindful of the extent to which the values they hold can differ from those of others. Reflection on one’s practice assists to raise awareness of just how strongly certain values influence one’s work. It can also be important from the perspective of effective teamwork to become aware of the different value perspectives of team members. This is important not only for good communication, but also for optimising people-centred work. Individual, team and peer supervision processes can provide effective opportunities amidst the busyness and pressure of work, to reflect on the role of values when working with service users and colleagues (Bruce & Skinner, 2008; Fulford and Woodbridge, 2008; Te Pou 2009; Woodbridge and Fulford, 2004).

Fulford and his colleagues (Williams, 2005) in the United Kingdom specify a number of principles for values-based practice in mental health and addiction. These are designed to promote the best outcomes for service users.

- **Decisions are values-based**: an understanding that all decisions should rest on values as well as facts, including decisions about diagnosis.
- **Person-centred perspective**: the first source for information on values in any situation is the perspective of the service user concerned.
- **Attention to language**: awareness of values can be developed through careful attention to language use in context.
- **Respect for diversity of values**: ethical reasoning is used in values-based practice primarily to explore differences in values rather than to determine ‘what is right’.
- **Good communication skills**: communication skills (such as active listening skills and the ability to explore values through discussion) are crucial in order to come to a balanced view, including within situations of conflict.
- **Partnership approach**: although working within a framework of shared values defined by ethics and law, values-based practice is a partnership approach that places decision-making with service users and providers.
Values-based practice is a relatively new approach to working with complex and conflicting values in mental health and addiction work (Fulford and Woodridge, 2008). Consequently, there is little published research evidence on the effectiveness of values-based practice in this sector. Local and international research does however highlight the importance of positive values for effective mental health and addiction outcomes. Studies have found that workers’ attitudes and interpersonal skills can predict service users’ involvement in treatment (Crits-Christoph et al., 2009).

Negative attitudes can compromise the collaborative alliance that needs to occur in order for effective mental health treatment to take place (Hewitt and Coffey, 2005; Te Pou, 2011). Accounts of people’s experience of mental illness and recovery repeatedly mention the significance of supportive relationships where values and attitudes are appraised above technical skills. The stated requirements of service users are for trusting relationships where people feel safe, ‘heard’, accepted and supported (Anthony et al, 2003; Hewitt, 2009; IHCD, 1998; Mental Health Foundation, 1997; Rea, 1996; Rydon, 2005). The values of hope and personal responsibility are often highlighted, underpinning support for education, advocacy and peer support processes (Mead and Copeland, 2000).

As well as health sector organisations, a number of private sector businesses from a range of industries (such as marketing, manufacturing and finance), have been utilising a values-based approach for several decades. International research in this sector suggests that values can play a central role in underpinning sustained organisational performance and growth (Anderson, 1997; Higgs, 2010). Research in the United States has found that the development and promotion of an ethical context may enhance employees’ job satisfaction and therefore, organisational commitment and increased retention (Valentine, 2002; 2011). Other research from Australia has suggested that the adoption by a company of pro-social values such as vision, self-direction and humanity may enhance an employee’s desire to remain within the organisation (Abott, 2006).

Key elements of values-based leadership

International research suggests that when it comes to values-based practice, it is important to employees that companies ‘walk their talk’. Staff may experience negative reactions if they perceive what is a lack of consistency between the expressed values and actual values of an organisation (Brytting, 2000; Finegan, 2000; Graber et al., 2008). When organisational practice does not match espoused values, employees can feel manipulated and management can then lose credibility. Brytting (2000) explains that if management “talk does not correspond to factual behaviour of the organisation, then this may generate a great deal of disappointment and frustration, in fact a feeling among workers that management’s talk is just empty rhetoric, a humanistically colored cosmetic” (p., 74). As a way forward, Brytting (2000) suggests that management can create conditions in which the organisational culture can be changed. This includes creating resources, mainly time and space for mutual reflection, and thereby increased consciousness.

Values-based leadership also extends beyond one’s organisation. For instance, individual and organisational values about mental health and addiction emerge within the wider cultural and societal environment. The available evidence suggests that in order to challenge negative values and beliefs it is necessary for leaders to work at different levels and across different sectors (i.e. health, social services and employment), working with a range of different organisations and groups. This might include lobbying for legislative change for instance (Sayce, 2003).
In order to assist health care leaders, Graber et al (2008, pp., 181-182) puts forward the following four elements of values-based leadership.

- Recognise your personal and professional values.
- Determine what you expect from the larger organisation and what you can implement within your sphere of influence.
- Understand and incorporate the values of internal stakeholders.
- Commit to values-based leadership.

**New Zealand and values-based practice**

In the New Zealand context, *Let’s get real* is unique as a national framework that promotes the principles of values-based practice and values-based leadership. The seven Real Skills present values-based practice in action, and the *Let’s get real* enablers help to promote and support a values-based culture.

The Real Skills promote and support values-based practice in many ways including: recognising and reflecting on personal and professional values; promoting a service user perspective; paying careful attention to attitudes and language; acknowledging the diversity of values; promoting good communication skills; incorporating the views of stakeholders through a partnership approach; a commitment to values-based leadership.

The *Let’s get real* enablers provide a systematic approach to assist organisations to implement values-based practice as part of their everyday work. They provide a mechanism for all staff to reflect on their values and attitudes and support managers and leaders to promote a values-based culture.

*Let’s get real* also incorporates the practice of cultural competence. That is, the ability to integrate clinical and cultural elements into work with service users. The Real Skills promote cultural competence and one of the seven Real Skills is dedicated to working with Māori. The specialist skill set *Real Skills plus Seitapu: Engaging Pasifika* supports those who work with Pacific people and is designed to help staff and organisations gain a better understanding of Pacific values and beliefs. The inclusion of cultural competence is appropriate for a multi-cultural service user group and workforce.
2. The seven Real Skills promote values-based practice in action

A number of values and attitudes were identified during the development of Let’s get real as essential for working in the mental health and addiction sector. This occurred through consultation with stakeholder groups including service users, family/whānau and staff. These values and attitudes are expressed in action through the performance indicators in each of the Real Skills. As a result the Real Skills promote robust values-based practice. This brings about positive and effective engagement with service users as well as a culture where staff feel valued and supported in their work.

The following table includes examples of the ways in which the values and attitudes of Let’s get real shape service provision and practice.

Table 1. Example of how the Let’s get real values and attitudes are expressed in action through the performance indicators of each Real Skill.

<table>
<thead>
<tr>
<th>Values and attitudes underpinning the seven Real Skills</th>
<th>Real Skill</th>
<th>Values and attitudes are expressed in action through the performance indicators of each Real Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong></td>
<td>Working with service users</td>
<td>Performance indicators for Working with service users promote the following types of values-based practice.</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>• Effective communication that reflects the values of respect, service and relationship, values that are particularly influential in fostering effective and equitable engagement. This includes respect for service user’s views of their own experience, i.e. service users are viewed as the experts on their own lives and at shaping meaning out of their own experiences.</td>
</tr>
<tr>
<td>Human rights</td>
<td></td>
<td>• A partnership approach that seeks to recognise diverse values, views and experiences. This includes positive optimistic relationships with service users that emphasise hope and respect for the unique strengths and needs of each service user, resulting in a plan for recovery that is service user driven.</td>
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<tr>
<td>Service</td>
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<tr>
<td>Recovery</td>
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<tr>
<td>Communities</td>
<td></td>
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<tr>
<td>Relationships</td>
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<td></td>
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<tr>
<td><strong>Attitudes</strong></td>
<td>Working with Māori</td>
<td>Performance indicators for Working with Māori promote the following types of value-based practice.</td>
</tr>
<tr>
<td>Compassionate and caring</td>
<td></td>
<td>• Acknowledge and facilitate cultural practices such as waiata, karakia and teo reo Māori as part of respecting the diversity of values of service users and the ways that important cultural practices can impact on recovery.</td>
</tr>
<tr>
<td>Genuine</td>
<td></td>
<td>• An open-minded approach that respects differing spiritual practices and traditional healing practices. This includes supporting Māori (where relevant) to integrate these practices into recovery planning.</td>
</tr>
<tr>
<td>Honest</td>
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<tr>
<td>Non-judgemental</td>
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<td>Open-minded</td>
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<td>Optimistic</td>
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<td>Patient</td>
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<td>Professional</td>
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<td>Resilient</td>
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<td>Supportive</td>
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<tr>
<td>Understanding</td>
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<td>--------------------------------------------------------</td>
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</tbody>
</table>
| **Values**                                             | Working with families/whānau | Performance indicators for Working with families/whānau promote the following types of value-based practice.  
- A partnership approach that seeks to recognise diverse values, views and experiences. This results in effective collaboration with family/whānau in recovery planning.  
- Recognition of the unique make up and values of each family, including culturally significant groupings. This makes it possible to understand the role of families in recovery and provide them with adequate and appropriate support and education. |
| Respect                                                |                                                        |                                                                                                                  |
| Human rights                                           |                                                        |                                                                                                                  |
| Service                                                |                                                        |                                                                                                                  |
| Recovery                                               |                                                        |                                                                                                                  |
| Communities                                            |                                                        |                                                                                                                  |
| Relationships                                          |                                                        |                                                                                                                  |
| **Attitudes**                                          | Working within communities                            | Performance indicators for Working within communities promote the following types of values-based practice.  
- Ensuring service design reflects the values and needs of the local community in order to promote accessibility and effective service delivery.  
- Assisting with community development in order to promote processes, relationships and resources that support service user recovery. This might include liaising with (and supporting and educating) local schools, training providers, politicians and arts, and cultural groups for instance. |
| Compassionate and caring                               |                                                        |                                                                                                                  |
| Genuine                                                |                                                        |                                                                                                                  |
| Honest                                                 |                                                        |                                                                                                                  |
| Non-Judgemental                                        |                                                        |                                                                                                                  |
| Open-minded                                            |                                                        |                                                                                                                  |
| Optimistic                                             |                                                        |                                                                                                                  |
| Patient                                                |                                                        |                                                                                                                  |
| Professional                                           |                                                        |                                                                                                                  |
| Resilient                                              |                                                        |                                                                                                                  |
| Supportive                                             |                                                        |                                                                                                                  |
| Understanding                                          |                                                        |                                                                                                                  |
| **Challenging stigma and discrimination**              | Challenging stigma and discrimination                 | Performance indicators for Challenging stigma and discrimination promote the following types of values-based practice.  
- Recognise and challenge stigma and discrimination (overt and covert) within an organisation, the mental health sector and the community in general as part of a commitment to human rights.  
- Display an optimistic outlook through recognising and articulating the positive aspects of working in mental health and addiction. |
|                                                        |                                                        |                                                                                                                  |
| **Law, policy and practice**                           | Law, policy and practice                              | Performance indicators for Law, policy and practice promote the following types of values-based practice.  
- Organisational systems reflect a respect for the rights, opinions and values of service users and their family/whānau. This includes the gathering of service user and family/whānau feedback and other forms of data collection. It may also include the involvement and/or leadership of service users in service planning, human resource processes and contractual relationships with funding bodies. |
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<td>Values</td>
<td>Real Skill</td>
<td>• Contribute positively to legislative change and policy development through informed submissions led by or in partnership with service users.</td>
</tr>
<tr>
<td>Respect</td>
<td>Professional and personal development</td>
<td>Performance indicators for Professional and personal development promote the following types of values-based practice.</td>
</tr>
<tr>
<td>Human rights</td>
<td></td>
<td>• Values-based leadership that includes implementing a clear, service user focused vision to guide service provision and inspire those who work in the service.</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td>• Supportive management practice that promotes a healthy workplace where staff are encouraged and supported to develop professionally.</td>
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<tr>
<td>Recovery</td>
<td></td>
<td>• Organisational personnel reflect on their work and practice to support the recovery of service users, and work in ways that enhance the team. This includes engaging in supervision, where time is taken to meet with an experienced practitioner for guided reflection.</td>
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<tr>
<td>Communities</td>
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3. Cultural safety and competence

Cultural competence is the ability to integrate clinical and cultural elements into work with service users. The practice of cultural competence requires a worker to reflect on their own cultural values and the ways that they may differ from others. This includes an understanding of the values, beliefs, common experiences and expected behaviour for people from different cultural groups. Let’s get real promotes culturally competent practice in recognition of the tāngata whenua and the diverse New Zealand population.

In promoting values-based practice, Let’s get real incorporates the skills to work more effectively with people from cultures other than one’s own. For instance, a performance indicator for the Real Skill, Working with service users, states that all people working in mental health and addiction treatment services use culturally appropriate protocols and processes to work with service users.

The Let’s get real performance indicators for Working with Māori provide useful guidance on developing positive engagement with Māori that promotes a recognition of Māori values, (discussed in Table 1 above). The performance indicators for this Real Skill can also be applied when working with people from other population groups. This includes the following, among other things.

- Acknowledging and facilitating cultural practices as part of respecting the diversity of values of service users and the way that specific cultural practices (such as song, dance and oration) can impact on recovery.
- A recognition of the diversity of cultural values held about family and the appropriateness of family involvement in recovery.
- An open minded attitude to indigenous and other mental health treatments that may differ in philosophy from traditional Western models.
- An open minded attitude to indigenous and other spiritual values and practices that may be considered essential to treatment (Te Pou, 2011).

In addition to the seven Real Skills, the Let’s get real specialist skill set Real Skills plus Seitapu: Engaging Pasifika (Te Pou, 2009b) supports those who work with Pacific peoples. Building on the seven Real Skills, Real Skills plus Seitapu identifies the three key themes of family, language and tapu when engaging and working with Pacific peoples. These themes are based around Pacific values, protocols and practices. For instance, in the Pacific view, one’s sense of identity is more strongly embedded in and connected to identification with family rather than an individual. A worker must have a basic knowledge of this and other Pacific family values, and be able to apply them within their own clinical context while working with the service user and immediate family. Real Skills plus Seitapu therefore provides useful support to staff and organisations in developing an enhanced understanding of Pacific values and beliefs.
4. The *Let’s get real* enablers promote and support a values-based culture

Some of the *Let’s get real* enablers are specifically designed to support staff to raise their awareness of values-based practice. However, structural and organisational factors can make it difficult for individual staff to exercise values-based practice effectively (Graber et al., 2008). Used together the *Let’s get real* enablers therefore present a systemic approach that allows a service to integrate *Let’s get real* and values-based practice, across all organisational systems and processes. This section highlights how each of the enablers can assist a service to promote and support a values-based culture.

**Guide for Managers and Leaders**

The Guide for Managers and Leaders (Te Pou, 2009f) outlines a six step process to support the implementation of *Let’s get real*. This process starts with a snapshot of an organisation’s alignment to *Let’s get real* and goes on to identify high level priority areas. The first area to be assessed for alignment is vision and values. Many organisations already work from a values base and have a clearly articulated set of organisational values that link with their organisational systems. An organisation’s values may be reflected in many of the values of *Let’s get real*. However, organisations less developed in this area are encouraged to adopt and use the values in the *Let’s get real* framework.

**Team Planning Tool**

The Team Planning Tool (Te Pou, 2009g) is designed to support services to include *Let’s get real* in planning, budgeting, delivering and evaluating their services. These processes provide the opportunity for an organisation to consider the vision, values and goals of the service or team.

The tool also provides a mechanism for an organisation to develop a workforce profile and a workforce development plan against the performance indicators of the Real Skills. Using the *Let’s get real* Real Skills as a benchmark, a team can identify their strengths and priority areas for service development. The workforce development plan will promote upskilling in the relevant Real Skills, thereby ensuring a team continues to engage in values-based practice.

**Human Resources Tool**

The Human Resources Tool assists organisations to understand *Let’s get real* and identify how *Let’s get real* can be introduced and integrated into their existing human resources systems and processes. Both the values of a specific service and the values and attitudes of *Let’s get real* are promoted throughout this tool. The tool provides comprehensive templates that can be downloaded and adapted for immediate use (Te Pou, 2009e). This includes the following.

- Stage 9 of the Human Resources Tool (2009d) includes guidelines for interviewing Māori candidates that recognise important cultural values and practices such the involvement of whānau and the proper pronunciation of names.
- The Job Analysis Template (2.4c) includes an opportunity to consider the *Let’s get real* values and attitudes required for a particular role.
- The Designing Job Descriptions Template (2.5) has a category for organisational skills and values.
- The Writing Person Specifications Template (2.5b) has a category for *Let’s get real* values and professional ethical values.
- The Interview Questions Template (3.3) includes some examples of behavioural and situational questions an employer can use to gain information about an applicant’s Real Skills and values.
- The Advertisement Checklist (2.7) includes creating a strong positive image of the organisation and its values.
- The Barriers to Development Template (5.4) includes an analysis of whether the employee buys into the organisation’s goals and values.
Learning Modules for the seven Real Skills, Values and Attitudes

The Let’s get real learning modules address each of the three levels (essential, practitioner and leader) in all of the seven Real Skills. These seven learning modules support upskilling in the Real Skills and therefore promote values in action.

There are also the stand-alone modules - Getting Started, and Values and Attitudes. These are both intended to be completed before commencing the modules for the seven Real Skills.

Training in values has been found to be effective in promoting values-based practice in both the mental health and private sectors (Valentine, 2002; Woodbridge and Fulford, 2004). Consequently, the Values and Attitudes learning module (Te Pou, 2009h) encourages a person to:

- explore and articulate personal values in relation to their work
- develop an understanding of the shared values and attitudes that exist in the mental health and addiction sector
- recognise and understand the various impacts that other people’s values and attitudes can have on a service user and the expression of these in systems and policies.

As with all the learning modules, the Values and Attitudes learning module can be completed individually, or by a team. If completed as a team it can become a useful part of any service culture change initiative.

Education Tool

The Education Tool (Te Pou, 2009c) provides support to education and training providers to develop or review their course content to ensure stakeholder involvement, demonstration of the Let’s get real values and attitudes and the inclusion of the seven Real Skills. The tool is particularly relevant for undergraduate programmes or programmes offered by tertiary providers.

Research evidence reinforces the importance of integrating values and attitudes education, into the health training curriculum. Nursing students, like much of the general population, can hold stereotypical perceptions about mental health and addiction (Rassool et al., 2006; Surgenor et al., 2005). Encouraging trainees to explore their attitudes is therefore important to their success as effective workers, enabling them to ‘walk a mile in our shoes’ and empathise rather than sympathise with people who have mental health and addiction problems.

Studies have found that negative attitudes towards mental illness can influence trainees’ decisions to major in mental health (Surgenor et al., 2005). Negative attitudes can also result in stigmatisation by association within the health workforce, with trained mental health clinicians stigmatised by other health colleagues. For example, in one United States study responses from 122 nurses, from two states, indicated that psychiatric nursing was the least preferred specialty out of ten areas (Halter 2008).

Rassool et al. (2006) have found that there is very little content on addiction in the curricula of undergraduate nursing courses in the United Kingdom, United States and Australia. The researchers explain that evidence from research suggests that “the development of a more positive and non-judgemental attitude and confidence and skills in identifying and working with substance misuse may be partly related to the provision of education and training” (Rassool et al, 2006, p. 88).

This evidence suggests that all nurses should be given education on the importance of values and attitudes and the ways that they can impact their work. In this way nursing education might promote positive attitudes about mental illness and addiction, as well as the positive aspects of mental health and addiction work.
Incorporating service user roles into classroom teaching (i.e. discussing service user perspectives and experiences) has a range of benefits for nursing education, including values and attitudes training. Service user roles have been found to enhance students’ ability to listen to service user perspectives and to reflect on their practice (Schneebeli, 2010). A shift in the balance of power can also take place through students recognising the expertise of the service user in the classroom setting (Hutchings, 1999). It is important that this kind of service user involvement is not viewed as an ‘add-on’ to clinical education. Schneebeli (2010) suggests that further opportunities to shift the balance of power could include “service user involvement in curriculum planning and assessment of students in the classroom and in clinical settings” (p. 34). The ultimate goal would be service user led education that complements clinical systems, in line with the leadership goals of the service user movement.

The following table provides a summary how the enablers can support and promote a values-based culture.

### Table 2. How the Let’s get real enablers can support and promote a values-based culture.

<table>
<thead>
<tr>
<th>Enabler</th>
<th>How each enabler can support an organisation to promote a values-based culture</th>
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| Guide for Managers and Leaders| • Guidance for managers on implementing Let’s get real within their organisation.  
• Assess alignment of organisational vision and values with Let’s get real.                                                                                                                                                                                                 |
| Team Planning Tool            | • Guidance on including Let’s get real in planning, budgeting, delivering and evaluation, including the opportunity for a service to consider their vision, values and goals.  
• Workforce development plan will promote upskilling in the relevant Real Skills, upholding processes that keep organisational values alive and integrated into every day practice.       |
| Human Resources Tool          | • Integrate Let’s get real, the values, attitudes and Real Skills into human resource systems and processes.  
• Guidelines for interviewing Māori candidates reflect recognition of important cultural values.  
• Templates such as Job Analysis, Person Specifications and Advertisement Checklist promote the inclusion of service values and Let’s get real values.  
• The Job Questions template includes scenarios based on the Let’s get real values and attitudes for interviews.                                                                                             |
| Learning modules for the seven Real Skills | • The Values and Attitudes learning module provides a mechanism for people to examine their own values and attitudes and the impact they have on their work (the important first step to good values-based practice).  
• The learning modules for the Real Skills then provide an opportunity for staff to upskill in the Real Skills, ensuring they continue to engage in values-based practice.                                                                                   |
| Education Tool                | • Assist with integration of Let’s get real and values-based practice in current curricula to promote positive attitudes about mental health and addiction.                                                                                                                |
Conclusion

Values-based practice has become increasingly utilised in the mental health and addiction sector over the last decade. It recognises that values are pervasive and influential and impact all levels of service delivery. Let’s get real is unique as a national framework that is explicitly underpinned by values and attitudes. These values and attitudes provide a robust foundation for values-based practice in the mental health and addiction sector. They shape service provision and practice, being expressed in action through each of the Real Skills. This leads to effective engagement and better outcomes for service users. The Let’s get real enablers present a systemic approach that assists a service to integrate values-based practice into policy and processes. This helps to create a positive organisational culture where staff feel valued and supported in their work. As a result they will feel more satisfied in their jobs, perform more effectively and be more likely to stay within an organisation.
For more information

- To access the Let’s get real enablers and other resources visit Te Pou’s Let’s get real website, www.tepou.co.nz/letsgetreal.

Contact the Let’s get real team at Te Pou 09 373 2125.

References


Te Pou o Te Whakaaro Nui (2009g). *Let’s get real Team Planning Tool*. Auckland.

Te Pou o Te Whakaaro Nui (2009h) *Values and Attitudes Learning Module*. Auckland.


